

Multidisciplinary Ties within Applied Linguistics. An Introductory Presentation

The collection of papers, which *Multidisciplinary Ties within Applied Linguistics* (MTAL) presents, has its roots in the International Conference *Translation, Inclusivity and Educational Settings* (TIES) and, from that event, it departs to offer interesting perspectives that identify both innovative and summative interpretations in the field of Applied Linguistics (AL). In particular, in this special issue of *Anglistica AION*,¹ English will be touched upon as a Lingua Franca (ELF), as a working field for translation-gear issues, as an International Language (EIL), and as an educational and methodological subject of inquiry in relation to English as a Foreign or Second Language (EFL/ESL) and to the important role that inclusivity plays in pedagogical matters. This issue will be of interest to scholars, researchers, translators, doctoral students, teachers, teacher-trainers, and language students who will gain insight into multifaceted realities.

Keywords: *Applied Linguistics, translation, English as Lingua franca (ELF), English as an international language (EIL), ESL/EFL applications, inclusivity*

1. The Roots

MTAL offers a selection of contributions that were initially presented during the International Conference *Translation, Inclusivity and Educational Settings* (TIES) and since then have had time to be further elaborated, grow, and expand. The International Conference *TIES* was scheduled to take place in February 2020 at the University of Naples “L’Orientale” (UNIOR) – ITALY. The date was intentionally selected because 2020 was a leap year,² and it was also a special year for me since *TIES* was going to be the last Conference I would organise before retirement with the assistance of a great team of colleagues and students of English as a Foreign Language and students of Translation for Specialised Purposes. It was initially planned to last three days, (precisely 27-29 February, however, due to contingent, globalised restrictions and inter/national speakers’ travelling challenges, it had to be shortened to two days). The Conference was supported by a grant offered by the Department of Literary, Linguistic and Comparative Studies at the University of Naples “L’Orientale”.

In the year-long period of preparation for the *TIES* Conference, none of the organising committee members could have faintly imagined that the entire structure of the Conference was going to partially collapse under the appearance of a rather unpredictable, terrifying, and sadly viral reality that brought COVID-19 in our human society. Life, as we all knew, was going to change in Italy and around the entire globe. At that time, nothing was known about the virus, its pandemic force, and the consequences it was to bring about. Indeed, the end of February 2020 may be envisioned as a turning point between two different realities. The era of international gatherings, public conferences, and other forms of events in person was going to disappear, temporarily at least although today’s reality is still

¹ This special issue of *Anglistica AION* is dedicated to all the students, the researchers and the colleagues who, on a daily basis, contribute to the evolution of investigations within the field of Applied Linguistics to which I devoted my entire academic career.

² Leap years, in the Neapolitan folk tradition, are considered somehow special. They are vested with mystical value and symbolic force.

negatively affected by the consequences of COVID-19 since the world is still fighting against it and its innumerable degrees of evolution.

Contingent factors and social restrictions due to COVID-19 modified life and consequently, the entire scaffolding of the Conference had to be restructured in accordance with Government instructions, Academic restrictions, and inter/national speakers' willingness to travel from all over the globe despite the undisclosed situation and the confused attitude that governed the Italian reality at that time. The revision of the Conference structure led to the activation of an integrated modality that conjugated traditional paper-delivery modalities in presence with other options that allowed speakers to share their scientific research during the Conference whether online or offline (see Section Four). In the end, against all odds and unexpected circumstances, driven by uncertainty and unresolved virus-related questions, *TIES* materialised. Conference presentations took place at two diverse locations, precisely Palazzo Corigliano (27 February 2020) and Palazzo del Mediterraneo (28 February 2020), in person, in a synchronous modality via Skype, as for the first day's opening talk by Professor Henry Widdowson, or in asynchronous modalities as for several other speakers. The desire and determination to explore, learn, share, and experience multidisciplinary research related to AL topics were stronger than difficulties.

