



News Letter

Vol. XXII, No. 1, January-February 2012

From the Editor

by Daniela Cuccurullo

Dear TESOLers,

Spring is coming earlier than you think this year, as we can see from the clues running like growing seeds through the articles in this issue of the newsletter. The various suggestions by the contributors surely provide 'food for thought' for us as a professional association of language teachers. Stephenson's piece is entitled "how to measure and to improve teacher effectiveness", while Lopriore's buzzword of the day, "situated learning" points out how successful learning experiences are closely linked to the social context and to the people involved in the process. A new perspective runs through Morbiducci's column that highlights "the translator's in-visibility" in the worldwide translation scenario. Furthermore, in a time when e-learning and e-teaching focus on the digital learner (Balirano suggests a way to teach digital natives to address the so-called "short attention span" problem, and Cinganotto introduces a new project promoted by the MIUR named E-CLIL to "ride the wave of the moment for all it's worth"), let me give a warm welcome to the new and challenging column by Anna Rosa Iraldo, who, by examining a collection from a weekly journal dating back to 1905-1906, analyzes "the way they learned".

How many of those principles still hold good today?

Last but not least, the second and final section of the special Dossier on the SpellEvent proposed and edited by Lina Vellucci: the Global competition for learning and experiencing words.

Enjoy your reading.

Daniela Cuccurullo



Food for thought

From TESOL publications

by Franca Ricci Stephenson



How do we measure teacher effectiveness? How do we improve it?

by Franca Ricci Stephenson

A discussion has been going on online with TESOL President Christine Coombe about teacher effectiveness in ELT. In fact Christine Coombe will deliver the TESOL 2012 Presidential Plenary titled "Teacher Effectiveness in ELT: Empirical and Practical Perspectives" on March 30, 2012 at the TESOL International Convention in Philadelphia, PA. In her introduction to the online discussion she writes:

"Despite conventional wisdom that educational institutions make little difference in student learning, a growing body of research suggests that institutions can make a difference, and a substantial portion of that difference is attributable to teachers. Recent studies of teacher effects at the classroom level have found that differential teacher effectiveness is a strong determinant of differences in student learning.

Research shows that students who have high quality teachers make significant and lasting learning gains. These findings make the identification and evaluation of teacher effectiveness a major concern in today's classrooms. Despite the importance of highly effective teachers, there is no one scale or agreed-upon list of criteria to evaluate what makes an effective teacher in general or an effective English language teacher. The overall quality of teachers is the key to how competitive institutions of higher education are. Therefore, improving the quality of teachers is a matter of great importance. The complex nature of evaluating teacher effectiveness means that there is still no generally accepted system, nor is there a single method. It is hoped that the results of this discussion will provide

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much-needed information about the efficacy of English language teachers in both North American and international contexts.

Discussion Questions:

- 1. What, in your opinion, are essential characteristics of an effective ESL/EFL teacher?*
- 2. Are there any characteristics that are context-specific?*
- 3. Why did you decide to go into the teaching profession? Why did you decide to stay in the field?*

What skills do you feel teachers of today need in particular to be effective?"

The stress placed by Ms. Coombe on the quality of teachers is the same we find in the "Misura di Accompagnamento al Riordino del II ciclo d'istruzione, primo biennio", where a national in-service training plan is outlined in order to enable teachers to cope with the changes in the school system. The

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DTP Claudio Giacinti

TESOL-Italy's mission is to develop the expertise of those involved in teaching English to speakers of other languages, and to foster professional growth and active participation in language teaching. Its mission includes promoting community understanding of the role of language in a progressively changing environment while respecting individuals' language rights.

To achieve this TESOL-Italy

- encourages access to and standards for English language instruction, professional preparation, continuing education and student programs;

- links groups to enhance communication among language specialists;
- produces high quality programs, services and products
- promotes advocacy to further the profession.

TESOL (Teachers of English to Speakers of Other Languages) Italy

TESOL-Italy, an affiliate of TESOL International, founded by Mary Finocchiaro, is a non-profit organization of teachers of English in Italy. Its purposes are to stimulate professional development, to disseminate information about research, books and other materials related to English, and strengthen instruction and research.

TESOL-Italy organizes a national convention every year .

Members receive TESOL-Italy Newsletter and Perspectives, the academic journal of the association.

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Food for thought

by Franca Ricci Stephenson
(continued from p.1)

outcome of the ongoing reform will depend on the teachers (and headmasters). This is why Ms. Coombe's online discussion – and plenary speech - is important to us, as it helps us to reflect on what makes a good teacher. The teachers who answered on her blog seem to believe that competence with the new technologies is what really makes a difference, and the training plan organized by ANSAS as well emphasizes the importance of such competence. I personally believe that technologies are a great help in teaching and learning, so teachers should be trained to use them in order to support and widen the scope of their lessons. However what makes a good teacher is a mixture of competence, motivation, and personal commitment. Three ingredients that depend on many different elements. Three ingredients that need to be developed also in the students, as they are inherent to the learning process as well. I don't know how you feel, but I am 100 per cent sure that hard work is possibly the most important element in the teaching/learning process. And commitment to the mission of a professional association like TESOL Italy is part of the work.



To contributors

Please send your contributions in Times New Roman 12 to

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The deadline for submitting articles for the 2012 March-April issue is April 30th



Buzz-words

Lucilla Lopriore

* * * * *

Buzz-word: 'a word or phrase that people in a particular group start to use a lot because they think it is important'

Buzz-word of the day:

Situated Learning

Most of the successful learning experiences seem to be closely linked to the social context, to the situations where the learning took place as well as to the people who had been involved in the experience. The focal importance of the relationship between learning and the social situations in which it occurs has stimulated several research studies that have mostly investigated both the areas of human cognition and those of social participation. Within this framework learning is seen as a special type of social practice, an action embedded in a context where the interactions among participants constitute the main structure.

Lave and Wenger (1991) in their study about the action of learning, locate learning in the increased access of learners to participating roles. In language learning, for example, the learner acquires the skill to perform by actually engaging in the process in what has been defined as *legitimate peripheral participation*. This notion refers to the particular way a learner is engaged in the practice of an expert with a particular degree of responsibility (1991:14). In their article on situated cognition, Brown, Collins and Duguid (1989) describe situated cognition as a "theory of instruction that suggests learning is naturally tied to authentic activity, context and culture". In this respect language immersion programmes in the target language country are the ones that best determine success. Another important concept related to situated learning is that of learning taking place in apprentice-like situations where the learner learns by doing, a sort of "Sitting with Nellie" approach, a training technique in which technical skills and professional skills are not acquired in the classroom but through observation of someone more experienced. And this certainly applies to vocational contexts where students are involved in practicum components where they work outside the school context.

