



# News Letter

Vol. XXII, No. 2, March- April 2013

## TESOL 2013, Dallas, Texas

by Beth Ann Boyle

This year in March, two TESOL Italy representatives were sent to Dallas, Texas to attend **TESOL International Association's International Convention and English Language Expo**.

The TESOL International Convention in Dallas is an extraordinary four-day event, unbelievably large and designed for a diverse audience of over 7000 educators coming from the 100plus affiliates from all over the world.

The convention theme, *Harmonizing Language, Heritage, and Cultures*, supports the idea that diverse languages, cultures, and peoples not only can simultaneously coexist but that they represent the wealth of our world which is an integral part of our classrooms. The keynote speakers spoke on issues regarding the harmonizing of diversity. For example John Hunter, a primary school teacher, gave a very inspirational talk demonstrating how fourth grade students can creatively win the "World Peace Game".

**Other keynote sessions covered topics such as human bias and prejudice, intercultural communication, and the roles that learner identity, language ownership, and meaning-making play in successful language learning. The sessions complemented each other in that their purpose was to increase participant awareness of the multifaceted issues involved in educating today's learners well.**

Besides the keynote speakers, there were many other special sessions including 21 invited speaker sessions, 24 breakfast sessions, 7 Best of the Affiliates Sessions, 7 Colloquia. There were over 100 exhibitors in the exhibition hall with an

(continued on p.12)



## Food for thought

From TESOL publications

## The Value of Collaboration

by Franca Ricci Stephenson



"Why collaboration? What compelling reasons deemed it necessary to devote an entire special topic issue to teacher collaboration for the sake of English language learners (ELLs)? This brief introduction offers rationale for the issue as well as for engaging in collaborative practices in support of ELLs' linguistic and academic development. Implications for pedagogy, teacher education, and further research are also discussed."

This is the captivating initial paragraph of the Editorial by Andrea Honigsfeld and Maria G. Dove, Guest Editors<sup>1</sup> on TESOL Journal Special Issue: Teacher Collaboration in TESOL, September 2012. The editors found that collaboration is becoming more crucial than ever before in the United States, where a growing number of ELLs enters the school system every year. The numbers they quote are astonishing and extremely interesting: "According to Shin and Kominski (2010), California, with a record 43%, had the largest percentage of 5-year-old or older non-English-language speakers. Next came New Mexico (35.8%), Texas (34.3%), New York (29%), Nevada and New Jersey in tie (28.5%), Arizona (27.7%), and Florida (26.6%). Nevada also had the largest increase in non-English-language speakers (193%), followed by Georgia (164%), North Carolina (151%), Utah (110%), Arkansas (104%), and Oregon (103%). The diversity of languages spoken in U.S. homes has also increased. According to the U.S. Census Bureau (2010), Spanish speakers accounted for the largest numeric increase—nationwide, there were 23.4 million more speakers in 2007 than in 1980 representing a 211 percent increase. The Vietnamese-

### In This Issue:

Tesol 2013, Dallas	p. 1
Food for thought	p. 1
From the Editor	p. 2
International Convention	p. 3
Webwatch	p. 4
Geometric Literature	p. 4
Translation in love	p. 5
Project planning for the EFL class	p. 6
The way they learnt	p. 11
Tesol Italy groups	p. 13

speaking population accounted for the largest percentage increase of 511 percent (1.0 million speakers) over the same timeframe.

The implementation of the Common Core State Standards at ([www.corestandards.org](http://www.corestandards.org)) requires that K-12 districts and schools establish common goals and shared ownership of curriculum and instruction to successfully reach all learners, including ELLs. A single English as a second language (ESL) teacher or English language development (ELD) specialist, or an isolated, fragmented ESL/ELD program cannot adequately address the needs of ELLs. Instead, a more collaborative, inclusive approach to working with these **students is essential.**" The editors mention the importance of content and language integration as language instruction is critically intertwined with content attainment. Therefore, opportunities to develop teacher collabora-

(continued on p.12)

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1) ordinary members: €25,00;

2) students under 30: € 15,00;

3) supportes, schools, universities, agencies: € 60,00

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#### TESOL Italy Newsletter

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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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#### FROM THE EDITOR

by Daniela Cuccurullo

Co-operation and collaboration: learning from others.

Working with others is an important part of the teaching and learning processes, particularly in the classroom and within networks and communities of practice. In recent years, the importance of collaboration has gained increasing recognition, and workplaces have changed, requiring more team work and collaborative practice.

TESOL Italy, as a professional association, is engaged in the task of fostering active participation, promoting participative planning, and sharing collaborative practices in support of ELT: and this is something that the new issue highlights.

The different contributions help pool ideas in this direction in a variety of ways: reports from the TESOL International Convention in Dallas (Boyle, Rockensaus and Vellucci) give us the chance to learn what was learned, and news from the TESOL Italy local groups (Formia and L' Aquila) helps us virtually benefit from the workshop albeit virtually. The various suggestions from Iraldo and Morbiducci are 'food for thought' to share with others for reflection, review and discussion.

The focus is on how to share processes, ideas, experience, expertise and knowledge building, so that the outcome will be shared development and understanding.

*Enjoy your reading.*



# Tesol International Convention

20-23 March 2013 Dallas, Texas

by Lina Vellucci

Educators at all levels and from all over the world attend the TESOL Convention to find a productive exchange of ideas and information and to experience what a dynamic professional community offers.

I'd just like to give here a brief account of some of the highlights for affiliate leaders at the TESOL Int'l Convention that I attended for the first time this year.

