



Thinking Out of the Box

in English Linguistics,
Language Teaching,
Translation and Terminology



Proceedings of the XXIX AIA Conference

edited by
Katherine Ackerley, Erik Castello, Fiona Dalziel,
Sara Gesuato, Maria Teresa Musacchio
and Giuseppe Palumbo

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P A D O V A U N I V E R S I T Y P R E S S

Prima edizione 2023 Padova University Press
Titolo originale *Thinking Out of the Box in English Linguistics, Language Teaching, Translation and Terminology*

© 2023 Padova University Press
Università degli Studi di Padova
via 8 Febbraio 2, Padova
www.padovauniversitypress.it

Progetto grafico: Padova University Press
Impaginazione: Padova University Press

ISBN 978-88-6938-332-8



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INTRODUCTION

Inviting colleagues to “think out of the box” as they reflect on any area within their research interests in English language, linguistics and translation has been a challenge both for the authors and for the editors of this volume. For their part, the authors may feel that English studies in this context have branched off in so many different directions that finding a niche that is actually uncharted territory seems a daunting task. By contrast, the editors need to find a common thread in the most diverse contributions that have considered possibilities previously not imagined in order to outline alternative, complementary or contrasting perspectives. Accounting for diversity and being just to such creative and/or lateral thinking could not be but a priority in editing this volume. An attempt has been made first of all to give a sense of what could be new to the traditional subject areas we have in mind in this context – English language and linguistics, English language teaching and English translation and terminology studies. In line with the theme of the volume, though, another priority has been to give an idea of what could be seen as a common thread in many papers. In other words, even if some papers may fit very well in one or more of the categories outlined above, they were selected to form a final section not on the basis of their chosen method(s), because they revolve around the close or intertwining threads of migration, identity and otherness. The overall objective has been to display the wealth of contributions and the wide range of topics developing under the fascinating common theme of thinking “out of the box” to question deep-seated convictions, challenge assumptions, expand knowledge and even re-discover or revamp old practices while crossing boundaries of sub-disciplines and interacting with colleagues in neighbouring fields.¹

¹ This initial introductory section and section 3 were written by Maria Teresa Musacchio and Giuseppe Palumbo. Sara Gesuato and Erik Castello are the authors of section 1, while Fiona Dalziel and Katherine Ackerley were responsible for section 2. Section 4 was a joint contribution of all editors in their respective specialisms. The editors wish to thank Carla Quinci for her revising and editing work.

1. English Linguistics

The papers in this section address the theme of the conference from various perspectives – by choosing as research topics linguistic phenomena often regarded as marginal or irregular (Mattiello and Gesuato) or which exemplify reactive rather than initiating discourse (Meledandri); by looking into a range of potential conditioning environments (e.g. formal and semantic) to account for those phenomena (Mattiello); by exploring both the most frequent and the most typical instantiations of those phenomena (Mastrofini and Bagli); by adopting mixed methods of investigation (Mastrofini and Bagli; Meledandri) or drawing on multiple theoretical frameworks (Mastrofini and Bagli); and finally, by presenting studies at the intersection between English language research and other fields of investigation: UK legislation (Pennisi), multimodality in TV series (Arizzi), and British literature (Turci and Luporini).

The section opens with **Elisa Mattiello's *Formal, Semantic and Pragmatic Motivations for Blending in English***, which explores the under-researched phenomenon of lexical blending, traditionally regarded as a form of extra-grammatical word creation. By examining 245 modern English blends dated 1950-2000, collected from the *Oxford English Dictionary*, and a comparable dataset of compounds, the author is able to draw a useful distinction between blends and both regular and clipped compounds; to describe the regularities of lexical blends, and their prototypical and marginal instantiations; and to identify the formal, semantic and pragmatic motivations which govern their creation. Her analysis shows that blending is fairly predictable in terms of the principles it complies with and the output it produces. This suggests that blending should be taken into account in general morphological theory, since it leads to linguistic innovation and lexicalisation, in particular to the creation of new words rather than merely variants of existing ones.

