

Greetings from the President

by Lina Vellucci



Food for thought From TESOL publications

Speaking only one language is not enough, even if it is English, the language of global communication

by

Franca Ricci Stephenson

Dear TESOL Italy members, many things have been going on since the Christmas break. At TESOL Italy it's that time of the year to decide what the main theme and subthemes of our next convention will be. The issues that have arisen in the field of linguistics in recent years and the needs expressed by our membership have been subject of discussion and are being taken into great consideration. Teachers' lives at work are changing constantly and we have to keep up with the changes to meet the requirements of an ever-changing society. (Please forgive the play of words).

We will do our best for our 41st Convention to meet the standards of past conventions with quality speakers and a number of events to make the most of it for our membership.

Promoting professional development is TESOL's primary concern. Last month TESOL Italy started a Language Improvement Course for teachers of subjects other than English (CLIL) at a high school in Rome and shortly another one will be held at Roma Tre University in April. The TESOL Italy Val d'Adige LG coordinator will be presenting
(continued on p.7)

In TESOL.org website a link connects us to an article on "The Conversation" - Academic rigour, journalistic flair, by Spencer Hazel¹: "**Why native English speakers fail to be understood in English – and lose out in global business**".

According to the author, while both in the UK and in the US political leaders invest in English language lessons to favor assimilation and tackle radicalism, they don't seem to realize how "*Native English speakers are infamously unable to speak languages other than their own. As well as being a professional handicap, this has been shown to hinder exporters and hurt trade. And now ironically, there is mounting evidence that in international business, native English speakers are failing to integrate as a result of their shortcomings when it comes to tailoring their English for this context. When it comes to English – the international language not only for business but also higher education and cross-border collaboration – research shows that, far from being able to rest their laurels, native speakers are not masters of the world's global*

In this issue	
☉ Greetings from the President	p. 1
☉ Food for thought	p. 1
☉ From the editor	p. 2
☉ Translation in love	p. 3
☉ The way they learned	p. 5
☉ Who's in the classroom	p. 6
☉ Techno CLIL EVO 2016	p. 8
☉ AGNovel	p. 10
☉ Integrating language teaching and technology	p. 11
☉ Webwatch	p. 12
☉ What happens next	p. 13
☉ Laurea Honoris Causa	p. 14
☉ TESOL Italy groups	p. 15

language."

There seems to be wide evidence that people who are used to working in English in an international environment find difficulties with the native varieties of English. "*Used to working with English speakers from all over Europe, a Spanish student in Denmark remarked to another researchers: "Now it's more difficult for me to understand the real English."* What is more, this

(continued on p.9)

¹ Research Fellow of Language and Social Interaction, University of Nottingham

TESOL Italy Newsletter è un bollettino informativo a circolazione interna dell'associazione TESOL Italy. Non è in vendita, ma viene distribuito gratuitamente ai membri dell'associazione.

Supplemento a Perspectives, Spring-Fall 2010

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

TESOL Italy membership dues for the year 2015:

- 1) ordinary members: • 25,00;
- 2) students under 30:• 15,00;
- 3) supportes, schools, universities, agencies:• 60,00

(including subscription to EnglishTeaching Forum).

Subscription to English Teaching Forum (4 yearly issues):• 15,00.

TESOL Italy Newsletter

Editor: *Daniela Cuccurullo*
danielacuccurullo@virgilio.it

Assistant editor: *M. Rosella Manni*

Editorial board: *AnnaRosa Iraldo, Lucilla Lopriore, Marina Morbiducci, Patrizia Petrucci, Franca Ricci Stephenson, Lina Vellucci.*

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.

Officers: *Lina Vellucci, President, Paola Mirti, Vice Presidents, M. Rosella Manni, Second Vice President, Patrizia Petrucci, Office Assistant*

Ex officio members: *Steven Labensky, Cultural Attaché, Public Affairs Section, U.S. Embassy, Rome; M. Paola Pierini, Cultural Affairs Assistant, Public Affairs Section, U.S. Embassy, Rome.*

Executive Committee: *Daniela Cuccurullo, Deborah Del Grosso, Rosanna Fiorentino Morozzo (President 1998-2000), Enrica Flamini, Mary Beth Flynn (President 2006-08), Enrico Grazzi (President 2002-04), Sarah Mercedes Howell, Annarosa Iraldo Invernizzi (President 1994-96), Lucilla Lopriore (President 1996-98), Maria Grazia Maglione, Stefano Mochi (President 2010-12), Marina Morbiducci (President 2008-10), Carroll Mortera (President 2004-2006), Maria Antonietta Ortenzi,, Franca Ricci Stephenson (President 1992-94), Julia Shore, Cosma Siani (President 1990-92), Maria Pia Vitulano.*