2. The Nature of This Special Issue

It is well known to experts working within the field of AL that the denotative force of the term "Applied", which introduces and better specifies the term Linguistics, hides a multidisciplinary nature, and allows researchers to consider and experiment with a variety of realities pertaining to the *usage* and the *use* of natural languages, as prof. Henry Widdowson³ would say. The vastness of theoretical and practical applications is at the base of the many challenges that the rapidly growing field of AL sets. The field opens to a wide range of perspectives that include, but are not limited to, cognitive, psycholinguistic, neurolinguistic, sociolinguistic, and educational perspectives. Among others and just to mention a few, the field allows scholars to tie investigations into language acquisition, research methodology, second/foreign language pedagogy, translation and interpretation issues, language comparisons, language processing, corpus-based language analyses, critical pedagogies, affect-related matters, as well as sociocultural and/or functional/identity issues. AL investigations may be very close to or very distant from pure linguistics. The possibility to intentionally outstretch or dig into such an ample scenario allows researchers to reach extraordinary, interrelated, and inclusive results. Probably, the same results might have never been gained under different and less hybrid conditions just because the right ties, though distant from one another, would have never been articulated and brought to light.

The present issue is not the right context to open and conclude a discussion about what AL is, should be or will be. All the same, it is functional to specify that AL, in a broad sense, focuses on the applications of theoretical linguistics to current language-related problems arising in different contexts of the embedding human society. What becomes relevant here are those language-focused investigations that unmask and solve real language-rooted issues, or at least attempt to do so.

Indeed, in the last thirty years or so, scholars who operate within AL have seen the field transform, advance, and expand both theoretically and practically. As it is often the case, however, changes and developments are still to come since the field is open to on-going investigations, as the present collection of essays shows. MTAL contains a selection of recent analyses within several areas of the multi-disciplinary nature that characterises AL. Readers will find theoretical and methodological investigations about some of the many aspects of English-gear research and translation studies. In particular, English will be touched upon as a Lingua Franca (ELF), as a working field for translation-

³ Henry G. Widdowson, *Teaching Language as Communication* (Oxford: Oxford U.P., 1978).

geared issues, as an International Language (EIL), and as an educational and methodological subject of inquiry in relation to English as a Foreign or Second Language (EFL/ESL). In synthesis, this special issue of *Anglistica AION* matches the final intents of the *TIES Conference*: gather the latest inter/national insights about and around AL looking for some of the many declinations and investigations of the field.

Under these premises, the here-clustered essays nurture investigations in AL and sustain English-connected language users in their daily scholar and educational endeavours. The present collection can be considered as a sound contribution to the field of AL. It satisfies the unspoken intent that favours those language scholars, researchers, teachers, trainers, and learners who are involved with one or more of the many AL facets. The hybrid nature of AL applications that this issue's authors offer, coming from an ample range of linguistic and other relevant areas of investigation, supports tying processes and establishes connections between scholarly discourses that propose theories, research methods, and inclusive pedagogical applications.

3. The Content

The *TIES* conference gathered many contributions from national and international scholars. Out of them, eight articles have been selected to appear in this issue. They are also presented in their initial digitalized version as conference presentations, via YouTube links provided below.⁴ Alongside, two more links to two conference presentations are here given in their digitalised version. We could ideally assign them the role to open –Widdowson's talk – and close – Landolfi's talk – this collection as in a gestalt frame that englobes the themes of this special volume.⁵

The thematic areas that are here investigated, touch upon some of the major themes that the Conference *TIES* dealt with.⁶ A selection of other *TIES*-connected essays, which focus on specific translation matters, have been included in a different journal. Despite this dual distribution, most of the conference presentations can be enjoyed in their digitalised format following the instructions given in Section Four. This was made possible because, due to COVID-19 restrictions and essentially for educational purposes, the whole conference was videotaped so as to allow the students who could not join the conference live to be equally informed in an asynchronous modality.

As for Widdowson's magisterial speech, before offering a synopsis and inviting readers to enjoy his all-inclusive talk in its full digitalised length, however, let me briefly report on Professor Widdowson's presence at the *TIES* event since his contribution unwallled the whole focus on AL and opened the gates to future investigations. This necessarily leads me to humbly share some personal connections with Professor Widdowson which I do hope readers will patiently allow.