Not all research into situated learning has proved that all claims made about it are true, but what has at least been proved is that situated learning has served "a role in raising

our consciousness to certain aspects of learning that were not fully appreciated in education" (Anderson et al., 1996). In the studies on situated learning the notion that learning is an action is often linked to the idea that learning is also a language, an idiom in its own way. It is within this approach that most recent work carried out within the sociocultural perspective of language learning has highlighted those aspects of situated learning that focus on language awareness and on knowledge about the language. From an ecological perspective learning is 'situated' when it occurs in the context of meaningful activities where the learner interacts beyond the limits of the artificiality of a classroom situation, hopefully within the area of proximal development where his/her learning is enhanced by the environment and by the other interactants. (Van Lier, 2004). Certainly something to think about when working in the classroom!

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PERSPECTIVES

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Web Watch

by Esterina La Torre

Reading seems more and more difficult for our students, actually they read a lot but in a different way compared with what we mean as “old teachers” and “old readers.” Young people surf and read on the Internet, they read messages on their mobiles, news and videos on computers and so they normally read on screens. When the time comes for reading lessons, we always try to find interesting articles and strange or original news to engage them and increase their motivation to read, but have you ever tried suggesting they create a personal or a class newspaper? Well, it is guaranteed they will be excited and enthusiastic.

A good starting point for teachers is a very detailed work co-sponsored by the American Newspaper Publishers Association Foundation and the International Reading Association:

http://nie.miamiherald.com/_pdf/CreatingAClassroomNewspaperNAA.pdf

where you will find all the secrets about how to “transform students into news readers...news gatherers...and news writers.” According to the authors creating a newspaper provides opportunities for students to see writing and reading connections, moreover teachers will learn all the rationale for creating a classroom newspaper, how to organize the lessons and a complete ready-made plan to follow. It ends with a very useful glossary. If we don’t want to waste precious time, we can help students to shape their own paper, naming it as they wish, and having a daily edition. All this can be done easily on <http://paper.li>. Paper.li is a content curation service. It offers the possibility to publish newspapers based on topics students like, based on the themes and the options they choose. Paper.li looks for news or tweets/Facebook posts with links attached, and then organizes the content into a newspaper format automatically.

Another nice site for creating magazines is:

<http://www.joomag.com/>, Joomag is the first innovative service for digital interactive magazine publishing and hosting. It features a powerful platform for creating digital interactive content, including magazines, e-books, catalogues, reports, brochures and photo albums, and delivers an exceptional reading experience to users thanks to the carefully designed online viewer with realistic flipping effects and user friendly magnifying and panning features. Of course it is also possible to create other types of class newspaper, and there are different online tools provided. Moreover you can choose them according to the level of the students; you could also start with a fake newspaper or better yet, a clipping generator, containing a single short article or story, and then print it immediately:

<http://www.fodey.com/generators/newspaper/snippet.asp>

or you can opt for the creation of a guided newspaper on the site READWRITETHINK that offers several options in this section: http://interactives.mped.org/view_interactive.aspx?id=110&title.

In some schools, the problem is often the internet access and connections so we could opt for a more “traditional” way to produce a newspaper. Students can simply use Microsoft Publisher, in this case, while preparing their newspaper, they will develop a variety of skills by typing, using spell check, experimenting with different fonts, and downloading pictures, even if in many cases they already know how to do all this better than the teachers!

“Theatrino”

at pre-primary school

An amazing experience

by Maria Cristina Quinquennale

In our hyper technological society there is no longer any doubt concerning the positive impact of technology on teaching and learning English. This is the era of digital storytelling, using digital media tools to tell a story and to interact with, but the choice of the teaching model to use sometimes depends on the context teachers find themselves in.

Stories, tales, mime activities, TPR, and games can be effective learning devices when the technology available is not “hands on”. The teaching method I quite often use is the “theatrino” because in the school where I teach, technology is not always available, but this alternative also comes from a personal reflection I’ve made through continued and methodical examination, which is strictly connected with my job as a pre-primary teacher. I believe, in fact, that young children, in many cases, are over-stimulated by technology: they can use computers perfectly; they are able to play with interactive games, but what about their creativity and imagination? I think that particularly among young children, it is necessary to work with their imagination and to nourish it with traditional stories and tales. This is my experience: “Once upon a time...” as I started to tell the tale I saw nine children aged 3-5 pricking up their ears and opening their smiling eyes at the sound of my voice.

Once upon a time there was a little girl who lived in a forest....., then I began to mime the story too. I did not say a word in Italian on the subject I was introducing, but after a few minutes everything was clear to the kids: “E’ Cappuccetto Rosso!” said one of them. Yes, he was right, it was Little Red Riding Hood, a well-known story, and even if they seemed to be a little curious about the new sounds, suddenly they began to mime and repeat the words after me following all my gestures and movements. Everything was quite simple, quite natural. I still remember their astonished faces full of enthusiasm about the new experience. At the end of the tale the group was very happy and I had a feeling of satisfaction reading their happiness, and they asked me to repeat it again and again. We also made puppets, masks of all the characters in the story, and a stage with recycled materials, such as envelopes, paper, and boxes, which is a good way of developing children’s creativity. This is the way we put on our own version of Little Red Riding Hood.

Teaching English through activities like the “theatrino” is very pleasurable; it stimulates active processes such as listening and speaking, moreover through imitation children learn without the anxiety that may hold acquisition of an L2 back.

Since then we have approached English in this “traditional” way starting with the story, playing, miming and acting out the various roles, singing and having a lot of fun.

Really an amazing experience!

Resources

www.dtk-kids.com/crafts/miscellaneous/mlittered.htm

This is a good craft for the children to make while you read the story. Or, attach a lollipop stick to the roll to make a Red Riding Hood puppet that they can use to turn the story into a puppet show!

www.bayswater-vic-edu-au/lotte/maerchen/month/red4.htm

Here you can find free finger puppets and a stage.

www.childrend.beyond.tripod.com/masks.htm Provides great printable masks

www.printactivities.com/therme-Printables/printable-red-riding-hood-activities.html

Here you can find printable worksheets for all kids who like the classic fairy tale story of Riding Hood. It includes word searches, word scrambles, cryptogram puzzles, Red Riding Hood colouring pages and more.