National Committee:*Gary Belayef, Perugia, Beth Ann Boyle, Roma Elisabetta Burchiotti, Latina, Paolo Coppari, Vetralla, Daniela Cuccurullo, Napoli, Maria Irene Davi, Messina, Christine Dowse, Agrigento, Michael Joseph Ennis, Verona, Annavaleria Guazzieri, Venezia, Rita Impagnatiello, Milano, Lisa Kester-Dodgson, Osimo (AN), Esterina La Torre, Mondragone, Anna Mazzeo, Benevento, Elizabeth Heather Mugan, Bologna, Anna Maria Nanni, L'Aquila, Maria Antonietta Ortenzi, Roma, Ninfa Pagano, Palermo, Luisa Pantaleoni, Bologna, Erricoberto Pepicelli, Beltiglio (BN), Alun Philips, Venezia, Anna Franca Plastina, Rende (CS), Giovanna Saggio, Caltanissetta, Raffaele Sanzo, Roma, Filomena Savore, Formia, Laura Tommaso, Campobasso, Paola Vettorel, Venezia.*

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: The Treasure Within”

Daniela Cuccurullo

Learning: The Treasure Within, commonly referred to as the 'Delors Report' was the Report to UNESCO of the International Commission on Education for the Twenty-first Century. Even though it was published in 1996, the document is extremely topical as it proposes a holistic and integrated vision of education based on the paradigms of lifelong/lifewide learning, and the four pillars of learning:

- *Learning to know*
- *Learning to do*
- *Learning to live together, learning to live with others*
- *Learning to be*

The report aims to foster reflection and encourages the recognition and promotion of teaching practices that already contribute to "making learning a global experience that continues throughout the life of every individual."

At a time when the forthcoming 'concorso' is a worrying event for thousands of people, the present issue of the newsletter 'opens up' useful windows on language teaching/learning opportunities.

Enjoy your reading!



Translation in Love



Echoing Eco

A modest homage to an outstanding genius

by Marina Morbiducci

"Quando si ama si deve partire", the poet Blaise Cendrars recites, quoted by Elisabetta Sgarbi in her interview published in *Il Messaggero*, 20.02.2016, one day after the death of Umberto Eco, unquestionably the highest Italian author of international reputation. Elisabetta Sgarbi, creator and editor-in-chief of "La nave di Teseo", the publishing house she co-founded together with Umberto Eco and other eminent writers and personalities from the publishing industry in Italy (among whom Sandro Veronesi, Edoardo Nesi, Furio Colombo, Sergio Claudio Perroni, Mario Andreose, Anna Maria Lorusso ed Eugenio Lio) also adds in the same interview: "Eco ha sempre saputo prendere la decisione giusta quando si deve decidere. Quando si deve trovare un nuovo inizio bisogna farlo nella convinzione che si debba andare e battersi in una certa direzione" (ibid.) Here Elisabetta Sgarbi is referring in particular to the launch of the new editorial journey, namely "La nave di Teseo", started as a consequence of the passage of the reknown publishing house Bompiani to Segrate's giant. Hence the separation. *Pape Satàn Aleppe. Cronache di una società liquida* is the first volume issued by the newly-born editorial initiative, the book is a collection of essays by Umberto Eco, in the bookstores's shelves since February 27, 2016: it is the first publication of "La nave di Teseo" and at the same time the first posthumous book by Umberto Eco. Paradoxically, a birth from a death. But in just one day the book sold 75.000 copies!

This is the irony and cruelty of life, as well as the wonder of the world of culture and passionate readers, acknowledging the impact of valuable works of outstanding genial quality which emerge, in full brilliance, from an extraordinary vessel... It's as if Umberto Eco's legacy is embraced and carried over by the publishing house that he so convincingly supported. A sort of continuum, in a way. The propagation of a gravitational wave, transporting as an enchantment its followers: "Guido, vorrei che tu Lapo ed io fossimo presi per incantamento...". Here it is not the sonnet, but the famous cryptical words pronounced by Pluto, the guardian of Hell's fourth circle (incipit of Canto VII, *Inferno*, Dante's *Comedy*) to provide the first title:

«Pape Satàn, pape Satàn aleppe!»/
cominciò Pluto con la voce chiocchia;
e quel savio gentil, che tutto seppe,
disse per confortarmi: «Non ti nocchia
la tua paura; ché, poder ch'elli abbia,
non ci torrà lo scender questa roccia.»

