From the President’s Desk

It is traditional that each President write a “column”, formal or informal, for the members of the AATTI. The purpose is to provide views as to the direction of the Association as well as to inform the membership of the Association’s activities. The Newsletter offers such opportunity. There are a number of events which have taken place since my election as President and I should like to communicate them to you.

Resignation of the Secretary-Treasurer

Shortly after taking office, I was informed by Professor Maura Bregoli-Russo, our elected Secretary-Treasurer, that because of personal, family and professional reasons, she could not serve in that position. After consulting with some members of the Executive Council, I approached the other candidate, Professor Pier Raimondo Baldini, and extended him an invitation to serve as Secretary-Treasurer. Professor Baldini very graciously accepted to come to my aid and the aid of the Association. The appointment was a very important one since the current Constitution gives the Secretary-Treasurer the power to deal with all financial activities.

New Elections to be Called

According to the Constitution, however, since the term which Professor Baldini is asked to complete is more than two years, an election must be called. I have contacted Professor Melzi, Chair of the Nominating Committee to conduct a search and to have the election in September. The Constitution requires that nomination be called within a month. This places impossible time restraints on us. I am, therefore, asking that the elections be called in September thus giving the membership some time to provide some input. (See announcement in the Newsletter.)

Editors of the Newsletter

I am pleased to inform the membership of the appointment of Dr. Grace Mannino and Dr. Marina Frescura as co-editors of the Newsletter. To expedite communication, the AATTI has provided Dr. Mannino with a fax machine so that members can communicate with her more efficiently and more rapidly. Dr. Frescura may be reached through her university fax. I know I speak on their behalf when I urge our members to send items for the Newsletter. They cannot publish what they don’t receive and it is extremely important that they be sent material for publication. We all appreciate your input.

Appointment of the Executive Council

I have appointed a number of new members to the Executive Council. I feel it is important to begin rotating the representation so that more and more members are familiar with the workings of the Association. Rather than appoint a complete new Council, I have

Marina Frescura

Grace Mannino

(Cont’d on page 2)
From the President's Desk
(Cont'd from page 1)
retained some members from the
Mancini/Mollica administration so
that there would be some
continuity. I would like to take
this opportunity to thank the
outgoing members for their several
years of service and welcome
aboard the new ones.

AATI Program
We are pleased to include in this
issue a preliminary copy of the
AATI Program for San Antonio
Texas. A final copy of the program
will appear in the Fall issue of the
Newsletter. I am grateful to Vice-
President Kleinhenz for making it
available so soon and to the
various confronziatori who
submitted various proposals.
Professor Kleinhenz has also been
provided with a fax machine by the
AATI and this too was done in
order to expedite and provide more
effective communication between
the Chair of the Program
Committee and our membership.

A Personal Note
I was recently invited to give a
workshop to the Connecticut Italian
Teachers' Association. I accepted
willingly and enthusiastically. I
was delighted to make the
acquaintance of the CITI members
and impressed with their hard work
in the promotion of Italian. It also
afforded me an opportunity to meet
with various members and speak
about the promotion and future of
Italian in that State.

Concluding remarks
ACTFL has by now sent to all our
members information about hotel
reservations for San Antonio,
Texas. This year's conference, as
in the past, will prove to be an
exciting one. I hope that as many
members of the Association will be
able to attend and I look forward to
seeing you there.

Anthony Mollica
Faculty of Education
Brock University

Officers of the Association, 1993-1995

President
Anthony Mollica
Faculty of Education
Brock University
St. Catharines, Ont. (Canada) L2S 3A1
Tel.: [416] 732-2149 (H)
Fax: [416] 788-2674

Honorary President
Remigio U. Pane
Rutgers University

Past President
Albert N. Mancini
Ohio State University, Columbus

Vice-President
Christopher Kleinhenz
University of Wisconsin, Madison
Tel.: [608] 262-3941 (O)
Fax: [608] 257-6731

Secretary-Treasurer
Pier Raimondo Baldini
University of Arizona, Tempe
Tel.: [602] 965-6281 (O)
Fax: [602] 965-0135

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Roberta Waldbaum
University of Colorado, Denver

California
Eugenio Prongia
University of California, Chico

Canada
Raffaella Maiquashca
York University, Downsview, ON

Newsletter Editors
Marina Frescura (1993-1995)
York University, Downsview, ON
Tel.: [416] 736-5016 (O)
Fax: [416] 736-5735
Brentwood H.S., Brentwood, NY
Tel./Fax: [516] 696-3253

Editor, Italica
Robert J. Rodini (1993)
University of Madison, Wisconsin

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Note: Complete addresses for all
Executive Council members will be
provided in the next issue of the
Newsletter.
Neuropedagogy and the Teaching of Italian

Caterina Cicogna
Italian Consulate

Frank Nuessel
University of Louisville

Introduction
Neuropedagogy is a neologism which refers to the use and adaptation of current knowledge about the functioning of the human brain to the teaching of a second language. Marcel Danesi (1987, 1988a, b, c) has been a pioneer in this domain of research. Danesi’s groundbreaking research into the differentiated, cerebral hemispheric functions has demonstrated that effective pedagogical strategies depend upon accessing the brain bimodally. This paper will discuss the instructional model with exemplary suggestions for its application to the teaching of Italian.

Bimodality in Second-Language Learning/Acquisition
Danesi (1987, 1988a, b, c) has developed a significant, emerging conceptualization of a neurological, bimodal approach to second-language acquisition/learning that involves the two hemispheres of the brain. In addition, this Italo-Canadian scholar has devised important strategies for practical usage of his proposal. He defines the concept of neurological bimodality as "the notion that both hemispheres of the brain are involved in a complementary fashion in global language processing." (1988c:18).

More precisely, he observes that "effective language learning in a classroom environment requires the utilization of the perceptual modalities associated with each cerebral hemisphere." (1988c:13)

After extensive investigation into clinical research carried out by brain scientists, Danesi reasserts the differentiated functions of the brain. In a useful chart (see Fig. 1), he sketched out the specific and distinctive linguistic functions of the two cerebral hemispheres by utilizing Edward’s (1979:38) terms L-Mode (= left cerebral hemisphere), and R-Mode (= right cerebral hemisphere). (1988c:19, see also 1987:380-381).

A pedagogical environment in which both cerebral hemispheres are stimulated would constitute an exceptional situation for the acquisition/learning of a second language since all of the differentiated functions specified in the Danesi schema (Figure 1) would be accessed. Because “knowing” a second language entails control over all of these linguistic abilities, a bimodal approach would provide an optimum instructional approach.

<table>
<thead>
<tr>
<th>L-Mode Features</th>
<th>R-Mode Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>understanding of the formal relations (phonological, morphological, etc.) among the parts of a sentence</td>
<td>determination of the sentence as declarative, interrogative, imperative or conditional</td>
</tr>
<tr>
<td>linking of the syntactic and semantic elements in a sentence</td>
<td>determination of figurative meaning</td>
</tr>
<tr>
<td>determination of sentence implication and identification of formal errors</td>
<td>understanding of humor</td>
</tr>
<tr>
<td>control of motor functions of speech</td>
<td>processing of most prosodic phenomena</td>
</tr>
</tbody>
</table>

Figure 1

Visual Stimulation
The introduction of visual stimuli into the second-language classroom is widely recognized as a significant component of neuropedagogy. Wright (1989:2), for example, cites three basic reasons for the incorporation of visuals into the classroom environment:

- interest and motivation;
- a sense of context of the language;
- a specific reference point or stimulus.