## Affiliate Leaders' Workshop

Wednesday, 20<sup>th</sup> March 2013

The purpose of this full day workshop was to illustrate

### Voluntary Organizations

- The Special Nature of Voluntary Organizations
- The Association's Value Proposition
- Issues Facing One's Affiliate

### Responsibilities, Roles & Relationships

- The Role of the Board
- The Partnership Between the Board and Staff

## The Innovative Association

- Setting Strategic Directions
- Organizing Meetings

Thursday, 21 March 2013

In the morning there was an **Affiliate Editor's Workshop**. Affiliates from all over the world exchanged their newsletters and other publications.

In the afternoon there was a **Town Meeting**. The Town Meeting is a Forum for the membership to ask questions about TESOL's professional activities and other comments and suggestions related to current and upcoming activities. The meeting was led by the TESOL President and attended by the Board of Directors and the Executive Director.

Friday, 22<sup>nd</sup> March 2013

In the morning there was an **Affiliate Assembly**. New affiliates were presented at this meeting and affiliate leaders spoke about individual weaknesses, what could be improved and the importance of networking. In the evening there was the **Annual Business Meeting**.

This meeting was open to all attendees. The members voted on a resolution and learnt about the state of the association. The newly elected officers of TESOL were presented.

## ESL Writing at the TESOL 2013 International Convention

by Melanie Rockenhaus

As language teachers we can all agree on the importance of *Harmonizing Language, Heritage and Cultures*, the title of the TESOL 2013 International Convention held on 20-23 March, in Dallas, Texas. Excited to attend and present, thanks to a TESOL Professional Development Travel Grant for Practicing ESL/EFL Teachers, I focused on sessions dealing with teaching writing to L2 learners. It is a pleasure to share what I learned and some of my enthusiasm with you.

Teachers can begin harmonizing language and culture even as they prepare their writing lessons. Alan Seaman gave a rousing talk, "Creating Effective Materials", demonstrating that local photos, videos, and student *realia* (application forms, chats) can be used as material in class. Seaman urged teachers to assign exercises outside class and then to bring in *ad hoc* materials and let students communicate around these during the lessons. But is it effective when teaching writing to move from controlled activities at home to practice and then free communication in class? In his talk, "ESL Writing in a Flipped Classroom", John Graney showed it can be. He reported moving form-focused work outside his university language class by creating a webpage where he posts YouTube videos about grammar, paragraphing, etc., alongside exercises for students who prefer more traditional learning materials. Students send him completed work to show they have dealt with this part of the content, and in class they write and discuss writing. Grammar exercises are banned from his classroom, and student attendance has soared. The classroom can be flipped like this at

(continued to p.12)





## WebWatch

by Esterina La Torre

April 23<sup>rd</sup> was a special day dedicated to the man regarded as *the greatest* writer in the English language “The Bard of Avon” William Shakespeare; it was, in fact, his Birthday and Death Day.

All over the world there were interesting activities and initiatives. A special one - which started in 2011 and is becoming an annual tradition - was held in New York where April 23<sup>rd</sup> has been proclaimed Shakespeare’s Birthday Sonnet Slam by the mayor: 154 readers of all ages read or recite all 154 Sonnets on stage at the Naumburg Bandshell in Central Park. The event is open to the public and free, though there are expenses for the recording of the event that will be part of the film project: “How Shakespeare Changed My Life”. You can see a sample of the event on <http://www.youtube.com/watch?v=fKK5-XDtPnU>. Here you can read about its origins: <http://www.ibardbooks.com/shakespearean-slam-dunk-2/>, but you can also find news about the happening on fb <https://www.facebook.com/SonnetSlam> or twitter [#shakespeare@sonnetslam](https://twitter.com/sonnetslam). Of course on the internet you will find millions of sites devoted to the great author. Almost four hundred years after Shakespeare’s death there are about [157 million pages referring to him on Google](https://www.google.com/search?q=157+million+pages+referring+to+him+on+Google). They can be considered modern, or classic and serious but there are also curious and funny ones. <http://www.bardweb.net/> is one of the best Shakespeare’s Resource Center.

You will find links from all over the WWW to help you find information on Shakespeare. A funny and interesting section is [Ask The Bard](http://www.askthebard.com) where you can type a question and have an answer.

On <http://shakespeare.palomar.edu/works.htm> there are links to all the collected and individual works by Shakespeare available on the Internet. There are four basic types: HTML editions, PDF versions, scanned versions and facsimile editions.

As Shakespeare is the most quoted author there is, of course, a search engine specifically for finding his lines on <http://www.rhymezone.com/shakespeare/>

You can also browse: [Most popular lines](#) and [Comedies](#), [Tragedies](#), [Histories](#), [Poetry](#), [Help](#), [Coined words](#). It is amazing to read [30 little known facts about William Shakespeare](#). It may sound like a gossip site but actually it reveals a series of useful information and resources: play summaries, quotations, characters, pictures, news about the Globe theatre and also a section dedicated to Shakespeare’s insults. A useful site for young learners may be <http://www.wartgames.com/themes/shakespeare/william-shakespeare.html> or [http://www.folger.edu/education/sfk\\_kids/](http://www.folger.edu/education/sfk_kids/). On these sites you will find mazes, crosswords, word searches and puzzles. The last link I can suggest is the Guardian online, where you can find a section with Shakespeare’s 10 best: it is a nice selection of 10 best Shakespeare’s characters, 10 best Othellos, 10 best Hamlets <http://www.guardian.co.uk/culture/series/the-10-best+shakespeare>

## Geometric literature

by Filomena Savore  
TESOL Italy Formia group

On May 27<sup>th</sup> in Formia, Esterina La Torre held a workshop about “Geometric Literature” in the computer laboratory of the ITG “B. Tallini” from 3.00 p.m. to 5.00 pm. The participants were ten, one of which enrolled to TESOL on the spot.

