Sirio’s Award

Dear Members,

Though the “Sirio Di Giuliomaria Award” has already been granted four times, some of you may not know that in December 2008 TESOL Italy established this annual award to honor the memory of one of its most outstanding founding members, who gave a uniquely valuable contribution to the field of English language teaching in Italy. The award is to be given to an in-service English language teacher, and is meant to reward his/her teaching experience aimed at developing students’ communicative competence.

Candidates are required to present a written detailed report of their teaching experience in Italian or in English, and eventually audiovisual and/or multimodal supports to better highlight its value and quality, either by email to: tesolitaly@gmail.com, or by regular mail to TESOL Italy, Sirio Di Giuliomaria Award, Via Boncompagni 2, 00187 Roma, by September 20, 2013.

The winner will be awarded books or an IPad, to his/her choice (up to a value of €500) and TESOL Italy 2014 membership. Further details of the prize can be found on our website: http://tesolitaly.org/new/the-sirio-award

As in the past four years, the winner of the award will be announced during our 38th National Annual convention. This year, however, we have decided to give the winner the opportunity to present his/her teaching experience during the convention, so as to share it with the convention participants. In case the winner has had little experience of giving a presentation, and should need assistance with its preparation, the Sirio Di Giuliomaria Award Committee would

Food for thought

From TESOL publications

About ESP teacher development

by Franca Ricci Stephenson

Teachers of English in Italy are usually trained for general English classrooms with a focus on literature and history, yet the great majority of secondary schools have technical and professional curricula, and English teachers very often find themselves in professionally demanding teaching situations. We all know from experience, or have heard of, the problems teachers of English face when they move from teaching general English to subject-specific English.

The article: “Translating and Revising as Opportunities for ESP Teacher Development”, by Dietmar Tatzl1 on TESOL Journal2 considers this problem and offers an interesting suggestion: translating and revising. The article reports a micro ethnographic case study (Austria) which discusses “the effects of translating and revising documents for an English-medium master of science in engineering programme in terms of workload and value for English for Specific Purposes teacher development, integration, and enculturation” According to the author, “The greatest benefits of translating and revising for ESP teacher development were the extension of subject-specific vocabulary knowledge, an increased understanding of technical writing principles, and a heightened awareness of the degree programme’s administrative procedures. [...] Translating is a responsible, assiduous, and interactive process involving several stakeholders in workplace communities. Researchers have

emphasized the central role of linguistic knowledge for technical translators (Johnson & Whitelock, 1987, cited in Bell, 1991, p. 36). It is particularly this linguistic knowledge that ESP instructors share with translators that makes them such valuable partners for tertiary content departments”. And though experts favor translation into the first language, sometimes translations need to be produced by nonnative speakers of English particularly where English is a foreign language. The article deals with nonnative ESP teachers translating into English and maintains that though translating and revising should not be the main occupation of ESP teachers, such activities are extremely helpful.

The study, carried out at the University

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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:** Beth Ann Boyle, President; Lina Vellucci, Vice President; Paola Mirti, Second Vice President; Raffaele Sanzo, MIUR, Honorary President; Patrizia Petruccetti, Office Assistant.

**Ex officio members:** Nicholas Giacobbe, Cultural Attaché, Public Affairs Section, U.S. Embassy, Rome; Maria Paola Pierini, Cultural Affairs Assistant, Public Affairs Section, U.S. Embassy, Rome.

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**FROM THE EDITOR**

by Daniela Cuccurullo

It’s summertime and I want to wish everyone a restful and happy period far from everyday worries and stressful life, not suffering ‘from summertime blues’, as Esterina La Torre points out in her new Webwatch column:

“it is the time when we can exercise the three Rs: Rest – Relax – Read”.

But it is also the time when we are free and ready to take on board the useful hints from our colleagues, TESOL Italy members: plenty of suggestions and initiatives can be found and read with a critical eye in this issue of the newsletter.

The first worthy of careful consideration is the announcement of the 5th Sirio Di Giuliomaria award for the coming school year: as an in-service English language teacher, start planning an innovative teaching experience and take your chances!

More challenges and stimuli come from the world of translation, as you can read in both Stephens’ and Morbiducci’s contributions: a new way to “face, deal with, and solve problems in ELT”, a far cry from what used to happen a century ago, as Iraldo’s column shows.

