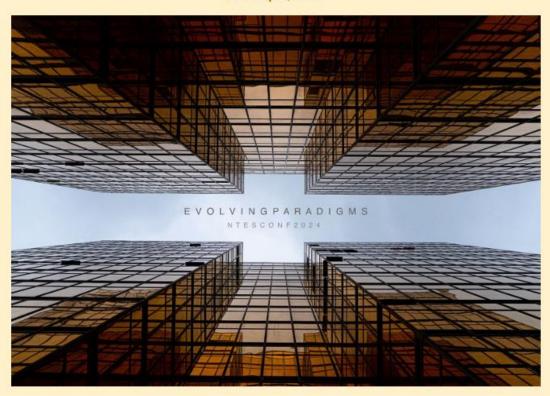UNIVERSITÀ DEGLI STUDI DI ENNA "KORE"

Facoltà di Studi Classici, Linguistici e della Formazione

New Trends in English Studies: Evolving Paradigms
23-24 April, 2024

EVOLVINGPARADIGMS
NTESCONF2024

BOOK OF ABSTRACTS

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INTRODUCTION

The epistemics of English Studies has evolved rapidly in the last few decades, shaped by social and cultural changes, and by advances in technology. As such, English finds itself in reasonably good health and seems to optimistically renew its call for a move toward a wider range of fields in literary criticism, linguistics, and cultural studies (Ostergaard, Ludwig, Nugent 2009). Moreover, since the furthering of canonical literature and classical literary analysis, which epitomised historical interpretation and authorial intent in the past, the focus has gradually shifted towards a broader understanding of culture, fostered by a new cross-disciplinary conversation between the "centre" and the "periphery", where the newly conceived English Studies may revolve. Likewise, present trends in academic qualitative and quantitative research have incorporated ever-evolving digital tools and technologies to rethink information literacy as a set of integrated abilities fit to find, evaluate, organise, use, and deliver information in a constructive manner within various contexts, including that of education and communication (de la Torre, Monje, Vidal 2023; Harmeyer, Baskin 2018).

This leads to new frameworks in Linguistics, Literature, and Cultural Studies, as well as in Translation Studies research paradigms, "generating traffic across increasingly unstable disciplinary borders" (Knežević 2016:153). In particular, they intersect with social, cultural, educational, and environmental issues, and address concerns about ethics and social justice, with regard to the environment, ethnicity, gender identity, education, diaspora, migration, identity navigation, inclusivity, multimodality, etc. However, the new overviews of English Studies are both challenging and problematic as there is still little consensus on how to define the aims, approaches, and objects of study of the discipline. The flood of PhDs in Western Europe and North America, the explosion of creative writing programmes throughout the Anglophone world, together with the careful attention to some critical and pedagogical implications of English as a complex lens through which the world can be interpreted, have been echoed by the "recent decades which have witnessed seismic shifts on the global terrain of higher education and English has not escaped the disruption and turmoil" (English 2012: xi).

In light of these considerations, this conference aims to offer, though in a tentative and non-exhaustive manner, a positive forum for a productive collective reflection on possible future(s) for the discipline.

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SCIENTIFIC COMMITTEE

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Laura Diamanti (University of Enna "Kore")
Fernanda Verçosa (University of Enna "Kore")
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Keynote Speakers

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Giuseppe Balirano

University of Naples L'Orientale

**'Women in Politics in Digital Discourses:
A Critical Reading of the Impact of Misogyny on AI-Generated Content'**

Data selection, collection and preparation are crucial stages in artificial intelligence (AI) applications, but subjective choices during these processes can introduce social biases (O'Connor and Liu, 2023). This is particularly troubling in areas such as Natural Language Processing (NLP), where discursive discriminations can become embedded within linguistic models, thus inheriting biases like sexism or racism presented in the training data. A real-world example highlights this risk: Amazon's recruitment model, trained on historical resumes dominated by linguistic signals associated exclusively with successful male candidates, discriminated against women by automatically discarding their resumes (Manasi *et al.*, 2023). This case underscores the importance of mitigating biases in data-driven AI systems that are inherited from discursive practices found in the texts that feed such models. Against this backdrop, this talk explores the connection between hate speech and the hurdles women face, focusing on how hate discourses can contribute to the marginalisation of women in politics (Krook, 2019, 2020, 2022). In this sense, the concept of 'linguistic misogyny' (Cameron, 2020) is employed to emphasise how diamesic variation can nurture harmful discourses impacting women's lives. Indeed, from social media to everyday conversations, women in politics grapple with gender-based (cyber)violence (Esposito and Zollo, 2021; Esposito, 2022; Balirano, 2023), which poses a threat and a profound challenge. The talk adopts a critical lens from Social Media Critical Discourse Studies (SM-CDS; KhosraviNik, 2018; Balirano and Hughes, 2023) to understand and unravel recent instantiations of misogyny discourses. Some reflections are also offered on how AI-generated texts, by feeding on discourses that linguistically privilege the 'Manthropocene', can perpetuate semiotic misrepresentations against women (Shrestha and Das, 2022; O'Connor and Liu, 2023). Therefore, AI-generated texts are strongly biased towards male defaults, calling for the need for discursive practices that challenge ingrained prejudices, ultimately recommending further collaboration between scholars from the worlds of technology, gender studies and public policy to explore algorithmic accountability.

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BIO

Giuseppe Balirano is Professor of English Linguistics and Translation at the University of Naples L'Orientale, where he is also the current Director of the University Language Centre

and Rector's Delegate for Lifelong Learning, E-learning and Multimedia Enhancement. He is the President of the Italian Association for the Study of English (AIA). He is the PI of PRIN 2022 Project "ECHOES. English studies to Contrast Hate Online and Enhance Solidarity". He is the BeTwiXt series director, publishing original monographs in linguistics and communication studies. His research interests and publications lie in the fields of multimodal critical discourse studies, humour, masculinity and queer studies. His most recent publications include: *The Rainbow Conspiracy: A Corpus-Based Social Media Analysis of Anti-LGBTIQ+ Rhetoric in Digital Landscapes* (2024); *Re-Defining Gender, Sexuality, and Discourse in the Global Rise of Right-Wing Extremism* (2021); *Queering Masculinities in Language and Culture* (2018, with P. Baker); *Gardaí & Badfellas: The Discursive Construction of Organised Crime in the Irish Media* (2017).

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Ingrid Tieken-Boon van Ostade

Leiden University

'Wills in Jane Austen's Family: Close-Reading and Historical Text Types'

With the theme of this conference being "New trends in English Studies – Evolving paradigms", selected one such new trend within historical sociolinguistics, i.e. close reading. As a new approach which originated in the 1920s, close reading has served as a major tool in the study of literature ever since. But recently, Sylvia Adamson argued that close reading should be applied to the linguistic analysis of historical documents as well (Adamson 2019). Drawing, therefore, on a book by David Greenham, called Close Reading, the Basics (2019), which explains the main characteristics of this framework for the study of literature, I will show how close reading can also profitably be adopted for the understanding and interpretation of older texts from a linguistic perspective. In order to do so I will focus on one rather understudied text type, Late Modern English Wills (Tieken-Boon van Ostade 2009: 134–138). My case study for this plenary will be the Wills produced by members of Jane Austen's family after their famous relative's death on 18 July 1817 (Tieken-Boon van Ostade 2014), and I will show that these Wills served an important social function that went beyond specifying who was to inherit what.

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BIO

Ingrid Tieken-Boon van Ostade is an Emeritus Professor and has a chair in English Sociohistorical Linguistics at the Leiden University Centre for Linguistics (The Netherlands). She has published widely on the final stages of the English standardisation process (codification, prescription), with her most recent books on this subject being *The Bishop's Grammar: Robert Lowth and the Rise of Prescriptivism* (OUP, 2011) and *Describing Prescriptivism* (Routledge, 2020). For her analysis of Late Modern English, on which see for instance her *Introduction to the subject published in 2009* (Edinburgh University Press), she

draws on primary data from text types like letters and, as for this plenary, wills. Jane Austen's private language has been the subject of various publications by her, particularly *In Search of Jane Austen: The Language of the Letters* (OUP, 2014). She retired mid-COVID in 2020, though only from her academic duties as a teacher and university administrator and continues her research activities as ever before.

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Chairs' Bios

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Roberto Baronti Marchiò

University of Cassino

Roberto Baronti Marchiò is full professor of English Literature at the University of Cassino and Southern Latium and is co-editor of the literary magazine TRAME di letteratura comparata. His research and scholarly activities have, in the main, concentrated on modernist and post-modernist literature, with particular reference to the avant-garde movements, the relationship between literature and the figurative arts, and the mutual influences of the different artistic genres. He has contributed to various journals, such as La Questione Romantica, Englishes, Semiotica, Merope, Athanor, RSV - Rivista di Studi Vittoriani.

He has published several essays and articles on Shakespeare, John Keats, Romantic and Victorian poetry, Lewis Carroll, Alasdair Gray, Ezra Pound, T.S. Eliot, J. Joyce and the foremost Modernist English writers.

Among his publications: Il Futurismo in Inghilterra: tra avanguardia e classicismo; La lingua degli inglesi; A Thought-Tormented Music. Browning & Joyce; Sailing After Knowledge. Saggi di Modernismo inglese.
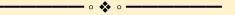
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Tom Bartlett

University of Glasgow

Tom Bartlett is Professor of Functional and Applied Linguistics at the University of Glasgow. He specialises in Systemic Functional Linguistics and Critical Approaches to Language and Communication. He has published on a range of topics, from functional descriptions of Scottish Gaelic Grammar, to case studies of hospital interaction. He has published a textbook, Analysing Power in Language: A Practical Guide (Routledge 2014), and two monographs. His first monograph, Hybrid Voice and Collaborative Change: Contextualising Positive Discourse Analysis (Routledge 2012) was a case study of his fieldwork in Guyana, South America. His most recent book (with Gerard O'Grady), The Language Dynamic (Equinox 2023), explores language, the embodied mind and society as interconnected complex adaptive systems.
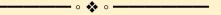
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Annalisa Bonomo

University of Enna "Kore"

Annalisa Bonomo is Associate Professor of English Language and Translation at the University of Enna "Kore". Her current research interests lie manly in the field of multilingualism, intercultural communication, world Englishes and translation studies; she co-edits the international series "In-between spaces: Le scritture migranti e la scrittura come migrazione" (Edizioni Sinestesie) which muses both synchronically and diachronically on the connections between language matters, multi-ethnicity, literature(s) and identities. She has been speaker in many national and international meetings and conferences about English language and literature. Among her publications are *World Englishes and the Multilingual Turn* (Cambridge Scholars, 2017) and *Discutere di plurilinguismo nell'epoca della complessità* (Guerra, 2012). She has also published several articles in national and international journals and volumes.

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Silvia Bruti

University of Pisa

Silvia Bruti is a Full Professor of English language and linguistics at the University of Pisa. She holds a PhD in English from the same university and has been the Director of the University Language Centre for the past seven years. Her research interests include various topics such as text linguistics, discourse analysis, corpus linguistics, (historical) pragmatics, translation, and language teaching. Silvia Bruti has extensively published in these fields and has contributed to several national and international conferences. She has also co-edited and edited many collections of essays on topics like reformulation and paraphrase, lexicography and translation, translation, audiovisual translation research in Europe, the use of corpus linguistics in audiovisual translation, ethnicity, and translation, the most recent developments in subtitling. Recently, she has studied issues in teen talk, intercultural pragmatics, and audiovisual translation. She has researched and published on topics like the translation of compliments, conversational routines, and terms of address in interlinguistic subtitles and dubbing. Her notable works include a monograph on the translation of politeness, published in 2013, and a co-authored volume on interlingual subtitling, published in 2017.

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Manuela D'Amore

University of Catania

Manuela D'Amore is Associate Professor in English Literature at the University of Catania. The author of several essays and literary translations, she has researched in the fields of gender studies, as well as of travel and migrant writing. Her latest monographs, *The Royal Society and the Discovery of the Two Sicilies: Southern Routes in the Grand Tour* (ANDA Prize 2018) and *Literary Voices of the Italian Diaspora in Britain: Time, Transnational Identities and Hybridity*, were respectively published by Palgrave Macmillan in 2017 and 2023.

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Vivian M. De La Cruz

University of Enna "Kore"

Vivian M. De La Cruz is a researcher in English Language and Translation at the Department of Humanities, Languages and Education at the University of Enna "Kore", where she teaches English Language and Translation in the undergraduate degree course, as well as English for Economics in the undergraduate degree course of the Department of Economics and Law.‹

She has a background in Foreign Languages, Literature and Applied Linguistics and holds a PhD in Cognitive Science with a focus on the cognitive science of language.

Her current research focuses on translation studies theory and practice, and in particular on the translation strategies used in the translation of hybrid multilingual/translingual literary texts, from cognitive as well as cultural perspectives. Her other fields of interest are multilingualism, multiculturalism, cognitive translation studies, computational models of language learning, and philosophy of language.

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Paola Clara Leotta

University of Catania

Paola Clara Leotta, Ph.D., is an Associate Professor of English Linguistics at the University of Catania. She has published in several fields of English Linguistics: New Englishes, with particular reference to the socio linguistic study of Indian English; English for Academic Purposes (focusing both on the language of education and psychology, their popularization and prospective applications), and the teaching of English for Specific Purposes through Neuro-Linguistic Programming and flipped classroom methodology. She is also a scholar in Translation Studies, (with particular emphasis on Audiovisual translation), in early-language acquisition and bilingualism. Her recent research focuses on the training of prospective teachers of English in the intercultural classroom.

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Stefania Maci

University of Bergamo

Stefania Maci (PhD, Lancaster University, UK) is Full Professor of English Language at the University of Bergamo, where she is Coordinator of the MA in Digital Humanities, Director of the Research Centre on Specialised Languages, and Scientific Coordinator of the Research Group on Digital Humanities. She is also member of CLAVIER (The Corpus and Language Variation in English Research Group), BAAL (British Association of Applied Linguistics), AELINCO (Spanish Association of Applied Linguistics). She served on the executive board of AIA (Associazione Italiana di Anglistica 2019-2023) and she is now serving on the executive board of CADAAD (Critical Approaches to Discourse Analysis across Disciplines)

Her research is focussed on the study of the English language in academic and professional contexts, with particular regard to the analysis of tourism and medical discourses.