Most methodologists agree wholeheartedly with Wright’s rationale for the utilization of visual materials in the classroom in spite of the fact that little empirical research in second-language acquisition exists to support these claims. One such study (Omaggio 1979), however, shows that visual materials aid in reading comprehension.

As one of the few methodologists who employs psycholinguistic arguments for the inclusion of mental imagery in the second-language classroom, Earl Stevick (1982, 1986) notes that its implementation constitutes an essential element in retention and recall of information. Danesi (1983) has also written about the systematic introduction of pedagogical graphics (geometric symbols, arrows, and other visual devices) to enhance acquisition and retention of linguistic concepts.
Neuropedagogy...
(Cont’d from page 3)

Moreover, a recent experiment (Danesi 1988-1989) confirms the validity of this pedagogical strategy.

In terms of practical and easily adapted visual pedagogical strategies, Anthony Mollica’s suggestions and instructional materials are invaluable. Mollica has devised excellent techniques for film advertisements (Mollica 1978), other kinds of advertisements (Mollica 1979b), cartoons (Mollica 1976), games and problem-solving activities (Mollica 1979a, 1981, 1992a, 1992b, 1992c, see also the studies in Brown and Mollica 1988-1989) to name but a few of his numerous studies.

Auditory Stimulation
No one would argue that auditory stimulation plays an essential and fundamental role in second-language acquisition. The skill of active listening is an important part of learning and understanding a first or second language. Rost (1990) has pointed out that listening is not a simple act of decoding sounds emitted from a speaker. Rather, listening is a complex action that involves, among other things, speech acts (Austin 1962, Searle 1969) such as informing, deceiving, persuading, and so forth. Rost, citing the work of Galvin (1985) points that listening activities correspond to a typology of functions and purposes as specified in the following schema reproduced from Rost (1990:11):

<table>
<thead>
<tr>
<th>Types of listening</th>
<th>General purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>transactional listening</td>
<td>learning new information</td>
</tr>
<tr>
<td>interactional listening</td>
<td>recognizing personal component of message</td>
</tr>
<tr>
<td>critical listening</td>
<td>evaluating reasoning and evidence</td>
</tr>
<tr>
<td>recreational listening</td>
<td>appreciating random or integrated aspects of event</td>
</tr>
</tbody>
</table>

Figure 2

(Cont’d on page 5)
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(Cont’d from page 4)
movements resulting from muscular or skeletal shift. This includes all actions, physical or physiological, automatic reflexes, posture, facial expressions, gestures, and other body movements.

Knapp (1978, see also Ekman and Friesen 1969) has developed a five-element typology of the gesture. The following examples characterize this classificatory system:
- **emblems** which signify a single word in a two-word phrase, e.g., the “V” sign for victory;
- **illustrators** accompany speech and correspond to what is transpiring verbally, e.g., a nod of the head to indicate “yes”;
- **affect displays** which reflect emotional or physical states (fatigue, joy, sadness);
- **regulators** to reflect interactive communication (eye contact); and
- **adaptors** to allude to self-contact (personal grooming), or manipulation of objects (smoking) during communication.

The use of gestures in second-language instruction is not a novelty (see references in Nuessel 1985, Seaver 1992). Gestures are, in fact, an ideal medium for bimodal stimulation because these significant bodily movements access both cerebral hemispheres. Because of their ubiquitous nature and significance, certain dictionaries now include a gesture inventory (Danesi 1990:89). This form of non-verbal communication can be taught systematically by the instructor with recourse to any ancillary materials. Nevertheless, technology can serve a significant role in this form of visual communication. A teacher may, for example, use a video cassette to provide a slow motion rendition of a particular gesture. In addition, the instructor may videotape students engaged in communicative activities as a means of focussing on non-verbal communication such as kinesics and proxemics (the relative distance between the speaker and the hearer).

Acquisition of proficiency in non-verbal communication is an important indicator of the long-term effects of second-language instruction. Gestures require a degree of conscious and overt instruction before this form of communication may be internalized. This “silent” language is a prototypical form of bimodal communicative activity. Moreover, kinetic proficiency enhances overall communication in the target language.

**Pantomime**
In a recent pedagogical essay, Seaver (1992) discussed a kinetic approach to second-language instruction which involves the use of pantomime or the non-verbal means of expressing a tale. This dramatic form is perhaps best known through one of its Italian manifestations in the Commedia dell’arte. The incorporation of mime into the second-language classroom is another excellent bimodal strategy since as Lawson (1957:vi, quoted in Seaver 1992:22) states pantomime is an exercise of the imagination... the act of telling a story, expressing a mood or an emotion without resorting to words. Instead the artist uses movements and gestures made with every part of the body.

Seaver (1992) specifies several reasons for the legitimacy of pantomime in the second-language classroom:
- reduction of anxiety achieved when the teacher momentarily assumes a new identity;
- enhancement of class cohesion through collective effort;
- retention of material stimulated through the visual mode.

The use of mimesis in the second-language classroom is yet another strategy to access students bimodally.

**Music**
The incorporation of songs and music into the second-language classroom provides a valuable bimodally stimulative activity (Nuessel and Cicogna 1991). By their very nature, songs and music are ideal for the bimodal classroom. A conventional dictionary definition of music states that it is “the art of organizing tones to produce a coherent sequence of sounds that elicit an aesthetic response in the listener” (Morris 1979:864). Song, on the other hand, is “a brief musical composition written or adapted for singing” (Morris 1979:1231).

A particular approach to the incorporation of music as just defined is to employ melodies which suggest or evoke impressionistic scenarios through the use of a specific musical style such as largo (slow and solemn), andante (moderately slow pace), allegretto (quick tempo), presto (rapid tempo). These four terms have a musical reference firmly rooted in Italian (see Harris 1969:7 for the first use of this terminology).

The music utilized may come from an existing repertoire of music or from certain computer programs now capable of generating original tunes. A tune played in largo tempo might suggest a solemn and serious scene such as a funeral. A tune rendered in presto style, however, might conjure up a rapid-fire exchange such as an argument, or a heated debate. In each situation, the students would be asked to imagine a possible situation by providing a brief description, or a title to encapsulate a possible reference for the musical allusion. A second step would involve having the students write out a possible dialogue within this scenario. An appropriate sequel to the written phase would involve students in the actual performance of a mini-drama with appropriate gestures, while simultaneously playing the musical cue in the background. The use of a video-recording device would further enhance this multi-sensory, collaborative exercise.

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(Cont’d from page 5)

Conclusion
Several superficially unrelated elements, namely, gestures, pantomime, and music were presented as strategies for adapting Danesi’s neuropsychological model to the teaching of Italian. The ideal would be to integrate all of these components into a meaningful linguistic whole to synthesize the various and varied modalities of language.