Last, but not least, “Save the date” for the 7th Slanguages Annual Symposium and the 38th TESOL Italy Annual Convention, that open a window (onsite and online) onto what is happening worldwide in the fields of research, practice, and organisation!

and much more ...

Have a restful summer holiday and enjoy your reading.
This time I think it’s worth publishing the whole lesson: I was struck by the words “in questa lezione abbiamo imparato…” in the section Riassunto della lezione. The underlying idea is an unrelenting faith in the effectiveness of enunciation of grammar rules. Nothing like the present constant discussion and research about the relation between the teaching and learning processes. I wish I could know some of the people who actually learned English this way. Their motivation must have been very strong.
Futuro. — L’azione espressa dal verbo può essere compiuta o da compiersi. In questo secondo caso adoperiamo in inglese, come in italiano, il futuro. Questo tempo si forma premettendo al verbo che si vuol coniugare l’ausiliare **shall** (shall), dove, alla prima persona singolare e plurae, e l’ausiliare **will** (will), volere, alla seconda e terza persona singolare e plurae. Così diremo:

**Te morrow I shall have a new stick.**

*Domani avrai un piccolo nuovo.*

**This evening you will go to the theatre.**

*Quando sera andrai al teatro.*

Come si vede, queste frasi danno semplicemente l’idea di un fatto che avverrà in un tempo futuro, ma quando l’azione che si dovrà compiere implica volontà assoluta, comando, minaccia, promessa, od altra intenzione speciale, allora si inverte il posto degli ausiliari: ossia si mette **will** alla prima persona singolare e plurae, e **shall** alle altre. Per esempio:

**They shall go to school.**

*Ci andremo a scuola.*

**You shall pay that money.**

*Pagate quei soldi.*

**I will go to the theatre.**

*Andrò al teatro.*

Il verbo che segue l’ausiliare va sempre messo all’infinito senza la particella **to** (tu). Così:

**Amar** — **To love** — **Tu love** (in francese amar).  
**Amer** — **I shall love** — **Ai shall love**.

**Swear** — **To write** — **Tu scrivi**.

**Sweversle** — **You will write** — **in ail ri**.

**Futuro del verbo To Have** (tu hāv) **Avere.**

**I shall have.**

*I shall have.*

**He will have.**

**They will have.**

**You will have.**

Al **shall** hāv.  
Lui **will** hēv.  
Lui **shall** hēv.  
Lui **will** hēv.

Io **shall** hāv.  
Lui **will** hēv.  
Lui **shall** hēv.  
Lui **will** hēv.

Tu **shall** hāv.  
Lui **will** hēv.  
Lui **shall** hēv.  
Lui **will** hēv.

Nel avrev.  
Nel avrev.  
Nel avrev.  
Nel avrev.
**PRATICA — Vocaboli.**

<table>
<thead>
<tr>
<th>Italiano</th>
<th>Inglese</th>
<th>Pronuncia</th>
</tr>
</thead>
<tbody>
<tr>
<td>La sera</td>
<td>The evening</td>
<td>Dhi 'iwning</td>
</tr>
<tr>
<td>La scuola</td>
<td>The school</td>
<td>Dhi 'sкуel</td>
</tr>
<tr>
<td>Il teatro</td>
<td>The theatre</td>
<td>Dhi 'θiәtәr</td>
</tr>
<tr>
<td>Il denaro</td>
<td>The money</td>
<td>Dhi 'mәnә (in francese)</td>
</tr>
<tr>
<td>Nuovo</td>
<td>New</td>
<td>Niu</td>
</tr>
<tr>
<td>La lettera</td>
<td>The letter</td>
<td>Dhi 'leәtәr (er des'eәte prәmәntәtәng kәnt 'wәm n)</td>
</tr>
<tr>
<td>Domeni</td>
<td>To morrow</td>
<td>Tju 'mәро</td>
</tr>
<tr>
<td>Pagare</td>
<td>To pay</td>
<td>Tju 'پәәr</td>
</tr>
<tr>
<td>Ancare</td>
<td>To love</td>
<td>Tju 'loәv (en frәnәsrә 'әptәtә)</td>
</tr>
<tr>
<td>Io amo</td>
<td>I love</td>
<td>Ai 'loәv</td>
</tr>
<tr>
<td>Scrivere</td>
<td>To write</td>
<td>Tju 'riәt</td>
</tr>
<tr>
<td>Voi scrivete</td>
<td>You write</td>
<td>Tju 'riәt</td>
</tr>
</tbody>
</table>

