



Newsletter

VOL. XXIX, NO. 5

NOV.DEC. 2021

From the President

Maria Grazia Maglione

Dear TESOLers,

our 46th National Convention, “Disruptive Innovations in ELT”, held on 18-20 November 2021, was a great challenge for our association, which required many months of hard work and saw the commitment and dedication of TESOL Italy staff and volunteers who generously contributed their time to the organization and realization of the online event. We couldn’t have accomplished it without their passionate support!

We would also like to thank the U.S.A. Embassy in Rome for their generous support which made our conference possible.

What was the convention like? Did it meet the attendees’ expectations? Were we able to offer ELT teachers and educators a good opportunity to enhance their professional knowledge and skills, to network with fellow colleagues, to exchange ideas, resources, practices and create cooperation with TESOL Italy affiliates and associates?

We are going to analyze the results of our annual convention by providing some data and statistics and sharing with you some of the feedback we received. This year’s virtual conference offered five excellent plenary speakers and some special international guests who gave talks on important educational / professional development themes. A wide range of speakers from different backgrounds and contexts shared their expertise and experience in live, pre-recorded and panel sessions covering the following sub-themes:

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EDUREFORM project: inspiring and innovating Indian teacher education

by

Letizia Cinganotto & Patrizia Garista

INDIRE

EDUREFORM (Mitigate the Impact of the Fourth Industrial Revolution on Indian Society: Education Reform for Future and In-Service School Teachers) is a project co-funded by the European Commission, aimed at promoting creative, critical and analytical thinking in the classrooms by innovating and reshaping pre-service and in-service teacher training in India.

The project stems from the idea to align Indian educational system to the 4th Industrial Revolution, addressing the advances in artificial intelligence, robotics, the Internet of Things, and more.

Automation and robotics could be an asset for countries with economies with low productive intensity and highly-specialised labour force. Conversely, in a country as India, characterised by high labour density and under skilled labour force, the Fourth Industrial Revolution is likely to generate an earthquake in the labour market. 1.5 million jobs would be lost annually in India due to automation and the rise in

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employment rate could generate societal tension in a society which is already divided among multiple socioeconomic, geographical and religious cleavages.

Education and skills development are key factors in the ‘man or machine’ debate. Technological advancements across various industries will lead to a rise in demand for a more skilled workforce. Policymakers will need to innovate and reshape current education and skilling programmes to prepare better teachers and consequently better students. According to the World Economic Forum, immediate curricula amendments are required to combine traditional education with e-learning, shifting students’ skills toward interculturalism, plurilingualism in

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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 2012

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TESOL Italy membership dues for the year 2021:
1) ordinary members: • €30,00;
2) students under 30: • €20,00;
Subscription to English Teaching Forum (4 yearly issues): • €15,00.

Donations from Supporters, Schools, Universities, Agencies are very welcome.

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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.

Officers: *Maria Grazia Maglione, President, Daniela Cuccurullo, Vice President, Sarah M. Howell, Second Vice President, Patrizia Petrucci, Office Assistant.*

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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

From the editor

“The Future of Language Education”

Language education refers to the process and practice of acquiring a second or foreign language in any education context. During the COVID pandemic, language education, like all education, changed markedly as new ways had to be found to ensure that teaching and learning could continue. Within the framework of a cooperation action with the European Commission, the ECML and the organisations that are members of its Professional Network Forum decided to organise a series of events to take stock of the challenges and opportunities that the pandemic presented for language education, some of which you will be highlighted in the present issue of the newsletter. At the same time, TESOL Italy Executive Committee, the Association's members and volunteers tried to do their best to guarantee their support in promoting language education.

For the time being enjoy your reading!

*TESOL Italy is a grass roots association that takes great pride in publishing contributions from teachers and professional from all sectors of the ELT community who would like to share their ideas and experiences of best practice. The contributions in this newsletter are published on an “as is” basis and TESOL Italy is not responsible for errors or omissions.

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EDUREFORM project:

order to meet the market demand.

