Greetings from the President
by Paola Mirti

Dear TESOL Italy members,

It was a great pleasure and honor for me to take on the role of President at our 41st National Convention last November, and I will do my best to fulfill our Association's mission. Now, a new team including 1st and 2nd Vice-Presidents Maria Rosella Manni and Maria Grazia Maglione is ready to continue in line with what has been done before while, at the same time, ready to accept new challenges that arise. We, along with all the Executive Committee members, want to focus on you, your needs and aspirations. Everyone is welcome to actively participate in the growth of the Association by making proposals, suggestions, or even, for example, by starting a local group.

The first thing I'd like to do as President is to thank TESOL Italy's former President, Lina Vellucci, for her passion, optimism, dedication and hard work over the past two years. She was a good teacher for me, and it is thanks to her that I have been pleasantly surprised to read the article "Teaching Shakespeare to Language Learners on All Stages" by Lisa Peter on the December 2016 issue of TESOL Connections. The article suggests teaching Shakespeare to "learners on all stages", including young learners in primary school. As Ms. Peter writes, though his plays and poems are more than 400 years old, based on views of the world we no longer subscribe (continued on p.8)

Food for thought
From TESOL publications

Teaching Shakespeare? Why not? From Primary School to Secondary School? Why not?
by Franca Ricci Stephenson

The activities and teaching resources referred to and many more are available for free on Teaching Shakespeare Around the World. Take a look at more than a hundred of free Shakespeare resources for primary school children and join our national celebration of Shakespeare in primary schools 20–26 March 2017, Shakespeare Week.

Lisa Peter is the international lecturer in Shakespeare studies at the Shakespeare Birthplace Trust in Stratford-upon-Avon (UK). For the Shakespeare anniversary year 2016, she codeveloped the Massive Open Online Course Exploring English: Shakespeare with the British Council, and she contributed to the BBC Learning English series Shakespeare Speaks. Lisa offers teacher training sessions for language teachers and regularly speaks at international conferences on the topic of teaching Shakespeare to language learners.
TIESOL 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.

Officer: Paola Mirti, President, M. Rosella Manni, Vice President, Maria Grazia Maglione, Second Vice President, Patrizia Petruccetti, 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: Alessandra Cannelli, Loredana Carloni, Daniela Cuccurullo, Rosanna Fiorentino Morozzo (President 1998-2000), Enrica Flamini, Mary Beth Flynn (President 2005-08), Enrico Grazzi (President 2002-04), Sarah Mercedes Howell, Annarosa Iraldo Invernizzi (President 1994-96), Lucilla Lopriore (President 1996-98), Marina Morbiducci (President 2008-10), Carroll Mortera (President 2004-2005), Maria Antonietta Ortenzi, Julia Paludan Shore, Franca Ricci Stephenson (President 1992-94), Cosma Siani (President 1990-92), Elisabetta Vaccaro, Lina Vellucci (President 2014-16).


From the editor

Knowledge-sharing in a cross-functional community
by Daniela Cuccurullo

The biggest challenge in fostering a community is the supply of knowledge, namely the willingness to share knowledge with other members. The strength of communities of practice is self-perpetuating as they generate knowledge, they re-inforce and renew themselves.

Thus, knowledge-sharing is becoming increasingly important as an activity through which information, skills, or expertise are exchanged among people as a process of networked expertise for the competencies that arise from social interaction and promising practices.

The community of TESOLers, through the leading activities of the Association (National Conventions, regional seminars, local workshops), the publications, the language courses, the special programs and the services, “links groups to enhance communication and promotes advocacy to further the profession”. In a nutshell, it enhances knowledge-sharing, in its bringing people together on issues about which they are passionate and interested in.

TESOL Italy Newsletter, typically a collection of articles on initiatives, upcoming events, activities and related topics, resources can be useful for raising awareness of new ideas and innovations, and also for promoting knowledge-sharing in a cross-functional community. The present issue offers food for thought to its readers: from the proposal to teach Shakespeare to language learners at all stages to effective classroom practices, from useful suggestions for inclusive activities to creative reflections on translating idioms.