**Riassunto della Lezione ottava.**

In questa lezione abbiamo imparato:

L'imperfetto dell'indicativo è passato temuto del verbo *To be* (esser); che il futuro del verbo si forma premettendo al verbo da coniugarsi l'ausiliare *shall* (sciàl) dovendo, alla prima persona singolare e plurale, e l'ausiliare *will* (wil) volendo, alla seconda e terza persona singolare e plurale. Ma se vi è idea di volontà superiore o assoluta, di comando, di promessa e simile, allora si usa *will* alla prima persona e *shall* alla seconda e terza; ed infine il futuro del verbo *To have* (revөrө).

**Esercizio da tradurre in italiano.**

**Testo inglese.**

<table>
<thead>
<tr>
<th>To morrow I shall have the book.</th>
<th>Traduzione in lingua italiana.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To morrow I shall have the book.</td>
<td>Ti morrә әdә 'sәl hәv dә hәb.</td>
</tr>
<tr>
<td>I love my sister's child.</td>
<td>Ai leәv miә 'sәtәr 'sәtәr.</td>
</tr>
<tr>
<td>To morrow I shall write that letter.</td>
<td>Ti morrә әdә 'sәl tւәt 'dәtә lәtәt.</td>
</tr>
<tr>
<td>This evening they will go to the theatre.</td>
<td>Dәs 'iwning dә 'әl 'wәll gә 'әl әdә 'θiәtәr.</td>
</tr>
<tr>
<td>We shall have our father's house.</td>
<td>'Wә skәll hәv әә 'fәtәr 'sәsәt 'hәuәs.</td>
</tr>
<tr>
<td>To morrow you will have your dress.</td>
<td>Tju 'mәроә әdә 'wәll hәv 'әә 'dәsәt 'dәsәt.</td>
</tr>
<tr>
<td>We had a letter from our mother.</td>
<td>Ni 'hәd е 'leәtәr frәm oәә 'mәtәr.</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
WEB WATCH
by Esterina La Torre

It’s summer! Have you ever suffered from summertime blues? It seems a common syndrome among teachers and a direct result of staying away from school. Of course it is not true. I think it is the best part of the year especially because it is the time in which we can exercise the 3 Rs: Rest-Relax-Read. Allow your mind to rest for this period and engage in the activities that make you happy. If it is possible, build in a few weeks of relaxation; to help your mind and body you could follow a Yoga course or a Relaxation- Meditation course online. A classical way to relax is “reading”. According to a research carried out on a group of volunteers by consultancy Mindlab International at the University of Sussex, it seems that reading works better than listening to music, having a tea or walking around. Good books can be invaluable resources, but, if we decide to use the web what and where can we read online? Here are some suggestions.

Online books
3. http://www.readbookonline.net/prize/pulitzer/2/

This is a site where you can find about six thousand ebooks from hundreds of authors. There are different categories: fictions/novels, short stories, poems, essays, plays, nonfictions. The three links are, respectively, about 1 modern, 2 Nobel and 3 Pulitzer prize authors.

Online newspapers and magazines
1. http://www.thebigproject.co.uk/news/#.Uc8Xlz tFC3M

The Big Project is a huge portal, easy-to-use that lists lots of newspapers and magazines; it includes links to online dictionaries, encyclopedias, maps, timetables and web directories. The second site links to a list of UK newspapers in alphabetical order.

Online crosswords, quizzes and games

N. 1 Learn English today offers a variety of crosswords, games and activities divided in four different levels: 1 easy-2 medium-3 more difficult-4 challenging. An interesting site is n.2 Reader’s Digest with its free online games and puzzles. N.3 Crickler is the most innovative and interactive word puzzle, a real challenge.