Therefore, the final aim of EDUREFORM is to promote consciousness and to empower Indian future and in-service secondary school teachers to mitigate the expected societal impact of the 4th Industrial Revolution, also considering the importance of the language as a tool for communication and education.

The project is led by Chitkara University (prof. Stefano Greco), a private non-profit state University located in Punjab and Himachal Pradesh, North India.

The other partners of the Consortium are:

[Shivaji University](#)

[The Maharaja Sayajirao University of Baroda](#)

[Chitkara International School](#)

[CXS Solutions Indian Private limited](#)

[University of Latvia](#)

[JAMK University of Applied Sciences](#)

[University of Hamburg](#)

[IUL, Università Telematica degli Studi IUL, Italy](#)

[Liceo Artistico, Musicale e Coreutico](#)

[Savitribai Phule Pune University.](#)

In order to create the precondition to mitigate the negative impact of the 4th Industrial Revolution on the Indian labour force, a wide range of activities have been planned and implemented within the project, to increase analytical, critical, creative skills among students, through a gradual and sustainable enlargement of the EDUREFORM network as an open platform.

Good teaching practices from the Consortium partners have been shared and presented to the Indian universities in order for them to learn new methodologies and teaching strategies and integrate them into their teaching pathways addressed to in-service and future teachers.

Starting from the recognition of the role of educators in mitigating societal challenges related to 4th Industrial Revolution, the main idea of the project is to innovate and transform higher education to embed learning technologies and other new methodologies into university curricula, also considering plurilingualism and language teaching.

Indian-European joint initiatives and EDUREFORM parallel capacity building actions are among the pillars of EDUREFORM project.

Among the different initiatives carried out within this framework, it is worth mentioning the presentation and sharing of innovative pedagogical tools among the Consortium partners, with the aim to foster three important cognitive skills among the secondary school students: creativity, analytical and critical thinking skills. Peer feedback on the pedagogical tools from the partners according to a certain grid has also been encouraged.

On behalf of IUL university, one of the Consortium partners, some of the tools and methodologies adopted by

Italian schools within the Educational Avant-garde movement promoted by INDIRE have been presented, in particular debate and TEAL (Technology-Enhanced Active Learning). Language teaching and learning methodologies such as CLIL have also been highlighted.

The project is ongoing and the next exciting step is the Empowerment Training Camp to be held in India at Chitkara University in October 2022, provided the improvement of the pandemic.



continues from p. 1 **From the President**

- Challenges and Opportunities Within and Beyond the Classroom
- Foregrounding Global Citizenship Education in ELT
- Investigating Teachers' Professional Profile and Beliefs
- Translanguaging in ELT: a Pedagogical Approach

We also provided a rich social and cultural program:

- the Sirio Di Giuliomaria Award 2021, which, in perfect harmony with the title of this year's Convention, was aimed at innovative and inspiring teachers who were able to respond effectively and successfully to the emerging needs and challenges in teaching caused by the pandemic;
- the lively TESOL Cafés were coordinated by TESOL Marche, Trieste and Val d'Adige-Etschtal Local Groups;
- a dynamic and engaging event *Learning Through the Mind and the Body* with Danny Singh;
- a special cultural event entitled *Mystery Train: a Musical and Literary Journey into the American Imagination* held by prof. Alessandro Portelli.

In tandem with the Convention there was an innovative Virtual Expo about the latest ELT publications and services run by Heike Philp. In addition to the full two days, this year there was also a half-day Pre-Convention event on November 18th, with a live session *What's New in ELT?* dedicated to presenting the Convention sponsors and exhibitors followed by virtual booths visits.

TESO Italy booth



The attendees could join the sessions by accessing the convention site and using the dedicated digital platform. To better interact with the participants, Zoom Meeting was used to hold the sessions and networking opportunities were enhanced within the convention site.

The virtual format was appreciated by most attendees also considering the persistence of the emergency situation due to the COVID-19 pandemic.

Holding our national convention online offered some more benefits such as

- lower expenses
- a lower environmental impact
- more international attendance
- recording of the sessions and their availability after the end of the event

continues from p. 1

- more networking opportunities

The convention platform with the session recordings was accessible to the participants until the end of December. Moreover, a selection of academic sessions has been made available for TESOL Italy members in the reserved area of the website.