The chapter by **Sara Gesuato, *Reduplicative Nominalisations of Phrasal Verbs: A Case of "Throwaway" Morphology?***, examines the semantics and phraseology of nouns with a double *-er* suffix, derived from phrasal verbs (e.g. *filler inner*). The results show that such reduplicative nominalisations (RNs) are infrequent in terms of types and tokens; are lexically varied, and not relatable to shared semantic fields; exemplify 14 suffixed particles; include one highly lexicalised form, *fixer-upper*; are the most frequent with the *upper* and *outer* suffixed particles; usually denote agents; and are occasionally coordinated with other *-er*-suffixed forms (e.g. *course setter*, *flag hanger* and *picker upper*). However, differently from previous research, the findings also show: that RNs are slightly more frequent and more varied in American than British English; that they may occasionally serve as premodifiers of head nouns; that they exemplify previously unattested *-er*-suffixed particles (e.g. *byer*); and that they illustrate meaning extensions of *fixer upper* (e.g. 'someone handy at doing things').

Overall, RNs appear to be creative coinages produced within a constellation of phonological, semantic and stylistic conditioning environments.

In their chapter, *The Metaphorical Shift in English Light Verb Extensions*, **Roberta Mastrofini** and **Marco Bagli** focus on light verb extensions (LVEs), i.e. phraseological patterns in which semantically bleached lexical verbs combine with eventive nouns (e.g. *cultivate a hobby*). The authors report on a mixed-method study conducted within the theoretical frameworks of the Generative Lexicon Model (GN) and Conceptual Metaphor Theory (CMT), with the goals of describing the aspectual role played by the verbs and accounting for their metaphorical shift. First, they examine the syntactic and semantic features of 109 instances of LVEs retrieved from the *Corpus of Contemporary American English*, observing how their verbs license aspectual configurations (e.g. inchoative as in *fall in love*). Then they present sentences elicited from native speakers which exemplify three types of LVEs, namely literal, metaphorical and intermediate LVEs, in which verbs and nouns denote the source and the target domains of underlying conceptual metaphors, respectively. The authors conclude that in GN, LVEs are best seen as a case of contextually licensed Lightness, while in CMT they are best explained as the result of metaphorical conceptualization.

In *Slanguage from the Younger Generation of London: The Use of 'Man' as a Pronoun and Pragmatic Marker*, **Laura Diamanti** investigates the innovative use of the word 'man' in London youth speech. She looks at how 'man' is used in both the Bergen Corpus of London Teenage Language (COLT) (Stenström, Andersen and Hasund 2002) and in the emerging Multicultural London English (MLE) spoken by young people in multi-ethnic areas of London (Cheshire 2013). In particular, the paper looks at what the use of 'man' communicates and how it is functionally and pragmatically shaped and adapted by language variation. Diamanti observes how young people's use of 'man' both as a pronoun and a pragmatic marker is markedly different from that of older Londoners, and how it is related to their multicultural and multilingual background, as well as to their desire to show adherence to their social group.

In his paper, *Stance and Evaluative Resources in the Construction and Negotiation of an ELF Identity in ESP Contexts: A Corpus-Based Genre Analysis of EURAM Conference Proceedings*, **Antonio Fruttaldo** investigates how identity construction and representation are conveyed in papers published in the proceedings of the European Academy of Management (EURAM) International Conference. Fruttaldo explores how language mediates between the adherence to specific rules linked to the specialised language of Business Academic English and the discursive identity cues that are indicative of forms of self-expression. This corpus-based study focuses on self-mentions, attitude markers, hedges and boosters in order to investigate the tension

between expectations for members of this specialised community to adhere to established rules and conventions, and the individual scholar's desire to express their identity and claim their own agency.