Translation in Love THE TRANSLATOR'S IN-VISIBILITY

by Marina Morbiducci

The title of this piece plays with, and reverses, the title of the highly famous work by Lawrence Venuti, namely *The Translator's Invisibility: A History of Translation*. Venuti's book, first published in 1995, represents a stepping-stone in the Translation Studies scenario worldwide, so much so that a second edition was issued in 2008. Since its publication, *The Translator's Invisibility* has provoked debate and controversy within the field of translation, as well as becoming a classic text. The main idea therein expressed is that the translator's presence, according to Venuti, too often remains obscured, kept hidden by the fame of the original author or by the reputation of the translated text itself, to which, paradoxically, the translator is a crucial factor of success, contributing to its international circulation. Venuti, therefore, focuses on the commonly shared view that the real author is only the writer who produced the text; he doesn't subscribe to such stance, and in so doing he paves the way for the further notion of translation conceived as a form of re-writing, which, in turn, claims for and should ensure the status of writer to the translator, too. Having been engaged in translation criticism ever since he started translating various literary works from their original language to English, Venuti criticizes the fact that, too frequently, the translator is an invisible figure. In addition to that, he seems to take issues with the recurring trend of shaping the making of any piece of translation according to the criteria of fluency and readability; as we can read in the book cover of the 1995 edition: "Providing an account of the history of translation from the 17th century to the present day, Venuti shows how fluency prevailed over other translation strategies to shape the canon of foreign literatures in English and investigates the cultural consequences of the receptor values which were simultaneously inscribed and masked in foreign texts during this period. The author locates alternative translation theories and practices in British, American and European cultures which aim to communicate linguistic and cultural differences instead of removing them"; more precisely, Venuti questions the "domestication" theory which, since Schleiermacher's formulation in the 19th century, is in contrast with the "foreignization" posture; such an established dichotomy dispenses the translated text with two possibilities: the one of being perceived by the reader almost as a natural text smoothly belonging to his/her own language and culture; or the one of making the reader feel that that text at hand is notably the product of a different language and culture. In the latter way, the translator, intentionally, in his/her version, gives emphasis to the difference in language and culture between the author and the public; therefore, his mediation between two linguistic and cultural systems becomes paramount and essential; s/he is no longer invisible, and it is exactly in this tension between fluency and resistance that Venuti locates the qualifying ground for translation, in ethical terms. The translator's responsibility, at this point, gets impending.

Let me now turn to another form of "visibility": you might have recently enjoyed watching Woody Allen's latest movie, *Midnight in Paris*; and you might also have recognized

Gertrude Stein, in the story, as infallible patron of the most emerging American literary talents in 1920's Paris, the so called "expatriates": you will certainly remember Ernest Hemingway, F. S. Fitzgerald, and other giants of literature, asking for advice from her on how to write and how to become successful. Well, at present Gertrude Stein's visibility, to the generic public, seems to be tied more to the fame of her friends such as Picasso, Matisse and the like, or to her Saturday receptions at her "salon" at 27, Rue de Fleurus, Montparnasse, than to her substantial contribution to revolutionarily innovative forms of writing.

For some reasons, I have devoted a large part of my studies precisely to her figure, always considered so obscure as a writer, whereas so notable and crystal-cut in her biographical aspects; to make her "visible" to the Italian readers, the genial translations made by Cesare Pavese (*The Autobiography of Alice B. Toklas*, 1933, for instance, translated and published in Italian as early as 1938, and recently reissued by Einaudi in a new edition last year, 2011), or by Barbara Lanati and Luigi Sampietro (*The Making of Americans*, 1925, published by Einaudi in 1979), or Giulia Niccolai (*The Geographical History of America*, 1936, published by La Tartaruga in 1980), and so on; in 1989 the small press Liberilibri ventured into the Steinian world with the first edition of *Tender Buttons* (1914), that I translated with E. G. Lynch; since then, I have translated and written on other works by her, from her dramas (*Last Operas and Plays*, 1922-1949, published in Italy by Liberilibri, 2010) to *Lifting Belly* (1915) (Liberilibri, 2011). For those who would like to know more about the Steinian universe, Cosma Siani's article published in the literary magazine *Poesia* (February 2012) certainly represents an enlightening guide. But going back to the question of "visibility", let me quote Norman Shapiro's statement that Venuti uses as a sort of epigraph in his initial chapter of the above mentioned work, entitled "Invisibility":

"I see translation as the attempt to produce a text so transparent that it does not seem to be translated. A good translation is like a pane of glass. You only notice that it's there when there are little imperfections—scratches, bubbles. Ideally, there shouldn't be any. It should never call attention to itself".

By pure chance, the first piece of G. Stein's work *Tender Buttons*, above quoted, recites:

A carafe, that is a blind glass

A kind in glass and a cousin, a spectacle and nothing strange a single hurt color and an arrangement in a system to pointing. All this and not ordinary, not unordered in resembling. The difference is spreading.

Would you like to read the Italian translation that we produced? Here it is:

Una caraffa, cioè un vetro cieco

Una specie in vetro e una parente, una lente e niente di strano un singolo colore ferito ed un arrangiamento in un sistema volto a indicare. Tutto questo e non ordinario, non disordinato nel non rassomigliare. La differenza s'espande.

Do you think that the translator's visibility is clearly apparent here? If so, could we read the title at the beginning of this piece: "the translator's in-visibility", as meaning: "the translator is in visibility"?

My students enjoyed trying their hand at alternative translations of "A Carafe, that is a blind glass", and next time I will open up and track down the process of our translational choices; I hope it will interest you, especially if you share the opinion that translation should become more visible.

NEWS from the Groups**Palermo TESOL-Italy group**

by Ninfa Pagano

On November 8, 2011 the latest meeting of the Palermo TESOL-Italy local group took place at Liceo Statale 'G.A. De Cosmi', Palermo. The title of the afternoon seminar was: '*CLIL: Carling and Sharing?*', held by Irene Ajovalasit, teacher and teacher-trainer who has been dealing with CLIL for about ten years now.

The seminar was addressed to both English teachers and to content teachers (Science, Law, Maths) with at least a B1 competence in English and who are expected to teach CLIL classes according to the reform. Around 40/50 people attended the seminar.

Irene Ajovalasit first made a general introduction on CLIL methodology, its basic demands, and the techniques and strategies adopted to achieve its aims, including all the considerations about the balance between the content and the type of language to be used and developed.

Her introduction on methodology was followed by the presentation of CLIL projects carried out by a number of content teachers who had already tried out some CLIL teaching with their classes: some of these teachers had also attended training courses in England.

Fabio D'Agati and Maurizio Avelone presented a project on history, on the theme of '*enclosures*', and Caterina Gioia presented a project on science, more specifically on geology (on different types of soil).

Their presentations were followed by a discussion among the participants; the main issues raised concerned the organization of modules, content teachers' language skills, the language skills to be developed with the classes, the desirable and possible co-operation with English teachers.

The seminar left, of course, many questions still open to other solutions and all participants expressed the need to continue the debate on the next occasion.

The seminars which will be organised in 2012 will, of course, take this need into consideration: if CLIL classes have to become a real practice in our schools, a lot of work still has to be carried out, and the Palermo local group will offer its contribution to the development of greater awareness among teachers.

