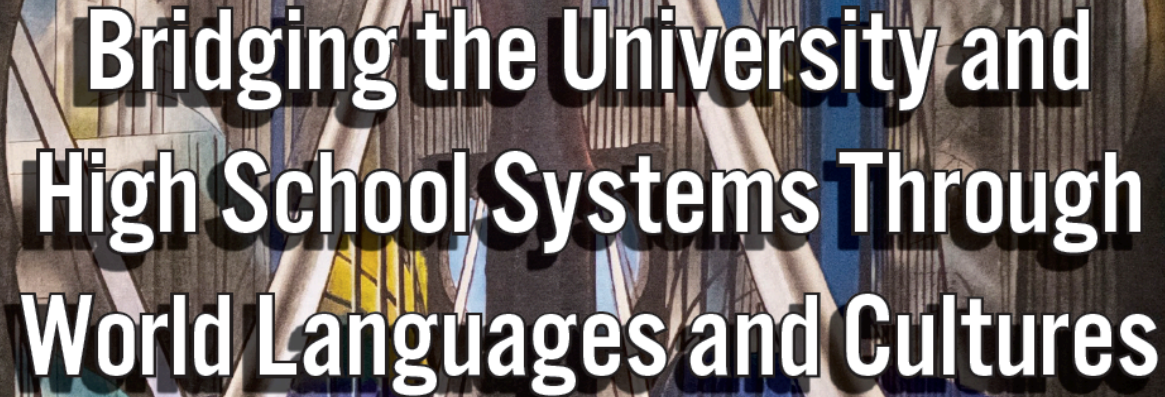




MONTCLAIR STATE
UNIVERSITY

The Theresa and Lawrence R. Inserra Chair in Italian and Italian American Studies
in collaboration with the Italian Program (Department of Modern Languages and Literatures)
and with the support of the Montclair State University Network for Educational Renewal



Bridging the University and High School Systems Through World Languages and Cultures

tinyurl.com/BridgeHSUni

**Marisa
Trubiano**



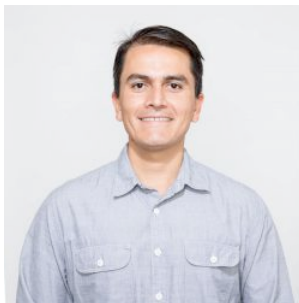
**Teresa
Fiore**



Clorinda Donato



Diego Cortés



Manuel Romero

**Frank
Sedita**



**Patti
Grunther**



Speakers:

California State U Long Beach

Diego Cortés Velásquez

Clorinda Donato

Manuel Romero

Montclair State University

Teresa Fiore

Marisa Trubiano

NJ Public Schools

Patti Grunther (Watchung Hills Reg. HS)

Frank Sedita (Montclair Public Schools)

Bridging the HS and University Systems: Why and How?

- A natural continuum between two systems in the learning path of our students: emphasis on leveraging acquired knowledge to then build as new expansion
- A concrete response to the current needs of both systems: higher enrollment (more students take a language if they know it is part of a long-term plan, and not just a requirement) and protection of teacher/faculty positions (university programs train teachers).
- A way to reverse the rhetoric of permanent crisis (fear, anxiety about extinction) and to emphasize instead the rich language ecosystem we already have in place
- Creating more opportunities for conversation beyond the traditional professional development containers: workshops on teaching content send us back to distinct contexts of work rather than spaces of collaboration (dual enrollment, summer courses as part of Early College credit)
- Working on official agreements that create feeding mechanisms as well as forms of support of HS programs and incentives for both HS teachers and U faculty (MOUs, grants) in addition to the existing mechanisms that will be illustrated today from BL Seal to AP
- In a nutshell, creating a space of permanent dialogue, and not permanent crisis, over innovative and best practices that need to be documented and circulated

Today's workshop attendees

Roughly 25 people in really large part active at the university level, with a very small representation from the HS system

Locations vary tremendously (CA, FL, NJ, NY, CO) as well as positions within departments (from professors to senior lecturers and adjuncts), and nature of institutions (community colleges, private and state universities, as well as ivy league campuses).

A sign of the desire to talk across systems about a topic of relevance.



Frank Sedita

**Articulations of standards
across systems via exams,
certificates, agreements,
networks, consortia, etc.**

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Guiding Principles: Standards

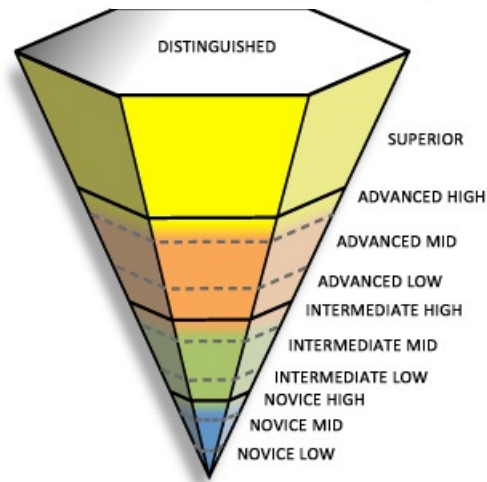
World-Readiness Standards for Learning Languages:

- Communication
- Cultures (i.e. products, practices & perspectives)
- Connections
- Comparisons
- Communities