Professor Henry Widdowson does not need to be introduced given that he is recognised worldwide as one of the founders of the field of AL and one of the most accredited contributors to the evolution of the field itself. I was honoured to have him as one of the Keynote speakers of *TIES* for two reasons. Professionally speaking, his epistemological support to the conference was going to enrich the entire event and inspire present and future researchers. Personally speaking, however, *TIES* was the last conference I was to organise and to close my academic career with one of the professors I had started it with, was a dream coming true: the whole academic gestalt could be closed. Indeed, while I was completing a master's degree in AL at the University of Southern California thanks to a Fulbright Scholarship, I was also granted a Ruth Crymes Fellowship that allowed me to attend the TESOL

⁴ The list of all the digitalized contributions is given in Section Four.

⁵ The synopses of professors Widdowson and Landolfi's contributions are intentionally slightly longer to compensate for the lack of the written version.

⁶ Interested readers may direct their attention to the special issue of *Translation and Translanguaging in Multilingual Contexts*, entitled: *Challenges and Solutions of/in Translation: Insights into Training, EIL/ELF, and Accessibility*.

Summer School of that year. It was offered in Portland, Vermont. Professor Widdowson was scheduled to be one of the professors I had to study with together with other prestigious scholars such as Professors Larry Selinker and Wilga Rivers and many others. It is because of his supervision in Portland that my way of thinking about foreign language teaching and foreign language learning was transformed to the point that I decided to go on with a Doctoral Program in AL at the University of Southern California, Los Angeles, CA. He changed the path of my life. Needless to say, I am deeply grateful to him and to the other professors of that specific training program.

After this short and nostalgic digression, let me introduce you to Professor Widdowson's speech, entitled "English beyond the Pale: The Language of Outsiders". His speech deals with English as a Lingua Franca and revises the concept of inclusivity of non-native speakers of English giving great importance to those who study and learn English as a foreign/second language. The title itself explains Widdowson's position with regard to the Englishes that are globally in use and to the great importance that 'Outsiders' play in relation to English as a vehicle for international communication. The expression, "*Beyond the pale*," as Widdowson explains, is a term from the Middle Ages used to refer to the type of English spoken by native Irish people who had been invaded by the English. He argues that the *pale* has never disappeared: it still exists today as a linguistic demarcation that frames an exclusive, territory-bound area. Braj Kachru would refer to it as the inner circle of native speakers of English.⁷ Widdowson adds that "beyond this pale, are the speakers of the outer circle – the outsiders – whose linguistic enclave is recognised as having his own legitimacy as world Englishes." He believes that: "these world Englishes [...] have enclosing pales of their own, beyond which lies the vast, foreign territory of the so-called expanding circle, where the lawless and uncontrolled English speakers reside." Unfortunately, but realistically speaking: "their use of English is generally regarded as having no little embassy at all." He further suggests that: "ELF usage will also frequently bear traces of other languages, especially of those of the user's mother tongue." And it is these traces that are identified as being negative interference errors in those who study English as ESL or EFL users. This lack of conformity to canonical English is viewed as an obstacle to closeness to the inner circle and suppresses the "process of multilingual translanguaging that is so prominent in the international use of English." Widdowson insists on stating that there is a need to: "resist the imposition of inner circle norms that effectively erect a pale of barrier fence." An attitude that, in turn: "impedes the effective use of English as an inclusive, international means of communication." He concludes by stating that: "English as a lingua franca does not love a wall because the walling in of the inner circle English walls out most users of the language in the world as outsiders, whose English is quite literally ruled out as defective and unacceptable, in short, beyond the pale."