Teaching digital natives

by Giuseppe Balirano

Università di Napoli L'Orientale



It is surprising how, in all the hotchpotch of ELT's methodologies, seminars and scholarly debates, some practitioners seem to close their eyes to the fundamental causes of our students' de-motivation to learning English, their total indifference to our teaching, and their unwillingness to do homework. Teachers keep on complaining that their students have difficulty focusing and paying attention, the so-called "short attention span" problem. However, students don't seem to have an attention-span problem when they are surfing the net or when they are playing video games. Today's students are no longer the people our educational system was designed to teach since they have been wrapped up in the current technology all their lives, that is why according to Prensky (2001) our new generation is a "Digital Native" one. While we have been constantly trying all our lives to catch up with technological advancements, our digital natives are adept at multitasking, enjoy working in groups and absorb information rapidly. Prensky believes training programs should look more like the technologies with which they are familiar. Yet, while our digital natives are thinking about computers, video games and iPods, we tell them to focus in class, which in several cases means paying attention to what we do on a monotonous black and white board. Technology is deeply entrenched in their lives, all these digital experiences have changed children in such a way that there is no going back. As a matter of fact, according to Perry, an internationally recognized authority on brain development, it is likely that our students' brains have physically changed, or at least their thinking patterns have changed. Because the brain literally changes in response to experiences, these "new" experiences cause changes in brain development, brain organization, and brain function that were never expressed hundreds of generations ago. Modern technologies are very powerful because they rely on one of the most powerful genetic biases we do have — the preference for visually presented information. The human brain has a tremendous bias for visually presented information. Television, movies, videos, and most computer programs are very visually oriented and therefore attract and maintain the attention of young children. (Perry 2005)

Educators and neuroscientists are now attempting to utilize information from basic and clinical neuroscience as practical application in classrooms. Students have evolved, the educational tools have evolved, and now it is time for the curriculum to evolve. Since our digital natives are enthusiastic about us-

ing technology, we could take advantage of it in order to engage them and make learning more effective.

We should integrate technology in and outside the classroom, not only for teaching, but also for learning. So far, there has been a focus on how teachers can improve teaching techniques by using technology, therefore, multimedia and interactive whiteboard material have been gradually introduced into education in order to enhance teaching and motivate students. However, we should not forget that our main concern as teachers, our goal, is for our students to learn. There are several cases of teachers using the most up-to-date technology at school, yet their students fail to perform as expected. Research shows that the majority of students today have a higher preference for visual input, their visual abilities have been extremely sharpened due to high exposure to the high-quality graphics of TV, video games & computer, and of course digital natives want graphics before text, they want everything in color. So how can technology motivate our students to study at home? How can we make homework effective? By integrating the use of e-books in order to offer our students a variety of learning activities for all tastes and preferred learning styles. E-books may suit each student's thinking patterns and can lead to great results. However a black and white or even a colorful PDF digital representation of a book in an e-book reader will quickly become as uninteresting as a printed version of a book for them. Attractive e-books should be designed to be fully interactive and contain audio, video and animations. This will enhance the content of the course books and make them want to study, enabling them to study on their own in an enjoyable and motivating digital environment.

Another very important advantage of e-books is that they support autonomous learning and the notion of self-access. Students can now study on their own at home without any help from teachers or parents. Teachers can rely on the fact that their students will have plenty of opportunities to revise, re-practice and consolidate various structures of the language, when at home, at their own pace and in their own comfort. We live in a digital world and our job as teachers is not simply to teach our students the language, we ought to prepare them for the real world. We need to teach them what's out there. We can't do this without revising our teaching methods and the teaching material to best fit the standards of this new digital era.

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The way they learnt.

by AnnaRosa Iraldo

In a time when e-learning and e-teaching focus on the digital learner, and all information is easily accessed, I have just come across the 1905-1906 collection of a weekly journal to teach/learn English. It is a document of “the way they learnt”, it can stimulate thoughts of the teaching learning process implied, and by contrast – or similarity? – it can trigger considerations on how we teach nowadays, and it can be fun, which is not bad at all. Here is the cover of the first issue. After a look at the liberty picture of the quiet girl reading her enormous book, just consider the words in bold: how many of these principles hold good today? As the text says “cediamo la parola al professore”. We will meet the professore in the next issue of the newsletter.



IL POLIGLOTTA MODERNO
Giornale Settimanale per imparare la lingua
INGLESE

CONVERSAZIONE.

Sappiamo che ogni lingua ha le sue espressioni particolari nell'uso dei convenevoli, nel saluto, ecc., ecc., che non variano solo riguardo alle parole ed alla disposizione di esse, ma bensì anche per l'espressione in se stessa come estrinsecazione del pensiero e che associano le caratteristiche particolari della lingua e del popolo che la parla.

Perciò in questa rubrica daremo le frasi più frequentemente usate. Procuri lo studioso di impararle a memoria e di applicarle subito in ogni occasione.

Good morning, dear mother gud mornig da mader Buon giorno, cara mamma	How are you? (oppure) How do you do? hu ar ju? (oppure) hu du ju du? Come sta? (oppure) Come state? - Come stai?
Good evening, dear father gud iwing da fader Buona sera, caro babbe	Very well, thank you, and you? veri uel thank ju and ju? Beneissimo, grazie e lei? (noi! - tu!)

NOTA.

Nelle lezioni seguenti lo studioso troverà la correzione degli esercizi assegnati come compiti, ossia l'esercizio trascritto come nel numero precedente accompagnato dalla corretta traduzione italiana o inglese, e quindi inutile iniziare i compiti da correggere.

CORRISPONDENZA.

Lo studioso, giunto a questo punto, avrà constatato che il sistema adottato dal Poliglotta per l'insegnamento dell'inglese è facilissimo. Però qualcuno dei Lettori potrebbe vedervi qua e là delle difficoltà, potrebbe essere colto da qualche dubbio, avere bisogno di qualche consiglio. In tal caso scriva direttamente alla Direzione del giornale che il Poliglotta sarà pronto a rispondere, a spianare ogni difficoltà, a risolvere ogni dubbio. Le risposte il Lettore le troverà sempre in questa rubrica nei numeri successivi.

Noi siamo interamente a disposizione degli studiosi Lettori del nostro giornale e con esso ci tratteremo con vero piacere.

LA DIREZIONE.

NB. — Per le corrispondenze tagliare il poliglotta, applicarlo come indirizzo alla Carlotta e farlo pervenire alla lettera. La corrispondenza senza il presente verrà rifiutata.

