TESOL italy

NewsLetter

Vol. XXII, No. 1, January - February 2013

Englishing

by Beth Ann Boyle

Dear Members,

It's with immense pleasure that I am able to invite you to TESOL Italy's 2013 National Convention.

Englishing is this years's convention title. The idea behind the "ing" is that language use and language learning is not a static but rather a dynamic process; it's about communicating with changing language in a fast-paced world. The first subtheme, ***Inside CLIL,*** addresses a key issue in Italian schools which touches not only language teachers but subject teachers as well. Recent school reforms have created a need for diversified teaching abilities as well. ***Best Practices in Innovative Classrooms***, the second subtheme, focuses on sharing excellent classroom practices, including such aspects as the incorporation of technology or the inclusion of diversity in our classrooms. ***Literary Journeys***, our third subtitle, invites us to look at how literature can affect our own and our students linguistic, cultural and intellectual growth.

Because we have received such positive feedback about the 2012 convention venue, we will be returning to the Polo Didattico in Rome this November 29th and 30th for this annual two-day kermess.

As you know, there are many opportunities for English teachers to attend seminars during the year. However, we all know that the TESOL Italy National Convention offers teachers something that these other events cannot. The opportunity of choosing from among approximately 50 quality sessions covering a variety of topics is unique – the extensive range of topics means that there is something of interest for everyone.

In addition to the quality presentations you will attend, where else do you have the chance of visiting the stands of many

(continued on p.11)

Food for thought

From TESOL publications

What issues of social justice and education in our classrooms?

by Franca Ricci Stephenson

On November 6, 2012 Maryland voters decided to uphold by popular vote two recently passed laws for Marriage Equality and the "Maryland Dream Act". The Marriage Equality law regards same-sex marriage. While the Maryland dream act allows undocumented immigrants to pay in-state tuition rates at public colleges. When the Dream Act was passed it was welcomed by the governor with the following statement:

"The only way Maryland will continue to thrive is if we embrace all who wish to contribute to our great State. Allowing children of undocumented immigrants who have attended and graduated from Maryland high schools to access an affordable college education will help them give back, both in taxes from higher paying jobs and through service to their community. We have a great deal to gain by embracing new Americans, and I congratulate the House of Delegates for taking this historic step to ensure Maryland remains a land of opportunity for all."

The TESOL international Blog reported about the above two pieces of Maryland legislation, petitioned to referendum and upheld by Maryland voters, in a post filed on February 13, 2013. In the post, congratulations are extended to "all the families, students, educators, and social justice advocates who have worked for years to codify the Maryland Dream Act and Marriage Equality". We read that several communities of conscience worked together to stand for the most basic tenets of the U.S. Declaration of Independence: *"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights that, among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just Powers from the consent of the governed…"*

We learn that to make these laws a reality young people, parents, teachers, legislators worked together for a common goal, participating in grass-roots activities. The common goal was to support undocumented youth to attend college, and teachers are given credit for educating young people for success regardless of immigration status. And though the bill is not an avenue to citizenship, this success might help Maryland and its diverse workforce become a proactive voice in the up-coming national immigration discussion.

The most interesting ideas voiced by the blog are in the following lines:

"None of the opportunities to transform

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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

Today's issue gives us a clear, even quick, idea of what 'membership in professional associations' really means.
Attendance at inspiring Conventions and Seminars: the President's contribution already announces our National Convention, that seems to be a very appealing event; Boyle's and Vellucci's reports testify the value of sharing creative experiences.
Enlightening discussions: Stephenson's and Morbiducci's columns give us useful hints for our professional growth as teachers and Bedford's new entry (that I here warmly welcome) offers a new and challenging point of view of EFL teaching.
And much more …
Being a Tesoler is so enjoyable and rewarding, that we cannot avoid quoting Maglione's meaningful expression: "To TESOL Italy with love".
Enjoy your reading!

Sketches by Morb

TRANSLATION AND CHANGE

by Marina Morbiducci

We read from the *Cambridge International Dictionary of English*, CUP, 1995:

CHANGE= TO BECOME DIFFERENT, TO MAKE OR BECOME DIFFERENT, OR TO EXCHANGE ONE THING FOR ANOTHER THING.

TRANSLATE=TO CHANGE (WORDS) INTO A DIFFERENT LANGUAGE, OR (*FIG.*) TO CHANGE (SOMETHING) INTO A NEW FORM.

