

LEARNING COMMUNITIES

by Beth Ann Boyle

Dear Members

Incredible! TESOL Italy's 39th National Convention is just around the corner! This will be the best one yet so I hope you can make it this time.

There is a ton of information on our website. You can read about the speakers and the sessions they will be holding. You can even plan your own personal schedule for the two days by consulting the timetable.

If you have ever had to teach students with **special education needs** you won't want to miss the 12 sessions covering that topic. If you are interested in CLIL, then choosing which sessions to attend will be tough as there are at least two sessions every hour! Are you interested in the use of technology in the classroom? Would you like some practical tips to take back to your classroom? How about more insight into building communities of learners and teachers? Many sessions and more will cover these areas so don't miss them!

Last but not least please leave some time in your busy schedule
(continued on p. 7)



Food for thought From TESOL publications

Summer Thought
by Franca Ricci Stephenson

Pre-service and in-service teacher training towards a life-long professional development is a problem which institutions and individuals face everywhere, and satisfactory solutions seem far from being reached. In recent years, with the fast-growing development of Information and communications technology (ICT) competencies there have been several attempts to solve the difficulty of training teachers through online courses at different levels. TESOL Italy has welcomed the development of online opportunities for teachers of English to widen their competencies, and several competent members have given valid contributions to online training organized by the Ministry. However, the majority of teachers, even TESOL members, have been reluctant to recognize great value to on line courses, considering them far less meaningful than site-based, face-to-face courses.

Perhaps we could take some time to reflect on the article by Sedef Uzuner Smith², published on TESOL Journal³ which addresses the “question of whether using online delivery for teachers’

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professional development is a more viable option than using school- or site-based programs. The author argues that such training programs are problematic as they are often provided in the form of one-shot seminars, or after-school one- or two-day-per-week programs which hardly succeed in changing “teachers’ beliefs, attitudes, and practices in significant ways”. In addition, being site-based, such programs don’t provide great opportunities for linking teachers living in
(continued on p. 5)

¹Assistant professor of ESL in the Department of Counseling and Special Populations at Lamar University

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TESOL Italy

Via Boncompagni, 2
00187 Roma.

Tel 06 4674 2432

fax 06 4674 2478

e-mail: tesolitaly@gmail.com

web page: www.tesolitaly.org

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- 2) students under 30:• 15,00;
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Editor: *Daniela Cuccurullo*
danielacuccurullo@virgilio.it

Editorial board: *Beth Ann Boyle, Lucilla Lopriore, Marina Morbiducci, Stefano Mochi, Franca Ricci Stephenson, Patrizia Petrucci, AnnaRosa Iraldo.*

DTP: *M. Rosella Manni*

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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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

Learning communities and ... social networks

Daniela Cuccurullo

The theme of TESOL Italy's forthcoming convention seems appropriate also for the miscellaneous topics of this Newsletter.

“Learning communities” as well as social networks, focus on the value that they create on site and on line when they are used for learning and teaching activities, such as sharing information, enhancing ideas, creating knowledge together, stimulating reflections and offering professional development opportunities through a continuous interaction with the world outside our daily teaching experience.

Different issues come to the fore; Morbiducci's quotation of “*The translator as a social being*” highlights the importance of social networks (as Di Gioia's contribution

underlines) as crucial to translators' professional lives; Stephenson's *Food for Thought* reminds all of us of the importance of life-long learning, which , in our case, is specified as *online delivery for teachers' professional development*; furthermore, the importance of ‘sharing’ dealt with in the *Poliglotta* column brings to light another dimension of our profession by pointing to the sense of *belonging that encourages and reinforces the learning – and teaching -*.

We hope that you'll treasure the input from the contributions as well as from the many talks and workshops, if you join the Convention.
Enjoy your reading!



Translation in Love

Exercices in Style

by Marina Morbiducci



Among the various cases of intralinguistic translation, *Exercices de style* (1947) by Raymond Queneau remains the most valuable example, matchless in its unique perfection. Translated into Italian by Umberto Eco, in its Einaudi paperback edition of 1983, it still represents an absolute must, the real Bible for any translator. The inexhaustible source of inspiration for any similar set of variations on the theme, the boundless repertoire of fantasy and creativity in the translational game, that it provides - all this, and much more - make the book by the OuLiPo author an unprecedented and incomparable text for translational exercise.