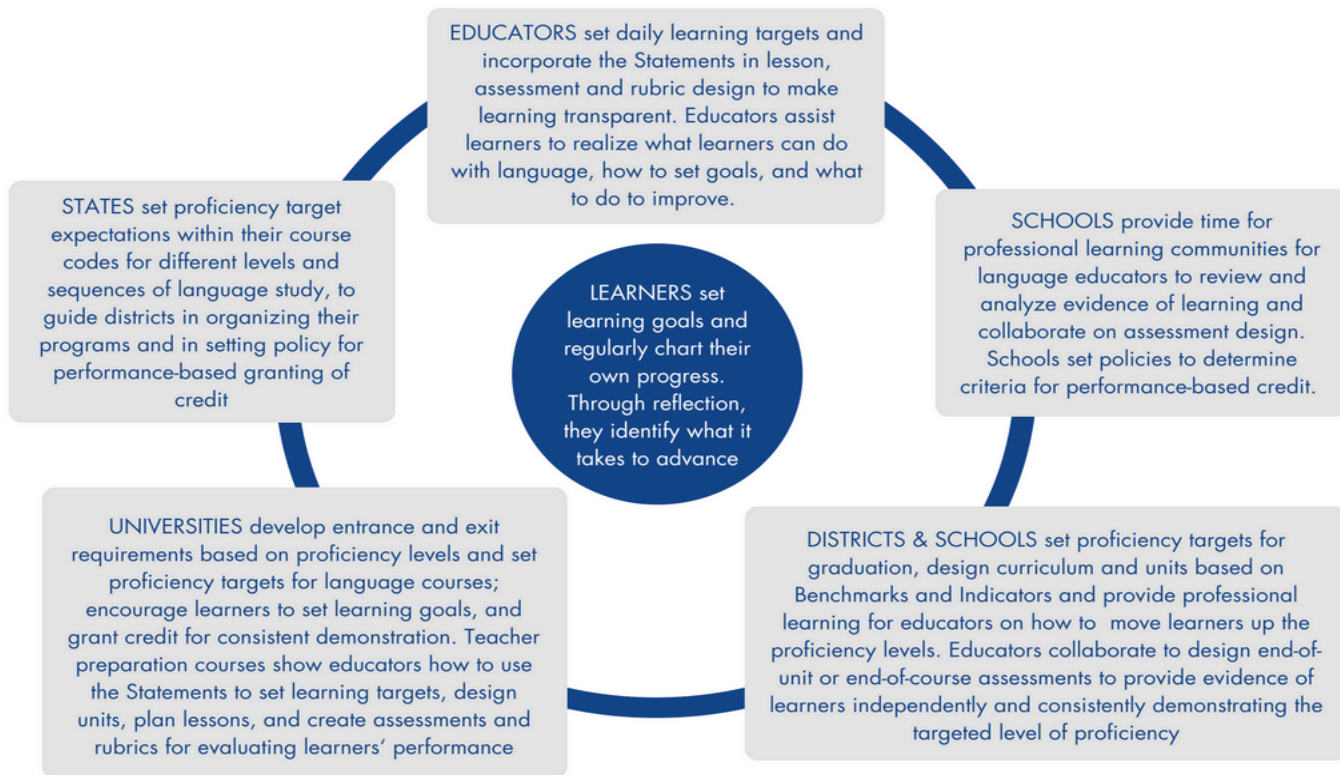


ACTFL Standards:

- Three Modes of Communication:
 - Interpersonal
 - Interpretive
 - Presentational



Guiding Principles: Can-Do Statements



CollegeBoard Advanced Placement

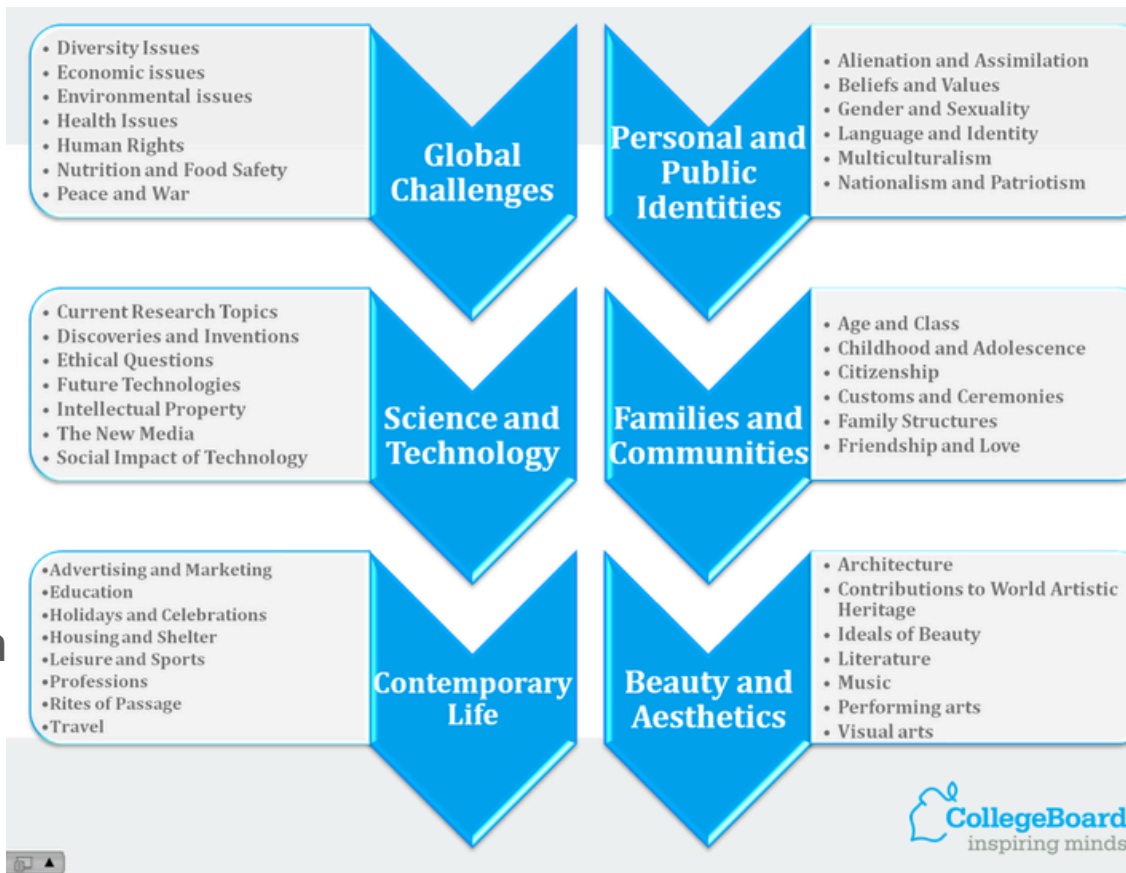
Six AP Themes:

- **Global Challenges**
- **Science & Technology**
- **Contemporary Life**
- **Personal & Public Identities**
- **Families & Communities**
- **Beauty & Aesthetics**

Articulation:

- **Grades K-12 Continuum**
- **Post Secondary**

New Jersey Seal of Biliteracy



New Jersey Seal of Biliteracy

- **Language assessment must:**
 - Be administered second semester of Junior year onward
 - Measure proficiency in reading, listening, writing, and speaking
 - Align with ACTFL standards
- **Students must also fulfill state graduation requirement in content area of English Language Arts**
- **Students must demonstrate Intermediate-Mid or higher proficiency in each domain**



Pathways for Promoting World Languages K-12 & Beyond

Montclair State University:

- MHS Consortium
- Bradford Elementary School (University Magnet)
- After School & Enrichment Programs

Earning College Credit:

- Montclair State University Summer Intensive Course
- Seton Hall University Project Acceleration
- Fairleigh Dickinson Middle College Program



Advocacy: Lead with Languages

CAMPAIGN OBJECTIVES



INCREASE ENROLLMENT in world language programs at all grade levels (K-12 and postsecondary) by developing parent and student awareness of the critical link between language skills and career success in the global marketplace.



STRENGTHEN LANGUAGE PROGRAMS as well as their funding so that students have the opportunity to begin language learning early and continue in a well-sequenced program with clear expectations for linguistic and cultural proficiency outcomes at each level.



ENGAGE LEADERS from business, education, government, and other stakeholders on the vital role of language education to our economic competitiveness and national security, through collaboration, research and policy-making.



BUILD AWARENESS among heritage populations of the benefits of developing and retaining proficiency in their native language and culture while learning English in order to increase academic and career success.



Patti Grunther



Teresa Fiore

**Intensive Italian summer
course for HS students at MSU**

Speakers:

California State U Long Beach

Diego Cortés Velásquez

Clorinda Donato

Manuel Romero

Montclair State University

Teresa Fiore

Marisa Trubiano

NJ Public Schools

Patti Grunther (Watchung Hills Reg. HS)

Frank Sedita (Montclair Public Schools)

Strengthening High School and University Italian Programs: **Pre-AP Early College (3 credits) Summer Course** **2019 EDITION: tinyurl.com/MSUmmer2019**



- 2019 will be the third edition (2018 and 2019 edition as part of MLL Dept.)
- The only course of this type in Italian in the U.S.
- Recognized as Best Practice at 2018 U.S. national meeting of Organizations for the promotion of Italian Language through Italian government funds.

VIDEO - 2017 edition

<https://www.youtube.com/watch?v=KkpgC6o6K7o>



DESCRIPTION

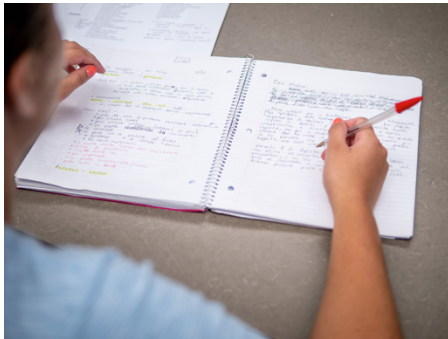
- A one-of-a-kind course designed for high school students on a university campus
- Intensive summer format: 3 weeks for 4.5 hours a day including cultural lunches
- Prepares students to move with confidence from Italian 3 Honors to an AP or advanced Italian class (aimed primarily at rising high school seniors)
- Exposes students to campus life and enriches their academic profiles for college admissions
- Earns students 3 college credits (accepted at MSU and other selected campuses)
- Offered at a very affordable price (\$750 with many scholarships available)

CREATED TO RESPOND TO A NEED EXPRESSED BY A HIGH SCHOOL ITALIAN TEACHER:

[Article on union's journal](https://www.njea.org/hs-students-earn-three-college-credits-italian-style-with-innovative-pre-ap-course/) (NJ Ed Association) about Grunther's experience
<https://www.njea.org/hs-students-earn-three-college-credits-italian-style-with-innovative-pre-ap-course/>

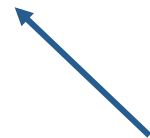
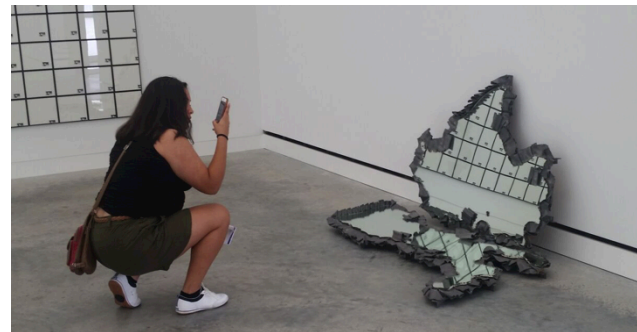
LEARNING GOALS and CONTENT

- AP-bound content
- Focus on oral presentation (“weaker” AP skill)
- Emphasis on conversation (Interpersonal/Presentational)
- Grammar de-emphasized (but not ignored!)
- AP themes as guidelines (global challenges = immigration; Beauty and Aesthetics = Made in Italy)

