

AIA

Associazione Italiana di Anglistica

Newsletter 117 Winter 2024



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Dear Colleagues,

As winter approaches and yet another year draws to a close, it is only natural to pause and reflect on our accomplishments and the challenges that lie ahead, both personally and professionally. The end of the year should always be a moment of satisfaction for what has been achieved, coupled with anticipation for what still remains to be attained. It is a time to look back and observe the path we have travelled, while also envisioning new directions and setting fresh goals for the future. This has been an intense year for our community, marked by numerous initiatives and projects that our Association has successfully carried forth by dint of hard work and determination. Indeed, if the AIA community continues to grow it is not only thanks to the constant increase in memberships (we have now reached 629 members) but, more importantly, through the collective commitment of its components. Despite the many challenges posed by the political and academic landscapes, our community consistently demonstrates exceptional dedication and creativity.

Looking ahead, I would like to mention the upcoming AIA Winter School, titled *Passages, Migrations, Transitions*, which will take place from January 29–31, 2025, at the University of Rome Tor Vergata. Registration is now open, and the Winter School will host experts across the three key fields of English Studies: Linguistics, Literature and Cultural Studies. The plenary speakers include Bronwen Hughes, Elisabetta Marino and Sonia Massai, while interactive workshops will be led by scholars such as Paolo Caponi, Lilla Crisafulli and Eleonora Federici. The Winter School offers participants not only the chance to engage with cutting-edge research but also an opportunity to further develop their practical skills. The full programme and registration details are available on the AIA website (<https://www.anglistica.it/2024/11/27/aia-winter-school-2025-passages-migrations-transitions-tor-vergata-university-of-rome-29-31-january-2025-2/>). I warmly encourage young researchers and PhD students to participate, and I remind you that the Association is offering two scholarships to help cover part of the registration costs.

Another highlight of our Association is the annual AIA Book Prize and PhD Prize, which celebrate academic excellence within our community. This year, we received an exceptional number of submissions, reflecting the lively and productive nature of research in the field of English Studies here in Italy. I would like to thank all those who participated, submitting their works and theses for evaluation, a process that is rigorous yet guided by a deep sense of respect for academic contributions. My gratitude also extends to the committee members who dedicated their time and expertise to this crucial task: Professors Michelangelo Conoscenti, Maria Luisa De Rinaldis and Marco Canani for the AIA Junior Book Prize and AIA Book Prize, as well as Professors Patrizia Anesa, Luca Baratta and Annalisa Zanola for the AIA PhD Prize. Their contributions ensured a thorough and impartial evaluation process, rewarding works that exemplify excellence and innovation in the field of English Studies. The awards, presented across the three categories, not only recognise the remarkable achievements of our members but also inspire further growth within our academic community. It is with great pride and enthusiasm that I extend my warmest congratulations to Silvia Pettini, recipient of the

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AIA Junior Book Prize, for her monograph *The Translation of Realia and Irrealia in Game Localization. Culture-Specificity between Realism and Fictionality* (New York and London, Routledge, 2022); to Cristina Cavecchi and Elisa Perego, co-recipients of the AIA Senior Book Prize, for their respective works, *The Art Gallery on Stage. New Vistas on Contemporary British Playwriting* (London, Bloomsbury, 2024) and *Audio Description for the Arts. A Linguistic Perspective* (New York and London, Routledge, 2024); and finally, to Giacomo Ferrari, recipient of the AIA PhD Prize, for his dissertation “*A little scene to monarchise*”. *Modern Tragic and the Crisis of Medieval Nomos in Elizabethan Political Drama* (2023, University of Florence). Not only do these awards stand as personal milestones for the winners, they also serve as a source of inspiration for us all. I am confident that their contributions will leave a lasting mark on academic research, advancing the visibility and impact of English Studies in Italy and beyond.

While our Association is committed to supporting the efforts and achievements of its younger members, it is disheartening to see our country finding ever more ‘creative’ ways, if I may say so with some bitter irony, to render their futures increasingly uncertain. Recent AIA general meetings have discussed the complex realities faced by Italian universities today. Ongoing reforms, such as DDL 1240 and the Ministerial Decree on telematic universities, have sparked intense debates and raised significant concerns. On the one hand, these reforms aim to address long standing issues such as precarious employment and governance; on the other, they highlight challenges such as reduced funding, risks of declining academic standards, and growing inequalities between public and private institutions. The field of English Studies occupies a pivotal position within this landscape. With its interdisciplinary scope and cross-departmental relevance, it can contribute meaningfully to these discussions and propose solutions to safeguard the quality of both research and teaching. The AIA Governing Board remains committed to these issues, collaborating with institutions such as the CUN and the Italian Network of Scientific Societies to ensure that ongoing reforms do not compromise the future of higher education.

On December 9, 2024, a presentation session was held to illustrate the evaluation criteria for the VQR 2020–2024, led by the Group of Evaluation Experts (GEV) for Area 10. This session provided valuable insights into the evaluation process, fostering greater transparency and understanding of how research outputs are assessed. For those who were unable to attend, the video recording (<https://youtu.be/9I0TIV25sec?si=lnIgyIPZfUudq8HY>) and slides (https://www.anvur.it/wp-content/uploads/2024/12/GEV-10_presentazione.pdf) are available online. A detailed document outlining the evaluation criteria can also be accessed here: https://www.anvur.it/wp-content/uploads/2024/12/VQR-2020-2024-Modalita-valutazione-GEV-10_03122024.pdf. I urge all AIA members to carefully consider these criteria, particularly originality, methodology and impact, when selecting research outputs for submission. Additionally, I wish to stress the importance of conducting peer reviews, a cornerstone of the evaluation process, with the utmost professionalism, avoiding any form of bias or self-interest. This evaluation process

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should not be viewed merely as a bureaucratic obligation but as an opportunity to showcase the best of our research and underscore the value of English Studies within the national and international academic landscape. During this critical phase, it is vital for our academic community to demonstrate unity and cohesion. The VQR is not simply an individual evaluation; it is a collective challenge that requires the contribution and support of all members. Our shared objective should be to use this moment to strengthen the field and highlight the excellence of academic research in English Studies. As has always been a hallmark of our scientific-disciplinary group, the ability to collaborate constructively is our greatest strength. Working together toward positive results will not only fortify our group but also help solidify the central role of our discipline in the broader academic context. Now more than ever, cohesion and cooperation are indispensable tools for overcoming challenges and building a future that aligns with our aspirations.

Looking beyond our national context, I am delighted to share some exciting updates from the European Society for the Study of English (ESSE). Preparations are already well underway for the next ESSE Conference, which will be hosted by the University of Santiago de Compostela, Spain, from August 31 to September 4, 2026. The conference website is now live (<https://www.esse2026.com/en/index.php>), and the call for seminars, round tables and parallel lectures will be posted in January 2025, while the call for individual papers in September 2025. I encourage you to share this announcement with your colleagues and fellow members so as to submit their proposals for what promises to be an intellectually stimulating event.

As the holidays approach, we are reminded of the opportunity to celebrate our achievements and contemplate the challenges that await. I wish each and every one of you joyful holidays and a prosperous New Year. In the spirit of new beginnings, I borrow the words of T.S. Eliot from *Little Gidding* (1942, vv. 118-119, vv. 214–216):

For last year's words belong to last year's language

And next year's words await another voice.

[...]

What we call the beginning is often the end

And to make an end is to make a beginning.

The end is where we start from.

May the New Year bring us all opportunities for growth and dialogue.

Warm regards,
Giuseppe Balirano

Editorial Board

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Giuseppe Balirano

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Paola Catenaccio, Manuela D'Amore,
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All issues of *Textus* published by Carocci can be accessed by AIA members through a cloud repository on Google Drive. Members will receive the link by email upon renewal of their subscription. For further information on the *Textus* archive, please write to: riviste@carocci.it

Textus issue 1/2024

***Experiment and Innovation: Branching Forwards and Backwards.
Linguistics and Translation Studies***

edited by Iain Halliday, Giuliana Russo, Marco Venuti and Francesca Vigo

Textus issue 2/2024

***Experiment and Innovation: Branching Forwards and Backwards.
Literary and Cultural Studies***

edited by Stefania Arcara, Maurizio Ascari and Giovanna Buonanno

Textus issue 3/2024

***Spreading Contaminations: Interdisciplinary Perspectives on Health, Illness and Disease.
Cross-disciplinary issue***

edited by Girolamo Tessuto, Clark Lawlor, Iaria Natali and Annalisa Federici



The Breeding Grounds of Conflict: Discourses of War, Discrimination, Protest, and Disinformation

Guest co-editors:

Bronwen Hughes (Parthenope University of Naples)

Margaret Rasulo (University of Campania Luigi Vanvitelli)

Ruth Wodak (Lancaster University/University of Vienna)

Copy Editor: Laura Ann McLean (University of Turin)

*Sticks and stones will break my bones,
and words will always hurt me.*

Although the word ‘conflict’ brings international warfare readily to mind, disagreements can occur at any level or setting. By adopting a broader definition of the term, other fissiparous contexts and circumstances are called into play. Stripped of its many connotative features, conflict entails the duality of opposing factions, the ‘taking of sides’, the perception of an enemy, and the apportioning of interest.

Our era is witnessing a surge of opinions, actions, and beliefs of a conflictual nature. The manifold contexts in which conflict arises range from overt hostile manifestations of dissent to covert hate-inducing tactics. The daily exposure to a myriad of viral inoculations of animosity which contaminate our personal and professional identity impacts upon our ever-diminishing resilience as human beings, leading to vulnerability and permeability.