PROMOTION

TESOL Italy National Convention 2021 was promotionally supported by 16 Sponsors and Exhibitors. The event was uploaded on the SOFIA platform of MIUR and on TESOL International events website. Through our social media we were able to reach ELT professionals in Italy and abroad.



GLOBAL PRESENCE AND CONNECTIVITY

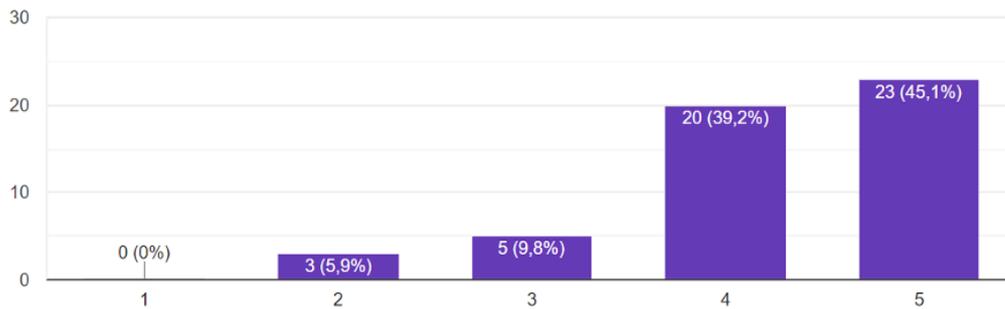
266	22	90	16
ATTENDEES	COUNTRIES REPRESENTED	SESSIONS	SPONSORS & EXHIBITORS

ATTENDEES BY COUNTRY

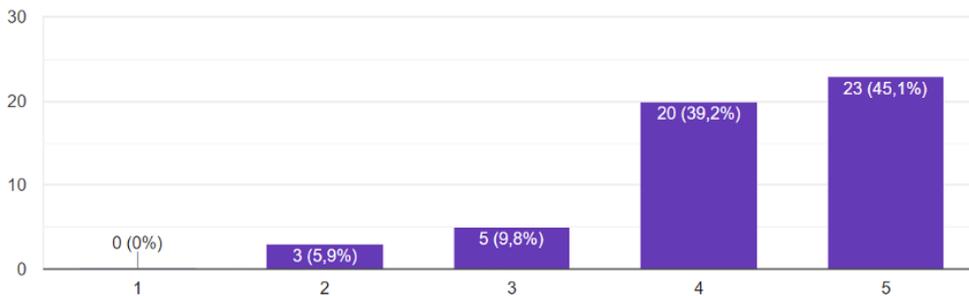


FEEDBACK

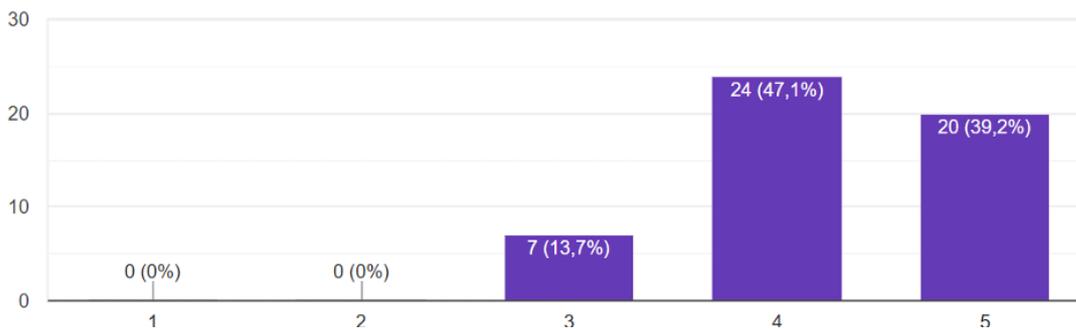
HOW SATISFIED WERE YOU WITH THE EVENT?



HOW RELEVANT AND HELPFUL DO YOU THINK IT WAS FOR YOUR JOB?



