



Newsletter

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NOVEMBER-DECEMBER 2013

Food for thought From TESOL publications



ENGLISHING

A worthwhile experience

by Beth Ann Boyle

Dear Members

With the convention just over, I like to say that on behalf of TESOL Italy we are delighted to have been able to offer you such a meaningful teacher development experience. The themes explored during the two-day event: "Inside CLIL", "Literary Journeys", and "Communities of Practice in Innovative Classrooms", have proven to be of exceptional importance to our convention participants.

Attendance this year was higher than in the past and I believe it to be due to the presence of a kind of new TESOLer: the teachers of non-linguistic subjects who are (or will be) teaching their subject in English.

Having Math and Science teachers as well as English language teachers exploring teaching ideas together – a meeting of two worlds truly exciting.

There are so many people to thank that it is difficult to know where to begin but...I would first

(continued on p. 4)

Though the use of social networks is widely spread among young people, it is often considered with a certain degree of suspicion by most teachers, who are hardly aware of the importance SNS might have in teaching. The article *"Using Social Networking Sites as a Platform for Second Language Instruction"* by Caleb Princhard¹ on the December issue of TESOL Quarterly² takes into consideration action research studies that have utilized SNSs in language courses and other studies that have examined L2 learners on their attitudes and feelings concerning the use of SNSs for language learning.

We read in the article that the TESOL Technology Standards Task Force suggests that second language educators incorporate technology into their curriculum to help learners acquire not only language skills but also electronic literacy skills, which are essential for modern survival. However, very often teachers focus on building learners' communication skills through traditional media, rather than through modern information and communication technologies.

Social networking sites, such as

Let's Reconsider the Possibilities offered by Social Networking Sites

by Franca Ricci Stephenson

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Facebook, are perhaps the most underutilized technologies in L2 education, while teachers could use younger learners' reliance on SNSs in a more constructive way. SNSs in fact have a variety of tools which can be used for a number of purposes, and teachers have many options for using them in their classes. The article suggests that

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¹ Caleb Princhard is an assistant professor at Okayama University.

² TESOL Journal, Volume 4, Issue 4, pages 752–758, December 2013

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TESOL Italy membership dues for the year 2014:

1) ordinary members: • 25,00;

2) students under 30:• 15,00;

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

(including subscription to EnglishTeaching Forum).

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TESOL Italy Newsletter

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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.

Officers: *Beth Ann Boyle, President, Lina Vellucci, Vice Presidents, Paola Mirti, Second Vice President, Patrizia Petrucci, Office Assistant.*

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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.



From the editor

In a Lifelong Learning perspective ...

Daniela Cuccurullo

Personnel involved in language teaching should have access to continued education and training to be able to perform their roles better, and to reflect on their language learning and cultural experiences.

TESOL Italy helps teachers pursue stimulating opportunities through the proposal of different educational and training initiatives, where a number of strategic issues are addressed: interactive teaching, mentoring, new learning environments, networking, new teaching techniques, and much more, as you can read in the newsletter. The overview of the Convention by Beth Ann Boyle, as well as the reports from the local groups, give us an idea of TESOL Italy's mission.

They are just a first step in a Lifelong Learning Programme.

There are many different opportunities to seize at the moment: from The "English, globally" - International Symposium and the 7th SLanguages Annual Symposium to the first MOOCs organized by European Schoolnet, as well as the new opportunities coming from the LLP 'Erasmus +'; from the possibilities offered by Social Networking Sites, suggested in the 'Food for thoughts' column, to the process of 'translating as exploring new words'.

The aim is to support and enlighten teachers in a variety of teaching contexts and to encourage them to reflect on the competencies a teacher has/needs to have and on the underlying knowledge which feed these.