(Dante Alighieri, *Divina Commedia* - *Inferno*, VII, vv. 1-6)

In the book *Pape Satàn Aleppe. Cronache di una società liquida*, the last by Eco, are collected several pieces from his bi-weekly column in the *Espresso* the famous *La bustina di minerva*, which we have referred to in other occasions in the past in these

pages of the Tesol Italy's *Newsletter*:

Here's the book *La bustina di minerva*, in front of me, on my desk: the front cover reproduces the image of matches, contained in the small folded cardboard (la "bustina di minerva", namely). It is a pocket edition of 2001. I open the book, and read from the Table of Contents: after the Introduction, the various sections' titles, in sequence, are: "Il lato oscuro della galassia", "Amate sponde", "Sublime specchio di veraci detti", "Quel che nell'universo si squaderna", "Benché il parlar sia indarno", "Zanzaverata di peducci fritti", "Lasciatemi divertire", "Le magnifiche sorti e progressive", all which clearly reveals, just from the titles, the original inventiveness of their author. The pieces, in turn, approach serious questions – political, anthropological, societal, literary, mass-medial, etc. – no area of learning is excluded, and Eco really shows the art of levity, irony and encyclopedic knowledge possible in our contemporary age. "Benché volutamente occasionali e disposte a vistosi salti di registro, dal comico al tragico, queste Bustine raccontano la nostra storia degli ultimi anni" (from the back cover). It is ironical how Eco – an Italian author who has been translated in a hundred languages all over the world and therefore inscribed in the Olympus of "classics" – could anticipate his death from a conceptual point of view. In his last "bustina" with the title "Come prepararsi serenamente alla morte" (p. 343), he writes: "Non sono sicuro di dire una cosa originale, ma uno dei massimi problemi dell'essere umano è come affrontare la morte. Pare che il problema sia difficile per i non credenti (come affrontare il Nulla che ci attende dopo?) ma le statistiche dicono che la questione imbarazza anche moltissimi credenti, i quali fermamente ritengono che ci sia una vita dopo la morte e tuttavia pensano che la vita prima della morte sia in se stessa talmente piacevole da ritenere sgradevole abbandonarla; per cui anelano, sì, a raggiungere il coro degli angeli, ma il più tardi possibile". The topic develops through the dialogue with a hypothetic disciple asking his master how to approach the notion of death itself, without anguish. With great humour and typically maieutics procedures the "master" builds an argument where he concludes, in the end: "Quindi la grande arte consiste nello studiare poco per volta il pensiero universale, scrutare le vicende del costume, monitorizzare giorno per giorno i mass media, le

affermazioni degli artisti sicuri di sé, gli apoftegmi dei politici a ruota libera, i filosofemi dei critici apocalittici, gli aforismi degli eroi carismatici, studiando le teorie, le proposte, gli appelli, le immagini, le apparizioni. Solo allora, alla fine, avrai la travolgente rivelazione che tutti sono coglioni. A quel punto sarai pronto all'incontro con la morte".

Talking about Eco in this column, I could, perhaps should, have mentioned "Dire quasi la stessa cosa. Esperienze di traduzione" of 2003, where Eco collected many of his interventions in the field of Translation Studies. From Jakobson to Pierce, from Joyce to Queneau, from Lawrence Venuti to George Steiner, Eco shows a deep involvement with the field of translation, from both a critical and semiological point of view, and it could not have been otherwise, considering his semiotic approach of analysis to all the phenomena gathered in the so called semiosphere or universe of "signs". In the paragraph 10.6, chapter 10 (p. 244), titled "Prima interpretare, poi tradurre", he quotes the example of the English sentence "His friend could not see the window", a very simple sentence that, according to Lepschky (1981), could give rise to 24 different versions, depending on whether the "friend" is male or female, and according to the function of the "window": is it a window in a building, in a train, at a bank counter, or else? Before translating, the translator must interpret what "friend" and "window" refer to in the specific sentence. Like Genette, Eco believed that translation is a "palinsest", and each writer creates a text anew, from the previous text, respecting it but also giving it a pulsating life in the "other" language, pouring it in the "other" culture. "On the one hand the world seems to be a 'closed' book, allowing of only one reading. If for example, there is a law governing planetary gravitation, then it is either the right one or the wrong one. Compared with that the universe of a book seems to us to be an open universe" (Umberto Eco, *On literature*, transl. by Martin McLaughlin, 2006, p. 5). The complexities of translation were always dealt by Eco with depth but also levity, clarity and humour. The same Italian person to whom in 1991 was dedicated the asteroid 13069 Umbertoeco by the Belgian astronomer Eric Walter Elst, the same professor who received 40 degrees *honoris causa* during his life, points out to us, even at the moment of death, a poignant vision of, and passion for, life (ready to embark and sail on the ship of Theseus...).

The way they learned

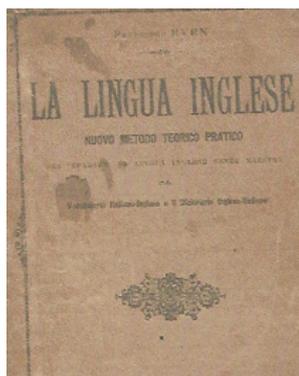
by Anna Rosa Iraldo



The art of talking

(tailoring English for a context).