7th SLanguages Annual Symposium 27-29 Sept 2013
Language and Culture in Virtual Worlds
A 3-day conference about language education in Virtual Worlds

More about SLanguages on this page:
http://avalon-project.ning.com/page/about-slanguages
Etymologically speaking, the word “metaphor” encapsulates the meaning of “translation”. As a matter of fact, in ancient Greek “μετάφερείν” means “to take, to transport, beyond”, which is exactly what “trans+fero” indicates in Latin (and the English word “trans+lation” comes from this verb, obviously). Therefore, we could assume that “translation” and “metaphor” - at least at some point of their semantic transformations - are the same thing, or, to put it more correctly, refer to the same event, performing - let alone achieving - an “equivalent effect”.

Yet, there is nothing more problematic than translating metaphors. This is partly due to the fact that metaphors aren’t just linguistic expressions or rhetorical devices, actually they reflect the cultural system they belong to, and since inveterate times scholars have been aware of how difficult transferring cultures via words is.

A fundamental study in the specific field of translating metaphors is represented by Raymond Van Den Broeck’s “The Limits of Translatability Exemplified by Metaphor” (1981). In this article, which displays a thorough analysis of the phenomenon, Van Den Broeck shows how the case of translating metaphors is a convincing example of the limits of “translatability”. In his “Introduction”, Van Den Broeck claims that “[a]lthough in view of its importance and frequency in language use metaphor indubitably constitutes a pivotal issue in translation, it has hitherto received only random attention on the part of translation theorists. Presumably one of the main obstacles for a theory of translation to overcome is the intuitively subscribed and generally accepted ‘inadequacy of any single generalization about the translatability of metaphor’” (p. 73). Van den Broeck admits that it is a very critical point to make generalizations about the translatability of metaphors, but at the same time he states that it would be a paradox - from the vantage point of translation theorists - to ignore that metaphors are “one of the most frequent phenomena in language use” (p. 73) and that, consequently, it is encircled in the translator’s task to account for it.

Within such frame of reference, Van Den Broeck raises the following basic questions: 1. “why certain metaphors are created and others not”; 2. “why a metaphor that is strikingly effective in one language becomes peculiar or even unintelligible if transferred unchanged into another [...]; in short, 3. “why languages are ‘anisomorphic metaphorically’ (Dagut, 1976: 32)” (p. 74).

In theorizing about “metaphor translation”, as with all empirical phenomena, Van Den Broeck suggests, in the first instance, observing and describing the phenomena related to metaphors, because, in his opinion, some sort of “regularity” can be discovered by the observer, who can then attempt formulating hypotheses. For this purpose he starts from the necessity of establishing a “suitable” and “operational” definition of metaphor so that we can better understand what “transferring a metaphor from an SL to a TL” might imply. Van Den Broeck provides three definitions of metaphor: Aristotle’s: “the application to one thing of the name of another thing”; the French structuralists’: “la manifestation d’une isotopie complexe” (Greimas, 1966: 96); the generative semantics’: “deviations from the normal selection restriction rules” (p. 75). He also adds that, from the point of view of “transferred meaning” – which represents the translator’s stance – it is more appropriate to distinguish into: 1. categories of metaphor, 2. uses of metaphor, and 3. functions of metaphor (p. 75). So he continues, in his analytical model, defining metaphors into “three categories according to their relative degree of being ‘institutionalized’ or not. A first category comprises those that have gradually lost their uniqueness and have become part of the established semantic stock (or ‘lexicon’) of the language” (p. 75). Some examples, quoted by Van Den Broeck are: “in the face of”, “beforehand”, etc.; he also includes idioms such as “lay bare”, “lay a finger on”, etc. “A second category is constituted by the large group of traditional, or conventional metaphors, which are more or less ‘institutionalized’ in that they are common to a literary school or generation”: Van Den Broeck refers, for instance, to the Elizabethan “pearly teeth”, “ruby lips” or “golden lads”, etc. These metaphors “belong to the restricted area of literature and are only conventional within the period, school or generation to which they belong” (p. 75). “The third category is that of private metaphors, the so-called ‘bold,’ innovating creations of individual poets. But here again it is not easy to draw strict boundaries between the private and the more traditional. Many private systems have large overlap with metaphorical traditions, so that it would be fallacious to emphasize the ‘uniqueness’ of private metaphors” (p. 75). In fact, if it is true, as Dagut proposes (1976), that “every metaphor is an entirely new and unique creation”, yet “the status of a metaphor is not a static but a dynamic one” (p. 75). It is at this stage that the dimension of the use of metaphor becomes essential in order “to take into account the effectiveness of metaphors in actual communication, i.e., in language use” (p. 75). “For the purpose of translation theory two situations appear to be basically important, depending on whether or not metaphors are functionally relevant, i.e., whether they are relevant to the communicative function of the text in its situation, or not” (p. 75). “Here it seems to me that a distinction should be made between creative metaphor and what I would call ‘decorative’ metaphor. In creative metaphor there is a deep necessary bond between the ‘tenor’ and the ‘vehicle’ [...]” (p. 76).