Lina Vellucci, TESOL Italy vice president welcomed the members of Formia TESOL Italy group and the other participants and illustrated “what is Tesol” with information about its aims and the associations and institutions which support it.

After that Ester La Torre showed us how simple geometric forms can help teachers to give a clarifying shape to abstract ideas and help students to focus their attention on the most important elements of the concepts explained. Geometric schematizations can solve several problems; for instance they can help to identify the main elements of a story, to outline a sequence of events, to compare two aspects of a problem focusing on the differences and similarities and so on. Moreover she showed us that using shapes is also a way to enhance students’ interest and participation and help them to organize their minds and work. Since our students belong to a “digital generation” this method can help arise their interest because it exploits their digital skills, too. La Torre gave us some examples applied to literature, but it was soon clear to everybody that the technique can be applied to other theoretical subjects, even to micro language technical literature.

La Torre gave us a list of web sites which could help teachers to create their own geometric organizer and all the participants had the opportunity to practice what they learnt surfing the several suggested sites.

This event gave us a strong input and an enthusiastic encouragement to go on in our work as English teachers.

At the end of the meeting, on the behalf of the whole school, our Vice-Principal gave the speakers our best regards together with some presents representing the activities our school is involved in.



# Translation in Love

by Marina Morbiducci

## THE TRANSLATOR'S TALE (“Il traduttore racconta”)



Why is it that translators write? I mean, that translators feel somehow urged to tell about their translations and translational experiences? Why are they so inclined, almost innerly compelled, to report about the processes, changes and outcomes that the translational act itself has caused inside them? It is true that back in the '80s André Lefevere had already defined the activity of translation as a form of “rewriting”, but that was primarily referred to the target text that the interlingual passage would inevitably generate. What I would like to emphasize here, instead, is the prolific and collateral writing production that translators have spontaneously engaged with in most recent years – at least since the Translation Studies discipline acquired the academic status of a scientific area *per se* - and Italy is no exception in this. I have in mind the so-to-say “metatranslational” genre which is a mixture of discourse analysis, think-aloud-protocols, textual criticism, and, above all, narrative enterprise. From what I'm able to recall, the trend was publicly started by Laura Bocci, with her book *Di seconda mano* whose subtitle significantly explains: *Né un saggio, né un racconto sul tradurre letteratura* (Rizzoli, Milano, 2004, pp. 196). Here Laura Bocci constructs a tale which starts in Berlin (“Prologo – Berlino”), continues with the typical dilemma “Tradurre o non tradurre”, then approaches the question of patronage in “L'editore”, and, after mentioning “Tradurre in arabo” and hinting at another geographical location – “A Bamberg” – entertains the reader with discourse-like, gender-oriented, and literary topics: “Il colore delle parole”, “Romantici”,

“Donne tedesche”, and so on. The book comes close to an end with a chapter titled “Memories”, and, to come full circle with the initial “Prologue” set in Berlin, finishes with a final “Epilogue” in Heidelberg. As it is evident, there is a clear-cut narratological frame and a self-declared narrating intention, beyond or in addition to the translational remarks - usually expected and strictly connected to the translator's job in itself - that the author wants to share with her readers. In other words, there is another kind of text, a brand new one, that the translator writes as a consequence of her engagement with the prior text s/he has decided to translate and reconstitute to an audience different from the original one. I say “reconstitute” on purpose, as, to put it in Lotmanian sense, the texts in the semiosphere are already all there, ready to be brought to surface by the act of translation. In such a virtuous circularity, the act of translating pre-existing texts induces the act of creating not-yet born - but ready to jump out - texts. Translation is energizing! On a similar, but differently nuanced note, another example of “translator's tale” is Franco Nasi's *La malinconia del traduttore* (Medusa, Milano, 2008, pp. 106), which can be defined as a collection of short stories focused on prototypical moods affecting the translator's mind and heart: “solitude”, “fear”, “discouragement”, but also “laughter” (there is a hilarious chapter titled “Riso” where the narration starts with a reference to the polysemous quality of the word “riso” in Italian). Finally I would like to mention the case of Susanna Basso's *Sul tradurre. Esperienze e divagazioni militanti* (Bruno Mondadori/

Pearson Italia, Milano-Torino, 2010, pp. 166). “Tradurre è una forma di lettura, o di ascolto, ad alta intensità. [...] Questo libro sul tradurre è un diario. Un manuale, una resa dei conti, una collezione di storie”, Basso claims. Just as an example, let me quote a short passage: “Sono passati molti anni da quando, studentessa, mi avventurai nella traduzione di un libro di Robert Coover sul quale oggi molto probabilmente non mi sentirei di lavorare. Si tratta della sua iperbolica raccolta di racconti postmoderisti che già a partire dal titolo – *Pricksongs & Descants* – avrebbe dovuto farmi desistere. Invece ci provai, rimandando di mesi la fine degli studi e lavorando con entusiasmo a un compito decisamente al di sopra delle mie possibilità. // Tra quelle pagine battute a macchina con poca disinvoltura perfino in fatto di dattilografia, **ritrovo più l'inizio della mia storia di traduttrice che le storie raccontate dall'autore**”. (op. cit., p. 143). (bold character mine).

As you can read, the story of Basso's translation is the story of her perception of becoming a translator. The projection is total, the identification neatly overlapping, translation is indubitably a perfect form of transfert. And coincidences don't stop here... At the moment (Saturday 18th May, 2013) the Salone Internazionale del Libro is open in Turin. Among the various events, a special section is scheduled called: “Oltre Cortina. Il traduttore racconta” where Ada Vigliani, Ljiljana Avirovi and Giuseppina Drago, translators, will talk about their respective works and authors. Here again, a flourishing of translators' tales... But, believe me, it could be a never-ending story!