The title of this short note might awake expectations for a discussion of the communication strategies adopted by Hilary Rodham Clinton, just to mention one, or, more generally, by any politician, candidate, opinion maker who wants to generate and maintain consensus. The subject and tone of the article are much lighter and have been inspired by the wise and witty advice of professor Even, the author of “La lingua inglese. Metodo teorico pratico” and by the need of “tailoring English for a context” which Franca Stephenson’s “food for thought” hints at. Tailoring English – or any language - implies careful discourse organization, negotiation and language construction. It’s a need which can be answered in language education by giving attention to the question of identity and its construction in interactions. We should be equipped not only to construction but also to decoding, being daily exposed to the difficult task of reading the crude information in carefully constructed written or oral texts.



Surprisingly enough in a grammar book of 1896 mainly based on a strictly normative approach I found an article on *The Art of Talking* of which I’m reporting a few excerpts.

The author, in all probability Professor Even, the author of the book, after stating that “to be able to talk is quite as much a talent as to be able to sing or play”, argues that *“a good talker is not necessarily a brilliant one, and it is quite possible that, in thinking over the words of one who bears this coveted reputation we may find that there was nothing especially witty or brilliant in them and that they were pleasant to hear merely because of the tone of voice employed”*.

After two paragraphs on the need of polite turn taking in conversation he says that *“ To talk well- that is intelligently and in a way interesting to others – a fair amount of general knowledge is necessary. One must know what is going on in the world, and keep pace with the times. And another important point is to **suit one’s audience**”*

There follows a wise and interesting conclusion.

Very frequently the greatest talkers are by no means the best. They talk often for the sake of speaking, and not because they have anything worth saying. It is better to say too little than too much , and although no time or trouble spent in cultivating the art is wasted, it is well to be chary of saying too much ,and to remember that ‘the whole art of conversation is not only to say the right thing in the right place , but, far more difficult still, to leave unsaid the wrong ting at the tempting moment’.

Clear, sharp and to the point!

Who's in the Classroom? (5)

by Melanie Rockenhaus

What's going on in English classrooms in Italy? Who are the teachers and what do they think of their jobs?

This series takes you through the classrooms of Italy to answer those questions.

In this newsletter we're joining the classroom of Rosario Tropea, who has been teaching English at the Liceo Classico in Acireale, Sicily for the last 24 years.

An American who has spent most of his life in Sicily, Rosario reflects that becoming a teacher was a natural choice for him. He grew up mediating among the languages and cultures around him as he negotiated life in Sicily, visiting American friends and relatives, and many trips to the US. This cultural and linguistic mediation around Sicily, Italy and America led him nearly effortlessly into teaching, which he began when he was only 17.

His first opportunity was teaching English to children at a primary school, where he taught without depending on a book, but by having the children dramatize simple dialogues from familiar experiences in their lives. He found they had a lot of fun in this role playing, as well as learning a lot of English. After graduation from the University of Catania, Rosario spent many years as a substitute teacher, sometimes even of French, before becoming a permanent high school English teacher.

Cultural exchanges as well as teaching English for short periods in the UK, France and Hungary have all been important for Rosario, who has always actively sought professional development opportunities. He has attended numerous courses, conferences and training events, and is gratified to have received a grant from the British Council to study in Britain to become a teacher trainer. Thanks to that opportunity, he has worked as a teacher trainer in a number of courses and European projects since 1998, with students ranging from primary age to adults.

Rosario reveals his pleasure in teaching in his use of colorful figures of speech to express what teaching

means to him: teaching is "like having a permanent refresher course", "a bit like fishing" but "also like playing". He never feels a generation gap as he is continuously in touch with his students' world and visions, but he admits he never knows exactly what he will "catch" when he reels out his well-prepared lesson into a classroom full of energetic teenagers. He says he has learned "how to mediate, reframe and moderate among so many different opinions and views", while playing various roles in a successful, eclectic approach that puts an emphasis on communication and vocabulary learning.

Lifelong learning does indeed go hand in hand with good teaching, and we thank Maryann for reminding us of that!

Like many teachers, Rosario most regrets the excessive bureaucracy required of instructors, who are often asked to complete administrative tasks that have nothing to do with education. He also laments the frequently unattractive physical structures learning takes place in; if classrooms are unappealing or the technology in them doesn't work, teaching and learning naturally suffer. All the same, Rosario concludes on a positive note. He states that language teachers seem to be more accustomed to using innovative and stimulating classroom methodologies than their colleagues working in other subjects, which may make them appear to be aliens in the Italian state school universe. And although that can cause friction during team building, it's been a very good thing for him. He's grateful to have been able to widen his horizons and grow personally and as a teacher and trainer by attending courses, seminars and projects in Italy and abroad.

As TESOL members, let's join him in this lifelong voyage of professional development!

Do you know of an interesting English teacher who would like to be interviewed for this series? If you do, please contact me at rockenhaus@gmail.com.