HOW SATISFIED WERE YOU WITH THE SESSION CONTENT?



FEEDBACK

What were your key take aways from this event?

- “They were many, but above all strategies to motivate both students and myself in online teaching and awareness about computer use side-effects”
- “A lot of useful information, ideas, advice”
- “Teaching resources from Agenda 2030”
- “Lots of online tools and interesting ideas for classroom practice”
- “Sharing knowledge, lifelong learning, inspiring ideas, cooperation”
- “New ideas, tools to use, new activities to do with students, critical thinking about my own teaching”
- “Teaching online offers wonderful possibilities
- “Reflecting more on teaching practices”
- “Motivation, competence-based learning, networking”

- “Stories, experiences and challenges of distance teaching/learning”
- “Practical tips and ideas about techniques, stress management in distance teaching, a sense of belonging in a wider community with shared problems and solutions”

TESTIMONIALS

“Congratulations on another successful convention!” *J.H.*

“Thank you for organising such an interesting convention and for all the hard work which was put into it. I am very happy to have been part of it!” *A.S.*

“I thoroughly enjoyed the conference - not only my own contribution 😊 but also, and in particular, the many presentations and discussions I was able to engage in - truly a lively and inspiring event!” *K.K.*

“Thank you very much for the absolutely wonderful support you provided at all times as part of the 2021 Convention! Please also extend my heartfelt congratulations and thanks to all the TESOL Italy Convention organisers and the technical support staff.” *V.B.*

“Thank you for the very informative, engaging and warm 'community' of affiliate representatives you organized this evening.” *L.C.*

“...vi scrivo perché avrei piacere di ringraziarvi personalmente per la straordinaria riuscita del convegno. È stata una grande sfida ma il vostro entusiasmo, la competenza e la professionalità hanno reso queste giornate indimenticabili. Sono stati momenti molto belli, colmi di interventi interessanti e stimolanti. La partecipazione di professionisti di livello internazionale come Kurt Kohn, Lindsay Warwick, Jeffrey Fowler, Kathleen Graves, Janet Zadina e molti altri, insieme ai colleghi del nostro paese e ai moderatori, ha dato un grande impulso attraverso il confronto e la discussione all'arricchimento e alla crescita professionale di tutti i partecipanti.” *M.G.*

Concluding we can say that this second online edition of TESOL Italy's annual convention confirmed last year's positive feedback with a great interest in the conference content thanks to a superb line-up of speakers and plenty of high-quality sessions.

Moreover, the Convention program achieved the following key objectives:

Providing a shared space for inquiry, reflection and discussion on the disruptive impact caused by the COVID-19 pandemic and the extraordinary responses of ELT professionals

Promoting professional development opportunities for ELT teachers and educators with international perspective

Focussing on the current latest ELT trends and approaches and sharing examples of best practices and experiences

Experimenting and finding innovative, creative, and inclusive solutions within and beyond the classroom to meet learners' new needs

