

Linguacultural Spaces

Inclusion, Extension and Identification in Language and Society

A cura di Sabrina Fusari & Guillem Colom-Montero

CeSLiC
OCCASIONAL
PAPERS

M3

Monografie • M3

CeSLiC

Quaderni del CeSLiC • Occasional Papers

2024

General Editor

Valeria Zotti

CeSLiC

Centro di Studi Linguistico-Culturali
ricerca-prassi-formazione
<https://site.unibo.it/ceslic/it/>

*Linguacultural Spaces. Inclusion, Extension and Identification
in Language and Society*

a cura di: Fusari, Sabrina; Colom-Montero, Guillem.

Bologna, Centro di Studi Linguistico-Culturali (CeSLiC), 2024.

ISBN: 9788854971554. In Quaderni del CeSLiC. Occasional
Papers. A cura di: Zotti, Valeria. ISSN: 1973-221X

ISSN: 1973-221X

ISBN: 9788854971554



Quaderni del CeSLiC Occasional Papers

Monografie

(ISSN: 1973-221X)

General Editor

Valeria Zotti

Local Editorial Board

L'attuale comitato di redazione bolognese comprende:

Gaia Aragrande, Sabrina Fusari, Antonella Luporini, Marina Manfredi, Donna R. Miller, Catia Nannoni, Ana Pano Alamán, Monica Perotto, Rosa Pugliese, Maria José Rodrigo Mora, Eva-Maria Thüne, Monica Turci, Valentina Vetri.

Full Editorial Committee

L'attuale comitato scientifico completo comprende:

Gaia Aragrande (Università di Bologna), Maria Vittoria Calvi (Università degli Studi di Milano), Luciana Fellin (Duke University, USA), Paola Maria Filippi (Università di Bologna), Sabrina Fusari (Università di Bologna), Lucyna Gebert (Università la Sapienza, Roma), Louann Haarman (Università di Bologna), Simona Leonardi (Università di Genova), Antonella Luporini (Università di Bologna), Marina Manfredi (Università di Bologna), Carmen Marimón Llorca (Università di Alicante, Spagna), Donna R. Miller (Università di Bologna), Elda Morlicchio (Università Orientale di Napoli), Catia Nannoni (Università di Bologna), Adriana Orlandi (Università di Modena e Reggio Emilia), Gabriele Pallotti (Università di Modena e Reggio Emilia), Ana Pano Alaman Università di Bologna), Monica Perotto (Università di Bologna), Laurence Pieropan (Université de Mons, Belgio), Rosa Pugliese (Università di Bologna), Manuela Raccanello (Università di Trieste), Goranka Rocco (Università di Trieste), Maria José Rodrigo Mora (Università di Bologna), Laurence Rosier (Université Libre de Bruxelles, Belgio), Viktor Michajlovich Shaklein (Rossijskij Universitet Druzhby Narodov (RUDN, Mosca, Russia), Joanna Thornborrow (Université de Bretagne Occidentale, Brest, Francia), Eva-Maria Thüne (Università di Bologna), Monica Turci (Università di Bologna), Nicoletta Vasta (Università di Udine), Francisco Veloso (Universidade Federal do Acre, Brasile), Alexandra Zepter (Universität zu Köln, Germania).

Monografie già pubblicate

Biografie linguistiche. Esempi di linguistica applicata, a cura di Rita Luppi ed Eva Maria Thüne, Quaderni del CeSLiC Occasional Papers, Monografie M2, 2022.

Sprachbiographisches Arbeiten in der angewandten Linguistik, a cura di Eva-Maria Thüne e Anna Nissen, Quaderni del CeSLiC Occasional Papers, Monografie M1, 2021.

Linguacultural Spaces. Inclusion, Extension and Identification in Language and Society

a cura di

Sabrina FUSARI
Guillem COLOM-MONTERO

CeSLiC
Quaderni del CeSLiC • Occasional Papers

Monografie • M3
2024

Sabrina Fusari è dottoressa di ricerca in Comunicazione interculturale e professoressa associata di Lingua e Linguistica inglese presso il Dipartimento di Lingue, Letterature e Culture Moderne (LILEC) dell'Università di Bologna. I suoi interessi di ricerca si rivolgono principalmente alla linguistica dei corpora, all'analisi del discorso critica, alla linguistica sistemico-funzionalista e alla retorica interculturale. Dal 2005, è membro del CeSLiC e, dal 2019, è research manager, insieme a Tom Bartlett, del Protocollo di Intesa per la ricerca contratto dal CeSLiC con la School of Critical Studies dell'Università di Glasgow nel 2019, da cui scaturisce questo volume.