Greetings from the President

by Lina Vellucci

(continued from p.1)

at an event in northern Italy called 'Festival delle Lingue' promoted among others by MIUR. Another of our members has been invited to take part in a panel organized by the University of Milan to speak about Teaching Foreign Languages in Italy in the years between 1970 and 2015. Of course we are aware that among our members there are many more teachers involved in professional development and at different levels and even if we don't mention them all, we know they are there sharing their expertise and promoting language awareness.

TESOL Italy Local Groups have been working with alacrity too in the past two months and many LGs have set up successful seminars and workshops. I would like to once again compliment each and every one of them and their coordinators for having organized events to bring together teachers who were willing to engage in professional development. I'd like to openly invite the LG coordinators to share brief reports and maybe photos on the events they have organized in our next Newsletter so our readers not only can have more insight into the activities that LGs prepare but it might also help those groups that, for different reasons haven't been able to set up any seminars, to do so in the near future. It is really encouraging to realize that there are so many committed teachers out there and it's great to see that all of the hard work is being paid off.

Warm regards to all of you. Keep up with the good work!

Happy Spring!

PERSPECTIVES

Editor: Lucilla Lopriore

e-mail: llopriore@tin.it

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

TESOL Italy: www.tesolitaly.org

ELTons Awards 2016!

The ELTons sponsored by Cambridge English, are the only international awards that recognise and celebrate innovation in English language teaching (ELT). They reward educational resources that help English language learners and teachers to achieve their goals.

Find out who has been included in the 2016 ELTons awards shortlist and other details about the ELTons awards.

Info at <http://englishagenda.britishcouncil.org/eltons>



To contributors

Please send your contribution in
Times New Roman 12
to
danielacuccurullo@virgilio.it

or
tesolitaly@gmail.com

The deadline for submitting articles for the
2016
March-April issue is March 30th

Techno-CLIL for EVO 2016



by

Letizia Cinganotto and Daniela Cuccurullo

The authors of this contribution carried out a global training experience in January-February 2016: “Techno-CLIL for EVO 2016”, a five-week training course promoted by EVO, Electronic Village Online–TESOL Int¹, an international community of teachers from all over the world, interested in sharing experiences, ideas and materials under the Open Education Resources perspective, in line with the latest recommendations from the European Commission (“Opening up Education, 2012”).

Each year the EVO community organizes online training sessions, completely free of charge, addressed to teachers, trainers and educators from all over the world, dealing with different topics mainly related to teaching strategies, specific school subjects, webtools and multimedia teaching.

The authors planned and implemented a very successful online session on Digital CLIL (Content and Language Integrating Learning), using different platforms and tools (Moodle, Wiki, WizIq). The course was attended by about 5000 participants from all over the world who were all satisfied and enthusiast to share their own experience, knowledge and resources with other colleagues.

Participants were offered a theoretical background with articles and material produced by the best known international experts on CLIL and ICT, with a snapshot on the situation of CLIL provision in Europe.

Participants were also offered the latest recommendations from the European Commission in the field of CLIL, CALL (Computer Assisted Language Learning), Open Educational Resources and MOOC.

The authors dealt with all the different steps of an online course, starting from the planning and implementing of the syllabus on an open source learning management system such as Moodle.

The format was developed across five weeks, each week focusing on a particular topic:

- 1- Starting the journey and socializing CLIL experiences
- 2- Surfing the net and the webtools
- 3- Designing a CLIL lesson plan
- 4- Extensive reading and CLIL
- 5- Digital repository for a CLIL innovative environment.

A lot of tools were used during the five week session: forum, wiki, messaging, multimedia resources, quizzes, badges, webinars.

The forum was used for different asynchronous discussions on the various topics examined during the course and for peer learning activity based on each other’s comments.

¹ A Project of TESOL's Computer-Assisted Language Learning (CALL) Interest Section

The wiki was used to build up a cooperative CLIL repository of links, webtools and resources and to enhance a CLIL community.

Multimedia resources and quizzes were used to deliver the core material of the course.

Badges were delivered to participants after achieving some particular learning outcomes at the end of each week.

Webinars were the added value of the workshop, allowing participants to interact in synchronous with international experts on CLIL methodology and on digital learning/teaching. Webinars were particularly successful, with an average of 200/250 participants for each webinar, getting to 500 for the opening webinar run by inspector Gisella Langé.

More info at:

[http://evosessions.pbworks.com/w/page/103563959/2016 Techno-CLIL for EVO2016](http://evosessions.pbworks.com/w/page/103563959/2016%20Techno-CLIL%20for%20EVO2016)

Food for thought

by Franca Ricci Stephenson

(continued from p.1)

“real English” – which dizzyingly encompasses the whole range of dialects from Liverpool in England, to Wellington in New Zealand, via Johannesburg in South Africa, and Memphis in the US – is only the start of the problem.”

