



Newsletter

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MARCH-APRIL 2016

Baltimore, Maryland, U.S.A International Convention & Language Expo '50'

Reflecting Forward 1966-2016

TESOL 2016

by Lina Vellucci

This year the TESOL International Association Convention was hosted in Baltimore, Maryland. The title was '50' – 'Reflecting Forward'.

Since 1966, the TESOL annual convention has drawn scholars from around the world to share the most up-to-date research and practices in the field of teaching English to speakers of other languages. At the 50th anniversary convention there were more than 1,000 sessions to choose from, including keynotes, the best of affiliates worldwide and from TESOL members everywhere. Conference attendees could also explore computer-based and other technology for language teaching and learning at the Electronic Village and the Technology Showcase. There were about 6,500 participants this year.

TESOL Italy has been an affiliate of TESOL International Association for 40 years now and Affiliate meetings are a must.

The Affiliate Leaders' Workshop, the Affiliate Editors' Workshop, the Affiliate Colloquium and the Affiliate Assembly are moments
(continued on p.8)



Food for thought

From TESOL publications

Integrating Environmental education into the English classroom

by

Franca Ricci Stephenson

A few days ago I happened to browse through the 2012 English Teaching Forum, Volume 50, Number 2 which has the following intriguing title: "50 years Exchanging Ideas and Experiences", and I was immediately captured by its first article: "Going Green: Merging Environmental Education and Language Instruction"¹. It seemed to meet my students' pressing requests of reading and debating texts related to environmental issues.

In Italy, we have just lived through the law-repealing referendum on the extension of gas concessions, hotly debated on the media. Last week a protest march was held in Rome against the

TTIP (Transatlantic Trade Investment Partnership) between Europe and the USA, which is an essential part of the European Commission's strategies to open markets around the world, and which has met a growing opposition in European countries. Students need to understand the reasons behind this strong and loud opposition, seemingly due to a mounting fear that TTIP would lead to a race to the bottom on everything from environmental to consumer protections, forcing European

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standards to the lower level that exists in the United States. They have heard about these growing fears on TV, they see people marching against this treaty. They also see that the TTIP is being defended not only by big corporate interests, but also by many reliable people who think that opening markets will benefit individual countries and consumers at large.

As I am being questioned by some

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¹ Staci Hauschild, Elena Poltavchenko, Fredricka L. Stoller

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TESOL (Teachers of English to Speakers of Other Languages) Italy

TESOL Italy, an affiliate of TESOL International, founded by Mary Finocchiaro, is a non-profit organization of teachers of English in Italy. Its purposes are to stimulate professional development, to disseminate information about research, books and other materials related to English, and strengthen instruction and research.

TESOL Italy organizes a national convention every year .

Members receive TESOL Italy Newsletter and Perspectives, the academic journal of the association.

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TESOL Italy's mission is to develop the expertise of those involved in teaching English to speakers of other languages, and to foster professional growth and active participation in language teaching. Its mission includes promoting community understanding of the role of language in a progressively changing environment while respecting individuals' language rights.

To achieve this TESOL Italy

- encourages access to and standards for English language instruction, professional preparation, continuing education and student programs;
- links groups to enhance communication among language specialists;
- produces high quality programs, services and products
- promotes advocacy to further the profession.



From the editor
“Mobility in a digital time”

Daniela Cuccurullo

The growing success of Erasmusplus and other exchange programmes has revealed a new need for students and teachers to get more and better guidance and support in a lifelong and lifewide perspective. The importance of virtual mobility together with physical mobility is thus vastly increasing as it is meant to serve as a complement to the existing exchange programmes in order to better prepare and follow-up Erasmusplus participants both before, during and after the exchange.

Virtual mobility is defined as “a set of ICT supported activities that realize or facilitate international, collaborative experiences in a context of teaching and/or learning” and it is clear that it has great potential to contribute to the internationalization of higher education.

The key terms in the definition are:

- ICT supported activities
- International experiences
- Collaborative experiences
- Context of teaching and/or learning

As you can read in the present, past and future issues of the newsletter, TESOL Italy can help members to activate experiences of ‘virtual mobility’ as it

- links groups to enhance communication among language specialists;
- produces high quality programs, services and products;
- promotes advocacy to further the profession.

A different way of being mobile!

Enjoy your reading!

