

# The I-LanD Seminar Series

I-LanD Interuniversity Research Centre



Thursday, 2<sup>nd</sup> October 2025

## From Homeland to Hostland: Ethnographic Explorations of Food, Migration and Hospitality

Microsoft Teams at 16:30-18:30 (CET time)

Meeting ID: 382 943 321 602 4 Passcode: 3Dk6dZ94

**Jillian R. Cavanaugh**

*Brooklyn College and the Graduate Center, CUNY*

**Cornelia Gerhardt**

*Saarland University*

**Petros Karatsareas**

*University of Westminster*

**Kathleen C. Riley**

*Rutgers University, New Jersey*

in conversation with **Siria Guzzo**

*University of Salerno*

For further information, visit:

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Join the meeting

This panel explores the intersection of food and food-related practices, language, and social identity among migrant communities, focusing on how culinary practices act as a focal point to negotiate belonging in new cultural landscapes. Drawing on ethnographic case studies from various global contexts, the panel examines food not merely as a source of sustenance, but as a dynamic sociolinguistic resource. We posit that the preparation, sharing, and consumption of traditional foods serve as a powerful form of ‘culinary communication’ articulating cultural heritage, social bonds, and resistance to assimilation (Guzzo, 2019).

The contributors in this panel delve into specific instances where foodways intersect with language use and social organization.

**Jillian R. Cavanaugh**'s research focuses on heritage food production in northern Italy, investigating how the creation of values like authenticity and localness are produced through various labor modalities, including talk, and how such values can be tools of exclusion as much as inclusion (Cavanaugh, 2023). **Cornelia Gerhardt** focuses on language in use, especially in mediated contexts and media discourse. In culinary linguistics, she has studied vegan food blogs and ‘exgredients’ such as gluten-free ones (Gerhardt & Frobenius, 2025). **Petros Karatsareas** (University of Westminster) explores how migrants use food talk to construct the authenticity of emblematic ‘ethnic’ food as something that, in contexts of diaspora and hospitality, can be molded and reshaped without losing its integral substance (Charalambidou, Flora, Karatsareas & Lytra, 2025). **Kathleen C. Riley**'s work examines multilingualism, language ideologies, and food-language practices across sites from French Polynesia to New York City. She has co-authored *Food and Language*, co-edited special issues on food and globalization, and published widely in leading journals and reference works (Riley and Paugh, 2018).

By foregrounding food as an ethnographic lens, this panel reveals the strategies migrants use to maintain continuity, build community, and articulate identity. It contributes to a deeper understanding of the sociolinguistic dimensions of migration, showing how everyday practices like eating carry profound social meaning.



## References

The I-LanD Research Centre is delighted to invite you to the seminar of “*The I-LanD Seminar Series – 4th Edition*”. Innovative in nature, the I-LanD Seminar Series showcases convenors debating issues in their field(s) of expertise. The seminars aim to encourage speakers to reveal insights, introduce adopted methodologies, highlight pitfalls, and generally expand knowledge in a given area. Each co-host will briefly present their contribution to the theme of the seminar. At the end of each round, fellow convenors and audience members will ask questions on the topics presented, in order to foster an enriching and productive discussion.

The seminar *From Homeland to Hostland: Ethnographic Explorations of Food, Migration and Hospitality*, scheduled for Thursday, October 2, 2025, 16:30–18:30 (CET), will feature contributions from Jillian R. Cavanaugh (Brooklyn College and The Graduate Center, CUNY), Cornelia Gerhardt (Saarland University), Petros Karatsareas (University of Westminster), and Kathleen C. Riley (Rutgers, The State University of New Jersey) in conversation with Siria Guzzo (Università degli Studi di Salerno).

We look forward to welcoming you to this inspiring discussion.

# The I-LanD Seminar Series

I-LanD Interuniversity Research Centre



Thursday, 16<sup>th</sup> October 2025

## Digital Dialogues: Emerging Technologies in Language Teaching

Microsoft Teams at 16:30-18:30 (CET time)

Meeting ID: 354 790 924 3961 Passcode: jx2aU7aB

**Letizia Cinganotto**

*Università per Stranieri di Perugia*

**Elena Martín Monje**

*Universidad Nacional de Educación a Distancia*

**Emilia Petrocelli**

*Università di Siena*

**Anna Romagnuolo**

*Università l'Orientale di Napoli*

in conversation with **Pasquale Esposito**

*University of Salerno*

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Join the meeting

Digital environments are reshaping how languages are taught and learned, offering unprecedented opportunities for interaction, accessibility, and personalization. From the integration of AI and multimodal platforms to innovative classroom experiments that combine STEAM, CLIL, and TBLT approaches, the seminar will explore how emerging technologies can foster learner engagement, enhance inclusivity, and support the development of new literacies. This dialogue aims to highlight not only the potential but also the challenges of technology-enhanced language education, opening the floor to reflections and debate.