As we all know, OuLiPo is the French acronym for *Ouvroir de Littérature Potentielle*, referring to the specific cultural and linguistic movement constituted by a group of French-speaking writers and mathematicians who aimed at creating literary works using “constrained writing” techniques, where “constraints” are adopted as a means of triggering ideas and inspiration. The group was founded in 1960 by Raymond Queneau together with François Le Lionnais, and other notable members who joined it were Georges Perec and Italo Calvino, just to mention a couple of them. By their own statute, these authors seek “new structures and patterns which may be used by writers in any way they enjoy”, and so they include many devices and forms such as lipograms, palyndromes, aphereses, apocopes, and permutations of all kinds. They also include different poetical forms, such as the sonnet, ode, tanka, canzone, etc. and different “styles”: “ampoulè”, “vulgaire”, “fantomatique”, “philosophique”, “maladroit”, “désinvoltè”, etc.

During one of my translation training courses, held at my university, I happened to introduce such work as a real ground of translational analysis and practice. This led to a series of “exercises in style”

made by my students. I will report in the following lines about a singularly brilliant case, where the student not only learned from the French example, imitating it, but also transferred it to his peculiar cultural age and area, expanding it to the contemporary and local circumstances. Here are his versions of an excerpt taken from Douglas Robinson’s *Becoming a Translator* (1976), and precisely the chapter titled, not by pure chance, “The Translator as Social Being”.

Source text

It should go without saying: not only are translators social beings just by virtue of being human; their social existence is crucial to their professional lives. Without a social network they would never have learned any language at all, let alone one or two or three or more. Without a social network they would never have kept up with the changes in the languages they speak. Without a social network they would never get jobs, would find it difficult to research those jobs, would have no idea of what readers might be looking for in a translation, would have no place to send the finished translation, and could not get paid for it.

Traduzione di Google

Si dovrebbe andare da sé: non solo sono traduttori esseri sociali solo in virtù dell'essere umano, la loro esistenza sociale è fondamentale per la loro vita professionale. Senza una rete sociale che non avrebbero mai imparato una lingua a tutti, per non parlare di uno o due o tre o più. Senza una rete sociale che non avrebbe mai tenuto il passo con i cambiamenti nelle lingue che

parlano. Senza una rete sociale che non avrebbero mai ottenere posti di lavoro, sarebbe difficile per ricercare quei posti di lavoro, non avrebbe alcuna idea di ciò che i lettori potrebbero essere alla ricerca di una traduzione, non avrebbe alcun posto di trasmettere la traduzione finito, e non poteva essere pagato per essa.

Traduzione letterale

Dovrebbe andare senza dire: non solo i traduttori son esseri sociali in virtù di essere umani; la loro esistenza sociale è cruciale per le loro vite professionali. Senza una rete sociale, non avrebbero assolutamente mai imparato una lingua, per non dire una o due o tre in più. Senza una rete sociale, non avrebbero mai tenuto il passo con la lingua che parlano. Senza una rete sociale non avrebbero mai avuto un lavoro, avrebbero trovato difficoltà a cercare quei lavori, non avrebbero avuto idea di quali lettori avrebbero cercato una traduzione, non avrebbero un luogo in cui inviare la traduzione completa, e non sarebbero stati pagati.

Traduzione personale

Non dovrebbe essere necessario dirlo: i traduttori non fanno parte della società solo perché fanno parte del genere umano; per la vita professionale avere relazioni sociali è fondamentale. Senza una vera e propria rete sociale, essi non avrebbero imparato affatto una lingua, figuriamoci apprenderne una seconda o una terza. Senza una rete sociale, loro stessi non potrebbero tenersi aggiornati sui mutamenti della lingua che usano. Senza relazioni non avrebbero mai trovato lavoro, avrebbero avuto difficoltà anche solo a cercarne e non avrebbero avuto idea di cosa i lettori potessero mai cercare in una traduzione. E da ultimo, non avrebbero saputo dove inviare la traduzione completata e non sarebbero stati pagati.