These definitions drawn from the dictionary mentally pave the lexical ground of the following reasoning. In these days one of the most frequently uttered words is indubitably "change", and we couldn't agree more with the concept - and consequent chain of actions – that the lemma incapsulates. As teachers, we daily witness the change: from the growth and progress of our pupils, to the different norms by now and then introduced by bureaucracy, from the changed status of our discipline framed in a scientific and didactic point of view, to the converging spirit of the globalized age in constant and fast mutation ("The sea change in the research community has in constant and fast mutation [...] been fast, and currently ELF is a vibrant field of study". Anna Mauranen, "Introduction", *English as a Lingua Franca: Studies and Findings*, edited by Anna Mauranen and Elina Ranta, Cambridge Scholars Publishing, Newcastle Upon Tyne, 2010, p. 2). Therefore, we dare say that "change" IS the key word in our job. Pre-service and in-service training courses have typically moulded us in accordance with the idea of transformation, flexibility and difference, and yet, the general impression is, both inside and outside the community of teaching practice, that professionals in the field tend to be resistant to the notion of change. If that is true, why? And more importantly, any remedy? Can translation be the cure? The agency of "change" is implicit in the term itself, "trans-lation"= to transfer something from one place to another. Not just etymologically, the cipher of displacement and recollocation is innervated in the word: from word-to-word, to sense-for-sense (St. Jerome); from Hebrew to Latin and modern languages (the case of The Bible); from intralingual and interlingual to intersemiotic (Jakobson), from the "shift approach" (Vinay-Darbelnet) to the "integrated approach" (Snell-Hornby), from the Linguistic to the Cultural Turn (Lefevere-Bassnett), from domestication (Schleiermacher) to Foreignization (Venuti), and so on, the history of translation is interspersed with "change". Leading theorist Lawrence Venuti's most recently issued book titles *Translation Changes Everything* (Routledge, 2012) and contains new perspectives on current questions on Translation Studies. After his famous works *The Translator's Invisibility. A History of Translation* (Routledge, 1995) - where Venuti elaborates theoretical and critical means by which translation can be studied and practiced as a locus of difference, recovering forgotten translations and establishing an alternative tradition - to *The Scandals of Translation. Towards an Ethics of Difference*, (Routledge, 1998) – where Venuti approaches the domestication and foreignization strategies, raising the question of how much a translation assimilates a foreign text to the target language and culture, and how much it rather signals the differences – with *Translation Changes Everything*, Venuti provides "an important contribution to one of the main challenges for translation studies today: bridging the gap that still separates what is viewed as 'theory' from the actual practice of translation and, consequently, the establishment of a more productive dialogue between practicing translators and students of translation in general ", as Rosemary Arrojo, from Binghamton University, SUNY-Binghamton, New York, puts it. In this latest publication Venuti collects fourteen of his most significant essays since 2000 and the selection sketches the trajectory of his thinking about translation; while covering basic concepts like equivalence, retranslation, and reader reception, he also approaches sociological topics like the impact of translations in the academy and the global cultural economy, and, most of all, philosophical problems such as the translator's translational ethics and ideology. For instance, in Chapter 2, he approaches the topic of "The Difference that Translation Makes", relating to the series of unconscious choices which, from the part of the translator, express stronger or weaker forms of resistance to the "difference" embodied in texts chosen to be translated, the local contingencies of translation and national identities, the contact with world literature; whereas he touches on the interesting perspective of Teaching in Translation in Chapter 10. His stance in favour of the so called "foreignization" approach, that is, to keep and make visible the identity of the source text, as well as of the translator, in the target language and cultural transposition of the same text, also influences the choices of texts to translate. Venuti's aim is to conceive of translation as an interpretive act with far-reaching social effects, simultaneously showing enablement and constriction of specific cultural situations.

As we can see, Venuti problematizes translation (but how could it be otherwise?). At the same time, he enriches it with an authorial dignity and scientific status that is rarely publicly acknowledged within the world of academia. Why so? Is it to anyone's advantage to keep the division and distinction between minor and major languages, authors, publishers, users? Is it to anyone's gain to avoid that flexibility of mind and plasticity of language and discourse that translation rightly encourages and enhances? The history of translation is constellated by instances of change and permeation: from the linguistic level to the semiotic and cultural levels, since inveterate times, translation has always been the only real event to safeguard intercultural communication. Is it because translation literally circulates difference that, behind the official scene - which is often so ob-scene! - the taken for granted posture: "change is good" is in actual fact avoided and impeded? Synonyms of change are: MODIFY, VARY, TRANSFORM, REVOLUTIONIZE, ADJUST, AMEND, exactly the kind of actions that translation implies (and the establishment refuses). Why don't we train ourselves and our students more in those intellectual skills? Who's afraid of translation?

WebWatch

by Esterina La Torre

If on the Internet you look for articles about "Teaching Pronunciation" you will find a myriad of sites and also a number of tips. I don't mean "a number" metaphorically but real numbers 3-7-9, here are some of the titles: "Overcoming the pronunciation barrier: 9 great tips for teaching phonemics" or "7 things you need to explain to your students about English pronunciation" or "3 keys to a successful pronunciation lesson", are they useful? Of course they are, but what about sites devoted to explain and improve pronunciation that can be easy accessible for our students? There are thousands, some of them are very technical and sophisticated as the project of Iowa University with the sounds of different languages American-English-German and Spanish; here you can check not only the sound of the language but also the interactive animation of the articulatory anatomy of the human mouth when pronouncing a word http://www.uiowa.edu/~acadtech/phonetics/.
Does it sound too complicated? Well, there are also simple and practical sites with very useful activities, here are some of them:

- http://www.stuff.co.uk/calcul_nd.htm a useful page to learn the basic of the IPA (International Phonetic Alphabet) symbols. It is an interactive chart with all the symbols and a word representing the sound, as you press the key you clearly hear the sound, then you can do a quiz to see how well you have learnt them.
- http://www.fonetiks.org/ it is an online guide to pronunciation of 9 different kinds of English. It is part of a series of sites that use a system called "INSTANT SOUND" the main characteristic is the icon, a pink mouse, when you move it on the pink words you hear the sound, you don't need to click it, as it is mouse-over sound. This collection of websites may be also of interest to blind or sight-impaired people or anyway for students with learning problems. Other sites connected to the same system are:
- http://www.foniks.org/ it is for learning reading and spelling
- http://www.shiporsheep.com/ a collection of minimal pairs and exercises
- http://www.spokenenglish.org/ a talking grammar useful to have a correct pronunciation of English grammar tenses and rules.
- http://www.howjsay.com/ do you have a doubt about how to say a word? Here you will find the answer, it is a pronunciation guide of single words.
- http://cambridgeenglishonline.com/Phonetics_Focus/ is another great site, here your students can play different games to improve their phonetic awareness, they could start with an entry test and then try all the many games proposed.
- http://www.english-online.org.uk/pronounce/pronounce6.htm is a new course, there are some exercises that take in consideration a particular pronunciation point. Before doing the exercises you need to be sure that you can clearly hear and distinguish between the sounds. At present this is a beta program with only a few exercises it will be improved and new exercises will be added the coming months.
- http://www.photransedit.com/Online/Text2Phonetics.aspx PhoTransEdit is a site on which you can write a text and have the phonetic transcription, it is an application designed by a Spanish programmer to help those who work with English phonetic transcriptions. It is based on a database that contains more than 150000 words and their corresponding phonemic transcriptions.

Book Clubs and The Joy of Talking About Reading

by Helenka Kinnan

I am a teacher and I love to read. You are all teachers, so I bet you love to read too. And when you have read a wonderful book, don't you want to tell everyone about it? I think the only thing better than sitting down with a wonderful book is talking about that book with a friend.
And what if you talked about books with a group of friends, on a regular basis? Well, then you would be a member of a Book Club.
In the United States book clubs are very popular. Most of my American friends have been participating in book clubs for years. On average, their groups have eight people in them and they meet every two weeks: one friend has a very active group that meets once a week; another friend's group is not so active and meets every six weeks, depending on their other commitments. I tried for a very long time to find or even to set up an English speaking Book Club in Rome, but finally settled for an online book club that I visit every day. In this day and age, of course there are virtual book clubs! (I have included some links below.)
Most of my friends' groups read a little of anything and everything, but there are also thematic groups. One group reads only mysteries and thrillers. One group reads only historical fiction. Has anyone read *The Jane Austen Book Club*, by Karen Joy Fowler? I liked it well enough, although many people in my online book group loathed it with a passion. We had some nice discussions about our differences of opinion, which is the whole point of a book club, isn't it?
There are different ways to choose which book to read. Usually there is a vote of some kind, after nominations and a discussion of each book's merits. Someone volunteers to lead the discussion, or sometimes the person who nominated the winning book becomes the group leader that month.
Most of the groups meet at a member's house. One group meets in the public library. And one group even meets in a bookstore; the space is made available by the manager of the bookstore who sometimes participates in the discussions.
The friends whose groups meet at home usually have a rotation system, so each time the meeting is at a different house.

(continued on p.11)

The way they learnt

By Anna Rosa Iraldo

Today the pronuncaition drill comes from: Professor Even:"*La Lingua Inglese*, nuovo metodo teorico pratico per imparare l'inglese senza maestro" 1896. Try and read the following.

Dhi sier eend iello lif. Uill iu ever eksid to mai riquest? His stail uos riplit uith elighéns. Ever cœmly, ever blaith. Iu impid mai muvments. Dhi bel ov dhi villèg. Rivier iuer pèrents. E' clergimen is çold è clark.

Fer uud isili ighnàits. Hi heed therti iards of thin tuain tu his cait. Dhi invelid uos fétighd bai his uok in dhi revin. Engins eend œdher mèscins. Grenit is è hard rok. En infiniti ov chèprises.

Dhi ulvs uerred dhi donchi. Ai uonder hu is uondering dhear. Dhi mœnchi uos veri dosil. Usted stochings. Dhi sòlgier uos child eet his pòst bai dhi frost. E' faul tœngh is a sain of disorderd stomach. Dhi pommel ov é seedl.

Put mòr sciugar in dhi pudding. E' tiunful liut. Hi puscd him intu è pœdl. Dhi aileend of Biut. Soft miusich. E' diutiful sœn. Theet stiupid bisi bodi intriuded everi huear. Rifœlgent mun. Cul ees è chiucœmber. Dhi serg ov dhi òscien. En elighent fighiuer. Ergent bisness.

Bai eend bai ài uill trai it. Let diuti cœm bifòr everithing. Iu mè rilai on mai complaing with iuer uisces. Bai dhi bai dœs hi dai his huiskers? E' marter is uan hu sœffers for dhi sek of his consciens. Dhi gipsi sciòd simptoms of histerichs. Dhi sichèmòr tri. E' cristal pul. En ebiss ov dispear.

And now check if you understood it right

E.

