

## SEM56. Spaces of language: Identity, technology, and ideology in linguistic landscapes

**56A 12 September h. 14:00-16:00, PN 16**

**56B 12 September h. 16:30-19:00, PN 16**

### Convenors

Siria Guzzo (Università degli Studi di Salerno) [sguzzo@unisa.it](mailto:sguzzo@unisa.it)

Marianna Lya Zummo (Università degli Studi di Palermo) [mariannalya.zummo@unipa.it](mailto:mariannalya.zummo@unipa.it)

### Abstract

The world is becoming increasingly interconnected and the way language is used by humans in different contexts within diverse *spaces* reflects the deep sociopolitical, cultural, and ideological shifts in human communication. Space may be understood through three distinct orders of spatiality: the physical-material, social, and mental spaces (Britain, 2013). The physical-material order encompasses geodesic surfaces, distances, and various location levels. In contrast, the social order refers to the structures of interactions. Lastly, the mental order involves the attitudes and beliefs that shape how people perceive and interpret their environments and geographical realities. As the physical-material, social, and mental spaces become more multicultural and interconnected, the interaction of various languages is evident at different levels of language production (Britain, 2013; Kim, 2001).

This seminar focuses on how the concept of linguistic landscape intended as “the general language situation or linguistic diversity” (Gorter, 2013: 191) and encompassing the concept of language choices, contact, and variation is rendered, navigated, and developed across time and space in human communication (Labov & Cohen, 1967; Gorter, 2013). With the broad usage of English, digital platforms and physical spaces have become an extension of social and mental spaces, mirroring broader sociocultural transformations and humane values. In such complex composition, language variation reflects the linguistic vitality of English at the macro level, and either 1) contribute in the creation of segregated LLs or 2) enrich melting tendencies at the micro level (Ng & Deng, 2017; Yao & Gruba, 2022).

This seminar invites the scientific community to explore theoretically and empirically language variation and change as fundamental aspects of human and humane practices, where power relations, resilience, and identity formation are reflected. Contributions to the seminar are expected to explore language variation within the physical-material, the social, and the mental orders of spatiality, and/or indicate how language changes maintain/neglect existing dominance in (sexist, ageist, hate) discourses.

### References

- Britain, D. (2013). Space, diffusion and mobility. In J. K. Chambers, P. Trudgill, & N. Schilling-Estes (Eds.), *The handbook of language variation and change* (pp. 469–500). Wiley-Blackwell.
- Gorter, D. (2013). Linguistic landscapes in a multilingual world. *Annual review of applied linguistics*, 33, 190–212.
- Kim, Y. Y. (2001). *Becoming intercultural: An integrative theory of communication and cross-cultural adaptation*. Sage.
- Labov, W. & Cohen, P. (1967). Systematic relations of standard and non-standard rules in the grammar of Negro speakers. *Project Literacy Reports* (8), 66–84. Cornell University.
- Ng, S., & Deng, F. (2017). Language and Power. *Oxford research encyclopedia of communication*.
- Yao, X., & Gruba, P. (2022). Power through the semiotic landscape. *Journal of Multilingual and Multicultural Development*, 43(5), 373–386.

## SEM56. Papers

**56A 12 September h. 14:00-16:00, PN 16**

- *Seeking standard English in multilingual environments: The experience of Italians during study abroad* (Chiara Cigliano, Università degli Studi di Napoli Federico II)
- *Speaking walls: A sociolinguistic analysis of the linguistic landscape of the porticos of the city of Bologna* (Lorenzo Petrucci, Alma Mater Studiorum Università di Bologna)
- *Language variation in the linguistic landscape of the Canadian Maritimes: A tale of three cities* (Mirko Casagrande, Università della Calabria)
- *Linguistic landscape and multilingual Dublin: A sociolinguistic exploration of the Italian community* (Valentina de Cristofaro, Università degli Studi di Salerno)

**56B 12 September h. 16:30-18:30, PN 16**

- *World War One trenches as a linguistic landscape: The use of trench slang for propaganda in The Battle of the Somme* (Alberto Dall'Olio, Sapienza Università di Roma)
- *Language variation in performed language: An exploration of British TV 'accent tropes'* (Luca Valleriani, Sapienza Università di Roma)
- *Communication from outer space: Translating xenolanguage in Denis Villeneuve's Arrival* (Saverio Tomaiuolo, Università degli Studi di Cassino e del Lazio Meridionale)
- *Recalibrating lexical development: Spatial engagement in digital language learning with Appil* (Pasquale Esposito, Università degli Studi di Salerno)