In the presence of a persistent feeling of defencelessness when faced with conflict, alarming levels of negative emotional expenditure are likely to emerge, with an ensuing sense of fear, coupled with other adverse feelings of anxiety, anger and frustration. Linked to cultural and collective trauma, fear is indeed the emotional force that shapes human agency as well as attitudes. In conflict-steeped contexts, individuals are confronted with a lingering perception of threat brought about by social disruption and division. In political settings, fear is at its pinnacle when it strives to divide the world into “good” and “bad” citizens, thus legitimizing politics of exclusion, dramatization and emotionalization (Wodak, 2015). In the spirit of the survival of the fittest, in such dire circumstances, rather than stifling divergencies through resolutory actions, we tend to react by taking the emotional turn, prompting either the avoidance or the instigation of conflict (Bramsen et al. 2014; Wahl-Jorgensen, 2019). Thus, despite the much-needed call for a ceasefire across all breeding grounds of conflict, worldwide evidence points to the normalization (Wodak 2015) of hostile patterns and propaganda without counter remedies or calls for action.

Be it open or proxy warfare, online/offline hate speech, climate injustice or economic disparity, the sheer callousness of conflictual behaviour – whether ideational, ideological, or emotional - erodes the very fabric of society and leads to widespread polarization. Conflict is by its very nature complex, and the recent global pandemic with its attendant move to online platforms has added new layers of difficulty. Online environments are intrinsically conducive to the proliferation of conflictual discourses often linked to the viral spreading of disinformation. Indeed, information warfare abounds on social media sites, and is often blamed for intensifying societal polarization by creating echo chambers (E. Bakshy et al., 2015). For political, social, religious, or economic reasons, these filters tend to prevent people from being exposed to evidence-based information (Del Vicario et al. 2016), resulting in the blurring of social boundaries dangerous common ground which not only excludes the ‘other’, as an individual or perspective, but also breeds conflict. The phenomenon known as context collapse, inherent to the architecture of social media, and consisting in the blurring of social boundaries between the private and the public, or the personal and the professional only serves to aggravate the problem (Davis and Jurgenson 2014). When every interaction

is addressed to a multiple audience and the distinctiveness of context collapses, the platform takes over and controls the only gateway to/for information.

Language does participate in the worldview of conflicts, and discursive representations of antagonism may serve to exacerbate or ameliorate situations of unacceptable strife. One such dynamic is the Us and Them division (van Dijk, 1998) that reproduces positive self-presentation and negative other-presentation (Reisigl and Wodak, 2001). This view of the world not only mobilizes conflict to initiate or stifle necessary social action, such as passing vital legislation to solve climate change or immigration, but also legitimizes attacks on existing institutions and the rule of law.

Extensive exposure to the dynamics of conflict and contingent factors therefore provides significant insights into the role of language and discourse in understanding and addressing such issues. Whatever the context of usage, discourses of conflict, due to their insidious nature can, and often do, go undetected. Lack of awareness, in turn, leads to collateral damage stemming from asymmetries of power, opposing interests and reduced social capital.

Conflict, as emerges from the above discussion, is a phenomenon of such complexity and breadth, that it cannot be fully understood within the boundaries of a single discipline and needs to be addressed from an interdisciplinary viewpoint. Contributions to this issue of *Textus* will therefore extend the debate by raising the levels of critical awareness and providing understanding of the multiple ways in which hostile systems perpetuate themselves to the grave detriment of the basic needs of individuals and groups.

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Textus

Textus issue 2/2025 – Literature forthcoming

The Voices of Water: Intermedial and Multimodal Blue Eco-Stories

Guest co-editors:

Gilberta Golinelli (Bologna University)

Maddalena Pennacchia (Roma Tre University)

**Niklas Salmose (Linnaeus University, Vaxjö, Sweden -
Center of Intermedial and Multimodal Studies, Sweden)**

Copy Editor: Gaia Amrita Whitright (Roma Tre University)

What does water tell us of its story? How many stories are there in the voices of water? And how can we learn to listen to its many languages and eventually ‘speak’ them? There have been in the past artists and writers who have tried to listen to the voices of the rain, the sea, rivers and lakes. But was it really the voices of water they were listening to? Or was it just their own? And how did they transform it into a communicative object that could be shared by other fellow beings. “The nymphs are departed” wrote T.S. Eliot in *The Waste Land* (1922) with a nostalgic take on the polluted Thames, as if centuries, and not just one, had passed from Wordsworth’s sublime exaltation of “the roar of waters, torrents, streams / Innumerable, roaring with one voice’ (Prelude, 1805). And that was before any discussion concerning climate changes and unprecedented droughts, before we knew of the Great Pacific Garbage Patch, before the Dutch Nobel Prize in Chemistry, Paul Crutzen, gave a name and a visibility to the concept of Anthropocene (2000), before we ever heard the word Solastalgia (G. Albrecht, 2005), before the sustainable development goals were even conceived. Is there a possible genealogy of old and multifaceted blue eco-stories? And if it exists, does it contain values and perspectives that can be worthy of transformation and reintegration into today’ and tomorrow’s society? What of writers who in their literary works try to listen to the voices of water today? How do they interact, if they do, with science reports and evidences? What multimodal and intermedial strategies do they explore to host and welcome the voices of water and their own? Can their work facilitate the process of societal changes so necessary to the survival of future generations? Some, like Carla Benedetti (2022), think so. With the help of a powerful leverage: empathy. This volume invites papers dealing with old and new eco-stories of water, how they are fashioned and communicated multimodally and intermedially, and what they can do for us.

Topics of interest include, but are not limited to, the following:

- Textual, figurative, and multimodal representations of old and new eco-stories of water and their intermedial relation.
- Nostalgia, pastoral and environmental discourses: between fiction and scientific knowledge.
- Literary critical approaches and ocean/blue cultural studies.
- Gender, genre(s) and genealogies of blue storytelling.
- Empathy, social impact and transformative power of blue-eco-stories.
- Issues of gender, nature, and aquatic environment.

- Social changes and changing constructions of aquatic environment.
- The rhetoric of water: questioning and re-fashioning aquatic environments

Keywords: blue ecocriticism, water, anthropocene, solastalgia, climate changes, resilience, transformation, humanities and science relation, empathy, intermediality, multimodality, language ecology (with specific reference to the aquatic environment), fiction and literary texts.

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Textus

Textus issue 3/2025 – Cross-disciplinary issue forthcoming

Text Analysis and Digital Humanities in English Studies

Guest co-editors:

Maristella Gatto (University of Bari)

Michaela Mahlberg (University of Birmingham)

Lorenzo Mastropiero (University of Insubria)

Francesca Saggini (University of Tuscia)

Copy Editor: Eileen Mulligan (University of Bari)

Over the past decades, Digital Humanities have moved from being a niche discipline to a fast-growing research field, covering all areas where the humanities meet digital methods, resources, and tools. This digital revolution has triggered paradigm shifts in disciplinary fields as diverse as philology, history, geography, music, cultural heritage, literature, and linguistics. Indeed, the impact of the digital turn in literary and linguistic studies can be felt in a number of areas, from archiving, to editing, to computer-aided critical and stylistic analysis, as well as in the development of tools for the representation and visualization of language data in texts of any kind (Schreibman et al. 2016). More crucially, the huge amount of textual data available in digital format to the literature and language scholars alike has had a significant impact on the range of research questions that it is possible to address (Hiltunen et al. 2017). Nonetheless, digital approaches to text analysis in English Studies – mostly in the field of corpus linguistics and corpus stylistics – have had limited interactions with Digital Humanities, while it is exactly these interactions that will bring about true innovation. The time has come, therefore, for corpus linguistics, literary stylistics, and Digital Humanities to finally come together as they “theoretically have much in common, but in practice more often than not operate within disciplinary boundaries” (Mahlberg and Wiegand 2020: 323). Methodological triangulation that builds on commonality and convergence among these cognate areas will be beneficial to understand further the dialogical relationship among them, and be conducive of interdisciplinary development. This issue of *Textus* aims to foster such interdisciplinary dialogues and encourage methodological triangulations between Digital Humanities, corpus approaches, and other methods for computer-aided text analysis in English Studies. It will provide a forum to showcase cutting-edge research and stimulate reflections on the potential of the interplay between computer-based approaches to text analysis and Digital Humanities in English Studies, from both the perspective of literature and language studies.

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Submission of abstracts

Please send abstracts to: maristella.gatto@uniba.it, m.a.mahlberg@bham.ac.uk, lorenzo.mastropierro@uninsubria.it, fsaggini@unitus.it

Timeline

Deadline for abstracts submission): **CLOSED**

Notification to authors: **15 January 2025**

Deadline for submission of first draft of article (maximum 7500 words including references): **31 May 2025**

Request for revisions following peer review: **15 July 2025**

Deadline for final version of article: **1 September 2025**

AIA Prizes

On 13 December the AIA Board organized the 2024 AIA Prizes award Ceremony at the University of Padova, together with a meeting with PhD students and Junior staff of the Veneto and other adjoining regions. We hosted Laura Tosi and Mirko Casagrande, who gave lectures, respectively, on “Academic Self-Fashioning: Wearing Different Hats and Children’s Literature” and “Onomastics and Critical Discourse Studies”.

The winners for the three categories of the 2024 AIA Book Prize, AIA Junior Book Prize and AIA PhD Prize are:

AIA PhD Prize:

Giacomo Ferrari, “‘A little scene to monarchise’. Modern Tragic and the Crisis of Medieval Nomos in Elizabethan Political Drama”, 2023, UniFi

AIA Junior Book Prize:

Silvia Pettini, *The Translation of Realia and Irrealia in Game Localization: Culture-Specificity between Realism and Fictionality*, London and New York, Routledge, 2022

AIA Book Prize (ex aequo):

Cristina Cavecchi, *The Art Gallery on Stage. New Vistas on Contemporary British Playwriting*, London, Bloomsbury, 2024

Elisa Perego, *Audio Description for the Arts: A Linguistic Perspective*, London and New York, Routledge, 2024

AIA Prizes

Application procedure

AIA Book Prizes

The Association warmly invites applications for its annual **AIA Junior Book Prize** and **AIA Book Prize**. The awards are given to scholarly books written by AIA members that have made significant contributions to the field of English studies (in all its multifaceted aspects) and have been published in the three years preceding the application. These Prizes go to monograph studies or critical editions, written either in Italian or English, published in each of the following fields:

1. English language and linguistics;
2. Literatures in English;
3. Cultural studies in English.

Conference proceedings or multi-authored volumes will not be accepted.