The sere and yel-lo*w* leaf. Will you è-ver ac-cède to my re-quèst? His style was re-plete with èl-e-gance. Ev-er com*e*-ly, èv-er blithe. You im-pède my mov*e*-ments. The bell*e* of the vil-lage· Re-vère your pa-rents. A clèr-gyman is call-*ed* a clerk.

I.

Fir wood easi-ly ig-nites. He had thir-ty yards of thin twine to his kite. The in-val-id was fa-tig*ue*d by his wa*l*k in the ra-vin*e*. En-gin-*es* and òth-er ma-chin-*es*. Granite is a hard ro*c*k. An in-fin-ity of ca-pric-es.

O.

The wolv-es wòrr*i*-ed the dòn-key. I wòn-der *w*ho is wàn-der-ing there. The mòn-key was very dòc-il*e*. Wo*r*s-ted stòc*k*-ings. The sol-dier was kill-*ed* at his post by the frost. A foul tong*ue* is a si*g*n of dis· òr-der-*ed* stòm·ac*h*. The pòm-mel of a sad-dl*e*.

U.

Put more su-gar in the pud-ding. A tune-ful lute. He push-*ed* him in-to a pud-dle. The i-sland of Bute. Soft mu-sic. A du-tiful son. That stu-pid bùs-y bòd-y in-truded èv-er-y-where. Re-fùl-gent moon. Cool as a cu-cùm-ber. The surg*e* of the o-cean. An el-e-gant fig-ure. Ur-gent bus*i*-ness.

Y.

By and by I will try it. Let dù-ty com*e* be-fore èv-er-y-thing. You may re-ly' on my com-ply'-ing with your wish-es. By the by*e* does he dy*e* his whis-kers? A màr-tyr is one *w*ho suf-fers for the sake of his còn-science. The gy'p-sy sho*w*-*ed* sy'm-ptoms of hy's-tèr-ics. The sy'c-a-more tree. A cry's-*t*al pool. An a-by'ss of dè-spair.

— 42 —

E.

The sere and yel-lo*w* leaf. Will you è-ver ac-cède to my re-quèst? His style was re-plete with èl-e-gance. Ev-er com*e*-ly, èv-er blithe. You im-pède my mov*e*-ments. The bell*e* of the vil-lage· Re-vère your pa-rents. A clèr-gyman is call-*ed* a clerk.

I.

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O.

The wolv-es wòrr*i*-ed the dòn-key. I wòn-der *w*ho is wàn-der-ing there. The mòn-key was very dòc-il*e*. Wo*r*s-ted stòc*k*-ings. The sol-dier was kill-*ed* at his post by the frost. A foul tong*ue* is a si*g*n of dis-òr-der-*ed* stòm-ac*h*. The pòm-mel of a sad-dl*e*.

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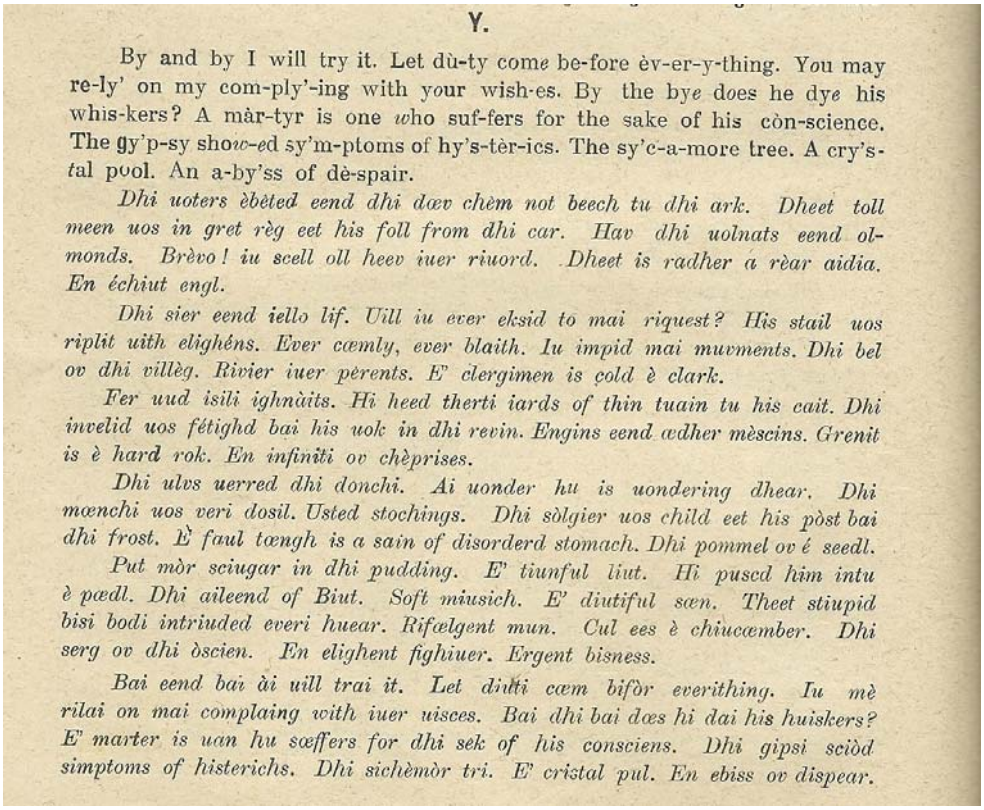

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Dhi uoters èbèted eend dhi dœv chèm not beech tu dhi ark. Dheet toll meen uos in gret règ eet his foll from dhi car. Hav dhi uolnats eend ol-monds. Brèvo! iu scell oll heev iuer riuord. Dheet is radher a rèar aidia. En échiut engl.