Appropriate activities for such an integration would be the performance of a scene from a play, either from the literary repertoire of the target culture or from an original student creation. The latter situation often generates much student interest because it provides personalization and student identification with the presentation. In the case of Italian, the staging of a portion of a famous opera would be the ideal bimodal activity (Bruno 1989). Likewise, the use of Di Pietro’s (1987) Strategic Interaction Method is yet another strategy for applying Danesi’s neuropsychological model to the teaching of Italian.

References


In Memoriam:
Joseph Cinquino, Isabella Panzini Galpin

It is with sadness that we announce the death of these two colleagues. Prof. Cinquino served as consulting editor of Italica from 1960 to 1968. Prof. Panzini Galpin taught at the University of Wisconsin. They will be missed by everyone whose lives they touched. A fond farewell to both.
The Role of the Language Teacher: To Invite, To Engage, To Reward

Roberta K. Waldbaum
University of Denver

Each language classroom is a living, interactive organism which possesses a unique culture. Participants in this endeavor, be they students or teachers, serve and play out their various and varying functions and roles. These functions often change from school to school, from class to class, and from individual to individual. The prime mover in the language classroom is the teacher, who may be referred to by many titles. One may prefer to think of that person as teacher, knower, referee, or mentor, (Ellis, 1990). The role of the teacher may also be likened to an activities facilitator or to the supervisor of a language border. Whatever terminology is chosen or role selected, it is the teacher, working within the framework of an individual system, who makes the ultimate determination as to how the curriculum is to be realized within the atmosphere of a particular learning environment.

What follows is a description of the unique environment which the teacher has in his or her power to create and to foster within the confines of the language classroom in order to promote second language acquisition. The teacher qualities discussed here represent not only a personal philosophy of teaching, but also a particular attitude toward thinking about and working with people in general. As such, this is a reflection on the ideal, rather than on the day-to-day reality of classroom instruction.

Teacher-centered vs Learner-centered

The role of the teacher may be likened to that of a scripter, actor, director, or puppeteer. As such, he or she must remain behind the scenes as much as possible, but be ever back there manipulating the action. If the teacher lets loose of the strings or allows them to become intertwined, the entire production will either come to an end or will seriously falter, leaving the puzzled participants dangling in mid air. This does not exonerate the learner from his or her responsibilities as an active and participating member of the troupe.

Excitement: Excitement is an ingredient of the unknown. Everyone seeks stimulation in one form or another. The language classroom should never be boring, but should be a place where students want to be because stimulating and exciting learning takes place there.

Variety: People respond to variety and there is nothing more tedious than a never changing, long-term, monotonous task. The language classroom is fertile ground for altering the content, methodology, activities, materials, and tasks of language acquisition.

Activity vs Passivity: It is antithetical for most people to remain still and quiet. They prefer to move about whether they are in a learning or non-learning environment. Activities which allow students to interact with and to manipulate their environment, coordinating language and movement, such as Total Physical Response are not only more interesting, they have been proven to have staying power (Asher, 1977).

Elasticity and Stretching: We only use a small fraction of our mental capabilities. What goes on in the language classroom should not only be surprising and out of the ordinary, but it should also gently stretch the learners' knowledge of the material at hand and of the world. Methodologies such as the Natural Approach which stresses “comprehensible input + 1” subscribe heavily to this theory (Krashen, 1982).

Rewards: Everyone needs to feel special. Everyone needs to be recognized. Recognition and praise mean that you are unique and that you count. Teachers should continually provide some type of extrinsic and extrinsic recognition of students. This may take form of (Cont’d on page 8)
The Role of the Language Teacher...
(Cont’d from page 7)

verbal or non-verbal praise, or may be merely the recognition of a sense of satisfaction which a person feels for a job well-done, the working up to or beyond one’s capacity, or a feeling of contentment which is directed toward personal progress or toward the learning process in general.

Confidence: Students whose efforts have been rewarded will gain confidence in their language abilities, making them more likely to be risk-takers in the process of language acquisition. Teachers have it within their power to promote or to deflate learners’ confidence. Learners self-esteem is fostered by a combination of encouragement, success, and respect for individual achievement and worth. This can be accomplished by means of a non-judgmental attitude, by the encouragement of risk-taking, by a tolerance for ambiguity, and by a sincere belief in the learners’ capabilities and progress.

Trust: The key ingredient to making everything else function smoothly is the element of trust. A classroom is somewhat akin to the theater where spectators must “suspend disbelief” in order to make the events acceptable and believable. Teachers who have fostered a secure atmosphere of trust combined with a sincere belief in the student’s capacity to learn have provided the atmosphere to borrow from and utilize aspects of many approaches to language teaching with which they feel comfortable and which are consonant with their objectives.

Lowering the Affective Filter: (Krashen, 1977). This property is closely related to trust and to confidence. When teachers gain students’ trust and promote their self-confidence, barriers to language acquisition will be mitigated and teachers will be able to utilize a variety of methodologies and activities to foment learning in the classroom. These may include approaches which might be considered somewhat unconventional, including aspects of language instruction which appeal to more innate ways of knowing such as using music, drama, art, or poetry as a catalyst or as a reinforcer of language. One method which has successfully utilized more affective ways of knowing is found in the Suggestopedia approach (Lozanov, 1978).

Conclusion
The creation of the ideal language classroom has included qualities such as the following:
• learner-centeredness,
• excitement and discovery in the unknown,
• the varying of interactive activities which engage both the mind and body,
• individual recognition and reinforcement, and
• the promotion of trust and confidence to lower the affective filter.

I suggest that these teacher-generated characteristics are the key to successful student classroom participation and to a greater facility in language acquisition.

What is the role of the foreign language teacher? I suggest that education is a mutual relationship of shared learning which occurs inside a special learning environment. This environment does not come ready-made or with a set of instructions to follow. It must be created with knowledge and with patience over time. Working within this environment, the teacher has the opportunity and the specialized ability to inspire students with the desire to discover knowledge. Language learning or acquisition is usually invisible. It does not take place in the classroom, but takes place mysteriously inside the confines of the students’ minds. Therefore, for the language teacher acquisition is often not a question of teaching well or hard enough at any given moment. It is, rather, the act of planting a rich and exciting environment as a seedbed of meaning, form and function for future harvest which will come in its good time with more focused attention and awareness as well as with quiet reflection and time.

References
Washington: TESOL.

Call for Nominations
The Nominating Committee invites the membership of the AATI to submit nominations for the position of Secretary-Treasurer of the Association for 1994-1997.

The nominee must be a member in good standing and his/her name must reach the Chair of the Nominating Committee by September 1, 1993. Elections will be held in October 1993.

