



News Letter

Vol. XXII, No. 3, May-June 2013

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 multimedial 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

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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

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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

(continued on p.9)

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1) ordinary members: €25,00;

2) students under 30: € 15,00;

3) supportes, schools, universities, agencies: € 60,00

(including subscription to English Teaching Forum).

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€ 15,00.

TESOL Italy Newsletter

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

To achieve this TESOL-Italy

- encourages access to and standards for English language instruction, professional preparation, continuing education and student programs;

- links groups to enhance communication among language specialists;

- produces high quality programs, services and products

- promotes advocacy to further the profession.

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

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

TESOL-Italy organizes a national convention every year .

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

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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.



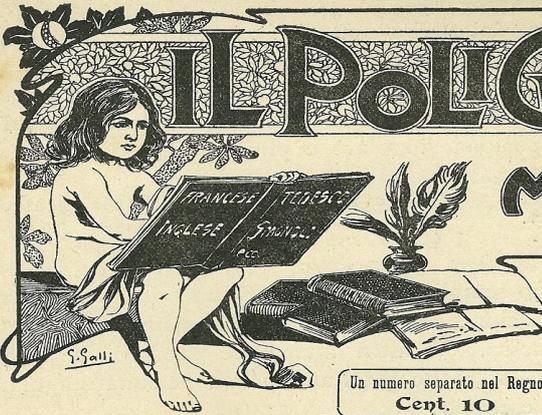
The Way They Learnt

by Anna Rosa Iraldo

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.

Anno I. 2 Luglio 1905. N. 8.

Conto corrente con la Posta



IL POLIGLOTTA

MODERNO

Giornale Settimanale
per imparare la lingua

* INGLESE *

Un numero separato nel Regno
Cent. 10

Diretto dal Rag. ERNESTO DA-NOVA

Si pubblicano anche le edizioni per imparare il Tedesco e il Francese

Prezzo d'abbonamento per otto mesi (Dal Maggio a tutto Dicembre 1905)
Franco di porto nel Regno L. 3.50 — Estero Fr. 5 —
RISERVATO OGNI DIRITTO DI PROPRIETÀ, TRADUZIONE, ECC., ECC.
Per abbonarsi inviare Cartolina-Vaglia alla Società Editrice Sonzogno in MILANO, via Pasquirolo, N. 14.

* LEZIONE OTTAVA *

Eighth Lesson.
Eth (e lunga) Lésson.

Coniugazione dei Verbi.

Il riassunto della lezione precedente portava la regola delle due forme per indicare il possesso in inglese. Lo studioso ricorderà che queste due forme sono: una di origine sassone 's, l'altra una semplice traduzione della forma italiana: **of the, del, della, ecc.** Abbiamo imparato i diversi casi nei quali si usa la forma sassone e quali parole può spesso volte sottintendere; infine l'imperfetto dell'indicativo e passato remoto del verbo *avere*, **To have**.

Prima di spiegare in qual modo si forma il futuro dei verbi, vediamo anche l'imperfetto ed il passato remoto di **To be, essere**, tempi che in inglese sono riuniti in uno solo.

I was. Ai uòs. <i>Io era o fui.</i>	He, she, it was. Hi, sci, it uòs. <i>Egli era o fu.</i>	You were. Iù ueur (eu francese). <i>Voi eravate o foste.</i>
Thou wast. Dháu uòst. <i>Tu eri o fosti.</i>	We were. Ui ueur (eu francese). <i>Noi eravamo o fummo.</i>	They were. Dhé ueur (eu francese). <i>Essi erano o furono.</i>

NB. — L'o di uòs e uòst (**was** e **wast**) *era* e *eri* dev'essere pronunciato molto aperto.

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** (sciál), *dovere*, alla prima persona singolare e plurale, e l'ausiliare **will** (uìl), *volere*, alla seconda e terza persona singolare e plurale. Così diremo:

To morrow I shall have a new stick.

Tu móroo ai sciál hèv e niù stich.

Domani avrò un bastone nuovo.

This evening you will go to the theatre.

Dhis ivning iù uil go tu dhi thieter.

Questa sera andrete a 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 plurale, e **shall** alle altre. Per esempio:

They shall go to school.

Dhé sciál go tu scuul.

Essi andranno a scuola (perchè voglio, perchè devono assolutamente andare).

You shall pay that money.

Iù sciál pe dhèt meuni.

(e lungo)

Pagherete quel denaro (perchè dovete, perchè sarete obbligato a pagare).

I will go to the theatre.

Ai uil go tu dhi thieter.

Andrò a teatro (perchè voglio andare).

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

Amare — **To love** — Tu leuv (tu francese aperto).

Amerò — **I shall love** — Ai sciál leuv.

Scrivere — **To write** — Tu ráit.

Scriverete — **You will write** — Iù uil ráit, ecc.

FUTURO *del verbo* **To Have** (tu hèv) **Avere.**

I shall have.

Ai sciál hèv.

Io avrò.