In *Exploring the Narrative Functions of Hand Movements in the Teaser Phase in House MD: A Corpus-assisted Analysis*, Cristina Arizzi presents a multimodal corpus study into the role played by hand movements in the initial parts of the episodes (teasers) of the *House MD TV series*. The author describes the development of a corpus-based method for the identification of teaser types and the annotation of their multisemiotic features, which a group of students used under her supervision. Several findings emerge: hand movements contribute to the construction of the narrative; they are often cataphoric, marking as they do the beginning and worsening of a medical issue and its aftermath; they can create false leads; and they mark the point in which a climax is reached or contextualise the medical issue, thus helping shape character personality. The study also suggests that, in corpus-assisted discourse analysis, teacher-student cooperation is a valuable research and pedagogical approach: not only does it help achieve more objective conclusions, but it also enables students to improve their critical skills regarding multisemiotic discourse analysis.

Francesco Meledandri's contribution focuses on the domain of discourse. *Out-of-the-(Ballot)Box: Legitimation of a New Popular Will in Brexit-related Social Media Engagement* is a corpus-based study of social media interaction, which takes place in a "Digital Global Village", on the topic of Brexit. It explores how politicians' verbal contributions to digital arenas on a socially sensitive topic trigger debates in which social role-relationships are positioned, enacted and negotiated. Meledandri considers four Brexit-related case studies, that is, "common" users' public reactions to four institutional tweets issued by British politicians. By examining word frequency lists and KWIC concordance lines, he observes how, in three of the four cases considered, a negative sentiment overcomes a positive attitude. The study illustrates how in the democratic social medium *Twitter*, the messages of the political élite and those of ordinary users can hold the same wide appeal, thus bridging the institutional gap between the two. The reason given for the prevalent manifestation of popular discontent is that, although the Establishment's messages are addressed to their electorate, they actually reach a broader audience, who express a larger number of disagreeing than supporting views.

In *Stability and Change in Legislative Drafting Techniques in the UK Legislation: A Recent Debate on Gender-neutral Language*, Giulia Adriana Pennisi draws our attention to recent changes in the lexico-grammatical and discourse strategies of UK legislation. She explores the practices adopted by drafters of UK Public General Acts over the last decades to write gender-neutral legal sentences, as recommended by the UK Office of the Parliamentary

Counsel. Specifically, the author assesses the impact of the use of alternative pronouns (e.g. *he* or *she*) as well as other pronouns (e.g. *everyone*) in recent UK legislation. Comparing a corpus of Primary Legislation to one of Secondary Legislation covering the 2008-2018 period, she finds that the frequency of *he/him/his* decreases dramatically in the former, while remaining stable in the latter. The author argues that one possible reason for this is that legislative drafters responsible for the two types of legislation are given different guidelines. She concludes that explicit and clear genre-neutral drafting recommendations may positively reinforce tendencies of linguistic change in legislation.

Monica Turci and **Antonella Luporini's** *Taking English Naturalism out of the Box: From Theory to Corpus and Back* sets out to investigate the under-researched literary movement known as *English Naturalism*. The *British Naturalism* corpus (BN), which comprises the works of three writers representative of that movement, namely George Moore, George Gissing and Thomas Hardy, is compared to a corpus of translations from the *Rougon-Macquart* (RM) cycle by Zola, and also to the *British National Corpus* (BNC). The authors explore the lexis of these works, noticing how words ending in *-ism* (e.g., *mysticism*, *puritanism*) occur comparatively more frequently in BN, while those denoting body parts, or relevant to marriage, stand out in both BN and RM. These last two corpora also appear to be characterized by a higher frequency of modal operators and verbs encoding mental and material processes. The authors, however, point out that further research is needed to draw more robust conclusions about English Naturalism, and put forward some possible future research avenues.

Valuable insights emerge from these chapters. The examination of “niche” linguistic phenomena provides a deeper understanding of the workings of the grammatical system of English; complex linguistic phenomena benefit from triangulation of data, mixed-method approaches and cross-fertilization with other disciplines; linguistic patterns that manifest themselves at one grammatical level may have to be accounted for with reference to a combination of grammatical levels; and motivated hypotheses about English language use, grounded on previous findings, have to be tested against empirical data. The contributions show that some of the areas recently explored by these scholars are: linguistic phenomena (i.e. English creative morphology and phraseology); multimodality in movies (i.e. hand movements); local cultural phenomena (i.e. tourism in Sicily); British political issues (i.e. Brexit, UK legislation); and linguistic aspects of English literature (i.e. Naturalism). We are grateful that these studies have enriched our knowledge of the English language, and trust that they will inspire us to explore it further.