Please mail name(s) of candidate(s) to:
Professor Robert Melzi, Chair AATI Nominating Committee
132 Bentley Avenue
BALA-CYNWYD, PA 19004
Il “sessismo” nella lingua italiana

Grace Mannino
Brentwood High School

gruppi: i bambini e le bambine, anziché i bambini.
3. Evitare di dare sempre la precedenza al maschile: sorelle e fratelli, non sempre fratelli e sorelle.
4. Evitare parole come fraternità quando si riferiscono a donne e uomini: fratellanza fra le nazioni potrebbe dirsi solidarietà fra le nazioni.
5. Evitare di accordare il participio passato al maschile quando i nomi sono in prevalenza femminili. Si suggerisce di accordare con la maggiolanza o con l’ultimo sostantivo usato: Francesca, Paola, Carlo, Bruna e Maria sono uscite; Claudio, Letizia e Teresa sono partite.
6. Abolire l’uso del titolo signorina, giacché non esiste il corrispondente maschile che denota lo stato civile della persona.
7. Evitare di usare al maschile, titoli che possono avere la forma femminile. Non è necessario dire il notaio Marisa Rossi, ma la notaia, l’architetto, la deputata, l’ingegnere. Se si è sempre detto cameriere/cameriera, parrucchiere/parrucchiera perché non fare lo stesso quando si passa alla professionista con laurea?
8. Evitare di usare al maschile, con articoli e concordanze maschili, nomi che hanno la stessa forma: il preside, la preside; il leader, la leader; la capofamiglia; la presidente; la dirigente; la giudice; la prete.

La connotazione peggiorativa si è attenuata in alcuni nomi di professioni: dottoressa, professressa, grazie alla presenza massiccia delle donne in queste funzioni, senza peraltro essere del tutto scomparsa. Si pensi alla parola avvocatessa.

Il risultato delle raccomandazioni è che i due soggetti ragazzi e ragazze vengono usati con maggiore frequenza, soprattutto dai parlanti donna. Le tradizioni però sono difficili da radicare e l’uso del maschile ha ancora la prevalenza. È ironico che la redazione stessa del manoscritto si contraddica nella prefazione, scrivendo: gli insegnanti, invece che le insegnanti e gli insegnanti. A proposito, è appunto l’insegnante che dovrebbe essere il modello linguistico. Dovebbre sempre dire: buongiorno, ragazzi e ragazze, o ragazze e ragazzi. Ascoltando e imitando l’insegnante si impara l’uso consapevole delle forme. L’uso non sessista della lingua ha importanza culturale giacché dimostra non solo la parità dei sessi, ma anche la differenza senza inferiorità. La lingua può senz’altro produrre cambiamenti mentali e sociali.

“Il sessismo nella lingua italiana”. “Raccomandazioni per un uso non sessista della lingua italiana” – Presidenza del Consiglio dei Ministri.

(Tratto da una relazione presentata da Grace Mannino al convegno NYSAFLT).

Wanted:
Distinguished Professor in Italian American Studies

The Center for Italian Studies of SUNY Stony Brook is looking for a distinguished professor in Italian American Studies.

Send curriculum vitae by August 25th to:
Professor Mario B. Mignone
Center for Italian Studies
SUNY at Stony Brook
STONY BROOK, NY 11794
L’Università per Stranieri di Perugia: Esperienze di un borsista

Carmela Taliercio-Cohn
Elmont Memorial H.S., Long Island

L’opportunità di vivere a contatto diretto con la realtà sociale e culturale dell’Italia di oggi, e la possibilità di frequentare corsi di lingua italiana in una delle più prestigiose università italiane per stranieri, hanno reso questa borsa di studio particolarmente interessante per me e importante per la mia carriera.

Ultimamente si è posta molta enfasi sull’insegnamento delle lingue straniere attraverso l’uso di varie metodologie e di materiali autentici per rinforzare la capacità degli studenti di poter comunicare in situazioni vere e reali. Per questo è importante che gli insegnanti si tengano continuamente aggiornati non solo sulla realtà quotidiana del paese, ma anche sulle nuove teorie linguistiche e sulle nuove metodologie didattiche. Avendo avuto l’occasione di essere in Italia l’estate scorsa per mezzo di questa borsa di studio, ho potuto fare appunto questo.

Trascorrere un mese in un ambiente accademico a contatto con i più rinomati esperti di didattica delle lingue straniere ed insieme ad altri insegnanti d’italiano provenienti da tutte le parti del mondo è stata un’esperienza estremamente formativa dal punto di vista professionale, linguistico e culturale. È stata un’ottima opportunità per me poter scambiare idee ed opinioni su esperienze professionali ed anche un’occasione per aggiornare e migliorare sempre più le tecniche e le metodologie di insegnamento.

Un altro degli aspetti che ha reso questa borsa di studio un’esperienza unica è il fatto che ho avuto l’occasione di essere in Italia non solo in un’atmosfera accademica ma anche di viaggiare molto e di conoscere meglio le bellezze dell’Italia.

In passato i miei interessi mi hanno portato a pubblicare due libri per l’insegnamento dell’italiano agli stranieri, quindi è stato molto interessante ed anche stimolante, vedere come sono e quali sono i testi e le metodologie che all’Università di Perugia vengono usati per insegnare la lingua italiana a studenti stranieri. Da questo ho derivato nuovi spunti per un eventuale terzo libro, che potrò arricchire con note culturali e materiali più aggiornati.

Vorrei inoltre dire che il mio entusiasmo e la mia creatività didattica sono stati senza dubbio influenzati in modo molto positivo da quest’esperienza, in quanto sono rinnovata all’insegnamento con più dinamismo e con nuove idee da condividere con i miei studenti. Tutto questo a sua volta ha influenzato la motivazione, l’entusiasmo e l’interesse allo studio dell’italiano degli studenti, che hanno potuto anche beneficiare di nuovi materiali autentici da me raccolti, come foto, diapositive, giornali, libri ed altri “realia”.

Quest’esperienza per me è stata utile non solo dal punto di vista didattico, ma anche perché mi ha esposto ad un ambiente veramente internazionale. Nel gruppo c’erano insegnanti d’italiano provenienti da venti paesi di cinque diversi continenti, e c’erano studenti di tanti altri paesi che frequentavano molti altri corsi ma tutti con una lingua in comune, l’italiano. Le opportunità per dialoghi a livello più personale erano infinite: ho parlato con un’insegnante d’italiano di Zagreb, città della ex-Yugoslavia, che aveva lasciato la sua famiglia nel mezzo della guerra civile per partecipare a questo programma. La possibilità di parlare direttamente con tutte queste persone ha veramente ampliato le mie conoscenze sia riguardo avvenimenti internazionali, che la vita quotidiana in altri paesi. In questo mese trascorso insieme, tutti noi insegnanti ci siamo sentiti “cittadini del mondo”. È stata una bella sensazione!

Colgo quest’occasione per ringraziare la AATTI e l’Istituto Italiano di Cultura di New York per avermi assegnato l’estate scorsa la borsa di studio per frequentare il Corso per Insegnanti d’Italiano all’Estero, all’Università Italiana per Stranieri di Perugia.

AATTI National Contest

After many years of service to the AATTI National High School Contest, Professor Giuseppe Battista has announced that he will no longer direct the yearly competition. The AATTI Contest Committee of the RITI (Rhode Island Teachers of Italian) Chapter, headed by Mrs. Bruna Boyle, has taken charge as of 1993. The Committee has undertaken the difficult task of revising the four levels of the examination. We are fortunate that the Contest has gone from one very capable committee to another. We want to thank Prof. Battista and the New York Committee for the great job done, and the RITI chapter for accepting this task. We wish them continued success. Direct all inquiries to: Mrs. Bruna Boyle, Narragansett HS, 245 South Pier Rd., Narragansett, RI 02882.
**On the Bookshelf**

**Twentieth-Century Italian Poetry – An Anthology**

*John Picchione and Lawrence R. Smith (ed.)*  

This collection reflects the vitality of modern Italian poetry, from the well-established figures of the turn of the century to the emerging younger poets of the last two decades. Intended for English-speaking students of Italian, the volume presents the poems in the original Italian, with introductory material and notes in English.