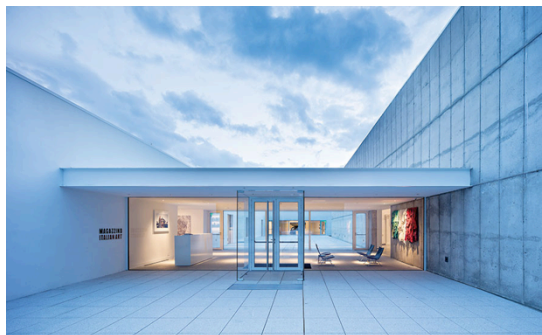


- Traditional tools
- Use of Canvas
- AP assignment (email)

WEEKLY FIELD TRIPS: Art



Magazzino (Upstate NY)
Arte Povera
collection



The
Metropolitan
Museum



FIELD TRIPS: off-campus tours

Made in Italy



FIELD TRIPS: food



EATALY



VERONI (Salumi)



“CULTURAL” LUNCHES

Special Italian-speaking guest speakers during lunch
(professors, local experts)

- Made in Italy
- Translation
- Italian architecture
- MSU Italian program opportunities
- Italian school system
- The Italian family



**Paola Camillo: giornalista
(design) *Corriere della Sera***

MIXED DESIGN TEAM (novelty)

- Original developer and coordinator:

Patti Grunther (Italian teacher, Watchung Hills Regional HS)



- Co-developers at Montclair State University:

Teresa Fiore

(Inserra Chair in Italian and Italian American Studies)

Marisa Trubiano (Associate Professor of Italian)

See reference to [Benefits for HS and Uni page](#) on 2019 Summer course page:



SYNERGETIC SUPPORT ON AND OFF CAMPUS (novelty)

- **The Inserra Chair in Italian and Italian American Studies and the Italian Program (Department of Modern Languages and Literatures)**
- **In association with the MSU Early College Program and Summer Sessions**
- **Co-sponsorship of IACE (Italian American Committee on Education)**
- **Financial support from clubs, state commissions, associations, and individual donors**
- **30% of students in 2017 and 50% in 2018 were on scholarship thanks to the Inter Club, New Jersey Italian Heritage Commission & “Ieri, Oggi, Domani”**



**NJ Italian Heritage
Commission**



GROWING CONSORTIUM (novelty)

* The consortium is made up of private and public schools located in New Jersey: **Montclair High School, Clifton Public Schools, West Orange High School, Elizabeth High School/Frank J. Cicarell Academy, Saint Peter's Prep High School (Jersey City), Palisades Park Jr./Sr. High School, Pascack Valley High School (Hillsdale).**



Note: Membership not required - there are many sending schools outside the consortium

How to expand the consortium and make sure it acts as a feeding mechanism?

NEW IN 2019: RESIDENTIAL OPTION WITH INTERN / RA

- **LODGING at THE HEIGHTS (dormitory)**
- **MEAL PLAN**
- **INTERN for PM ACTIVITIES and RA FOR THE DORM**
- **TARGETED AFTERNOON ACTIVITIES**



AREAS OF FOCUS FOR THE FUTURE



- **FOCUS ON SPANISH SPEAKERS!**
- **INVOLVE MORE HIGH SCHOOLS AND ITALIAN TEACHERS IN TRI-STATE AREA**
- **INVOLVE TEACHERS IN FOLLOW-UP PROCESS FOR FEEDBACK AND DATA COLLECTION**
- **REACH PARENTS AND GUIDANCE COUNSELORS**
- **EXPAND: OTHER LANGUAGES?**
- **EXPAND: OTHER GEOGRAPHICAL AREAS?**



Diego Cortés Velásquez



Manuel Romero

Italian Courses for Spanish-Speaking Students

Speakers:

California State U Long Beach

Diego Cortés Velásquez

Clorinda Donato

Manuel Romero

Montclair State University

Teresa Fiore

Marisa Trubiano

NJ Public Schools

Patti Grunther (Watchung Hills Reg. HS)

Frank Sedita (Montclair Public Schools)

Italian Courses for Spanish-Speaking Students: Learning Arc, Curriculum and Textbook Changes, Growth Opportunities

Dr. Diego Cortés Velásquez and Manuel Romero
California State University, Long Beach

Overview

1. Who Are Our Students?
2. Our Teaching Approach
3. Italian for Spanish Speakers Courses at CSULB
4. Juntos: Italian for Speakers of English and Spanish
5. Sample Activities
6. Growth Opportunities

Who Are Our Students?

Who Are Our Students

- There are approximately 55 million Hispanics in the United States, representing more than 17% of the population.
- California is the state with the largest Hispanic population (approximately 15 million), followed by Texas and Florida. These three states include more than half (55%) of the United States' Hispanic population.
- The majority of Hispanics (estimated at 57.5%) in the United States are bilingual.
- Spanish is the second most used language in the United States (English is first). It is spoken by 38 million Hispanics, as well 2.6 million non-Hispanics.

Who Are Our Students?

Total Number of Undergraduate Students at Cal State Long Beach: 32,196

- American Indian/Alaskan Native: <1% (52)
- Asian: 23% (7,472)
- African American/Black: 4% (1,227)
- Hispanic: 39% (12,521)
- Native Hawaiian or Other Pacific Islander: <1% (66)
- White: 19% (6,029)Two or More Races: 5% (1,543)
- International: 7% (2,115)
- Race/Ethnicity Not Reported: 4% (1,171)

Who Are Our Students?

- Great interest in learning Italian among Spanish speakers at CSULB.
- At Cal State Long Beach, between 70-80% of students in the Italian program are Hispanic, the majority of which are bilingual (English/Spanish).
- Because this particular group of learners can build on their previous knowledge of Spanish in their learning of Italian, they can rapidly reach high levels of proficiency in the target language, provided that a suitable approach and teaching materials are used.