Recent publications include: the monographs *Evidentiality in the genre of medical posters* (2022 – Peter Lang); *English Tourism Discourse* (2020 - Hoepli); and *The MS Digby 133 Mary Magdalene* (2017); the co-edited volumes *The Routledge Handbook of Discourse and Disinformation* (2023 – Routledge); *The Routledge Handbook of Scientific Communication* (2022 - Routledge); and the papers: "Data triangulation using Sketch Engine and WMatrix: Ketogenic diet on Twitter" (2022); "The narrative of the anti-vax campaign on Twitter" (2021); and "Parents' narrative about congenital heart diseases" (2019).

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Massimo Sturiale

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Massimo Sturiale is Associate Professor of English Language and Translation at the University of Milan. His major research interests and publications cover issues in English historical sociolinguistics, lexicography, phonology and Elizabethan translations from Italian. He co-edited, with Joan Beal and Carmela Nocera, *Perspectives on Prescriptivism* (Peter Lang, 2008) and, with Joan Beal, he was guest-editor of "Prescriptivism and Pronouncing Dictionaries: Past and Present", a Special Issue of *Language and History* (55/1, 2012). In 2014, with Giovanni Iamartino and Carmela Nocera, he co-edited *English Words in Time* (Polimetrica International Scientific Publisher). He is currently editing, with Marina Dossena and Giovanni Iamartino, the volume *Myth-making and Myth-busting in and about Late Modern English*.

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Clare E. Vassallo

University of Malta

Clare Vassallo's background is in Philosophy, Literature and Linguistics which she studied at the University of Malta. She followed with a Ph.D in Semiotics from the University of Bologna under the tutorship of Professor Umberto Eco in 1996. She is now full professor of Semiotics and Translation Studies at the University of Malta where she teaches Theory and History of Translation and Literary Translation in the postgraduate course in Translation Studies. She has published in various journals and related publications.

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PANEL 1

TRANSLATION STUDIES: BEING IN THE BEYOND

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Clare Vassallo

University of Malta

'Translation and Reformulation: Going Beyond the Text'

Contemporary thinking in Translation Studies leads us to consider translation beyond the page, beyond the text, and to take the consequences of acts of translation into account. Translation effects, intended or otherwise, have an epistemological dimension in that new and different knowledge systems come into play often bringing change with them. Taking inspiration from Nergaard and Arduini, and Gentzler this presentation seeks to address the potential of translation as an "analytical and instrumental tool" and not simply as a means to compare texts but rather as instrumental in their afterlife, influence and intertextual potential.

BIO

Clare Vassallo's background is in Philosophy, Literature and Linguistics which she studied at the University of Malta. She followed with a Ph.D in Semiotics from the University of Bologna under the tutorship of Professor Umberto Eco in 1996. She is now full professor of Semiotics and Translation Studies at the University of Malta where she teaches Theory and History of Translation and Literary Translation in the postgraduate course in Translation Studies. She has published in various journals and related publications.

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Eleonora Natalia Ravizza

University of Catania

'From Archive to Comic-Strips and Back: Intersemiotic Translation, Hypertextuality and Storytelling in the "Gertrude Bell Comics" Project'

As an accomplished archaeologist, travel writer, colonial administrator and member of the British Army Intelligence, Gertrude Bell (1868-1926), the 'mother' of modern Iraq (Collins and Tripp 2017), certainly led an extraordinary life and left a permanent mark on British colonial politics in the Middle East. The digitally-available, Newcastle-based "Gertrude Bell Archive", allows users to get an impression of this complex, multifaceted historical figure through a variety of materials which she produced during her life: books, letters, diaries, photographs, notes, memoranda, etc. The "Gertrude Bell Comics" project, instead, aims at translating some of the pre-existing archival materials into a series of comic strips depicting Bell's life, from her privileged childhood in North East England to her death in Baghdad. Each panel directly quotes, retells, or re-envisions the original verbal or visual signs and incorporates them into a new semiotic and communicative process which attends to two main functions. Firstly, it structures the intricacy and heterogeneity of the archive itself into a form of storytelling. Secondly, through a series of hypertextual links, it provides entry points to the original materials.

In this paper, the "Gertrude Bell Comics" will be discussed as a very peculiar form of intersemiotic translation (Jakobson 2004, Gorlée 1994, Marais, Eco 2001, Gottlieb 2007, Zhang 2023) – one which is meant both to work as an independent transmutation (Eco 2001) and as a way of mapping the archive itself. The paper will discuss the practices of intertextuality and interdiscursivity in which the intersemiotic translation is based, in order to question its positioning vis-a-vis the colonial discursive practices and ideology in which Gertrude Bell's work is deeply rooted. Also, multimodal storytelling (Borodo 2015) will be addressed as a way of reconfiguring Bell's identity and role in British colonial politics (Bamberg, M. and Georgakopoulou 2008).

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BIO

Eleonora Natalia Ravizza is a tenure-track assistant professor (RTDB) in English Language and Translation at the University of Catania (Department of Political and Social Sciences). Her current research interests include eco-criticism, translation, cultural memory studies, history of language teaching, historical linguistics. She is currently working on a project on linguistics and transcultural memory. She previously taught English language and English literature at the University of Giessen (Giessen), where she obtained her PhD in Literary and Cultural Studies, the University of Bergamo and the State University of Milan.

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Giuseppina Di Gregorio

University of Catania

'Translating Science for Children: Intersemiotic Implications of Popularization'

According to Iedema (2003), resemiotization provides the analytical means for tracing how semiotics are translated from one into the other as social processes unfold, as well as for asking why these semiotics (rather than others) are mobilized to do certain things at certain times. In fact, as Kress and Van Leeuwen (1996: 37) points out, transcoding between a range of semiotic modes represents a more adequate understanding of representation and communication. For this reason, over the past decades, social semiotics has tried to study the process of transduction/transposition (or intersemiotic translation) from the point of view of social interactions, highlighting the role played by modes' affordances and their aptness in defining a given meaning for a given editor in a well-defined context, in terms of time and cultural references (Kress 2020).

The aim of this paper is to investigate how scientific knowledge can be conveyed to children through intersemiotic translation, focusing on cartoons and how they can engage children in learning, sustaining motivation. In order to achieve this goal, the present analysis takes into account two different products, Blaze and the Monster machines by Nickelodeon and The Magic Schoolbus by Netflix, paying specific attention to the episodes that deal with wind energy. This selection of materials allows to analyse in detail how knowledge is transferred from textbooks to multimedia products, creating visually captivating formats that are designed for younger audiences.

Referring to the results of the EPISTRAN project research (Bennett 2024), drawing from a range of interdisciplinary literature, including translation studies, semiotics, children's literature, and media studies, this paper provides some tentative answers to the following questions: how does adapting content from one medium to another influence communication effectiveness and children's comprehension and enjoyment? What challenges and strategies are involved in translating scientific and technical concepts for young viewers?

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BIO

Giuseppina Di Gregorio is a researcher in English Language and Translation at the Department of Educational Sciences at the University of Catania, where she teaches English for tourism and English for the arts in the undergraduate degree course, as well as English for Academic purpose for PhD students. She holds a PhD in English and Anglo-American Studies. She is a member of the Epistran project, led by the Universidade Nova de Lisboa and CETAPS, and, within the scope of the project, she researches the popularisation of scientific discourse in multimodal products, as cartoons and videogames, paying specific attention to children's informal learning; the role played by science in the novels by Christopher Priest and their screen adaptations. Her research interests include translation studies and multimodality, with specific attention to adaptation and intersemiotic translation; discourse analysis (tourism; ecology; business); ESP teaching; children's learning; popularization of scientific discourse for children.

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Vivian M. De La Cruz

University of Enna "Kore"

'Bridging Borderlands: Translatng Giannina Braschi's Translingual Identities'

Giannina Braschi's literary works stand at the intersection of languages, cultures, identities, and genres, presenting an intricate mosaic of hybridity, that challenges conventional notions of boundaries. This contribution explores the challenging task of translating Braschi's multifaceted identities across linguistic and cultural borders. Drawing upon the "Borderland" conceptual framework (Anzaldúa, 1987), as well as theories of (multilingual) translation (e.g. Bennet, 2019; Simon, 2011; Munday, 2008; Cronin, 2006), we analyze the challenges inherent in rendering Braschi's translingual texts, written in Spanish, English and Spanglish, accessible to diverse audiences while attempting to preserve the nuances of her hybrid identities. Through an examination of selected excerpts from her works *Empire of Dreams* (1994/2011), *Yo-Yo Boing!* (1998/2011), and *United States of Banana* (2011) we explore several of the translation strategies Braschi's translators have employed to navigate, and negotiate the complexities of her hybridity, such as the use of code-switching (or 'translanguaging' e.g. Moreno-Fernández, 2020; García and Wei, 2014), as well as the 'cultural-linguistic layering' and (multi)linguistic play, present in her writing. We will also briefly reflect on the implications of translation choices on the representation and reception of Braschi's identities within different linguistic and cultural contexts, with the Italian linguistic context being one of the most recent.

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BIO

Vivian M. De La Cruz is a researcher in English Language and Translation at the Department of Humanities, Languages and Education at the University of Enna "Kore", where she teaches English Language and Translation in the undergraduate degree course, as well as English for Economics in the undergraduate degree course of the Department of Economics and Law.‹

She has a background in Foreign Languages, Literature and Applied Linguistics and holds a PhD in Cognitive Science with a focus on the cognitive science of language.

Her current research focuses on translation studies theory and practice, and in particular on the translation strategies used in the translation of hybrid multilingual/translingual literary texts, from cognitive as well as cultural perspectives. Her other fields of interest are multilingualism, multiculturalism, cognitive translation studies, computational models of language learning, and philosophy of language.

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Laura Diamanti

University of Enna "Kore"

'The Use of the Adverbial 'in fact' in Translation: A Corpus-based Analysis'

Adverbials encompass various categories within English grammar. The research-based project on LGSWE Corpus (Biber, Johansson, Leech, Conrad, Finegan, 1999) has revealed they are elements at the clause level occurring in the initial, medial, or final positions that differ from those phrases at the constituent level functioning as modifiers of other constituents. They have been categorised by their functions as circumstance, stance, and linking adverbials (1999, p. 762). If on the one hand, their use offers important information about the proposition, on the other hand, they are not always clearly interpretable and may denote ambiguity or coincide in meaning. Likewise, scholars disagree on their classification and the degree of overlap between syntactic and semantic classes (Austin, Engelberg, Rauh, 2004, p. 17).

In light of these assumptions, not only does the translation of a text entail the analysis of the linguistic and discursive focus, but also its language directionality, given the properties of adverbials about their position and modification of the phrases in the sentence (Doherty, 2002, p. 34). Considering the stance adverbial *in fact*, it may reflect multiple functions and add that of linking adverbial by connecting the proposition containing it to what precedes. In so doing, this adverbial can comment on and enhance the semantic strength or provide more detail about the propositional content (Biber et al., 1999, p. 858). A corpus-based approach thus aims to explore some concordances in the British Web Corpus (ukWaC) and translate them into Italian to look at their placement and implications of meaning. Two research questions arise: 1) What variations result in comparing the original propositions with their translations? 2) How does the placement of *in fact* affect the flow of information and its conveyed meaning? This study intends to provide insight into the translation decisions about units of text that contain this adverbial.

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BIO

Laura Diamanti is a Fixed-Term Researcher of English and Language Translation at the Department of Classical, Linguistic, and Educational Studies of the University of Enna "Kore": she teaches English Language and Translation at the Master's Degree in Languages for Communication and Cultural Services (LM-38). She holds a Ph.D. in General and Historical Linguistics and of Modern Languages (University Guglielmo Marconi of Rome) and a Ph.D. in Applied Linguistics (University of Macerata). Her current research focuses on English linguistics and translation and she has authored various articles in refereed academic journals and volumes based on her other studies in Ecolinguistics and Eco-translation, Textual Linguistics, Corpus Linguistics, Lexicology, Grammaticalisation, and Gender Markedness.

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PANEL 2

IDENTITIES AND CULTURES
IN TRANSLATION

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Concetta Maria Sigona

University of Burgos

'Gender and Migration: Intersectional Approach in Italian Canadian Women Writers'

This study focuses on reconstructing the bridge identity of first and second generation Italian-Canadian writers between the country of origin and the host country, based on an analysis of biographical and fictional writings and from an intersectional point of view. First, it will analyse the trauma experienced at the individual level and how it repercussions on the collective sphere within the four strategies of acculturation: integration, assimilation, separation and marginalization (Berry 1997; Berry and How 2016). It will also analyse how the migrant writing of first-generation women has served as a model for the second generation. On the one hand, it intends to outline the fictional representation of female migration in relation to the concept of "sense of belonging" defined by Nira Yuval Davis (2006) and its inherent connection with three underlying factors: "emotional attachment", "social location" and "ethical values". On the other hand, it will aim to highlight the nuances and particularities of the collective, the object of this study, belonging to the current generation of Italian-Canadian writers. The writings under review show that Italian emigrants have maintained a strong bond with their homeland and at the same time adapted to Canadian norms and traditions and achieved full integration. The information gathered after this study will elucidate to what extent contemporary literature represents the processes of adaptation and how. From a gender perspective, it will be useful to understand the social, political, economic and moral dimensions of the different forces that shaped the degree of empowerment of Italian emigrants in the new land.

BIO

Concetta Maria Sigona holds a PhD (2008), a MA in Teaching Foreign Languages (2013) and MA in English (1999) and several diplomas in Teaching Foreign Languages. In the particular field of teaching Foreign Languages, she has more than 15 years teaching experience in Higher education and Lifelong learning. She has also taught in Master for Teaching (Teaching English, context and situations) at the University of Burgos and at the moment. She coordinates the area of foreign languages in the Master for Secondary Education. She has mentored more than 10 MA dissertations and she is also Tutor of Phd thesis. She is final project director in Master for Teaching at the University of Burgos. She has been the Coordinator for Erasmus Exchange at the University of Burgos since 2017. She coordinates the Group for lnnovation in the Teaching of English language and literatures at the University of Burgos since 2015 and of the research group ICCLAS at the University of Burgos. She has participated in several international projects such as Evaluating and Upscaling Telecollaborative Teacher Education (Erasmus+ KA3 2017-2019) and En-abilities and VIRTEACH European projects at University of Burgos.