Available September 1993; Price: $35.00; CDN paper 0-8020-7368-9  
University of Toronto Press  
Order Department  
5201 Dufferin St.  
Downsview, Ontario  
M3H ST8 Canada  
Tel: (416) 667-7791  
Fax: (416) 667-7832

**Lettera a Suor Margherita**  
*Suor Margherita Marchione*  
Rome: Edizioni di Storia e Letteratura.

This collection of letters is not only the story of Margherita Marchione's lifelong friendship with her Columbia University mentor, Professor Giuseppe Prezzolini, but also a source of information regarding his association with 20th century Italian culture.

**A te la scelta! Libro primo**  
*Anthony Mollica, (ed.)*  

A collection of test materials for Italian, edited from the AATT National High School Contests. These tests focus on the learner's listening and reading comprehension, grammatical and lexical competence, and basic knowledge of Italian history, geography and art. Presented in line-masters for reproduction, the volume contains about 40 pages of fun activities focussing on “culture”. Three more volumes will be available in September 1993. The collection is accompanied by corresponding audio-tapes.  
ISBN 0-921831-22-6

**Una immagine vale... 1000 parole...**  
*Anthony Mollica*  

This book uses visual imagery as a stimulus for discussion and conversation, and as an opportunity to practice and expand basic vocabulary. A teacher's guide, prepared by A. Mollica, J. Ashcroft, A. M. Finger, and A. Chiuchiti, suggests a variety of oral and written classroom activities.  
ISBN 0-921831-08-0  
To order:  
editions Soleil publishing inc.  
P.O. Box 847  
Welland, Ont. (Canada) L3B 5Y5  
or  
P.O. Box 890  
Lewiston, NY 14092-0890  
Tel/Fax: (416) 788-2674

**Un proverbio al giorno**  
*Caterina Cicogna*  

This book offers an opportunity for intermediate and advanced students of Italian to learn the idiomatic and colloquial usage of language through proverbs. It is divided into units based on proverbs related to specific themes (seasons, friendship, time, etc.). The oral and written activities aim at the development of both grammatical and cultural competence in Italian. A teacher's manual accompanies the student's book. 95 pp/ISBN 0-8020-7678-5  
To order:  
University of Toronto Press (see book notice for Picchione).

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**Italy Italy**

An English language magazine devoted to Italian culture and lifestyle.

Articles in the splendidly illustrated January/February 1993 issue include features on Lake Garda, Jewish sites in Italy, crafts in Campania, studying in Italy, Gay Tales, and wine country. To subscribe contact:  
Italian American Multimedia Corp.  
138 Wooster St.  
New York, NY 10012  
Tel: (212) 674-4132  
Fax: (212) 674-4933

**Forum Italicum**

*Forum Italicum*, the journal of Italian studies housed at Stony Brook, announces Filibrary Series. Directed by Michael Ricciardielli, the series publishes proceedings of conferences and works of collected articles dealing with unifying topics. Subscribers receive free of charge, the volumes of the series. Presently, three volumes are in print:

- **Columbus: Meeting of Cultures**, edited by Mario B. Mignone;  
- **Etica cristiana nella letteratura italiana del dopoguerra**, edited by Florinda M. Iannace;  
- **Homage to Moravia**, edited by Rocco Capozzi and Mario B. Mignone.

These volumes follow the three already published:

- **Interpreting the Italian Renaissance: Literary Perspectives**, edited by Antonio Toscano;
- **Writings on Twentieth Century Italian Literature**, by Michael Ricciardielli.

To submit proposals for publication, to receive a text and to subscribe, please contact:  
*Forum Italicum*,  
Center for Italian Studies  
University at Stony Brook  
Stony Brook, NY 11794-3359  
Tel: (516) 632-7444
Opportunities for Study and Professional Development

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Department of French and Italian University at Stony Brook
Stony Brook, NY 11794-3359
Tel: (516) 632-7442

Monterey Institute of International Studies

Monterey Institute of International Studies offers beginning and intermediate Italian, Summer Intensive Language Program, June 23 to August 18, 1993. Cost: $2,670 for 12 units. Language house accommodation option available. For information and application contact:
Summer Admission Office
Monterey Institute of International Studies
425 Van Buren St.
Monterey, CA 93940
Tel: (408) 647-4115
Fax: (408) 647-3534

1994 Travel/Study Grant to Italy for a NY State Teacher

The American Association of Teachers of Italian (AATI) and the Italian Cultural Institute are sponsoring a travel/study grant for a deserving teacher of Italian. The grant will be awarded at the NYSAFLT Annual Meeting in October 1993, and will consist of:
- Tuition and lodging for one month in Italy in the summer of 1994; Round trip air fare from New York City; $500 cash.
- The successful candidate must be a New York State primary or secondary teacher of Italian with a minimum of three years of experience, and a member of NYSAFLT and national AATI. The deadline for requesting applications is May 10th.

Applications may be obtained from:
Ms. Rosa Riccio Pietanza
2041 61st St.
Brooklyn, NY 11204.
Tel: (718) 256-3223

USIA Invites Applications for Fulbright Teacher Exchange Program

The Fulbright Teacher Exchange Program is accepting application requests from U.S. university and college faculty, and secondary and elementary school educators interested in teaching abroad during the 1994-95 academic year. There are also exchange opportunities for educational administrators.

Applications, published in the late spring, must be completed and postmarked by October 15, 1993. Requests for application booklets, publicity material, and general information should be directed to: The Fulbright Teacher Exchange Program, 600 Maryland Ave. S.W., Rm. 142 Washington DC, 20024 Tel: 1-800-726-0479.

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For applications and information, please contact:
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Società Onoraria Italica Annual Report 1991/92

The Società Onoraria Italica, The National Italian Honor Society for high school students, is sponsored by the American Association of Teachers of Italian. The purpose of this organization is to give recognition to scholarship achievements in Italian, and to promote a greater understanding and appreciation of Italian culture and civilization.

During the school year 1991-1992, 885 high school students from over 90 schools were accepted as members of the Società Onoraria Italica, an increase of 215 students from the 1990-1991 school year. The following is a list of participating schools and the number of SOI members from each school.

