CONVEGNO DOTTORALE

WHAT'S RESEARCH GOT TO DO WITH IT?

Ultime frontiere della ricerca linguistica, inclusione e impatto sociale

12–13 MAGGIO 2025
TEACHING HUB – V.le Corridoni 20, Forlì

Dipartimento di Interpretazione e Traduzione dell'Università di Bologna, Campus di Forlì

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Convegno dottorale

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Dipartimento di Interpretazione e Traduzione

Alma Mater Studiorum – Università di Bologna, Campus di Forlì

Società contemporanee sempre più mobili, permeate dal digitale e sensibili alle esigenze di inclusività definiscono il panorama del mondo post-globalizzato. Un contesto che si evolve così rapidamente richiede riflessioni profonde e continui aggiornamenti da parte del mondo accademico. Da un lato, la ricerca è chiamata a interpretare i fenomeni contemporanei, dall'altro a generare un cambiamento all'interno della società. In questo scenario si inserisce il movimento della Scienza Aperta (Fecher e Friesike, 2014), che promuove un accesso trasparente ai processi e ai prodotti della ricerca (UNESCO, 2021). Questa riflessione metascientifica, di crescente rilevanza anche nelle discipline umanistiche e linguistiche, mira a rendere la ricerca più accessibile e riproducibile, coltivando collaborazioni transdisciplinari dentro e fuori il mondo accademico.

La ricca pluralità linguistica e culturale delle società contemporanee apre nuove prospettive, ma pone anche sfide significative. Affrontarle richiede riflessioni approfondite e interventi concreti per rendere le politiche linguistiche sensibili alle diversità, a partire dalle istituzioni, dove una complementarità tra inclusività e chiarezza può essere raggiunta attraverso un linguaggio comprensibile, semplice e immediato (De Mauro, 1994), rispettando il "dovere costituzionale di farsi capire" (Piemontese, 2023). In questo quadro, la crescente attenzione verso un linguaggio accessibile e verso lo sviluppo di sensibilità linguistiche e competenze transculturali in contesti educativi e sociali sempre più eterogenei stanno contribuendo a trasformazioni su vari livelli.

Un esempio concreto dell'impatto sociale che la ricerca può generare attraverso approcci innovativi e collaborativi è dato dall'applicazione di tecnologie agli studi linguistici. Corpora, intelligenze artificiali, *large language models*, archivi digitali, chatbot e assistenti virtuali aprono piste di ricerca su lingue e società, configurandosi come strumenti utili per studiare le sfide della comunicazione inclusiva (Formato, 2024) e garantire una piena partecipazione sociale per tutte le persone, indipendentemente dalle loro abilità (Greco, 2018), nonché promuovere la comunicazione transculturale, al fine di renderla pluricentrica e inclusiva. Numerosi sono gli approcci pedagogici trasformativi ed esperienziali (Kohonen *et al.*, 2001; Kiraly, 2012) che hanno attirato l'attenzione della ricerca negli ultimi anni. In questo quadro si inseriscono, per esempio, il *data-driven learning* (DDL) che sfrutta le potenzialità della tecnologia per promuovere una didattica *learner-centred*

(Johns, 1991; Bernardini, 2016); i progetti educativi basati sull'intercomprensione (Bonvino e Gambarino, 2022); gli studi empirici sulla variazione linguistica con i concetti di *translanguaging* (García e Wei, 2014), *translingualism* (Canagarajah e Dovchin, 2019; Canagarajah, 2018; 2024) e plurilinguismo (Consiglio Europeo, 2020).

Allo stesso modo, la ricerca può dare voce a identità, lingue e culture minoritarie o marginalizzate, interrogando le politiche e pratiche linguistiche esistenti, tra cui quelle di traduzione e mediazione, o contribuendo a plasmarne di nuove. La svolta culturale e la svolta attivista negli studi traduttologici (Wolf, 2012) hanno spinto a riflettere sui processi traduttivi e autotraduttivi (Castro *et al.*, 2017) come costanti negoziazioni, portando chi traduce a riflettere su responsabilità etiche e gerarchie di potere nella produzione dei saperi e nella circolazione delle idee. Adottando una prospettiva intersezionale (Crenshaw, 1991), e uno sguardo situato (Haraway, 1988) e riflessivo (Rose, 1997), la ricerca transfemminista offre strumenti per riconoscere le forme di discriminazione identitaria che si manifestano nel linguaggio e che sono rafforzate da esso. Rientrano in questo paradigma le indagini che fanno luce, anche in una prospettiva traduttiva (Baer e Kaindl, 2018; Susam-Saraeva *et al.*, 2023), sulle esperienze di soggettività escluse e invisibilizzate nei discorsi dominanti.

Invitiamo giovani ricercatrici e ricercatori a inviare contributi che esplorino l'impatto sociale della ricerca linguistica. Le proposte potranno essere declinate in una o più delle seguenti tematiche di ricerca, da intendersi in maniera non limitante:

1. Politiche e pratiche linguistiche sensibili alle diversità: comprensibilità, accessibilità, approcci transfemministi in linguistica, interpretazione e traduzione;
2. Comunicazione transculturale: plurilinguismo, intercomprensione, pratiche pedagogiche innovative in linguistica, interpretazione e traduzione;
3. Tecnologie applicate agli studi linguistici, all'interpretazione e alla traduzione;
4. Open science e transdisciplinarità.

Modalità di invio delle proposte

L'abstract, di massimo **300 parole**, con al massimo **5 riferimenti bibliografici**, dovrà essere inviato al comitato scientifico-organizzatore entro il **31 gennaio 2025** compilando il modulo disponibile sul sito del convegno: eventi.unibo.it/researchdit2025.