Requirements

AIA junior book prize

In order to be eligible, applicants must respect the following conditions:

- 1) they should not be older than 40;
- 2) they must have earned their PhD from 7 to 2 years prior to the year of application.

Furthermore, they must have been enrolled as AIA members for at least 3 consecutive years prior to the year for which the prize is awarded. For example, for 2024, they must have been paying members since 2021.

Previous winners of an AIA/Carocci PhD Doctoral Dissertation Prize, who published their thesis in book form with Carocci, cannot submit the same book for an AIA Book Prize.

AIA book prize

This prize is awarded to AIA scholars who must respect the following conditions:

- 1) they should be older than 40;
- 2) they must have earned their PhD from 8 years prior to the year of application.

They must have been enrolled as AIA members for at least 3 consecutive years prior to the year for which the prize is awarded. For example, for 2024, they must have been paying members since 2021.

Awards

These Prizes are non monetary. A medal will be offered to winners. Their books will be given due credit on the Association webpage and social media, and a short interview to winning authors will be included in the AIA Newsletter. All books will be evaluated strictly on the basis of their academic value, without regard to publisher, country of publication or nationality of the author.

At the end of the evaluation process, the Committee will select one book, but may also grant ex-aequo prizes. No honorary mention is possible.

Selection committees

These will be comprised of three AIA members, drawn from a list of volunteering tenured professors, including retired staff. The list will be made public before the deadline for 2024 applications (see below). One Committee will evaluate the applications for both book prize categories. The AIA President and Board members cannot be part of evaluation committees.

AIA Prizes

AIA Book Prize committee members must have no personal nor professional connection to any of the applicants. In such cases, the specific Committee members will be substituted.

Committee members cannot be included in a new committee before 5 years have elapsed.

Publicity

Applicants automatically allow the AIA Board to make their names and book titles public. They will make this clear in the letter accompanying their application. The list of applications will be published on the AIA webpage and social media.

Announcements

In the years with no AIA General Conference, annual prizes will be announced during an AIA Board meeting and related event by the month of December. In years in which an AIA General Conference is to be held, prize winners will be announced on the occasion of the Conference

Prize-giving ceremonies

During AIA Conferences, there will be a prize-awarding ceremony during the General Assembly.

Application procedure

Books can be submitted in electronic format (PDF only) or in printed format. If submitted in printed format, **four copies** must be provided of each book submitted for consideration. The copies **will not be returned**.

In case the applicant opts to submit an e-book (PDF), electronic submission should be made to the AIA Vice-President and to the three members of the Committee who will be made public before the deadline expires. In case the applicant opts to submit a printed book, the four review copies must be sent to the AIA Vice-President and to the Committee members who will be made public before the deadline expires.

No accompanying letter is required; for 2025, please send your books or pdfs to marilena.parlati@unipd.it or (if in print) to:

Professor Marilena Parlati
c/o DISLL – Università degli studi di Padova
Via Beata Vendramini 13
35132 PADOVA

Applicants will later be contacted once the Board is selected.

AIA PhD prizes

The prize is an annual award guaranteeing publication, sponsored by Carocci, of a doctoral dissertation in English studies. Submitted PhD doctoral dissertations must be works of original scholarly research in the field of English studies, written in English or Italian. Candidates must have been awarded their PhD in the two preceding years and must have been members of AIA for at least 3 years before the application. In case the applicant opts to submit an e-book (PDF), electronic submission should be made to the AIA Vice-President and to the three members of the Committee who will be made public before the deadline expires.

In case the applicant opts to submit a printed book, the four review copies must be sent to the AIA Vice-President and to the Committee members who will be made public before the deadline expires.

AIA Prizes

Mandatory disclaimer

Applicants **MAY NOT** send their thesis for consideration to any other publisher or selection committee until the prize winners are announced. Successful applicants **MAY NOT** republish, even with a different title, their PhD thesis in any format or with any other publisher than Carocci or any other future AIA publisher. The covering letter must certify to this

Selection committees

These will be comprised of three AIA members, selected from a list of volunteering tenured members.

The AIA President and Board members cannot be part of evaluation committees.

AIA PhD Prize committee members must have no personal nor professional connection to any of the applicants. In such cases, the specific Committee members will be substituted.

AIA PhD Prize committee members cannot be included in a new committee before 5 years have elapsed.

Publicity

Applicants automatically allow the AIA Board to make their names and book titles public. The list of applications will be published on the AIA webpage and social media.

Announcements

In all the years with no AIA General Conference, annual prizes will be announced by December during an AIA Board meeting and related event. In years in which an AIA General Conference is to be held, prize winners will be announced on the occasion of the Conference.

Prize-giving ceremonies

During AIA Conferences, there will be a prize-awarding ceremony during the General Assembly.

Application procedure

Each candidate must send a covering letter to the AIA Vice-President, in which s/he provides the following information: name, affiliation, address, the title of the dissertation, the year in which the PhD was awarded and the year when s/he first became an AIA member. As in the previous paragraph, the letter will also certify to exclusive application and be undersigned.

Once the Selection Committee is nominated, the candidate will be informed by e-mail about its composition and will submit one review copy (paper or pdf format, as each committee member may decide) of the doctoral dissertation to each of the members of the Selection Committee, together with the same covering letter sent to the Vice-President. In addition, the candidate should also send the Committee by e-mail a letter signed by his/her main supervisor attesting to the authenticity and originality of the dissertation. Submitted copies of doctoral dissertations will not be returned.

Vice-President 2023-2025:

Marilena Parlati (marilena.parlati@unipd.it)
c/o Dipartimento di Studi Linguistici e Letterari
Università di Padova
Via Beata Vendramini, 13 35137 PADOVA

Deadlines for 2025 (Ceremony to be held during the Turin AIA Conference)

For all categories, applications must be sent by 1 February 2025.
Evaluation results will be made public by 1 September 2025.

17 GENNAIO
2025

ARTIFICIAL
INTELLIGENCE

AIA PhD SEMINAR

AIA & AI

SCENARI DELL'INTELLIGENZA ARTIFICIALE

SALA IGNAZIO AMBROGIO

Via del Valco di S. Paolo 19

10:30–10:45 Saluti del Direttore del Dipartimento, Prof. Simone Trecca, della coordinatrice del Dottorato in Lingue, letterature e culture straniere, Prof.ssa Maddalena Pennacchia, e del Presidente AIA, Prof. Giuseppe Balirano

10:45–11:30 **Giuseppe De Riso**, Pensare con l'IA: riflessioni pratiche sull'impatto dei chatbot nella didattica e nella scrittura accademica

11:30–12:15 **Daniel Russo**, AI e nuove forme di traduzione collaborativa

12:15–13:00 **Silvia Pareschi**, La traduzione non è un problema da risolvere

13:00–13:15 Conclusioni

Comitato organizzativo: Chiara Degano, Daniele Franceschi, Maddalena Pennacchia, Serenella Zanotti

AIA Winter School 2025

29-31 January 2025

Passages, Migrations, Transitions



29 January

9.30-11.00 - Registration

11.00 - **Opening remarks**

11.30 - **Bronwen Hughes** (University of Naples Parthenope), '*... a Good Migrant*'. *Lexical Choices in Migrant Discourses in English*

Chairperson: **Lilla Maria Crisafulli**

12.15 - Discussion

12.30 - Lunch

14.00 - **Lilla Maria Crisafulli** (University of Bologna), *Mary Shelley's Valperga from Ideation to Translation: History, Fiction and Contemporaneity*

Chairperson: **Elisabetta Marino**

14.45 - Discussion

15.00-18.00 - **Lab activities** (Lilla Maria Crisafulli, Tutors: Giuseppe Capalbo, Elisabetta Marino)

18.00 - Welcome cocktail



Informazioni e dettagli:
marino@lettere.uniroma2.it

University of Rome Tor Vergata
Department of History, Humanities and Society

29-31 January 2025

AIA Winter School 2025

29-31 January 2025

Passages, Migrations, Transitions

30 January

10.00 – **Sonia Massai** (Sapienza University of Rome), *Diasporic Shakespeare*

Chairperson: **Rossana Sebellin**

10.45 – Discussion

11.00 – Coffee break

11.30 – **Eleonora Federici** (University of Ferrara), *Museums Become Story-tellers through Translation: The Case-study of MEI (National Museum of Italian Emigration)*

Chairperson: **Sonia Massai**

12.15 – Discussion

12.30 – Lunch

14.00–17.00 – **Lab activities** (Eleonora Federici, Tutors: Giulia Magazzù, Angela Sileo)

17.00–17.30 – Coffee break

17.30 – **Elisabetta Marino** (University of Rome Tor Vergata), *Migrant Lives in Contemporary British Literature*

Chairperson: **Paolo Caponi**

18.15 – Discussion

Social dinner

31 January

9.00 – **Paolo Caponi** (University of Milan), *The Migration of Literary Texts from English to Italian. The Cultural Issue of the Forms of Address*

Chairperson: **Bronwen Hughes**

9.45 – Discussion

10.00–10.30 – Coffee break

10.30–13.30 – **Lab activities** (Paolo Caponi, Tutors: Mattia De Luca, Rossana Sebellin)

13.30 – Closing remarks

Registration form at <https://forms.gle/nZmcTTwmFPawbxeAA> by 16 January 2024. Registration fee: €180, payable via bank transfer from 2 January 2025.

Receiver's Bank Account: Dipartimento di Storia, Patrimonio culturale, Formazione e Società; IBAN: IT30 C030 6905 0201 0000 0300 249; Bank: INTESA SAN PAOLO - ROMA; SWIFT CODE: BCITITMM; Reason for payment: FULL NAME – AIA WINTER SCHOOL. In order to support early career scholars, AIA will offer **two grants of € 300** for doctoral students who are AIA members. For **information on eligibility and application** visit www.anglistica.it/early-career-scholarships/. **Queries** may be addressed to aiasegreteria@unito.it



Informazioni e dettagli:
marino@lettere.uniroma2.it

University of Rome Tor Vergata
Department of History, Humanities and Society

29-31 January 2025



32nd AIA Conference

11–13 September 2025 – University of Turin

Human, Humane, Humanities. Voices from the Anglosphere

The new millennium is witnessing new geopolitical crises, ideological conflicts, the effects of climate change, which make us reflect on what ‘being human’ involves.