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The seminar “*Digital Dialogues: Emerging Technologies in Language Teaching*”, scheduled for **Thursday, October 16, 2025, 16:30–18:30 (CET)**, will feature contributions from **Letizia Cinganotto** (Università per Stranieri di Perugia), **Elena Martín Monje** (Universidad Nacional de Educación a Distancia), **Emilia Petrocelli** (Università di Siena), and **Anna Romagnuolo** (Università L’Orientale di Napoli), in conversation with **Pasquale Esposito** (University of Salerno).

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# The I-LanD Seminar Series

CENTRO DI RICERCA INTERUNIVERSITARIO I-LanD



Thursday, 30<sup>th</sup> October 2025

## Teaching English in the Expanding Circle: Awareness of Language Variation, Language Policy, and Ideology

**Microsoft Teams at 16:30-18:30 (CET time)**

**Meeting ID: 394 930 967 279 Passcode: Fm3tw7RN**

**Peter L. Patrick**

*University of Essex*

**Gaillynn D. Clements**

*Duke University*

**Martin Dewey**

*King's College London*

**Rob Drummond**

*Manchester Metropolitan University*

in conversation with **Carmen Ciancia**

*University of Foggia*

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Join the meeting

The global importance of English is the reason why English is being introduced in schools earlier and earlier in many European countries (Durham, 2014). However, the role of English teachers in perpetuating the Standard Language Ideology (SLI) has been widely discussed and problematised (Guy, forthcoming; Matsuda, 2017; Trudgill & Hannah, 2002). Research in ELF (English as Lingua Franca) also suggests that established principles and sanctioned good practice in ELT (English Language Teaching) require substantial reassessment (Dewey, 2012). Trudgill and Hannah (2002) call for expanding teachers' professional development to include greater awareness of the diversity of English varieties around the world. Guy (forthcoming) argues that foreign language learners must become familiar with the orderly social patterns that native speakers internalise within their communities. Hence, the standard language myth, which typically dominates EFL (English as a Foreign Language) classes, is insufficient to provide learners with a thorough understanding of the English language. Standard languages are merely idealisations, intended to be invariant, but they are not entirely resistant to change (Milroy, 2007). One consequence of the existence of standard languages is that both native speakers and foreign language learners often subscribe to the notion of linguistic correctness (e.g., people mistakenly believe that some forms of language are 'correct', such as *I saw it*, whereas others are 'wrong', such as *I seen it*). Teaching and learning only Standard English (e.g., British or American English, or both) limits students' knowledge to the standard variety, excluding the forms of variation that are inherent in the language and commonly used by ordinary speakers. The exclusion of all levels of variation (i.e., phonological, grammatical, lexical) presents a serious issue when teaching and learning English as a foreign language, as the social stratification of English (i.e., how the language varies by social class, gender, age, ethnicity) must be taken into account. Hughes et al. (2012:1) note that when foreign learners of English visit the UK for the first time, they often struggle to understand the *real* English, particularly due to pronunciation differences. This panel brings a sociolinguistic lens to EFL teaching and delves into issues of language policy and ideology.



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The seminar ***Teaching English in the Expanding Circle: Awareness of Language Variation, Language Policy, and Ideology***, scheduled for **Thursday, October 30<sup>th</sup>, 2025, 16:30–18:30 (CET)**, will feature contributions from **Peter L. Patrick** (University of Essex), **Gaillynn Clements** (Duke University), **Martin Dewey** (King's College London), **Rob Drummond** (Manchester Metropolitan University) in conversation with **Carmen Ciancia** (University of Foggia).

We look forward to welcoming you to this inspiring discussion.

# The I-LanD Seminar Series

I-LanD Interuniversity Research Centre



Thursday, 13<sup>th</sup> November 2025

## Rethinking CDA in Peripheral Domains: Challenges and Opportunities

Microsoft Teams at 16:30-18:30 (CET time)

Meeting ID: 389 050 344 803 6 Passcode: cH32b8Fw

**Massimiliano Demata**

*Università di Torino*

**Paolo Donadio**

*Università degli Studi di Napoli Federico II*

**Bronwen Hughes**

*Università degli Studi di Napoli Parthenope*

**Margaret Rasulo**

*Università della Campania Luigi Vanvitelli*

in conversation with **Mikaela Cordisco**

*University of Salerno*

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Join the meeting

The general aim of the seminar is exploring how CDA could be applied to non-traditional or “peripheral” discursive fields – such as music, workplace communication, entertainment and to emerging discursive domains—such as gaming, influencer branding, AI-generated language, and environmental activism—while incorporating multimodal and digital communication. Emphasis will be placed on theoretical implications/adaptation and methodological flexibility/innovation (such as corpus-assisted CDA, affective discourse analysis). The goal is to potentially broaden CDA’s reach while maintaining its critical foundations.



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The seminar “Rethinking CDA in Peripheral Domains: Challenges and Opportunities”, scheduled for Thursday, November 13th, 2025, 16:30–18:30 (CET), will feature contributions from **Massimiliano Demata** (Università di Torino), **Paolo Donadio** (Università degli Studi di Napoli Federico II), **Bronwen Hughes** (Università degli Studi di Napoli Parthenope) and **Margaret Rasulo** (Università della Campania Luigi Vanvitelli), in conversation with Mikaela Cordisco (Università degli Studi di Salerno).

We look forward to welcoming you to this inspiring discussion.