# Co-operative project planning for the EFL class

by AnnaMaria Nanni

The L'Aquila TESOL Local Group had the pleasure to have Anna Rosa Iraldo as speaker for the seminar and workshop on December 3, 2012 and January 7, 2013

**The goal of the** meetings was reaching improved planning ability through transparent planning, based on the assumption that if planning is done together with the people involved, it becomes transparent and the program is easier to follow. The steps of the seminars and workshop are described below.

## December 3, 2012

### 1) Introduction

The facilitator introduced the planning method for GOPP (Goal Oriented Project Planning) a copy-left technique which has been used in the past years by several development, training and cooperation agencies –from FAO to FORMEZ. This method facilitates the definition, planning and management of group projects through a participative process.

The result of GOPP is a logical framework, a matrix which structures the main features of a project and connects data, activities and expected results.

The group defined the theme of the workshop as: **ELT teaching and learning in L'Aquila secondary schools.**

**2) The Identification workshop** developed in different steps i.e. :a) Introduction :what do we want to achieve out of this workshop? b) Partner analysis: what is each of us giving and what is each of us taking? c) Problem analysis: which is the situation we are actually facing? d) Objective analysis: which is the situation we want to reach in the future? e) Clustering: in which area/sector our project/s will operate f) Logical framework

All the participants answered the questions:

What can I give to this project? Enthusiasm, Curiosity, An outlook of our school/students, Experience Time Motivation. What do I expect? Making cooperative learning effective Becoming more skillful in coping with problems. Share experiences and materials. Reflecting and trying to work out everyday problems.

### Problem analysis

This is the most important part of the process because it gives the picture of how things are in reality. It is important that problems be worded in *concrete negative terms*.

A problem is: a) a present negative situation, real, based on facts, not on opinions; b) objective, based on facts that can be proved; c) representing negative conditions ; d) clear and understandable; e) specific, concerning precise aspects and elements (people, places, time, etc.)

The more tangible and concrete the formulation of the problem, the better the project.

The group went through the different steps in problem analysis. After the formulation of the problems and a phase of “check for understanding” a *Problem Tree* was built. The facilitator highlighted that the Problem Tree is important in this kind of planning process because: a) it gives a shared vision and a description of reality; b) it shows where we want to arrive; c) it implies cognitive sharing, taking on responsibility, shifting point of view.

The group identified the following problems in the schools of L'Aquila:

- Not enough classrooms available
- Inadequate equipment
- Little funding for equipment
- Not enough opportunities for communication
- Teachers are bound to the syllabus
- Not enough time to prepare and do extra activities
- Evaluation tests are time consuming
- Too many students in a class
- The institutions don't invest enough in languages
- There are different levels of competence in a class
- Many students fail
- School hours have been reduced
- Students prefer extra syllabus activities
- The pace of teaching is not adequate
- Students do not read
- Poor school equipment and facilities supporting oral skills

## January 7, 2013

### 1. Problem Tree

The analysis of the problems led to the creation of a Problem Tree, i.e. “a diagrammatic representation of a negative situation, showing a cause-effect relationship” to be read from bottom to top. (see Attachment 1). The core problem was: many students fail.

## 2. Objective Tree

The hierarchy of problems was translated into a hierarchy of objectives and these objectives were then analyzed (objective tree). All the problems were rephrased as objectives from top to bottom. The wording of the problem formulation, a negative state, was transformed into a positive, forward looking state and the main objectives were formulated, the main objective being: more students succeed (see Attachment 2)

## 3. Clustering

The objectives were clustered in areas in order to define the activities the group should carry out in order to reach the main objective, i.e. *fewer students fail*.

One area (concerning funding by the state - in yellow in attachment 2) was considered outside the possible actions of the group. This kind of condition is called "assumption" i.e. "an external factor which could affect the progress or success of the project, but over which the group has no direct control". Even though the main problems seemed to be the overcrowded classes and the lack of equipment, these were considered assumptions. In order to face and to bear upon reality it was suggested that the efforts of the group should be directed to find ways of dealing with untracked classes.

## 4. Activities

The group very briefly discussed the kind of activities teachers might devise in order to reach the objectives.

The following activities were hinted at. Expected results are outlined in the logical framework grid (attachment 3) that was not completed but just sketched

The activities suggested for teachers were :

Read and discuss articles on untracked classes (see websites and references attached);

Record activities done in class in order to discover useful repeatable and transferable features;

Discuss activities with colleagues;