Real-life experiences of people struggling for survival, suffering from ethnic, religious, political, gender and linguistic discrimination or isolation tell us that ‘humane’ values are often violated or ignored.

The emphasis on ‘human, humane and humanities’ in the title of the 32nd AIA Conference is meant to offer scholars in linguistic, literary, cultural and transmedial studies the opportunity to explore the various facets of ‘human nature’, as they emerge from the voices of communities in the English-speaking world. The polysemic nature of these words lends itself to reflect on the state of being human, but also on being humane, that is, feeling empathy, compassion, and understanding for fellow living entities.

The digital turn represents a huge step forward for present and future generations of scholars. However, artificial Intelligence seems to be subverting the primacy of human intellect, threatening to dehumanize many aspects of human creative and communicative practices.

Recently literature has incorporated notions of neo-materialism and posthumanism to better take into account the more-than-human agency and the interconnectedness of all living beings. In postcolonial literature new forms of enslavement determine a constant concern both in the traditional and in the new media. Environmental humanities in the Anglosphere is increasingly engaged in interconnected issues of social and climate justice, asymmetrical power relations and decolonial thinking.

AIA members are invited to submit proposals for Seminars relevant to the following themes, from the perspective of literary, linguistic and cultural studies. Inter- or cross-disciplinary Seminars, addressing issues from multiple perspectives, are strongly encouraged.

- Human experience(s) within and across texts and discourses
- Storytelling, old and new textualities, cross-digital narratives
- Stylistic approaches to texts and discourses about the human and the non-human
- Neo-material and posthuman perspectives in literary, cultural and postcolonial studies
- Ethics, empathy, compassion and tolerance
- (New) metaphors for the world we live in



- Social, climate justice, and decolonial thinking
- Migration flows, new forms of enslavements, new forms of agencies and activism
- Environmental humanities and eco-criticism
- Indigenous knowledge and the need for new ecological paradigms
- Representations of identity, gender, race, and class
- Cultural diversity, inclusivity and intersectionality in the English-speaking world
- Linguistic landscapes: exploring language variation and change
- Historical perspectives on English language, literature, and culture
- Digital humanities: diachronic and synchronic application to English studies
- Specialized discourse and international communication
- Human-machine interaction in the real and in the fictional world
- Multimodality in texts and discourses
- Truthfulness and post-truth
- The digital turn in education, teacher training, EFL teaching and learning
- The digital turn in translation
- Interdisciplinary approaches to the teaching of English literature
- Translation studies, cross-cultural communication, audio-visual translation (AVT) and media accessibility (MA)
- The human aspect of translation

AIA32 will host the following plenary speakers:

Rossella Ciocca, University of Naples L'Orientale

Radhika Jha, cosmopolitan author

Carol O'Sullivan, University of Bristol, United Kingdom

Caroline Tagg, The Open University, United Kingdom

Call for Seminars

AIA members are invited to submit proposals (max 300 words, including references). Proposals can be jointly submitted to the Scientific Committee by a minimum of two or a maximum of three convenors from different universities.

Please send your proposals to aia32@unito.it by **1 February 2025**.

Notification of acceptance: **15 March 2025**.

The full list of Seminars with outlines and contact addresses of convenors will be published on the conference website by **15 March 2025**.

Call for Papers

AIA members are invited to submit abstracts of individual papers for specific Seminars only from **15 March 2025** when the list of Seminars will be made available.

Deadline for submission of abstracts for individual papers: **15 April 2025**.



Abstracts (WORD format) should be about 300 words long, including references. Font: Times New Roman, 12 points.

Notification of acceptance: 15 May 2025.

Please note that:

- Seminars must include either 4, 5 or 8 speakers (each speaker will be allowed 20 minutes for presentation and 10 minutes for Q&A);
- AIA members may present only one paper (this applies both to single-author and co-authored presentations).

Please send your proposals to aia32@unito.it

Link to AIA32 website: <https://corep.it/aia-conference-2025>

Organizing Committee

Esterino Adami, Harjot Banga, Cecilia Boggio, Maria Cristina Caimotto, Stefania Cicillini, Carmen Concilio, Michelangelo Conoscenti, Irene De Angelis, Massimiliano Demata, Paola Della Valle, Maria Laura Ferroglio, Maria Festa, Antonella Maria Giacosa, Alessio Mattana, Vincenza Minutella, Alessandra Molino, Costanza Mondo, Iaria Parini, Teresa Prudente, Silvia Pireddu, Virginia Pulcini, Giorgia Riboni, Marco Santello, Karolina Anna Tatar, Nesrine Triki, Virginia Zorzi, Angela Zottola.

Scientific Committee

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Calls for papers: conferences, publications

Conferences

Title: “Accessibility to media, entertainment and cultural heritage: Histories, Paradigms, and revolutions”

Dates: May 15-17, 2025

Place: University of Macerata

Organisers: Elena Di Giovanni, Francesca Raffi, Marco Luchetti, Beatrice Moretti, Natascia Palladio, Ilaria Marinozzi, Sarah Solito, Sofia Cavalcanti

Submission deadline for abstracts: February 28, 2025. Visit the conference website for further information on in-person or video presentations: masteramac.unimc.it/accessibility-conference/

Accessibility and inclusion are human rights that have consistently been invoked and upheld by major international organisations through conventions, charters, directives and regulations. The European Accessibility Act, which will apply across all European Union member states from June 2025, ensures widespread and meaningful accessibility to information, technologies and even social and cultural life for everyone, regardless of ability, leaving national governments little leeway for exceptions.

Over the past 50 years, many scholars (Grossi and Ravagnan, 2013; Stadler, Jepson, and Wood, 2022) [1] have shown that participating in cultural and entertainment activities plays a crucial role in enhancing the well-being and quality of life of people with and without disabilities. For the latter, at times, access is still limited and limiting, despite significant global progress in the last 20 years towards greater openness and an increased focus on accessibility and meaningful opportunities for inclusion.

This conference aims to assess the progress of accessibility to media, entertainment and cultural heritage, both in Italy and internationally, by discussing good practices and addressing current and future needs and opportunities. With a focus on technological development as a potential driver of accessibility, while keeping people, their diversity and needs central to the discussion, plenary lectures, individual presentations and thematic sessions aim to offer insights, models and paradigms that promote an increasingly universal, open and flexible approach to cultural accessibility in all its forms. The four workshops that precede the main program are aimed at all participants (professionals, scholars, students, managers) wishing to acquire detailed knowledge of specific areas and activities.

The conference will feature virtual and in-person sessions. Interpreting will be provided for in-person sessions. Additionally, participants coming to the conference can choose from four thematic workshops that are offered in either Italian or English.

The conference is part of the PNRR SAFINA project within the Vitality ecosystem, Smart solutions and educational programs for anti-fragility and inclusivity. The University of Macerata is a partner in this initiative. It is also supported by the international Master’s programme in Accessibility to Media, Arts and Culture (AMAC).

Title: “‘The Years That Followed’: The Afterlives of Lord Byron” - 49th International Byron Conference

Dates: June 30-July 5, 2025

Place: University of Pisa

Organisers: Paolo Bugliani, Nicoletta Caputo, Camilla Del Grazia, Laura Giovannelli, Emily Paterson-Morgan

Submission deadline for abstracts: January 20, 2025. You can submit your proposals by visiting <http://www.iabsconferencepisa2025.com>. You can contact the Organizing Committee at info@iabsconferencepisa2025.com

In the year after the poet’s bicentenary, the 2025 International Byron Conference will focus on Byron’s richly inexhaustible legacy from the immediate aftermath of his death to the twenty-first century. The

Conferences

Conference aims to investigate Byron's ideas about all kinds of futurity – historical, political, personal, and spiritual, among others – as well as the place he and his works have held in culture and literature since 1824, both in Britain and overseas. Byron's long shadow touches many traditions: this Conference welcomes critical explorations of his legacy in all its transnational and interdisciplinary dimensions. The Committee welcomes submissions for both individual 20-minute presentations and roundtable discussions. Roundtable session proposals should include a description of the topic as well as a list of participants (along with a short bio note for each participant).

Title: “Feeling/No Feelings. Phenomenology of Punk and Post-Punk”

Dates: May 6-8, 2025

Place: University of Salerno

Organisers: Alfonso Amendola, Linda Barone, Giorgio Sica

Submission deadline for abstracts: January 31, 2025. Please submit a proposal in either Italian or English to Martina Masullo (marmasullo@unisa.it).

Following the activities promoted by the research project *Unknown Pleasures* (born in 2014), the second edition of the international conference *Feeling/No Feelings: Phenomenology of Punk and Post-Punk* aims at gathering reflections, insights, and studies on developments within the field of Punk Studies, from its origins to contemporary evolutions.

More than just a musical genre or a current born out of 'subcultures, 'being punk' (1977) is an attitude. It is a 'category of being.' It is a constant and relentless challenge. Because punk is raw flesh. It is a beating heart, exploding with blood. It is provocation and a frontal assault. Punk means a generation taking possession of itself and deciding to do whatever it wants with it, including self-destruction or pushing toward rhizomatic creative processes. In its evolution, punk would also become a 'generator' engine, continuing on its path defined as 'post-punk' (1978-1984), eventually intersecting with all the complex (and sometimes contradictory) branches that bring punk into the 21st century, where we find an expanded array of sounds and further challenges and perspectives for investigation.

The conference will focus on the musical, textual, stylistic, and cultural dimensions of punk and post-punk, including their fashion, imaginaries, consumption patterns, innovations, and practices. It will also explore the socio-cultural and sociolinguistic paradigms that have shaped this universe across its various branches, narratives, and sonic influences. Starting from the theoretical-critical and operational framework produced by Italian, European, and worldwide experiences recognized within punk and post-punk culture, this second edition (continuing the research path that began in 2014 with a conference dedicated to David Bowie and further developed through various publications, focus areas, and study seminars) seeks to thoroughly investigate this important chapter of generational output.