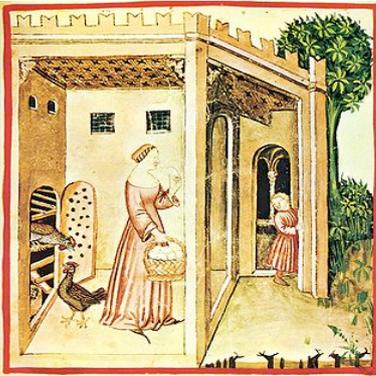
Enjoy your reading and get your chance!!



Translation in Love

Translating: exploring words & places

by Marina Morbiducci



I've always been wondering whether it's words which take us to new places, or, viceversa, places which give us new words. I suppose this could be an example of the famous chicken or egg causality dilemma

("which came first, the chicken or the egg?"), a doubt which to ancient philosophers also evoked the deeper question of how life and the universe in general began¹. Obviously, from a metaphorical point of view, the question could be reformulated as: "Which came first, X that can't come without Y, or Y that can't come without X?". In our case, we have already solved the enigmatic circular reference - in which a parameter is required to calculate that parameter itself - by saying that the two elements (words + places) are both necessary causes for the two effects to occur (→new words + new places). A poet is an explorer of/in language, and when s/he also explores new worlds, new words arise.

This is particularly true with poetress Susan Hawthorne who, in her works, draws inspiration from long journeys and stays in different countries from where she originally comes (Queensland, Australia). We have evident proof of it in her seven collections of poetry, two fictional works and two non-fictional books, from *Earth's Breath* (2009) to *Cow* (2011), from verse novel *Limen* (2013) to current mixed-media project *Lupa and Lamb*.

Last December Susan gave a poetry reading at Sapienza University, and this was the occasion for several students attending her reading to give substance to the marvelous reality in which it is

clearly revealed that travelling is somehow similar (if not parallel) to translating (and viceversa, of course): visiting a place different from the one where we were born becomes the occasion for adding in our mind the experience of a diverse universe, an additional layer of understanding, constituted by the historical local language and diffuse cultural scene thereby evoked.

In 2009 Susan spent a large part of the year in Madras, India, and the inspiration that she got from living there is innervated in her poems (see her collection of poems titled *Cow*, Spinifex, 2011). What she learned in the "other" historical and geographical space in turn gave place to some rare kind of experimental writing, which incorporated, in its compositional procedure, the agency of translation and invention, as well. Susan had studied Sanskrit and the actual, physical contact with such ancient language, in the very place where it had originated, represented the stimulus for a deeper penetration of its linguistic encodings. In such circular loop, it happened that, for example, in front of a work of art made by artist Suzanne Bellamy, "Text Box" (2011), reproducing Ooss characters, she composed the following poem, which is a sort of two-stage translation process and free reinterpretation of the visual work:



Text Box (a pictographic poem) by Suzanne Bellamy, porcelain and oils on wood, © 2011

¹ See Theosophy (September 1939). "[Ancient Landmarks: Plato and Aristotle](#)". Theosophy 27 (11): 483-491. "Cultural references to the Chicken and Egg intend to point out the futility of identifying the first case of a circular cause and consequence", Wikipedia.

stage 1

dog three bones has

moon time crunch time is

(what) is thrown is juggled; dogs howl (under the moon)

crescent moon centred fence (is)

fish swim (and?) encircle full moon

woman dilly bag carries

crunch time comes

she (?)the mountain path sees/follows : moon sets

stage 2

dog three bones has

dog has three bones

in the crunch time is moon time

dogs howl under the moon in transit

juggling time

above the fence the crescent moon rises centred

fish swim encircling the reflected full moon

a woman in transit carries a dilly bag

she follows the mountain path

the moon sets

crunch time comes

As you see, the second stage is more syntactical and makes the jagged writing of the first stage more understandable. In this poem, Susan Hawthorne shows the procedure of her writing: she starts from a literal deciphering of the pictographic poem, but, in doing so, filling the linguistic gaps due to the peculiar texture of the ancient language, she also adds her poetical interpretation of the linguistic symbols. In her own words: "This short poetic fragment is suggestive of ritual time in which the behaviour of dogs as the keepers of time is unsurprisingly given prominence. The only non-canine actor (the woman) is setting off on a pilgrimage of some sort (crunch time?) [...] the moon, the dogs (three so far) and the woman are in some kind of triangulated relationship with the fish, the sea and the reflected moon. Perhaps one

indicates the mundane world, while the other has esoteric meanings. The question is which is which?"