The first article in this issue is Sara Laviosa's "The Place and Role of Translation in English Language Studies". With her contribution, the AL focus is strictly directed to offer an introductory and ample view of translation today. In particular, her contribution examines key research domains linked by a running theme germane to both translation and English language studies, namely the place and role of translation in our globalised world. The essay highlights how translation theory, empirical studies, and pedagogic applications are interrelated within a plurilingual and pluricultural perspective, in keeping with the principles underpinning the multilingual turn in AL. The digitalised version of her presentation at the *TIES Conference* can be enjoyed clicking on the YouTube link or activating the QR code that can be found in Section Four (see Table 1). Notice that the digitalised versions of most *TIES* presentations can be enjoyed similarly. All the necessary links for this purpose are included in Table 1 (see Section Four).

⁷ Braj B. Kachru, "Standard, Codification and Sociolinguistic Realism: The English Language in the Outer Circle", in Randolph Quirk and Henry Widdowson, eds., *English in the World: Teaching and Learning the Language and Literatures* (Cambridge: Cambridge U.P., 1985).

Rossella Latorraca's article continues the investigation on themes connected to translation. In particular, she highlights aspects that are often poorly or parsimoniously touched upon in the literature on translation. Her contribution, which is entitled: "Translator and Reviser Training: The White Whales of Italian Academia", sheds light on three critical aspects: i) the lack of a proper identity of translation studies as an independent discipline that goes beyond the threshold of the specific languages to which it is linked by Italian academic categories; ii) the alarming absence of translation revision (or at least, the lack of official references to it) in translator training offered by almost all Italian universities where a Master's Degree in Specialised Translation is active; and iii) the need to involve professional translators in translator training, in order to foster professional realism in class and guide learners through the acquisition of specific knowledge and competences that can only be bequeathed by field-specialists.

A different perspective related to translation is offered by Marina Morbiducci's article. With her "Connecting Languages and Cultures: The TIES Trial," she takes on the three terms present in the TIES acronym: Translation, Inclusivity and Educational Settings. First, she provides a justification for translation as a fundamental part of AL and an area of scientific investigation itself. Then, she focuses on the case of Jhumpa Lahiri who adopted Italian as a form of original expression and cultural assimilation for her own authorial identity. Finally, she concludes by developing a close textual analysis of key passages drawn from Domenico Starnone's novel *Lacci*⁸ whose whole novel was translated into English by Lahiri.⁹

An inclusively balanced interpretation of translation is offered by Francesca Caterina Cambosu's article entitled "Keeping Regional Identities through Translation". She enforces the concept that translation builds a bridge through different languages and cultures by analysing the double function of translation in the analysis of two 'regional' works: Sergio Atzeni's¹⁰ *Bakunin's son* (1991) and *Bellas Mariposas* (1996). These translations, of which the latter consists of film subtitles, are considered in terms of ethical reciprocity, based on the three common alternatives a translator has to face: a non-translation, an equivalent translation, and a manipulated translation. The study claims that, from a perspective of reciprocity, translation has to imply a project where either active parties (individuals, collectives, and nations) or passive entities (texts, languages, and cultures) ought not to be harmed but rather mutually benefited, aiming at ethical reciprocity. She concludes that translations should strike a balance between the ethical aspects related to this field, as far as a faithful transfer of form and content from the source text into the target language.

With the article by Mary Wardle, entitled "Defining Difference-inscribing Linguistic Variation in British and American English Translations," the reader is driven into yet another perspective, that still ties to translation and maintains it as a leitmotiv. Wardle investigates the relevance of EIL in relation to the publishing industry within the English-speaking context – the United States and the United Kingdom in particular – and more precisely how native speakers of English relate to the different varieties of the language. It seeks to understand how texts respond to the tension between the cooperative principle and the territorial imperative. The examples analysed are first drawn from works written originally in English and then they move to the more specific question of the variety of English adopted for the translation of foreign-language (literary) texts 'into English'.

A slight but interesting change in focus is offered by François Maniez' article, which is entitled "Use of English Loanwords Containing V-ING Type Forms in French and Italian". His analysis, though maintaining a connection to translation matters, focuses on the multilingual alignments of the

⁸ Domenico Starnone, *Lacci* (Torino: Einaudi, 2014).

⁹ Jhumpa Lahiri, *Ties* (New York: Europa Editions, 2016).