Translation in Love



The omoge sta fine well well...

by Marina Morbiducci

Over the last 12 years – since “Translation in Love” was launched – I have often been wondering whether the faithful readers of this column - kind enough to keep me company in my translational peregrinations - have actually found any benefit in sharing the issues raised, be they imbued with theoretical matters or of more practical nature. After a dozen years, the question presses again for an answer, calling for a sort of feedback or even self-monitoring action.

Therefore, let's stop for a moment and honestly ask (once more): *What is translation? Who cares for translation? Who needs translation? Is translation useful at school? And what about outside school?*

We have already mentioned a couple of times, in these pages, the TILT acronym (Translation In Language Teaching), a perspective in ELT coined and developed by Guy Cook, as there is evidence in some of his publications in the field [see, just to quote a few: Guy Cook. *Translation in Language Teaching*. Oxford: Oxford UP, 2010; *An Interview with Prof. Guy Cook*. By Bao Tianren. Sina Corporation, 21 Oct. 2010. Web. 14 Nov. 2012; Guy Cook: “A Thing of the Future: Translation in Language Learning”. *International Journal of*

Applied Linguistics 17.3 (2007): 396-401; Guy Cook. “Language Teaching, Use of Translation In”. *Routledge Encyclopedia of Translation Studies*. Ed. Mona Baker. London: Routledge, 1998].

As a matter of fact, a famous quote by Cook, drawn from *TILT* (2010), precisely recites: “I shall argue that for most contemporary language learners, translation should be a major aim and means of language learning, and a major measure of success”. The author, being well known in the field of applied linguistics as an expert who always got “straight to the grass roots of what successful language learning involves”, always ready to “challenge previously held tenets” (to put it in Dave Tucker's words, drawn from “Book Reviews”. *IH Newsletter*, Issue 31, Winter 2011) well paved the way to the perspective of a crosslingual approach in second language learning which – in our opinion - cannot be further delayed, in these current times of intense diasporas and dramatic migrations.

On this note, we would like to add Dave Tucker's comment: “The aims of the modern-day language learner, he [Guy Cook] argues, have shifted from the old-guard (monolingual, teacher-stated) aims to bring learners as close as possible to native competence, to new aims which involve a constant awareness of how languages interact, cross over and

complement each other. Technological perspectives demand second language competence to ensure the survival of many organizations and their engagement in international affairs: see particularly the UN, World Bank or WHO. Another perspective of second language as a form of social reform demands translation for encounters between languages and cultures, for better understanding and awareness of difference, and ultimately avoidance and resolution of conflict and equality of opportunity and status”.

Now, how does this all affect the classroom practice? What changes and challenges such view imply for the language teacher? Going back to my initial questions: “Who needs translation? What is the function of translation at school?”, we would like to endorse Cook’s anticipation, by bringing attention to a renewed focus on translation as an agency of mediation and communication - presently embraced by many teachers in the classroom, in order to better mirror, understand, permeate, and connect with, the contemporary external situation. TILT can also be profitably framed in the perspective of openness to intercultural interaction and mutual exchange, vision that nowadays is encapsulated in the sociolinguistic frame of reference postulated by ELF (English as a Lingua Franca).

Therefore, not only is translation useful for the development of that linguistic metalanguage able to provide a deeper awareness about the nature of language and language use in the learner’s mind, but it also equips learners with that necessary sociolinguistic attitude to effectively bridge cultural differences; not only does translation import lexical, syntactical and idiomatic enrichment, but more than that, it endows its users with that mental flexibility, openmindedness, and capability of mutual understanding, necessary to create genuine links between speakers of different languages and linguacultures.

The notion of translation – within an ELF frame of reference - is transversally captured by one of the essays contained in the *Lingue e Linguaggi*, 16 (2015), special issue, edited by Maria Grazia Guido. The volume (pp. 655, e-ISSN: 2239-0359), titled *Mediazione linguistica interculturale in materia d’immigrazione e asilo*, presents thirty contributions somehow converging on the function of the ELF linguistic mediation in migratory contexts in Italy. The essay I’m particularly referring to, in this

circumstance, is “ELF e le varietà linguistiche afroasiatiche nella Sicilia dei migranti”, by Alessandra Rizzo (pp. 265-282). The author shows how crosslinguistic interaction, borrowing, collocational transfer, code-switching and calque are all linguistic, as well as translational aspects, spontaneously used by the new immigrated citizens in Palermo. The linguistic phenomenon of hybridization and code-mixing there described is positioned, from a translation studies point of view, within the “transcreation” and “cannibalistic” stance defined by the Brazilian scholars de Campos (1981) and Vieira (1999), but what interests us here is that:

Nell’atto comunicativo tra immigrati africani e immigrati asiatici, tra immigrati, turisti e siciliani, il sistema sintattico della lingua madre dell’immigrato tende a essere **tradotto** in quello della lingua inglese, ‘**transcreando**’ – come sostiene de Campos ([1981], cit. in Vieira 1999, p. 110) nel concettualizzare il processo di transcreation – la propria lingua di origine nel flusso narrativo di una lingua ospitante, e con l’arricchimento stilistico e lessicale di una terza lingua che, nel caso dell’immigrazione africana e asiatica in Sicilia, riguarda la lingua italiana ma soprattutto il dialetto siciliano. (272) (*emphasis mine*)

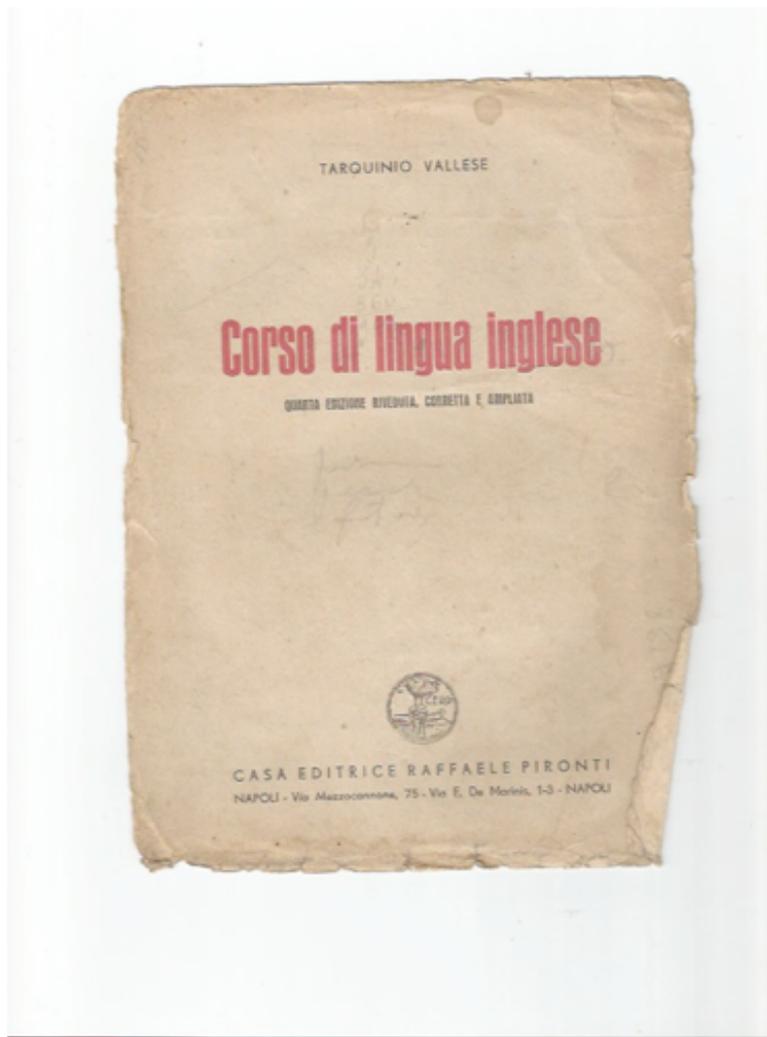
According to Rizzo: “ ‘transcreazione’ mette ancor più in risalto la differenza: “**Translation does not copy or reproduce, but ‘virtualizes the notion of mimesis not as a theory of copy but as the production of difference in sameness**”” (de Campos [1981], cit. in Vieira 1999, p. 110). (*emphasis mine*).

So that - together with the Nigerian interviewed person, witness and protagonist of such an intricate and fascinating linguistic phenomenon, as Rizzo describes – we can say about the girl on top of the page: *The omoge sta fine well well* [The girl is very beautiful

“La ragazza è veramente bella”]! (275).

The way they learned

by Anna Rosa Iraldo



“Il presente testo di grammatica è il frutto di un corso tenuto ai giovani del R. Istituto Universitario Orientale. I temi inglesi sono stati, in generale, composti di frasi e proposizioni tratte da scrittori classici allo scopo di presentare agli allievi il fiore della lingua inglese, quanto di meglio si possa concepire dal punto di vista sintattico e stilistico. L’opera mia è stata di molto agevolata dall’assistenza della Prof.ssa Elena Scaffidi che ha composto, sotto la mia guida, i temi italiani di versione e molta parte dei temi inglesi ...”