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Dhi ulvs uerred dhi donchi. Ai uonder hu is uondering dhear. Dhi mœnchi uos veri dosil. Usted stochings. Dhi sòlgier uos child eet his pòst bai dhi frost. È faul tœngh is a sain of disorderd stomach. Dhi pommel ov é seedl.

Put mòr sciugar in dhi pudding. E' tiunful liut. Hi puscd him intu è pœdl. Dhi aileend of Biut. Soft miusich. E' diutiful sœn. Theet stiupid bisi bodi intriuded everi huear. Rifœlgent mun. Cul ees è chiucœmber. Dhi serg ov dhi òscien. En elighent fighiuer. Ergent bisness.

Bai eend bai ài uill trai it. Let diuti cœm biforr everithing. Iu mè rilai on mai complaing with iuer uisces. Bai dhi bai dœs hi dai his huiskers? E' marter is uan hu sœffers for dhi sek of his consciens. Dhi gipsi sciòd simptoms of histerichs. Dhi sichèmòr tri. E' cristal pul. En ebiss ov dispear.

http://host.uniroma3.it/eventi/elf6/

The **6th International Conference of English as a Lingua Franca** (**ELF6**),

INTERCULTURAL COMMUNICATION: NEW PERSPECTIVES FROM ELF

Roma Tre University, Rome, Italy, 4 -7 September 2013

follows on from the highly successful first five conferences in the series, held at the universities of Helsinki (2008), Southampton (2009), Vienna (2010), HongKong Institute of Education (2011), Istanbul Boaziçi University (2012).This annual event, attended by a growing community of international researchers and scholars, has generated a huge groundswell of interest and support for ELF studies. Our intent, this year, is to consolidate this tradition and propose promising directions for future developments.

So far, the following **PLENARY SPEAKERS** have confirmed their participation:

- **Alessia Cogo**, University of Southampton, Southampton
- **Martin Dewey**, King's College, London
- **Diane Larsen Freeman**, University of Michigan, Ann Arbor
- **Joseph Lo Bianco**, University of Melbourne, Melbourne

ABSTRACT SUBMISSION: March 31, 2013

elf6_abstracts@uniroma3.it

IMPORTANT DATES

March 31st 2013: deadline for **submission of all abstracts**

April 30th, 2013: deadline for **early registration**

July 31, 2013: deadline **regular registration** (full fee)

Aug. 1/Sept. 6, 2013: **on site registration** (closed for participants with a paper).

ELF6 ORGANISING COMMITTEE

Lucilla Lopriore & Enrico Grazzi

CONTACTS: http://host.uniroma3.it/eventi/elf6/ elf6@uniroma3.it

My Music Languages: Song Writing in Schools

by Beth Ann Boyle

On 6 March, 2013, the E.Q, Visconti high school in Rome hosted a TESOL Italy seminar entitled ***My Music Languages: Song Writing in Schools.***

The seminar was led by two talented young teachers from Australia, **Hana Lo Bianco** and **Ben Paddick**. Hana is a writer, an independent film maker, and an English teacher. Ben is a guitarist, songwriter, music teacher as well as a Spanish and English teacher. Both are from Australia and are temporarily living and working in Italy.

As reported by Hana and Ben, in Australia there has been a decline in language study in primary and secondary schools. As a result of the decline, the official policy in Australia has been to combine language teaching with "other" subject teaching in school, thus Content and Language Integrated Learning (CLIL) has increased in importance in Australia as well as in Italy.

My Music Languages, a three stage pilot project that is still underway, "uses music, video and social media to make language learning relevant and empowering for students". How the project is unfolding, what has been done with students until now and where the project will lead is what Hana and Ben shared with us on March 6.

Knowing that experienced long-standing TESOL Italy members and many young TFA students aspiring to become an integral part of the Italian educational system attended the seminar, indicates that TESOL Italy continues to fulfill its mission "to develop the expertise of those involved in teaching English to speakers of other languages".

STORYTELLING

Narrative and Literary texts in Language Teaching

by Lina Vellucci

On 19th February 2013 TESOL Italy hosted Professor Donna Tatsuki, from the 'Kobe City University of Foreign Studies' in Japan who held a seminar and workshop on **Storytelling – Narrative and Literary Texts in Language Teaching.**

The event took place at the U.S. Embassy in Rome. Seventy-five teachers and qualifying teachers attended.

The teachers were first welcomed by Mr. Nicholas J. Giacobbe, the US Cultural Attache' in Rome and by Mrs. Beth Ann Boyle, current President of TESOL Italy.