As transnational mobility and trade are a defining feature of our times, the inability to speak languages other than their own shown by native English speakers becomes a cultural and professional handicap and a source of potential isolation. *“The inability of the travelling native English speaker to refrain from homeland idiosyncrasies, subtextual dexterity and cultural in-jokes has been found to result in resentment and suspicion. International colleagues resent the lack of effort made on the part of the monoglot English speaker. They experience a loss of professional stature when having to speak with those who are not only comfortable with the language, but who appear to vaunt the effortlessness with which they bend the language to their will. And they suspect that the offending expat uses this virtuosity to gain unfair advantage in the workplace.”*

The author of the article seems to worry mainly about the danger of losing business opportunities: *“This points to a very real danger that native English speakers, especially those who never mastered*

another language, risk missing out on business opportunities - whether in the form of contracts, idea development, job opportunities and the like - due to a basic lack of understanding of what international a English communication entails.”

His message seems directed to native speakers of English: *“Rather than laying the problems of English at the door of those who speak it as a second, third or fourth language, it would be wise for mother tongue nations to do more to prepare their professional classes for the language challenges they face abroad.*

We might take heed of Robert Burns, if you can understand him, when he wrote:

O wad some Pow'r the giftie gie us to see oursels as ithers see us!

Reflecting on the difficulties others may have in understanding our English may well be a good start to becoming a better member of the international community. And a more attractive business partner too.”

The message to us, non-native speakers of English underlines the necessity to teach (and learn) more than one foreign language in order help our students become (and become ourselves) citizens of the world. It points as well to the crucial importance of strengthening our students' – and our own - cross-cultural awareness.

February 2016

AGnovel



An **Appealing App** for Language Learning

by

Maria Candida Petillo

"AGnovel" is short for "Advanced Graphic novel" - an interactive comic, that makes language learning easy and fun."

These words introduce the innovative app produced by the Project "AG Novel - Advanced Interactive Graphic Novel for Mobile Touchscreen Devices".

The project partners, supported by the European Commission, are universities and Educational centres of seven European countries such as Germany, Great Britain, Ireland, Spain, Italy (Università degli Studi Roma 3), Lithuania and Cyprus.

The innovative app prototype was presented by the researcher Simone Moraldi, and tested by teachers of primary and secondary schools during a seminar followed by a practical workshop held at IT "GIORDANI STRIANO" on 11th February 2016, organised by Tesol Naples local group.

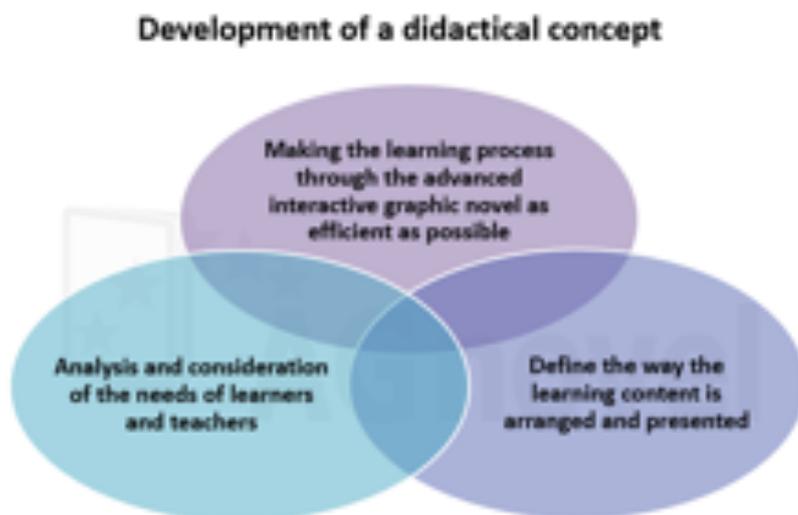
The event, also supported by Fondazione Mondo Digitale², provided hints and means for the creation of a modern and technological learning environment, for the improvement of teachers' digital competences and the diffusion of best practices in the language classroom.

The tool is based on a nice interactive story, whose main characters are two girls looking for a job in the art restoration field. It is possible to customise tasks, choose between eight languages, listen to native speakers, write your own words in the bubbles or imagine a different end of the story. It's really motivating for students and teachers, too!

The testing of the AGnovel APP, B1 language level and downloadable for free, is going on with learners as well. The feedback is quite positive although the app needs to be improved in its functionality and it is actually addressed to vocational business schools. The only limit is that it is planned just for iPad 2 or superior, at the moment.

Let's hope its use will be soon extended to other devices in order to have another digital chance of motivating our students and make them enjoy language learning.