Enjoy your reading!
Idioms, proverbs and sayings have always represented an attractive field of interest and investigation for the applied linguist, and nowadays, despite globalization at its highest in the world, we are still using them as resources to interact among differentiated speech communities in our dialogues with peers. But how translatable they are, from one part of the globe to the other, we wonder. Are they easily understandable from East to West? North and South? Is the agency of translation a sufficient medium to make them meaningful in every nook in the planet? Well, the question of meaningfulness and understandability in communicative exchanges is a very complex one, and, in these pages, we certainly do not intend to dig it thoroughly from a cognitive point of view. But what we can do, instead, is trying to get some sort of awareness of its complexity - just a little taste of it – by way of translation. The idiomatic phrase reported in the title, literally, “lasciate dormire i cani che riposano”, could be also translated into “fate dormire in pace il cane che riposa”, that is, shifting from the plural to the singular, and adding the adverb “in pace”, to reinforce the concept, and the saying still would have a meaning to the reader (or listener); but we do know that in Italian we have the corresponding idiom “non svegliar/non svegliate il cane che dorme”: here we have not only two words, ending with the elision of the final vowel [svegliar(e) / can(e)] – which provides a sense of “old fashioned” language in use – but also the transposition of the verb phrase “let… lie” into the negative imperative mood form: “NON svegliar…”. That is, a difference. And yet, it is the difference which qualifies the exactness and precision of the translated version. In other words, with idioms - defined as expressions whose meaning is not provided by, or predictable from, the usual meanings of its constituent elements – the sum of its parts does not produce the totality of its meaning. Idiomatic expressions are constructions typically belonging to given speech communities, they make meaning inside those communities, and not necessarily their total structure, even when translated literally with the same words, makes sense into another language. How can we forget about the infamous “to kick the bucket” or “to show the white feather”, which are absolutely nonsensical when translated literally? We approached this specific topic of the difficulty to translate idioms some time ago in the piece titled “Odi et idioms” published in our TESOL Italy Newsletter in 2002. This time, instead, we would like to frame the question within the English Lingua Franca perspective. For this reason, we wish to refer to Marie-Luise Pitzl, who wrote a brilliant essay on idiomaticity and its transferability from one speech community to another. I’m referring to “‘We should not wake up any dogs’: Idiom and Metaphor in ELF”, in English as a Lingua Franca. Studies and Findings, eds. A. Mauranen and E. Ranta, 298-322, Newcastle-Upon-Tyne: Cambridge Scholars Publishing, 2009. Personally, I’m greatly indebted to this study because it represented the source of inspiration for a research conducted with my students at Sapienza (now published in International Perspectives
ed. Lydia Sciriha, Newcastle-Upon-Tyne: Cambridge Scholars Publishing, 2016, with this title: “Elf and Creativity: The Role of Idioms in Students’ Interactional Exchanges Via Social Networks. A Case Study from Sapienza University, Rome”). Why the word creativity? Why the reappropriation of idioms in different languages? What the purpose of using them? These questions are raised – and answered - by Pitzl’s research, and since we are so lucky to have this brilliant scholar as visiting professor at RomaTre for one week (23-30 January 2017) and plenary speaker at the international symposium on “English Lingua Franca: Expanding Scenarios and Growing Dilemmas” (Sapienza University, 6-7 April 2017), we truly recommend attendance to her lectures. In the above mentioned essay, Pitzl refers about a case in which one ELF speaker, speaking with another ELF interlocutor, that is, in the typical situation where two ELF speakers come from different linguacultures, used the idiom above mentioned “let sleeping dogs lie”, in a “wrong” way, that is, translating it literally from the idiom existing in her own social background and community, with the same meaning and function, but with different words: “do not wake up any dogs”. According to Pitzl, idioms are used in ELF for “other communicative purpose than marking one’s cultural territory” (Pitzl, 2009:300). “Pitzl analysis is quite convincing especially when she tries to identify the source of origin, from a formal point of view, of the idiosyncratically used, or freshly created, metaphorical expression from the part of the non-native speaker” (Morbiducci, 2016, 135). “She enhances the pragmatic effectiveness that idioms and metaphors can perform when it comes to interpersonal exchanges, especially when criticalities in intercultural communication might interfere with the process of mutual negotiation occurring between NNSs using ELF. Resorting to creativity in forging newly invented expressions may solve the difficulty of the communicative process when the formal or conventional support is somehow inadequate or ineffective” (Morbiducci, 2016, 136). Therefore, the translation of idioms, even when is not “exact”, still has an important function that we, as teachers, should not inhibit. Our role is first of all providing information and guidance, and, why not, inspiration! But on ELF and translation, we will write more in the next issue of the newsletter, where we intend to touch upon the important question of translation practices framed in an ELF perspective also getting input from Stefania Taviano’s work “English as a Lingua Franca: Implication for Translator and Interpreter Education”, a special issue of the Interpreter and Translation Training series published by Routledge (2013).