POLIGLOTTA MODERNO
ENGLISH
Società Editrice Scavognino
MILANO

“E-CLIL”

A Project promoted by the Italian Ministry of Education, University and Research

by Letizia Cinganotto

There has been great innovation in the Italian Secondary school curriculum within the framework of the Reform instituted by the Ministry of Education, University and Research. Starting from the next school year, the teaching of a curriculum subject in a foreign language – CLIL – will be introduced in the third year of “Licei Linguistici”, while all the other “Licei”, “Istituti tecnici” and “Istituti professionali” will start teaching CLIL in the fifth year, starting from 2014-15.

Teaching a subject through a foreign language will become an integral part of the secondary school curriculum.

In the light of the Reform, the Ministry of Education, University and Research has promoted a project, named “E-CLIL”, selecting a sample of Secondary Schools from all over Italy, according to criteria established by a Committee made up of experts and university professors with great experience in both the fields of online teaching and CLIL. The Project engages the teachers of the selected schools in planning and trying out CLIL modules in different subjects (mainly arts and scientific subjects) in English or French. The teachers are supposed to plan a CLIL module on a specific topic, that will be developed electronically, according to the IT skills of teachers and students.

The teachers involved in the Project can discuss, share ideas and drafts on a virtual platform, where they can take part in discussion threads, moderated by the members of the Committee.

Added value is given to the Project through the webinar, which allows teachers to get in touch with each other, sharing ideas, experiences and practice in live meetings. At the same time, teachers can take part in web conferences held by national and international experts in CLIL and online teaching/learning.

A national Convention took place in Rome in October 2011 to launch the Project and at the end of the Project another national Convention will be held, in order to disseminate and share processes, products and outcomes. The Ministry will also devote a digital repository and a publication to the collection of IT products and papers produced by the schools as documentation of the whole Project.

This initiative aims to promote IT skills among teachers and students and to foster CLIL teaching in order to prepare for full implementation of the Reform.



SPELL EVENT

edited by Lina Vellucci

Dear readers,

To complete our overview of the 'SpellEvent Dossier' here follow the other contributions from EC members, participating teachers and students.

1

Lettera aperta agli amici del direttivo del Comitato Esecutivo di TESOL Italy a proposito dello Spell-Event:

Vi ringrazio di aver rilanciato il dibattito sullo Spell Event. Anni fa, quando l'evento fu proposto da Mary Beth Flynn, allora Presidente di TESOL Italy, avrei voluto che se ne discutesse a fondo, ma durante una riunione del Comitato Esecutivo fu accolta la tesi di chi disse, testualmente "non c'è niente da discutere, a noi piace." E chi lo disse aveva ragione: **allora come ora sono la sola nell'associazione a provare o ad esprimere disagio** per l'adozione dello Spell Event da parte di TESOL Italy, e le regole della democrazia indicano che si segue la maggioranza, non certo la minoranza, anzi l'unica voce contraria. Avevo anche detto che non ne avrei più parlato, quando mi fu spiegato in modo esauriente e non superficiale le ragioni che portavano TESOL a considerare positivo questo "evento". Non perché avessi considerato tali argomentazioni convincenti, ma perché non mi piace mettermi di traverso, e soprattutto non mi piace fare cose inutili, come lo è portare avanti una posizione non condivisa da nessun altro. Adesso molto più che allora mi interessano di cose diverse e TESOL Italy, alla quale ho dedicato così tanto tempo e passione, e che proprio per questo considero parte della mia identità di persona, risulta ora un po' sfocata dal mio orizzonte di vita.

A questo punto, però, mi sembra importante provare a spiegare chiaramente cosa penso di questa iniziativa, perché le posizioni di tutti voi mi stupiscono e, mi addolorano. Può darsi che qualcuno trovi il mio punto di vista utile ad una ulteriore riflessione. Dico subito che non intendo confutare le argomentazioni avanzate, non ne ho più neanche la competenza, e mi ci vorrebbe tempo e impegno che sento di dover dedicare ad altro in questo momento.

Soprattutto vorrei parlare di quello che mi allontana da questo evento, che sento sempre più estraneo al mondo di TESOL Italy, o almeno da quello nel quale mi sono per molto tempo identificata come insegnante.

Aver improvvisamente capovolto la scala di importanza degli aspetti della lingua inglese di cui sviluppare conoscenze e competenze non cessa di stupirmi. Lo spelling è certamente importante, come ci viene ben ricordato da molti, ma non abbastanza da metterlo al primo posto nella scala dedicandogli ogni anno, anno dopo anno, un evento particolare. E' certamente vero, come è stato scritto, che lo spelling è "la spia della straordinaria complessità della lingua inglese, della sua formazione ed evoluzione estremamente dinamica, del fatto che vi sono confluiti apporti di lingue e culture molto diverse", ma ho grossi dubbi sulla opportunità di dedicare il tempo sufficiente a indagare questa straordinaria complessità nelle 3 ore settimanali di insegnamento dell'inglese.

Eppure con un evento dedicato espressamente allo spelling, implicitamente (anzi esplicitamente) indichiamo lo spelling come indubitabile priorità. In oltre 30 anni di vita TESOL Italy non ha mai ritenuto opportuno creare eventi indirizzati agli studenti. Mai qualcosa che "premiasse" lo sviluppo di competenze sulle quali ci siamo impegnati a formare gli insegnanti italiani, magari un progetto in cui fosse chiaro il dispiegamento del cooperative learning, una ricerca storica, uno scambio culturale, una poesia, una pagina di diario. Mai niente, l'unico evento che TESOL Italy abbia mai indirizzato agli studenti riguarda lo spelling. Il messaggio che viene lanciato, forse involontariamente e contrariamente a quanto sostenuto e portato avanti per decenni, è che lo spelling sia il vero fulcro della competenza e conoscenza della lingua inglese. Messaggio che

verrebbe decisamente rafforzato da eventuali pubblicazioni in merito.

Un altro punto che non riesco a considerare positivo è che lo Spell Event prepari gli alunni ad una competizione che porta ad un solo vincitore. Comunque preparata, anche dal migliore degli insegnanti e con le migliori e più comunicative strategie di insegnamento, è nella sua essenza una competizione che alla fine premia un solo partecipante. Anche se i partecipanti fossero tutti eccezionalmente bravi e preparati, in un punto qualsiasi del percorso, e per un imprevedibile motivo—svista, stanchezza, istante di smarrimento—potrebbero ritrovarsi esclusi. Tutti tranne uno. Comunque proposta, con le argomentazioni più serie e scientificamente motivate è una competizione che considero estrema e anche crudele anche perché il premio in palio non è un libro, o un abbonamento ad una rivista, ma un viaggio negli Stati Uniti, che a me pare un premio sproporzionato e quindi portatore di un messaggio negativo.