I contributi, da tenersi in presenza, potranno essere presentati sotto forma di **comunicazione orale** di 20 minuti (+ 5 minuti di domande) o di **poster**.

Le lingue del convegno saranno italiano e inglese. Per tutti gli interventi sarà fornito il servizio di interpretazione simultanea.

Per ulteriori informazioni, contattare il comitato all'indirizzo dit.researchdit2025@unibo.it.

Comitato scientifico-organizzatore

Chiara Albertazzi, Serena Baroni, Martina Antonina Bruno, Renata Adriana Bruschi, Igor Facchini, Camilla Fornaro, Sofia Gonzalez, Jennifer Monroe, Emanuela Paone, Patrycja Lidia Stempniewicz, Novella Tedesco

Suggerimenti bibliografici

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Santaemilia Ruiz, J. (2020). Feminismo(s) y traducción, feminismo(s) traducido(s): Notas sobre una interdisciplina asimétrica. In: Santaemilia Ruiz, J. (Ed.) *Feminismo(s) y/en traducción: Feminism(s) and/in Traslation*. Granada: Editorial Comares, Granada.

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Susam-Saraeva, Ş., C. Acosta Vicente, L. Carvalho Fonseca, O. García-Caro, B. Martínez-Pagán, F. Montero, & G. Yañez (2023). Roundtable: Feminist Interpreting (Studies) – the Story so Far. *Translation Studies*, 16 (1): 134–59.

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Doctoral conference

What's research got to do with it?
Ultime frontiere della ricerca linguistica, inclusione e impatto sociale

12-13 May 2025

Department of Interpretation and Translation

Alma Mater Studiorum – University of Bologna, Forlì Campus

Contemporary societies in the post-globalization era are increasingly mobile, permeated by digital technology, and ever more sensitive to issues of inclusivity. This rapidly evolving context requires ongoing reflection and support from academia. Research plays a dual role: it should not only interpret current phenomena but also act as a catalyst for change within society. One example is the Open Science movement (Fecher and Friesike, 2014), promoting transparent access to research processes and outcomes (UNESCO, 2021). This metascientific reflection is gaining traction in the humanities and linguistic disciplines as well, advocating for accessible and reproducible research, while fostering transdisciplinary collaborations within and beyond academia.

The rich linguistic and cultural plurality of contemporary societies fosters new perspectives but also poses significant challenges. Addressing them requires in-depth reflection and concrete actions to make language policies sensitive to diversity. Institutions should be the starting point of this change, where inclusivity and clarity could be achieved through simple, clear, and understandable language (De Mauro, 1994), thus respecting the "constitutional duty of making oneself understood" (Piemontese, 2023). At the same time, the growing attention to accessible language and sensitivity to linguistic and transcultural competencies is transforming educational and social contexts, which are increasingly diverse.

One tangible example of social impact generated by research through innovative and collaborative approaches lies in the application of technology to linguistic studies. Corpora, artificial intelligence, large language models (LLMs), digital archives, chatbots, and virtual assistants are opening new avenues for studying language and society. These tools are particularly valuable in exploring the challenges of inclusive communication (Formato, 2024), ensuring equal opportunities for all members of society, irrespective of their abilities (Greco, 2018), and fostering transcultural, pluricentric, and inclusive communication through transformative pedagogical and experiential approaches (Kiraly, 2012: Kohonen *et al.*, 2014). Examples include data-driven learning (DDL) which leverages technology to enable learner-centered education (Johns, 1991; Bernardini, 2016); educational projects based on intercomprehension (Bonvino and Gambarino, 2022); and empirical studies on linguistic variation, incorporation frameworks like translanguaging (García and Wei,

2014), translingualism (Canagarajah and Dovchin, 2019; Canagarajah, 2018; 2024), and plurilingualism (European Council, 2020).

Similarly, research can give voice to minority or marginalized identities, languages, and cultures by questioning existing linguistic policies and practices or by shaping new ones, including those related to translation and mediation. The cultural and activist turns in translation studies (Wolf, 2012) have prompted reflection on translation and self-translation (Castro *et al.*, 2017) as processes of constant negotiations, compelling translators to reflect on ethical responsibilities and power hierarchies in the production of knowledge and the circulation of ideas. By adopting an intersectional perspective (Crenshaw, 1991), and a situated (Haraway, 1988) and reflexive (Rose, 1997) positioning, transfeminist research provides tools to recognize forms of identity-based discrimination that manifest in and are reinforced by language. This paradigm includes investigations that, also from the point of view of translation and interpreting studies (Baer and Kaindl, 2018; Susam-Saraeva *et al.*, 2023), shed light on experiences that are excluded and rendered invisible in dominant discourses.

We invite early career researchers to submit presentation proposals that explore the social impact of linguistic research. Proposals may address one or more of the following research themes, including but not limited to:

1. Language policies and practices sensitive to diversity: comprehensibility, accessibility, transfeminist approaches to linguistics, interpreting, and translation studies;
2. Transcultural communication: plurilingualism, intercomprehension, innovative pedagogical practices in linguistics, interpreting, and translation studies;
3. Technologies applied to linguistic studies, interpreting, and translation studies;
4. Open science and transdisciplinarity.

Submission guidelines

Please submit your **300 word** abstract with a maximum of **5 references** to the scientific and organizing committee by **January 31, 2025** through the form available on the conference website: eventi.unibo.it/researchdit2025.

Please indicate if you are submitting a proposal, to be delivered in person, for an **oral presentation** (20 minutes + 5 minutes for questions) or a **poster presentation**.

The conference will be in both Italian and English with simultaneous interpretation services available for all presentations.

For further information, please contact the committee at dit.researchdit2025@unibo.it.

Scientific and organizing committee

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