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María Amor Barros del-Río

University of Burgos

**'Irish Literature and the Transcultural Framework:
New Cross-disciplinary Conversations'**

Ireland has rapidly changed over the past few decades, experiencing political highs and lows, and economic crises and growth, in equal measure. If Irish culture "has emerged as a global phenomenon" (Falci and Reynolds, 1), so has Irish literature become a privileged site where the intricacies of society are mirrored from a variety of angles (Foster; Harte and Parker; Kiberd). As a result, a dialectical approach is needed to interpret the dynamic nature of contemporary Irish society through its literature. To this end, transculturality provides a comprehensive dialogical insight into authors, their choice of topics, and society as a whole.

The transcultural lens moves beyond outdated dichotomous relations –local-global, native-non-native, national-international, colonized-colonizer, and many more–, as much as it acknowledges collective and individual experiences of exclusion and resistance, adaptation and belonging, practices of multi-directional mobility, and ongoing debates on borders and boundaries, all of which abound in contemporary Irish literary manifestations (Welsch). It also encompasses the detection of concealed practices and interactions, connections, and flows, regardless of national borders (Benessaieh; Juneja). This contribution considers the recent work of acclaimed Irish author Evelyn Conlon and offers tangible proof that literary texts act as vessels of transcultural dialogue and can be instrumental for social change in critical issues such as political violence and imperial practices, feminism, social fragmentation and marginalisation, among others.

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BIO

María Amor Barros del-Río is Secretary of AEDEI (The Spanish Association for Irish Studies), a founding member of the Centre of Irish Studies BANNA/BOND (European Federation of Associations and Centres of Irish Studies) and Senior Lecturer in English Studies at the University of Burgos (Spain). Her teaching and research interests include contemporary Irish literature, particularly women's writing, gender studies and language teacher education. She is the author of Metáforas de su tierra: Breve historia de las mujeres irlandesas (Septem, 2004) and co-author of A Practical Guide to Address Gender Bias in Academia and Research (Fundación General de la Universidad Politécnica de Madrid, 2016). She is the editor of the forthcoming volume Transcultural Insights into Contemporary Irish Literature and Society: Breaking New Ground (Routledge, June 2024) and her work has been recognized by positive reviews in international journals, grants and awards received to date.

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Belén Ozarín García

University of Burgos

'The Silenced Memories of the "Istrian Exodus"'

Depending on the context, researchers on the exodus have had difficulties in interpreting the silence of the exiles, and later generations, in their ethnographic works. This may have been for a variety of reasons, including trauma, inconsistency of views, or reluctance to talk to researchers when "reliving" very painful situations. This leads one to think that in addition to the exiles' own feelings, the researcher can influence the way in which the interviewees react to his or her questions. It should be born in mind that the scholar's principles and values, as well as his or her personality traits and the current social, religious, or political reality of the exiles, mean that the answers may take on subjective nuances (Ballinger, 2012). Slovenian and Croatian citizens defend parallel, but very different stories: what for Slovenian exiles was a choice and the free choice to opt for Italian citizenship, for Italians became victimisation as the target of fascism and war crimes (Virloget, 2021).

As far as people's individual memories are concerned, the question that arises for researchers is that "exodus" and "silence" are closely linked concepts. In this case, Italian citizens became "strangers" to their own home due to political and social changes (Ballinger, 2003). Furthermore, Italian citizens underwent a change of status, and lost their social contacts, including close family members who have shared their lives forever. The issue of silence becomes a very important object of study in this article, as it is not a mere incompatibility of collective memories and individual memories (Virloget, 2021).These individual memories do not find a place in the collective memories of society, so many discourses begin to be stigmatised and rejected. For this reason, it can be considered that the researcher can be seen as a sympathiser of either Slovenians or Italians, and consequently make the exiles silent on certain aspects of the events suffered in exile (Kalc, 2019).

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BIO

Belén Ozarín is coordinator of the English area of the Master's Degree in Teacher Training in Compulsory Secondary Education, Baccalaureate, Vocational Training and Language School. Master´s thesis tutor at Isabel 1 University. She has taught at Secondary Schools and as a PDI at the University of Burgos. Secondary and teaching under PDI figure at the University of Burgos. She is an official trainer for Cambridge Exams.

She is currently studying for a PhD at the University of Burgos, her research is focused on literature and innovative technologies and the impact of these on second language acquisition.

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PANEL 3 | SESSION 1
LITERARY STUDIES IN ENGLISH

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Roberto Baronti Marchiò

University of Cassino

'"A Change in the Air": Atmosphere and Romantic Imagination'

During the period between 1750 and 1850, air became a source of concern and anxiety for a number of reasons. Not only were people becoming more aware of the dangers associated with air pollution and its impact on human health, but political issues related to Great Britain's sovereignty also added to the unease. Indeed, a factor contributing to anxiety around air and air pollution was the discovery in 1783 of a new space on Earth: the atmosphere. Though this aerial space had been described in Greek mythology and Christian tradition, it wasn't until the 1780s that scientific studies on climate and meteorology, as well as the possibility of aerial travel, made the atmosphere visible and rich in new meanings. So much so that by 1800 the atmosphere's field of reference was extended from its physical meanings in natural philosophy into the new sense of an environing mood or affective dimension that subtly influences perception and communication while remaining largely imperceptible.

Drawing on philosophers Peter Sloterdijk, Gernot Böhme, Tonino Griffero and their neo-phenomenological theory of atmospheres, this contribution explores how this metaphorical use of the atmosphere as a description of a particular mood hanging in the air at the intersection of subject and object had relevant implications for the Romantic notion of imagination and is reflected in some of William Wordsworth's poems.

BIO

Roberto Baronti Marchiò is full professor of English Literature at the University of Cassino and Southern Latium and is co-editor of the literary magazine TRAME di letteratura comparata. His research and scholarly activities have, in the main, concentrated on modernist and post-modernist literature, with particular reference to the avant-garde movements, the relationship between literature and the figurative arts, and the mutual influences of the different artistic genres. He has contributed to various journals, such as La Questione Romantica, Englishes, Semiotica, Merope, Athanor, RSV - Rivista di Studi Vittoriani.

He has published several essays and articles on Shakespeare, John Keats, Romantic and Victorian poetry, Lewis Carroll, Alasdair Gray, Ezra Pound, T.S. Eliot, J. Joyce and the foremost Modernist English writers.

Among his publications: Il Futurismo in Inghilterra: tra avanguardia e classicismo; La lingua degli inglesi; A Thought-Tormented Music. Browning & Joyce; Sailing After Knowledge. Saggi di Modernismo inglese.

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Chiara Sciarrino

University of Palermo

'Ecological Explorations in Ali Smith's Literary Landscape'

This paper will delve into Ali Smith's Seasonal Quartet, analyzing the subtle and profound ways in which the environment is interwoven into the narrative fabric of each novel. Exploring the representation of seasons, landscapes, and ecological concerns, the study aims to uncover the deeper connections between Smith's storytelling and environmental consciousness. Through close readings and thematic analysis, we will examine how the quartet serves as a literary lens through which Smith engages with pressing environmental issues and encourages readers to reflect on the intricate relationship between humanity and nature. The proposal will outline key works and literary devices that contribute to Smith's ecological discourse, offering a fresh perspective on the symbiotic relationship between literature and the environment.

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BIO

Chiara Sciarrino is Associate Professor of English Literature at the University of Palermo. She holds a Master's Degree in Anglo-Irish Literature and Drama (UCD, Dublin) and a PhD in Comparative Literatures (IULM, Milan). She is the author of three books about the influence of Italian culture in Anglo-Irish literature and drama, a book about the Italian translations of Joyce's A Portrait and of articles on James Joyce, Flann O'Brien, Oscar Wilde, Daniel Defoe, Ian McEwan and Ali Smith, among others. She is currently working on a project about BrexLit. Her main areas of research are contemporary British literature, literary translation, and Irish Studies. She was the Head Organizer of the tenth EFACIS conference in 2005 and of two more recent conferences about the teaching of English as a foreign language. She is the co-founder of CISIRL, Centro Studi Universitario di Studi Irlandesi.

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Antonino Virga

University of Catania

'Heaps of Broken Images: T. S. Eliot and His Post-War Scenarios'

In a letter to his cousin Eleanor Hinkley, dated September 8th, 1914, Eliot disclosed that war "has been something which has left a very deep impression on me" (Eliot, 1988). Compelled to experience the absurdity and the horror of World Wars I and II, T. S. Eliot post-war production patently records the desperate, private outpouring of a sensitive soul's grief and fear, as well as the historical disillusionment and anxiety of an age in which the cultural collapse coincided with both an individual and a naturalistic disintegration.

The aim of my paper is to investigate the environmental upheaval characterizing two poems by Thomas Stearns Eliot – The Waste Land (1922) and Four Quartets (1943) – whose apocalyptic scenarios plainly exhibit "the devastating effects of the conflict on individual bodies and minds and the deadened landscape they inhabit" (Badenhausen, 2015). Indeed, by both portraying a barren territory and describing the ruins of an 'Unreal' London destroyed by air raids, the abovementioned poems display the natural disasters provoked by the two global bellicose events, functioning likewise as harbingers and warnings for the actual 'death of earth' and ecological crises (McIntire, 2015).

After providing an overall insight into the texts, I will subsequently detect the way in which sterility and physical desolation imbue both the urban and the natural environment, unfolding the catastrophic aftermaths inflicted by those "mechanized mass slaughter[s]" (Rabaté, 2015) to such geographical ecosystems, meditating as well on their dramatic impact on the modern, industrialized world. Furthermore, I will attempt to demonstrate Eliot's struggle to discover strategies for survival, revealing his striving for an ecological "meaning that would help resolve the catastrophes of the present" (McIntire, 2015).

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BIO

Antonino Virga is a second-year candidate of the Ph.D. Course in Scienze dell'Interpretazione at the University of Catania. He specialized in English literature at the University of Pisa in 2020, by analysing a select poetic corpus of Thomas Stearns Eliot from an ecocritical perspective (Supervisor: Prof. Roberta Ferrari). His Master's thesis became the basis of his Ph.D. project, "Green Modernism: an Ecocritical Analysis of T. S. Eliot" (Tutor: Prof. Manuela D'Amore), which he began in 2021. In May-November 2022, he presented the first results of his research at several conferences both in Italy and in the US (AIA 30 – Catania, September 2022; "The International T. S. Eliot Society 43rdAnnual Meeting – The Waste Land Centenary", St. Louis, September 2022; and the "Midwest Modern Language Association 63rd Convention", Minneapolis, November 2022). He is currently conducting his research activity at Sorbonne Nouvelle University in Paris.

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Mattia Mantellato

University of Enna "Kore"

'Crossing Paradigms:
Literary and Artistic Partnership Fusions in Imagining Blue Embodied Seascapes'

This paper presents an inter-transdisciplinary project that merged together poetry, music, figurative art and dance/performance with the intent to creatively re-imagine (and engage with) the borders and archives of the Mediterranean Sea, and the Maltese archipelago in particular. Imagining Blue Embodied Seascapes: Transdisciplinary Dialogues with the Mediterranean Sea is an intermedial video-experiment that accomplishes a "partnership" (Eisler 1988, 1995, 2002; Eisler & Fry 2019) and eco-critical or "blue" (Jue 2020; Ingersoll 2016) journey of comprehension of the Mediterranean space and painful history through the 'voices' and 'arts' of 10 professionals and the collaboration of two universities (University of Udine & University of Malta). The disciplinary crossings and fusions of the video begin with the musical interpretation of Maltese "blue" poetry in English, passing through the embodied adaptation of words and sounds through intersemiotic dances and gestures, and concluding with the adding of figurative art as a corollary for the production. The final aim of the project is to challenge students and viewers' understanding of the Mediterranean Sea as a fertile cross- cultural space for a more caring, peaceful and "dialogic" (Panikkar 2007) future. In the presentation, I will focus first on the complex merging of different types of arts and expressions (Hutcheon & Hutcheon 2023) through semiotic transfer-processes that much have in common with literary "decolonial praxis" (Quijano 2007; Mignolo 2012; Mignolo & Walsh 2018). Second, I will discuss how English Studies can become privileged con-texts for the experimentation of inter-disciplinary paradigms and "partnership" options, being English on a constant rhizomatic process of revision, change and adaptation. Third, I will conclude with students and public's response to this kind of research, highlighting their insights, opinions, and critiques on this innovative wor(l)d of possibilities.

BIO

Mattia Mantellato is Associate Professor of English Literature at the University of Enna 'Kore'. In 2021 he won the AISCLI Essay Prize, and in 2022 the UNIUD PhD Award for the Humanities. He has been Honorary Research Fellow at the University of Essex (2019), University of Barcelona (2022), University of Cape Town (2023) and University of Malta (2023). His research focuses on World/Post-Decolonial Literatures, Derek Walcott's Literature, English Literature, "Blue Humanities", Performance/Dance Studies and Transmediality and has published widely on these areas of interest. He is also a professional ballet dancer, choreographer and artist. He graduated from La Scala Ballet Academy in Milan (2005). For seven seasons, he was part of the National Ballet Theatre of Prague (Czech Republic). He has performed in more than 10 countries in Europe, in China (EXPO 2010), at the Biennale of Venice and at Mittelfest.

PANEL 3 | SESSION 2

LITERARY STUDIES IN ENGLISH

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Stefania Arcara | Silvia Romano

University of Catania

'"A Very Marriageable House":
Self-Relocation and Gender Relations in Daphne Phelps's Memoir A House in Sicily'

This paper focuses on A House in Sicily, published by Virago in 1999, by Daphne Phelps (1911-2005), an Englishwoman who for nearly 60 years lived in Sicily, where she inherited a villa built by her uncle, the painter Robert H. Kitson. In 1899 Kitson, a wealthy gay artist, had left England to join the male homosexual community of expats in Taormina. In the 1950s his niece Daphne, an independent young woman with a degree in Psychology, took over the house, Casa Cuseni (today a historic house museum), which she managed on her own until her death, turning it into a Mediterranean "health resort" for British and American intellectuals and artists, such as Roald Dahl, Bertrand Russell, Henry Faulkner, Tennessee Williams, and many others.