Meanwhile, let sleeping dogs lie, surely… but… also, let’s wake up, folks - the game is rigged!

Info: http://bit.ly/1nUVNNH
The way they learned
by Anna Rosa Iraldo

The July 2015 Newsletter shows a page of an issue of Il Poliglotta advertising several publications spanning from the Biblioteca del Popolo to the Grammatica Italiana to history books. It is a picture of the cultural interests of the “studiosi” of Il Poliglotta in 1906. Ten years earlier, in 1896, the back cover of the volume La Lingua Inglese, nuovo metodo teorico pratico by Professor Even advertises foreign language books ranging from English to French and German and to Arabic along with a “Vocabolario Europeo.”

Where does the interest for multilingualism come from? Whose needs does it answer? La lingua inglese is considered “di grande utilità per gli Studenti, I Viaggiatori, I Commercianti, gli Emigranti (caps in the text), while the Grammatica Araba is a “manuale teorico- pratico per i soldati e i viaggiatori italiani in Africa.” Besides that, a Vocabolario Europeo is presented as “un’innovazione importantissima della quale fin qui non ci fu esempio”.

The list of the addressees of the different publications -travelers, merchants, migrants, soldiers- prompts the image of a country which, going through the different processes of emigration and of colonial expansion, equips its soldiers and its migrants with the language tools for integration in the new receiving countries and for future control in to-be -conquered ones (the colonial expansion in Arabic speaking countries such as Libya is still far away) and at the same time keeps an eye on intra-European relationships.

Nowadays most 1896 motivations for foreign language learning still hold good as we face continuous deep changes in interpersonal and international relationships, but a new important principle, among others, has come to the foreground and hopefully is exerting a significant impact on foreign language teaching and learning: it is the power that language has in shaping feelings and beliefs, thus becoming an instrument for social inclusion and for peace building. What better challenge for a foreign language teacher?
Who’s in the Classroom? (9)
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 visits the classrooms of Italy to find the answers to those questions.

This month we’re visiting the classroom of Anna Piermattei, who teaches in the middle school at the IC Nitti Roma. Anna’s teaching story is one of persistence and creativity. After completing her university degree in foreign languages and passing the state examination to become a classroom teacher, she had to wait seven years, while working in industry, before receiving a telegram offering her a position as a public school teacher. And she jumped at the chance!

What Anna likes most about her job is the energy the students give back to her, the feeling they are learning something new and challenging. She loves the English language itself and the way children love it, too. And she’s delighted that ELT is improving in Italian schools at a quick rate; when students arrive to her from primary school, she sees they now have a broader knowledge of the language. She’s also pleased that international language certifications are so much more readily available to young Italians these days.