More info at: <http://agnovel.eduproject.eu/>



Integrating language teaching and technologies: “ICT-REV”

A project promoted by ECML and EC

by

Letizia Cinganotto

Integrating language teaching, CLIL and technologies is becoming a hot issue in Europe, also following the recommendations from the European Commission collected in the recent Report “Improving the effectiveness of language learning: CLIL and Computer Assisted Language Learning”¹ (2014), which focuses on the importance of using digital devices, platforms, open educational resources and new technologies in general, to enhance language learning and improve students’ outcomes.

Within this framework, the European Centre for Modern Languages in Graz in cooperation with the European Commission, promoted a project, titled “ICT-REV²”, aimed at introducing and supporting the use of ICT in language learning, in a sustainable way and in a range of pedagogical approaches promoting lifelong learning.

The objectives of the project:

- promoting the benefits of ICT in language education;
- identifying a selection of freely available ICT tools and open educational resources which support language teaching and learning;
- providing training and awareness-raising workshops for teachers, education stakeholders and multipliers, focusing on self-training in the use of ICT;
- developing a website with an inventory of reviewed tools and open educational resources.

The outputs:

- a ‘gateway’ website with an annotated and searchable inventory of ICT tools and open educational resources

- seven 2-day training workshops for a total of 140 local/regional multipliers in EU and ECML Member States
- local or regional clusters of multipliers promoting the use of ICT tools and open resources in support of language teaching and learning
- an online workspace to support training and communication between teachers and local or regional clusters of multipliers.

The real valuable and long lasting output of the project is the repository of webtools and open resources which can be searched according to some specific filters. The interesting aspect is that it is possible to find a particular webtool or resource according to the specific language skill or integrated skills the teacher wishes to work on. This is a very powerful database which can effectively help teachers plan their lessons in a dynamic, interactive and attractive way, selecting the resources that may be relevant to the particular target and aims, according to the type of interaction, the content, the language skills and the main functions required.

Below a screenshot of the inventory³.



¹ Mark http://ec.europa.eu/languages/library/studies/clil-call_en.pdf

² Mark <http://ict-rev.ecml.at/en-us/>

³ Mark <http://ict-rev.ecml.at/en-us/Resources/Inventory-of-ICT-tools-and-OERs>



Web Watch

QR CODES



by
Esterina La Torre

They are everywhere, you can see them all around us, on products, on ads, newspapers, magazines, gadgets, and now also on cookies and food. What are we talking about? Of QR codes, of course! QR, or Quick Response codes, are two-dimensional barcodes, they are strange small squares with tiny squares inside, they represent a useful way to communicate, to share information, to advertise something or someone. They were first used in 1994 by Denso Wave Corporation-Toyota to track parts of the cars and have now conquered the entire globe, used in different fields and in education too. What do you need to get a QR? First of all a reader, there are lots of them, so we have to download one on a mobile or other device, for Android devices on Google Play Store [QR Droid](#) works well, for iPhones or iPads on the Apple store or iTunes download [QR.biz](#) once we have it we can decode the QRs. The process is very simple, open the app, point the device towards the QR and in a moment you will hear a sound and see a link on the screen, you open it and that is all. How can they be useful at school? They can be used to share links or files, to produce podcasts, to present webquests or treasure hunts, to propose stories, videos, games and activities to promote communication in general. On internet there are various sites where you can create activities and get a ready made QR as an alternative to a link, here are some of them:

QR audio- Podcast	http://vocaroo.com/
Activities-Games	http://learningapps.org/
Quiz-Treasure Hunt	http://www.classtools.net/QR/create.php

If you want to create a QR about an activity or on a site that does not automatically produce QRs you can always create them on these sites:

1 Code Generator	http://beqrious.com/qr-code-generator/
2 Code Generator	http://it.qr-code-generator.com/
3 Code Generator	http://www.visualead.com/quirify2/en/

Educators can use them for various reasons, first of all to get students interested and engaged in their work but also for practical reasons, to facilitate some operations, for example instead of asking students to type in a long web address, a QR code is a fast and easy way to go to a website. Instead of printing out a long web article QR codes could give direct and instantaneous access to the same resource in class or at home saving time and paper.

What Happens Next?

by

Michael Lacey Freeman

I have been writing graded readers for some years, and through this experience I have become more and more convinced that readers, and extensive reading in general have a huge part to play in increasing the confidence and fluency of students of English.

Naturally, when I was invited to talk about graded readers at the launch seminar of the TESOL Italy Marche Local Group I was more than happy to accept. The seminar was entitled, 'I had a teacher once...' and my workshop was to be called, 'What Happens Next?'

In my workshop, I wanted to focus on the central role that stories should have in language learning. After all, we are all storytellers. If we ask someone to talk about their life, or even their day, they make it into a story, not a series of random events that have no connection with each other. We are just wired into telling, listening to, and reading stories. When we turn on the television the choice is often limited to a never-ending supply of reality shows, soap operas and TV series, all urging us to ask this question, 'What Happens Next?'