**SEM56. Abstracts****Language variation in the linguistic landscape of the Canadian Maritimes: A tale of three cities**

Mirko Casagrande (Università della Calabria) [mirko.casagrande@unical.it](mailto:mirko.casagrande@unical.it)

As a semiotic system of written language in public space (Jaworski and Thurlow, 2010) that includes, among others, road signs, street names, advertising billboards, and notices on governmental buildings, the linguistic landscape of multilingual and multicultural urban settings (Gorter, 2006) represents the linguistic diversity and vitality (Landry and Bourhis, 1997; Barni and Bagna, 2010) of their communities of speech and the power relationships between the dominant group(s) and the so-called 'linguistic minorities'. Such a multifaceted variety of textual elements displays language variation as well, which can be analysed from a methodological perspective that takes into account the linguistic features of both institutional (top-down) and private (bottom-up) signs (Backhaus, 2007).

This presentation focuses on the Canadian Maritimes – the provinces of New Brunswick, Nova Scotia and Prince Edward Island – where several languages and cultures have coexisted and influenced each other since the European colonisation of the North American Atlantic coast and the Saint Lawrence Estuary and the foundation of the Canadian confederation. Even though they present their own distinctive features, the three provinces share a similar linguistic background in which, along with the two official languages of Canada, Acadian French, Scottish Gaelic, and Mi'kmaq are spoken.

Data will be collected in the cities of Halifax (Nova Scotia), Charlottetown (PEI) and Caraquet (New Brunswick) in June and July 2025 and analysed adopting Backhaus's qualitative and quantitative approach with the twofold aim of outlining the present configuration of languages in the three linguistic landscapes, on the one hand, and assessing whether and to what extent this results in language variation in Canadian Maritime English (Kieft and Kay-Raining Bird, 2010), on the other. Finally, they will be compared in order to point out the differences – and similarities – in the language dynamics and policies of the three urban spaces.

**References**

- Backhaus, P. (2007). *Linguistic landscapes: A comparative study of urban multilingualism in Tokyo*. Multilingual Matters.
- Barni, M., & Bagna, C. (2010). Linguistic landscape and language vitality. In E. Shohamy, E. Ben-Rafael & M. Barni (Eds.), *Linguistic landscape in the city* (pp. 3–18). Multilingual Matters.
- Gorter, D. (Ed.). (2006). *Linguistic landscape: A new approach to multilingualism*. Multilingual Matters.
- Jaworski, A., & Thurlow, C. (2010). Introducing semiotic landscapes. In A. Jaworski & C. Thurlow (Eds.), *Semiotic landscapes: Language, image, space* (pp. 1–40). Continuum.
- Kieft, M., & Kay-Raining Bird, E. (2010). Canadian maritime English. In D. Schreier, P. Trudgill, E. W. Schneider & J. P. Williams (Eds.), *The lesser-known varieties of English: An introduction* (pp. 59–71). Cambridge University Press.
- Landry, R., & Bourhis, R. Y. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. *Journal of Language and Social Psychology*, 16(1), 23–49.



## Seeking standard English in multilingual environments: The experience of Italians during study abroad

Chiara Cigliano (Università degli Studi di Napoli Federico II) chiara.cigliano@unina.it

Since English is recognised as the global lingua franca, and is studied as the main foreign language in Europe (Eurostat, 2019), it comes to no surprise that its presence has been increasingly noticed in the Italian linguistic landscape (e.g. Bagna et al., 2024) and elsewhere in Europe (e.g. Cenoz & Gorter, 2006). However, the use of English alongside local European languages does not guarantee openness to multilingualism and translingual mixing in actual, active language use. Drawing from Ben Said (2011), who suggested that LL research should “include voices from the people as an essential part of the interpretation of the linguistic landscape” (p. 68), and in line with Dannerer and Soukup (2025), this study investigated the language attitudes of Italians studying abroad towards the linguistic soundscape they found themselves in. Semi-structured interviews were employed to explore the participants’ social and mental spaces rather than the physical-material ones (Britain, 2013). 19 students and PhD candidates staying in 7 different countries (2 Anglophone, 5 non-Anglophone) were interviewed to study their attitudes, beliefs and ideologies towards multilingualism, English as a Lingua Franca, and speaking English with a foreign accent. The analysis revealed a strong aversion to language mixing, as it is often taken to signal lack of skills; strongly internalised native-speakerism (Holliday, 2006); and consequently, the belief that a ‘standard’ and ‘true’ English exists and should be used by those who wish to ‘speak good English’, both in terms of grammar and accent (Boonsuk & Fang, 2022). The results of this study shed some light on the power relations underlying the widespread use of English alongside other languages, and reveal a stark contrast between what the linguistic landscapes and soundscapes show – a variety of languages and accents, especially in multilingual and multicultural Study Abroad spaces – and the attitudes and beliefs held by the respondents, who display homogenising, monolingual tendencies.