Guillem Colom-Montero è docente di Ispanistica presso la School of Modern Languages and Cultures dell'Università di Glasgow e co-direttore dell'unità di ricerca su *Discourses of Sustainability* del College of Arts & Humanities. I suoi interessi di ricerca si concentrano principalmente sulle correlazioni tra turismo, cultura e comunità locali in Europa, nonché su letteratura e cultura catalana contemporanee. Tra le sue ultime pubblicazioni, si segnala la monografia *Quim Monzó and Contemporary Catalan Culture: Cultural Normalization, Postmodernism and National Politics* (Legenda, 2021), oltre a molti saggi di catalanistica e studi sul turismo, su riviste e volumi. Attivamente coinvolto in attività di divulgazione in inglese, catalano e castigliano, contribuisce regolarmente a *El País*, *elDiario.es*, *Diari Ara*, *Núvol* e *Brave New Europe*.

Table of contents

Valeria Zotti <i>Preface</i>	<i>i</i>
Sabrina Fusari and Guillem Colom-Montero <i>Introduction</i>	<i>1</i>
Emma Bódig <i>Constructing ‘voice’ in women’s writing on the Scottish Gender Recognition Reform Bill</i>	<i>5</i>
Xuan Cao <i>The erasure of nature: the nomination of nature model</i>	<i>23</i>
Ahsan Chandio <i>Silencing and whitewashing women: a study of female representation in Pakistani advertisements</i>	<i>38</i>
Anaïs Delcol <i>Travel as a process of identification with a new culture: Alexandra David-Néel and Isabelle Eberhardt</i>	<i>55</i>
Sameena Malik <i>Analysis of infusing cultural diversity in English textbooks for lower secondary level in Pakistan: a case study of New Oxford Modern English</i>	<i>66</i>
Erin McInerney <i>Performing multilingualism at Instagram’s ☕ Café de Flore</i>	<i>76</i>
Barbara Nicoletti <i>Identities in change in postcolonial contexts: the case of Namibian German in written communication</i>	<i>94</i>
Mariangela Picciuolo <i>Empowering media literacy through Multimodal Discourse Analysis: a case study on the media representation of migrants</i>	<i>108</i>

Introduction

Sabrina Fusari

Guillem Colom-Montero

The first Annual Postgraduate Symposium on *Linguacultural Spaces: Inclusion, Extension and Identification in Discourse and Society* took place online in May 2021. The idea grew, as it happens, from serendipitous collaborations between academics in various European institutions. The first spark was the connection that Dr Sabrina Fusari and Professor Donna R. Miller, from the Centre for Linguistic-Cultural Studies (CeSLiC) of the Department of Modern Languages, Literatures and Cultures (LILEC) at the University of Bologna, developed with Professor Tom Bartlett, from the School of Critical Studies at the University of Glasgow. This initial link came after the DIVE-IN Conference (*Diversity and Inclusion: Overcoming Fragmentation*) organised in Bologna by the Department of Modern Languages, Literatures and Cultures (LILEC) in 2019, at which Professor Bartlett gave a plenary lecture. On the back of this collaboration, a Memorandum of Understanding between the two institutions was signed in September 2019 in order to further collaborative research. Between October 2020 and February 2021, broader institutional ties were developed in order to continue enhancing the collaborative and transnational ethos of the agreement. Three academics from two institutions expanded the initial team: Dr Massimiliano Spotti, from the Babylon Centre for the Study of Superdiversity at Tilburg University, together with Professor Bernadette O'Rourke and Dr Guillem Colom-Montero, from the Language and Society Research Cluster at the University of Glasgow's School of Modern Languages and Cultures. The collaboration therefore brought together academics from four research centres based at three different institutions with active research culture in the sociolinguistics of diversity and inclusion. For over two decades, the University of Bologna's Centre for Linguistic-Cultural Studies (CeSLiC) has conducted intense research and dissemination activity in various areas of the study of modern languages and cultures, especially applied discourse studies from a multilingual and multicultural perspective. Within the University of Glasgow's School of Critical Studies, various aspects of diversity and inclusion are studied from literary, linguistic and discourse analytical perspectives, with a focus on marginalised voices and the construction of alternative identities. The Language and Society Research Cluster at the University of Glasgow has become a crucible for the study of linguacultural diasporas and new speakers of minority languages, focusing on issues of identity, belonging and space in a supralocal world. Although now absorbed by the Diversity Working Group of the Department of Culture Studies at Tilburg University, the Babylon Centre was an internationally recognised cutting-edge centre for sociolinguistic ethnographic research into the questions of integration, diversity and voice that are raised by increased mobility (voluntary and enforced) in the 21st century. A human and institutional team was thus formed, and the symposium offered the chance for postgraduate students at each of the research centres to share their knowledge and to learn from and mutually support each other in an ongoing process of diversity and inclusion in itself.