Phelps's A House in Sicily (translated into Italian in 2005) is a hybrid text, combining memoir, travel account and autobiography. Through its self-effacing narrator, it offers fascinating recollections of life in post-war Sicily from an Englishwoman's perspective: not that of a passing visitor, but that of the locandiera, a foreign subject who became gradually integrated into a social context which was diffident about independent, unmarried women. Phelps's is the story of a woman who defied patriarchal society in Sicily by living in "a very marriageable house" by herself, or rather, with the unique support of another woman, her housekeeper and "soulmate" Concetta Cundari. Phelps's writing offers the opportunity to investigate both ideological discourses and material realities through which transnational subjects and intercultural identities are constituted, when solidarities between women in the face of heteropatriarchy are constructed across nationality, social class, and the North/South divide.

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BIO 1

Stefania Arcara is Associate Professor of English Literature and Director of the Interdisciplinary Centre for Gender Studies "Genus" at the University of Catania. Her areas of research are feminist literary criticism, women's and gender studies, cultural studies and translation studies. She has published on travel literature, women's writing in seventeenth-century England, Pre-Raphaelite poetry, Victorian Hellenism and discourses on sexuality, British suffragism, 1970s Anglophone feminism, and the writings of Virginia Woolf. She is the author of numerous translations and is co-curator of the blog Manastabal. Femminismo materialista.

BIO 2

Silvia Romano is currently working on her research project on English Literature from a Gender Studies perspective. Her doctoral dissertation focuses on "The Mediterranean and the Classics in British Culture Between the 19th and 20th Century: Michael Field, Jane Ellen Harrison, Virginia Woolf and Daphne Phelps". She has presented the results of her research at several international conferences and doctoral symposiums; she is affiliated with the Interdisciplinary Centre for Gender Studies of the University of Catania "Genus".

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Elena Ciobanu

Vasile Alecsandri University of Bacau

**'A Revisionary Approach to Drama Translation:
Romanian 21st-Century Retranslations of Elizabethan Plays'**

The field of literary translation has been profoundly reconfigured in later decades' scholarship. No longer relegated to the position of a servile subordination to an original, translation is envisaged as a complex endeavour on the part of translators, themselves seen more as creators rather than simple mediators between a source text and a target culture and language. Multiple translations or retranslations of the same text are strongly encouraged, since anything worth translating "should be translated as many times as possible, even by the same translator, for you can never step into the same original twice" (Weinberger 2002: 118). This is particularly relevant in the case of retranslations of canonical texts, where translators have to grapple not only with the original text, but also, and most importantly, with the work of their predecessors. Two recent projects conducted in Romania under the supervision of Shakespeare scholar George Volceanov (2021) have been directed at the retranslation of Shakespeare's work and that of his contemporaries. They have amply demonstrated that the principles adopted by translators determine to a great extent the quality of their final versions and that, in the case of this particular corpus, such principles need to be fundamentally reformulated. One should always keep in mind that the written dramatic text is in fact "a functional component in the total process that comprises theatre and is characterized in ways that distinguish it from a written text designed to be read in its own right" (Bassnett 2002: 129). Having fully understood the implications of this process, the authors of the new Romanian retranslations (myself included) have adopted performability as the main organizing principle of their activity. My paper will highlight the main guidelines of this new poetics of Romanian retranslations of Elizabethan plays, together with illustrating examples from the translations themselves.

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BIO

Elena Ciobanu, PhD, Habil., is Associate Professor of English and American literature at Vasile Alecsandri University of Bacău, Romania. Her research is mainly invested in modern

and contemporary English and American poetry, Early Modern English literature, poetic discourse, narrative discourse, cultural studies. She is the author of numerous academic articles, essays and books in these fields, including Sylvia Plath's Poetry: The Metamorphoses of the Poetic Self (2009) and Seven Ways of Looking at Poetry (2015). She has published short literary translations in various cultural journals from Romania and abroad and book-length translations like Sylvia Plath, Ted Hughes, Lady Lazarus și hoțul de lumină (2002), Sylvia Plath, Poeme alese/Selected Poems (2012) or În apărarea poeziei. Texte critice engleze (2015). More recently, she has been involved in retranslation projects focused on the work of William Shakespeare and that of his contemporaries.

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Fernanda Verçosa

University of Enna "Kore"

'Translating Owen McCafferty's Theatre of the Troubles'

Revered as 'one of the most important and original playwrights working in Ireland today' (Phelan 2010: 194), Northern Irish playwright Owen McCafferty stands as a singular figure in contemporary theatre. While his distinct style is characterised by the poeticism and musicality of his stage language, drawing comparisons to literary giants such as J. M. Synge and Sean O'Casey, what truly sets him apart from his peers is his unique approach to storytelling, which eschews conventional narratives of communal violence in favour of a profound exploration of human experience. Indeed, contrary to his peers, whose conflict or post-conflict theatre engage fully in socio-political commentary by directly confronting the Troubles, McCafferty's oeuvre offers a nuanced portrayal of working-class life in Belfast amidst troubled times. However, despite the widespread acclaim he has garnered, McCafferty has been overlooked by scholars, and his ability to imbue the idiosyncrasies of his hometown at a particularly private moment in Northern Irish history with extant universal appeal has led to the cultivation of a myth—an oversimplification according to which his plays lend themselves to translation. In this paper, I am therefore to address these concerns by delving into the intricacies of McCafferty's Theatre of the Troubles and the twists and turns required of translators to ensure its translatability in whichever new guise.

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BIO

Fernanda Verçosa, Ph.D., works as a Lecturer in Anglo-American Literature and Reader in English Language at the University of Enna "Kore". Additionally, she is a member of the

Italian Association of English Studies (AIA) and participates in Kore's research group, New Trends in English Studies, where she serves on the scientific and organising committee for this conference.

Her doctoral thesis, entitled *The Trouble with Translatability: Securing the Visibility of Owen McCafferty's Plays in Brazilian Portuguese*, is the first comprehensive study about the Northern Irish playwright Owen McCafferty's Theatre of the Troubles. Therein, she moves the discussion on translatability forward, offers solutions on how to address the complexities of translating culturally-bound experience, and presents two inedited Brazilian Portuguese translations of the plays *The Waiting List* (1994) and *Mojo Mickybo* (1998).

Currently, her research extends beyond Translation Studies to include the history of theatre in Brazil and broader aspects of McCafferty's work. Her academic interests encompass modern and postmodern Brazilian, Irish, and Anglo-American poetry and theatre, as well as Postcolonial Theory as a critical lens through which to look at translated and literary texts.

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PANEL 4 | SESSION 1

CRITICAL AND POSITIVE
DISCOURSE ANALYSIS

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Tom Bartlett

University of Glasgow

'Applied Discourse Analysis: From Idealism to Critical Positivity'

In this opening paper I will open up for discussion the relationship between CDA and PDA and set out some of the issues that I believe critical discourse analysis must engage with at the present time.

I will begin by outlining some of the proposed differences between 'mainstream' CDA and what authors have referred to in their own work as PDA and. From here I will question whether the concept of positivity in PDA stands up to critical scrutiny and, if not, suggest some areas where radical rethinking is necessary.

On the basis of this discussion, I will then open up to discussion whether the distinctions between CDA and PDA are (still) accurate and relevant or whether they might be better subsumed within a more general concept of applied Discourse Analysis with a small 'a'.

In the paper I will develop some of the ideas first presented in Bartlett (2012) and Bartlett (2018) and reconsider these in terms of a more general theory of language dynamics developed by myself and my colleague Gerard O'Grady (2023).

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BIO

Tom Bartlett is Professor of Functional and Applied Linguistics at the University of Glasgow. He specialises in Systemic Functional Linguistics and Critical Approaches to Language and Communication. He has published on a range of topics, from functional descriptions of Scottish Gaelic Grammar, to case studies of hospital interaction. He has published a textbook, Analysing Power in Language: A Practical Guide (Routledge 2014), and two monographs. His first monograph, Hybrid Voice and Collaborative Change: Contextualising Positive Discourse Analysis (Routledge 2012) was a case study of his fieldwork in Guyana, South America. His

most recent book (with Gerard O'Grady), The Language Dynamic (Equinox 2023), explores language, the embodied mind and society as interconnected complex adaptive systems.

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Douglas Ponton | Anna Raimo

University of Catania

'Priolo Narratives: Evaluation and Emplacement in South-East Sicily'

This paper investigates emplacement in the Priolo Saltpans Nature Reserve of South-Eastern Sicily, where historical policy decisions led to the establishment of petrochemical plants that encroach on colonies of nesting flamingos (Ponton 2022). The story of the site is one of ecological damage, ranging from species loss to severe health hazards (Adorno 2007, Benadusi 2019), resulting in the region being labelled locally as the 'triangle of death'. In this challenging context, a nature reserve emerges, symbolizing the singular juxtaposition of environmental initiatives and industrial entities. Integrated seamlessly into an industrial milieu, this reserve acts as a refuge for migratory birds, notably flamingos, offering a nuanced exploration of the interplay between industrialization and ecological conservation (Ponton, 2024).

From an Ecolinguistic perspective (Fill and Mühlhäusler 2001, Fill and Penz, 2017, Stibbe 2018, 2020), the paper analyses original Italian narratives concerning the site. It views these 'small stories' (Bamberg and Georgakopoulou 2008) through the lenses of emplacement, the semantic resources of speaker evaluation (Martin and White 2005) and discourse pragmatics, to explore what is known in sister-disciplines such as Literary Studies, Human Geography, etc. as the 'spirit of place', and in Linguistics is part of the emerging notion of 'emplacement' (Blommaert and Maly 2019). The aim is to find, in these linguistic records of users' thoughts concerning the Priolo reserve, new perspectives that impact our understanding of such sites, and explore the intricate relationships among language, environment and the sustainability of the dominant ideology of industrial-consumerism.

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BIO 1

Douglas Mark Ponton is Associate Professor of English Language and Translation at the Department of Political and Social Sciences, University of Catania. His research interests include political discourse analysis, ecolinguistics, applied linguistics, pragmatics and critical discourse studies. He has held teaching and research positions at the universities of Catania, Messina and Pisa. Some publications are Understanding Political Persuasion: Linguistic and Rhetorical Analysis (Vernon Press, 2019) and Exploring Ecolinguistics: Ecological Principles and Narrative Practices (Bloomsbury, 2024). He is on the editorial board of the Russian Journal of Linguistics, is linguistic consultant for Vernon Press, and peer reviewer for numerous national and international journals.

BIO 2

Anna Raimo holds a Master's degree in "Linguistics and Teaching of Italian in an International Context" (2019) from the University of Salerno and the Universität des Saarlandes in Saarbrücken. She subsequently completed a second-level Master's degree in "Teaching Italian as a Second Language" (2020) at the University of Naples L'Orientale. Currently, she is pursuing a doctoral degree in "Literary and Philological Cultures" at the University of Bologna. Her current research focuses on the analysis of political language in Italian and English, film language, ecological themes, and the teaching of Italian as a second language.

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Ester Di Silvestro | Laura Sofia Pensabene

University of Catania

'Tweeting climate: A Multimodal Critical Discourse Analysis of British MPs' discursive performances on Twitter during COP26'

Since their appearance, social networks have been massively employed by political figures to communicate with their constituents: among them, Twitter can be considered as a strong political tool (Grant et al. 2010).

By granting political figures unprecedented visibility, the micro-blogging platform created in 2006 gave political actors the opportunity to inform mass numbers of people about their political activities instantaneously. Furthermore, its intrinsic ability to condense written texts, images, videos and audios in a single space, made this platform the ideal vehicle for self-promotion (Jakson and Lilleker 2011) and for personal branding, helping politicians to fulfil the need for authenticity (Enli 2016; Micalizzi and Piccioni 2021).

These affordances have been particularly exploited during times of intense public scrutiny, such as during the Conference of Parties (COP), where the international political ruling class is called to answer and deliver effective solutions to tackle the climate crisis.

The aim of this work is that of analysing how British MPs have discursively and visually performedtheirroleduringCOP26onTwitter. Specifically, using a multimodal qualitative approach (Kress and Van Leeuwen 2006; Machin and Mayr 2012), we analyse how British MPs Boris Johnson (Conservative Party), Edward Miliband (Labour Party), Caroline Lucas (Green Party), Nicola Sturgeon (Scottish National Party), Nigel Farage (Reform UK) and Ed Davey (Liberal Democrats) performed their role as participants in COP26 events through visual and textual discourse practices on Twitter. Choosing ten tweets per political figure according to their impact, we find that comparatively there are both similarities in their use of Twitter as a broadcasting mean (Graham et al. 2013) but differences in the discursive construction of their participation.

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BIO 1

Ester Di Silvestro is a Postdoctoral Researcher and an Adjunct Professor at the University of Catania, Italy. She holds a MA in Foreign Languages for International Cooperation and a PhD in Sciences of Interpretation from the University of Catania. Her PhD dissertation focused on a comparative analysis of far-right populist discourse in Italy and in the United States. Specifically, she analysed and compared the populist discourses of Matteo Salvini and Donald Trump. Her research is mainly located in Critical Discourse Analysis and in Corpus Linguistics. In addition, she is also interested in Discursive News Values Analysis, and in the textual and visual analysis of gender representations. Her latest article "A comparative study of Donald J. Trump and Matteo Salvini's populist strategies in the representation of immigrants and refugees on Twitter" has been published in the volume Language, Expressivity and Cognition: From Words to Emotions and back. London: Bloomsbury.

BIO 2

Laura Sofia Pensabene is a PhD student at the University of Catania. Prior to starting her PhD in Sciences of Interpretation, she completed an MA in Foreign Languages for International Cooperation at the same university. Her research explores the construction of STEM identity among female PhD students on social networks. Specifically, in her PhD dissertation she aims at analysing the discursive and visual construction of such identity on Instagram, thus evaluating its impact on the gender gap in such fields. Her research is mainly located in Critical Discourse Analysis and in Corpus Linguistics. Apart from female discursive and visual (self)representation, she is also interested in Political Critical Discourse Analysis and Discursive News Values Analysis.