Napoli settembre 1941

The passage above is the final part of the “Introduzione alla prima edizione” of “*Corso di lingua inglese*” by Tarquinio Vallese, casa editrice Raffaele Pironti, 1941

After the usual grammar rules presented in analytical, normative form, each lesson ends with a “tema” in English and one in Italian as hinted in the preface. Each “tema”, far from focusing on a specific issue and developing it as the word would suggest, is a collection of diverse sentences on

sundry topics listed one after the other with no paragraphing. As stated in the “introduzione” the aim is giving syntactical and stylistic instances of the best of the English language, apparently regardless of the message conveyed. However, reading between the lines, the reader of today can discover words which put across views on some of the values of the time concerning war, honesty, meritocracy, morality, friendship .

Here are a few examples.

Sesto Tema

.....L’alunno avrà una carta geografica dell’Inghilterra per studiare (*to study*)la geografia di quell’isola. La guerra sarà finita nella prossima primavera. La settimana prossima mio padre fu a Roma, ora è a Londra e la prossima settimana sarà di nuovo a Napoli. Un paese ricco di minerali è una sorgente di benessere per i suoi (*its*) abitanti, e sarà sempre (*will always be*) all’avanguardia delle nazioni industriali e commerciali , se sarà stato sfruttato (*exploited*) dai suoi abitanti. Quanti anni hai?

Wishful thinking about the end of the war!

Settimo tema (full text)

I study two hours every morning and three hours every evening, because I want to be a proficient (*bravo, che fa profitto*)pupil. Men like comfort, but it is hardship that renders them active and clever and enables them to face the struggle for life. War develops some lines of industry and commerce, shows the valour, courage and patriotism of peoples, but awakes in man the instincts that are always lurking (*sono latenti*)in his soul. I shall call on you once a week when you go to the seaside. I shall go with my brother and my cousin. Really? How happy I am! I hope you will call on me not once, but twice or three times a week. We shall be glad to wait for you and for your relations. James travelled all over Europe, studied the constitutions and the customs of the various nations, admired the beautiful things that nature and art have scattered everywhere, and resolved to write a book on his travels.

The function of war. The value of sccrifice.

Quindicesimo tema

.....You will have time enough to reflect on my suggestion, and if you agree with me, I will help you to get out of this difficulty. Let him have his desert. He is not an honest man and nobody should pity him. I would pay a visit to my friend, but I have no time at present. Let him come to me; he has nothing to do,nad spends all his time at the club. How fine this country is!.....She should not be so proud. Let her bear in mind that beauty soon fades away and that honours are the gifts of chance. If I were her father I would scold her.

Honesty and modesty

Ventisettesimo tema

.....The Earl and Countess of Pembroke were received by the king and queen. A nun knocked at my door to beg alms. I have a nephew and two nieces. The stag was wounded to death by the sportsman. The hind was watching her little ones and there was tenderness in her liquid (*umidi*) brown eyes. My washerwoman is a very pretty brunette; she comes every week from the country to fetch the laundry. What is the matter with that child? Why is he crying? War and Peace went to the council of the gods; he wore his heavy armour, and he had an olive-branch (*ramo d'olivo*) in her hand.

Try to make up a story from the sequence above starting from the visit to the king and queen (notice no capital letters) through the hunting scene and the weekly meeting with the pretty country brunette to end up with a sort of morality play.



Who's in the Classroom? (6)

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.

Let's step into the classroom of Caterina Sani, who works in a language school near her home in San Giovanni Valdarno. After attending the University of Florence, Caterina qualified first as an Italian teacher and taught Italian to foreigners for ten years. However, she continued to dedicate many summer holidays to improving her English, and has passed both the Cambridge Advanced and Proficiency exams. So it comes as no surprise that in her late 20s she decided to do what she really loved and completed a CELTA in England, after which she moved over into ELT. And we're glad she did!