Aquinas H S – NY 0
Archbishop Ryan H S – PA 12
Baldwin Senior H S – NY 3
Barabas H S – NY 0
Bergen Catholic H S – NJ 0
Bergenfield H S – NJ 7
Bishop Hendricken H S – RI 3
Bristow Central H S – CT 0
Carle Place H S – NY 0
Carmel H S – NY 0
Central H S – NY 22
Cherokee H S – NJ 12
Cibola H S – NM 0
Cliffside Park H S – NJ 9
Coomacka H S – NY 0
Cornwoghe H S – NY 0
David Greely H S – NJ 0
Dunton H S – NJ 16
East H S – PA 0
Eastchester H S – NY 17
Eleanor Roosevelt H S – VA 13
Fort Lee H S – NJ 0
George Washington H S – PA 15
Half Hollow Hills H S W – NY 10
Half Hollow Hills H S E – NY 15
Harrison H S – NY 19
Hemdon H S – VA 3
Hicksville H S – NY 10
High Point Senior H S – MD 1
Holy Cross H S – CT 7
Huntington H S – NY 0
Iona Prep – NY 9
Jericho H S – NY 11
Jonathan Dayton H S – NJ 0
Kellenberg Memorial H S – NY 0
Lawrence H S – NJ 7
Lyons Township H S – IL 8
Madison Central H S – NJ 26
Madison H S – IL 3
Maine Township H S – IL 0
Maine East H S – II 0
Middleton H S North – NJ 5
Middleton H S South – NJ 40
Mother Theodore Gouin H S – 17
Narragansett H S – RI 0
Nazareth Academy – PA 1
Newburgh Enlarged City S – NY 0
Newburgh Free Academy – NY 62
New Field H S – NY 0
North Bergen H S – NY 8
New Brunswick Twsp H S – NJ 25
Notre Dame Cath H S – CT 0
Notre Dame H S W. Haven – CT 12
Oak Park & River Forest H S – IL 3
Oxen Hill – MD 5
Panum H S – NJ 11
Panumus Catholic Boys H S – NJ 0
Patchogue Medford H S – NY 10
Paul VI H S – NJ 6
Philadelphia H S for Girls – PA 12
Port Chester H S – NY 5
Prospect H S – IL 8
Queen of Peace H S – NJ 8
Ranapo Senior H S – NY 1
Rolling Meadow H S – IL 3
Sacred Heart H S – NY 7
Schenectady H S – NY 0
Scotch Plains Fanwood H S – NJ 0
Shelton H S – CT 9
Smithtown H S East – NY 50
Smithtown H S West – NY 16
Somerset H S – NY 10
Spring Valley H S – NY 0
St. Barnabas H S – NY 6
St. Francis Prep – NY 41
St. Joseph Hill Academy – NY 5
St. Paul’s H S – NJ 10
Suffern H S – NY 10
Sweet Home Central H S – NY 0
Syosset H S – NJ 4
Trinity H S – II 11
Union Catholic H S – NJ 10
Villa Walsh Academy – NJ 0
Villa Victoria Academy H S – NJ 0
Vineland H S – NJ 9
Walt Whitman H S – NY 23
West Essex H S – NJ 7
West Hempstead H S – NY 8
Westfield H S – NJ 10
West Lake H S – NY 27
West Orange H S – NJ 16
Wheatley School – NY 4
Winchester H S – MA 10
Woodlands H S – NY 10

We congratulate all the students on their achievement in the study of Italian language and culture, and we compliment their teachers for their fine work.

We would also like to take this opportunity to welcome the eight high schools that joined the Società Onoraria Italica this year by establishing a chapter in their schools.

Trinity High School, 7475 W. Division, River Forest, IL 60305 “Dante Alighieri” Chapter – Aldina Cozza, Instructor
Clifton High School, 333 Collaforce Avenue, Clifton, NJ 07013 “Dante Alighieri” Chapter – Leonardo Rossi, Instructor

Melrose High School, Lynn Fells Parkway, Medford, MA 02176 “Fratelli d’Italia” Chapter – Mariastella Cocchiara, Instructor
Eastchester High School, 580 White Plains Rd., Eastchester, NY 10709 “Niccolo Machiavelli” Chapter – Lucrezia Linda, Instructor
Woodlands High School, Hartsdale, NY 10530 “Leonardo Da Vinci” Chapter – Maria Vannucci, Instructor
Prospect High School, 801 Kensington Rd., Mount Prospect, IL 60056 “Cristoforo Colombo” Chapter – Lynn Scipare, Instructor
St. Francis Prep, 6100 Francis Lewis Blvd., Fresh Meadows, NY 11365 “La Porzioncola” Chapter – Joseph Licata, Instructor

Our congratulations and best wishes to the teachers and the high school administrators for taking special interest in their students and for promoting the Italian language and culture.

Please tell your colleagues and teachers of Italian about the Società Onoraria and encourage them to establish a chapter in their schools.

We are very happy to announce the names of the two recipients of the 1992 Società Onoraria Italica Scholarships of $100.00 each. They are:

• Linda Pistolesi of Suffern High School, New York for level IV and
• Felicia Rea of Richmont High School, Staten Island for level III.

They participated in the 1992 AATTI High School National Contest. Congratulations to Linda and Felicia! The Società Onoraria is making available again two $100.00 scholarships to two high school students who are members of the Società and will participate in the AATTI National Contest in 1993.

We would also like to inform you that we have beautiful color certificates for the students, in addition to the Società pins. The cost of the pin is $6.00 and the certificate is $1.00. Please put your order in for the 1992-1993 school year as soon as possible by writing to:
Prof. Carlo Scala\'n
Westchester Community College
75 Grasslands Road
Valhalla, New York 10595.
Announcements

Georgetown University, Washington, DC, held a conference on Strategic Interaction and Language Acquisition in honor of the late Robert J. Di Pietro.

OATI (Ontario Association Teachers of Italian) holds its annual meetings within the OMLTA (Ontario Modern Language Teachers Association). The OATI also organizes a yearly High School Italian Contest. Moreover, it promotes creative writing by soliciting contributions from students and assigning prizes.

CSIS (Canadian Society for Italian Studies) holds its annual meetings within the Learned Societies of Canada. Its journal, Quaderni d’italianistica edited by Prof. Franceschetti, and the pedagogic bulletin Il Forneri edited by Prof. Danesi, appear twice a year. The CSIS also sponsors Biblioteca di quaderni d’italianistica.

Rivista di studi italiani, edited by Prof. Verna, Dept. of Italian Studies, University of Toronto, is an independent Canadian literary journal.

ULTRU (University Language Teaching Resource Unit), formed by the Department of Italian Studies of the University of Toronto, and co-sponsored by the Italian government, is comprised of an international body of scholars and university teachers who specialize in second language teaching and Italian in particular. Objectives include research on pedagogy, publication of such research and organization of conferences.
Robert C. Melzi
Receives 1992 AATI
Distinguished Service Award

Professor Robert C. Melzi (emeritus, Distinguished Scholar, Widener University) was the 1992 recipient of the AATI coveted Distinguished Service Award. The presentation was made at the General Business Meeting of the AATI, Rosemont, IL. The Award, in the form of a plaque, is given every two years to a member in good standing of the AATI who has acquired distinction and is internationally eminent in the profession. Previous recipients include: Joseph Tussiani (1986), Giovanni Cecchetti and Aldo S. Bernardo (1988), and Olga Ragusa (1990). The next Award will be made in 1994.