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Salvatore Ciancitto | Ester Di Silvestro | Lucia La Causa

University of Catania

**'Empowered women rebelling against heteronormativity through lyrics:
Madonna, Felukah and Madame'**

Music is a way to communicate ideas, values and defy ideologies long-layered in society while affirming identities and subcultures against mainstream thoughts. In particular, women in pop and rap music are contributing to deconstructing heteronormative ideology through lyrics and visual aids (video or live performances) challenging discourses that marginalise, exclude, disempower or even sexualise women often reducing them to mere sexual objects (Asare, 2021). At the same time, through their music, such female pop and rap singers are able to speak to and advocate for any social group affected by patriarchy and sexism and to put forth a feminist humanist vision of a society where gender does not influence or predetermine our relationships with others or our sense of self (Grant 1993; Hill-Collins 1990).

This paper intends to discuss lyrics by Madonna, the Egyptian rapper Felukah and the Italian Madame and the way in which these three female pop and rap artists, although being of different socio-cultural and geographical backgrounds, use them to rebel against heteronormativity. The main aim is to show how they exploit their music to struggle the typical woman stereotypes combating oversexualization and misogynistic sentiments, to empower themselves while expressing female sexual desire and, meantime, to defend gender fluidity by refusing to be placed into a single and stable category. In order to reach this goal, a selection of some parts of their songs' lyrics will be analysed through a Feminist Critical Discourse Analysis approach (Lazar, 2007) paying particular attention to textual semiotic choices.

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BIO 1

Salvatore Ciancitto is currently Junior Researcher in English Language and Translation at the Department of Humanities of the University of Catania, with a research project focused on the

use of digital learning environments for EFL and currently teaches English linguistics in the undergraduate courses in European Languages and Cultures and Sciences and Languages for Communication. He taught English in secondary school but he had also been an adjunct lecturer of English in various departments of the University of Catania (Physics, Economics, Medicine) for a long time. He holds Master Degrees in Conference Interpreting and in Translation, as well as a PhD in English and Anglo-American Studies. His main research fields are focused on translation studies, in particular the translation of texts for children and in an intersemiotic key, and on TEFL. For Eliot Edizioni (Rome) he translated a series of books by the Edwardians K.R.G. Browne, author, and Heath W. Robinson, illustrator.

BIO 2

Ester Di Silvestro is a Postdoctoral Researcher and an Adjunct Professor at the University of Catania, Italy. She holds a MA in Foreign Languages for International Cooperation and a PhD in Sciences of Interpretation from the University of Catania. Her PhD dissertation focused on a comparative analysis of far-right populist discourse in Italy and in the United States. Specifically, she analysed and compared the populist discourses of Matteo Salvini and Donald Trump. Her research is mainly located in Critical Discourse Analysis and in Corpus Linguistics. In addition, she is also interested in Discursive News Values Analysis, and in the textual and visual analysis of gender representations. Her latest article "A comparative study of Donald J. Trump and Matteo Salvini's populist strategies in the representation of immigrants and refugees on Twitter" has been published in the volume Language, Expressivity and Cognition: From Words to Emotions and back. London: Bloomsbury.

BIO 3

Lucia La Causa holds a MA in Languages and Comparative Literatures and a Ph.D. in Sciences of Interpretation. She is now a Research Fellow and an Adjunct professor at the University of Catania. Her research interests focus on English sociolinguistics, variationism, intercultural pragmatics and communication, contact literature, audiovisual discourses and translation, and Feminist Critical Discourse studies. As a speaker, she has participated into several national and international conferences and she has published several papers in volumes and journals. Her latest work "Arabic English Intercultural and Interlingual Contacts in Ahdaf Soueif's Novels: A Case of WEs 'Contact Literature' in the Expanding Area", has been published in the volume Language in Educational and Cultural Perspectives. Second Language Learning and Teaching by Springer Nature.

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PANEL 4 | SESSION 2

CRITICAL AND POSITIVE DISCOURSE ANALYSIS

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Stefania Maci

University of Bergamo

'For a Barrierless Tourism: A Case Study'

Around 1.3 billion people in the world, 50 million of them in Europe (UNEBA, 2009), are affected by a disability. The World Health Organisation (WHO) classifies disability in three different dimensions: Impairment (physical and mental functionality), activity limitation (i.e. difficulty hearing, seeing, walking) and participation restrictions (related to daily activities). In terms of tourism, Smith (1987) classifies tourism barriers that cause difficulties for disabled people into three categories: a) real/intrinsic barriers, i.e. cognitive, physical and psychological barriers that affect the individual; b) environmental barriers, which relate to attitudinal, architectural and environmental factors); and c) interactive barriers, which relate to inadequate coping skills and communication. Stereotypes shape perceptions of non-disabled people and can lead to inequality and injustice in the tourism sector. Disabled people not only have the right to enjoy tourism activities, but they also have the right to participate in the tourism workforce. To this end, a project on accessibility in tourism has been developed at the University of Bergamo. The aim of the project is to make 'its' church of Sant'Andrea free of architectural and sensory barriers and to be a pilot model for other similar proposals in places that are significant for the history of the city. In particular, the project addresses the needs of the visually impaired and blind to allow them access to the masterpieces of the church of Sant'Andrea in the upper town of Bergamo. At the end of this project, the church and its frescoes will be visited by touch; an audio-guide in Italian and English will accompany the tactile exploration by visually impaired and blind people.

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BIO

Stefania Maci (PhD, Lancaster University, UK) is Full Professor of English Language at the University of Bergamo, where she is Coordinator of the MA in Digital Humanities, Director of the Research Centre on Specialised Languages, and Scientific Coordinator of the Research Group on Digital Humanities. She is also member of CLAVIER (The Corpus and Language

Variation in English Research Group), BAAL (British Association of Applied Linguistics), AELINCO (Spanish Association of Applied Linguistics). She served on the executive board of AIA (Associazione Italiana di Anglistica 2019-2023) and she is now serving on the executive board of CADAAD (Critical Approaches to Discourse Analysis across Disciplines)

Her research is focussed on the study of the English language in academic and professional contexts, with particular regard to the analysis of tourism and medical discourses.

Recent publications include: the monographs *Evidentiality in the genre of medical posters* (2022 – Peter Lang); *English Tourism Discourse* (2020 - Hoepli); and *The MS Digby 133 Mary Magdalene* (2017); the co-edited volumes *The Routledge Handbook of Discourse and Disinformation* (2023 – Routledge); *The Routledge Handbook of Scientific Communication* (2022 - Routledge); and the papers: "Data triangulation using Sketch Engine and WMatrix: Ketogenic diet on Twitter" (2022); "The narrative of the anti-vax campaign on Twitter" (2021); and "Parents' narrative about congenital heart diseases" (2019).

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Ermelinda Muçaj

University of Technology Kosovo

'A Farewell to Arms: A Critical Discourse Analysis in Literary Criticism and Russia-Ukraine Media Coverage'

Since the emergence of a distinctly through a rushing war narrative elaboration with a deceptively simple and poignant reportorial style employed in Hemingway's modernist novel "A Farewell to Arms", the theme of war and perpetuation of particular narratives vividly resonate with the dynamics of the ongoing Russia-Ukraine conflict. The elaboration of human condition and disillusionment in the novel is analogous to the current dehumanization coming from the transformative power of war. Despite the different historical context, this paper applies Fairclough's three dimensional framework of Critical Discourse Analysis to identify key discursive practices and ideological constructs embedded within the war novel and media articles treating Russo-Ukranian conflict and consider how they intersect with broader social and political discourses. As Hemingway blue-pencils the over-glamorized events to leave the readers perceive the "grace under pressure" and futility of war, the media does the same in shaping public discourse and perpetuating power relations within societies. In this vein, it is articulated that the literary conventions of realism and modernism, and oblique media coverage involving othering and polarization alters the stoic endurance for peace-longing from the characters and individuals, affected by the conflicts, who stress the quest for an apparent 'farewell to arms'. As Hemingway himself outlines in the novel "The world breaks everyone, and afterward, many are strong at the broken places".

BIO

Ermelinda Muçaj is currently a Research Fellow investigating the post-conflict peacebuilding discourses in Kosovo and a Project Officer at European Movement in Albania. She holds a Master's in Democracy and Human Rights – a double degree from the University of Sarajevo and the University of Bologna. Ermelinda has got a research internship at RCC's Western Balkan Youth Lab, where she finalized her Master's thesis on youth political participation in Albania and BiH. She has also completed a Master of Science in Language and Intercultural Communication at the University of Tirana with her thesis on conveying Europeanness - a CDA of EU Ambassadors' speeches, and a Bachelor's in English Language with a specialization in British and American Studies throughout which she also pursued an Erasmus+ study period at the University of Turin. She has presented her research on the Janus face of enlargement fatigue, *and* language weaponization seen through a political discourse analysis in some scientific conferences.

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Andrea Cifalinò | Marco Venuti

University of Catania

**'Populism and COVID-19:
Discourses of Crisis in UK and USA Populist Communication on Social Media'**

The outbreak of the COVID-19 pandemic was an unprecedented event whose dramatic consequences negatively affected the entire world. Most governments responded to this threat by establishing national quarantines in order to stem the tide of infections and prevent hospital overflows. Other than being a public health hazard, COVID-19 also brought with it serious social and economic hardships (Lorenzetti, 2022). In light of the worldwide shared feeling of distress, malaise and fear, COVID-19 can be considered as a fully-fledged crisis (Coman et al, 2021).

Academic literature has frequently stressed the tight relationship that exists between populism and crises, the latter being considered fertile ground for the rise of the former (Laclau, 2005; Caiani and Graziano, 2019). Rather than external agents that politicians take advantage of, Moffitt (2015) argues that crises are actually discursively performed by populist actors. He suggests that populist rhetoric is heavily based on the creation of a sense of crisis and urgency, in which strong actions and decisive solutions are needed. This strategy allows populists to present themselves as the ones who can solve the problems and consequently legitimise their leadership.

Drawing on these premises, the present work aims at exploring how populist leaders from the UK and the USA communicated on Twitter from March to May 2020. The analysis will consider both right-winged (Nigel Farage, Boris Johnson, Ron DeSantis, Marjorie Taylor Greene) and left-winged (Jeremy Corbyn, Nicola Sturgeon, Alexandria Ocasio-Cortez, Bernie Sanders) politicians, to highlight potential differences between the strategies employed by the two sides of the political spectrum. The analysis will be carried out following a dual approach, conjugating corpus linguistics (Baker, 2006) and multimodal critical discourse analysis (Machin and Mayr, 2012) in order to have a broader and more detailed understanding of populist discourse (Baker et al, 2008).

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BIO 1

Andrea Cifalinò is a PhD student in Science of Interpretation at the University of Catania, Italy. His research interests lie primarily in political discourse analysis and social media critical discourse studies. His PhD dissertation aims at exploring how left and right winged populist actors of anglophone countries communicate through social media in times of crisis. More specifically, he is interested in studying the implemented communicative strategies from a double perspective, conjugating the approaches of Corpus Linguistics and Critical Discourse Analysis. His other research interests include sociolinguistics and corporate communication on social media.

BIO 2

Marco Venuti, PhD in ESP at the Università di Napoli Federico II, is a tenured Researcher in English Linguistics at the Department of Humanities, Università di Catania, where he teaches Corpus Linguistics and ESP modules. His research interests focus on Corpus Assisted Discourse Studies, News Discourse, Social Media, and the relationship between language and gender. He is the P.I. of an interdepartmental and interdisciplinary project on Online Journalism.

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Raffaele Zago

University of Catania

'On the Phrasal Complexity of TV Discourse'

This study combines two lines of research. One concerns linguistic complexity, a topic that has been the subject of renewed interest over the last several years but whose investigation, as pointed out by Biber et al. (2022: 481), needs to be extended to a wider set of spoken registers. The other concerns TV discourse, a register that has been analysed extensively (Bednarek and Zago 2023) – albeit scarcely in terms of its degree of complexity. TV discourse is ambivalent when seen from the angle of complexity as there are reasons to believe that, as a register, it is as complex as spontaneous conversation, but also reasons to believe that it is more complex than spontaneous conversation. This contribution aims to examine the lexico-grammatical complexity of TV discourse empirically using the Sydney Corpus of Television Dialogue (SydTV; Bednarek 2018a, 2018b). More specifically, the contribution looks at phrasal complexity marked via premodifiers (attributive adjectives, nouns, genitives) and via postmodifiers (prepositional phrases). Pre- and postmodifiers are analysed quantitatively as well as interpreted qualitatively with a view to identifying their main communicative functions in TV discourse. The findings extracted from the SydTV are then compared with the patterns of phrasal complexity found in spontaneous conversation (Biber et al. 2021) so as to assess to what extent TV discourse aligns with, or diverges from, real speech at the level of complexity features. The study suggests that phrasal complexity markers perform crucial register-specific functions in TV series and behave in ways that can be described as both conversational and informational.

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BIO

Raffaele Zago (PhD in English Linguistics from the University of Pavia; National Scientific Habilitation) is researcher at the University of Catania, Department of Humanities. His research interests are in the field of English applied linguistics and include spoken English, register variation, corpus linguistics, discourse analysis and telecinematic dialogue. In these areas, he has published two monographs, various articles/chapters and has co-edited the volume Language, Expressivity and Cognition (Bloomsbury, 2023). He is currently the local coordinator of the national research project The Informalisation of English Language Learning through the Media: Language Input, Learning Outcomes and Sociolinguistic Attitudes from an Italian Perspective.

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PANEL 5 | SESSION 1

MULTIMODALITY AND AUDIOVISUAL TRANSLATION

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Sharon Black

University of East Anglia

"I Use Subtitles and Captions All the Time for Everything":
Disabled and Neurodivergent Users' Perspectives on Their Use of
Digital and Media Accessibility Services and Tools'

Given the ubiquity of digital technologies in so many areas of people's lives, societies globally have much to gain from better digital and media accessibility. Substantial progress has been made in recent decades towards making the digital world accessible to all, but there is still considerable work to do in this area. Research on digital and media accessibility has also been on the rise since the turn of the millennium, with notable advances made in reception research, among other areas (Jankowska, 2019). However, such research has mostly focused on collecting quantitative data and employing experimental methods, using psychophysiological measures such as eye movements and heart rate, along with questionnaires. While important developments have been made in reception research using experimental methods, in this talk it is argued that there is a need to employ more qualitative approaches to gain more in-depth understandings of users' views of and experiences with digital and media accessibility services. As Romero-Fresco has noted, more qualitative research is needed in this area to learn "a lot about a few participants" rather than learning just "a little bit about a lot of participants" (2021).