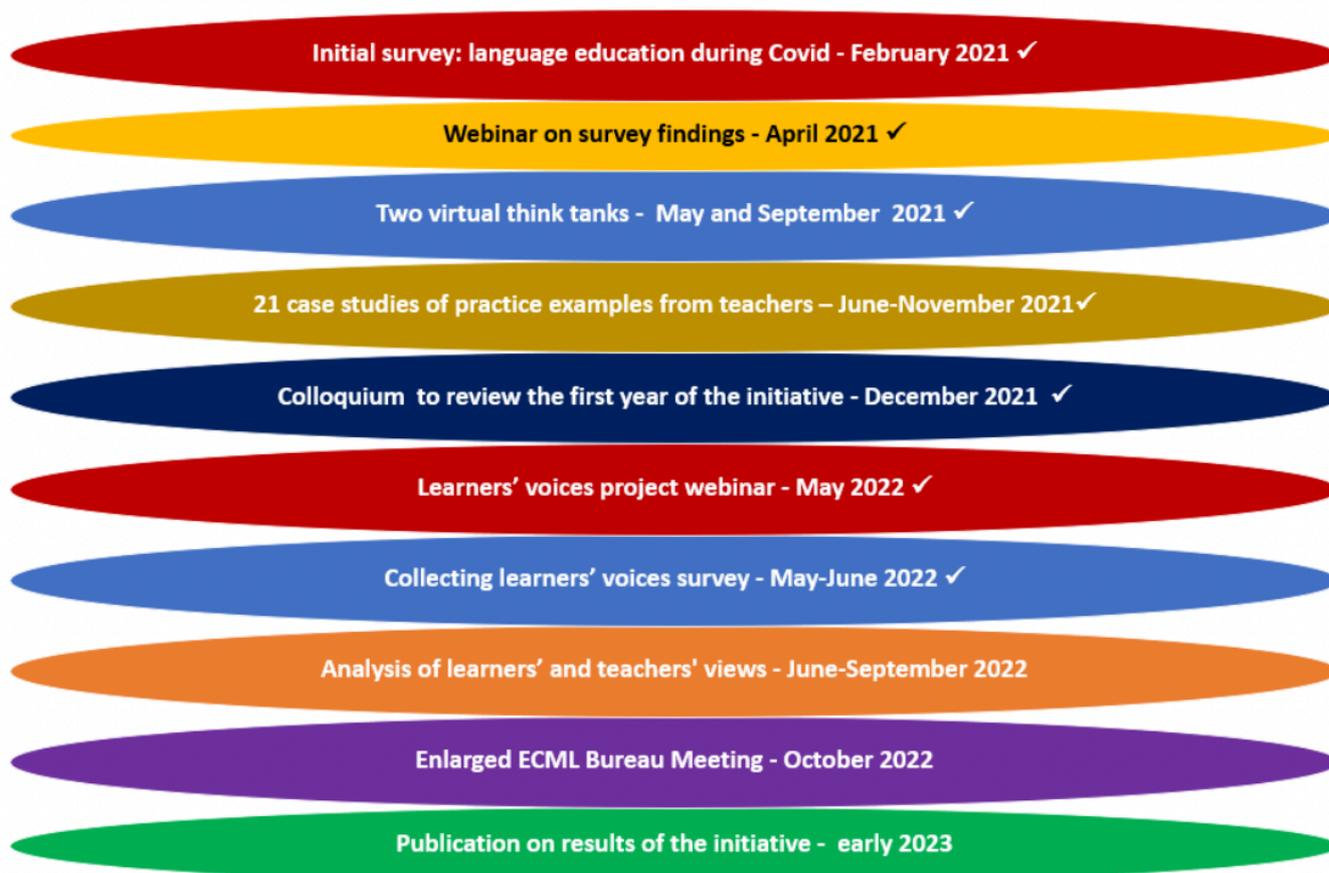
Enhancing online collaboration and developing cooperation with other affiliates and associates

Best wishes to our community for a healthy and challenging 2022!

The future of language education in the light of Covid Lessons learned and ways forward

The initiative, carried out by the ECML and the organisations that are members of its [Professional Network Forum](#), within the framework of a cooperation action with the European Commission, explores how the Covid pandemic affected language education in Europe and looks at ways in which the experience, skills and insights gained may bring about beneficial lasting changes in the teaching and learning of languages.

OVERVIEW OF THE INITIATIVE



The video presentations of the colloquium “The future of language education in the light of Covid – Lessons learned and ways forward” (14 December 2021) are available [online](#). The following questions were addressed during the event:

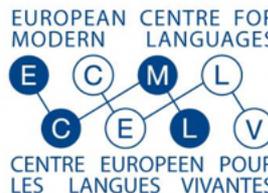
- What insights have been gained from using radically different modes of language education during the Covid pandemic – remote, hybrid, socially distanced?
- How can the challenges of examinations and assessment be overcome?
- What innovative kinds of support for learners and teachers have been developed?
- What specific challenges have arisen in relation to ensuring inclusive language education for all?
- Do we need a new kind of “educational literacy”?

The initiative continues in 2022 with plans for collecting learners' voices, a webinar, a think tank as well as guides for language teachers and for decision-makers. You can find out more about this initiative [here](#).