Conferences

April 15-18, 1993
American Association for Italian Studies (AAIS), Austin, TX, hosted by the University of Texas at Austin. Contact: Prof. Daniela Bini or Prof. Millicent Marcus, Dept. of French and Italian, The University of Texas, Austin, TX. Tel: (512) 471-5531

April 15-18, 1993

May 30-June 2, 1993
Canadian Society for Italian Studies (CSIS), Carleton University, Ottawa, Ontario, Canada. Contact: Prof. Vera Golini, University of Waterloo, St. Jerome’s College, Waterloo, ON, Canada N2L 3G3. Tel: (519) 884-8110, Fax: (519) 884-3759

June 14-18, 1993
CALICO/LARC (Language Acquisition Resource Center) College of the Arts & Sciences, San Diego State University, San Diego, CA 92182-0440. Tel: (619) 549-6177, Fax: 619 594-5799

June 14-July 2, 1993
CALICO/WinCALIS Summer Seminar, Humanities Computing Facility, Duke University, Box 90269, Durham, NC 27708-0269. Tel: 919 7684-3637

September 6-8, 1993
Associazione Professore di Italiano (API South Africa), University of Cape Town, South Africa. "Images of Africa in Italian Literature". "Italian Literacy Images of the Woman": Contributions of a comparative or interdisciplinary nature can be made in English or in Italian. For information or proposals, contact: Margherita Chiri, Department of Italian, University of Cape Town, 7700 Rondebosch, South Africa. Tel: (27) (21) 650.3058/59/60/61. Fax: (27) (21) 650.5726

October 7-9, 1993
Romance Language Annual (RLA), Romance Languages, Literature and Film, Purdue University. Contact: Prof. Ben Lawton, Purdue University, 1330 Stanley Crisler Hall, West Lafayette, IN 47907-1359. Tel: (317) 494-7691

October 22-24, 1993
NYSALF Annual Meeting, The Concord Hotel, Kiamesha Lake, NY. Contact: Helen Com breakpoint, 71 Grand Blvd., Binghamton, NY 13905. Tel: (607) 292-2775

November 20-22, 1993
Association of Teachers of Italian (AATI) in conjunction with the ACTFL Annual Conference, San Antonio, TX. Contact: Prof. Christopher Kleihauer, Dept. of French and Italian, University of Wisconsin, 1220 Linden Dr., Madison, WI 53706. Tel: (608) 262-5816. Fax: (608) 257-6731
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School Affiliation
Please Check All Appropriate Categories
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☐ Teacher Education
☐ Grades K-6
☐ Undergraduate
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☐ Retired
☐ Grades 7-12
☐ Graduate

Signature of Department Chairperson (for student members)

Please enclose your check made payable to AATI and send to:
Prof. Pier Raimondo Baldini
Secretary-Treasurer, AATI
Department of Foreign Languages
Arizona State University
Tempe, Arizona 85281

Membership Status Requested
☐ Regular $30
☐ Student $15
☐ Husband & Wife $35
☐ Sustaining $40
☐ Emeritus $15
☐ Institutions $40
1993 AATI Tentative Program: San Antonio, Texas

The following is a tentative program for the AATI convention in San Antonio, TX. A number of changes have been made since the Program was first submitted for publication in the AATI Newsletter. Because the Newsletter was ready to go to press, it was not always possible to include them in this issue. The changes have been made in the ACTFL program and will appear in the Fall issue of the Newsletter.

Maria Lombardo, University of Chicago, Chicago, Illinois: Saltimbanchi, Cantastorie e Oralità: The “Unliterary” Quality of Malerba’s Early Fiction

Topics in the Late Renaissance
Michael Letteri, Erindale Campus, University of Toronto, Mississauga, Ontario, Canada
Luigi Monga, Vanderbilt University, Nashville, Tennessee: Pietro Contarini: The “Public” and “Private” in the Accounts of His Journey to London (1617)
Paolo A. Giordano, Loyola University Chicago, Chicago, Illinois: Il Barro: una commedia inedita del ‘500
Robert C. Metz, Widener University, Chester, Pennsylvania: A New Perspective on Italian Renaissance Comedy

The Romantic Novel in Italy
Pier Raimondo Baldini, Arizona State University, Tempe, Arizona
Andrea Ciccarelli, Indiana University, Bloomington, Indiana: Manzoni fra coscienza civile e religiosa: il problema della “guerra giusta”
Augustus Pallotta, Syracuse University, Syracuse, New York: The First English Translation of I Promessi Sposi and the Politics of Literature
Grazia Menecchella, University of Wisconsin, Madison, Wisconsin: Il ruolo di Lorenzo nell’Ortis

Aspects of Romanticism in Italy
Augustus Pallotta, Syracuse University, Syracuse, New York
Anna Maria Di Martino, Ohio State University, Columbus, Ohio: Giulio Pernicari e i trattati linguistici
Silvano Garafalo, University of Wisconsin-Madison, Madison, Wisconsin: The Romantic Polemic: Defining Popolo
Ilona Klein, Loyola College, Baltimore, Maryland: Leopardi e la critica contemporanea: nuove prospettive

Later Aspects of Romanticism in Italy
Ilona Klein, Loyola College, Baltimore, Maryland
David Del Principe, Wellesley College, Wellesley, Massachusetts: The Demons of Ugo Tarchetti
Eugenio Malagoli Skwarczki, Duquesne University, Pittsburgh, Pennsylvania: Contrasti tra spirito e materia nell’opera di Fogazzaro
Sante Matteo, Miami University, Oxford, Ohio: Ossianism and Risorgimento

Bad Daughters/Good Daughters: The Symbolic Order of Matrilinearism in Women’s Narrative
Graziella Parati, Dartmouth College, Hanover, New Hampshire
Carol Lazzaro-Weis, Southern University, Baton Rouge, Louisiana: Mother Church / Daughter Heretic: Luisa Muraro’s Guglielma e Matfreada and “il pensiero della differenza sessuale”
Rebecca West, University of Chicago, Chicago, Illinois: Six Daughters in Search of a (Symbolic) Mother: Twentieth-Century Italian Women Poets from Tozzi to Tarozzi
Angelica Forti-Lewis, State University of New York at Stony Brook, Stony Brook, New York: Virginia Woolf, Dacia Maraini e Una stanzia tutta per noi: L’autocoscienza politica e il testo

Contemporary Italian Writers and Modes of Creativity
Clavio Ascani, Mary Washington College, Fredericksburg, Virginia
Mario Aste, University of Massachusetts-Lowell, Lowell, Massachusetts: Narration, Destiny and Self-Discovery in Bertolucci’s The Sheltering Sky
Mario Moffa, Mount Holyoke College, South Hadley, Massachusetts: La biopoetica in L’ospite del ciel di Gilberto Finzi
Giuseppe Santagostino, Université de Montréal, Montréal, Québec, Canada: Primo Levi e il sistema dialogico

Contemporary Italian Literature
Eduardo Lebano, Indiana University, Bloomington, Indiana
Augusto Mastrì, University of Louisville, Louisville, Kentucky: The Woman and Mother in Nino Palumbo’s Narrative
Anthony Costantino, California State University-Northridge, Northridge, California: La pira e il conflitto dialettico tra storia e Provvidenza nella Città sul Monte
Anthony J. Tamburri, Purdue University, West Lafayette, Indiana: Italo Calvino’s Snow Job: The Marcovaldo Stories