Traduzione ampollosa

Dovrebbe essere perlomeno evidente, anche senza proferire parola, la semplice realtà di fatto che i

professionisti della traduzione interlinguistica non sono indiscutibilmente persone sociali, o per meglio dire esseri sociali, solo per il motivo che sono per nascita precipuamente esseri umani. Nella realtà socio-culturale del mondo di oggi, è fuori di ogni dubbio che far parte della comunità umana che prospera è assolutamente di vitale importanza. E' comunque da evidenziare l'assunto che nella ipotesi di poter prescindere dalle relazioni sociali, nessun uomo, o donna che sia, avrebbe mai potuto apprendere neppure il proprio idioma principale, ovvero la cosiddetta lingua madre. Sarebbe altresì inimmaginabile esprimersi in un secondo idioma, o addirittura in un terzo. Senza trascurare poi il concetto che i mutamenti stilistici e lessicali sarebbero parzialmente o addirittura totalmente trascurati, con le conseguenze facilmente immaginabili. E cionondimeno sarebbe incontrovertibilmente assodato che ottenere un impiego o una attività lavorativa purchessia avrebbe rappresentato una insormontabile difficoltà. Non esisterebbe luogo alcuno in cui far pervenire la propria fatica letteraria inerente la traduzione linguistica, una volta che essa sia ultimata e, per ultimo ma non da ultimo, non si otterrebbe ricompensa alcuna per la attività a tale scopo esercitata.

Traduzione popolare

E che bisogna pure dirlo? Solo perché sono esseri in carne e ossa, i traduttori sono anche gente che socializza? Ma lo vogliamo capire che è molto importante avere a che fare con la gente? Senza tutti quelli che ci sono sempre attorno chi avrebbe mai imparato a parlare la lingua di mamma? Pensa tu impararne altre due o addirittura tre! E poi uno parlerebbe sempre come parlava il nonno. E il lavoro? Uno da solo dove lo andava a trovare, un lavoro? E poi come si poteva immaginare che genere di traduzioni voleva la gente? E poi il lavoro finito, dove lo spedivi? E chi lo pagava?

Traduzione minimalista

Va da sé che non basta dire "esseri umani" per dire

“esseri sociali”: è importante avere relazioni sociali, senza le quali uno non imparerebbe neanche la propria lingua madre, e parlerebbe per tutta la vita allo stesso modo. Inoltre senza relazioni sociali non si avrebbe un lavoro, non ci sarebbero traduzioni mirate né remunerazioni.

(Versioni di Pio Tarantino, tratte dalle esercitazioni di traduzione per il corso “English 2”, prof. M. Morbiducci, a.a. 2011-12, Dip. Studi Orientali, Sapienza, Roma)

Food for thought

by Franca Ricci Stephenson

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different places. They may be offered at times not feasible for some teachers, they are very costly and therefore they don't reach the majority of the teachers.

The author then suggests that web-based, asynchronous (anytime, anywhere) online delivery might provide a better, alternative route. She mentions the flexibility and convenience offered, the cost benefits, the actual possibility of reaching far more teachers compared to site-based training programs, the *“increased opportunities for collaboration: teachers from near and far can share information with each other, discuss topics of interest, ask questions, and address common concerns in a 24/7 fashion [....]. Last but not least, the time-independent, text-based, and dialogic nature of online delivery enhances critically reflective thinking among teachers, allowing them to engage in rich and ongoing reflections on teaching, learning, and the consequences of their teaching actions”*. She finally informs us of recent studies according to which not only online and traditional teacher professional development do not differ significantly in their effect, but that “intensive, sustained, content-focused online professional

development ... can affect positive change in teachers' pedagogical content knowledge and pedagogical practices” She convincingly states that *“online professional development programs using an ongoing, intensive, and interactive learning community model are more likely to provide meaningful learning for teachers than traditional professional offerings that are fragmented and limited in amount, time, and scope”*.

On November 8, 2014 the Centro Linguistico di Ateneo, Università degli Studi di Verona, will host the TESOL Italy Val d'Adige Local Group event “E-Learning and 21st Century EFL Instruction”, which has the purpose of creating “a forum to discuss ways in which current trends in e-learning can help meet the changing needs of 21st Century EFL learners and instructors.” Teachers living in the area might be interested in participating.