She believes that teachers are privileged and work at a rewarding job for which they are esteemed. Although she can see there are reasons to be sad or disappointed, she would like to remind all teachers that our job is a special one and she encourages us all to “be happy, you are lucky, as your students and families know your subject is one of the most important for their lives, so you just have to keep up their high motivation and try doing your best to make them citizens of the world.” And we all agree with that!

However, Anna would wish to see English given more time in the lower and upper secondary school curricula and she wishes the national language program would focus more on communication. She reflects this communicative preference in her classroom approach, where every lesson starts with five minutes of free conversation and ends by testing what has been explained during class. As Anna points out, it’s “really important to open up the lesson with a free conversation as students feel they are actually learning something useful.”

Even Anna’s greatest ELT success story is a communicative achievement. Together with a colleague (Paola Reggio), she has developed a teaching strategy called Handmade English ...Just swap or drop! The two main objectives of this strategy are correcting the most common mistakes in the use of tenses and learning and using the most common communicative functions in an active and fun way, both with the aid of computer. If you’re interested in this strategy, look it up online: Anna says it is fun and leads to a complete change of mind.

As for CPD, Anna goes every year to UK for a couple of weeks and she practices with some colleagues. She listens to music and watches films. She also recently started watching some series on the Internet, and recommends her students do the same, as series are usually shorter than films (just 20-30 minutes per episode) and so more accessible.

While thanking Anna for the breath of enthusiasm that she’s brought to us this month, let’s remember that all her professional development strategies are excellent and help her maintain both her language and her desire to teach. What are your strategies? What are you doing to improve your English language and teaching skills, while boosting your zeal to teach? We’d love to hear from you!

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

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 2017 January-February issue is January 30th
Keeping the Plates Spinning

by Michael Lacey Freeman

It happens to all of us every single working day. We walk into the classroom and look up to see a group of students, all with different needs and levels of energy. And how do we respond to this? We do what we always do. We try to engage all of them. We try to help them all to move forward. Often however, we get the feeling that we have left some of them behind, either because they are struggling, disinterested, or bored.

Sometimes I think that what we do is similar to that of a well-known circus act. We are always spinning plates. We move from one pole to another, setting a plate in motion, keeping it spinning, keeping it turning. We spin the plates, but if we are not careful some of them lose momentum and crash to the ground. We try to keep it going, to keep the lesson turning. The circle goes round, and at the end of it all - we are exhausted.

Sometimes it works. Somehow we manage to keep all those plates spinning. The class seems to be working together. And then the next day we have to start all over again.

It is not surprising then that many teachers suffer from burnout and lose their energy. We can’t please everybody all the time can we? We are only human after all. Sometimes it seems easier to focus on the stronger, and/or more motivated students, leaving others to flounder.

But the very fact that you are a member of TESOL and are reading this article means that like me, you are not happy with this solution. You are looking for ways to involve the whole class, and keep all the plates spinning.

I think we all know that there is no one perfect catch all solution. However, there are some things that can be done. New developments in digital technology for example can help to bring a class together, while at the same time allowing the students to move forward at their own pace. Most of us employ such tools, and are eager to learn new skills that will help us to do our job well. However, there is another way which is more traditional and doesn’t necessarily require technology.

What I am talking about is stories. A good story can bring a class together. Everybody responds to a story, and if it is told in the right way, and pitched at the right level, it can keep all the plates spinning.

I teach English at University and I often find myself in front of large groups of up to one hundred students. A core group of students participate, and are interested in the lesson. However, many others fidget, they fiddle with their smart phone, they are restless, they are physically in the classroom, but mentally they are somewhere else.

And yet whenever I use a story, something changes in the room. ‘OK!’ I say. ‘I am going to tell you a story.’ Then comes the hook. ‘This story is for you and the level is B1. All of you should be able to understand it.’ Finally I have their attention. They want to see if they can follow the story. They are on familiar ground as we all are with stories. Some things don’t change. We grow up with stories, and in reality we never stop growing up.