(continued to p.9)
Don’t miss this year’s convention...and bring a colleague with you! There will be about 60 talks and workshops to choose from, as well as music and cultural events. The exceptional plenary speakers this year, James Lantolf, Carmel Coonan, Colin Finnerty and Amy Malloy will be addressing central issues to EFL education in Italy.

Let’s take a look at the convention themes.

**ENGLISHING**
The word “Englishing” emphasizes the dynamic nature of language and language learning. The “ing” highlights the process of using, learning and teaching rather than the product.

**Inside CLIL**
Teaching a curricular subject through a language other than that normally used has been found to be effective in all sectors of education. From the theoretical point of view CLIL methodology helps to build intercultural knowledge and understanding, develop intercultural communication skills and improve language competences.

**Literary Journeys**
The wealth contained in exploring literature is immeasurable. Teachers are constantly searching for better ways to improve their teaching to motivate their students to make learning literature – and language through literature – enjoyable and successful.

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**Best Practices in Innovative Classrooms**
Find out what other teachers are doing to enhance effective learning in their classrooms. Teachers sharing innovative classroom practice with other teachers is one of the most effective ways of improving language education.

**Sirio’s Award**
(continued from p.1)

be more than willing to help. Sirio Di Giuliomaria has been extremely valuable for the English Language teaching world, and we consider this award very important to the mission of TESOL-Italy, which 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. TESOL Italy intends for the Sirio Di Giuliomaria Award to help spread its mission in the teaching community, and has decided to present it to teachers who have demonstrated their commitment to education. We hope teachers consider it an honour and an acknowledgement of their dedication to the teaching profession, with the recognition for excellence in teaching that official institutions so rarely grant.

The SirioDiGiuliomaria Award Committee
**Food for thought**

by Franca Ricci Stephenson

(continued from p.1)

of Applied Sciences, in Graz, Austria
refers to ESP teaching in that specific
environment, but it also helps us con-
sider some of the problems concerning
the CLIL approach in our country. In
fact, though ESP and CLIL differ in
several aspects, they have some in
common. To give a small contribution
in clarifying the two concepts, I’m quot-
ing here from the official records of a
2013 Congress in Spain:

“The ESP approach requires a will-
ingness on the part of the language
educator to enter (not unlike ESP
students themselves) as a stranger into
strange domains (…) and to engage in
a degree of reflection that attempts to
sort out the extent to which learners
purposes are actually served when the
language practices of any target dis-
course community are taught (Belch-
er, 2009: 2).”

**Content and Language Integrated
Learning (CLIL)** is a dual-focused
educational approach in which an
additional language is used for the
learning and teaching of both content
and language. (…) Each is interwo-
oven, even if the emphasis is greater on
one or the other at a given time (Coyle,
Hood and Marsh, 2010: 1).”

In recent years the University of Milan
Bicocca decided to offer Economics and
Statistics courses in English, as a
way of internationalizing its offer and
attendance, and this choice has been
strongly opposed by parts of the pub-
lic opinion. In upper secondary
schools some non-linguistic subjects
are to be taught in English, and the
great majority of teachers of non-lin-
guistic subjects do not have the com-
petence to do so. Quite a few problems
to face, deal with and solve, food for
thought and consideration for profes-
sionals in Italian schools, and we be-
lieve TESOL Italy could and should
give its contribution in terms of specif-
ic language training for content teach-
ers and much more.

July 2013

1 Dietmar Tatzl faculty member of the
Department of Aviation, FH JOAN-
NEUM University of Applied Sciences,
Graz, Austria, where he has taught En-
lish for Specific Purposes to aeronau-
tical engineering and aviation manage-
ment students for ten years.