According to Professor Tatsuki, for the past twenty years the focus on English Language Teaching (ELT) has been on so-called 'practical English', despite the fact that there has been no critical discussion or concrete rationale for the abandonment of literary texts in many English Language programs, particularly in conjunction with the development of productive skills (speaking and writing), but also with respect to the so-called receptive skills (reading and listening).

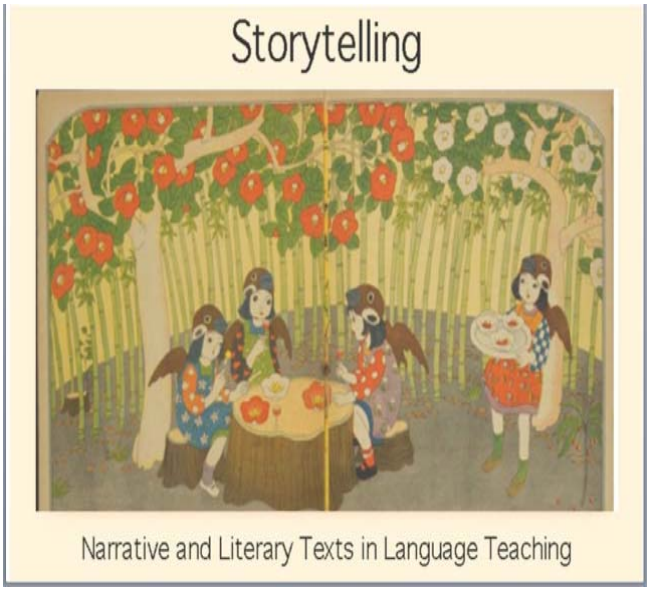
In her workshop she demonstrated how storytelling and drama can be used to integrate literary texts into the ELT curricula.

Professor Tatsuki illustrated with her usual gracefulness how important storytelling is in teaching. To say it in her words, 'What do stories do?' They set the imagination on fire. They cross boundaries.'

There was a short coffee break between the first and the second part of the seminar. The teachers participated with enthusiasm and expressed the hope that there would be more occasions in the future for teacher development.

Biodata

Donna H. Tatsuki is a professor in the Graduate School for English Language Education and Research at Kobe City University of Foreign Studies. Her main research interests are cross-curricular pragmatics, language teaching materials development and conversation analysis. She is currently researching multi-party talk-in-interaction of Model UN simulations. She is also a lyric opera singer.



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'To TESOL Italy with Love'

Local Groups Workshop at the Annual National Convention
by Maria Grazia Maglione

At the last National Convention there was a workshop entirely dedicated to our Local Groups (LGs). The title 'To TESOL Italy with Love' was chosen to give visibility to the precious activity of our LGs which are an essential component for the life of our association. The workshop was attended by the national coordinator Simonetta Romano, members from Benevento, L'Aquila, Messina, Naples, Palermo and Rome LGs as wells as teachers interested in joining or creating one.

The first part of the workshop was an overview of TESOL Italy LGs: past and present situation, requirements to become a member or to start a new one, sources of information about LGs activities (TESOL website, LGs Facebook pages, Newsletter articles). Great emphasis was given to the role of LGs within the association as they should embody the spirit of TESOL Italy mission and, as supportive communities of practice, should offer TESOL Italy members several opportunities of professional development such as:

- exchanging and sharing ideas, materials, resources, and insights on professional/didactic/ educational/ pedagogical issues;
- exploring and developing overlapping interests, starting projects, and research;
- experimenting new approaches, methodologies, strategies, technological innovations;
- organising and holding training activities throughout the year (seminars, workshops, courses, etc.)
- providing information about their own activities and initiatives in the field of English language teaching and learning.

Then the past and future activities of some LGs (Palermo, L'Aquila and Rome) were presented. The coordinators of these groups Ninfa Pagano, Anna Maria Nanni and Maria Antonietta Ortenzi actively cooperated in the workshop and in the debate. Actually, the most interesting aspect of the workshop was the opportunity for the LGs to discuss some critical issues expressed in a questionnaire submitted to the participants.

Among the critical aspects, Ninfa Pagano, coordinator of Palermo LG, pointed out that 'her group meets only on certain occasions' (i.e. seminars, workshops, TESOL days); she also noticed that the promotional cards haven't remarkably increased subscriptions. In addition to these remarks shared by other LGs members, the increasing difficulty in organizing events for several reasons (lack of financial resources, sponsorship, small number of participants, etc.) was generally underlined.

The discussion was also focussed on the kind of activities which could be organised by LGs and how they could be improved. Most of the participants considered both 'exchanging experiences, sharing ideas/ resources/ materials' and 'developing relations among the LGs' a crucial question. It Organising online courses, webinars, and discussion groups about interest sections was also suggested as well as supporting LGs more effectively in TESOL Italy events giving them greater visibility. On the whole, the feedback was quite positive and has produced some good results.

After the convention we have had contact with teachers from Formia and Milan who would like to start a new LG in their area. Also some teachers are going to join the LG in Rome and have already contacted the coordinator Maria Antonietta Ortenzi. In short, we should have two new LGs and a renewed one.

Moreover, we would like to implement the area dedicated to the LGs in the new website creating an interactive space where the LGs can exchange ideas/resources/materials and participate in discussions about some specific topics.