In the workshop, I wanted to emphasize that, as teachers, we should find a way to tap in to this urge to know what happens next. We want the story. We need it to make sense of our lives. It is a question we all ask, one of those questions that makes us human. It helps us to grow, to learn and develop. Shouldn't we encourage our students to ask this question when learning English? Text books are very important and useful. We need them. However, in spite of all the boundless energy and creativity involved in writing and teaching with a text book, they can't give the student what a reader can. What happens after Unit 1? Unit 2. End of story.

When I was preparing the workshop, I decided at quite an early stage that rather than talk about stories I wanted to tell them. What better way to demonstrate what a story can do? As the title of the workshop was what happens next, what better way of demonstrating the power of this question, than by trying to take the audience to a place where they are asking it themselves?

I decided to marry the title of the seminar and the title of my workshop to make a story. As a child I was constantly bullied, both mentally and physically, until the age of 16. There was a teacher, a special teacher, who helped me to deal with this difficult period of my life. And so I told them my story, hoping to engage the audience emotionally. My aim was to connect with them and take them to a place, a place where learning becomes effortless. A place we all go to when we are fully engaged in something.

This decision had its risks. The success of the talk depended on how well I told the story. Thankfully, as the story progressed, I began to realize that the people in the audience were with me, reacting with expressions of concern, relief and surprise at the right moments in the story. With an emotionally charged subject such as bullying it was no surprise.

At the end of the story, I was interested to know what they were doing while they were listening. Did they want to know what happened next? Did they at any point forget about themselves because they were so tuned in to the story? These were important questions. I needed to know if they were fully participating and involved in the story on an emotional as well as intellectual level.

I am happy to say that the answer was yes. It gave us all a chance to reflect. Is there a way that we can get students to ask this question? Could graded readers take them to that place, where the barriers are down, and they are learning without even realizing it? How can we encourage them to read? What can we do?

What was most satisfying was that when my 45 minutes were up, it didn't feel like the end. It felt like the beginning. Together with our new local group we can find some answers to these questions. At the moment we are in the process of setting up a blog, where we can continue our dialogue, our story.

'To survive, you must tell stories.' Umberto Eco –
The Island of the Day Before



**UNIVERSITÀ
DEL SALENTO**

Cerimonia di conferimento della
Laurea *Honoris Causa*
a H.G. Widdowson
in Lingue Moderne,
Letterature e Traduzione

Lecce, 28 aprile 2016
ore 10.30 Centro Congressi
Campus Ecotekne



**L'uso culturale e creativo
dell'inglese come lingua franca**

*The cultural and creative use
of English as a Lingua Franca*



**Laurea *Honoris Causa*
a H.G. Widdowson**
in Lingue Moderne,
Letterature e Traduzione

PROGRAMMA

Apertura musicale del Coro Polifonico dell'Università del Salento

Indirizzo augurale
Prof. Vincenzo ZARA, Magnifico Rettore dell'Università del Salento

Indirizzo di saluto
Prof. Giovanni TATEO, Direttore del Dipartimento di Studi Umanistici

Motivazione del conferimento della *Laurea Honoris Causa*
Prof. Diego SIMINI, *Presidente del Consiglio Didattico di Lingue, Culture e Letterature Straniere*

Laudatio
Henry Widdowson: il grande Maestro della Linguistica Applicata
(Henry Widdowson: the Leading Light of Applied Linguistics)
Prof.ssa Maria Grazia GUIDO, *Ordinario di Lingua Inglese e Traduzione*

Conferimento della *Laurea Honoris Causa*

Lectio Magistralis
L'uso culturale e creativo dell'inglese come lingua franca
(*The cultural and creative use of English as a Lingua Franca*)
Prof. Henry George WIDDOWSON, *Professore Emerito dell'Università di Londra, Professore Onorario dell'Università di Vienna*

Saluto in musica del Coro Polifonico dell'Università del Salento



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 Scrivi per inserire testo 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. BOLOGNA

Co-ordinator: Elizabeth Heather Mugan
Via Curiel, 5
40134 - Bologna
Tel.: 3284315680
e-mail: info.twyo@mail.com

4. COSENZA

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

5. FORMIA

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

6. L'AQUILA

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

7. MARCHE

Co-ordinator: Lisa Kester Dodgson
Via L.Spada,5
60027 - Osimo (AN)
Tel.: 3498647444
e-mail: tesolitalymarche@gmail.com

8. MESSINA

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

9. MILANO

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

10. MOLISE

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

11. NAPOLI

Co-ordinator: Daniela Cuccurullo
Parco Grifeo, 63
80121 - Napoli
Tel.: 3355212156
e-mail: danielacuccurullo@gmail.com

12. PALERMO

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

13. ROMA

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

14. VAL DELL'ADIGE

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

15. VENEZIA

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