This talk presents findings from semi-structured interviews conducted with fourteen disabled and neurodivergent participants aged 21-60 years on their views and experiences of using digital and media accessibility tools and services, with a focus on their use of audio description, subtitles and smart speakers. This research aims to gain rich, nuanced understandings of participants' opinions and preferences regarding these services and tools, within the context of their lived experiences. Moreover, like Greco (2018), in the current study participants are viewed as "bearers of valuable knowledge for the investigation of accessibility processes and phenomena" and it is hoped that this research will contribute to closing what Greco calls the maker-user gap.

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BIO

Sharon Black is Lecturer in Interpreting and Translation at the University of East Anglia (UK). Her principal research interests are in audiovisual translation and media accessibility, in particular the reception of translated audiovisual content, arts and media accessibility, and AVT for children and young people. Sharon is currently leading a British Academy / Leverhulme funded project investigating how deaf and hard of hearing children use subtitles to access videos, and is participating in WATCH ME, an international project studying the reception of subtitles using eye tracking. Sharon was also Co-Investigator on Erasmus+ funded projects Digital Accessibility for You (2019-2021) and Accessible Culture and Training (2015-2018). Sharon is President of the European Association for Studies in Screen Translation (ESIST).

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Ludovica Calogero

University of Roma Tre

'Subtitling Dysfluencies: The Case of Hugh Grant'

The present study aims to investigate the way dysfluencies such as hesitations (i.e. filled and unfilled pauses), false starts and repeats (Biber et al. 1999) are rendered when adapting movies through subtitles and how their translation impacts on characterization. In subtitling, scholars have noted a general tendency to reduce oral features. This is partly due, on the one hand, to the shift of mode from speech to writing and, on the other, to the spatial and temporal limits imposed by the audiovisual medium (Díaz-Cintas and Remael 2014, Bublitz 2017, Bruti 2019). Nevertheless, dysfluencies may fulfil specific functions in film dialogue and it is important for subtitlers to recognise them in order to identify the most successful strategies to emulate such features in writing (Bruti and Zanotti 2018: 256). The elements under investigation are observed in reference to the actor Hugh Grant, known for displaying a stereotypically British verbal insecurity (Chiaro 2000, Fox 2004). The study focuses on four romantic comedies: Four Weddings and a Funeral (1994), Notting Hill (1999), Bridget Jones's Diary (2001) and Love Actually (2003), where the presence of dysfluencies plays a significant role in the characterization of the male protagonist, namely a young man, shy, hesitant and a little clumsy. The investigation is carried out through a linguistic and translation-oriented analysis of both intralingual and interlingual subtitles, comparing them to the original English dialogues. The analysis shows how, in the adaptation process, changes regarding the linguistic elements here studied are needed to guarantee the readability of the written text; however, the different translation strategies used to encode this information may have consequences on both characterization and interpersonal relationships between characters (Valdeón 2011, Bruti 2019). As a result, some of the solutions found in the subtitles may alter the perception of characters, rendering them less clumsy, awkward and, consequently, less amusing.

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BIO

Ludovica Calogero is a doctoral candidate in Foreign Languages, Literatures and Cultures at the University of Roma Tre (Italy), where she also works as a tutor for modules of English language and translation. Her research project is entitled "Hesitations in film speech: a diachronic study". She holds a BA cum laude in Modern Languages for Intercultural Communication from the University of Roma Tre (Italy) and an MA cum laude in Modern Languages for International Communication from the same university. She has recently attended the first graduate conference held at the University of Roma Tre with a presentation entitled "Il doppiatore come autore: l'autorialità di Oreste Lionello nel cinema di Woody Allen". Her current research interests include audiovisual translation, film speech and dubbing, hesitations and characterization.

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PANEL 5 | SESSION 2

MULTIMODALITY AND AUDIOVISUAL TRANSLATION

Cristina Arizzi

University of Catania

'The Cutro Shipwreck and the Iconography of Migration in Online Newspapers Through a Critical Multimodal Discourse Analysis Approach'

The shipwreck of a wooden boat carrying approximately 200 migrants from Afghanistan, Iraq, Iran, and Pakistan occurred during a stormy night off the coast of Steccato di Cutro, Italy, in February 2023. It caused the death of 62 migrants, including 12 children, who were illegally approaching the Italian coast. Their perilous journey which had started at the Turkish port of Izmir a couple of days before ended dramatically a few miles from their destination. On the following days, the rough seas returned dead bodies, remains of the boat, alongside personal belongings. The news was extensively reported and commented on in Italian and foreign newspapers and powerfully showcased different ways of representing migration through visual images.

This paper intends to analyse visual narratives surrounding the Cutro shipwreck through the lens of Critical multimodal discourse analysis (Machin & Mayr, 2012; Statham, 2022) to unpack the ideology conveyed by a small corpus of photos of the shipwreck published in Italian and foreign online media. Grounding the analysis on the grammar of visual texts (Baldry & Thibault, 2006; Kress & van Leeuwen, 2006) and Halliday's concept of meaning potential (Halliday 1978), the paper reflects on the strategies and practices of classification used to represent migrants in the photos published, taking into account the social distance, social relations and social interactions (van Leeuwen, 2008) that they create between the people represented and viewers/readers. The paper intends to explore whether the physical identification and classification (Machin & van Leeuwen, 2007) of migrants perpetuate or challenge stereotypes about migration and how (de)humanized migrants and rescuers are represented. The paper also intends to investigate the visual metaphors the photos suggest, including the beach as a cemetery and the ambiguous appeal of the sea.

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BIO

Cristina Arizzi holds a PhD in English and American Studies from the University of Catania, Italy and is currently Assistant Professor of English language and translation at the Department of Humanities at the University of Catania, Ragusa Campus. Her interests include sociolinguistics, critical discourse analysis, multimodal studies, intersemiosis and resemiotisation. She has published various papers on American political discourse focusing on social networks and political campaigns, presidential genres, genre evolution and hybridization.

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Camilla de Riso

University pf Pavia

'English Audiovisual Input and Informal Second Language Learning (ISLL): Motivation, Habits and Attitudes Among University Students'

With English increasingly moving out of the classroom and into informal settings, studies on informal second language learning have supplied strong evidence on how prolonged exposure to informal English input can enhance advanced receptive and productive skills in L2 learners (Sockett 2014; Sundqvist, Sylvén 2016; Kusyk 2017; Arnbjörnsdóttir, Ingvarsdóttir 2018; Dressman, Sadler 2020; Pavesi, Ghia 2020; Toffoli et al. 2023). Thanks to its multimodal nature audiovisual input has long been claimed as a naturally facilitating source of second language learning (Gambier et al. 2015; Webb 2015; Gambier, Di Giovanni 2018; Puimège, Peters 2019; Caruana 2021; Montero Perez 2022; Pattermore 2022) and the growing popularity of subtitling, also in traditionally dubbing countries such as Italy, has contributed to a progressive change in the viewing habits of learner- users (Ghia 2012; Perego et al. 2015; Ghia, Pavesi 2016; Perego et al. 2019; Pavesi et al. 2019; De Riso 2021).

Starting from these premises, a questionnaire survey was carried out at Pavia University (n 572) focusing on participants' i) preferred sources of informal contact with English and their access patterns to different input types, ii) exposure to audiovisual input in English, preferred viewing and subtitling modalities and main reasons for watching audiovisuals in English and iii) beliefs on the learning potential of exposure to L2 informal input. Participants in the sample are mostly exposed to TV-series and films in English as they appreciate the authenticity of the original version and reference to the possibility of language learning. When watching AVs in English, respondents generally add subtitles, with a strong preference for same-language ones to enhance comprehension and boost L2 learning. Students believe in the acquisitional value of telecinematic input and reckon that their listening comprehension and vocabulary retention have mostly benefitted from the prolonged exposure to this specific source of informal English input.

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BIO

Camilla De Riso is postdoctoral research fellow of English Linguistics at the Department of Humanities, University of Pavia. She holds a degree in Theoretical, Applied, and Modern Languages Linguistics (2019) from the same institution and a PhD in Linguistics (2023) from the University of Pavia and the University of Bergamo, with the thesis "Out-of-the-classroom English input and informal second language acquisition: a longitudinal study of Italian university students." She has been visiting fellow at Cardiff University, Karlsruhe University of Education, and University of Malta, where she had the opportunity to enhance her knowledge in the fields of Content and Language Integrated Learning (CLIL) and quantitative methods in applied linguistics. Her main research interests focus on informal second language learning and second language acquisition, audiovisual translation, language learners' identities, motivations, and attitudes towards the L2, and the theoretical and practical multidimensionality of complexity, accuracy, and fluency constructs.

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PANEL 6

MULTILINGUALISM, WORLD ENGLIS(SHES) AND INTERCULTURAL COMMUNICATION

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Maria Cristina Seccia

University of Chieti-Pescara "Gabriele D'Annunzio"
'Representing the Indigenous Peoples of Canada in Tourist Texts:
A Comparative Analysis in English and Italian'

As one of the first mediating links between tourists and tourist destinations, guidebooks play a crucial role in the construction of cultures in the tourists' imaginary. As sites of ideological struggle, their translation poses particular issues when it comes to the representation of historically oppressed cultures, as in the case of the Indigenous Peoples of Canada, who have long and repeatedly been dispossessed of their ancestral lands. In light of the environmental marginalisation to which Indigenous Peoples have been subject, and in light of their environmental understandings and practices that have later been acknowledged by their colonisers' descendants as the key to ecologically-sustainable and culturally-appropriate tourism development (Butler and Menzies 2007), my analysis will focus on the representation of Indigenous Peoples' relationship with their land. More specifically, I will examine how the presence of Indigenous Peoples in Canada is forged in language and whether this reflects their historical relationship, marked by colonisation and the resulting displacement and relocation, as well as – to different degrees depending on the Indigenous communities and the geographical areas – homelessness and a semi-nomadic existence (Tobias 1988/2008; McDonald 1988/2008; Carter 1999; Lawrence 2002; Christensen with Andrew 2016). In doing so, I will draw on the model of lexico-grammar analysis that Andrew Goatly (2018) proposes to discuss the ideological representation of nature, thus examining – with a focus on lexical and transitivity patterns – how Indigenous peoples' historical presence on their lands has been constructed in English. I will then discuss how these have been re-constructed in the Italian translation by drawing on Jeremy Munday's translation systemic model (2002), which will allow me to identify any transitivity and lexical shifts. In doing so, this paper aims to contribute to the still underdeveloped scholarly debate on the representation of the Indigenous cultures of Canada in tourist promotional material from a Translation Studies perspective.

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BIO

Dr Maria Cristina Seccia is a Senior Research Fellow in English Language, Linguistics and Translation at the Università degli Studi "G. D'Annunzio" di Chieti-Pescara. She has taught English language and translation at the Universities of Udine and Trieste as well as Translation Studies in different UK institutions. Her research interests revolve around the representation of transcultural encounters in the anglophone Canadian context (with a focus on Italian-Canadian women's writing and tourist texts) from a Translation Studies perspective.

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Lucia La Causa | Federica Silvestri | Francesca Vigo

University of Catania

**'Language Contact as Responsible for the Development of
New Linguistic Identity Constructions: The Cases of Second-Generation
Italian Americans in the US and of Arabic-English Bilinguals in Egypt'**

English, being one of the most spoken languages, is a potential contact language for every linguistic community in the world (Mair, 2016). Indeed, contacts occur both in places where it is used natively and in places where it has no official status (Berns, 2005). Today, linguistic interactions may happen for mainly two reasons: because of migration that leads two linguistic groups to tangibly meet, or because of globalisation (Buschfeld, Kautzsch & Schneider, 2018) that allows virtual relations with diverse linguistic realities. In either case, during these encounters, people are forced to "define and redefine themselves" (Schneider, 2007: 28) with a consequent change in their linguistic identity which may even become "bi-multilingual" in certain instances (Forbes et al., 2021).

This study wants to examine how the contact with the English language leads to the development of new linguistic identity constructions through the analysis of two different and distant contexts: the Italian American context, in which English is the L1, thus the language that Italian migrants must use at the expense of their native language, which is often their regional dialect (De Fina, 2014), and the Egyptian context in which English is a foreign language, and thus the "language of the others" (Schneider, 2007: 27), used in a country in which there is already a L1 with which speakers highly identify (La Causa, 2022; forthcoming). The main aim is to demonstrate that in both cases language contact is responsible for a reinforcement in the use of the "language of the heart" (Dewaele, 2013: 2) in familiar contexts, but also for an unavoidable influx of English on the speakers' identity system generating, in certain cases, "hybrid types of identity" (van Rooy & Kruger, 2018: 83-84).

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BIO 1

Lucia La Causa holds a MA in Languages and Comparative Literatures and a Ph.D. in Sciences of Interpretation. She is now a Research Fellow and an Adjunct professor at the University of Catania. Her research interests focus on English sociolinguistics, variationism, intercultural pragmatics and communication, contact literature, audiovisual discourses and translation, and Feminist Critical Discourse studies. As a speaker, she has participated into several national and international conferences and she has published several papers in volumes and journals. Her latest work "Arabic English Intercultural and Interlingual Contacts in Ahdaf Soueif's Novels: A Case of WEs 'Contact Literature' in the Expanding Area", has been published in the volume Language in Educational and Cultural Perspectives. Second Language Learning and Teaching by Springer Nature.

BIO 2

Federica Silvestri holds an MA in Languages and Comparative Literature. She is currently a first-year PhD student in Science of Interpretation at the University of Catania, Italy. Her main research interests lie in English sociolinguistics, with a special focus on the Italian American community. Her doctoral research project aims at creating and analysing a text-based corpus of comments posted by Italian Americans on the social news website Reddit. The comments will be examined from a two-fold perspective: firstly, a linguistic and pragmatic analysis will be carried out; then, the focus will shift on the processes of construction of the Italian American identity in digital contexts. Her other interests include the relationship between language and gender performance on social media.