Thou wilt have.

Dháu uilt hèv.

Tu avrai.

He will have.

Hi uil hèv.

Egli avrà.

We shall have.

Ui sciál hèv.

Noi avremo.

You will have.

Iù uil hèv.

Voi avrete.

They will have.

Dhé uil hèv.

Coloro avranno.

PRATICA — Vocaboli.

italiano	inglese	pronuncia
<i>La sera</i>	The evening	Dhi ívning
<i>La scuola</i>	The school	Dhi scuul
<i>Il teatro</i>	The theatre	Dhi thíeter
<i>Il denaro</i>	The money	Dhi meuni (<i>ex francese</i>)
<i>nuovo</i>	new	niù
<i>La lettera</i>	The letter	Dhi letter (<i>ex dev'essere pronun- ciata quasi come a</i>)
<i>domani</i>	To morrow	Tu mórrro
<i>pagare</i>	To pay	Tu pée
<i>amare</i>	To love	Tu leuv (<i>ex francese aperto</i>)
<i>io amo</i>	I love	Ai leuv
<i>scrivere</i>	To write	Tu ráit
<i>voi scrivete</i>	You write	Iù ráit

Riassunto della Lezione ottava.

In questa lezione abbiamo imparato:

l'imperfetto dell'indicativo e passato remoto del verbo **To be** (*essere*);
che il futuro del verbo si forma premettendo al verbo da coniugarsi l'ausiliare
shall (*sciál*) *dovere*, alla prima persona singolare e plurale, e l'ausiliare **will** (*uìl*)
volere, 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** (*avere*).

Esercizio da tradurre in italiano.

Testo inglese.

Traduzione in lingua italiana.

To morrow I shall have the book.

Tu mórrro Ai sciál hèv dhi buch.

I love my sister's child.

Ai leuv mai sister's ciáild.

To morrow I shall write that letter.

Tu mórrro Ai sciál ráit dhèt letter.

This evening they will go to the theatre.

Dhis ívning dhè uil go tu dhi thieter.

We shall have our father's house.

Ui sciál hèv auar fádher's háus.

To morrow you will have your dress.

Tu mórrro iù uil hèv iór dress.

We had a letter from our mother.

Ui héd e letter from auar módher.



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.

<p>Online books</p> <ol style="list-style-type: none"> 1. http://www.readbookonline.net/prize/20century/4/ 2. http://www.readbookonline.net/prize/nobel/3/ 3. http://www.readbookonline.net/prize/pulitzer/2/ 	<p>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.</p>
<p>Online newspapers and magazines</p> <ol style="list-style-type: none"> 1. http://www.thebigproject.co.uk/news/#.Uc8XlztFC3M 2. http://www.onlinenewspapers.com/england-uk.htm 	<p>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.</p>
<p>Online crosswords, quizzes and games</p> <ol style="list-style-type: none"> 1. http://www.learn-english-today.com/wordgames.html 2. http://games.rd.com/ 3. http://crickler.com/crossword.html 	<p>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.</p>



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>

TRANSLATION IN LOVE

*by Marina Morbiducci**Translating metaphors (that is, peeling onions...) (part 1)*

Etymologically speaking, the word “metaphor” encapsulates the meaning of “translation”. As a matter of fact, in ancient Greek “μετά+φέρειν” 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 in venerate 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) 1. 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 poets². 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 "Englising" emphasizes the dynamic nature of language and language learning. The "ing" highlights the process of using, learning and teaching rather than the product.

I

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.