Finally, we hope the workshop experience can be repeated next year extending the participation to all LGs and scheduling a longer session.

An outside inside view: strange notions

by Adrian Bedford

In these occasional articles, I will be reflecting on a number of things that have struck me in the last twenty-one years of working with Italian students as a teacher of English as a Foreign Language. The title I have chosen, 'an outside inside view', refers to the fact that I have had the privilege of finding myself right within the Italian education system from the very start; first working fulltime at the Accademia Navale in Livorno, then with the Accademia Aeronautica in Pozzuoli and in addition to these, in State Schools, (middle and high) and Universities in Naples. The latter all more or less at the same time! This fortunate position certainly qualifies me to say that I am familiar with educational establishments of various kinds from the inside. But what about "outside"? Firstly, while having been welcomed and feeling at home in all these institutions, I am still "*l'inglese*", "*il madrelingua*". These epithets are technically correct, and are not meant, or taken, to be indicative of exclusion, but show that in comparison with my Italian colleagues, I have "another point of view", a different relationship with the English language, and especially, as far as my perspective in these articles is concerned, a different teacher-training path behind me, which I naturally bring with me to the classroom. Hence, I can say I have an inside view from the outside!

As for the second part of the title, "strange notions", I have in mind those comments, thoughts, and commonplaces that I have heard time and again over the years and which never cease to amaze me. I have heard, and continue to hear, learners who after years of classes are at almost A1 level say that English is easy, or, perhaps at A2 level (after 5 years) that they "know the grammar", yet have difficulty in listening, but upon taking a grammar test, show they can't do that either…. Alas, I have reached a point where my only response to situations such as this is to smile and carry on.

Other "strange notions", however, regard the very substance of the English language, and here I feel I really can contribute in some way. There appear to be a number of misconceptions about grammar and pronunciation that are so deeply rooted in students' knowledge of the language that I can safely say that when the moment to disabuse students of these "strange notions" comes, it is a real pleasure to see the scales fall away from their eyes, (to quote a much higher authority). The first of these, to which I would like to dedicate this month's article is the use of the verb form "have got" and a consideration of all the general confusion that seems to surround the verb "to have."

The first thing that strikes me is that if students seem to have any notion at all about this verb, it is that it is pronounced "ev" or even "eiv" and that it is in some way immune to the rules that they learn for the negative and interrogative forms of main verbs in general. The look of disbelief that crosses the faces of my innocents when I suggest that the form to use when asking a question is "do you have?" or when forming the negative is "don't have" is generally worth photographing. So the evolution of this pivotal stalling point goes something like the following:

Me - Well, actually you have TWO chances; either you can say "Do you have a pen?" or "Have you got a pen?", but I see you want a third one, "Have you a pen?". Greedy!
Student(s) - But we know that the question form is "have you" and the negative is "haven't".
Me – Of course, when followed by a past participle, which is why we can say "Have you got?" and "I haven't got". "Got" is the past participle of "get", but naturally, the meaning is present; it's just another form. By the way, do you think there a difference in meaning between "Do you have a pen?" and "Have you got a pen?"?
(I'm steeling myself for the inevitable answer...)
Student(s) – 'ev got' is "*rafforzativo*"; it indicates "*possesso*".

For some reason, these terms are always in Italian. I clear my throat and hold up a pen in my left hand and say "Here I have a pen", then I hold it in my right hand and say "Here I've got a pen". When I then ask if I possess the pen more when I hold it in my right hand, there is generally a giggle of confused denial. Fortunately. Indicating various possessions of students in class and asking their friends "Does Giovanni have a mobile?" and "Has Maria got a mobile"? etc., we generally agree that no-one possesses anything more or less than anyone else. So we try to work out what the real difference is. I like to use the example of travel documents so we can roleplay a scene at the airport check-in where the person at the desk asks "Do you have your booking? Do you have your ID? Do you have a suitcase? Do you have any hand luggage"? I then contrast it with a scene at home where the anxious mother keeps checking "Have you got your ticket? Have you got your ID card? Have you got your luggage? Have you got everything?". The idea is to show that in a formal context, native speakers of British English (and other Englishes based on it) use "have" without the apparently superfluous 'got', but in situations where we might use "tu" in Italian, we can, and generally do, use "have got". I also point out that it is necessarily a spoken form, which may be reproduced in informal writing, and thus requires the use of the contracted form, and generally only represents present time.

Having said that, I think it's important to tell students that in American English, the form without got is more common, and even in British English, in situations where "got" is acceptable, people may switch from one form to the other without really thinking about it, so it's nothing to get worked up about. What really matters is a clarification of the form, so teachers would do well to practise using both "to have" and "have got" in affirmative, negative and interrogative forms so that students get a clear idea of the correct interrogative and negative forms without producing mysterious hybrids such as "do they have got?" or the nineteenth- and mid twentieth-century "have you a...?" or "I haven't a..." . These forms are old-fashioned, quaint

Englishing

by Beth Ann Boyle

(continued fron p.1)

different publishing houses, tour operators or software/hardware suppliers - all under one roof? And where else would you be able to attend talks and workshops led not only by ESOL experts or coursebook authors but also by colleagues working in similar teaching/learning contexts as yourself?