The title of Susan Hawthorne's poetry reading was: "Or failing that, invent": On language, memory and poetry" and during it Susan convincingly showed how, in particular with ancient languages, words may drift from one level of signification to another. She manifested how the use of particular words can shape perception and how the thrills of translation, creating texts in imaginary languages or imaginary texts in undeciphered languages, can be exalting. As her current project called Lupa and Lamb proves, she is exploring the mythical, religious, social and political layerings around symbolic presences, such as in the case of the two animals here referred to. The project involves translations, invented texts and a millennial reunion of literary characters and historical personages across time and place, in a sort of "eternal return" cycle, conjoining past and present, invention and interpretation, old and new (words & places...).

ENGLISHING

A worthwhile experience

by Beth Ann Boyle

(continued from p.1)

like to thank James Lantolf (sponsored by the US Embassy in Rome), Carmel Coonan, (sponsored by the British Council in Rome) and Colin Finnerty and Amy Malloy (sponsored by Oxford University Press) for their inspirational plenary sessions.

I am also grateful to all the dedicated volunteers who donated their time and expertise to making the convention a success, but I must add a special note of thanks to Lina Vellucci, the Convention Chair and Vice-President, to Paola Mirti, the Second Vice-President, and to Patrizia Petrucetti, TESOL Italy's Office Assistant – who continue to be fundamental to all of TESOL Italy's activities.

In closing I am pleased to announce that we are already working on TESOL Italy's 39th Annual Convention which will take place in Rome on November the 14th and 15th, 2014. Please tell your colleagues about it and continue checking our Newsletter and website for updates.

The way they learned

by AnnaRosa Iraldo



Just two short excerpts. Notice the rubrics.

From: Lezione 31. 10 dicembre 1905

Esercizio di Lettura.

Le frasi seguenti devono essere lette ad alta voce due o tre volte al giorno.

A husband to his wife:
Would you cry, if I should die?
The wife: Oh! that I should! you know very well that I always cry for nothing!

From: lezione 32. 17 dicembre 1905

CHRISTMAS WISHES.
 cristmass uisces
Auguri di Natale.

<p>Old times, old tunes, old fashions, old táims, old tiúns, old fescions, <i>Vecchi tempi, vecchi canti vecchie mode,</i></p> <p>They pass before we know, dhe pass bifóa ui nóo, <i>Essi passano prima (che) noi sappiamo (accorgiamo)</i></p> <p>There's only one old custom dhers ónli ueun old chéustum <i>Vi è solo una vecchia abitudine</i></p> <p>That never seems to go; dhèt néva siims tu go; <i>Che mai sembra andare (passare);</i></p>	<p>And that's the good old custom, 'énd dhèts dhi gud old chéustum, <i>E questa è la buona vecchia abitudine</i></p> <p>That ne'er will pass away dhèt néa uill pass euté <i>Che mai passerà via</i></p> <p>Of wishing all our old friends ov uiscing ol auar old frènds <i>Di augurare (a) tutta i nostri vecchi amici</i></p> <p>A happy Christmas Day. e héppi cristmass dé. <i>Un felice Natale giorno (giorno di Natale).</i></p>
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CLIFTON BINGHAM.

CONVERSAZIONE

Frase e modi di dire da usare subito.