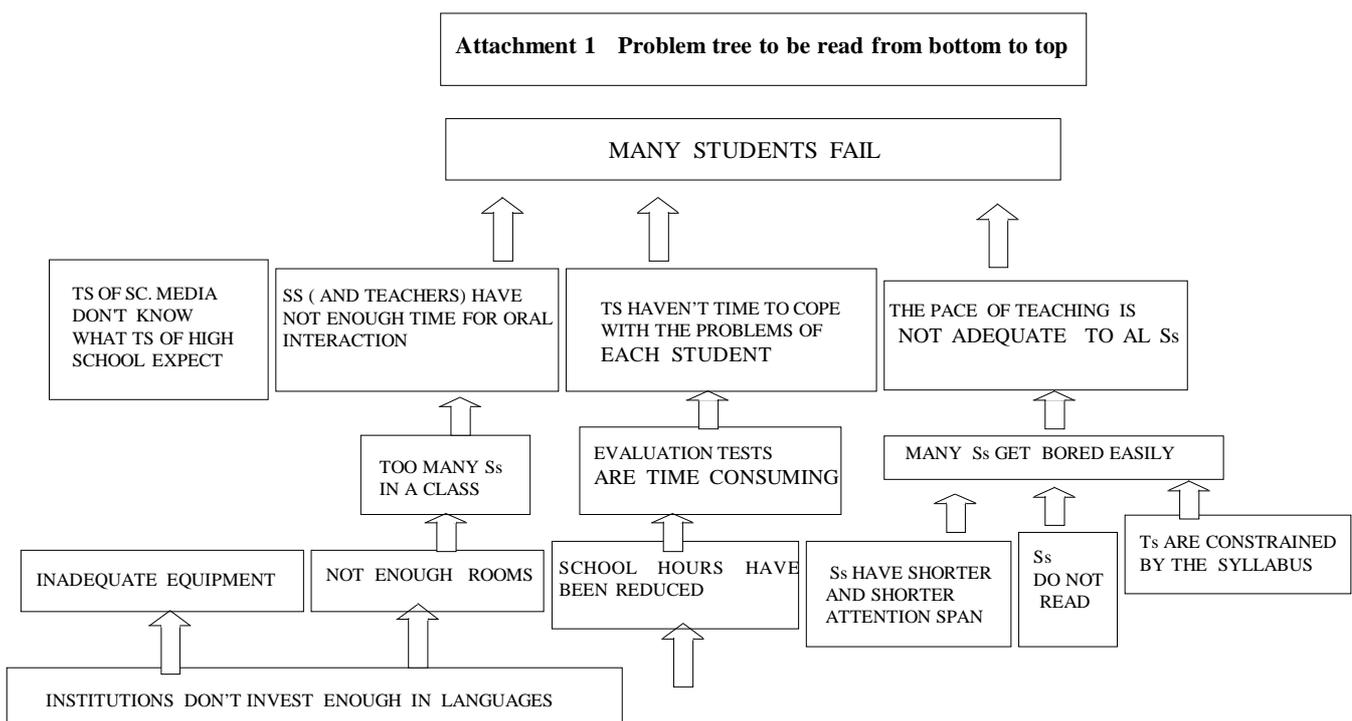
Create checklist of «can do» (CEF) on syllabus materials;

Create a checklist of "can do" on extra syllabus materials .

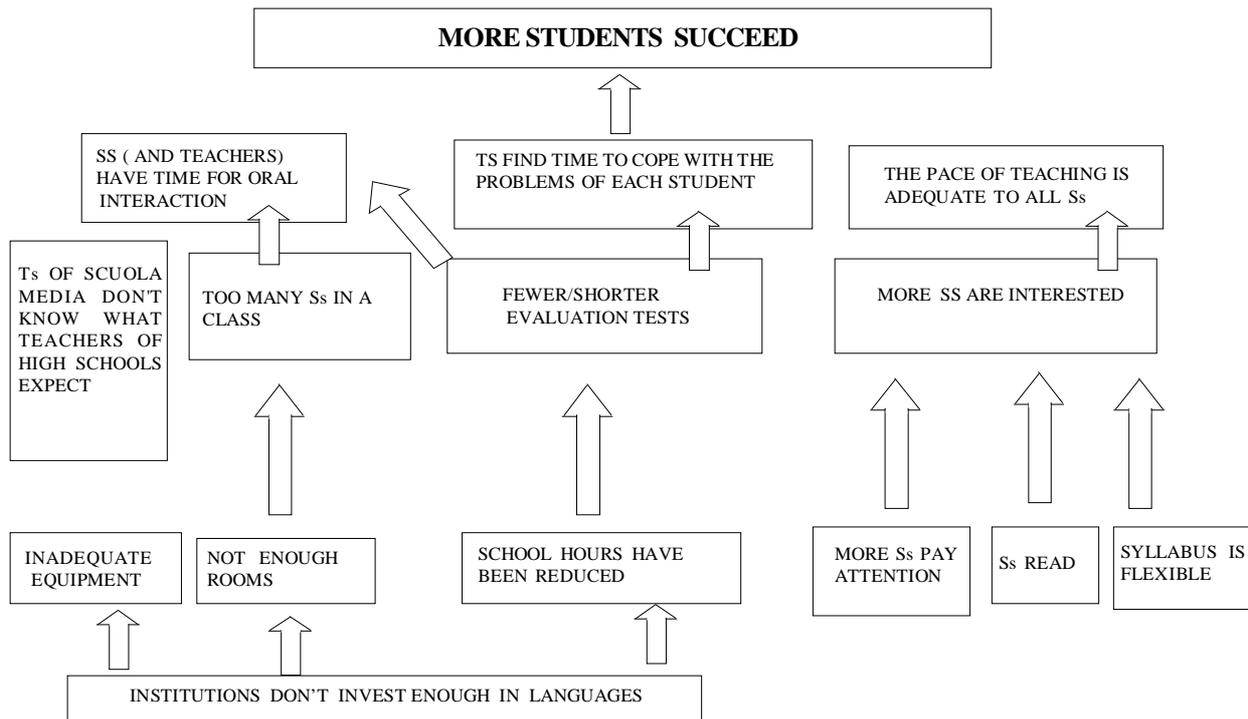
The rationale was the following : if the teacher is aware of the different kinds and levels of competence requested for classroom activities, she can keep record, exchange them with colleagues, repeat them, create an individual and common store, thus saving time and tailoring the same activity or text to the individual needs and abilities of the students both for teaching and for evaluation purposes .