¹⁰ Sergio Atzeni, *La voglia di scrivere*, in *Storie sarde in Blues* (Arca, M., Appunti e pensieri in libertà, alla ricerca dell'identità, La biblioteca dell'identità dell'Unione Sarda, 2016).

Europarl corpus, which includes all of the European Parliament debates between 1996 and 2003 in 11 European languages, for the use of terms and expressions containing a word beginning with a verb base and ending with the *-ing* morpheme in French and Italian. His analysis reveals that both languages have a strong tendency to borrow terms consisting of a single word (*benchmarking*) but a greater resistance to multi-word expressions, even if some of them (e.g., *level playing field*) are translated literally in the corpus. From a quantitative point of view, French shows relatively more resistance to *-ing* loanwords than Italian, perhaps because of government institutions such as the *Délégation Générale à la Langue Française*, of which one of whose goals is to provide native equivalents to foreign borrowings. Italian seemed to exhibit less resistance to *-ing* forms than French for many such forms (*roaming, doping, overbooking, trading*), while others are used as translation equivalents for other English words (e.g., *mobbing* for *harassment*).

Giuliana Regnoli's article, "Social Network Integration, Norm Enforcement and Accent Perceptions in Indian Transient Student Communities", offers a unique analysis within AL investigations. Her essay deals with the social nature of communication and sheds light on the closely related concepts of social network and community of practice by considering a transient community of Indian university students located in Heidelberg, Germany. Her results draw on qualitative and quantitative data collected through interviews and questionnaires that analyse the locally contracted ties that the community members construct in their everyday lives in relation to their linguistic practices within and outside their student community. The results show that the transient aspect of the community is a valuable sociolinguistic factor in the fostering of in-group affiliations. The relatively short-lived context at issue promotes language maintenance practices which, in turn, structure internal network subgroups based on ethnicity.

The article by Jacqueline Aiello, which is entitled "Voicing Connection to English. Language Ownership, Legitimation, and Stancetaking," concludes the group of written essays of this special issue. She explores the nature of the connections that advanced English language users, enrolled in an editing seminar, had with English and how they articulated these connections. It combines different quantitative and qualitative approaches to make a more elaborated set of analyses to unveil the multifaceted nature of language ownership, the resources participants occasion to explicate their language ownership and, more generally, their relationships to English. The analysis of a small corpus of linguistic autobiographies unearths the resources these language users draw on to legitimate their connections to English and how they achieve this legitimation linguistically.

The paper I delivered at the *TIES* Conference, "Building Inclusive Minds: Where if not at University?", focused on the notion of inclusivity and aligns with the considerations that Widdowson traces in relation to the role of non-native speakers/learners of English and their importance in our globalised world. In my talk, I draw attention to the necessity of implementing proper, innovative, and functional pedagogical teaching modalities to deal with university students of English who have already been pluri-exposed to English input, though not always felicitously. After an overall look at the last fifty years of teaching English as a foreign language (EFL) across the entire educational schooling path, I suggest that three types of inclusivity need to be considered and foreseen as necessary for successful pedagogical transformations within the field of EFL teaching/learning: i) inclusivity of tutors and students' intents, ii) inclusivity of selected teaching approaches as well as daily praxes, and iii) inclusivity of traditional and technological tools. The tripartite classification derives from a series of attentive and documented analyses carried out on students' written production and self-stated descriptions of their ongoing learning process toward competence in ELF. I claim that current integrative pedagogical modalities still maintain a distance among the agents (teachers and students) of formal educative events. Distance persists beside the fact that transformations are quite easy-to-be-spotted. They are visible in the social sphere as well as in the educational context where they easily pervade pedagogic and methodological environments, regardless of the level (from