Our Teaching Approach

SLA findings

- Requirements
 - Exposure to input > comprehensible input (I+1)
 - Output
 - Motivation
- Factors
 - Internal
 - Age
 - Cognitive style
 - Learning strategies
 - External
 - L1 > distance from L2

SLA findings

- Interlanguage (Definition: linguistic is the unstable system used by a language learner)
- Interlanguage development
 - Phases: silent, formulaic sequences, grammaticalization
 - Input > role

Learner's profile > (Heritage) Spanish Speakers can process a large quantity of 'authentic' oral and written input in Italian

- Input-based instruction (Allen, 2000; DeKeyser & Sokalski, 1996; Erlam, 2003; Nagata, 1998; Salaberry, 1997);
- Comprehension-based instruction (Gary and Gary, 1981; Krashen, 1982, 1985, 1998)
- Intercomprehension (Ronjat 1913; Blanche-Benveniste 1997) > Plurilingual approach

Plurilingual approaches

- Intercomprehension studies
- Intercomprehension (Ronjat 1913): a form of plurilingual communication across languages of the same family.
- Intercomprehension is a speaker's ability to understand the speech of another speaker who communicates in a dialect of the same language or a related language.
- It has evolved in a variety of directions, yielding collaborations, projects ([EuRom5](#), [EVAL-IC](#)), publications and materials among linguists across the Romance-language speaking countries of the European Union.

Italian for Spanish Speakers Courses at CSULB

Our Courses

Semester	Traditional	For Spanish Speakers
1st Semester	ITAL 101A (4 units)	ITAL 100A (4 units)
2nd Semester	ITAL 101B (4 units)	ITAL 100B (4 units)
3rd Semester	ITAL 201A (4 units)	ITAL 200 (6 units)
4th Semester	ITAL 201B (4 units)	

- Students in Italian for Spanish Speakers Program are able to complete 4 semesters in 3.
- ITAL 200 is a Hybrid 6 unit course. 4 hours/week in class and 2 hours/week online.

Our courses

Characteristics of our Italian for Spanish Speakers courses:

- Language noticing strategies.
- Reading materials are often more advanced/authentic than those used in our traditional Italian courses (taking advantage of the higher levels of comprehension among our Spanish speaking students).
- An emphasis on the positive and negative transfer that exists between languages and cultures.

Our courses

Characteristics of our Italian for Spanish Speakers courses:

- Intercomprehension and multilingual teaching strategies lead to greater intercultural understanding.
- Cultural material that emphasizes the connections between Romance languages and cultures.

Juntos: Italian for Speakers of English and Spanish

Juntos

Every lesson is divided into four sections:

1. Intercomprehension
2. Intergrammar
3. Practice
4. Intercultural activities

Juntos

The Intercomprehensive Sections consist of sentences in several Romance languages that draw attention to the points of concordance between vocabulary, grammar or verb tenses in the target language and the reference languages of Spanish and English as well as at least one auxiliary language. Seeing, identifying, and understanding similarities in Italian, Spanish, French, Portuguese, etc., reinforces the metalinguistic foundations upon which this method was built.

Sections are short vignettes that draw attention to correspondences between the target language (Italian) and the reference languages (English, and Spanish) and an auxiliary language (French) at the lexical or grammatical level. This helps students create and integrate lexical and grammatical knowledge by discovering and deducing multilingual patterns.

Juntos

The Intergrammar sections are often peppered with charts that show students the proximities of these Romance languages (as well as English) to the structures they are learning.

The ability to understand a language is enhanced by one's ability to recognize and productively “notice” points of convergence and divergence with both reference languages.

Juntos

The Practice Sections are short exercises that allow the students and instructors to smoothly transition from the Juntos strategy to more traditional target language exercises found in their respective textbooks.

Intercultural Activities facilitate language learning by engaging students in discussions about a wide range of intercultural topics. These activities not only help students acquire and improve their language skills, but they also invite them to reflect on the interconnectedness of cultures around the world. They are typically comprised of images and a short intercultural reading, followed by target language exercises related to the intercultural topic under discussion and the grammar point of the lesson. Since learners of cognate languages excel at reading, the driving competency in Intercomprehension according to Escudé & Janin, the recognition of cognate structures through reading constitutes a principal element and pedagogical resource of our textbook.

Il passivo: La forma passiva del verbo

Identify the languages below:

1. O livro foi escrito por (Márcia).
2. La casa había sido construida por (mi padre).
3. Madame la présidente a été invitée hier soir par (la reine d'Angleterre).
4. Di solito il musicista era applaudito dal (pubblico romano).
5. She was taken to the dance by (her high school crush).

Answer key: PT; SP; FR; IT; EN.

Il passivo: La forma passiva del verbo

In the sentences on the previous slide, can you identify the verbs in the passive voice?

Answer key:

- 1.O livro foi escrito por Márcia.
- 2.La casa había sido construida por mi padre.
- 3.Madame la présidente a été invitée hier soir par la reine d'Angleterre.
- 4.Di solito il musicista era applaudito dal pubblico romano.
- 5.She was taken to the dance by her high school crush.

Sample Activities

Teaching activities

- Italian celebrities: an input-based activity
- Task description:
 - ITAL 100A: First-semester Italian for Spanish Speakers
 - This task was proposed during the second lesson of the semester.
 - Each student was assigned two paragraphs, each of which described an Italian celebrity (E.g. Giorgio Armani, Sofia Loren, Valentino Rossi, Roberto Saviano, etc.).
 - After reading the paragraphs they needed to complete a table by filling in information about the celebrity, for example name, age, where they were born, what was their profession, and any facts that they found interesting (or comprehensible).
 - They needed to use their prior knowledge of Spanish (or another language) to extract the key information from the paragraph to complete the table.
 - It was made clear to the students that they were not expected to understand everything in the paragraph.
 - The instructor did not make a point of explaining everything in the text.

Teaching activities

Roberto Saviano (Napoli, 22 settembre 1979) è uno scrittore, giornalista e sceneggiatore italiano. Nei suoi scritti, articoli e nel suo libro Gomorra (il suo romanzo d'esordio che lo ha portato alla notorietà) utilizza la letteratura e il reportage per raccontare la realtà economica, di territorio e d'impresa della Camorra e della criminalità organizzata in senso più generale.