2. English Language Teaching

This section includes three papers related to the English Language Teaching (ELT) strand of the conference. The themes addressed in these papers reflect a wide variety of ways in which researchers and practitioners in this area can “think out of the box”. These include using the virtual spaces of online role games to enhance ELT (Ciancitto); applying Conceptual Metaphor Theory (CMT) to ELT so as to foster learners’ productive skills (Gebbia); and the role of ELF-aware academic ELT courses with a focus on cultural mediation and international communication (Sperti).

In her paper, *Metaphor Comprehension and Production in Italian EFL Learners: A Pilot Study*, Chiara Astrid Gebbia argues that there has been a lack of attention to the development of productive skills in the application of Conceptual Metaphor Theory (CMT) to ELT, as the focus has tended to be on receptive competence. The researcher reports on a series of classroom interventions involving first-year university students, which were investigated by means of quantitative questionnaires, pre-tests and post-tests. The findings showed that learners’ productive skills lagged behind their receptive skills, leading to the conclusion that instruction in CMT needs to adopt more effective strategies so that learners may incorporate a higher degree of metaphor use into their spoken and written English. To do so, learners require explicit attention to metaphors and should be encouraged to reflect on the different functions that these serve.

Salvatore Ciancitto offers an out-of-the-box approach to teaching English to a class of 12-13-year-olds through gamification. His adoption of a virtual space to encourage students to use English by means of online role-play is outlined in his paper *Overcoming the Boundaries of the Classroom Walls through the Use of Online Role-Gaming: A Theoretical Approach in the Use and Implementation of Classcraft in English Language Teaching*. Ciancitto describes how this innovative task-based learning activity encourages students to be both collaborative and autonomous. Thus, they may develop those soft skills that traditionally are not always encouraged in a middle school context. The paper investigates how students’ motivation and engagement are enhanced as they take on a range of identities in their bid to carry out a series of quests and learn English at the same time. The promising results offer food for thought for further implementation of gamification with elementary level learners.

Silvia Sperti’s paper, *The Role of ELF-oriented Mediation Strategies in Cross-Cultural Communication: New Trends in English Language and Translation Teaching*, presents examples of specific tasks to include in courses of language and cultural mediation in which the role of English as a Lingua Franca (ELF) is taken into account. These activities are explored by the researcher with a focus on the different strategies adopted by users of ELF when

they enter into intercultural encounters in multicultural settings, contexts such as those resulting from migration. The author argues that when interpreting and translating, learners require greater awareness of the pragmalinguistic aspects of communication and of the fact that it is necessary to respect one's interlocutor's socio-cultural and pragmalinguistic identity. In order to foster such approaches, the author notes that teacher education needs to address ELF-aware mediation strategies.

Though limited in number, the papers in this section illustrate the breadth of English language teaching today, outlining as they do a wide range of activities at different levels of education – from middle school teenagers to university students. They also testify to the wealth of approaches that innovation can bring to the English language class, engaging learners while addressing their needs.

3. English translation and terminology

In this section the conference theme is explored from the perspective of English translation and terminology. The papers address themes in ways that can be regarded as “out-of-the-box” by using an innovative methodology, presenting case studies on topics that have been little researched so far, or combining both. Thus, the first article (Brambilla) unites pragmatics and transcreation with reference to the translation of activist communication to devise an innovative method to help students develop the analytical skills and translation abilities required in the present-day translation market. The second paper (Gatto) combines constructivist approaches with translation teaching with Wikipedia as a source of real-life tasks to organise an innovative Wikipedia-based translation marathon with a view to developing students' translation competence. The last three articles in this section deal with a variety of topics in terminology from different angles: cognitive semantics and discourse semantics are applied to socioterminology to explore alternative ways of defining gene editing in legal, medical and popular science contexts (Nikitina); terminological differences between Eurolect legal documents and national legislation are studied combining sociocognitive terminology and corpus analysis (Degano); finally, economic chromonyms are investigated contrastively in English and Italian using etymology, metaphor and metonymy analysis and phraseology to compare and contrast usage (Vaccarelli).