Una nota personale che avrei potuto mettere come premessa, ma che mi pare una ragionevole conclusione delle mie personalissime considerazioni. Da 2 anni frequento l'ACSE (Associazione Comboniana Servizi agli Emigranti e Profughi), dove tengo un corso di inglese. All'ingresso del centro ACSE in via del Buon Consiglio 19 c'è incorniciata un'esortazione del missionario comboniano Padre Paolo Serra ai suoi volontari: **NON GIOCATE AL TIRO ALLA FUNE, MA ALLA STAFFETTA. NON SIATE COMPETITIVI, CERCATE DI NON PRIMEGGIARE, NEANCHE NELLA BONTA' E NELLA CARITA', MA PONETEVI L'UNO ACCANTO ALL'ALTRO, E PORTATE AVANTI, INSIEME, UN PROGETTO COMUNE CHE HA BISOGNO DELLA FORZA DI TUTTI.**

Come essere umano ho sempre combattuto la competitività, in tutte le sue forme anche quella con sé stessi. Non la considero una spinta vitale, ma una forza distruttiva. Per questo non mi entusiasma neanche lo sport. L'osservazione della vita e la maturità degli anni hanno finora convalidato questa convinzione che coltivo dalla giovinezza e che mi ha fatto sperare in un mondo organizzato in modo tale da non doverci mettere uno contro l'altro. Questa è di sicuro un'utopia che non vedrò realizzata nella mia vita, ma trovo difficilissimo accettare che l'associazione in cui mi sono sentita a mio agio per così tanta parte della mia vita professionale e non solo, si sia

incamminata su questa strada, argomentando sulla validità di una “sana” competitività, e sulla necessità di reintrodurla nell’insegnamento. Ma è pur vero che viviamo in epoca di revisionismi.

Franca Ricci Stephenson

27 maggio 2011

2

Riflessioni su Spelling e Spell Event

by Rosanna Morozzo

Valenza culturale dello spelling:

E’ ben noto che nei paesi anglosassoni vi è una pratica molto diffusa dello spelling a causa delle obiettive difficoltà ed ambiguità della lingua inglese sia negli scambi interpersonali che nelle conversazioni telefoniche, che nella compilazione di questionari. E’ comune chiedere lo spelling di nomi e cognomi, perché in società altamente multietniche la gamma delle denominazioni delle persone è infinita. Anche all’interno della Gran Bretagna possono variare le realizzazioni grafiche dello stesso nome: per esempio Sheila vs Sheilagh in versione irlandese/gaelica, mentre negli USA si potrà chiedere senza imbarazzo la pronuncia di un cognome dell’autore di “Jurassic Park”, Michael Crichton. D’altronde, quando uno straniero interagisce nel mondo internazionale, è molto probabile che gli venga chiesto di spell i suoi dati anagrafici, ed è bene che sia pronto a svolgere questo compito in modo veloce ed efficiente.

E’ anche grandemente diffuso l’uso di acronimi sia nel linguaggio di tutti i giorni che nelle micro lingue o in ambiti professionali ristretti che vengono sillabati con precisione (basti pensare a UN quando noi diciamo Onu come un’unica parola). Nelle canzoni vi sono tracce di queste usanze, vedi quella dedicata a YMCA, mentre si può fare ricorso allo spelling per enfaticizzare, richiamare l’attenzione, sottolineare un concetto.

Insomma non si vive in un paese di lingua inglese se non si sa fare lo spelling! Così come con si vive bene in quelle società se non si fa ricorso sistematico alle paroline magiche “Please” e “Thank you” (“Mind your P’s and your Q’s” viene detti ai bambini fin dalla più tenera età).

Valenza sociolinguistica dello spelling

La difficoltà obiettiva dello spelling in inglese deriva sì dalla mancanza di corrispondenza della realizzazione fonetica a quella ortografica. Ciò non è altro che la spia della straordinaria complessità della lingua inglese, della sua formazione ed evoluzione estremamente dinamica, del fatto che vi sono confluente apporti di lingue e culture molto diverse. L’ortografia inglese difatti conserva una enorme quantità di informazioni circa l’origine delle parole, le loro relazioni e similitudini. La complessità e apparente bizzarria dello spelling ha indotto molti (tra cui G.B.Shaw) a proporre riforme radicali, ma nessun tentativo ha avuto buon esito; forse in definitiva non si sono volute estirpare le radici profonde della lingua, come noi non vorremmo far piazza pulita delle nostre rovine romane.

Valenza educativa dello spelling

Se opportunamente guidati, gli studenti oltre ad imparare aspetti fondamentali della storia e della lingua, verranno incoraggiati a produrre testi scritti in forma corretta e formalmente accettabile, cosa che risulterà molto utile nel mondo del lavoro, e fondamentale in quello accademico. Inoltre, ricorrendo a conoscenze nelle altre discipline e processi analogici e induttivi potranno impossessarsi di un più ampio bagaglio lessicale. Lo spelling corretto spesso è considerato una misura di cultura ed intelligenza, mentre il misspelling un indice di ignoranza oltre che pressapochismo e sciattezza, dal momento che il semplice ricorso al vocabolario può togliere d’impaccio.

Considerazioni dalla posizione di pronouncer durante lo SpellEvent

Nello svolgimento di questo ruolo ho cercato di pormi in posizione di rapporto dialogico con gli studenti che si avvicinavano al microfono. Ho sempre atteso che tra di noi vi fosse un significativo ‘eye contact’ che mi indicasse che il giovane avesse raggiunto lo stato di attenzione necessaria. Ho potuto così seguire il coinvolgimento dei singoli ragazzi, ho percepito i loro lavori mentali, gli attimi di panico, gli slanci impetuosi “o la vè o la spacca”, la rinuncia a cercare di farcela. Ho notato come alcuni più riflessivi procedevano sulla strada della ricerca ‘, e mi rivolgevano domande secondo delle ipotesi ben impostate, in definitiva procedessero verso un educated guess.

Vorrei citare il caso del ragazzo a cui è capitata la parola “PLUMBER” perché ho sofferto per lui: la tentazione di aiutarlo è stata grande, ma ho dovuto attenermi al regolamento e così guidarlo mio malgrado all’insuccesso. Mi ha fatto tutte le domande di rito, con varie ripetizioni della parola sia mie che sue. Infine ha chiesto se vi fosse una pronuncia alternativa; ho dovuto dire di no e l’ho visto prevedibilmente andare a produrre uno spelling errato con due M. Era chiaro che aveva intuito la parola ed il significato giusto, ma non riuscendo a rintracciare nel suo percorso la pronuncia corretta veniva spiazzato dalla mia ostinata dizione con la B muta.