- I have never seen anything equal to it.**
 ai hèv néva siin éníthing igual tu it.
 traduzione letterale: *Io ho mai visto qualche cosa eguale a esso.*
- » italiana: *Non ho mai visto nulla di simile.*
- How glad (opp. pleased) I am!**
 háu glèd (plisid) ai èm!
 » letterale: *Come contento (piacente) io sono!*
- » italiana: *Come sono contento!*
- It gives me pleasure!**
 it ghivs mi plésgeur!
 » letterale: *Esso dà me piacere!*
- » italiana: *Ciò mi rallegra!*



Web Watch

by Esterina La Torre



This 2013 is concluding and we are all looking forward to starting a new year with a series of goals, resolutions, plans and hopes; we are waiting the two weeks' holidays with huge expectations, hoping to relief from stress but knowing it will be difficult as this is also a period of shopping before and after holidays. Before, to purchase Xmas presents, after because there will be so many sales; so why don't you use this occasion to teach about shopping? I mean how to shop, how to become a "conscious consumer", the cultural differences when shopping, the fact that UK is considered "a nation of shopkeepers" (to use Napoleon's words) as well as the country of compulsive shoppers. Opening discussions about sales and bargains could be a good start, for example you could propose a Pros & Cons activity about "shopping online" simply dividing, with a vertical line, the board into two parts with the pros under a smiling face ☺ and the cons under a sad face ☹, you can begin using a brainstorming activity and then you can continue this activity listing ☺ Advantages and ☹ Disadvantages too. If you have access to the web there are plenty of sites, these are some proposals:

http://projectbritain.com/shops.htm	A section of http://projectbritain.com/ that is a useful site to learn about culture, customs and traditions, this part about shopping is a very useful one to know everything about this theme.
http://www.teach-this.com/ http://www.teach-this.com/resources/shopping-clothing#shopping-role-play	A link to great lessons about shopping, there are ready-made PDFs to download and use in class, Very interesting is the game " End of season sale "
http://webs.morton709.org/mjhs/7th/math/7th/webquests/ShoppingQuest/index.htm	A CLIL (Maths) WebQuest that requires the use of percents, fractons and decimals. With a determined budget students will spend in online shops using different skills.
http://zunal.com/webquest.php?w=53097	An elementary WebQuest in which students have to role play a dialogue related to the topic "Going shopping" and they will learn vocabulary about shops and products, ask for help and offer assistance in a shop.
http://www.timeout.com/newyork/shopping	A great guide to shopping in New York. On the site you will find out the latest information on shopping, sample sales and fashion in NYC
http://shopconscious.org/	Shop Conscious is dedicated to educate consumers to know their rights especially the right to being 'in the know.' The mission is simple to teach how to buy products from a socially conscious point of view.

In Memoriam

Professor Wanda d'Addio Colosimo

By Enrico Grazzi

Professor Wanda d'Addio Colosimo, whose work made a very significant contribution to the field of applied linguistics in Italy, passed away on December 5, 2013. She was full Professor of *Glottodidattica* at the University of Rome "La Sapienza", and then at the University of Roma Tre, till 1999.

It is a great honor for me to write these words of eulogy for one of the distinguished Italian scholars whose pioneering study of foreign language teaching methodology between the '60s and the '70s, the golden age of the so-called *communicative revolution*, led to a deep change and thorough reconceptualisation of the process of second language teaching/learning in our country.

Those were the days when pre-service and in-service teacher-training gained momentum, also thanks to the unrelenting impulse given by non-profit language teachers' associations such as L.E.N.D. (Lingua e Nuova Didattica), of which Professor d'Addio Colosimo was one of the founders.

Perhaps, the best way to commemorate her is to mention two of her books, which paved the way for the renewal of L2 pedagogy and have had far-reaching effects on language education to date: *Lingua straniera e comunicazione. Problemi di glottodidattica*, Bologna: Zanichelli, 1974; *I materiali linguistici nella didattica delle lingue*, Bologna: Zanichelli, 1978. I would like to quote a few words from the preface to the former volume, where Professor d'Addio Colosimo reveals the essence of her open-minded approach to applied language research that can still be taken as a source of inspiration by today's practitioners of ELT:

L'accento del lavoro è posto primariamente sulla comunicazione che viene ritenuta il fine ultimo dell'insegnamento di una lingua straniera e deve perciò costituire la preoccupazione dominante in ogni fase del processo didattico.