The conference is driven not only by scientific and cultural aims but also, it must be clear, by a deep personal connection. It aims to reconstruct not only the foundational roots and subversive musical and artistic project of punk and post-punk but also to recount their emotional and passionate dimension. By outlining the contours, plots, stories, nuances, and expressive models of those who wanted to scream their contradiction to the world—between beauty and restlessness, desire and rejection, energy and decay, between *Feeling and No Feelings*.

Conferences

Title: “Back to the past to understand the present. Exploring the interplay between socio-cultural and political issues and language education”. International inter-association conference on the history of language learning and teaching

Dates: June 5-7, 2025

Place: University of Insubria, Como, Italy

Organisers: Mario Corveddu, Gilberto Giannacchi, Martina Guzzetti, Paolo Nitti, Daniel Russo, Alessandra Vicentini (University of Insubria), Hugo E. Lombardini (University of Bologna), Polina Shvanyukova (University of Udine)

Submission deadline for abstracts: January 15, 2025. For individual papers, send 300-word proposals; for panels, send individual proposals plus a 300-word panel description to ichollt@uninsubria.it. Conference website: <https://www.uninsubria.eu/ichollt>

This conference aims to examine and interpret past developments and challenges in the field of language teaching and learning in order to shed light on contemporary issues. In particular, the objective is to study how socio-cultural and political trends and events have influenced practices and methods in the field of language education over the centuries, as is happening today. What insights can the history of language teaching offer? Have problems similar to those faced today already been addressed in the past? If so, what solutions, tools and methods were adopted, and with what specific intent? These are some of the research questions that the conference participants will be invited to explore.

Over the centuries, economic, political and socio-cultural transformations, including migratory crises, globalisation and advancements in information and communication technologies (Motteram 2013), have had a significant impact on language teaching and learning (Doff & Smith 2022), while historical phenomena such as colonialism and fascism have influenced language policies and educational approaches (Capstick 2020). During wartime conflicts (e.g., world wars), language teaching strategies tied to the military context emerged, with the use of specialised teaching materials and the presence of atypical actors (e.g., interpreters and translators working at the front who were employed as teachers). Moreover, teachers and students are and have been a reflection of the social dynamics of their time, also implicated in ideologies determined by socio-cultural and political circumstances (Ricento 2000). For example, one can observe differences in education, pedagogical approaches and teaching materials used by female teachers or directed at female learners, rather than males, in specific historical contexts; or, consider how the theme of psychological and social well-being was addressed in the past from the perspective of individual improvement through learning a new language or enhancing one’s linguistic skills.

History provides us with a valuable perspective to critically assess current practices and inform future decisions in the field of language education (McLelland & Smith 2018; Castillo & San Vicente 2023; Smith & Giesler 2023). At the same time, writing the history of language learning and teaching can be seen as a political act. Papers will be welcome which relate to the issue of whether the history of language education can itself ever be apolitical or neutral.

Keynote speakers: Marc Debono (University of Tours), John Gallagher (University of Leeds), Carmen Castillo Peña (University of Padua).

Title: “States of [Perma]Crisis: Literary, Linguistic and Cultural Explorations” - Sapienza Graduate Forum 2025

Dates: June 9-10, 2025

Place: Roma Sapienza University

Organisers: Leonardo Bagnulo, Asia Battiloro, Alberto Dall’Olio, Carlotta Ferrando

Submission deadline for abstracts: January 15, 2025, to permacrisis2025.seai@uniroma1.it

Addressing the diverse and multifaceted ways in which crises continuously impact our daily lives, the

organizers of the Graduate Forum of the 38th cycle of the PhD programme in Studies in English Literatures, Language and Translation welcome contributions from the fields of literary studies, linguistics, and translation studies that explore the varied and multilayered concept of crisis. In particular, these contributions could seek to illuminate the many facets of the current permacrisis by examining it through literary texts and media that address contemporary issues related to post-truth, environmental challenges, migration, diasporic experiences, and (minority) identities. They could also reflect on how language is affected and shaped by states of crisis, as demonstrated by political discourses, linguistic policies in conflictual regions, and translation in emergency contexts. Additionally, we welcome proposals that aim to explore the multifarious crises of the past and their representation across centuries and cultures. Confirmed keynote speakers are Florian Mussnug, University College London, and Christophe Declercq, Utrecht University. Conference registration will be free of charge.

Publication

Title: The language of judges: exploring the discourse of separate opinions - special issue of *Comparative Legilinguistics*

Guest editors: Jekaterina Nikitina, University of Milan; Katia Peruzzo, University of Trieste

Submission deadline for proposals: January 30, 2024. Please send all documents and requests to both jekaterina.nikitina@unimi.it and kperuzzo@units.it; <https://pressto.amu.edu.pl/index.php/cl/announcement/view/653>

Judicial discourse has attracted its fair share of academic attention from a variety of perspectives, and yet, one of its most characteristic realizations remains somewhat understudied. Separate opinions, also known as *votum separatum* (Goźdź Roszkowski 2020: 381), are used by judges, at least in certain judicial systems, to convey their individual views on a legal case. Unlike the majority opinion, which represents the official decision of the court, a separate opinion provides standpoints of a single judge or a group of similar-minded judges that diverge from the majority opinion, of those judges “who lost their case in camera” (Bruinsma 2006: 360), and want to disagree, clarify or expand on a particular point.

The discourse of separate opinions is a fascinating terrain for an exploration from a legal linguistics standpoint (Goźdź-Roszkowski 2020; McKeown 2021). It opens a window into the mechanisms of legal argumentation (Goźdź-Roszkowski 2024) and dialogical banter (Garzone 2016; Extebe 2020) between the majority and the minority. Since “dissident judges are not bound by the straightjacket of the majority judgment and its legal validity, [they can] [...] express their opinions freely and follow their own convictions” (Bruinsma 2006: 360). Separate opinions are also pragmatically intriguing (Galdia 2022), as they must balance between some open confrontation and considerations of professional politeness (Kurzon 2001; Nikitina 2025, forthcoming) in their evaluative sections. At an international level, these opinions become curious instances of L2 legal rhetoric, as judges working in international courts must formulate their thoughts in the court’s official language(s), frequently different from their native ones.

New publications

Elisa Bianco, Alessandra Vicentini (eds)

Baretti's England. Figure e momenti del Settecento anglo-italiano

Firenze University Press, 2024, pp. 200. ISBN: 9791221504477

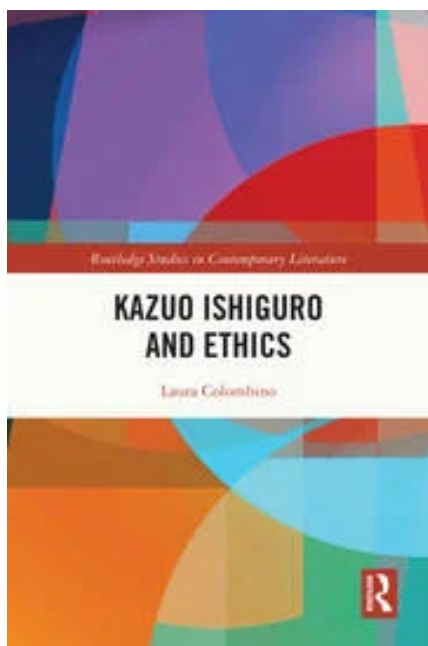


The numerous conferences and initiatives related to the recent centenary of Giuseppe Baretti's birth (1719-1789) have restored him to a prominent role in shaping 18th-century European consciousness, cementing his position as a pivotal figure in the relationship between Enlightenment Italy and England. The essays collected in this volume explore various aspects of his personality and work, with a particular focus on his activities within the English historical and cultural context. By surveying the transnational dimension of Baretti's literary and civic engagement, the collection offers fresh insights, highlighting the importance of his connections with the network of Italian exiles in London and his central role in European intellectual debates. Controversies such as those sparked by the *Frusta Letteraria*, the dramatic murder trial, his intense activity as a critic and polemicist, and his renowned *Dictionary of the English and Italian Languages* are thus set against the backdrop of that extraordinary cultural hub that was the London of Johnson, Boswell and Hogarth.

Laura Colombino

Kazuo Ishiguro and Ethics

Routledge, 2025, pp. 208. ISBN: 9781032660677

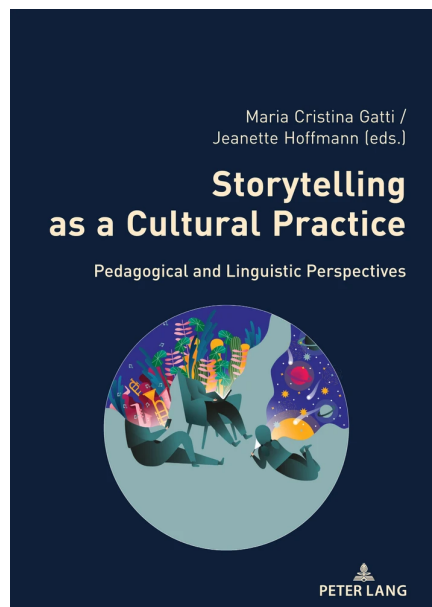


Kazuo Ishiguro and Ethics addresses the philosophical issues that lie at the heart of Ishiguro's fiction, shedding light on the moral condition of his characters – their sense of responsibility and pride in service, their attempts at self-determination and the value they assign to loyalty, love and friendship. Ethics in Ishiguro's work is structured around the tension between the limits of the characters' agency and their striving towards the good. On the one hand, they are tied to the existential condition of being in the world, which acquires a distinctively Heideggerian quality of thrownness; on the other, they aspire to the good in the Platonic sense. Ishiguro's novels are shown to tackle fundamental ethical questions posed by ancient Greek philosophers, especially Plato, and modern Western ones, from Adam Smith through Jean-Paul Sartre to Martha Nussbaum. What is the human soul? What is dignity? What does it mean to be human? These issues are expressed in his narrative world through the universal and timeless language of myths, allegories and images that are both ancient and modern as well as cross-cultural. The book makes use of onomastics and intertextuality to uncover unexpected layers of philosophical, literary and artistic allusions with which Ishiguro shapes his ethical concerns.