## 5) Features of participatory planning

The workshop ended with few observations on principles in Gopp as *participation*, i.e. combining *the knowledge of all participants* in order to devise relevant interventions, *transparency*, *clear definition of concepts*, *logical relationships*, on the function of techniques as *parrotting and visualization* and on interpersonal skills such as *active listening*



**Attach2 OBJECTIVE TREE TO BE READ FROM BOTTOM TO TOP**



**Attachment 3 Logical framework**

<p><b>OVERALL OBJECTIVE</b> Why the project is important in terms of longer terms benefits</p>	<p>participants involved in influencing the programme at the planning stage</p>
<p><b>PROJECT PURPOSE</b> The central purpose of the</p>	<p>fewer students fail Ss more interested in class work</p>
<p><b>RESULTS</b> The product of the activities undertaken</p>	<p>S's world is brought into the classroom Features of activities fit for different levels are found Transferable formats are created Literature is demystified Syllabus is demystified Ss are involved in decision taking</p>
<p><b>ACTIVITIES</b> Actions and means to be taken/ provided in order to produce the results</p>	<p><b>Teachers</b> :Read and discuss articles on untracked classes (see websites and references attached). Record activities done in class in order to discover useful repeatable and transferable features. Discuss activities with colleagues. Create checklist of «can do» (CEF) on syllabus materials. Create a checklist of “can do” on extra syllabus materials. <i>Rationale</i> : if the teacher is aware of the different kinds and levels of competence requested for classroom activities, she can keep record, exchange them with colleagues, repeat them, create an individual and common store, thus saving time and tailoring the same activity or text to the individual needs and abilities of the students both for teaching and for evaluation purposes <b>Students</b> Keep a log of classes activities Keep record of T's questions and waiting time. <i>Rationale</i>: working for a real purpose and keeping control builds self confidence. Each student can be more or less articulated when keeping a log.</p>

## 5) A few observations on techniques and principles in GOPP

### FEATURES OF PARTICIPATORY PLANNING

- **Participation:** combining *the knowledge of all participants* in order to devise relevant interventions
- **Transparency:** the plan becomes a *contract* between the parties
- **Clear definition of concepts:** participants are stimulated to *be specific*; they are asked to become more specific about what they know and mean
- **Logical relationships**

The establishment of logical relationships creates *confidence* in the product of the planning session and a high degree of *ownership* of the plan because each participant is able to recognize his own image in the product

### TECHNIQUES

- **Parroting**

teacher/facilitator repeats utterances in *correct form*: the stress is on communication not on error

- **Visualization**

- 1) has a recording function: every contribution is recorded, which creates *transparency* and *visual progress* of the process
- 2) gives *equal weight* to the contributions (because they are anonymous)
- 3) increases the *analytical power* of the brain as analysis is linked to the visual part of the brain
- 4) makes the process facilitatable. Cards permit to focus the discussion *on one issue at a time*.

### INTERPERSONAL SKILLS

- **Active Listening**

Listen to what the other person says while suspending one's own thinking

Respond with supportive, usually non verbal expressions or gestures

Summarize briefly and objectively what they have said: use their own words.

Use summary to help to structure thinking and wording

Check if this is actually what they meant

- **Use of questions**

Ask questions to help the other person in their thinking

Closed questions: useful in conjunction with summaries to check some facts

Open questions: let the other person explain their ideas, knowledge, perceptions

- **Giving effective feedback and avoiding destructive criticism**

• effective feedback is :	while	destructive criticism is :
Specific		General
Describes behaviour		Describes character
Requested by receiver		Imposed by giver
Future oriented		Past oriented
Based on future potential for change		Based on value judgement and bl
Addresses the needs of the receiver		Addresses the needs of the giver

## 6) Final remark

All the activities the group will organize through the year, however diverse they may be, should tend to the achievement of the objective identified i.e.: how can each of the issues the group will come across be turned into a step forward towards dealing successfully with mixed abilities classes .

## WEBSITES

<http://db.formez.it/guideutili.nsf/1bac62e165abd03cc12570bd002a765b/a31f3d13f24d0349c12570bc0036d103?OpenDocument>

Le Tecniche Tradizionali: il metodo GOPP – Goal Oriented Project Planning e il PCM – Project Cycle Management \*

<http://www.dors.it/pag.php?idcm=4493> La tecnica “Goal Oriented Project Planning” regione Piemonte \*

<http://web.mit.edu/urbanupgrading/upgrading/issues-tools/tools/ZOPP.html> Interactive Community Planning: ZOPP : Goal Oriented Project Planning \*

<http://egov.formez.it/files/progettazioneGOPP.pdf> La progettazione integrata con il metodo GOPP Goal Oriented Project Planning di Federico Bussi \*

[www.piazzadellecompetenze.net](http://www.piazzadellecompetenze.net)

[http://www.tesol-france.org/Colloquium09/Ur\\_Workshop\\_Handouts.pdf](http://www.tesol-france.org/Colloquium09/Ur_Workshop_Handouts.pdf)

<http://www.particip.com>

[http://eltj.oxfordjournals.org/Teaching\\_heterogeneous\\_classes](http://eltj.oxfordjournals.org/Teaching_heterogeneous_classes)

## References

- European Commission, DG VIII. *Project Cycle Management, An Integrated Approach*. Brussels. February 1993 (traduzione italiana Project Cycle Management, Manuale per la formazione, FORMEZ, *Strumenti*, n. 4, 2002).