BIO 3

Francesca Vigo lectures in English Language and Linguistics at the University of Catania, DISUM. She holds a PhD in English and Anglo-American Studies, a Diploma in Social Communications, an MA in Applied Linguistics and a Post-graduate diploma in Literary Translation. Her main research fields focus on Sociolinguistics, Language and Gender Studies, Diversity narratives, Language contact, Pragmatics in multilingual contexts, World Englishes, and Translation. Lately she has focused on migrant and migration narratives, imagery as a category of meaning construction, social attitudes construction towards LGBTIs. She has extensively published on national and international publications on these topics.

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Sylwester Łodej

Jan Kochanowski University of Kielce

'Mediterranean Echoes in America: Tracing Sicilian Cultural Concepts Through Syntactic Units in Contemporary American English'

This study sets out to construct a linguistic and cultural portrait of Sicily by examining syntactic phrases that employ the attributive adjective Sicilian or the island's name, Sicily. The objective is to systematically categorize conceptual domains linked to Sicily as they are perceived in the American collective consciousness, focusing on how the island's cultural and geographical attributes are encoded in the lexicon and phraseology of American English. Utilizing the Corpus of Contemporary American English, a balanced and representative sample of the language, a comprehensive examination of Sicilian cultural concepts articulated in American discourse is provided. The analysis focuses on syntactic units such as Sicilian immigrants, Sicilian sun, Sicilian sea salt, Sicilian sesame bread, invasion of Sicily, kingdom of Sicily, corsairs from Sicily, or sulfur from Sicily. These constructions offer insight into the linguistic mechanisms through which Sicilian identity is conveyed and understood within an American context.

Grounded in cultural linguistics and cognitive semantics, this research adopts corpus methodology to empirically investigate the intersection of language, culture, and cognition. The study reveals the mechanisms of cultural concept transfer from Sicily to contemporary America, highlighting the role of linguistic expression in shaping and reflecting ethnic identity. The findings underscore the observable impact of Sicilian culture on American identity and language, illustrating the deep intercultural connections that inform collective imaginations and experiences.

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BIO

Sylwester Łodej, Assistant Professor of Linguistics at Jan Kochanowski University in Kielce, earned his Ph.D. from the University of Warsaw, specializing in lexical semantics and etymology. He teaches courses on contemporary English change, linguistic theories, English dialects, and phonetics. His research focuses on English historical semantics and pragmatics, especially the cognitive and cultural motivations behind language change. Dr Łodej uses corpus methodology for linguistic research and supervises diploma projects in corpus cultural studies. He is also the founding editor of Token: A Journal of English Linguistics and InScriptum: A Journal of Language and Literary Studies.

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PANEL 7

SOCIOLINGUISTICS AND LANGUAGE HISTORY

Tatiana Canziani

University of Palermo

'Dating Lexicon in the Digital Era: New Names for 'Toxic' Relationships'

New media technologies such as social media, instant messaging and online dating apps have changed the way people talk about relationships. These forms of computer mediated communication have led to the proliferation of new words to describe how romantic relationships are formed, maintained and dissolved in the digital age (LeFebvre et al., 2019; Kamal, 2021; Kay & Courtice, 2022). Terms used to identify these relationship dynamics include metaphors that describe dissolution techniques (e.g. ghosting, orbiting, zombeing) and manipulative tactics (e.g. breadcrumbing, negging), words derived from famous films to define selfish behaviour (e.g. gaspering), emotional abuse (e.g. gaslighting) or cyberbullying (e.g. catfishing) and compounds to name online sexual harassment (e.g. cyberflashing). These toxic relationship terms have attracted the attention of mental health professionals and recent studies have shown that online daters with narcissistic and Machiavellian traits often use dysfunctional relationship patterns such as manipulation and selfish behaviour when flirting with a lover or to end a romantic relationship (Navarro et al., 2020; Jonason et al., 2021; Willis et al. 2023). From a linguistic perspective, these words are colloquial expressions with specific lexical features (e.g. figure of speech), some of them are neologisms (e.g. gaspering) and others are existing words with a new semantic meaning (e.g. grooming). The aims of this paper are to provide a list of the main dating terms used by online daters and to examine their etymology, definition, evolution and similarity of meanings. Particular attention will be paid to the dating terms that have become part of the psychological lexicon used by psychotherapists in academic discourse.

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BIO

Tatiana Canziani is currently researcher in English language and translation at the School of Medicine and Surgery of the University of Palermo. She is also a trained cognitive-behavioural psychotherapist. Her research interests revolve around English for Specific Purposes, the lexicography of medico-scientific publications, metaphors in medical discourse and Cognitive linguistics. Her recent publications include, in collaboration with Philippa Mungra, "Lexical Verbs in a medical case-report wordlist", Asialex 4, 2018; "COVID-19 and its linguistic variants: from Miss Rona to Boomer remover" (ESJ 18, 2022); in collaboration with Cristina Guccione (2023), "Tourism discourse meets migration discourse: Godfather promotional websites to Sicily", Proceedings of the XXIX AIA Conference.

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İrem Doğaç / Vasfiye Geçkin

Izmir Democracy University

'Self-Expression and Linguistic Complexity in Gender-Related Public Speeches'

Interaction plays an important role in second language (L2) acquisition. When interacting in an L2, pronoun priming studies show that speakers who are exposed to first person singular pronouns adopt an individualistic analytical self-view as opposed to those who are exposed to a collectivist holistic way of thinking [a]. For instance, speakers with a collectivist orientation tend to use first person plural possessive pronouns for self-expression more often than those with an individualistic cultural orientation [b]. In addition, linguistic complexity in non-native speech is affected by exposure to modified input [c] and the extent linguistic constructs are noticed [d]. Though largely overlooked, self-expression mediates linguistic choices and sociolinguistic public modes of discourse [e]. For this purpose, transcriptions of the gender-related speeches by 12 speakers who received a minimum of thirty thousand views on YouTube (e.g., f, g, h) were put into analysis. Half of the participants were native speakers of English who came from individualistic cultures and the other half were non-native speakers of English who came from conformist cultures. The main aim was to examine the effect of the type of the culture and language background on textual, global and local indices of their speeches. We developed a general linear regression model by taking language (native vs. non-native) and type of culture (conformist vs. individualistic) as independent variables and local (e.g., lexical overlap, semantic overlap, connective use), global (e.g., adjacent and syntactic overlap of pronouns, verbs, adjectives and adverbs) and textual (givenness and lexical diversity) indices of complexity as the dependent variables. The data were analyzed by using the software SiNLP [i]. The results suggested that both the language background and the type of cultures the speakers came from played a statistically significant role in the textual, local, and global linguistic complexity in speech.

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BIO 1

Ms. İrem Doğaç has been involved with studies related to gender and speaking and pronunciation skills in a second language since undertaking her undergraduate studies at the Faculty of Education at Izmir Democracy University in the department of English language teaching, currently she is a senior student at the Department of Foreign Language Education and pursuing her internship at a high school offering bilingual education in Turkey. She also works as a TESOL certified full time English teacher at a school of foreign languages.

BIO 2

Dr. Vasfiye Geçkin completed her B.A. and M.A. in Teaching English as a Foreign Language at Boğaziçi University, Turkey and her Ph.D degree in Linguistics from Universität Potsdam (Germany) and Macquarie University (Australia). She worked as a post-doctoral research fellow on the H2020 EU project 'Second Language Tutoring using Social Robots' at Koç University, Turkey. Her research interests include first and language acquisition and childhood bilingualism. Currently, she works as an Assistant professor at the Department of Foreign Language Education in Izmir Democracy University, Turkey.

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PANEL 8

ENGLISH FOR SPECIFIC PURPOSES AND ENGLISH FOR EDUCATION

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Paola Clara Leotta

University of Catania

'English in Higher Education: From a Foreign Language to a Medium of Instruction'

In recent years, Universities across Europe have increasingly adopted the use of English as a medium of instruction, as a follow-up to the widespread practice of teaching English as a Foreign Language. This language adoption is a consequence of the ever-evolving internationalization of Higher education in European universities and is considered a strategy to support student mobility and intercultural relations.

This research focuses mainly on the linguistic and extralinguistic reasons for the dominance of English in Higher Education concerning a few specific Italian institutions. Through quantitative and qualitative methods, the study draws on 100 questionnaires and narrative interviews conducted with Italian and international students enrolled in Humanistic Departments to define the role of English in intercultural relations and the use of Academic English as a Medium of Instruction.

Results indicate that complex patterns of academic English use are related to the subject matter studied, the level of instruction (undergraduate versus postgraduate), and the receptive versus productive use of English. In general, students sustained strong affiliations with English. The author proposes an extension of English as a medium of instruction to all lecturers. In addition, a policy of lecturer training should be implemented to enhance their intercultural competence and critical language awareness.

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BIO

Paola Clara Leotta, Ph.D., is an Associate Professor of English Linguistics at the University of Catania. She has published in several fields of English Linguistics: New Englishes, with particular reference to the socio linguistic study of Indian English; English for Academic Purposes (focusing both on the language of education and psychology, their popularization and prospective applications), and the teaching of English for Specific Purposes through Neuro-Linguistic Programming and flipped classroom methodology. She is also a scholar in Translation Studies, (with particular emphasis on Audiovisual translation), in early-language acquisition and bilingualism. Her recent research focuses on the training of prospective teachers of English in the intercultural classroom.

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Monika Łodej

Jan Kochanowski University of Kielce

'Awareness of Dyslexia among English Department Students: A Polish Context'

Dyslexia is one of the most common reading disorders that impairs both first- and foreign-language learning. Consequently, English department students are likely to encounter this condition either through their personal experience as learners of Polish L1 and English L2 or as part of their pre-service training as translators and teaching interns. The study aims to assess the overall awareness of dyslexia, including prevalent misconceptions, among students enrolled in the English department of one of the Polish universities.

The investigation utilises a modified Knowledge and Belief about Developmental Dyslexia Scale (KBDDS), developed by Soriano et al. (2015), to examine students' comprehension of dyslexia in relation to: a) overall understanding; b) symptoms and diagnosis; and c) treatment of dyslexia. This study covered a total of 199 students from both BA and MA programmes, spanning over all study years from 1 to 5. A mixed-methods approach was used to gather both qualitative and quantitative data. The data was collected through an online platform using a 36-item questionnaire created with Google Forms. The questionnaire consisted of a combination of closed-ended and open-ended questions. It employed an extended Yes/No/I don't know Likert-like scale. The extension of the scale to include the 'I do not understand what I'm asked for' response was driven by the complexity of the concepts and corresponding terminology. This extension allowed the initial study to be broadened by identifying content knowledge unfamiliar to student participants. Thus, it found an additional gap in knowledge to be considered for future inclusion in the programme curricula.

In conclusion, the identification of gaps in knowledge highlights the need for an academic discussion on the importance of dyslexia awareness and intervention measures in higher education.

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BIO

Dr. Monika Lodej received her Ph.D. in Linguistics from the University of Warsaw. She is an Assistant Professor with a tenured position at Jan Kochanowski University in Kielce, where she teaches graduate coursework in TESOL methodology, L2 pedagogy, dyslexia in bilingual learners, and research methodology. Additionally, Dr. Lodej has developed a postgraduate diploma in trends and innovations in English language teaching. Beyond academia, Dr. Lodej

has applied her expertise to adapting EFL textbooks for students with dyslexia at Pearson Education.

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Francesca Machi

University of Palermo

'Translations and AI an Opportunity to Enhance ESP Academic Courses'

Artificial intelligence (AI) has advanced significantly in many aspects of life in recent years. It had an impact on the machine translation of texts without human interaction. AI enables machines to learn and perform tasks that typically require human intelligence, such as speech recognition, decision making, and language translation. AI and translation are closely related because AI has the potential to improve the efficiency and accuracy of the translation process. In the realm of scientific translations, the advent of Artificial Intelligence has undoubtedly made significant strides. AI-driven tools promise efficiency, speed, and sometimes, even accuracy in converting complex scientific texts across languages. Yet, amidst this technological advancement, the fundamental role of human translators must not be overlooked or diminished. While AI offers remarkable capabilities in processing vast amounts of data and recognizing patterns, it often lacks the nuanced understanding, cultural context, and critical thinking skills inherent to human translators.Specialized texts, with their intricate terminologies and specialized jargon, require a level of comprehension that goes beyond mere linguistic conversion that requires the expertise of human translators, who have the ability to interpret subtle nuances, adapt to context-specific requirements, and convey the underlying intent of the original text accurately. Moreover, tHuman translators bring subject matter expertise, ensuring precise translations that maintain the integrity of scientific findings. Following these considerations, this study aims to explore the role of AI in translation, and to provide a point of reflection on the differences, limitations, but above all, the advantages offered by the integration of AI in human translations. Consequently, it provides a contrastive comparison between a human translation of a some texts and their translation created by AI software. Finally, this approach can be seen as a useful study ground both for linguistic and translational analysis, and for specialized English learning in academic courses.

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BIO

Francesca Machi graduated in Foreign Languages and Literatures from the University of Palermo, where she obtained her Ph.D. in Pedagogical Training of Teachers with a Language Teaching research aimed at implementing the vehicular use of English in ESL classes. Currently, she is a tenured secondary school teacher of English language and civilization. Since 2007, as a n adjunct professor at Unipa, she has taught English Language, Language and Translation, and English Language Didactics in courses such as Primary Education Sciences, Languages and Intercultural Studies, and Medicine. Currently, she is holding a course of English Language and Translation at the Department of Culture and Society at Unipa. Her academic interests focus on didactic methodologies, communicative use of language and the relationship between sectorial languages and technologies. She is author of the essay "Filpped Language teaching, lingua, comunicazione apprendimento" (Anicia 2022), as well as of numerous articles.