Maria Cristina Gatti, Jeanette Hoffmann (eds)

Storytelling as a Cultural Practice. Pedagogical and Linguistic Perspectives

Peter Lang, 2024, pp. 390. ISBN: 9783034348331

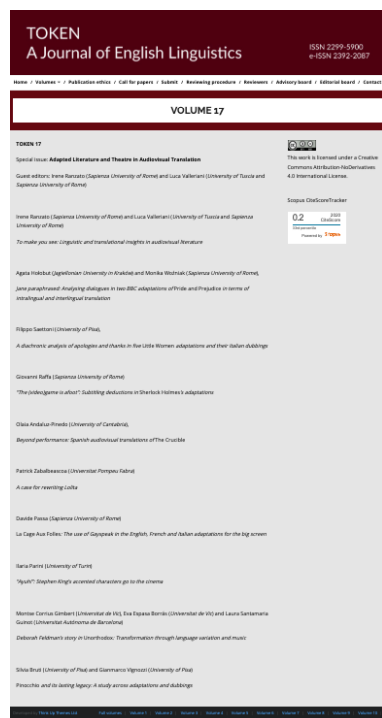


Storytelling as a cultural practice permeates all phases and areas of human life and opens up possible worlds. From their earliest days, children grow into a culture of storytelling, acquire language and literature, develop writing skills, and learn to communicate through storytelling in multimodal ways: orally and in writing, by playing, drawing, designing, singing, dancing and more. Through the process of narrating, experiences are structured, identities are formed, social contexts are shaped, and desires and futures are imagined. Narrative connects different times in history, various disciplinary fields in education and diverse linguistic-cultural spaces, but it also requires time and space itself. Against the background of an educational landscape that is currently competence-oriented, the question arises as to what role the art of storytelling plays in educational contexts, and what possibilities it opens up for learning. This edited volume aims to address this question, theoretically and empirically, from pedagogical and linguistic perspectives.

Irene Ranzato, Luca Valleriani (eds)

Adapted Literature and Theatre in Audiovisual Translation

Special issue of *Token. A Journal of English Linguistics*, 17, 2024



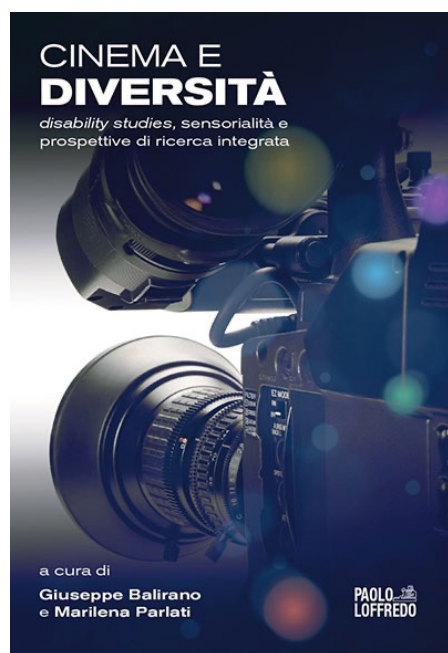
One of the most prolific branches of Translation Studies, audiovisual translation (AVT) has grown almost in parallel with film adaptation studies, the area of research which investigates the intersemiotic relationship between literary source texts and the films and series which are based on or take inspiration from them. Even so, AVT has arguably paid comparatively little attention to the many illustrious hypotexts on which much of the phantasmagoria of images and sounds which is at the heart of its reflection has been based. By reaffirming the fundamental role of linguistic analysis in AVT research, the authors contributing to this special issue share the conviction that the dynamic relationship between adapted text and literary source can offer important insights on translated film and TV dialogue and have analysed audiovisual texts based on literary sources from various linguistic and translational perspectives, reflecting, among other topics, on multilingualism, queer vocabulary, language varieties, pragmatic issues and ideological manipulations.

New publications

Giuseppe Balirano, Marilena Parlati (eds)

Cinema e Diversità: Disability Studies, Sensorialità e Prospettive di Ricerca Integrata

Paolo Loffredo Editore, 2024, pp. 304. ISBN: 9791281068353

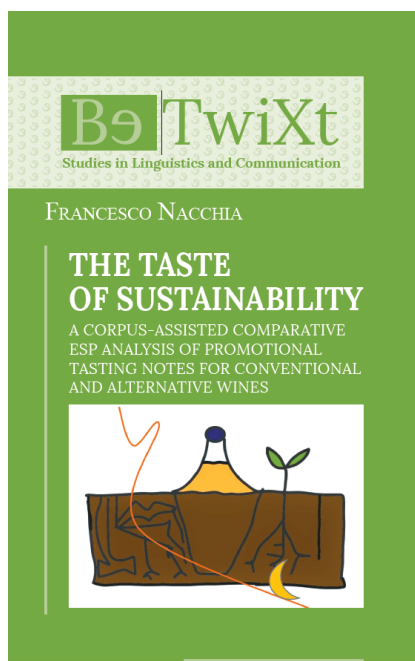


This edited volume offers a compelling collection of essays investigating representations of disability in film and visual arts, establishing itself as an innovative contribution to the academic landscape. Grounded in the theoretical framework of disability studies, the volume examines how cinematic and television narratives have historically shaped and continue to influence societal perceptions of bodily and sensory diversity. The contributors aim to dismantle entrenched stereotypes, paving the way for new critical and intersectional perspectives. Through a multidisciplinary perspective, the volume provides an in-depth analysis of cultural dynamics, narrative frameworks and discursive practices surrounding disability, fostering an inclusive and reflective dialogue. Far from merely documenting them, this collection calls for a critical engagement with representations of non-normative bodies, highlighting their social, ethical and political implications and serving as a platform for discussion and debate, opening new avenues to explore the transformative power of cinematic representation. With its interdisciplinary approach, *Cinema e Diversità* seeks to inspire profound reflections and encourage readers to engage with disability-related themes through a fresh, critical lens, promoting awareness and contributing to a dialogue that celebrates the complexity of human experiences.

Francesco Nacchia

The Taste of Sustainability: A Corpus-Assisted Comparative ESP Analysis of Promotional Tasting Notes for Conventional and Alternative Wines

Paolo Loffredo Editore, 2024, pp.188. ISBN: 9791281068636



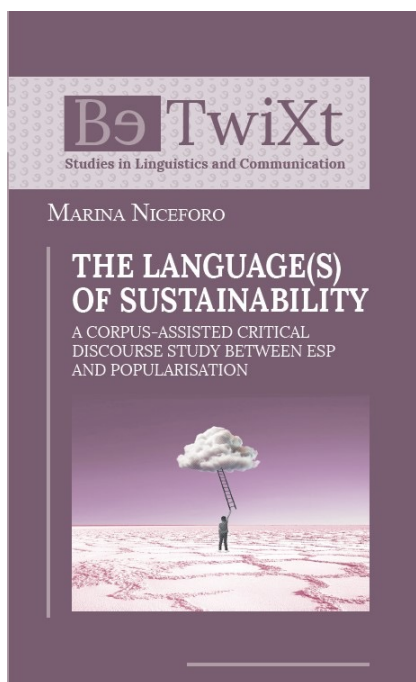
Can You Taste Sustainability? Based on the premise that the grandiloquent and frequently satirised language of wine tasting emerged from the globalising socio-economic dynamics of the 1970s, the aim of this volume is to investigate whether a recent market trend — namely, sustainable wine — has engendered an alternative wine-tasting discourse that aligns with the demands of environmentally conscious consumers. To accomplish this, a comparative analysis of two corpora of promotional wine-tasting notes for conventional and alternative wines from UK-based online wine stores was conducted, adopting an integrated approach that combines theories from Language for Specific Purposes, Critical Discourse Studies, and Ecolinguistics, while also relying on tools from Corpus Linguistics.

New publications

Marina Niceforo

The Language(s) of Sustainability: A Corpus-Assisted Critical Discourse Study Between ESP and Popularisation

Paolo Loffredo Editore, 2024, pp.160. ISBN: 9791281068629

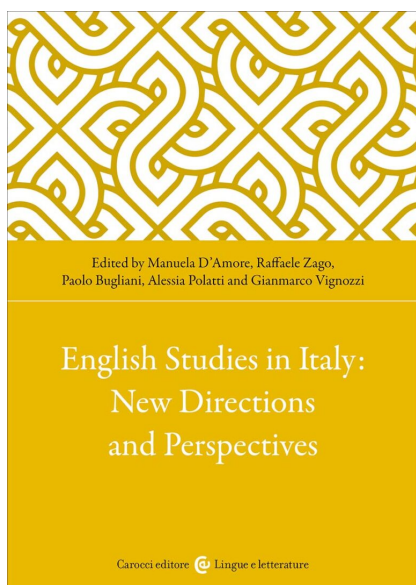


This volume explores the language of sustainability through a critical analysis of discourse supported by corpus linguistics. The study aims to fill an existing research gap on the language of sustainability both in the broad sense – regardless of the numerous declinations of this multidisciplinary subject – and across different textual genres. In particular, the corpus includes texts on sustainability from the areas of scientific, institutional, corporate, and media communication.

In the first part of the volume, the language of sustainability is examined in its lexical and terminological, grammatical, syntactic, and pragmatic features, both in general and within the four genres considered. The second part presents a critical analysis of sustainability discourse by focussing on framing strategies and the representation of social actors in a wide selection of examples. In addition to traditional frames, the qualitative investigation proposes an ‘environmental frame’, informed by ecolinguistics, to evaluate the centrality of environmental motifs in sustainability discourses. Overall, this study contributes to the literature on sustainability by expanding the existing knowledge of this subject in the field of language and discourse studies.