Wanting to share my passion for storytelling I gave a talk, together with my colleague, Michela Romoli at the TESOL Italy Convention on 18th November 2016. We began the talk by telling a story. The aim was a simple one, as it always is with a story. We wanted to get the audience to ask that question, ‘What Happens Next?’

I firmly believe that our students will greatly benefit if we can get them to ask that question as much as possible, both inside and outside the classroom. Michela and I did the talk together to demonstrate how a story can involve students of different levels. Michela prepared a Prezi presentation, which followed the story that I told. The people in the audience were able to listen to the story, and follow the visual presentation at the same time. Together, we managed to involve everybody. However this was the easy part. We were telling the story to a group of English teachers. The real task was to examine how such a story could involve a group of students in an Italian classroom.

To this end we prepared a B1 version of the same story which we have now posted on our new
The idea was to give teachers the chance to experiment with the story, and to use the Prezi presentation. We are hoping for a response, a dialogue. We would like our colleagues to answer these questions. Did it work? Was the vocabulary pitched at the right level? How could the story be improved?

The written story was divided into three parts. Like all stories it has a beginning, a middle, and an end. There are three alternative endings to the story. The teacher can choose the one that is most suitable for her or his class, or the students can decide which ending they prefer.

We in the Marche group hope that this is just the beginning. We would like to create an environment where teachers can share their own stories, giving colleagues a pool of resources to choose from. Hopefully in the future our students will be asking that question more and more often – What Happens Next?

However, now it is time to look forward. At the moment we are planning some activities to be set up in the spring, and we are also laying the foundation for our next National Convention. Plus, a paradigmatic shift in professional development is underway based on the Ministry of Education's three-year plan which was published in October 2016 and the State financial support for teachers' continuous "professional development". Being "a professional teacher" means not only being competent and expert, but also constantly striving to learn and improve even more. There's a high correlation between quality professional development opportunities, high quality school and high quality learning experience for our students.

As educators and leaders, we need to challenge ourselves to re-think aspects of our professional practice by asking ourselves “could we be doing this better?” Then experiment. This is the perspective from which we look forward to exploring new opportunities and paths to meet the goals of our profession.

Greetings from the President
by Paola Mirti
(continued from p.1)

Committee members, and the Board of Presidents who have continuously served the association throughout the years with their precious contributions, and have made TESOL Italy what it is today. The friendships and professional relationships that have developed because of involvement in TESOL Italy are some of the greatest gifts of our professional careers.

Our 2016 National Annual Convention was one of great quality with many outstanding scholars, teachers, and publishing houses from Italy and from all over the world. Active participation made the general atmosphere lively and thought-provoking for all of us. In addition, I would like to take this opportunity to thank the US Embassy, TESOL International, the Italian Ministry of Education and the British Council for their sponsorship and all those who took part in the event for their contribution of time and energy.
Food for thought
by Franca Ricci Stephenson
(continued from p.1)

to, and written in a language quite different from modern day English, lots of English teachers want to include his work into their language teaching. And how can Shakespeare be successfully adapted to different language levels? She writes that there are many ways a teacher can “do” Shakespeare in the classroom, depending on the objectives he/she wants to achieve, as, for example, getting to know Shakespeare as a cultural icon, reflecting on the many topics he develops in his work, getting students interested in the stories of his plays, involving them in debates on family relationships.