The title of our next yearly convention is **Learning Communities** (Nov. 14-15, 2014) and aims at exploring some of the different forms learning communities may take. As teachers we need to create our own learning communities and on-line training may help us learn about ourselves and our own learning and teaching styles, and about how to collaborate with others. We may then be ready to develop online school- and area-based professional learning communities. Let's not miss this interesting upcoming yearly convention!

September 2014

PERSPECTIVES

Editor: Lucilla Lopriore

e-mail: llopriore@tin.it

Editorial board: Elisabetta Burchiotti, Rosanna Fiorentino Morozzo, Mary Beth Flynn, Paola Mirti

TESOL Italy: www.tesolitaly.org

The way they learned

by AnnaRosa Iraldo

Anno I. 14. Maggio 1905. N. 1.

Conto corrente con la Posta



IL POLIGLOTTA
MODERNO

Giornale Settimanale
per imparare la lingua
*** INGLESE ***

Un numero separato nel Regno
Cent. 10

Secondo il Metodo DA-NOVA

Si pubblicano anche le edizioni per imparare il Tedesco e il Francese

Prezzo d'abbonamento per otto mesi (Dal Maggio a tutto Dicembre 1905)
Franco di porto nel Regno L. 3.50 — Estero Fr. 5 —
RISERVATO OGNI DIRITTO DI PROPRIETÀ, TRADUZIONE, ECC., ECC.
Per abbonarsi inviare Cartolina-Vaglia alla Società Editrice Sonzogno in MILANO, via Pasquirolo, N. 11.

AL LETTORE.

Il programma del *Poliglotta Moderno*, si riassume in due parole: **Poco e Bene**. Non è quindi necessaria una delle solite introduzioni, una prefazione con molte promesse.

Chi veramente desidera imparare la lingua **inglese** ci segua, si occupi un quarto d'ora al giorno con buona volontà, eseguisca gli esercizi proposti, studi i vocaboli e, senza alcun sforzo e quasi senza accorgersene, riuscirà perfettamente, non solo a comprendere la lingua studiata, ma bensì anche a scriverla e a parlarla correntemente.

Basta leggere la presente lezione, per avere ogni idea e dettaglio del nuovo sistema, **facile e piano**, col quale vogliamo far imparare le lingue straniere: **pochi vocaboli, pochissime regole, molta pratica**. Ecco quanto faremo.

Raccomandando allo studioso — **costanza e buon volere** — saremo sempre a sua disposizione per ogni e qualunque schiarimento.

Senz'altro cediamo la parola al professore, che incomincerà il suo corso.

LA DIREZIONE.

“Learning is multifaceted and dynamic; it can slowly mature over time or be almost instantaneous. It is an individual process, but at the same time it can be made easier if it is encouraged within a community..Sharing goals, emotions, values and beliefs is what transforms a group of individuals into a true community.” This is the opening of the call for papers letter in preparation for the coming TESOL Italy’s convention which I like to compare with the introduction of the may 1905 first issue of the Poliglotta . The “poco e bene” principle along with “facile e piano”, “pochissime regole , molta pratica” can, to some extent, match the idea of maturation over time of the TESOL document; besides, a hint at a form of community will be found in the corrispondenza column where the, ‘professore’ answers the students’ questions; but it is a one-to.one teacher-centered communication since only the answers are published (not the questions) and meant for the addressee alone. No actual intentional and conscious sharing, so different from the sense of belonging that encourages and reinforces the learning – and teaching - experience as we hope the convention will do. Let’s enjoy the sense of community.

LEARNING COMMUNITIES

by Beth Ann Boyle

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to attend the Lunchtime Yoga session and the Music and Wine event on Friday, as well as the dance workshop and final raffle on Saturday!

Please also note that because TESOL Italy is recognised by MIUR as an official teacher development association (**Autorizzazione MIUR, Direttiva 90/2003**), a certificate of attendance for up to 19 hours of teacher development, will be provided. Certificates documenting TD hours might be a good thing to have during these times of innovation in the Italian educational system

Find out more at this link: <http://tesolitaly.org/new/conventions/convention-2014>

Looking forward to having you with us this year!