Dalle prime minacce di morte del 2006 da parte dei cartelli camorristici del clan dei casalesi, denunciati nel suo esposto e nella piazza di Casal di Principe durante una manifestazione per la legalità, è sottoposto a un protocollo di protezione che dal 13 ottobre 2006 prevede che viva sotto scorta. Per le proprie posizioni è stato destinatario di appelli alle istituzioni da parte di scrittori e altri personaggi della cultura.

Numerose le sue collaborazioni con testate giornalistiche internazionali e italiane tra le quali L'Espresso, La Repubblica in Italia, Washington Post, il New York Times, Newsweek e il TIME negli Stati Uniti, El País in Spagna, Die Zeit e Der Spiegel in Germania, in Svezia con Expressen in Gran Bretagna con il The Guardian e il The Times.

Growth opportunities

Research

- RITA Group (Research on Instruction of Italian as a Second Language)
 - Italian Studies Program
 - Monthly meetings
 - TBLT + Input- based activities
 - Investigate
 - How to take advantage of the linguistic repertoire of our students (e.g. Heritage Spanish Speakers)
 - How to capitalize on their high levels of written and oral comprehension to foster linguistic production in the TL
 - Telecollaboration Program with Roma Tre
 - Blog to showcase our work
- Metalinguistic competence of HSS (Report: Fiorenza, Donato 2018)



Clorinda Donato

The Role of Translation in Modern Languages Programs in the Third Millennium

Speakers:

California State U Long Beach

Diego Cortés Velásquez

Clorinda Donato

Manuel Romero

Montclair State University

Teresa Fiore

Marisa Trubiano

NJ Public Schools

Patti Grunther (Watchung Hills Reg. HS)

Frank Sedita (Montclair Public Schools)

"The Role of Translation in Modern Languages Programs in the Third Millennium: Market Needs, Student Interest, Transversal Applicability of Knowledge"

Dr. Clorinda Donato
California State University, Long Beach

Overview

1. Why study world languages? What are the job prospects?
2. Training Students for Jobs in Translation
3. The Minor in Translation Studies at CSU Long Beach
4. Translation and Translanguaging: Utilizing our student's linguistic repertoire

Why Study World Languages?

Why Study World Languages?

What are the job prospects?

- Translation
- Interpreting
- Localization, the process of adapting a product or content to a specific locale or market, is growing ever more important in today's globalized economy. The success of a business or product will depend on its ability to move between languages, cultures, and disciplines. Localization does not represent a unilateral or one-dimensional process, it is transactional and networked.

Training Students for Jobs in Translation

Training Students for Jobs in Translation: Disciplinary Matches

- Language Study Matched with Any Other Discipline is a Wise Choice
- Establish Curricular Programs that Combine Language Study and Other Disciplines
 - When?
 - Emphasis on Language Study in High School
 - Expose high school students to the opportunities offered by language study and other disciplines
 - Introduce basic concepts of language application in professions world wide in high school
 - Scaffold this information in the transition from high school to college/university
 - How?
 - Professional Modules in High School Language Courses
 - Guest Speakers in Language Professions

The Minor in Translation Studies at CSU Long Beach

The Minor in Translation Studies at CSU Long Beach:

Rationale

- Training in translation prepares students for careers in language-related professions: journalism, public relations, technical, and business-related fields where disciplinary knowledge and translation ability are required (these fields are growing, as proven by the uptake in language service providers or LSPs).
- Despite the dominance of English throughout the world there is an equally compelling demand for the presentation of knowledge in local languages.
- According to the Globalization & Localization Association (GALA), “The localization and language services market is approaching \$40 billion and is growing at a rate of more than 7% annually. It is the fourth-fastest growing industry in the USA and is highly ranked for start-up opportunities.”
- <https://www.gala-global.org/language-industry/careers-localization>.

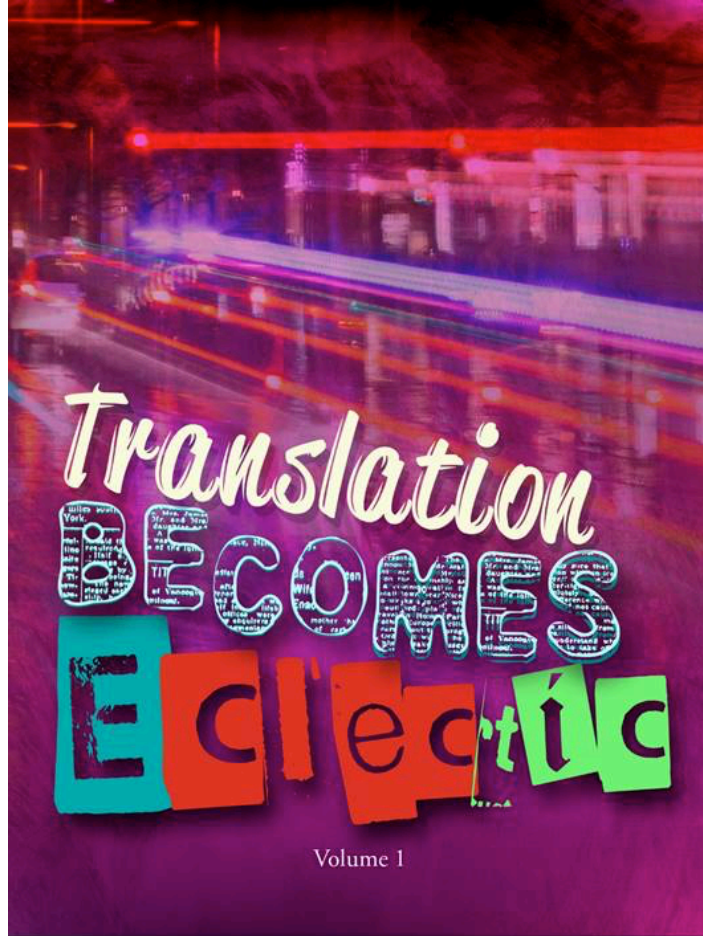
The Minor in Translation Studies at CSU Long Beach