In the opening paper of the section, *The Place of Activist Texts in Translation Studies*, Emanuele Brambilla presents a very interesting study on a little researched topic, that is the strategies used by international non-profit making organisations to translate texts that are part of their campaigns, and how results of research can be used to devise innovative activities in translator education and explore the concept of transcreation (i.e. making adjustments in

the translation of promotion and advertising to preserve the pragmatics of the texts for the target readership). Drawing on a corpus of Greenpeace reports, he first describes the features of this kind of non-professional translation and then focuses on the English-Italian translation of titles in Greenpeace campaigns – literal translation preserving the rhetorical effect; transcreation preserving the rhetorical effect; literal translation leading to translation loss – in order to highlight whether and to what extent these strategies manage to maintain the intended pragmatic effect of the source texts. By outlining alternative translations proposed by trainee translators, Brambilla shows that although titles based on puns and/or allusions are difficult if not impossible to translate, proposed translations by trainee translators in class indicate that transcreation strategies offer chances to improve the target texts and develop translation competence.

In a similarly innovative approach to translator education, **Maristella Gatto**, in her *Out of the (Sand)Box: Developing Translation Competence via Wikipedia Translatathons*, describes a marathon to translate Wikipedia entries on sustainable development from English into Italian as part of the Master's Degree in Specialised Translation at the University of Bari. The author considers the need to design new teaching methods for digital natives while keeping students at the centre of learning, engaged in authentic translation projects so as to meet the challenges of complexity in the constructivist development of the learners' autonomy, experience and expertise. She then devises a set of activities, including the translation and expansion of articles that were much shorter in the Italian version of Wikipedia and the creation of new Italian entries, based on existing English entries with the aim of developing comprehensive translation competence. The process involves revision to ensure linguistic and intercultural accuracy, content accuracy, and also compliance with Wikipedia standards, as shown by the students' sandboxes and chronology of work. Thus the author demonstrates the pedagogical merit of translatathons and their usefulness to create a translation learner corpus to trace emergent translator competence in descriptive studies.

In her paper entitled *On the Definitory Crossroads: Legal, Medical-scientific and Popularized Definitions of (Human) Gene Editing*, **Jekaterina Nikitina** investigates how terminological units of understanding relating to gene editing are conceptualised in definitions in legal, medical-scientific and popularised texts. In a novel combination of cognitive semantics and discourse analysis applied to terminology, she conducts a qualitative and quantitative analysis of definitions in three corpora, one per special language. Drawing on the lexicographic and terminographic theory of definitions, she provides a classification of definitory patterns which are then extracted from the corpora and analysed. Results show that definitions are common in legal and medical-

scientific texts, but much less so in the popular science corpus, that there are few legal definitions of gene editing, and that definitional styles vary from corpus to corpus. With reference to information-based patterns, in legal and medical-scientific texts the most frequent definitions are intensional, while in popularised texts, definitions by implicature outnumber all others. As for pattern-based definitions, legal texts prefer verb definitions whereas medical texts exhibit an almost equal number of *is-* and verb definitions. In all texts, hybrid solutions are also frequently used. The study shows that different user profiles and social contexts determine different definitional styles, and uncovers a definitional gap in the legal corpus, thus paving the way for further future research in terminology.