Ora mi pare interessante ripercorrere l’etimologia di questa parola di derivazione francese, attraverso il latino:

- plombier (Fr.)/ plumbarius (Lat)
- plomb “ / plumbum
- Il Webster parla di ‘lead-worker’, a skilled worker who fits and repairs the pipes of gas and water systems

Noi oggi in italiano diciamo ‘idraulico’, mentre fino al secolo scorso chiamavamo questa figura familiare di artigiano con tuta piena di macchie di grasso e con grossa borsa di attrezzi “stagnaro” con riferimento al metallo che utilizzava. Oggi sono più puliti ed istruiti.

- Well, the times they are changin’!

3

Didactic Benefits of Participating in the Spell Event

by Deborah Ann Del Grosso

Liceo Scientifico, ‘Ettore Majorana’, Orvieto.

For the past two years my first year classes have participated in the Franklin Global SpellEvent Championship. As a conversation teacher I have the opportunity to work with students from the 1st year to 5th year and I can see the difference between the classes that have participated in the SpellEvent and those that haven’t. Those who have partici-

pated are obviously able to spell better than other students and they also have a wider range of vocabulary and know what to do when they encounter a new word.

For both years I have approached the SpellEvent as a class project. All the students prepare to participate and after Christmas we start having spelling bees to determine who the final participants shall be. Of course, it is impossible to oblige students to participate because a spelling bee is a very stressing and emotional experience. It is not easy standing in front of your class (most of whom you don't yet know because it is your first year in high school) and spelling words in a language you haven't studied for that long. One must also keep in mind that students participating in the SpellEvent have to study for their school subjects plus dedicate time to studying vocabulary.

The preparation for the spelling competition includes teaching students about homophones (weak-week), silent letters (castle-doubt), letters that can be pronounced differently (the gh in laugh or tough), prefixes, suffixes, how a verb can be transformed into a noun, how an adjective can be transformed into an adverb or vice versa. All these aspects of word formation not only increase their vocabulary but also their knowledge of English grammar. Spelling bees are very typically American, so participation in the SpellEvent is also a cultural opportunity.

In short having students participate in this competition has turned out to be an eye opener for me. Our 1st year students are able to comprehend quite complex notions, e.g. "to accept"- verb, "acceptable" – noun, "unacceptable" - negative noun, "accepting" adjective, etc. it's quite a lot of information for a first year language student. Many of my 5th year students have yet to figure it all out. Finally, perhaps the most positive aspect is the learning that the whole class undergoes without realizing it. Once the final participants have been selected, the class then works together to help the selected participants learn the many words that are on the word lists or in the dictionary, and the list of homophones, silent letters, etc. While helping the participants they are also learning and it is amazing how much they retain when they are not being forced to memorize. During the simulation of the SpellEvent many students already know when the participant has made a mistake and are ready to spell the word correctly for

them.

The students in my school have yet to win a Local SpellEvent but up to now the participants have always enjoyed the experience. After the first SpellEvent, when none of us knew what to expect I asked my students if they thought it had been worth all the extra work and emotional stress and their answer was yes. That's why I participated again this year. However, this time I kept my own emotional stress and tension in check so that the students would see it as a day to enjoy no matter how it went. They did just that.

Thank you Franklin, TESOL and TESOL-Italy for giving us the opportunity to participate in this very American yet "global" experience.

4

IMPORTANZA DELLA PREPARAZIONE ALLO SPELLEVENT

by Elisabetta Burchietti

Nell'anno scolastico 2010-11 il Liceo Artistico di Latina ha deciso di iscriversi allo Spellevent organizzato, per l'Italia, da TESOL-Italy in collaborazione con Franklin Electronic Publisher e TESOL International. La preparazione per sostenere la gara dello Spellevent è rivolta a tutti gli studenti del 1° anno di scuola superiore di 2° grado. In questo modo gli studenti che decidono di partecipare ricevono potenziamento mentre molto spesso nelle scuole viene ahimè dedicata maggiore attenzione agli studenti con difficoltà piuttosto che alle eccellenze. Durante la preparazione molto lavoro dovrebbe essere fatto sulla fonetica, un lavoro che trova sempre meno spazio in classe. Durante la gara di maggio 2011 a Roma lo studente che ha vinto, durante la gara, ha fatto lo spelling della parola *seat* senza chiedere definizione e frase esempio perché ha sentito il suono /i:/ sul quale abbiamo lavorato, insieme agli altri tricky sounds, utilizzando appunto simboli fonetici.

Un'altra area su cui si lavora moltissimo è la comprensione orale nella definizione della parola da sillabare e la frase esempio che devono fornire elementi per risalire alla parola. Durante il corso abbiamo affrontato parole come 'luncheon' che non è parola che ragazzi di 14 avranno mai incontrato, ma se ascoltano definizione e frase esempio riescono a risalire allo spelling e soprattutto a ricordarla quando capiterà di nuovo.

A proposito dell'origine delle parole, il discorso è molto complesso perché questi ragazzi, essendo studenti di un liceo artistico non hanno basi né di latino né di greco. Però avendo maggior tempo a disposizione si potrebbe approfondire l'argomento. Abbiamo accennato a quali parole derivano dal latino o dal greco (ad esempio termini scientifici) e cosa significa questo nello spelling (ph, y, th, x...).

Infine si lavora sulle parti del discorso e sui suffissi: ad esempio le parole terminanti in -ous o -ture, e sulla scomposizione delle parole in segmenti.

ELEMENTI TRASVERSALI EDUCATIVI

Molto interessanti risultano gli elementi trasversali e di valenza educativa. Gli studenti si sostengono a vicenda durante il corso e questo amplifica le loro competenze. Si attua una costante riflessione sul processo: un continuo spiegare all'altro come/perché un dato studente sia arrivato allo spelling corretto, quali meccanismi lo hanno aiutato. L'ansia è molto grande. Uno studente veramente capace ha dato forfait perché non voleva affrontare la gara e così è venuto solo ad assistere, lasciando il suo posto alla "riserva". Bisogna lavorare sull'ansia della gara ma ne vale la pena, sono momenti di crescita.

La competizione è alta con i suoi lati positivi e negativi. La competizione fa sì che ci sia un reale obiettivo per apprendere certe cose che in altri casi non avrebbero la stessa attenzione – sebbene questi studenti fossero tutti motivati più dalla sete di conoscenza che dalla gara.

Gli studenti meritevoli si sentono curati e sostenuti. La scuola non si cura purtroppo mai abbastanza delle eccellenze!

RISULTATI

Ne è derivata una accresciuta consapevolezza dei meccanismi della lingua, una migliore comprensione orale, un'attenzione alla fonetica.