15 units
TRST 201: Meaning in Transit: An Introduction to Translation Studies
TRST 301: Translation: Ethics, Theory, and Practice
TRST 401: Translation Workshop
Advanced language course or proficiency test in languages not taught at CSULB
Course in disciplinary major: Content from this course will be used in the TRST 401 course for project.
DIPLOMA WILL INDICATE “MINOR IN TRANSLATION STUDIES” LANGUAGE STUDIED

Translation and Translanguaging: Utilizing our student's linguistic repertoire

Translation and Translanguaging: Utilizing our student's linguistic repertoire

1. Multilingual students "translanguage" meaning they move seamlessly among the languages they know in speaking, but also in writing
2. Spanish speaking students in the United States translanguage between English and Spanish, but also among other languages, especially Italian, for example, if they are learning it, due to the proximity of Italian and Spanish.
3. Translanguaging, when harnessed in the language classroom, is a pedagogical tool that can lead to comparative thinking in languages, and may be a precursor to translation activities in the classroom.



The Clorinda Donato Center for Global Romance Languages and Translation Studies is pleased to announce the publication of the first volume of *Translation Becomes Eclectic*, a new journal of Translation and Intercomprehension Studies at California State University, Long Beach. This first volume showcases the work of twenty student translators from the graduate seminar RGR 603, Theory and Practice of Literary Translation. As evidenced by the eclectic list of titles below, the students in RGR 603 worked in a variety of languages, translating pieces of fiction and non-fiction from around the world.

*The Clorinda Donato Center for Global Romance
Languages and Translation Studies
California State University, Long Beach*



Marisa Trubiano

Translation in Italian at MSU

Speakers:

California State U Long Beach

Diego Cortés Velásquez

Clorinda Donato

Manuel Romero

Montclair State University

Teresa Fiore

Marisa Trubiano

NJ Public Schools

Patti Grunther (Watchung Hills Reg. HS)

Frank Sedita (Montclair Public Schools)

TRANSLATION IN ITALIAN AT MSU

TRANSLATION and in particular **AUDIOVISUAL TRANSLATION**
as an **APPROACH** TO RECONFIGURING ITALIAN STUDIES
(and Foreign Language) Programs at large

TRANSLATION not only as a **SPECIALIZATION**
but also as a **TRANSVERSAL KNOWLEDGE**
combining **CULTURAL AND LINGUISTIC COMPETENCE**
along with **TECHNOLOGICAL AND COMMUNICATION SKILLS**

TRANSLATION as a **PHILOSOPHY** and **EXPERIENCE** IN FL: SHUTTLING
BETWEEN CULTURES as
READERS, WRITERS, SPEAKERS and **LISTENERS**
in the most diverse fields
(from performing arts to design and food studies)

SPECIFIC ACTIVITIES IN ITALIAN TRANSLATION (AUDIO-VISUAL: OPERA, THEATER, FILM)

- 1. CURRICULUM: REVISIONS AND NEW DEVELOPMENTS**
- 2. SPECIAL STUDENT PROJECTS**
- 3. GRANTS AND PUBLIC PROGRAMS**
- 4. PAID / NON-PAID INTERNSHIPS
w/ INTN'L COMPONENT**



INTERTWINED ORGANIC APPROACH

FULL DESCRIPTION: [LINK TO TRANSLATION PROJECT](#)

1. CURRICULUM

- 3 new courses
 - Translation for Tourism and Cultural Promotion
 - Audiovisual Translation
 - Capstone AVT course
- 4 incorporating translation
 - Topics in Italian Cinema and Introduction to Subtitling
 - Introduction to Italian Business & Commercial Translation
 - Reading, Writing, Translating Early Modern Italy
 - Reading, Writing, Translating Modern & Contemporary Italy
- Future trajectories: AudioDescriptions (AD), Captioning, and Subtitles for deaf and hard of hearing (SDH)



- Numerous sub- and surtitling projects
- Major collaborations



Post about Tabucchi video

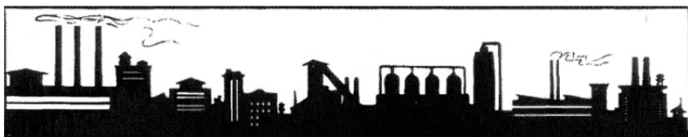


EMMA DANTE | SUD COSTA OCCIDENTALE
LE SORELLE MACALUSO

[Webpage](#)

CAPSTONE COURSE IN AUDIOVISUAL TRANSLATION (Spring18)

- Midterm project: Triangle Shirtwaist Factory Fire translations
- Final project: Editing of English translations + timing + surtitles for InScena NY Italian theater festival



NEW YORK LABOR HISTORY ASSOCIATION

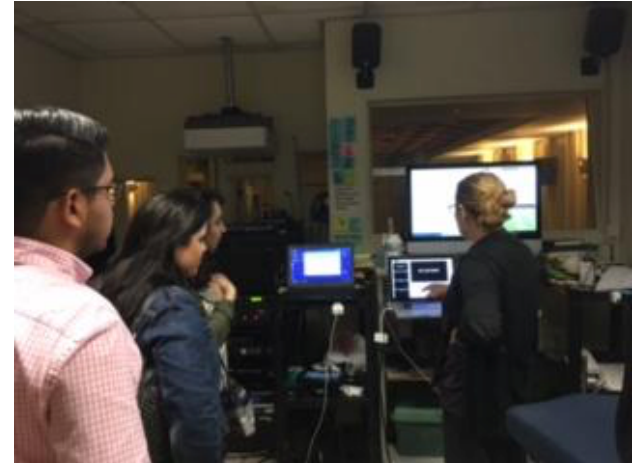


CHALLENGES

- Enrollments: Creative solutions to fill the classes
- Student and theater group's expectations: Different approaches
- Community theater vs. major institutions: Different resources