Beth Ann Boyle
TESOL Italy President



Moodle for Teachers (M4T) Website

Moodle for Teachers (M4T) is a public network that provides free and open e-learning courses on how to teach online using Moodle course and learning management system and other web technologies. The network serves different purposes such as hosting Massive Open Online Courses (MOOCs), Massive Open Online Learning (MOOL), Moodle training for teachers, workshops (face-to-face and fully online), and conferences (face-to-face and fully online).



Using social networks in education Edmodo

by Maria Anna Di Gioia

Recently there has been a growing interest in the use of social networks in education: teachers are more and more aware of the potentialities and the added value that these tools can offer to teaching and learning, in a period in which communication and educational paradigms are changing in a radical way. Using social networks in education in a precise and accurate way can be a very effective methodology to stimulate motivation and involvement in students. Furthermore, educating students to a safe and proper use of social networks will allow them to prevent and manage phenomena such as bullying or digital stalking, as well as to avoid a naive and not fully conscious use of them.

Why should we use social networks in education? Social networks in language learning have many pros. They:

- help to build a close community working in a frame of playful learning
- improve language skills involving students in real-life tasks
- encourage cooperative learning
- break down the walls of the classroom
- encourage and motivate students, especially the shy ones, to express themselves as they provide a neutral space, more time, and the certainty of being read and heard and of getting answers to their questions
- encourage students to see themselves as bearers of knowledge to share through peer tutoring
- encourage students to work harder at home, to

produce materials to be published, to discuss online, with their classmates topics studied in school time

- allow teachers to trace online discussions and to turn them into assignments, to evaluate and store them .

Edmodo is a social learning tool very appealing for students as it is so similar to Facebook. It allows teachers to manage different activities in a closed safe environment, letting experience with their students the pros and cons of communicating through a social network. Its interface is comparable to Facebook, indeed it has been called "Facebook for education". But, unlike Facebook, Edmodo has been adapted to become an educational environment; it is a very flexible, interesting and powerful tool, which can be tested in any class in several ways, depending on what you teach, the students you are working with and the environment in which you teach. Through it, students and teachers can come into connection with each other, share ideas and problems and support the learning process. It has many interesting features from an educational point of view: designed by teachers, Edmodo allows a collaborative, extremely safe learning, which relieves teachers from the typical anxieties related to students surfing the net:

- its interface is very simple and requires minimal training
- monitoring students on Edmodo is extremely simple: they cannot log in without invitation (the code is provided by the teacher) and it is impossible for them to get in touch with unknown people
- the platform is provided with a large suite of applications specifically designed for education
- it is completely free and advertising is not allowed
- it does not require technical support
- it cannot be blocked by filters that could be present at school (as for Youtube or Facebook)

Edmodo can be used as a valid support to coordinate in a very simple, effective and appealing way, a series of key moments such as:

- the organization of collaborative activities, through the publication of posts for students
- the sharing of interesting material (websites, videos, audio, images, but also word files, PPT, PDF, etc.) through the functions *attach, embed, or insert URL*
- the management of student interaction for the organization of collaborative activities, and for the creation of collaborative products
- the online sharing of assigned tasks

the immediate feedback to students, as a reply to their posts, answers in private, or by evaluations that can be directly inserted in the online register.

Edmodo is interesting as a support to traditional daily teaching. As in a flipped classroom, students can use it at home to go deep into topics explored during school time, to work collaboratively online in an environment which allows them to have a series of tools useful for many group activities. Edmodo is a perfect tool to work on reading and writing skills. Our students are very fond of working online. The same activities, if realized surfing the web, immediately assume a different appeal for them. Being able to observe the products of their classmates, to see their works gathered in a unique environment, visible and accessible to the whole class, to interact in the construction of the knowledge process, to have the almost constant guidance and support of their teacher and an almost immediate feedback for their work, guarantees that their learning process will have a remarkable and proven value.

You can use Edmodo as a support for many activities.