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Vasfiye Geçkin

Izmir Democracy University

'Assessing Cohesion in Second Language College Writing Quality'

Assessing student written work poses a challenge since the process can be time consuming, subjective, and inconsistent [a, b]. Certain automated essay scoring software programs have been introduced to turn any written piece into measurable units [c]. One such non-commercial tool is the Tool for Automatic Analysis of Cohesion (TAACO) which evaluates the written piece with respect to certain indices of linguistic complexity with acceptable levels of reliability [d]. This paper aims at comparing the writing quality assigned by two human raters and TAACO. Advanced level learners of English (n=55) were given two summary writing tasks. Two trained human raters were given the TOEFL rubric, and the software was run to investigate the local and textual linguistic features such as semantic and lexical overlap, givenness through pronoun use, lexical and syntactic diversity as well as connective use. The writing quality of each paper was determined by taking the average score assigned by the two raters. The first (α=.75) and the second rater (α=.74) had an acceptable intra-rater reliability and the inter-rater reliability between the coders was high (α=.81). The results of the Pearson's correlation analyses showed that the human raters manifested a significant moderate positive correlation in the scores they assigned to the student written summaries, r (55) =.48, p<.01). Indices of givenness and lexical diversity were negatively correlated with evaluations of human raters. A similar picture emerged in the assessment of connective use in student written work. In line with the findings in L2 writing, most of the local cohesive features were positively correlated with writing quality, whereas most of the textual cohesive features were negatively correlated between the writing quality [e]. The results suggest that software programs assessing writing need to be improved and human raters need to be trained regularly to obtain objective scoring results.

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BIO

Dr. Vasfiye Geçkin completed her B.A. and M.A. in Teaching English as a Foreign Language at Boğaziçi University, Turkey and her Ph.D degree in Linguistics from Universität Potsdam (Germany) and Macquarie University (Australia). She worked as a as a post-doctoral research fellow on the H2020 EU project 'Second Language Tutoring using Social Robots' at Koç University, Turkey. Her research interests include first and language acquisition and childhood bilingualism. Currently, she works as an Assistant professor at the Department of Foreign Language Education in Izmir Democracy University, Turkey.

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PANEL 9 | SESSION 1

BRIDGING THEORY AND PRACTICE: UNIVERSITY LANGUAGE CENTRES, FOREIGN LANGUAGE CLASSROOMS AND DIGITAL LEARNING

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Simona Agata Giuffrida

University of Enna "Kore"

**'Prioritizing Creativity and Positive Psychology Interventions in
the Foreign Language Classroom: An Empirical Study'**

The emergence of Positive Psychology (PP) in Foreign Language Teaching (FLT), catalysed by the pioneering work of MacIntyre, Gregersen et al (2012, 2016, 2019a, 2019b), marks a significant paradigm shift towards a more holistic and emotionally informed approach to FLT.

There has been a surge in interest in understanding how 'positive' emotions, alongside established factors like motivation and anxiety, affect foreign language learning and teaching. Hence, the remarkable proliferation of empirical research studies, all confirming, as Helgesen puts it, that "happy students learn more". (Helgesen, 2016, p. 306; see also: Dewaele et al, 2019; Fresacher, 2016; White, 2018)

Prior to this development, the landscape of applied linguistics was largely dominated by a cognitive perspective, which emphasized the mental processes underlying language learning, namely, task-based learning, problem solving, metacognitive reflection, and the like (Sharwood Smith, 2017).

PP concepts and practices (Peterson, 2006, Seligman, 2018, 2011; Fredrickson, 2006) have emerged as a promising avenue to enhance learners' and teachers' experiences in FLT settings. The PP interventions are designed to nurture positive emotions such as flow, well-being, optimism, creativity, grit, resilience and hope, with the ultimate goal of fostering learning enjoyment as well as linguistic progress.

This paper, based on action research methodology, aims to report the findings of a two-month project initiated spontaneously from a cultural event involving the participants. Two secondary school teachers carry out the study, which comprises 4 English classes, including two control groups, and a total of 82 students, aged 14 to 16, from a second-year information technology program.

The research question centres on investigating whether the teachers' decision to prioritize creativity and incorporate PP interventions into the curriculum has an impact on their ability to enhance students' engagement and teaching effectiveness. The objective is, among others, to evaluate the extent to which the linguistic goals are met by the experimental group. The PP interventions entail students' creative rewritings, adaptations and performances of scenes from "Dracula the Musical," a play they enthusiastically experienced in English at the theatre.

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BIO

Simona Agata Giuffrida was born in Catania and has a Ph.D. in Anglo-American Studies. She is an experienced freelance scholar and translator, a teacher trainer and a lecturer of English literature and language in universities and secondary schools. Her research interests cover various fields of foreign language education, with a focus on positive psychology, intercultural communication, travel literature, translation studies and language and culture pedagogy. Her doctoral dissertation concerned original methods for enhancing intercultural skills through literary texts, particularly travel writing. She was a visiting scholar at the School of Education of the University of Durham (UK), a lecturer of ESP in the University of Catania and other private universities and she is currently a teacher trainer at "Kore" University in Enna as well as a secondary school teacher in Catania. Her papers and research articles have been accepted and published in international academic journals.

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Vincenza Tutino | Heidi Littunen

University of Catania

**'CLIL and Flipped Classroom Methodologies in Vocational Training:
An innovative Way to Enhance Students' English Language and
Critical Thinking skills'**

The study moves from the Vocational Training (in Italian PCTO, i.e., Percorso Competenze Trasversali e Orientamento, Pathways for Transversal Competences and Orientation) regulations in Italy to report on an innovative best practice model performed as a pilot project at Convitto Cutelli European High School and to propose it to prospective similar teaching experiences.

This paper aims to provide a comprehensive overview of the Italian legislation regarding the Pathways for Transversal Competences and Orientation, as well as to provide the main features of the evolution of CLIL (Content and Language Integrated Learning) and Flipped Classroom methodologies to propose a valuable model for the improvement of Vocational training in Italian high schools.

This study contributes two innovative educational methodologies to promote an effective student transition from school to the working world and improve employability. Following the Constructivist approach, the study used the field research method and straight observation in the field. Two projects conducted in a High School showed how using CLIL and the Flipped Classroom methodologies helped the sample group of Italian students improve their English language communication and enhance their critical thinking skills.

The students positively evaluated the usefulness of the model through a satisfaction survey that proved a great appreciation of the vocational training in the target group.

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BIO 1

Heidi Littunen is a High School English Language teacher and now a Ph.D. student at the University of Catania in the Department of Educational Sciences. The objectives of her Ph.D. research are to investigate the potentialities and issues encountered in CLIL methodology in high schools in the various non-linguistic disciplines and, in particular, in the philosophical and humanistic subjects. Furthermore, her research focuses on how to practice this methodology in Europe to multilingual and interdisciplinary aspects.

BIO 2

Vincenza Tutino: Vice-Manager of the University of Catania, she has coordinated and participated in several international Erasmus mobility projects. She is now a Ph.D. student at the University of Catania in the Department of Educational Sciences. The objectives of her Ph.D. research are to investigate the potentialities of the Erasmus blended international mobility. Her research aims to develop a new educational scheme based on the flipped classroom methodology that responds to student's needs and is accessible to everyone from a linguistic point of view. The scheme proposes a combined approach of distance and in-presence learning and new contents and instruments to support the learning process in its transitional dimension.

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PANEL 9 | SESSION 2

BRIDGING THEORY AND PRACTICE: UNIVERSITY LANGUAGE CENTRES, FOREIGN LANGUAGE CLASSROOMS AND DIGITAL LEARNING

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Federica Abramo | Francesca Vigo

University of Catania

'Digital Nano-Learning: New Paradigms and New Participants Roles'

Nano-learning is a cost-effective and flexible method for repetitive topics like language and business processes, offering advantages like reduced cognitive overload, faster content delivery, adaptability, and cost reduction. It supports both new and experienced users, allowing just-in-time learning and quick course creation. Additionally, Nano-learning is available on smartphones and handheld devices, allowing courses to be completed while on the move or on hold. In this way, learning can occur while travelling, walking, working; whereas, the context may be hands-free or eye-free learning (Traxler, 2007). Vavoula and Sharples (2002) suggest that learning is mobile in three ways: space, areas of life and time. Thus, learning can occur at work, at home or during leisure time.

NOOCs and self-learning apps are some examples of this new way of learning. Both tools are versatile and can be used for course augmentation, introducing topics, wrapping lessons, and just-in-time learning.

The majority of studies on learning and education concentrate on students—their responses, behaviors, and strategies that can be used to get the best educational outcomes. Nonetheless, there are two primary roles at play in the teaching/learning scenario: students/learners and instructors/teachers/professors. In addition, taking into account English's significance on a global scale, the teaching and learning environment is a part of a larger process that in some ways influences English's significance in education overall.

Through the case studies offered by the NOOC course for professors and instructors on Enid-Teach, delivered in English, and the usage of Mondly as a self-learning app for students, the paper aims to highlight the effects, scopes, and challenges offered by the new technologies and the crucial role of the teacher or instructor.

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BIO 1

Federica Abramo is a postdoctoral research fellow in modern language didactics at DISUM, University of Catania. She is currently working on the design of digital and flexible learning environments with a particular attention to collaboration, accessibility and inclusiveness for the Erasmus+ ENID-Teach project. She holds a PhD in German Studies. Her research interests include: experimental didactics of German language and literature; inquiry-based learning; collaborative learning; relationship between language, literature and science; embodied cognition; cognitive literary criticism.

BIO 2

Francesca Vigo lectures in English Language and Linguistics at the University of Catania, DISUM. She holds a PhD in English and Anglo-American Studies, a Diploma in Social Communications, an MA in Applied Linguistics and a Post-graduate diploma in Literary Translation. Her main research fields focus on Sociolinguistics, Language and Gender Studies, Diversity narratives, Language contact, Pragmatics in multilingual contexts, World Englishes, and Translation. Lately she has focused on migrant and migration narratives, imagery as a category of meaning construction, social attitudes construction towards LGBTIs. She has extensively published on national and international publications on these topics.

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Ruth Mensingh

University of Enna "Kore"

**'Relevance of Reading for Pleasure in Evolving ELT:
Prospects in a Diversity- and Digital-oriented Environment'**

Theories and findings from researchers such as Nuttall (e.g.1996), Day and Bamford (e.g. 2002), Krashen (e.g. 2004, 2005), and Jeon and Day (2016) have supported the 'reading for pleasure' pedagogy for long-term skills development. In practice, this approach has not been widely implemented in state or language schools. Recent studies suggest that one of the impeding factors might be a lack of full acknowledgement of the key ideas behind extensive reading (e.g. Fan, 2023). Concurrently, prominent English Language Teaching (ELT) platforms promote learning strategies on diversity, digitalisation and AI. The question arises whether and how the original principles of reading for pleasure can be effectively combined with such features of the rapidly evolving world of ELT.

The main objective of this contribution is to explore aspects of feasibility and achievability of the reading for pleasure approach in tomorrow's ELT context, firstly by summarising previous and more recent insights into its assumptions. Additionally, reflections will be made on the methods and results described in the latest studies related to countries where governments have intentionally integrated reading for pleasure in their national curriculum of (foreign) language learning. Lastly, a small-scale pilot survey on reading for pleasure conducted among English language learners to generate new ideas on reading for enjoyment, will be discussed.

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BIO

Ruth Mensingh teaches English language courses at the University of Enna "Kore", in the role of English Language Expert of the Centro Linguistico Interfacoltà Kore (CLIK). During and after her studies in Political Science/International Law at Leiden University, The Netherlands, she worked for international and (non) governmental organisations in the field of human rights, international relations and immigration. As a policy officer of the Dutch government, she conducted research and was a trainer on a variety of countries of origin of asylum seekers. In Italy, she has combined her love for language learning and her experience as a trainer, becoming a qualified English language teacher. She has shared her enthusiasm for reading by setting up book clubs since she was a student, and as a teacher has continued to do so for ELT purposes.

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Dorjana Klosi | Adriana Gjika

University of Vlora "Ismail Qemali"

'Guidelines in Teaching Foreign Language, French and English'

Texts including recipe books, operating manuals for appliances, technical manuals, prescription drug labels, gaming rules, and so on are seen on a daily basis. Such writings can be found in nearly every aspect of life, and we never miss a day when we read or pay attention to a command or instruction. By outlining the proper course of action and providing a warning about the consequences of disobeying the guidelines or advice that compels us to act, these texts encourage us to take action.

More specifically, we come into play when teaching and learning any subject, but especially when it comes to foreign language courses. Before each exercise in a foreign language program, there are instructions that the student must follow in order to complete the activity. In relation to this, various queries come up: are textbooks simple to understand? How much thought, care, and attention have gone into their presentation, formulation, and content? What qualities and forms do instructions take? In the foreign language lesson, where is the instruction taking place? What difficulties do educators and learners face? What challenges come with using self-guidance? How do we overcome these challenges, etc.?

These inquiries will serve as the foundation for our attempt to thoroughly explain the role that guidance plays in all spheres of life as well as the habits of both teachers and students with regard to using instructions to effectively navigate challenges. Examples of instructions from the modern "Alter Ego B1+" French language learning system, which we employ with Master's program students, have been included with this theoretical study.

BIO 1

Dr. Dorjana Klosi Ph.D., is a Full Lecturer at the University of Vlore "Ismail Qemali" (UNIVLORA) specialized in Sociolinguistics, Communication Studies, and English teaching methodology. She is also an adjunct Lecturer of English at the Catholic University of "Our Lady of Good Counsel," in Tirane, Albania. Her lines of research explore: Applied and General Linguistics and its subfields: Communication Studies, Gender Issues, Dialectology, Foreign languages methodology, EFL teaching, Intercultural Communication Studies, and Pragmatics. She has published numerous articles related to her main line of research, and has participated in more than 25 national and international conferences, and is the first author of more than 30 journal papers and conference articles.

She has participated in various international projects including Erasmus Mundus and Erasmus+ and has undergone specialized training in Science Communication and Applied Linguistics at

prestigious institutions such as the University of Bristol and the University of Leicester. She is a member of the Hum 853 Research Group at the University of Granada, Spain.

BIO 2

Adriana Gjika, a Lector of French Language in the Department of Foreign Languages at the University of Vlore "Ismail Qemali" since 1997, and holds a Master's Degree in Linguistics with a specialization in Translation. Her thesis explored "Admirative and Exclamative Modes in Albanian and French". Ms. Gjika's is a certified translator and received the esteemed "Jusuf Vrioni" award from the Public Library "Shevqet Musaraj" in Vlore, Albania. She has translated seven novels from French into Albanian. Ms. Gjika has participated in various collaborative projects between her university and national and international institutions, including participation in Tempus projects in France and Erasmus+ initiatives in Romania, the Czech Republic, and Poland. She has presented her research at 50 scientific events and published 30 articles in both international and national conference proceedings.

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