Manuela D'Amore, Raffaele Zago, Paolo Bugliani, Alessia Polatti, Gianmarco Vignozzi (eds) *English Studies in Italy: New Directions and Perspectives*

Carocci, 2024, pp.264. ISBN: 9788829024285



This volume explores current trends in English Studies, presenting fresh research by a new generation of Italian scholars. Featuring work from the AIA 30 Pre-Conference Symposium, it delves into linguistic studies on world Englishes, multimodal discourse and English for specific purposes (ESP). Equally engaging are the cultural and literary perspectives, which span Elizabethan drama to modern themes like ecological awareness and feminist thought. With a balance of traditional and contemporary methods, this collection showcases interdisciplinary depth, bridging historical context with the future of English Studies in a connected world.

Conferences: information and reports

FORTHCOMING CONFERENCE

Title: CERLIS2025 - “Metaphors in Specialized Discourses in and across cultures”

Dates: June 12-14, 2025

Place: University of Bergamo

Organisers: Stefania M. Maci, Cinzia Spinzi, Valentina Adami, Patrizia Anesa, Larissa D’Angelo, Stefania Consonni, Michele Sala, Luisa Chierichetti, Giovanni Garofalo, Dorothee Heller, Gabriella Carrobbio, Manuela Moroni, Danio Maldussi, Michela Tonti, Liana Goletiani

For any inquiries, please contact the conference organizing committee at cerlis@unibg.it

This interdisciplinary conference aims to explore the intricate and multifaceted roles that metaphors play in specialized forms of discourse, encompassing scientific, technical, medical, legal, business, media, tourism, and political communication, across diverse cultural contexts.

As claimed by Semino (2008), metaphors are varied in their textual appearance, versatile in the functions they may perform, and central to many different types of communication, from informal interaction to political speeches. In this regard, Kövecses’ research (2005; 2008) on universality and variation in the use of metaphor has raised the question of whether and to what extent metaphorical thinking can contribute to the understanding of culture and society, and whether cognitive theories can account for both the universality and cultural specificity of metaphorical conceptualisation.

The conference will contribute to these themes by exploring metaphors as devices for understanding specialised fields of knowledge and research from various perspectives. Hence, we particularly welcome proposals focusing on new insights regarding how metaphors in specialized discourse vary across different languages and what these differences reveal about cultural cognition. Furthermore, we aim at understanding how metaphors facilitate complex specialized concepts and drive innovation and how cultural values and norms shape metaphor usage and interpretation in specialized discourse.

REPORT

Title: “Audiovisual Translation and Media Accessibility in Education: A Global Perspective ”

Date: December 5-6, 2024

Place: Roma Sapienza University

Organisers: The SL@VT Team: Margherita Dore, Irene Ranzato, Monika Wozniak, Fabio Ciambella, Paolo Bottoni, Giuseppina De Nicola, Alejandro Bolaños García-Escribano, Stavroula Sokoli, Agata Hołobut

<https://seai.web.uniroma1.it/node/4733>

On December 5 and 6, 2024, the SL@VT Team hosted the concluding event of a two-year project funded by Sapienza University of Rome, titled “SL@VT: Audiovisual Tools and Methodologies to Enhance Second Language Acquisition and Learning.” The project aimed to provide further understanding of the challenges and benefits of teaching both languages and translation. Specifically, the SL@VT project was designed to expand the scope and directionality of language learning by including less commonly taught languages such as Greek, Polish, and Korean, alongside frequently taught languages like English, Italian, and Spanish. Additionally, the project sought to explore how Audiovisual Translation (AVT) and Media Accessibility (MA) practices could be effectively integrated into other disciplines, such as film studies, while also addressing societal issues like disability, intersectionality, and inclusion.

Conferences and events: information and reports

With these goals in mind, the conference “Audiovisual Translation and Media Accessibility in Education: A Global Perspective” attracted several scholars from European institutions in countries such as Italy, Ireland, France, Latvia, Spain, the UK, Slovakia, and Turkey, as well as participants from Brazil, China, Qatar, and South Korea.

The conference began with a plenary speech by Noa Talaván who highlighted her long-standing commitment to applying audiovisual translation tools in language teaching and learning. The event continued with two parallel sessions held over two days. Parallel Session 1 featured presentations focused on didactic AVT, reporting on projects such as TRADILAB (Paula Buil Beltrán and Lucía Pintado Gutiérrez), the use of AVT in teacher training (Pilar Rodríguez-Arancón and José Javier Ávila-Cabrera), enhancing students’ language perception (Azahara Veroz-González), and its application in interpreting education (Mert Morali). Parallel Session 2 focused on Audio Description (AD), covering its design (Mariazell Eugènia Bosch Fábregas and Mariona Sabaté-Carrové), practical use in educational settings (Alessandra Rizzo), didactic purposes (Teresa Molés-Cases, Paula Cifuentes-Férez, and Rosa Alonso Alonso), and its role in enhancing translators’ cultural competence (Jūlija Rastorgujeva). Subsequent parallel sessions delved further into AD in education and translator training. These included intriguing didactic proposals (Alejandro Romero-Muñoz, José Rildo Reis da Silva, Patrícia Araújo Vieira, Rafael Ferreira da Silva, and Yuchen Liu) and innovative methodologies to improve applicability (Larissa D’Angelo, Marga Navarrete, Mazal Oaknín, Gabriele Uzzo, and Maria Luisa Pensabene).

The second day commenced with a thought-provoking plenary address by Jieun Kiaer, who discussed how the K-Wave has influenced the popularity of Korean and its translation, teaching, and learning in the Western world. This was followed by two parallel sessions. Parallel Session 1 included teaching and training proposals that encouraged accessibility (Micòl Beseghi), addressed teachers’ motivation (Gloria Torralba and Anna Marzà), promoted inclusion (Amanda Hiu Tung Chow and Jackie Xiu Yan), and showcased comprehensive project designs (Mar Ogea-Pozo and Carla Botella-Tejera). Parallel Session 2 featured engaging talks on film complexity in L2 learning via DAT (Liviana Galiano, Maria Pavesi, and Maicol Formentelli), informal teaching approaches (Camilla De Riso), indirect instruction (Adriana Bausells-Espín), and an important discussion on the use of sign language for French deaf learners (Jérémy Segouat).

The afternoon session included a roundtable where the SL@VT team presented the project, its platform, and future developments. This sparked a lively debate among scholars about the immense opportunities afforded by current technological advancements. The final sessions provided insightful reports on using AVT tools and MA practices. Parallel Session 1 focused on accessibility during events such as festivals in Slovakia (Eva Verebová and Emília Perez), Qatar (Maria Jimenez Andres, Ghanimeh El-Taweel, and Naya Hejazi), and Italy (Annalisa Sandrelli). Parallel Session 2 examined subtitling, including its use in ESL/EAP classrooms (Ilaria Parini), quality considerations (Jana Ukušová and Andrej Zahorák), and its ability to enhance students’ communication skills (Noemi Fraga-Castrillón and Pilar Couto-Cantero).

As can be gathered, this event showcased the latest research and practical applications of AVT and MA not only in language learning but also in other educational fields, such as translation training and film studies, helping to broaden the global perspective of scholarly research in these areas.

REPORT

Title: “Transparency in English Language Teaching and Research”

Date: November 22, 2024

Place: University of Verona

Organiser: Sharon Hartle; Coordinator for the Verona Research Unit: Roberta Facchinetti

<https://www.dlls.univr.it/?ent=iniziativa&id=13053>

On 22 November 2024, the University of Verona hosted the Study Day “Transparency in English Language Teaching and Research,” organised as part of the PRIN 2020 project “Communicating transparency: New trends in English-language corporate and institutional disclosure practices in intercultural settings” (known as “CommTran”). The project, led by Prof. Belinda Crawford Camiciottoli (University of Calabria), aims to analyse the manifestation of transparency in the English-language disclosure practices of corporations and institutions in international and intercultural contexts. This is achieved through theoretical, descriptive, and applied approaches, involving the compilation and analysis of written and spoken corpora.

Following the introductory remarks by Prof. Belinda Crawford Camiciottoli (PI of the project) and Prof. Roberta Facchinetti (coordinator of the research unit at the University of Verona), Lucilla Lopriore (University of Roma 3/TESOL Italia) delivered the plenary talk “Transparency in learning and teaching: exploring oracy and disciplinary literacies”, in which she highlighted the need for teacher education to adopt effective strategies for enhancing oral competencies and advocated greater awareness of the interconnection between content and language in the development of national curricular guidelines.

The morning session was dedicated to teaching and the afternoon one to more general research topics. Sharon Hartle (University of Verona) and Federico Zaupa (University of Modena and Reggio Emilia) began by illustrating the ongoing work of the PRIN 2020 Didactic Group, whose aim is to equip students with linguistics tools for professional communication by adopting an action-oriented approach. Hartle discussed students’ perceptions of their productive and perceptive skills and illustrated the teaching materials that are being developed by the team, which consist of a combination of the relevant aspects of the Common European Framework (CEFR) and Harmer’s ESA pedagogical framework (i.e. Engage, Study, Activate). Zaupa explored transparency from a learner-centred perspective by stressing the importance of fostering student awareness.

M. Antonietta Marongiu (University of Cagliari) focused on the recognition of factual versus non-factual information and the use of stance markers in sustainability reports, while Laura Ferrarotti (Sapienza, University of Rome 1) concluded the morning session by presenting a corpus of patient stories from the pharmaceutical companies Johnson and Johnson and Novartis, which was used to analyse how identity is constructed through the use of pronouns and to explore the potential design of learning materials.

The afternoon session was opened by Jessica Jane Nocella and Annalisa Sezzi (University of Modena and Reggio Emilia), who illustrated their research on transparency within the transport sector, based on a corpus of CSR reports and webpages. The findings highlighted the use of vague language and provided a basis for developing teaching materials designed to help students distinguish between factual and non-factual information.

Matteo di Cristofaro (University of Modena and Reggio Emilia) explored the use of emojis in digital business communication, illustrating how they are used by fashion and transportation industries to promote brand uniqueness and product identity.

Olga Denti (University of Cagliari) highlighted the importance of transparency and responsibility through the analysis of discourse trends in the contexts of sustainability and climate change, illustrating the shifting focus of companies from energy production to environmental concerns.

Maria Ivana Lorenzetti (University of Verona) presented findings from research on American

Conferences and events: information and reports

presidential debates, showing how transparency can be both employed and avoided in political discourse.