Sharing her love for English language and culture with her students while learning so many amazing things from them is what Caterina likes best about her job. On the other hand, she experiences tensions that will be familiar to teachers working in many settings. These include parents who think their children are always right and the teacher always wrong, as well as adult learners who expect to learn English straight from a grammar book. As for ELT in Italian schools, although she thinks that materials and methods have greatly improved, she thinks individual teachers still need to speak more in English and less in Italian in class. She believes teachers resort to Italian in class because forced to cover too much material; explaining and being understood in English takes more time. In expressing this opinion, she echoes a view shared by several of the teachers interviewed for this column, namely, that syllabi may need to be simplified in order to improve students' English language skills.

Caterina's average day varies, since she works in a private school setting. She prefers courses that leave leeway for her creativity rather than exam preparation classes, as she finds the latter place both students and teachers under stress. She creates a plan for each lesson she teaches, and uses dialogues,

storytelling, projects, Total Physical Response activities and much more. Student learning from these lessons is what she considers her greatest success, and she is proud to say that many of her students have moved on to very high levels of English. One particular success story involved team teaching with a colleague, because the husband and wife began at two different initial levels of English. After only a year of studying at the school, they have now both completed the IELTS to their satisfaction and are considering opening a cookery business targeting English-speaking tourists in Tuscany.

Caterina points out that credit for their progress must also be given to their dedication to learning English outside the classroom. They followed her advice and took courses online, watched TV shows, TED Talks and more in English. These practices reflect Caterina's own commitment to Continuing Professional Development (CPD), both formal and informal. She takes care to attend several organized ELT events every year and a refresher course every two/three years, but she also reads in English, corresponds with friends in English, and listens to as much English as she can on TV and the Internet. As TESOL Italy states on page 2 above, one of its purposes is to stimulate professional development in ELT, and Caterina's experience certainly shows how successful and satisfying a commitment to CPD can be, both for us and for our students.

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.



Baltimore, Maryland, U.S.A International Convention & Language Expo

by Lina Vellucci
(continued from p.1)



in which professional issues are discussed and ideas on how to enhance membership,

and how to improve networking are shared.

The Affiliate Leadership Council (ALC) has been renewed this year. It represents affiliates and works with others in TESOL to address affiliate issues and concerns. The ALC consists of the four members elected by the affiliate leaders to serve as affiliate representatives: Past Chair, Chair, Chair-Elect, and Member A, as well as one board liaison and one staff liaison who serve as nonvoting members all of you. Keep up with the good work!

Since we have been celebrating TESOL's 50th anniversary, I would like to give a few facts about the TESOL Convention.

The very first official gathering took place in Tucson, Arizona in 1964 and was organized by the five founding associations of TESOL. The second and third gatherings were in San Diego, California and New York, New York. It was at the New York gathering in 1966 that TESOL International Association was founded. The first convention of the new association was in Miami Beach, Florida in 1967.

Today, with more than 13,000 members representing 160 countries, and more than 105 affiliates around the world, TESOL offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community of dedicated teachers and educators, researchers and students and TESOL Italy is proud to be part of that community.

Even if the end of the school year is hectic for most teachers, it is important to take time to 'Reflect Forward', setting new goals for the coming school year. Please feel free to share your ideas and goals with us.

I wish you all a pleasant end of school and send you warm regards.

Food for thought

by Franca Ricci Stephenson

(continued from p.1)

of my students on this and other political/environmental issues they passionately feel relevant to their life, I realize that integrating Environmental Education into my syllabus might be the right choice to build on their motivation in order to develop both their language competence and their critical thinking. Introducing materials dealing with the protection of the environment – so easily and widely accessible on the Internet -- could actually lead to language improvement and to the acquisition of relevant content.

Nothing new, as we are actually talking about "Content-based Instruction", which is worth proposing again. "When using content as a vehicle for English instruction, language teachers provide students the opportunity to not only develop language skills, but also to become more informed citizens, both locally and globally". The article explains how to locate materials to support environmental education using the Internet. Materials that can be adapted to meet our students' content and language-learning needs. Besides the links offered, of which I here list two:

<http://greenesresources.weebly.com/skills--environment.html>

<http://www.audubon.org/>

I would suggest the following:

<http://www.telegraph.co.uk/finance/11664750/What-is-TTIP-and-why-is-it-so-controversial.html>

While we realize that "environmentally friendly actions (inside and outside the classroom) naturally lend themselves to meaningful language use", what seems crucial to our teaching profession is becoming aware that connecting classroom learning with real-world actions encourages students to think critically and provides them with real-world knowledge.