elementary to academic) of observation. These transformations continue affecting, in less/more evident ways, the world of foreign/second English language (EFL/ESL) teaching/learning not only because of the massive presence and international use of English (as a lingua franca) in today's world, but also because of technology advancements and the necessary socio-cultural (re)adjustments that need to be activated and call for changes that, unfortunately, often take the form of challenges. I offer a number of classroom-gearred written examples, taken from students' portfolios, adds, video segments, vision boards and so on, that indicate innovative inclusive pedagogical modalities. I suggest that absence or partial implementation of any of the three above-listed inclusivity types produces inefficacious, short-lasting learning results and nourishes poor satisfaction on the side of learners particularly at university level where identities are formed, desires are expressed, and goals are set. The present inclusive frame maintains that the importance of the emotional/affective sphere in foreign language learning is fundamental as well as the consideration that students are affective and embodied selves whose motivation is a dynamic phenomenon, susceptible to minute-by-minute fluctuations in an ever-changing socio-pedagogical context.






4. The Digitalised Support


As previously mentioned, the present issue of *Anglistica AION* only includes a small selection of all of the conference presentations. However, all of them were video-taped and digitalised to offer students and interested readers the chance to enjoy the content at their own pace and rhythm. The length of each presentation may slightly vary even though each speaker was assigned a fifteen-minute speaking segment. Neither the Questions nor the Answers segments, which took place after each section, have been included. On some occasions, as it may happen in live shows, the quality of the video-taped segments suffers from minor sound or image distortions. This is since the academic video-taping equipment in use as well as the technical support could not be highly professional during the confused initial COVID-19 situation. All the same, the little technical inaccuracies allow viewers to immerse themselves in the real event just as it developed during the two conference days, without cuts and modifications. The organisation of a private YouTube platform for TIES presentations, with reference to one's own selected materials, however, both guarantees users' freedom of choice and repetitiveness of use.

A series of three tables segments the digitalised materials and clusters them differentiating among: i) papers that are included in this issue (Table 1), which represent an evolution of original conference presentations, ii) papers that are not included in this volume (Table 2), and iii) papers that have been included in a different publication (Table 3).¹¹ In Table 1, authors are identified by their names, speech titles, YouTube links, and QR codes. Notice that the titles present in Table 1 do not necessarily match the ones that have been chosen for the present publication.¹² To visualise each digitalised presentation, readers may choose between clicking on the link that corresponds to a specific author (Column 3) or accessing the speech via clicking on the QR codes that have been generated (Column 4).

¹¹ The special issue entitled *Challenges and Solutions of/in Translation: Insights into Training, EIL/ELF, and Accessibility of the journal Translation and Translanguaging in Multilingual Contexts*.

¹² Unmatching titles between digitalized presentations and final written essays may also occur in the other tables.

SPEAKERS' NAMES	CONFERENCE TITLE	VIDEO LINKS	QR CODES
WIDDOWSON Henry	<i>English beyond the Pale: the Language of Outsiders</i>	https://youtu.be/8GA16zKjpxU	
LAVIOSA Sara	<i>The Place and Role of Translation in English Language Studies</i>	https://youtu.be/9Sw21OKW1t8	
LATORRACA Rossella	<i>Translator and Reviser Training: the White Whales of Italian Academia</i>	https://youtu.be/9g4wlaqdYuw	
MORBIDUCCI Marina	<i>Connecting Languages and Cultures: The TIES Trial</i>	https://youtu.be/DrnZes19RE	
CAMBOSU Caterina	<i>Keeping Regional Identities through Translation</i>	https://youtu.be/Fp9IATOd_6o	
WARDLE Mary	<i>Defining Difference. Inscribing Linguistic Variation in British and American English Translations</i>	https://youtu.be/P-rpge2tZPU	
MANIEZ François	<i>Educational Leadership from M.Ed. Students' Point of View</i>	https://youtu.be/1Rx4B7ns_UQ	
REGNOLI Giuliana	<i>Network Integration and Language Use in Indian Transient Communities</i>	https://youtu.be/0tvbSa1fS0Q	
AIELLO Jacqueline	<i>Voicing Connection to English. Language Ownership, Legitimation, and Stancetaking</i>	https://youtu.be/nClb1gqZ3z0	