A Terminological Perspective on Eurolects: Methodological Issues by **Chiara Degano** is a new contribution to testing the Eurolect Observation Project hypothesis that the EU legal documents or Eurolects differ from the corresponding national legal varieties. The paper seeks to test the hypothesis by attempting to uncover terminological differences in EU and UK legal English, and to establish how differences can be found across language varieties. These issues are explored on the basis of sociocognitive terminology and corpus linguistics. The sample used consists of EU directives (Corpus A), EU Acts (Corpus B) and UK statutory instruments (Corpus C) on a narrower topic to facilitate comparison across language varieties. Results show that, contrary to expectations, on the formal side EU terminological phrases have a higher incidence of noun+noun structures than UK ones. On the semantic level, differences emerging through the search of equivalents reveal that exact correspondence is extremely rare. Terminological gaps are explored qualitatively with reference to three strings to understand whether units of understanding are referred to by means of other terms. Generally speaking, UK legislation turned out to be more easily accessible for lay people. The methodological merit of the paper is that it shows the difficulty in studying terminological difference and suggests ways around it.

In the final article of the section, ***“Blueing the Economy”, “Yellowish Revolution” and “Greening the Blue”: Old and New Colour idioms in an Eng>Ita Perspective***, **Francesca Vaccarelli** explores the historical and cultural links behind colour idioms, from a comparative and contrastive viewpoint, in the electronic versions of the *Oxford Advanced Learner’s Dictionary* and the *Dizionario Treccani*. After a general introduction to the colour-based phraseology of black, white, red, pink, orange, grey, blue, yellow and green, she focuses on blue, yellow and green providing examples from English and American newspapers, magazines and their news websites to highlight similarities and differences in English and Italian, especially in colour metaphors and metonymies relating to economics, finance and business. Her analysis suggests that studying the

etymology of terms and phrases is essential in order to outline the semantic content and figurative meaning underlying each expression. She finally hints at the prototypical features colours take on over time as pointers to the use organisations make of colours to foster recognition of brand and institutional identity.

Examining “niche” topics, the papers in this section provide a better understanding of some of the latest trends in translation studies and terminology. They show that both descriptive translation studies and translator training are enriched by innovative activities simulating real-life tasks and that new avenues are explored in terminology by combining more traditional approaches with socio- and sociocognitive or metaphor theories. We are pleased that colleagues have taken up the challenge of thinking “out-of-the-box” to provide studies that will inspire further innovative research.

4. Migration, identity and otherness in and out of the English linguaculture

In the last section of this volume, we have gathered papers that deal with English linguistics, language teaching or translation, and address the theme of thinking “out-of-the-box” from the perspective of the interrelated studies in migration, identity and otherness. The topic of migration is dealt with in several ways by looking at the production of multimodal texts to invite viewers to rethink ancient and modern sea-migrations in a project on responsible tourism (Iaia and Errico); by exploring the migrants’ translinguistic practices in the interactions with Italian professionals in reception centres (Tomei); and by studying the tourism discourse of Sicilian Americans who are driven by films such as *The Godfather* to retrace the steps of their migrant ancestors and rediscover their cultural origins (Guccione and Canziani). Identity is explored by analysing the role of self-translation as tension between language loss and language maintenance in migrant writing in the work of Italian-Canadian writer Gianna Patriarca (Bonomo) and by using literary corpus stylistics to show how the different linguistic expression of identity-defining features such as gender and age affect the readers’ experience of Naomi Alderman’s dystopic novel *The Power* in English and its Italian translation (Kollamagi). The theme of otherness is investigated from different perspectives: by studying the extent to which intrasentential code-switching as expression of cultural difference is mediated in a corpus of European and American films dubbed into Italian (Monti); by researching translation - subtitling, retranslation, dubbing - practices concerning neorealist and *auteur* films with a view to establishing how Italian cultural otherness can be relayed through the two modes of audiovisual translation to address different audiences in English (Raffi); and finally, by looking at how Cusani’s own translation paratexts manage to defend

Italian cultural otherness against Lytton-Bulwer's attacks in his novel *Ernest Maltravers*.