La trattazione non vuole costituire un'affermazione dogmatica di principi ma soltanto servire da stimolo alla discussione

e all'approfondimento dei problemi presentati per promuovere quel necessario atteggiamento critico senza del quale non può esservi ricerca o sperimentazione.

Finally, I would like to add that Professor d'Addio Colosimo was also a dear friend of Sirio Di Giuliomaria's and contributed to the special issue of Perspectives "In Memoriam" (Fall 2008, Vol. 35 - n. 2) that was published soon after Sirio's death. Therefore, I believe it is appropriate to close by mentioning these two leading figures together, whose commitment and passion in their work as educators represent an example to follow for all language teachers.

7th SLanguages Annual Symposium



Time: February 28, 2014 to March 2, 2014

Location: EduNation in Second Life

Organized By: Heike Philp aka Gwen Gwasi

The 7th SLanguage Annual Symposium is a 3-day conference in Second Life for language educators on language learning in virtual worlds. It is the only conference on language learning in virtual worlds and show-cases language learning in Second Life and other immersive 3D environments.

It is a 'magical' conference that goes way beyond traditional conference presentations.

All of the sessions take place in the immersive 3D environment and are screen shared with Adobe Connect to provide 'a virtual window' to a 'virtual world'.

Info: <http://slanguages.org/>

News from the local groups



by Ninfa Pagano

(Coordinator of TESOL-Italy Local Group, Palermo)

The latest activity organized by TESOL-Italy local group of Palermo took place on December 3, 2013. The seminar *Intercultural Telecollaboration* was held by Dr Enrico Grazzi, Università Roma Tre, and it was followed by a presentation on *CLIL Projects* by Anthony Calanducci, Educational Consultant for Oxford University Press.

The activity was possible also thanks to the cooperation with Oxford University Press (especially Mr Vittorietti), which organised a little book exhibition during the seminar and offered the participants a coffee break. The initial number of participants (around 40) was reduced, due to the necessity to move the seminar from my school (where it was originally to take place but which was ‘occupata’) to the Circolo Didattico ‘A. De Gasperi’.

Dr Grazzi presented his work on the project carried out between an Italian and an American school and which saw students engaged in various conversations on different themes on the net through social networks. The project also received an award. The participants were all very interested in Enrico Grazzi’s project: they interacted a lot during the seminar and asked him for more detail in order to organise a similar initiative in their schools.

The second part of the seminar was devoted to CLIL, since there were also subject teachers attending the seminar and who show to be particularly interested in methodology and in teacher training courses which also have the advantage to offer a kind of ‘language refreshment’, at least for an afternoon.

Anthony Calanducci’s talk involved both English and subject teachers as the challenge of CLIL still seems to create some doubts and uncertainties in

both groups, though they gradually realise how relevant their coordination and syllabus planning is.

After Christmas holidays our activities will start again in February, after the ‘scrutini’ time and will include both seminars with host speakers and research activities carried out by teachers’ groups on specific themes of methodological relevance.

Food for thought

by Franca Ricci Stephenson

(continued from p.1)

SNS could be used as a platform for teaching, guiding students to practice and observe the foreign language; it also offers considerations for each of the four language skills.

As for **Writing**, SNSs can provide learners opportunities to practice writing through status updates, comments, instant messages, mail messages, and blog posts, but most of all they can increase considerably students’ motivation to write in English. While status updates on a SNS is probably not enough to improve students’ fluency, longer blog posts are possible on FB using the Notes tool.

SNS group pages can and have been used to practice academic writing and to share one’s work.