You will find interesting ideas here:

- 20 Ways To Use Edmodo*, <http://www.slideshare.net/seyfert6/20-ways-to-use-edmodo>
- Ideas for using Edmodo*, <http://cybraryman.com/edmodo.html>
- AAVV, *Ideas for using Edmodo*, https://docs.google.com/document/d/1_uVCDohNR0-33rhaUytEW_sBjWg3DJ3jzr6xfB_BEZg/edit?hl=en_US&pli=1
- AAVV, *Sample uses for Edmodo*, https://docs.google.com/document/d/1NPih28ERE081q8feYUNwOKv3WVZim4H4mbd1a-PkLi4/edit?hl=en_US&pli=1
- Risorse per docenti*: <http://help.edmodo.com/teacher-rollout-resources/>
- 7 Brilliant Ways to use Edmodo that will Blow Your Mind.*, <http://blog.edmodo.com/2010/11/17/7-brilliant-ways-to-use-edmodo-that-will-blow-your-mind/>
- 15 Things Teachers & Students Can Do With Edmodo*, <http://www.freetech4teachers.com/2011/12/15-things-teachers-students-can-do-with.html#.UFyICxiJXTM>

TESOL Italy groups

REQUISITI PER IL RICONOSCIMENTO

Scrivi per inserire testo

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

Co-ordinator: Christine Dowse
Viale L. Sciascia, 19
92019 Agrigento
Tel.: 3332151535
email: christinedowse@alice.it

2. BENEVENTO

Co-ordinator: Anna Mazzeo
Via della Città Spettacolo, 7
82100 Benevento
Tel.: 0824313376
e-mail: mazzeoa@yahoo.it

3. COSENZA

Co-ordinator: Anna Franca Plastina
Via XX Settembre, 19
87036 Rende (CS)
Tel.: 0984443427
e-mail: annplast@tin.it

4. FORMIA

Co-ordinator: Filomena Savore
Via Faraoni, snc
04023 Formia (LT)
Tel.: 0771770098
e-mail: menasavore@alice.it

5. L'AQUILA

Co-ordinator: Annamaria Nanni

Via G. M. Volontè, 1A
67100 Cese di Preturo (AQ)
Tel.: 3293484133
e-mail: am.ananni@libero.it

6. MESSINA

Co-ordinator: Irene Davì
Via Di Dio – Villaggio Sant'Agata
98166 Messina
Tel.: 3478704085
e-mail: iredavi@libero.it

7. MILANO

Co-ordinator: Rita Impagnatiello
Via Europa, 20
20010 Pogliano Milanese (MI)
Tel: 333 4479497
E-mail: ritaimpa@yahoo.it

8. MOLISE

Co-ordinator: Laura Tommaso
Via Tanaro, 3
86.30 - Termoli (CB)
Tel.: 3493730432
e-mail: tommaso.laura@gmail.com

9. NAPOLI

Co-ordinator: Daniela Cuccurullo
Parco Grifeo, 63
80121 – Napoli

Tel.: 3355212156
e-mail: danielacuccurullo@gmail.com

10. PALERMO

Co-ordinator: Ninfa Pagano
Via del Fante, 56
90146 Palermo
Tel.: 3470649695
e-mail: n-pagano@live.it

11. ROMA

Co-ordinator: M. Antonietta Orteni
Via G. Lorenzoni, 20
00143 Roma
Tel.: 065916775
e-mail: maortenzi@gmail.com

12. VAL DELL'ADIGE

Co-ordinator: Michael Joseph Ennis
Via Gardesana, 507
00143 Roma
Tel.: 3337833271
e-mail: michaeljoseph.ennis@unibz.it

13. VENEZIA

Co-ordinator: Alun Philips
Via Favier, 20
31021 – Mogliano Veneto (VE)
Tel.: 0415906963
e-mail: alunphilips@alice.it



A glimpse at TESOL Italy's 39th National Convention's Schedule

Friday's schedule

Deena Boraie's and Phil Dexter's Keynote Speeches
Scott Thornbury's workshop

Saturday's schedule

Scott Thornbury's keynote speech
Deena Boraie's and Phil Dexter's workshops Panel on CLIL

To contributors

Please send your contribution in
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to

danielacuccurullo@virgilio.it

or

tesolitaly@gmail.com

The deadline for submitting articles for the
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14-15 November

Learning Communities



The subthemes are:

Content and Language: Perspectives and Practice

Fostering Inclusive Education

Competencies for New Generations

**Talks—Workshops—Poster
Sessions –Book and Software Exhibit
Sirio di Giuliomaria Award
Raffle**