The colloquium looked back in order to move forward: reporting on the results of the February 2021 survey, which attracted over 1750 responses, and on the activities which followed it. Drawing also on related ECML-EC Training and consultancy activities in the areas of assessment and multilingual classrooms, and on responses to Covid developed by the European Commission and by the OECD, it also considered how this wealth of experience and knowledge might impact on future ECML programmes and act as a springboard for shaping a promising future for language education in Europe at the levels of policy, teacher education and classroom practice.

The colloquium particularly focused on all those working in the field of language education: decision-makers, curriculum developers, teacher educators and classroom teachers.

The colloquium on "The future of language education in the light of Covid – lessons learned and ways forward" was organised by the European Centre for Modern Languages of the Council of Europe in cooperation with the European Commission.



**Watch the video presentations from the ECML colloquium
“The future of language education in the light of Covid –
lessons learned and ways forward”**

Organised jointly with the Professional Network Forum and the European Commission

The Professional Network Forum





A new column designed to act as a lens to magnify the research and innovation programmes, the news and events promoted by the European Commission, 'Horizon Europe' continues with a new contribution by Germana Palumbo.

The organisation of school time in Europe. Primary and general secondary education 2022/2023



<https://eurydice.eacea.ec.europa.eu/media/2890/download>

This report provides information on the start of the school year and its length, as well as the timing and length of school holidays.

It covers both primary and general secondary education.

The information is available for the 37 countries participating in the **EU's Erasmus+ programme** (27 Member States, Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Türkiye).

KEY POINTS

The school year generally starts at the beginning of September

In the majority of the European education systems, the school year starts in September. In 15 of them, students begin the school year on 1 September. In the majority of countries, students are on holiday between 100 and 120 days per year

The length of the summer holidays varies a lot across Europe

In the majority of countries, students are on holiday between 100 and 120 days per year. In general, the minimum cumulated length of holidays is the same in

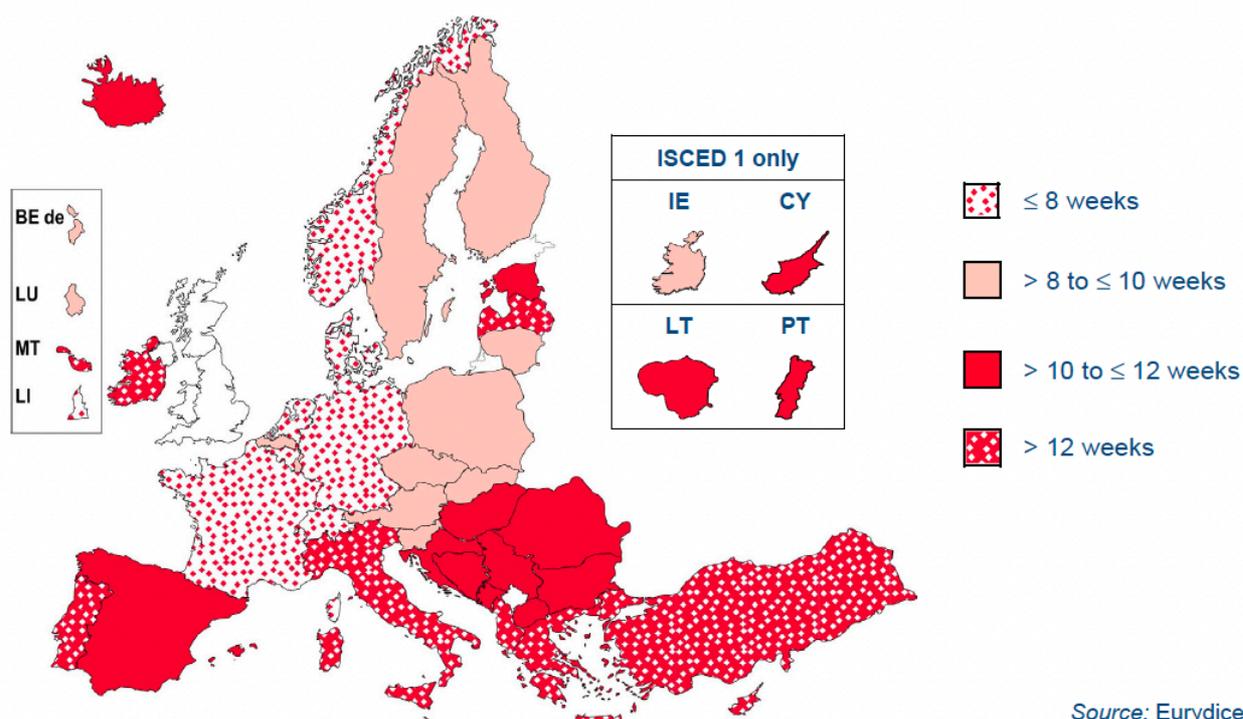
primary and secondary education, but there are a few exceptions: in three countries, students have more holidays in primary than in secondary education