Modern Italian Writers
Angela M. Jeannet, Franklin and Marshall College, Lancaster, Pennsylvania
Constance Markey, De Paul University, Chicago, Illinois: Calvino’s Watcher
Louis Kihler, Wayne State University, Detroit, Michigan: Nomen Nomen: Proper Names in Pirandello’s Il fu Mattia Pascal
Mario B. Mignone, State University of New York at Stony Brook, Stony Brook, New York: Eduardo De Filippo: Tra Commedia dell’arte e Avanguardia

Christopher Kleinhenz
Chair, Program Committee

Roundtable: The Junior Year Abroad and the Summer Program in Italy
Paolo Giordano, Loyola University Chicago, Chicago, Illinois
Gino Casagrande, University of Wisconsin, Madison, Wisconsin: Wisconsin in Italy
Mark Pietralunga, Florida State University, Tallahassee, Florida: Florida State in Italy
Michael Vena, Southern Connecticut State University, New Haven, Connecticut: Southern Connecticut State in Italy

Early Works of Modern Italian Writers
Kora Båttig, Cornell University, Ithaca, New York
Mark Pietralunga, Florida State University, Tallahassee, Florida: In Search of Prometheus: Cesare Pavese
Cynthia Blum, University of Iowa, Iowa City, Iowa: Poet without a Cause: Marinetti’s Passfist Production and the Literary Origins of Futurism
Politics and Film in Italy
Patrick Rumble, University of Wisconsin-Madison, Madison, Wisconsin
Claudio Mazzola, Vassar College, Poughkeepsie, New York: Ermenetica
dello spazio in Teorema di Pier Paolo Pasolini

Antonio Vitti, Wake Forest University, Winston-Salem, North Carolina: Italiani,
brava gente: A New Reading of a Forgotten Film of the Sixties

Jacqueline Reich, University of California-Berkeley, Berkeley, California:
Reading, Writing and Rebellion: Sexuality, Collectivity and Specularity in
the Italian Schoolgirl Comedy, 1934-1943

Medieval Italian Literature
Angelo Mazzocco, Mount Holyoke College, South Hadley, Massachusetts
Mary Ann Sagnella, University of Connecticut, Storrs, Connecticut: Text
and the Fragmented Female Body: An Analysis of the Liber by Angela da
Foligno

Marcella Diberti-Leigh, University of California-Los Angeles, Los Angeles,
California: De mulierem passionibus: Trotula salernitana e la sua visione del
mondo musulm"b

Adriano Comollo, Brigham Young University, Provo, Utah: Frati, suore ed
ecclesiastici vari nel Decameron di Boccaccio

Motifs and Cultural Traditions in Italy
Luigi Monga, Vanderbilt University, Nashville, Tennessee
Sergio Corsi, Loyola University Chicago, Chicago, Illinois: Le ore ed il giorno: da
Petrarca a Parini

Nancy L. Canepa, Dartmouth College, Hanover, New Hampshire: The "Piazza"
Motif and Encyclopedism in Tommaso Garzoni's La piazza universale
and Michelangelo Buonarroti il Giovane's La
fiera

Luciano Farina, Ohio State University, Columbus, Ohio: 1993: An Assessment
of Recent Publications and Reviews on Columbus’ Themes and Issues

Late Medieval Epic and Romance in Italy
Sergio Corsi, Loyola University Chicago, Chicago, Illinois
Christopher Kleinhenz, University of Wisconsin-Madison, Madison, Wisconsin:
Antonio Pucci and the Italian Epic Tradition

Gloria Allaire, University of Wisconsin-Madison, Madison, Wisconsin: A
Unceded Prose Rinaldo by Andrea da
Barberino

Leslie Z. Morgan, Loyola College of
Maryland, Baltimore, Maryland: The
Franco-Italian of Manuscript 13:
Similarities and Differences between
Franco-Italian Texts

Imitation and Invention in Medieval
Italian Lyric Poetry
Steven Bottrill, University of California-
Berkeley, Berkeley, California
Deborah L. Contra, University of
Iowa, Iowa City, Iowa: Love’s Faithful
Subjects: Reading between the Lines in
the Courtly Lyric

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Christopher Kleinheinz, University of Wisconsin-Madison, Madison, Wisconsin
Graziana Lazzarino, University of Colorado, Boulder, Colorado: Pregol (McGraw-Hill)
Anna Maria Moneti, Syracuse University, Syracuse, New York: Da Capo (Holt, Rinehart and Winston) and Amici (a text for high school, in preparation with colleagues)
Anthony Molicca, Brock University, St. Catharines, Ontario, Canada: A te la settimana, (4) and Una imparare a parlare...1000 parole (éditions Soleil)
Marga Cottino-Jones, University of California, Los Angeles, Los Angeles, California: Princesse, Kings, and Magic: A Revision of the Language of Representation in the Renaissance

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Anthony Molicca, Brock University, St. Catharines, Ontario, Canada
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Jordan Lancaster, University of Calgary, Calgary, Alberta, Canada
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Jordan Lancaster, University of Calgary, Calgary, Alberta, Canada: Il modello vichiano nelle autobiografie di Spinelli e De Angelis

Grand Opera and Italian Proficiency
Daniela Noe, Barnard College, New York, New York, and Frances Boyd, Columbia University, New York, New York: Grand Opera and Italian Proficiency

Italian Literature: Plenary Session
Christopher Kleinheinz, University of Wisconsin-Madison, Madison, Wisconsin
Marga Cottino-Jones, University of California, Los Angeles, Los Angeles, California: Princesse, Kings, and Magic: A Revision of the Language of Representation in the Renaissance

Teaching Strategies in Italian I
Joseph A. Tursi, State University of New York at Stony Brook, Stony Brook, New York

Plan to attend the 1993 AATI Conference in San Antonio, Texas!
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From the Editors

THE NEWSLETTER IS FOR THE LANGUAGE TEACHER

As the newly appointed editors of the AATI Newsletter, we wish to thank our predecessors, Prof. Cappelletti and Prof. Viglione, for their dedication and expert editing. We would also like to congratulate all newly-elected members of the executive board of the AATI, and wish them a successful term of office.

The purpose of the Newsletter is to share information about new publications, forthcoming conferences, events, contests and awards as well as to provide a forum for discussion on pedagogy and teaching strategies. We urge our readership to contribute by sending short articles (3-4 pages) or brief notes (1-2 paragraphs) dealing with direct classroom experience, teaching tips, and successful application of linguistic theories.

We thank the members who have sent material in the past. Please remember that without your input there cannot be a Newsletter. Let’s keep it interesting and informative. This is your Newsletter. Make it happen!

Please send news of your school or local organization, and other items to the Editors prior to July 1st, 1993, for inclusion in the Fall 1993 AATI Newsletter. Write to, call or fax:

Dr. Grace Mannino
Editor, AATI Newsletter
10 Pleasant Place
Department of Language, Literature and Linguistics
Farmingville, NY 11738
Fax/Tel: (516) 696-3253

Dr. Marina Frescura
Editor, AATI Newsletter
Ross Building, York University
4700 Keele Street, Downsview, Ont Canada M3J 1P3
Tel: (416) 736-5016, Fax: (416) 736-5735

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