The opening paper of the section, *The Promotional Representation of Modern and Ancient Sea-Migrations through Multimodal Discourse Hybridization and ELF Experiential Reformulations*, by **Pietro Luigi Iaia** and **Lucia Errico**, presents a research project on Responsible Tourism conducted at the University of Salento. The outcome of this project was the production of multimodal texts which invite viewers to rethink the concepts of migration as well as those of ancient and modern sea journeys. The aim is to foster intercultural inclusion by presenting an unbiased narrative that offers an alternative to that found in the mass media. The discourse which developed during the project was named 'promotional', highlighting the 'emotional promotion' ('promotion') of the themes of the multimodal texts. The paper describes how extracts from the first book of Virgil's *Aeneid* were chosen and then reformulated in order to reflect the emotional charge of modern migrants' sea journeys, giving rise to a video which mixes the 'mockumentary' and 'journalistic interview' genres in an empathetic representation of modern migrations.

The theme of migration emerges once again in **Renato Tomei's** paper *English for Migration: Interaction between African Refugees and Professionals in the Humanitarian Sector*. The author explores, by means of audio and video recordings of the interactions between migrants and Italian professionals in the humanitarian sector, the rich source of linguistic and cultural diversity provided by today's migration flows. As the paper highlights, not only do migrants bring with them their own linguistic and cultural identities, but they acquire notable levels of linguistic and sociolinguistic competence as a result of their journeys to Europe. All this leads to the wide range of translinguistic practices that emerge in spaces such as reception centres for migrants. The article concludes by stressing the linguistic and cultural competences required by all those professionals working in the area of migration.

In *Thinking Outside of the Box of Linguacultural Otherness: Embedding L3 Culture Specific References in the Italian Dubbed Version of Polyglot Films*, **Silvia Monti** focuses on the representation of the multilingual discourse practices of multicultural societies in a corpus of contemporary European and American films, and explores how code-switching is dealt with in translation. In particular her article investigates how language alternation phenomena are approached in both the original and the Italian dubbed versions of twenty-seven European and American multicultural films. Monti identifies instances of intrasentential code-switching (Myers-Scotton 1993), where multilingual characters refer to elements of their own culture using

terms that differ from both the language of the original film and the Italian dubbed version. This paper considers the translation strategies adopted for these third language/L3 culture-bound references, highlighting what can be achieved in terms of cross-cultural and cross-linguistic mediation, remediation and transmission.

In *Metalinguistic Awareness and Text Dissemination Beyond Linguistic Borders: The Role of Self-translation in the Multilingual Continuum of some Migrant Writers with Italian Descent*, Annalisa Bonomo investigates how the Italian-Canadian writer Gianna Patriarca uses self-translation, coupled with her metalinguistic awareness and multilingual proficiency, to set out on a literary journey and find her real poetical voice and identity. Building on recent literature on migrant writing, negotiating identity through bi-/multilingualism and self-translation, Bonomo suggests that Canadian writers with an Italian heritage use codeswitching as a form of activism in many different social contexts, and syntactic, semantic and phonological indicators of their minority language(s) – in this case Italian and its dialects – to express linguistic and cultural tensions and clashes. More importantly, they resort to self-translation in order to negotiate identities in displacement. Furthering reflection on new migrants and their language(s), the study of Patriarca's writing illustrates how self-translation as a form of tension between language loss and language maintenance is a process of transition, one which not only (re)creates the migration experience at a literary level, but also gives rise to a hybrid text where author and translator are one and the same and languages meet, co-exist and clash to express migrant identities.

The chapter by Cristina Guccione and Tatiana Canziani, *Tourism Discourse Meets Migration Discourse: Godfather Promotional Websites to Sicily*, explores tourism discourse. The authors consider online travel agencies and tour operators promoting visits to the areas in Sicily where *The Godfather* (GF) saga is set. They identify three types of tours: regular, optional and excursion proposals. All three types not only describe visits to the locations of the film scenes, but also offer descriptions of Sicilian places. While regular excursions include visits to Corleone and other Mafia-related sites, optional tours and excursion proposals leave it up to the tourists to choose to join trips to the areas related to GF, that is, these last two types make direct reference to GF themes with the aim of convincing tourists to buy a different tour. The findings suggest that tourism discourse related to GF represents the cultural identity of Sicilian-Americans, who are in search of their origin, and interested in evidence of their ancestors' memories rather than of the mere film locations.