TESOL Italy's 38th National Convention



# ENGLISHING

Inside CLIL  
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- Julia Starr Kedde “ The CEF in the secondary school syllabus “in: Keith Morrow (editor) *Insights from the Common European Framework*. OUP 2004

- R Millrood – *Teaching heterogeneous classes in* ELT Journal, 2002 - Oxford University Press ( also on internet)

- Brian North. “Relating assessments, examinations, and courses to the CEF” in: Keith Morrow (editor) *Insights from the Common European Framework*. OUP 2004

- Sarah Warshauer Freedman, Verda Delp, Suzanne Mills Crawford (*University of California, Berkeley*) *Teaching English in Untracked Classrooms in Research in the Teaching of English* Volume 40, Number 1, August 2005

### PERSPECTIVES

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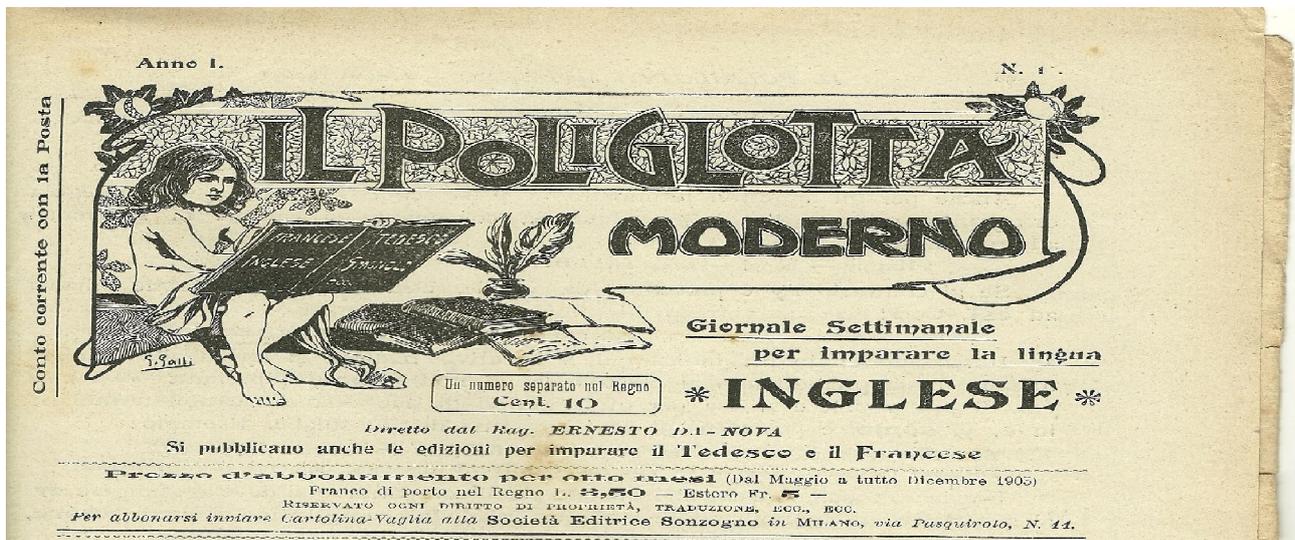
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# The Way They Learnt

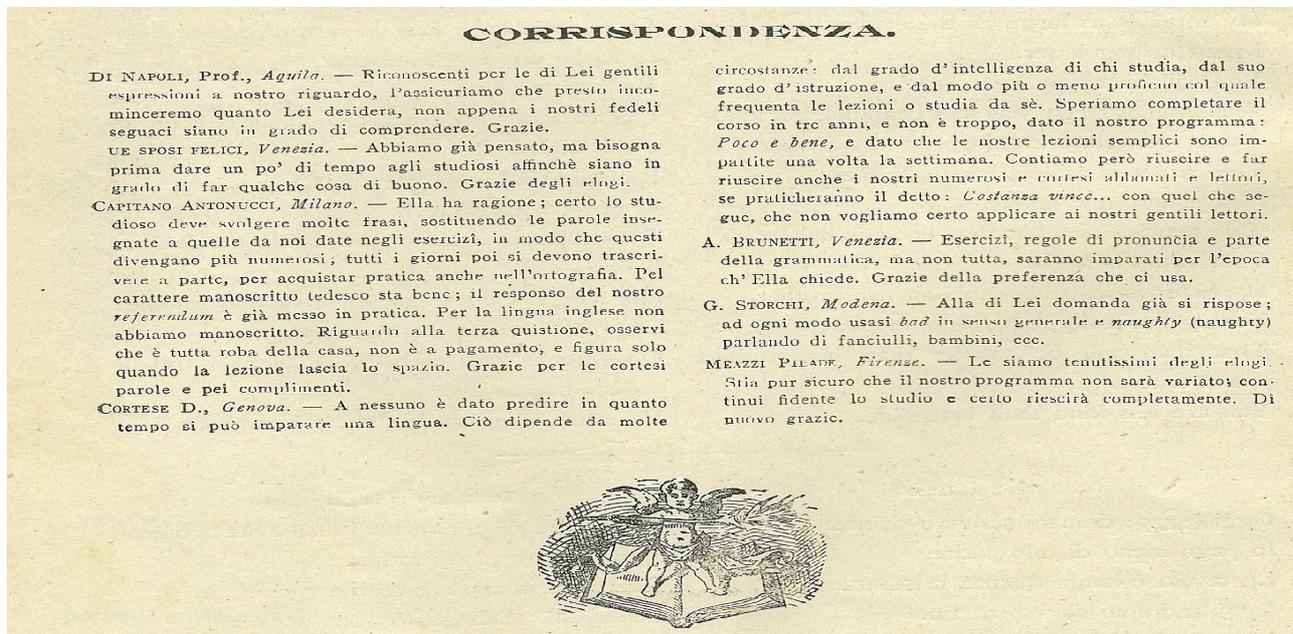
by Anna Rosa Iraldo



The “food for thought” article on collaboration in this issue and the experience of L’Aquila group on participative planning argue the value of collaborative practices in support of ELT and their implications for pedagogy and teacher education.