Luca Valleriani (Sapienza, University of Rome 1) discussed linguistic transparency in the pharmaceutical sector by illustrating the results of his analysis of an audio-visual corpus of ESG videoclips.

The Study Day concluded with a talk by Vicky Saumell (EFL teacher trainer and technology consultant), entitled “The AI factor: perspectives, issues and strategies”, in which she discussed the role of artificial intelligence in both enhancing and challenging transparency in communication. In addition, Saumell addressed the environmental impact of AI use, which gave attendees the opportunity to share concerns during the final Q&A session, where the implications of AI in education were discussed alongside the perspectives on transparency in pedagogy, corporate discourse, and research presented throughout the workshop.

REPORT

Title: “English at Political and Social Science (English @PoSS)”

Date: November 28, 2024

Place: University of Turin

Organisers: Kim Grego, Massimiliano Demata

On 28 November 2024, a seminar on English in Political and Social Sciences (PoSS) was held at the Department of Culture, Politics and Society of the University of Turin. The event was attended by colleagues from all over Italy belonging to Departments or teach in Faculties and Degree Courses of Political and Social Sciences. Opened by a speech by AIA President Giuseppe Balirano (University of Naples “L’Orientale”), with the greetings of Anna Caffarena (Head of the Department of Culture, Politics and Society, University of Turin) and Michelangelo Conoscenti (Chair of English Language and Linguistics, Department of Culture, Politics and Society, University of Turin), it was a precious opportunity to carry out an internal census of those of us involved in this field, as well as to share good practices, challenges and critical issues relating to teaching, research and academic life.

The cordial atmosphere of the study day encouraged the exchange of information on syllabi, completed and ongoing research projects and future ideas. Ilaria Moschini (University of Florence), Douglas Ponton (University of Catania) and Cristina Pennarola & Sole Alba Zollo (University of Naples “Federico II”) reported on the situation of English in their respective Faculties / Programmes. Denise Filmer (University of Pisa), Rosalba Rizzo (University of Messina) and Denise Milizia & Marisa Della Gatta (University of Bari “Aldo Moro”) and Giulia Pennisi (University of Palermo) presented critical insights into the challenges of teaching at PoSS. Eleonora Ravizza (University of Catania), Federico Gaspari (University of Naples “Federico II” & University San Raffaele) and Anna Mongibello (University of Naples “L’Orientale”) offered a review of the history of English language teaching at PoSS and perspectives for the future, especially in terms of new technologies and their application. Maria Cristina Caimotto (University of Turin), Virginia Zorzi & Angela Zottola (University of Turin) and Francesca Ditifeci (University of Florence) illustrated the relevance of English @PoSS on a global level for the topicality of the issues it deals with in politics-oriented degree programmes. The presence of Professors Giuseppina Cortese and Gabriella Di Martino, former full professors of English at the Universities of Turin and Naples 'Federico II', gave the event a sense of continuity with the recent history of English in Political and Social Sciences and a link with the future.

REPORT

Title: Centro Interuniversitario di Ricerca sulla Storia degli Insegnamenti Linguistici (CIRSIL) - 2024 conference

Date: October 17-19, 2024

Place: University of Trento

Organiser: Federica Ricci Garotti

This year's international conference of the Centro Interuniversitario di Ricerca sulla Storia degli Insegnamenti Linguistici (CIRSIL) took place at the University of Trento between 17 and 19 October 2024. The topic of the conference, organised by Professor Federica Ricci Garotti, was metalinguistic awareness. The paper presentations delivered by the international speakers attending the conference focused on the historical development of this fundamental concept for foreign language education, with a view to better understanding current challenges in learning and teaching languages.

While metalinguistic awareness has been studied often in combination with the teaching of grammar, the papers in the conference also took in consideration its role in areas pertaining to vocabulary, pronunciation, and spoken language. The genres analysed in the presentations included grammar books, coursebooks, dictionaries, and conversation books, as well as syllabi and teacher's guides. The analyses presented regarded a rich variety of foreign languages, namely Chinese, English, German, Italian, Russian, and Spanish, and they covered different historical periods from the 15th to the 20th century.

Three presentations were delivered during the conference, which were related to the English language from different perspectives. In their talk "Varieties of metalinguistic awareness in English, 1500-1700", Daniel Russo (University of Insubria) and Angela Andreani (University of Milan) presented the results of a study conducted in the context of the MetaLing Corpus Project. The project, which belongs to the fields of historical linguistics and of corpus linguistics, is centred on the study of the metalanguage used in English texts to describe, compare, and classify European languages between 1500 and 1700, from both a diachronic and synchronic standpoint. In their talk, Russo and Andreani described the corpus and the challenges entailed first in the process of building it, and then in interrogating it, given the high level of orthographic variation across the sources sampled. They also presented a case study related to lexicography, in which they discussed examples of metalanguage in John Florio's *A Worlde of Wordes*.

The second presentation regarding the English language was by Alessandra Vicentini (University of Insubria), and it was titled "Aspects of metalinguistic awareness in phonology. Teaching English pronunciation to Italian learners in 17th- and 18th- c. pedagogical texts". Even though systematic linguistic reflection on pronunciation began only in the 19th century, Vicentini showed how instances of ante litteram phonetics and phonology can be noticed in materials published between the 17th and 18th century, targeting a range of learners, such as merchants, traders, and later also members of the bourgeoisie. In her qualitative study, Vicentini focused first on the macro-structure of the materials she sampled, including their paratextual elements. Then, she looked at their micro-structure and investigated the strategies adopted by the authors to teach pronunciation and to promote learners' reflection.

The third talk was given by the members of the Italy ELT Archive, Andrea Nava, Luciana Pedrazzini, and Emanuela Tenca, and it was titled "Language awareness about English phonetics and phonology: Esther Menascè's ELT materials for secondary school and self-study (1960s-1980s)". Nava, Pedrazzini, and Tenca presented the case of Esther Menascè (1929-2022), professor of English Language and Literature at the University of Milan from 1983 to 2000. Menascè devoted a large part of her publications to the pursuit of applied research into the teaching of the English language, and her work was grounded both in the scientific description of English (in particular, phonetics and phonology) and in teaching methodologies which were popular in the USA and in the UK, and which were slowly being taken up in the Italian context. In their talk, Nava, Pedrazzini, and Tenca discussed Menascè's work as

Conferences and events: information and reports

an author of ELT materials between the 1960s and 1980s, and they provided insight into how language awareness was enhanced in her publications targeted at secondary school learners and in self-study materials designed for adult learners.

To find out more about Menascè's work, you can browse the Books catalogue of the Italy ELT Archive, and read her entry in the Authors catalogue.

The annual conference held in Trento was the 17th one organised by CIRSIL, a research centre bringing together scholars from the Universities of Bologna, Genoa, Insubria, Milan "Statale", Milan "Cattolica", Modena and Reggio Emilia, Naples "Federico II", Palermo, Pisa, Rome "Tre", Siena, Turin, and Trento. The CIRSIL supports the study of the history of language education in Italy, it promotes information exchanges and cooperation with other bodies and institutions, and it collaborates with other language-based international associations and research groups such as SIHFLES in France, APHELLE in Portugal, PHG in the Netherlands, SEHL in Spain, and the HoLLT.net research network. Together, they organise a European conference which takes place every two years. The last conference was in 2023 in Faro, Portugal, and the next one will take place in Como, Italy on 5-7 June 2025.

Other news

An AIA informative video on various research and teaching opportunities in the USA, offered by the Fulbright Commission Italy, is online. Experiences and advice are shared in a series of interviews which are extremely useful to widen one's academic and personal horizons.

[L'Anglistica e il Fulbright Program: Storie, contesti, esperienze - YouTube](#)

"European universities as language policy actors", a survey coordinated by Leena Kolehmainen (University of Helsinki), Philipp Krämer (Vrije Universiteit Brussel) and Ulrike Vogl (Ghent University): investigating the closure of university language training or research programs and the reduction of their resources, as well as the new openings in universities' language training in Europe in the 21st century: <https://elomake.helsinki.fi/lomakkeet/132773/lomake.html>

ESSE support schemes and announcements



Various ESSE **research support schemes** for 2025 are posted at the ESSE website: <https://essenglish.org>.

Here is the list of various support schemes that ESSE offers, all posted at <https://essenglish.org/research-and-support/>:

- ESSE **bursaries for both senior and junior scholars**, for study trips: <https://essenglish.org/bursaries-for-research-trips/>. Deadline for applications: 1 February 2025.
- ESSE **bursaries for Gender studies** within English studies, a relatively new category of bursary similar to the regular ones, introduced in 2022, and continued in 2023, 2024 and 2025: <https://essenglish.org/bursaries-for-gender-studies/>. Deadline for applications: 1 February 2025.
- ESSE **book and resources grant**, the old support scheme which has recently been expanded to include not only books but other research resources as well: <https://essenglish.org/book-and-resource-grants/>. Deadline for applications: 1 May 2025.

ESSE **Doctoral Symposium**, for PhD students working on their dissertations: <https://essenglish.org/doctoral-symposium/>. Deadline for applications: 15 January 2025.

Support scheme for the national associations:

Conference plenary speaker support <https://essenglish.org/conference-plenary-speaker-support/>, to invite plenary speakers to their national associations' conferences.

Announcement for the **positions of ESSE Treasurer and ESSE Secretary**. Deadline for applications: 30 April 2025. More details how to apply at <https://essenglish.org/esse-announcements/>.

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To publish information on conferences, seminars, schools, calls for papers, events and publications on the

AIA Facebook and Bluesky pages please write to Massimiliano Demata
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AIA newsletter please write to Irene Ranzato
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For the newsletter: please send your documents in Word or Pages format. News on conferences, maximum 350 words; publications, maximum 250 words; conference reports maximum 700 words.

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[Modulo A](#)

have two reference letters from two AIA members, send the form and the two letters of reference to aiasegreteria@unito.it.

The AIA Board will then discuss the application and, if approved, new members should then fill the following form, which includes a payment form:

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