## References

- Bagna, C., Bellinzona, M., & Monaci, V. (2024). Linguistic landscape between concrete signs and citizens perceptions. Exploring sociolinguistic and semiotic differences of Florence districts. In S. Henricson, V. Syrjälä, C. Bagna, & M. Bellinzona (Eds.), *Sociolinguistic variation in urban linguistic landscapes* (pp. 92–114). Finnish Literature Society.
- Ben Said, S. (2011). Data triangulation as a resource in multilingual research: Examples from the linguistic landscape. In *Proceedings of the International Conference: Doing Research in Applied Linguistics*. Bangkok, Thailand: King Mongkut’s University of Technology Thonburi and Macquarie University.  
[http://arts.kmutt.ac.th/dral/PDF%20proceedings%20on%20Web/62-70\\_Data\\_Triangulation\\_as\\_a\\_Resource\\_in\\_Multilingual\\_Research.pdf](http://arts.kmutt.ac.th/dral/PDF%20proceedings%20on%20Web/62-70_Data_Triangulation_as_a_Resource_in_Multilingual_Research.pdf)
- Boonsuk, Y., & Fang, F. (2022). Perennial language learners or competent language users: An investigation of international students’ attitudes towards their own and native English accents. *RELC Journal*, 53(1), 40–55.
- Britain, D. (2013). Space, diffusion and mobility. In J. K. Chambers, P. Trudgill, & N. Schilling-Estes (Eds.), *The handbook of language variation and change* (pp. 469–500). Wiley-Blackwell.
- Cenoz, J., & Gorter, D. (2006). Linguistic landscape and minority languages. *International Journal of Multilingualism*, 3(1), 67–80.
- Dannerer, M., & Soukup, B. (2025). Language attitudes in the multilingual linguistic landscape. *The handbook of linguistic landscapes and multilingualism*, 97–112.
- Eurostat. (2019). *Foreign language skills statistics*. [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Foreign\\_language\\_skills\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Foreign_language_skills_statistics)
- Holliday, A. (2006). Native-speakerism. *ELT journal*, 60(4), 385–387.



## World War One trenches as a linguistic landscape: The use of trench slang for propaganda in *The Battle of the Somme*

Alberto Dall’Olio (Sapienza Università di Roma) alberto.dallolio@uniroma1.it

The condition created by trench warfare during the First World War (WWI) provided a unique – though dramatic – social and psychological context in which soldiers lived their daily lives for months and years. Language reflected the existence of this peculiar context in various ways. Among these, the swift development of a ‘trench slang’ used by soldiers to identify objects, weapons, persons, and actions that were part of life in the trenches (see Doyle and Walker, 2012), is a noteworthy example. Its creative and multifaceted nature testifies the shift in the perception of the three orders of

spatiality (as intended by Britain, 2013), namely the physical, social, and mental spaces, which occurred to soldiers in this ‘trench society’ (Dall’Olio, 2023).

As noted by Walker (2017), trench slang was promptly used in the United Kingdom by propaganda, to foster a sense of proximity and solidarity with men fighting on the frontline. This work aims at presenting one of the earliest instances of trench slang use for propagandistic reasons through the visual media, namely the silent docufilm *The Battle of the Somme* (1916). By detecting trench slang terms in the film’s intertitles and pinpointing their meaning and role in the narration of the war, this analysis aims to outline the role of language in the first (re)presentation of the war landscape of WWI trenches to the civilian public.

## References

- Britain, D. (2013). Space, diffusion and mobility. In J. K. Chambers, P. Trudgill & N. Schilling-Estes (Eds.), *The handbook of language variation and change* (pp. 469–500). Wiley-Blackwell.
- Dall’Olio, A. (2023). ‘Nice Blighty!’ The Linguistic Representation of the First World War Soldier in *The Trench*. *Status Quaestionis*, 25, 201-219.
- Doyle, P., & Walker, J. (2012). *Trench talk - Words of the First World War*. Spellmount.
- Walker, J. (2017). *Words and the First World War: Language, memory, vocabulary*. Bloomsbury Academic.