The only instance of some form of collaborative support I found in my old Poliglotta collection of the year 1903 is the following “corrispondenza” column in the May issue.

I wish I knew if and how it worked out .



## TESOL 2013

by Beth Ann Boyle  
(continued from p.1)

area dedicated to the Job Marketplace for job seekers and recruiters., Electronic village and Technology Showcase with over 120 sessions. The concurrent sessions are impossible to count but there were on the average more than 40 concurrent sessions in one time slot. If you are interested in seeing some photos of this amazing event try this link: <http://newsmanager.commpartners.com/tesolc/issues/2013-04-15/3.html>.

All in all, the value of attending a TESOL International convention is astonishing and the teachers who will be able to attend next year's convention in Portland, Oregon from March 26 to 29th will certainly gain immeasurable insight into language teaching.

### Keynote Sessions - speakers, titles, links

**John Hunter:** *Solving for X: Critical Thinking and Problem-Solving Essentials*. For more:

[http://www.ted.com/talks/john\\_hunter\\_on\\_the\\_world\\_peace\\_game.html](http://www.ted.com/talks/john_hunter_on_the_world_peace_game.html)

**Thomas Nakayama:** *The Project of Critical Intercultural Communication*.

For more info: <http://englishwithjennifer.wordpress.com/tag/thomas-nakayama/>

**Suzanne Panferov:** *Our Heritage: The TESOL Journey in Developing Great Teacher*.

For more on Suzanne: <http://suzannepanferov.faculty.arizona.edu/>

**Aram deKoven:** *Subconsciously Held Bias: Exposing the Myth of Racial Colorblindness*.

For more info: <http://www.uwec.edu/ES/staff/dekoven.htm>

**Bonny Norton:** *Identity and Language Learning Across Time and Space*. For more on the topic:

[http://en.wikipedia.org/wiki/Identity\\_and\\_Language\\_Learning](http://en.wikipedia.org/wiki/Identity_and_Language_Learning)



## Food for thought

by Franca Ricci Stephenson  
(continued from p.1)

tion are essential, and collaboration is a key 21st century skill. "It requires the formation of an often diverse group of people into collaborative teams that focus on agreed-upon issues, collectively problem solve, and come to consensus on a plan of action. [...] A shared vision and mission determines an overall understanding of the ELL student population, identifies achievable and measurable goals for working with ELLs, and fosters an understanding of how teaching may change as a result of this newfound understanding. [...] the goal of this issue is to offer a collection of articles that address successful practices from multiple perspectives. Recognizing that a variety of English language program models, diverse local needs, and considerable regional differences in ESL and EFL services exist, we invited authors to describe their locally developed ideas and research while allowing for broader generalizations and transferability of practices. The need for collaborative initiatives seems crucial in Italian schools as well, as teachers are faced with the hard task of implementing CLIL in times of increasing difficulties. This TESOL Journal special issue reminds us that "collaboration allows teachers to see that others might be struggling with similar issues, that resources could be combined and professional development efforts coordinated, and that the larger educational community and more stakeholders could be engaged". Let's give it a serious thought.

May 2013

<sup>1</sup> Andrea Honigsfeld is a professor and Maria G. Dove is an assistant professor in the Division of Education at Molloy College, in Rockville Centre, New York.

## ESL Writing at the TESOL 2013 International Convention

by Melanie Rockenhaus  
(continued from p.3)

any moment, and it was exhilarating to discuss this with peers in my talk on using copyleft materials. In my practice-oriented session, I demonstrated how teachers can find ready-made materials on the Internet that can be freely used,

modified and shared. Students work on these outside of class, thereby freeing up class time for other (in my case writing) communicative activities.

Rhetorical issues such as paraphrasing competently are complicated for L2 writers, and here, too, the expert was firmly on the side of practicing in class. In her talk about "Learning to Paraphrase", Qian Du advocated having students discuss what they understand paraphrasing to be and so lead them to appreciate its purpose and advantages. Students should then practice this skill repeatedly in class, not at home alone. Moreover, Du claimed that allowing L2 writers to compare difficult skills such as sentence construction and paragraphing between English and their L1 gives them an even greater sense of control. Katherine Evans came to a similar conclusion in her study "L1 Use During L2 Writing"; she reassured teachers that the use of L1 for understanding can be quite useful, whereas students soon realize that discussing and practicing skills in English during class is the most effective path to improving their writing.

Feedback remains a key issue for all writing instruction, and based on his study about "Writing Instruction and Transfer of Learning", Mark Andrew James reported that students learn from teacher feedback, and manage to transfer it to their English-language writing, if teachers' comments are considered relevant and fair. It was encouraging to think how only a few hours before Paul Kei Matsuda and four other well-known writing experts had dealt with this same issue in their lively presentation "Writing Assessment Rubrics". They pointed out that since rubrics can ensure fairness and uniformity, their use renders feedback more objective and consistent over time and among students, and they urged teachers to use rubrics in giving feedback to students on their writing.

In short, all presenters I had the privilege of listening to agreed that teachers can make a big difference before, during and after class. The final plenary speaker, Bonny Norton, emphasized this in her speech "Identity and Language Learning", quoting one of her Ugandan students who had said: "When you communicate, you think your own English". By using original materials, flipping some of the content to outside of the classroom while allowing time in class for students to discuss / practice what they are learning, and striving to give impartial feedback, we can help our students think their own English, to harmonize their language(s), in all their spoken and written communication.

## 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.

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