Both the formation of the team and the symposium were initiated during the Covid-19 global pandemic, thus responding and adapting to a new reality which utilised virtual ways of communication and debate to intersect humans and languages at a time in which state borders were literally closed. The first symposium was therefore organised (through dozens of emails and virtual meetings) and took place (virtually) at a time in which the

pandemic reminded us of several discussions and critical themes that the organising committee had been working and reflecting on for some time: the significance of physical spaces and connection but also the many avenues offered by virtual spaces; the relevance of borders for the formation of identities but also of transnational cross-border connections; the key role played by language and culture for individuals and communities but also the special power of translingual and transcultural dialogues; the need to articulate identity and belonging in inclusive and diverse manners which consider both individual and collective perspectives; and the utmost importance of extending social, cultural and linguistic diversity, and doing so by making use of culture and public discourse. These were the conditions under which the first Postgraduate Symposium on *Linguacultural Spaces: Inclusion, Extension and Identification in Discourse and Society* happened, which seemed and were exceptional at the time but nevertheless provided the opportunity to work in new, creative ways (and a bit daunting still at the time), which none of us could have probably envisaged just one year earlier. But they turned out to work exceptionally well, and the first symposium was a great success, running across two days with nine postgraduate paper presentations, a plenary by Dr Spotti and a roundtable with the whole organising team.

And what had been and seemed exceptional in the then already called, albeit informally, BoGlaTil collaboration, became the norm, and the second Symposium was held in May 2022 following the exact same virtual format. Fifteen papers were presented, a plenary delivered by Dr Ophira Gamliel from the University of Glasgow, and two roundtable discussions with members of the organising team and various participants. The quality of the presentations was excellent, of particularly high academic standards for postgraduate research, and the scientific committee agreed that it would be worth to work with participants to turn their papers into chapters and publish a selection of the best contributions in the *Quaderni del CeSLiC • Occasional Papers*. All eight chapters have gone through two stages of peer-review, first from the editors of the book and then from external, anonymous reviewers experts in each of the fields, whom we would like to thank for their commitment and stellar work to improve the contributions. The eight chapters are in itself particularly diverse and varied, ranging from sociolinguistics, education textbooks and pedagogy to cultural studies and media and discourse analysis. These critical frameworks are applied to analysing printed, digital and multimodal texts and sources from Africa, Asia and Europe, mostly from contemporary times with the exception of one chapter looking at the late nineteenth and early twentieth centuries. In spite of this heterogeneity, the book has turned out to be particularly cohesive thanks to three key threads that run across all chapters. Firstly, they all illustrate how language, culture and discourse (as well as academic work) can be utilised to bridge polarisation and division by highlighting instead the nuances that allow to articulate shared notions of belonging and community. Secondly, these eight chapters bring to the fore how multilingualism, transcultural exchanges, travel and mobilities (of people, of ideas) have been and continue to be pivotal for human experience, leading to complex, multifaceted identities that defy fixed narratives. Third, in spite of these two initial points, they expose how language hierarchies, cultural colonial dynamics and the marginalisation of discriminated groups (of women, of transgender people) and of nature (animals, plants and the environment) continues in the present day and is reproduced through discourses that reinforce unbalanced relations of power.

The book opens with Emma Bódig's analysis of media articles about the Scottish Gender Reform Bill published between 2017 and 2022. Through the theoretical notion

of ‘voice’ and Discourse-Historical Approach as methodology, Bódig analyses the linguistic construction of in-group and out-group dynamics in which the rights of transgender people are represented as conflicting with women’s rights. Ultimately, Bódig’s work aims to promote social cohesion by illustrating how language can also be utilised to foster the inclusion of trans women by extending linguistic notions of ‘womanhood.’