## Linguistic landscape and multilingual Dublin: A sociolinguistic exploration of the Italian community

Valentina de Cristofaro (Università degli Studi di Salerno) [vdecristofaro@unisa.it](mailto:vdecristofaro@unisa.it)

Over the years, the number of people moving to the Republic of Ireland has grown. According to data from the Central Statistics Office (2024), there were “836,200 non-Irish citizens” in the Republic of Ireland in April 2024, constituting 15.5% of the population. So, people coming from different parts of the world and with different linguistic and cultural backgrounds chose Ireland as a destination, making it culturally and linguistically vibrant. Thus, Ireland can presumably be considered a country with a rich linguistic landscape. Nevertheless, there seems not to be extensive research that investigated human communication with regard to the languages used by im(migrants) in Ireland, including their use of English (Schulte, 2023).

In fact, research concerning (im)migrants’ use of English has been a relatively recent undertaking (see, for instance, Diskin, 2017; Migge, 2015). Moreover, unlike the scholarly attention received by Italian communities in countries like the UK (e.g., Guzzo, 2014, 2017, 2023), the sociolinguistic literature on Italians in Dublin and Ireland does not appear to be extensive, leaving room for investigation.

Thus, the present paper, as part of a wider and ongoing project, aims to provide a theoretical overview of previous (socio)linguistic studies on Italian communities in Anglophone countries like the UK and on (im)migrants in Ireland. The paper will also aim to provide a preliminary insight into the Italian presence in Dublin and Ireland in general, and the potential relationship between the concept of linguistic landscape(s) and the manifestation of identity formation, negotiation and maintenance.

## References

- Central Statistics Office (CSO). (2024, August 27). *Population and migration estimates, April 2024*. <https://www.cso.ie/en/releasesandpublications/ep/p-pme/populationandmigrationestimatesapril2024/>.
- Diskin, C. (2017). The use of the discourse-pragmatic marker ‘like’ by native and non-native speakers of English in Ireland. *Journal of Pragmatics*, 120, 144-157.
- Guzzo, S. (2014). *A sociolinguistic insight into the Italian community in the UK: Workplace language as an identity marker*. Cambridge Scholars Publishing.
- Guzzo, S. (2017). Immigrazione italiana nel Regno Unito: le comunità di Bedford e Peterborough tra lingua e identità. *Testi e linguaggi*, 11, 127-140.
- Guzzo, S. (2023). Language contact, variation and change across the Italian communities of Bedford, Peterborough and Loughborough in the post-Brexit era. *Testi e linguaggi*, 17, 208-230.
- Migge, B. (2015). Now in the speech of newcomers to Ireland. In C. P. Amador-Moreno, K. McCafferty, & E. Vaughan (Eds.), *Pragmatic Markers in Irish English* (pp. 390-407). John Benjamins.
- Schulte, M. (2023). *The Sociophonetics of Dublin English: Phonetic realisation and sociopragmatic variation*. John Benjamins.



## **Recalibrating lexical development: Spatial engagement in digital language learning with Appil**

Pasquale Esposito (Università degli Studi di Salerno) [pasposposito@unisa.it](mailto:pasposposito@unisa.it)

This paper investigates how Appil, a digital application for second-language lexical development, redefines the spatial dynamics of language learning by engaging users across physical, social, and mental spaces (Britain, 2013). The study aims to explore how Appil enhances second-language acquisition by recalibrating cognitive processing of lexical knowledge and optimizing the balance of linguistic input to support effective learning. Positioned within computer-assisted language learning, Appil operates as both a pedagogical resource and a platform that expands traditional learning boundaries.

The application enables learners to overcome geographic and cultural constraints by accessing language materials and interactive experiences in a shared digital environment. Drawing on van Lier's ecology of language learning (2004) and Warschauer's framework for technology-mediated learning (2000), this study examines how digital tools reshape language engagement in interconnected contexts, emphasizing accessibility and learner autonomy.

A central focus of the research is the app's influence on cognitive processing. While non-native speakers often rely on syntagmatic associations—connecting words through sequence and structure (Meara, 1982; Wolter, 2001)—Appil supports a shift toward more semantically organized word relationships, reinforcing deeper lexical connections and improving fluency.