2 Volume 4, Issue 2, pages 332-344,
June 2013


*English for Physiotherapy, Physio-
therapy for English*: a synergistic ap-
proach.

Revista Nebrija de Lingüística Aplica-
da 13 (número especial – Actas de Con-
greso).

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**Translation in Love**

by Marina Morbiducci

(continued from p.1)

As you can see, the observation of
metaphors per se, and even more, in
translation, generates a chain of com-
plexities creating a series of dilemmas.
In any case, since “the task of a theory
is not to prescribe, but to describe and
to explain, the theory of translation can-
not be expected to specify how meta-
phors should be translated” (p. 76). So
Van Den Broeck concludes that “[w]hat
[theory] can attempt, then, is to set up
models according to which the observ-
able phenomena can properly be de-
scribed. Possible applications of the
theory might be: 1. tentative predictions
of how, in regard to given circumstanc-
es and under certain conditions, meta-
phors are most likely to be transferred
into TL; 2. specifications of how, from
the viewpoint of a ‘normative’ theory,
metaphors are to be translated in order
that ‘optimal correspondence’ between
SL text and TL text may be established
(according to type of text, function of
metaphor, etc.)” (p. 77).

According to Van Den Broeck, tenta-
tively, we could translate metaphors
following these possibilities: 1. transla-
tion ‘sensu stricto’, when both SL ‘ten-
or’ and SL ‘vehicle’ are transferred into
the TL; 2. substitution, when the SL
‘vehicle’ is replaced by a different TL
‘vehicle’ with more or less the same
‘tenor’. In this case, the SL and TL
‘vehicles’ may be considered transla-
tional equivalents in that they share a
common ‘tenor’; 3. paraphrase, when “a
SL metaphor is paraphrased whenever it
is rendered by a non-metaphorical ex-
pression in the TL. In fact this mode of
translating metaphors renders them into
‘plain speech ’”; in this last case, “the
resulting TL expression comes up to the
level of a commentary rather than of actual translation” (p. 77).

As readers, subsequently as transla-
tors, we are particularly attracted and
challenged by “bold private” metaphors,
and it is at this point that we would like
to quote the “metaphor” provokingly
cited in the title: “peeling onions”. The
expression is drawn from Pablo Neru-
da’s “Ode to The Onion”. Here follows
a short sequence from the original poem
in Spanish: “Cebolla, luminosa redo-
ma, pétalo a pétalo se formó tu hermo-
sura, escamas de cristal te acrecentar-
y en el secreto de la tierra oscura se
redondeó tu vientre de rocio […] ce-
bolla, clara como un planeta, y desti-
nada a relucir, constelación constante,
redonda rosa de agua, sobre la mesa de
las pobres gentes […] Estrella de los
pobres, hada madrina envuelta en del-
icado papel, sales del suelo, eterna,
intacta, pura como semilla de astro, y
al cortarte el cuchillo en la cocina sube
la única lágrima sin pena…”. An ex-
traordinary poem, indeed, full of hidden
and overt meanings: the humbleness of
the onion is exalted to the height of stars
and planets, the layers which compose
the onion create a parallel to the gradu-
dal discovery of deep truths, moving our
hearts and making our eyes cry, without
pain (“La unica lagrima sin pena”…). The
irony is evident, and the genuine
emotion, too. The English translation is
beautiful, and if you want to know more
about it and see how the whole poem
becomes a metaphor of metaphors, you’ll
have to wait until “Translation in Love”
in the next issue… for part 2!

1 Raymond Van Den Broeck’s, “The Limits of Translatability Exemplified by Meta-
University Press. More precisely, this pa-
per was presented at the “Translation The-
ory and Intercultural Relations” conference
held at the Porter Institute for Poetics and
Semiotics in collaboration with the M. Bern-
stein Chair of Translation Theory at Tel
Aviv University, 27 March-1 April 1978, and
subsequently published in *Poetics To-
day*.

2 Bold character mine.
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 deliberare 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 eventuali richiesta di ulteriori informazioni.

Le colleghi incaricati dall’Executive Committee del coordinamento nazionale dei gruppi sono Simonetta Romano (e-mail: simonetta.romano@infinito.it – tel. 06/6390532) e Maria Grazia Maglione (e-mail: mg.maglione@libero.it)

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