Bisogna dire che, con le pochissime ore a disposizione e in un lasso di tempo così breve, bisogna avere la "fortuna" di lavorare con ragazzi che già possiedono delle competenze sviluppate sia in virtù della scuola frequentata in precedenza sia di un loro personale intuito. Il mio gruppo iniziale era composto da 13 elementi che dopo 2 incontri sono scesi a 9. Di questi 9, 4 hanno acquisito le competenze per sostenere una gara con consapevolezza.

L'evento permette a TESOL-ITALY di

acquisire maggiore visibilità e di svolgere la propria mission di sostegno ai docenti di lingua inglese e all'apprendimento degli studenti.

Le scuole si sentono molto fiere di poter prendere parte ad un evento simile, di poter dimostrare di dare attenzione alle eccellenze e di avere studenti che partecipano a queste iniziative.

INCONCLUSIONE

Il percorso è senza dubbio formativo per studenti e docenti. E' una di quelle occasioni in cui TESOL-ITALY è vicina agli iscritti in maniera tangibile e operativa, fornendo effettivo sostegno all'attività didattica con professionalità e competenza.

5

2011 SPELLEVENT

by Annamaria Nanni

On the 7th of May I went to Rome to take part in the SpellEvent. I liked this activity even if I didn't win!

It was challenging, interesting and also amusing I made new friends! At the beginning of the SpellEvent I was very anxious and a bit scared. When I was eliminated I felt let down then I understood that it was just a game! I really liked the organization and the lunch! I can't criticize anything and the teachers were very kind.

I enjoyed myself and I think that it should be repeated another time. I don't know if in the previous years the SpellEvent has been so beautiful. I believe that it is not important to win but to take part and have fun, of course.

Salvatore Grazia

This has been my first "spelling" experience. It was an adventure that many other guys and I decided to take, starting with a period of vocabulary improvement and spelling practice that ended up with an elimination round in our school and then, on 7th May, a real national competition in Rome.

At the beginning I wasn't certain whether to participate or not but, finally, I decided and took part to the competition. Now I'm very happy because, even though I haven't won anyone of the first positions, it was a wonderful experience. I met new guys, made new friends and enjoyed

it a lot. I felt emotions that were new to me. I was very nervous but the excitement went away as soon as the judges reassured us and let us have a practice round so felt a bit more confident. Everything went for the best. I recommend it for everyone to participate because it's an exciting experience and it helps students grow. Thank you for the wonderful day!

Tresca Serena

Last school year I took part in a competition held in Rome: the SpellEvent. I enjoyed it because it gave me a chance to meet other young people of my age from other Italian cities and to make new friends. The organization of the event was very good and I appreciated the lunch that we were offered. I must say that I have often felt nervous and afraid of making mistakes, even though I knew it was just a game. In addition, the support I received from my friends and my teachers was of great help to me and I was able to concentrate as much as possible during the competition. I passed several rounds then I started to feel hungry and didn't pay enough attention to the word I had to spell and made a mistake!

I'd suggest having lunch before the competition to prevent the loss of concentration.

However, it was an interesting experience and I'd like to repeat it again, if possible.

Martina Litterio

Lo SpellEvent è stata un'esperienza unica e soprattutto arricchente.

Andare a Roma per confrontarsi con altri ragazzi della nostra età è stato veramente educativo in quanto abbiamo sperimentato l'emozione, e forse anche la paura, di affrontare una prova che paradossalmente sarà simile alle sfide che dovremo affrontare nella nostra vita. Oltre ad aver migliorato la pronuncia, abbiamo imparato a perdere divertendoci ed è stato proprio questo che ha reso l'esperienza preziosa. E' un vero peccato che io non possa parteciparvi nuovamente! Ringrazio comunque per la possibilità che mi è stata offerta e per tutto ciò che ho imparato.

Ilaria Carpi

These comments from our students show that the SpellEvent was an

opportunity to learn new words, understand, pronounce and write them correctly. It was also a chance to meet other students and compete with them. For teachers, it was a different way to approach the teaching of vocabulary that plays a key role in the process of learning a foreign language.

There is no doubt that our students are curious; they ask questions constantly about what different words mean and they want to know how to spell them.

Vocabulary knowledge, phonological awareness and spelling, influence reading and listening comprehension as well as written and oral production; they are main factors of speaking and writing achievement. Systematic vocabulary instruction is important because it helps to improve their ability in expressing themselves and understanding other people.

In our school, Liceo "D. Cotugno" in L'Aquila, five teachers took part in the 2011 SpellEvent: Mercedes Calvisi, Dina Liberatore, Laura Lombardo, Carla Maurizi and myself. We decided to dedicate part of the lessons in first year classes to activities aimed at developing vocabulary, phonological awareness and spelling.

Not all the students decided to enter the competition. They thought it was going to be very difficult and beyond their abilities. It was also our first time and we had no experience in it.

We organized the local elimination round in March: Annarosa Iraldo (TESOL-Italy Member) was invited and kindly accepted to be the Pronouncer. There was a practice round first and then the proper elimination round with gifts for those who did not pass it.

On that occasion many realized that it wasn't that difficult and expressed their regret for not having joined in. There was no tension among the students and it was a nice, different morning at school. Those who passed the round were rewarded with a thrilling competition and a beautiful day in Rome.

We all hope we can have another chance!



Tesol Italy Groups



REQUISITI PER IL RICONOSCIMENTO

Si raccomanda a tutti i colleghi impegnati o che intendono impegnarsi nella costituzione di un gruppo provinciale TESOL-Italy di inviare all'Executive Committee la seguente documentazione:

1. Elenco nominativo degli iscritti (**minimo cinque**), con allegata fotocopia della ricevuta del relativo versamento sul c/c postale n. 15774003 intestato ad Associazione TESOL-Italy, Via Boncompagni 2, 00187 ROMA.
2. Verbale dell'assemblea costitutiva del gruppo da cui risultino l'elezione e il nome di un Coordinatore.
3. Programma delle attività che il gruppo intende svolgere nel corso dell'anno scolastico.
4. L'Executive Committee, preso atto della documentazione prodotta dal gruppo, si riunisce per deliberarne il riconoscimento ed invia successivamente il testo della delibera al Coordinatore.

Il Coordinatore del gruppo TESOL-Italy rappresenta a tutti gli effetti l'Associazione nell'ambito della provincia in cui il gruppo svolge la sua attività ed è tenuto a presentare una relazione annuale in sede di National Committee.

I membri del Consiglio di Presidenza e la Segreteria di TESOL-Italy sono a disposizione per qualsiasi eventuale richiesta di ulteriori informazioni.

Le colleghe incaricate dall'Executive Committee del coordinamento nazionale dei gruppi sono **Simonetta Romano** (e-mail: simonetta.romano@infinito.it – tel. 06/6390532) e **Paola Mirti** (e-mail: paola.mirti@tin.it)

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