May 2016

The European Profiling Grid (EPG) in Italy:

a research project by University for foreigners in Siena and INDIRE presented at the EPG Symposium in Lisbon

by

Letizia Cinganotto Researcher, INDIRE
Pierangela Diadori, Professor at University for Foreigners, Siena

The European project, called “**EPG - European Profiling Grid**”, had been co-funded by the European Commission from 2011 to 2013, and involved partners from nine countries, represented by leading national and international authorities on language education.

The main partners and their representatives:

- Centre International d'études pédagogiques (CIEP), France
- Evaluation & Accreditation of Quality in Language Services (EAQUALS), UK
- British Council, UK
- Instituto Cervantes, Spain
- Bulgarian Association for Quality Language Services (OPTIMA), Bulgaria
- Goethe-Institut e.V., Germany.

The additional project partners:

- Center für berufsbezogene Sprachen (CEBS), Austria
- ELS-Bell Education Ltd (ELS Bell), Poland
- Università per Stranieri di Siena (UNISTRASI), Italy
- Hogeschool van Amsterdam DOO (HvA), Netherlands
- Sabanci Üniversitesi (SU), Turkey.

The European Profiling Grid (EPG), the main output of the project, is available in nine languages and describes the competences of language teachers in tabular form, through a set of descriptors organized over six stages of professional experience as a language teacher (novice to highly experienced). Here is the link to the website: <http://www.epg-project.eu/grid/>.

The aim of the EPG is to support language teachers in their own professional development and to help managers and school leaders better understand the teachers' competences, skills and abilities, considering a wider range of aspects than the traditional teaching field.

The Italian partner of the project, Pierangela Diadori (co-author of this contribution) from University for Foreigners in Siena², promoted a pilot project, in cooperation with INDIRE (Letizia Cinganotto, co-author of this contribution), involving a network of schools all over Italy. Language teachers and their principals were asked to fill in the grid separately and then reflect upon the outcomes.

The results of this research project were presented in Lisbon on 21st April 2016, at the EPG Symposium organized by Richard Rossner.

The following picture shows the main steps of the research project:



Fig. 1 – The steps of the project

These are the main findings of the research project, collected and examined according to the “Framework Analysis”: 19 out of 26 schools reported no differences, while 7 out of 26 schools reported minor differences between teacher’s self-assessment and headmaster’s assessment.

Here are some comments about minor differences:

The teacher underestimates his/her competences compared to the manager’s assessment.

The teacher does not feel able to self-assess his/her level of competence in the English language as C2, even if he/she has the proper qualifications. In fact he/she is not a native speaker.

Differences in the following descriptors: Language Awareness; Intercultural Competences; Professional Conduct; Administration.

Minor differences in the approach to the EPG: the teacher considers his/her teaching background as instrumental to his/her role.
The manager gives this background for granted and focuses more on relational and cultural competences inside and outside the school in national and international roles and tasks.

The different vision seems to be the key: the manager has a holistic perspective of the school context, while the teacher is more concerned only about his/her specific competences.
The manager evaluates the teacher according to his/her background and Action-Research experience.

In the Training Area: Doubt between 3.1. and 3.2.

At times differences emerged due to simply not knowing; for example, the manager was not aware the English teacher used Moodle and therefore did not highlight those aspects.
The most significant difference was found in “Administration”. The manager evaluated the teacher at a lower level than in any other aspect of the grid and he/she stated it was solely because the teacher is not involved in any administrative roles. The English teacher disagreed.

Fig. 2 – Some comments from the schools

Teachers and managers were asked to comment on the EPG itself as a possible tool to adopt within the National System of Evaluation implemented in the Italian school system according to Law 80/2013.