In the next chapter, Xuan Cao turns the attention to the marginalisation, to the linguistic erasure and exclusion of nature in a series of present-day texts including sustainability reports by the oil industry. Through a discourse analysis methodology and a straightforward non-anthropocentric stance, Cao discusses how the human relation with nature is steadily dominated by various mediated, cultural and symbolic forms that alienate human beings from the natural environment and from non-human lives, including plants and animals.

In Chapter 3, Ahsan Chandio explores the representation of women in a sample of Pakistani advertisements released between 2018 and 2023 from a multimedia discourse analysis perspective. As Chandio shows, these mainstream ads, on the one hand, continue reproducing and bolstering oppressive gender stereotypes around social concerns such as dowry and elopement and, on the other, reinforce existing colonial narratives on racism and female whiteness. Chandio closes the chapter by arguing that transforming these advertisements will help challenge the colonial colorism and social stereotypes rooted in Pakistani society.

After this, Anaïs Delcol focuses the attention to the writings of two late nineteenth-century European female travellers who engaged in transformative personal experiences of transculturation: the French Alexandra David-Néel, who visited Tibet when it was still forbidden to foreigners, and the Belgian Isabelle Eberhardt, who left for Algeria at the age of twenty. Drawing upon cultural studies and history, Delcol discusses the plurality of identities embraced by both authors through nomadism, disguise and religious conversion, which suggests the performative nature of identity formed in a constant dialogue between individuals and their communities; in this regard, the chapter reveals the fundamental role played by learning a new language in the construction of David-Néel’s and Eberhardt’s unfixed identities.

In Chapter 5, Sameena Malik analyses the representation of the source culture, target culture and international culture in the English language textbook *New Oxford Modern English* (3rd edition) used in Pakistani high schools. As Malik’s critical genre analysis shows, the book continues to engage in cultural colonial dichotomies by depicting Western culture as more modern and technologically advanced than Pakistan’s, which is represented as traditional and backward. In its final section, Malik’s text makes a series of recommendations for policy makers, educators and curriculum designers on how to insert and extend diversity and intercultural harmony.

Erin McInerney’s chapter looks at multilingualism in a large number of Instagram posts from 2022 tagging the well-known and symbolically relevant Café de Flore in Paris, approached here as a linguacultural space in which digital and physical space deeply influence each other, thus blurring the boundaries traditionally separating them. McInerney explores these specific languaging practices through an online linguistic landscape approach and shows how the Café de Flore geotag becomes a globalized space heavily determined, on the one hand, by its symbolic links to French culture, and, on the other, by a tendency to use English as the language of monolingualism.

In Chapter 7, Barbara Nicoletti explores the intersections between language and identity in a postcolonial context by considering language contact in Namibian German,

spoken by 25,000 people in Namibia. Nicoletti deploys a corpus-based analysis of more than 550 articles published in the *Allgemeine Zeitung Namibia*, founded in 1916 and the only German-language newspaper in Africa in the present day, to specifically examine the growing presence of namibianisms, that is, elements of Namibian (Standard) German distancing from German Standard German. Nicoletti illustrates the increasing presence of namibianisms in formal written texts, whereas they had traditionally been restricted to informal, oral contexts.

In the final chapter, Mariangela Picciuolo analyses the representation of migrants in a two-hour media literacy workshop held at an Italian high school in 2022 from a multimodal discourse analysis framework. By using a one-minute video extracted from the Internet, Picciuolo explores, firstly, how multiple semiotic modes shape the students' interpretation and, secondly, the specific variations in their understanding resulting from the multimedia discourse analysis carried out during the workshop. Picciuolo's chapter engages with the specific skills needed for media literacy, while also revealing how students particularly struggled to interpret the interplay between the visual and the verbal, thus suggesting future avenues for pedagogical research and work.

Overall, this edited volume offers a showcase of the highly interdisciplinary, topical and high-quality research that postgraduate students are carrying out at the four research centres based at the Universities of Bologna, Glasgow and Tilburg. This Introduction was finished just a few days after the fourth Annual Postgraduate Symposium on *Linguacultural Spaces: Inclusion, Extension and Identification in Discourse and Society* took place, and the organising committee was once again impressed and pleased by the excellent papers and discussions. We expect that this European partnership will continue supporting postgraduate students to exchange ideas with fellow peers, to network with colleagues from various institutions and to develop their own careers.