OPPORTUNITIES

- Reconnecting to local history
- Pre-professional experiences



3. A. GRANTS

- Italy's Ministry of Foreign Affairs Grant and Mini-Grant
 - Development of Capstone Course in Audiovisual Translation and Sur-Titling project
 - Released Time / Assistant funds / Professional development for faculty
 - Involvement of national institutions

- Opera di Firenze
- Opera di Roma



3. B. PUBLIC PROGRAMS

- Public panels with workshops
- In-class talks with experts ([Series1](#) and [Series2](#))
 - Focus on new technology
 - First-hand stories about the profession (actual demand)
 - Reflection on community impact (accessibility)



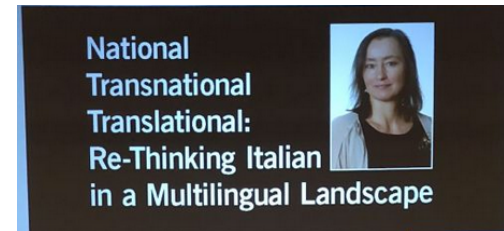
Michael Moore,
UN interpreter
and fiction
translator



Elena Di Giovanni, Accessibility



Chiara Marchelli, Business translation



Loredana Polezzi, Translanguaging ([link](#))

4. PAID INTERNSHIP in FLORENCE

SYNERGY WITH PRESCOTT STUDIO

(Summer '16): 4 week-stay

Supported by the Inserra Endowment

“A great opportunity to test our systems of linguistic mediation for live theater and to benefit from fresh technical and creative input from the future generation of professionals in the field” (Prescott director, Mauro Conti) [Report](#)



Terme di Caracalla, Rome
Teatro Nazionale, Rome
Teatro dell'Opera, Rome
Teatro Nuovo, Spoleto
Arena di Verona

(previous work: **Piccolo Teatro, Milan**)

4. PAID INTERNSHIP IN MACERATA

SYNERGY WITH SFERISTERIO ARENA / U OF MACERATA

with trip to Italy: 7-8 week-stay in Macerata

([Summer 2017 report](#) and [2018 report](#))

\$5,000 scholarship as part of the Inserra scholarship Program

WINNERS - Double majors, Italian + Jurisprudence / Spanish



“In Macerata I have grown a deeper love for music and the Italian language. The internship introduced me to a whole new world: opera and translation. I intend to explore more opportunities in titling and translation at large” (Coviello, intern ‘17)

ONGOING CHALLENGES

A. Key question: is the job market for Italian large enough to justify university training?

B. Support from one's campus for:

1. Effective incorporation of new courses into a **coherent view for the program**, including at the post-BA level
2. Embracing translation as **an approach to FL** (see UK project: <https://www.transnationalmodernlanguages.ac.uk/>)
3. **Marketing** - advertizing new courses to ensure enrolment and protection of small courses



C. Support from the field at large:

1. **Professional organizations** with ad hoc initiatives
2. **K-12 association of teachers** open to incorporation of translation as a pivotal element in pre-college classes

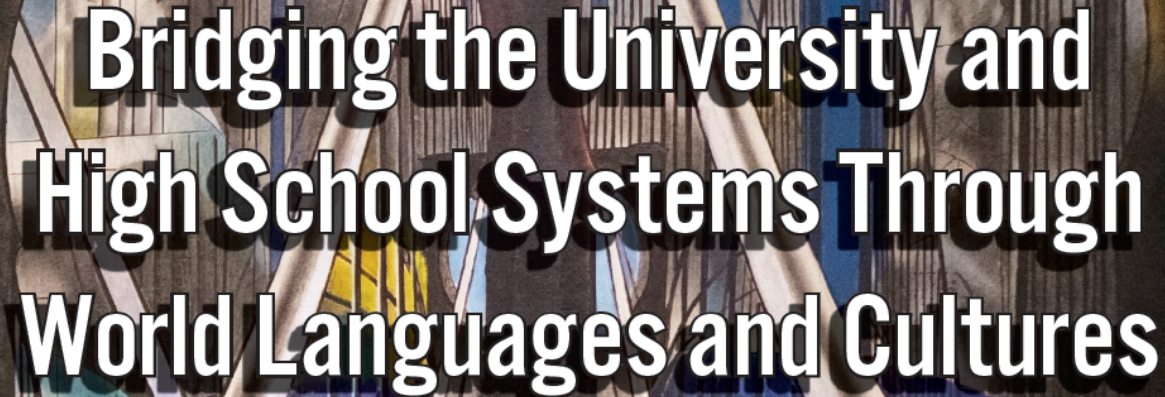
Future opportunities

- Creation of a digital space to post information about current innovative practices, official agreements across systems, and to foster a dialogue about new projects.
- Development of online courses where U and HS instructors collaborate (expansion of Wellesley College online AP course by Daniela Bartalesi-Graf): <https://www.edx.org/course/ap-italian-language-and-culture-2018-2019>
- Gathering information about grants (NEH, DoE) supporting projects across systems (CSULB NEH model): <http://web.csulb.edu/misc/inside/2012/02/15/100000-neh-grant-to-support-french-and-italian-for-spanish-speakers-initiative/>
- Illustrating existing programs as models (language camp for MS students that also trains U students who want to try out teaching): <https://cllc.osu.edu/news/global-citizens-summer-camp-buckeye-funder-live>



MONTCLAIR STATE
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The Theresa and Lawrence R. Inserra Chair in Italian and Italian American Studies
in collaboration with the Italian Program (Department of Modern Languages and Literatures)
and with the support of the Montclair State University Network for Educational Renewal



Bridging the University and High School Systems Through World Languages and Cultures

tinyurl.com/BridgeHSUni