Regional and local variations in school holidays exist within some countries

The periods and dates of school holidays may vary within a country. In some countries, such as Germany, Spain, Italy, Austria and Switzerland, the decision is taken at regional level. In Sweden and Norway, the responsibility lies with the municipalities. However, in general, the number of days of instruction is fixed at central level.



Figure 2: Length of summer holidays (in weeks) in primary and general secondary education (ISCED 1-3), 2022/2023



Explanatory note

See Figure 3.

Country-specific notes

Denmark, Bosnia and Herzegovina, Iceland and Norway: the distinction is made between primary and lower secondary education (single structure) on one hand and upper secondary on the other hand.

Spain, France, Croatia and Malta: the exact dates for the start of the school year in 2023/2024 are not yet available. The summer period is calculated with the assumption that students will come back to school at the same period as in 2022/2023.

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Eurydice is the European network which collects, updates, analyses and disseminates information on policies, structure and organisation of the European educational systems. Created in 1980 on the initiative of the European Commission, the network consists of a European Unit based in Brussels and some National Units.

TESOL Italy website: <http://tesolitaly.org/new/>

TESOL Italy Facebook page: <https://www.facebook.com/tesolitaly>



WebWatch

Classroom management

By Esterina La Torre

A lot of research and various articles state the importance of effective classroom management, but even if teachers have not read much about the most updated studies, they all know that one of the classroom teachers' most important jobs is managing the classroom effectively. They soon realize that students cannot learn in a chaotic, poorly managed classroom and immediately understand that the quality of teacher-student relationship is the primary key for all the aspects of classroom management. Teachers should know the importance of establishing rules and procedures for classroom behaviour, group work, interruptions, use of materials and so on. Actually, it is necessary that the class establish these rules and procedures through discussion and mutual consent at the beginning of the school year. A controversial aspect is “dominance” but it becomes clear that in this case it is the teacher's ability to provide clear purpose and effective guidance regarding both academics and student behaviour. Let's see what the web offers about this topic.

https://www.teachhub.com/classroom-management/2019/09/classroom-management-tips-for-new-teachers/	An interesting article for novice teachers that face many challenges at the beginning of the teaching profession
https://www.edutopia.org/video/building-strong-foundations-classroom-routines	How to to establish procedures and rules so that teachers and students enjoy a classroom that runs more smoothly
https://www.teachervision.com/teaching-strategies/behavior-management	Printables and articles from behavioral observation to conflict resolution tips and advice on rules and management strategies
https://www.classcharts.com/	This resource offers a visual representation of the data helping a teacher to plan and organise the classroom to maximise learning opportunities
https://bouncyballs.org/	A useful tool for activities that require controlled noise i.e. silent reading or for assignments and quizzes
https://www.youtube.com/watch?v=z_XR6dy69f4	The video offers the fundamentals of classroom management. Teachers of all disciplines and educational levels can use this for quality instruction
https://www.youtube.com/watch?v=CilcptKYNh4	Classroom Management Styles: What's Your Style? Useful to recognize management styles

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.
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 Antonietta Ortenzi (e-mail: maortenzi@gmail.com).

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