Ms. Peter suggests that a teacher might also want to “approach Shakespeare from a language point of view and explore the many words, idioms, and phrases that were introduced into the English language via his plays,” and offers links to activities for learners at different levels:

- Shakespeare’s Interesting Idioms (PDF; intermediate)
- Quoting Shakespeare (PDF; advanced)
- Shakespeare’s Invented Words (PDF; beginners)

For beginners Ms. Peter suggests focusing on Shakespeare’s life and times; Shakespeare’s family tree (PDF) could be used to introduce or revise vocabulary concerning family relations, and then slightly more elaborated questions (Shakespeare’s immediate family (PDF) could be used for oral exercises: What do we know about his father, his children, and his grandchildren? How many scandals were related to this particular family? Questions that could also be exploited for writing exercises in which the students could be asked to develop their own short report for the gossip pages of the local newspaper (Become a Tudor Journalist - PDF; intermediate)

There are many ways of getting creative with Shakespeare, like, for instance turning a classroom into a drama workshop, or engaging students in creative writing activities about the gaps in Shakespeare’s biography. In fact we ignore what he did in the years of his early career, or what he died of at the age of 52, and students could fill-in those gaps using their imagination (Shakespeare Wanted worksheet - PDF; intermediate) TESOL Italy is willing to offer its support to teachers wherever needed.

Of course, the language problem exists, as Shakespeare’s English is not always the easiest, but a short explanation with appropriate exercises on the major differences between Modern English and Early Modern English could help solve some of the problems. (Early Modern English vs Modern English - PDF; upper intermediate–advanced).

I would like to conclude with Ms. Peter’s own words: “…the best results, in our experience, stem from those activities where students get the chance to make Shakespeare their own and to playfully explore the story and characters […]” “Shakespeare is good for you” is not a great argument to use with your students if they don’t understand why you put this 400-year old stuff in front of them. Teach understanding and enjoyment, not blind admiration —Shakespeare is terrific, in spite of so many people telling you that he is […] It’s ok not to do everything; it’s fine to use simplified versions, translations, graphic novels, Manga Shakespeare—whatever helps your students to enjoy the stories. Whatever you want to focus on, whatever you want to use Shakespeare for, go for it. He’s not the easiest writer to teach—your lesson planning will need some research and shaping of pre-existing material—but the sense of achievement your students will feel when they’ve mastered their bit of Shakespeare—in whatever form—will be immense. “I can do Shakespeare; this is for me, and it is fun” is a great legacy to leave with your students.”

Whichever activity you choose, allow your students to get creative and they will both love Shakespeare and improve their English.

January 2017
De Mauro obiit

by Cosma Siani

My memory of Tullio De Mauro is in the first instance one of extraordinary generosity. Far from being the unattainable academician, he was open to relationship with everybody and used to take account of everybody’s requests.

Many years ago a friend of mine and I were editing the poems of a (then) unknown dialect poet from Gargano, and we asked De Mauro for a few words of preface to the book. He knew nothing of us and nothing of the poet, yet he did not turn down our request, and only said he needed some time. When later I called him once or twice to ask about his introductory page, in the midst of the innumerable things he had to take care of, he gently and simply replied: “I’m writing it ‘a singhiozzo’”. *La preta favedda*, dialect poems by Francesco Borazio, came out in 1982, and in his foreword De Mauro wrote that the poet “teaches us a precious lesson in humanity: a lesson about never just minding our business, but also other people’s business, because other people’s business is also our own.” Which revealed De Mauro’s passion for civil life behind any literary consideration.

As a contributor to *Riforma della scuola* I regularly took part in the editorial meetings we had in Piazza Grazioli, Rome. De Mauro, the editor of the monthly, always attended them, and paid great attention to what we teachers had to say about the school system and the policy of the journal. Besides such strictly personal memories, however, what is predominant in my mind is the Professor’s invaluable legacy of ideas, theories and materials, that go well beyond his actual involvement in the field of education.

His famous *Storia linguistica dell’Italia unita*, in 1963, and its recent sequel *Storia linguistica dell’Italia repubblicana*, are absolute musts for scholars, teachers and educated citizens. The innovation introduced by the former book was immediately clear: not a traditional history of the language but a history of this country from the point of view of how its inhabitants communicated among themselves. “I can’t understand why – De Mauro said in an interview – Italian historians tend to overlook such aspect.”