In her paper on Italian films in the UK from the 1940s to the 1950s, *Studying Translation and Retranslation Practices Through Non-film*

Materials, Francesca Raffi presents a historical overview of translations and retranslations of Italian art films distributed in England in the 1940s and 1950s which, unlike much of the previous research, is largely conducted on the basis of press reviews and specialised magazine articles from the British Film Institute National Archive. Italian neorealist and *auteur* films were first released with subtitles and then retranslated in their dubbed versions if deemed to have a potentially larger public. When US companies took over foreign film distribution, many films were released with American English dubbing, though this choice was attacked by British film critics. Although Britain is generally regarded as a subtitling country, Raffi uses the case of Italian neorealist and *auteur* films to argue that a number of factors define which films are subtitled and which are dubbed in Britain, even to this day. Complementing translation analysis with the study of archive material can thus throw light on the cultural debate concerning foreign film subtitling and dubbing in Britain.

Liis Kollamagi's *Corpus Stylistics: Resource for Analysing Effects of Translation on Theme* uses corpus methods, in particular corpus stylistics, to identify linguistic patterns in the Naomi Alderman's dystopic novel *The Power* with a view to comparing the readers' experience of the text in English and in its Italian translation. Fictional text worlds consist of linguistic and stylistic items that create themes. Corpus stylistics identifies the structure of text worlds and the construction of thematic networks. Kollamagi extracts keywords from *The Power* and its Italian translation, identifies world building elements and classifies them as fictional world signals and thematic signals. She then studies collocates of some world building thematic keywords focusing on concordances of *women* and *girls* as opposed to *men* in a reversal of gender roles that is a feature of the novel. From the analysis, the semantic fields of *power* and *age* emerge as theme-building, while a comparison of source and target text suggests that age-related words occur slightly less frequently in the Italian translation, and that foregrounding *women* and *girls* in Italian can also be achieved through grammar as general references such as *other/some women* can be inflected for gender (*altre/alcune*). In short, the paper presents a novel application of corpus linguistics to highlight the potential of corpus stylistics for literary studies.

The final paper of the section by Marco Barletta explores the concept of paratext in Francesco Cusani's 1838 Italian translation of E. G. Bulwer-Lytton's novel *Ernest Maltravers*. Following Batchelor's conceptualization, and in contrast to that of Genette, paratext – a growing area in recent translation research – is viewed as a set of elements in translations that help readers or viewers to access texts. *Ernesto Maltra..ttato: the translator as 'opposing lawyer' and 'counter attacker'* first describes Cusani's general approach to translation,

which preserves the reader-oriented perspective of Bulwer-Lytton's works, rich in paratextual elements, such as prefaces, introductions, epigraphs, chapter titles, footnotes and appendices. It focuses on both peritexts – visual and textual elements such as forewords and notes which surround a text – and epitexts – communication outside the text, such as reviews, interviews and literary criticism. Peritexts and epitexts can influence the readers' reception of the text. Unlike what has emerged from previous research, Barletta shows that Cusani uses a wide range of paratextual elements, including the following: a preface, to present the reasons behind his translation choices; a higher number of notes as compared to the source text, to help the readers; and interventions to rebut critical reviews. The latter serve both to mediate between the source and target text, and to express his own opinions, defending Italian culture from Bulwer-Lytton's attacks.

Migration, seen as a form of real or imagined exile from one's own or the one's ancestors' country of origin, and the resulting identities and feelings of otherness, is a source of cultural encounter or cultural clash. The papers in the concluding section of this volume have described ways of exploring the personal and cultural identity and otherness of people migrating within real or imagined worlds or works transplanted in different cultural milieus by innovatively using or extending the methods that are generally used in research in English language, linguistics and translation. These provide new insights, while developing an "out-of-the-box" approach in line with the theme of the conference.