Methodologically, the research adopts a mixed-methods approach, combining cognitive testing with corpus-based, data-driven analysis. Patterns of language use across genres are identified through corpus analysis, alongside user interaction data within the app. Principal Component Analysis (PCA) is employed to reduce the complexity of large datasets, and correlation and distribution analysis are used to examine relationships between language patterns and learner performance. These analyses provide insights into the most effective genres for language learning and guide the development of targeted lexical interventions.

The findings inform personalized content calibration, aiming to determine the optimal amount and depth of linguistic knowledge to be embedded in the input. By fine-tuning this balance, Appil seeks to deliver language input that is neither too limited nor too complex, supporting effective lexical development and sustained learner engagement. The results indicate that Appil enhances vocabulary retention, supports flexible language use, and enables context-sensitive learning experiences. By focusing on genre-specific learning, the paper identifies which genres are most effective in fostering language acquisition. Through corpus-informed analysis, the study reveals content types that facilitate deeper cognitive engagement and help learners internalize vocabulary more effectively. These insights guide the development of tailored interventions, ensuring that the linguistic input matches learners' needs and progress.

## **References**

- Britain, D. (2013). Space, diffusion and mobility. In J. K. Chambers & N. Schilling (Eds.), *The handbook of language variation and change* (pp. 471–500). Wiley-Blackwell.
- Meara, P. (1982). Word associations in a foreign language: A report on the Birkbeck Vocabulary Project. *Nottingham Linguistic Circular*, 11(2), 29–37.
- van Lier, L. (2004). *The ecology and semiotics of language learning: A sociocultural perspective*. Springer.
- Warschauer, M. (2000). The changing global economy and the future of English teaching. *TESOL Quarterly*, 34(3), 511–535.
- Wolter, B. (2001). Comparing the L1 and L2 mental lexicon: A depth of individual word knowledge model. *Studies in Second Language Acquisition*, 23, 41–69.



## **Speaking walls: A sociolinguistic analysis of the linguistic landscape of the porticos of the city of Bologna**

Lorenzo Petrucci (Alma Mater Studiorum Università di Bologna) [lorenzo.petrucci3@unibo.it](mailto:lorenzo.petrucci3@unibo.it)

The growing globalization of the world has deeply changed the linguistic landscape of modern cities (Gorter, Cenoz, 2024; Shohamy, Gorter, 2009; Shohamy et al., 2010), which are more and more characterised by linguistic diversity: on this topic, Vertovec (2007) has rightly introduced the term “superdiversity” as a new frame of analysis. This study focuses

on the analysis of the linguistic landscape of the famous porticos in Bologna, a very rich and unique context full of stimuli.

By means of a quantitative and qualitative analysis of the writings present under the porticos, the objective of this research is to understand the linguistic, social and cultural dynamics which characterise this urban space. Likewise, this study would like to contribute to the field of linguistic landscape studies offering a new perspective on the complexity of multilingualism in urban contexts and on the relationships between language, identity and space.

The choice of the porticos as a place of investigation is motivated by their centrality in the social and cultural life of the city and, also, by their capacity to reflect the ongoing sociolinguistic transformation. The analysis of this place will shed light on a) the intra- and interlinguistic diversity inside the city of Bologna, identifying the visible languages (Landry, Bourhis, 1997), their functions, their uses as well as their dynamics of power and prestige; b) on current social dynamics hence studying how language in space is functional to the creation of a shared identity, an idea of community as well as the symbolic demarcation of social and linguistic differences; to conclude, it will allow to reflect c) on the relationship between language and space, therefore focusing on how language inscribed in space helps the construction of it, and viceversa space not only influences the use of language, but also the perception of the language itself (and consequently its discursive construction). The results of this research will offer a significant contribution to the comprehension of urban multilingualism and its social and cultural implications.

## References

- Gorter, D., & Cenoz, J. (2024). *A panorama of linguistic landscape studies*. Multilingual Matters.
- Landry, R., & Bourhis, R.Y. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. *Journal of Language and Social Psychology*, 16, 23-49.
- Shohamy, E., & Gorter, D. (2009). *Linguistic landscape. Expanding the scenery*. Routledge.
- Shohamy, E. G., Rafael, E. B., & Barni, M. (Eds.). (2010). *Linguistic landscape in the city*. Multilingual Matters.
- Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and racial studies*, 30(6), 1024-1054.