But De Mauro was also the linguist who popularized concepts that we EFL teachers had long been familiar with. His principle of “italiano di base” recalls the notion of Basic English that we have always looked at in our own learning and teaching English. *Guida all’uso delle parole* (1980), one of De Mauro’s seminal books, includes a list of 6700 words, called “Basic vocabulary of the Italian language”, selected among high-frequency occurrences.

Such a view of the language was the pivot of De Mauro’s work as a dictionary editor and writer. His *Grande dizionario italiano dell’uso* – the so-called *GradIt*, an essential tool for all Italian speakers and users – presents language through such principles of frequency and actual use as has never been done so thoroughly in Italian lexicography. All the factors that make for language change are taken into account, including the overwhelming number of loan words, especially from English and technology, as well as the cases of language ‘misuse’ that have gradually become regular use. In fact one is faced with the whole variety of components that result in the spoken and written language. A variety that sounds condensed in the title of another book of his, *L’Italia delle Italie*, “An Italy made up of Italies”, showing the wide diversity of interests that attracted De Mauro the intellectual. Among them, I’d like to point out his long-lasting expertise in dialectal literature. Not for nothing was he the jury president of a competition for prose and poetry writing in the dialects of Italy (“Salva la tua lingua locale”), yearly celebrated on the Capitol hill in the premises of Rome’s city council.
Click & CLIL: a blend that works
by Patrizia Russo
English teacher and CLIL coordinator at Liceo Manzoni CE.

The final seminar for the Click & CLIL project was held in Naples the last November 23rd at the Giordani Striano Institute. "Click & CLIL" is a research and experimentation project on CLIL, integrated with ICT and educational web tools, designed by a net of six high schools, (Giordani Striano (Na), T.L. Caro (Na), G. Galilei (Na), Labriola (Na), Mazzini (Na), A. Manzoni (Ce), G. Galilei (Mondragone – Ce), led by Daniela Cuccurullo, Contract Professor of English, Didactics and Multimedia Teaching at the University of Naples and teacher of English at the Giordani Striano Institute.

The many attendees came expecting interesting lectures and competent performances, but it was something more. It was a moment for everyone to feel and realize that what was being described was, in reality, much more than mere teaching and learning activities; it had been an experience that left a long and lasting mark on all of us: students, parents, teachers and the professionals involved.

The high-profile keynote speakers, (the MIUR (Italian Ministry of Education) Technical Inspector for Foreign Languages and CLIL, Gisella Langè, the INDIRE Researcher for CLIL and Educational Avant-guard, Ph.D., Letizia Cinganotto, the CLIL coordinators for USR and all the Campania Universities), illustrated the development of CLIL since its first introduction into the Italian curriculum, highlighted the problems involved and the managing strategies that had been devised. The involvement they showed was evidence of their true belief in the highly innovative impact that the CLIL approach, blended with the 2.0 web, is having and will continue to have on our day-to-day classroom reality.

Dr. Letizia Cinganotto, with an enthusiastic and competent review of many web tools and websites, such as CLIL Techno-Evo, focused on the CLIL approach connected with the use of ICT, social and web tools for the development of linguistic competences.

The final part that saw the students and their performances, gave the seminar its particular “flavour”. We saw young boys and girls from the age of 14 to 18, in a with a good command of English, demonstrating what they had been able to do in their projects. From Biology to Chemistry, from Art to Geography, from History to Latin Culture and other more technical subjects, the students, from a variety of courses, gave evidence of their content and linguistic competences. But that wasn’t all: the light in their eyes, the confidence they showed when they spoke English illustrating both their final projects and the pathways that had led to these results. They were at ease in front of their public using, in a competent way, the tools and the procedures of what has been, since their childhood, their learning context. They looked happy and self-satisfied: they had enjoyed their learning.

Behind them, we, the teachers, like proud midwives, were evidently so pleased with the experience and its outcome. We all felt so gratified for both our students’ achievements and mutual esteem for all involved. Just like the students, we had enjoyed our teaching.