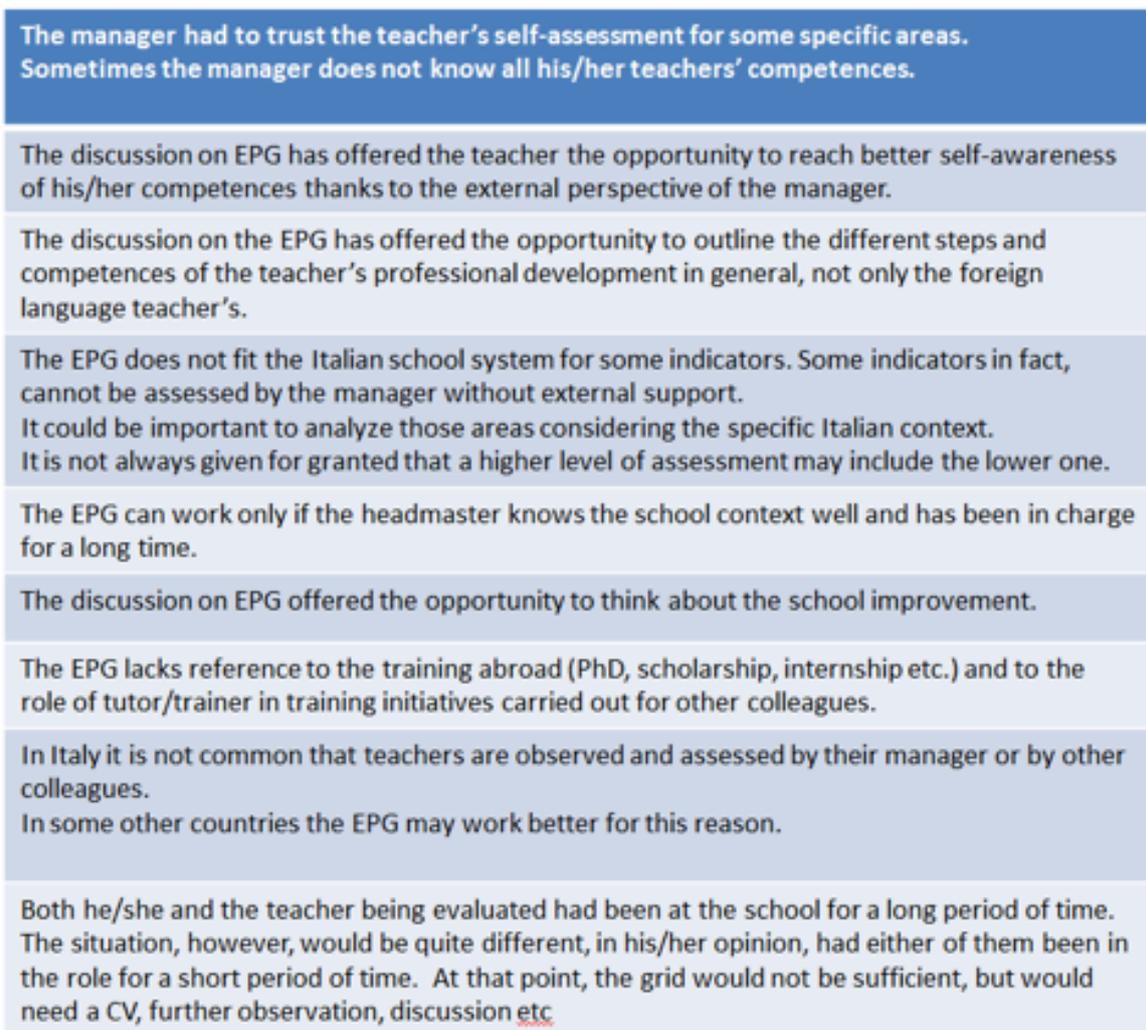


Fig. 3 – Some comments on EPG as a tool

The results turned out to be encouraging about the possible use of EPG within the National Evaluation System, even if with the necessary adjustments taking into account the specific Italian context. Anyway, a good starting point!

Enjoy the video of the presentation: <https://www.youtube.com/watch?v=Z1jAVw10DHs>

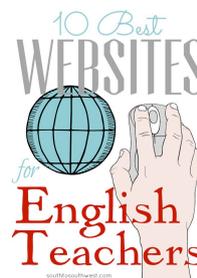
Dear TESOL Italy LG Coordinators,

'We are collecting contributions to create a Supplement to our NL for LGs. Please send any pics you've taken during the seminars you have organized with brief considerations on the activities you have had during the year, impressions, reflections or other. The Supplement will be published in the September/October issue of TESOL Italy's NEWSLETTER. Thank you for your collaboration.'

Lina Vellucci



Web Watch



by
Esterina La Torre

It is always nice to discover new sites and resources for EFL teachers and students and it is a pleasure to find out that governments are doing a lot to help in education. In the UK, for example there are 10 Regional Broadband Consortia (RBCs), one of them, “The East of England Broadband Network” (E2BN) is set up by the Government to improve standards in teaching and learning by the use of broadband technology. Moreover, E2BN offers schools [Protex](#) a web filtering service that is able to block over 90% of all inappropriate material and this is really interesting as we know how difficult it is to protect young people against online threats. The English Learning resources are really great, here are some of them.