LANDOLFI Liliana	<i>Building Inclusive Minds: Where if not at University?</i>	https://youtu.be/IGKiMBgJcKY	
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Tab. 1: 2020 *TIES* conference scholars, organised by names, titles, YouTube links and QR codes, as they appear in this issue of *Anglistica AION*

Table 2, on the contrary, lists a selection of other presentations that were delivered during the *TIES* Conference but have not been included in the present publication. These digitalised versions were successfully used as material for discussion and debate during the second year of a Master Program in Specialised Translation in 2020 and 2021 at “L’Orientale” and can hopefully be of interest to readers. Once again, contributions are clustered by authors’ names, paper titles, YouTube links, and QR codes.

SPEAKERS’ NAMES	CONFERENCE TITLE	VIDEO LINKS	QR CODES
AMANTE Susana	<i>Developing Students’ Translation Competence through Reflective Practice</i>	https://youtu.be/ke8w-Sl-euk	
BONG Hyun-Kyung	<i>What Happen(ed) to the Floating Word? Creative Cultural and Linguistic Dimensions</i>	https://youtu.be/IIC9JVaqfc8	
CHOI Sung Hee	<i>Mirror and Echo: Translating Shakespeare into Korean Theatre</i>	https://youtu.be/wjtw-BfWRP8	
GANINA Vera, VRYGANOVA Ksenia	<i>Non-verbal Characteristics Description as a Challenge for a Fiction Translator</i>	https://youtu.be/upLvITeBgjo	
IVANOVA Natalya, MERKULOVA Nadezhda	<i>New Nominations of International English: Semantics, Morphology, Interpretation Strategies</i>	https://youtu.be/VCCiDGaPI7k	
IVIĆ Vlatka	<i>Essay Assessment of Croatian Speakers in English and their</i>	https://youtu.be/4lrJyzn6H4c	


	<i>Mother Tongue</i>		
RUSSO Katherine	<i>Audio-visual Translation and Post-colonial English Varieties</i>	https://youtu.be/yVW5Flq6vVE	

Table 2: Names, titles, YouTube links and QR codes of scholars who presented their papers at the *TIES* Conference

Table 3 lists the names and speech titles of those authors who presented their research results during the *TIES* Conference but for theme-specific reasons their essays have been included in a different publication.¹³

GANDIN Stefania	<i>Translation and EIL in Accessible Tourism</i>
IAIA Pietro Luigi	<i>Audiovisual Mediation Through English Intralingual and Interlingual Subtitling</i>
HAMAMOTO Hideki	<i>How to obtain translation equivalence of culturally specific concepts in a target language</i>
CALABRESE Rita	<i>Expanding the English as an International Language paradigm from different native language perspectives. A study of Italian/German ELF speakers in international context</i>
GABALLO Viviana	<i>Translation in CLIL: Mission Impossible?</i>
AIELLO Jacqueline, LATORRACA Rossella	<i>Analyzing Future Translators' EFL Retrospective Reports to Explore their Stance toward Translation Training and the Discipline</i>

Table 3: *TIES* scholars, whose papers are visible elsewhere, organised by names and titles

(More detailed references to these essays can be found elsewhere).¹⁴

¹³ The special issue entitled “Challenges and Solutions of/in Translation: insights into training, EIL/ELF, and accessibility” of the journal *Translation and Translanguaging in Multilingual Contexts*.

¹⁴ *Ibidem*.

5. Conclusion

This special issue of *Anglistica AION* has offered a view on multidisciplinary aspects within the field of AL. It supports the idea that investigations within this field need to remain broadly diversified, allowing interferences from other areas of research, either quantitatively or qualitatively speaking, to empower the field. It sustains that what needs to be maintained is the accountability of the field to two communities: the academy and the lay community of educators, teachers, and trainers it aims to work with. In synthesis, this issue will be of interest to scholars, researchers, translators, doctoral students, teachers, teacher-trainers, and language students who will gain insight into the multifaceted realities it has presented touching upon several areas connected to translation and English studies as living entities needing investigations and systematisations in today's globalised and digitalised world.