As a TESOL Italy member, you certainly comprehend the value of our annual convention, so why don't you contribute to enriching your colleagues professional lives by informing them of the wonderful opportunity that is awaiting them in November and inviting them to come to the convention as well? The more teachers engage in teacher development, the more fulfilling their professional lives will be.

See you all in November!
Beth Ann Boyle

Food for thought

by Franca Ricci Stephenson

(continued from p.1)

our communities and achieve equality in the law comes without intersecting efforts within and between diverse communities of conscience. Some of these communities are families, friends, schools, churches, professional organizations, and governments. Some of the communities are online, in book clubs, and in recreation clubs. **The schoolhouse door does not keep these issues from affecting our students, so the opportunity to make learning relevant in students' lives is dependent on a facilitative relationship between the students and their teachers.** We cannot teach a government class without engaging students in finding their own voice in the process. While there are some who would ask us to teach only history and structures, to truly understand how history and structure have worked together to affect our communities and the individuals within them, we must facilitate students' exploration of personal, political, and economic issues. Paulo Freire would suggest that keeping these issues out of the classroom is not an act of neutrality; it is instead giving power to the powerful."
I totally agree and I strongly recommend that in our English language classes we give students the opportunity to express their opinion and discuss issues of vital interest like the two referenda in Maryland, both of which regard problems strongly connected with the current political debate in Italy. We can draw all the language we need from the web, not to influence students with our ideas, but to make them feel part of a democratic process in which ideas and ideals get shaped and go far. Language learning can only benefit from bringing life and passion in our classrooms.
March 2013

Book Clubs

(continued fron p.4)

One friend's group meets for dinner as well. Each member brings a dish, and they have a discussion about books over dinner.
Why is a book club better than reading alone? First of all, it helps me find new books to read. I'll read just about anything (no, wait… I won't read anything with vampires or werewolves), but I have my favorite genres, and I get stuck in a rut sometimes. A book club pushes me to read genres or titles or authors that I might never have tried, or never even heard of. I am too cynical to trust the reviews in the newspapers and magazines, so I rely on my friends to help me choose what to read.
A book club is also a sounding board, a place to experiment with ideas about books and reading. The experience of talking about the themes, learning something about the author, talking about why I liked or did not like a book, a character, an author. A few times during the discussions I have even changed my mind about a book, and started to appreciate it after I learned something new about the author. Everyone brings a different facet, and the book is understood and enjoyed more fully.

Come on! Let's talk about books!

Some useful links. This list is by no means exhaustive, but there is something for everyone.
Originally "Virtual Libraries" or cataloging systems, these huge international sites now have extensive forums, and virtual discussion groups, also in Italian:
aNobii: http://www.anobii.com/
Goodreads: http://www.goodreads.com/
Library Thing:
http://www.librarything.com/
Shelfari:
http://www.shelfari.com/
You can participate in a very large online community:
The Oprah Book Club: http://www.oprah.com/packages/oprahs-book-club-2.html
Or a less commercial one:
Online Book Club.org: http://onlinebookclub.org/
Dear Reader: http://www.dearreader.com/
Or you can start your own:
BookClubIt: http://www.bookclubit.com/
Some publishing houses have clubs too:
Scholastic Books: https://clubs2.scholastic.com/webapp/wcs/stores/servlet/LogonForm

An outside inside view:

(continued fron p.10)

or pompous in 2013, apart from in some set expressions, typically idiosyncratic in form such as "I haven't time" and "I haven't a clue", which most certainly do not set the trend nor represent a rule.
A curiosity of greater interest to teachers than to learners is the controversy among non-language professionals about the appropriacy of the "got" form. Victims of the non-specialist prescriptive grammarians teaching in schools where English is the language of instruction, many children were taught that "got" is sloppy, slangy, vulgar and constitutes a tautology. However, as language teachers, we are aware that despite the apparently illogical nature of the construction – using a past for a present, and effectively being a nonsense, it is a form embodied in the speech patterns of whole populations of educated users of the English language as their primary idiom.
To illustrate the antiquity, and venerability of the form as brought to us by the Bard himself, I conclude with an amusing quotation from the Merchant of Venice:
"What a beard hast thou got! Thou hast got more hair on thy chin, than Dobbin my fill-horse has on his tail."
Not something to repeat to the examiner at a Trinity exam, perhaps.

Tesol Italy Groups

REQUISITI PER IL RICONOSCIMENTO

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

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

Il Coordinatore del gruppo TESOL-Italy rappresenta a tutti gli effetti l'Associazione nell'ambito della provincia in cui il gruppo svolge la sua attività ed è tenuto a presentare una relazione annuale in sede di National Committee.
I membri del Consiglio di Presidenza e la Segreteria di TESOL-Italy sono a disposizione per qualsiasi eventuale richiesta di ulteriori informazioni.
Le colleghe incaricate dall'Executive Committee del coordinamento nazionale dei gruppi sono Simonetta Romano (e-mail: simonetta.romano@infinito.it ***– tel. 06/6390532) e Maria Grazia Maglione(e-mail*** mg.maglione@libero.it)

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The deadline for submitting articles for the 2013 March-April issue is April 30th