## Communication from outer space: Translating xenolanguage in Denis Villeneuve's *Arrival*

Saverio Tomaiuolo (Università degli Studi di Cassino e del Lazio Meridionale) s.tomaiuolo@unicas.it

Communication between humans and aliens is at the heart of much science fiction, often based on the contact between terrestrial and non-terrestrial species coming from a linguistically other (and outer) space. An emblematic example is represented by the xenolanguage adopted by the alien creatures in Denis Villeneuve's *Arrival* (2016), whose main character is a linguist/translator named Louise Banks.

Adapted from Ted Chiang's "Story of Your Life" (1998), this movie deals with an extraterrestrial species' "arrival" on planet Earth, which has a profound impact on the human population and in particular on Banks's mental framework. As soon as Banks starts understanding the aliens' strange written language and interacts with them, her perception of time is altered (since she can foresee the future) and, in more general terms, her role as a translator/mediator becomes fundamental in avoiding a total war between humans and aliens. A science fiction existential movie inspired by the much-contested Sapir-Whorf Hypothesis on "linguistic relativity", which argues that language structures have an influence and an impact on the cognitive functions and the world views of individuals (as in Louise Banks's case), *Arrival* also investigates the notion of free will and the importance of communication. Denis Villeneuve's film interrogates Banks's (and our) idea of loss and gain in language, and in life. In this respect, it may be interpreted as a reflection on the translator's task, and on the implications of his/her activity in the space we live in.

## References

- Cronin, M. (2009). *Translation goes to the movies*. Routledge.
- Samuels, D. (2005). Alien Tongues. In D. Battaglia (Ed.), *E. T. Culture. Anthropology in outerspaces* (pp. 94-129). Duke University Press,.
- Vakoch, D. A., & Punske, J. (Eds.). (2024). *Xenolinguistics, towards a science of extraterrestrial language*, Routledge.



## Language variation in performed language: An exploration of British TV ‘accent tropes’

Luca Valleriani (Sapienza Università di Roma) [luca.valleriani@uniroma1.it](mailto:luca.valleriani@uniroma1.it)

The increasing number of academic studies on the sociolinguistic analysis of fictional audiovisual texts (see, for example, Werner, Cutler & Moody, 2024, 2025) reflects the normalisation of performed language as a legitimate object of sociolinguistic inquiry. A central contribution of this approach lies in its ability to uncover how language functions as a marker of social positioning and group identity. Fictional audiovisual media often portray characters from diverse backgrounds, enabling researchers to explore how linguistic features intersect with social variables such as class, gender, ethnicity and region. In Britain’s (2013) terms, performed language may arguably be understood as a mental space closely tied to representations of spatial and social orders. These texts thus offer a valuable site for examining linguistic indexicality and the mediated construction of identity. This analysis can be situated within various theoretical frameworks in sociolinguistics and linguistic anthropology, including stylisation (Bucholtz & Hall, 2005), enregisterment (Agha, 2007), and indexical fields (Eckert, 2008).

Building on these approaches, this study investigates recurring ‘personae’ in British popular culture – primarily drawn from television shows and advertisements – whose linguistic stylisations are not necessarily congruent with the real-life social categories they represent. Particular attention is paid to phonological features of non-standard British varieties, which contribute to the formation of fixed schemata known as ‘accent tropes’ (Valleriani, 2024: 736). The study argues that these depictions often rely on pre-existing stereotypes rather than linguistic accuracy, and that their repeated reiteration and exploitation in specific cultural contexts enhances their symbolic and social significance.

## References

- Agha, A. (2007). *Language and social relations*. Cambridge University Press.
- Britain, D. (2013). Space, diffusion and mobility. In J. K. Chambers, P. Trudgill, & N. Schilling-Estes (Eds.), *The handbook of language variation and change* (pp. 469–500). Wiley-Blackwell.
- Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse Studies*, 7(4–5), 585–614.
- Eckert, P. (2008). Variation and the indexical field. *Journal of Sociolinguistics*, 12(4), 453–76.
- Valleriani, L. (2024). Accent enregisterment through humour in The Catherine Tate Show. *English Language and Linguistics*, 28(4), 730–50.
- Werner, V., Cutler, C., & Moody, A. (Eds.). (2024) *English Language and Linguistics*, 28(4).
- Werner, V., Cutler, C., & Moody, A. (Eds.). (2025). *The sociolinguistics of pop culture*. Mouton de Gruyter.