Best Practices in Innovative Classrooms

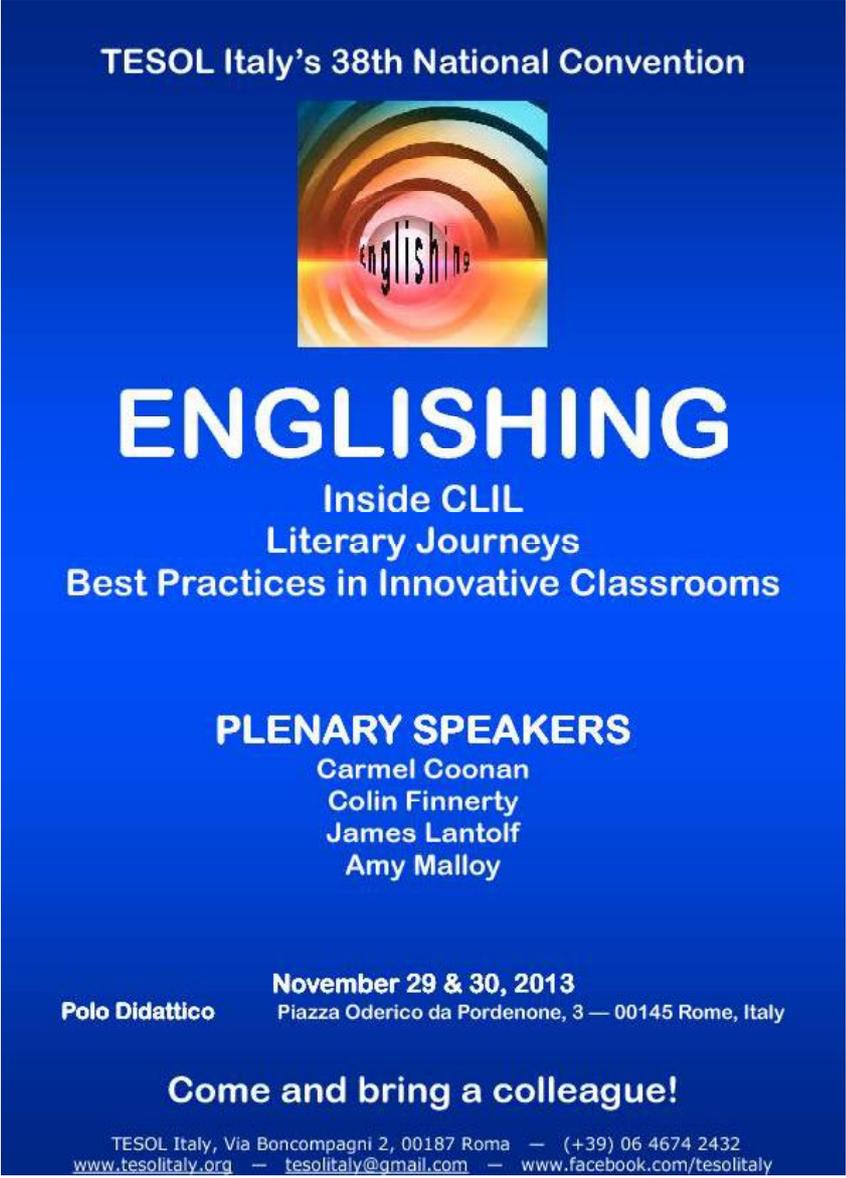
Find out what other teachers are doing to enhance effective learning in their classrooms. Teachers sharing innovative classroom practice with other teachers is one of the most effective ways of improving language education.

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 Sirio Di Giuliomaria Award Committee



TESOL Italy's 38th National Convention



ENGLISHING
Inside CLIL
Literary Journeys
Best Practices in Innovative Classrooms

PLENARY SPEAKERS
Carmel Coonan
Colin Finnerty
James Lantolf
Amy Malloy

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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 consider 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 quoting here from the official records of a 2013 Congress in Spain:

"The ESP approach requires a willingness 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 discourse community are taught (Belcher, 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 interwoven, even if the emphasis is greater on one or the other at a given time (Coyle, Hood and Marsh, 2010: 1)."*³

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 public opinion. In upper secondary schools some non-linguistic subjects are to be taught in English, and the great majority of teachers of non-linguistic subjects do not have the competence to do so. Quite a few problems to face, deal with and solve, food for thought and consideration for professionals in Italian schools, and we believe TESOL Italy could and should give its contribution in terms of specific language training for content teachers and much more.

July 2013

1 Dietmar Tatzl faculty member of the Department of Aviation, FH JOANNEUM University of Applied Sciences, Graz, Austria, where he has taught English for Specific Purposes to aeronautical engineering and aviation management students for ten years.

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

3 Bruton, L. y M. Wozniak (2013).

English for Physiotherapy, Physiotherapy for English: a synergistic approach.

Revista Nebrija de Lingüística Aplicada 13 (número especial – Actas de Congreso).

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 complexities 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 cannot be expected to specify how metaphors 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 observable phenomena can properly be described. Possible applications of the theory might be: 1. tentative predictions of how, in regard to given circumstances and under certain conditions, metaphors 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, tentatively, we could translate metaphors following these possibilities: 1. translation 'sensu stricto', when both SL 'tenor' 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 translational equivalents in that they share a common 'tenor'; 3. paraphrase, when "a SL metaphor is paraphrased whenever it

is rendered by a non-metaphorical expression 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 translators, 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 Neruda's "Ode to The Onion". Here follows a short sequence from the original poem in Spanish: "*Cebolla, luminosa redoma, pétalo a pétalo se formó tu hermosura, escamas de cristal te acrecentaron y en el secreto de la tierra oscura se redondeó tu vientre de rocío [...] cebolla, clara como un planeta, y destinada a relucir, constelación constante, redonda rosa de agua, sobre la mesa de las pobres gentes [...] Estrella de los pobres, hada madrina envuelta en delicado 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 extraordinary 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 gradual 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 Metaphor" (1981), *Poetics Today*, Vol. 2, No. 4, (Summer-Autumn, 1981), pp. 73-87, Duke University Press. More precisely, this paper was presented at the "Translation Theory and Intercultural Relations" conference held at the Porter Institute for Poetics and Semiotics in collaboration with the M. Bernstein Chair of Translation Theory at Tel Aviv University, 27 March-1 April 1978, and subsequently published in *Poetics Today*.

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 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.

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