All of us, students and teachers, had experienced a new teaching-blend: Techno- CLIL. A combination of Cooperative and Task-Based Learning, aimed at the realization of projects in digital contexts where cooperation, creativity, action, interaction and positive feedback were the dimensions of our working together, side by side in our classrooms with a mutual taste for challenge, innovation, exploration, and learning.
Developing and carrying out new strategies for working with special needs students in your English Class is a great challenge. It is sometimes not easy to find the right EFL resources for students with different disabilities or learning disorders, however the Net can always be a very useful source of information.

It offers a wide range of material that not only suits special needs students, but moreover can also be adapted for all students’ needs. From EFL tips to downloadable worksheets and activities or even software created for special needs students, the Net offers limitless possibilities.

Here is a list of some websites that you may find useful for those extra classroom resources:

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<td><a href="http://www.teachingideas.co.uk/subjects/special-needs">http://www.teachingideas.co.uk/subjects/special-needs</a></td>
<td>It offers plenty of resources and activity ideas to support your special needs learners.</td>
</tr>
<tr>
<td><a href="https://en.islcollective.com">https://en.islcollective.com</a></td>
<td>Here you can find a huge collection of free printables.</td>
</tr>
<tr>
<td><a href="https://www.do2learn.com">https://www.do2learn.com</a></td>
<td>It provides learning songs, games and communication cards.</td>
</tr>
<tr>
<td><a href="http://www.senteacher.org/freeware/language">http://www.senteacher.org/freeware/language</a></td>
<td>This site has free software downloads for all types and levels of special and remedial education.</td>
</tr>
<tr>
<td><a href="http://www.languagewithoutlimits.co.uk/why.html">http://www.languagewithoutlimits.co.uk/why.html</a></td>
<td>It helps reflect about how to teach foreign languages to learners with various learning needs.</td>
</tr>
<tr>
<td><a href="http://www.readwritethink.org/classroom-resources">http://www.readwritethink.org/classroom-resources</a></td>
<td>You have a good choice: free lessons, interactives and calendar activities.</td>
</tr>
<tr>
<td><a href="http://www.beatingdyslexia.com/dyslexia-teaching.html">http://www.beatingdyslexia.com/dyslexia-teaching.html</a></td>
<td>It contains a range of ideas about teaching to dyslexic students.</td>
</tr>
<tr>
<td><a href="https://en.islcollective.com/resources/search_result?Tags=Search%20free%20ESL%20resources&amp;searchworksheet=GO&amp;Student_Type=students%20with%20special%20educational%20needs,%20learning%20difficulties,%20e.g.,%20dyslexia&amp;type=Printables">https://en.islcollective.com/resources/search_result?Tags=Search%20free%20ESL%20resources&amp;searchworksheet=GO&amp;Student_Type=students%20with%20special%20educational%20needs,%20learning%20difficulties,%20e.g.,%20dyslexia&amp;type=Printables</a></td>
<td>Lots of worksheet for students with educational need.</td>
</tr>
</tbody>
</table>

Last but not least, you can find an interesting guide to the assessment of special needs students by clicking on www.tesol.org/docs/books/bk_helpingells_middle-hs_462.
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.

4. L’Executive Committee, preso atto della documentazione prodotta dal gruppo, si riunisce per deliberarne il riconoscimento ed invia successivamente il testo della delibera al Coordinatore.

Il Coordinatore del gruppo TESOL Italy rappresenta a tutti gli effetti l’Associazione nell’ambito della provincia in cui il gruppo svolge la sua attività ed è tenuto a presentare una relazione annuale in sede di National Committee.

I membri del Consiglio di Presidenza e la Segreteria di TESOL Italy sono a disposizione per qualsiasi eventuale richiesta di ulteriori informazioni.

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

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SAVE THE DATE

18-19 November, 2017
Rome

TESOL Italy’s
42nd National Convention

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