Myths and Legends	It is a site which contains lots of tales from around the world, some Greek and Russian Myths are really great.
Myths and Legends	Cookit is useful to improve pupils' skills, understanding and enjoyment of food and healthy eating, it also provides support for the teaching and learning of a wide range of basic skills and processes
Making the News 2	MTN2 allows students to create and publish their own multimedia articles. Online tools allow users to edit video and sound files and manipulate images.
Museumbox	This site provides the tools to build up a topic or description of an event, person or historical period by placing items in a virtual box. This site provides the tools to build up a topic or description of an event, person or historical period by placing items in a virtual box.
Victorian Crime and Punishment	The abolitionists set in motion Britain's first, mass social movement. Their rallying themes of liberty and equality influenced reforming campaigns for the right to vote, to form trades unions and the feminist movement. Their techniques of consumer boycotts and petitions are used to this day. The abolitionists set in motion Britain's first, mass social movement. Their rallying themes of liberty and equality influenced reforming campaigns for the right to vote, to form trades unions and the feminist movement. Their techniques of consumer boycotts and petitions are used to this day.
Clips	Clips is a very powerful learning tool that has great potential for involving young people in schools in a variety of curriculum areas; Many children and young people are familiar with the idea of producing a short video or animation and publishing it on video upload sites such as YouTube.

CELEBRATING THE 400TH ANNIVERSARY OF SHAKESPEARE'S DEATH

by

Annalisa Rosati e Dina Placidi

2016, exactly 400 years since Shakespeare's death, a memorable year for world literature and a very important year for the students of our school.

As teachers of English Language and Literature, after having attended the 2015 TESOL National Conference, we decided to find a creative and effective way to celebrate the anniversary and make our students aware of Shakespeare's greatness and modernity. What came out was a SHAKESPEAREAN FESTIVAL, which took place in our school (Liceo Scientifico "G. Peano" di Monterotondo – Roma) on the 11th May 2016.



The festival included singing, playing music, drawing and painting and, of course, acting. Some of the students sang songs linked to Shakespeare's works (i.e. *Romeo had Juliet* by Lou Reed and *Romeo and Juliet* by Dire Straits and *Shall I compare thee* by David Gilmour and many others).

Other students played some of the most famous scenes from Shakespeare's works (*Romeo and Juliet*: the ball scene and the balcony scene; *Hamlet*'s dialogue with the clown in the cemetery; the witches in *Macbeth*; Lady Macbeth's soliloquy in Act I, sc. v; *Macbeth*'s last soliloquy etc.).

They have also decorated our "Aula Magna" to suit the venue with pictures and paintings inspired to

Shakespeare's works. Last but not least, the students read and interpreted a work that is a mixture of several texts. Its title is "*L'ombra di Shylock*"¹ and it is a kind of warning against what might happen again.

Some of the students filmed the rehearsals and the building up of the scenery and, obviously, the performance.

We are pleased to say it was a great success, in fact, our headmistress asked us to repeat the performance at the end of the school year, to allow everybody who missed the event to watch it. The students were so enthusiastic that they are now planning something else for next year (maybe a musical in English). Everything was very beautiful and full of positive energy.

We must now mention how everything was organized and the results we obtained.

The students who acted were of mixed abilities in English and only a few were amateurs actors, some were not so good at English and also a bit shy, however what was lacking was substituted by their strong will and their desire to improve their abilities. Therefore, we have to admit that the greatest achievement of this festival was a more eager attitude towards studying English and challenging themselves in doing something we rarely manage to do in curricular lessons.

We know we are not saying anything new, but we are sure that this kind of activities (something with a purpose that is clear for the students more than our school objectives and competences...) are very effective for a real learning.

So, let's wait for next year's performance...

¹ The text is based on the following works:

W. SHAKESPEARE "The Merchant of Venice"

E. WIESEL "Il processo di Shamgorod come si svolse il 25 febbraio 1949" and "La Notte"

P. WEISS "L'istruttoria" based on the 1963 trial to the people who used to run Auschwitz concentration camp.

R. HILBERG "La distruzione degli ebrei d'Europa"

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).

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TESOL Italy's 41st National Annual Convention

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Rome



SUBTHEMES

The Privilege of a Non-native Speaker
English in Multicultural Education
The Value of Evaluation

PLENARY SPEAKERS



Dudley Reynolds

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Aya Matsuda

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Nayr Ibrahim

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