As for **Reading**, users of SNSs often read friends’ posts, which increases their motivation to read and their reading skills. In addition to this, browsing SNSs is now a social norm and as such increasingly widely used by the net generation. Users can also read, “like”, and discuss articles linked by their peers, so that SNSs can be used as social bookmarking sites are.

PERSPECTIVES

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UNITED STATES EMBASSY
TO ITALY

Join us for the International Symposium



April 3-4, 2014, Aula Magna, Sapienza Rectorate

Piazzale Aldo Moro, 2 - Rome.

The “*English, globally*” - *International Symposium* will feature international speakers of the caliber of Prof. Barbara Seidlhofer and Prof. Em. H.G. Widdowson, and will guarantee a truly international viewpoint by showcasing non-European experts such as Prof. Jun Liu (USA-China), Prof. Gao Yihong (China), Prof. Shondel Nero (USA), Prof. Donna Tatsuki (Japan), Prof. Alemu Hailu and Ronnie Micallef (Ethiopia) as well.

Each plenary speaker will be followed by a Respondent – a researcher or policy maker – who will expand on the theme or act as an *agent provocateur*. These sessions will be capped by a Panel Session featuring the Plenary speakers, during which the audience is encouraged to ask questions and raise issues.

This is a perfect opportunity for teachers and students to investigate just how the growing force of Englishes may change the way they teach and learn!

How do Englishes and Englishing impact those of us working as classroom teachers and university lecturers? What potential does Global English offer us? Or is it only a threat to our traditional role as the “English language experts” in schools and universities?

These questions and more will be considered during the “*English, globally*”- *International Symposium*.

Don't miss it! Registration is free by writing to: english-globally@uniroma1.it

To contributors

Please send your contribution in
Times New Roman 12

to

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or

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The deadline for submitting articles for the
2014

January-February issue is 28th February



Free online courses for teachers at European Schoolnet Academy

by Elina Jokisalo

The European Schoolnet Academy is an online course platform to help deliver our training and professional development resources, free-of-cost, to a wider audience. European Schoolnet Academy is the first MOOC (massive open online course) platform developed specifically for teachers in Europe. The first two courses starting in March are the 'Future Classroom Scenarios' course, and the 'Innovative Practices for Engaging STEM Teaching'.

The courses will offer the participants an introduction to key concepts and ideas that are relevant to developing any teacher's practice and will provide the participants with the opportunity to discuss these ideas and share experiences with peers.

The European Schoolnet Academy was launched to build on previous successful training experiences and make the EUN training opportunities available online to a greater number of primary and secondary school teachers across Europe. Since its founding in 1997, European Schoolnet has provided teachers across Europe with a wealth of resources, activities, communities, tools, and events for them to enhance their teaching practice, and learn new tools and skills, as well as constantly worked with its network of Ministries of Education for making the most effective use of educational technologies.

The European Schoolnet Academy is already online and accepting registrations – so register today! www.europeanschoolnetacademy.eu

Erasmus+ for education, training, youth and sport:

The new funding programme for education, training, youth and sport activities, Erasmus+, will run from 2014 to 2020. It will be a simplified programme and will be based around different types of projects, grouped under actions.

Actions:

- Key Action 1: Learning Mobility of Individuals
- Key Action 2: Co-operation for Innovation and Exchange of Good Practices
- Key Action 3: Support for Policy Reform
- Jean Monnet Activities
- Sport

Organisations from across the education, training, youth and sport sectors will be able to apply for funding under the programme.

Actions will be a mix of opportunities run by National Agencies and the European Commission. The main opportunities managed by the National Agency in each participating country will be:



For more information:

Contact the Erasmus+ National Agency in your home country or the Executive Agency (EACEA) in Brussels.

http://ec.europa.eu/programmes/erasmus-plus/national-agencies_en.htm

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.

La collega incaricata dall'Executive Committee del coordinamento nazionale dei gruppi è Maria Grazia Maglione (e-mail: grazia.maglione@gmail.com).

1. AGRIGENTO

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