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## FROM DUBBING AND DIDACTICS TO PREDICTING ANALYTICS: NEW ESP FRONTIERS

The titles collected in this section of the issue investigate different fresh pathways within the academic *milieu*. Indeed, the articles which follow foster “diverse” perspectives and make several disciplines converge as they range from dubbing, translation studies, and current tendencies in ESP didactics to predictive analytics in ESP courses. Accordingly, this collection stems from the conviction that the tantalising possibilities offered by contemporary studies in terms of revision and reception have brought about alternative fields of research. The result is a collection of essays touching on various experiences and proposing diverse critical approaches to offer the readers a multiform dialogue on the new paths to explore.

This section opens with a contribution by Valeria Franceschi and Sara Corrizzato titled “Italianizing Italy: dubbing Woody Allen’s *To Rome with Love*”, one of Woody Allen’s comedy film which was aired in 2012. The article focuses on how audiovisual translation has adapted movies or TV series for audiences from heterogenous linguistic contexts. Franceschi and Corrizzato venture that there are several inferences and factors which may influence the comprehension and, accordingly, the reception of a movie and/or a TV series by the target audience. In this background, the authors present a comparative analysis of the English as well as the Italian

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scripts of the film *To Rome with Love* to identify Anglo-American “interferences” in the final product.

The second part of the section focuses on the contribution by Nadežda Stojković, who in her paper “Current Tendencies in ESP Didactics – Insights of an ESP Journal Editor” sheds light on some crucial considerations over which to ponder when teaching ESP, such as approaches, materials, and lesson planning. Accordingly, Stojković fosters insights on the multifaceted and idiosyncratic processes of English for Special Purposes also relying on her experience as an Editor-in-Chief of an ESP scientific journal. Indeed, the author argues that journal articles show contemporary tendencies in ESP methodology, pedagogy, and didactics together with current theoretical and practical research in the field, thus revealing the priority of consolidating its position within ELT.

In the closing essay, “Applying Predictive Analytics in ESP Courses based on Students’ Writing”, Dragana Božić Lenard and Gaabrie-la Chmelíková report on an investigation of the predictive validity of using a software for computational analysis (LIWC) in higher education institutions to assess ESP students. This field of research is dramatically developing worldwide in terms of the number of studies undertaken and the methods used to analyse it. The contemporary “get ahead or lose out” tendency which rules students’ admission to either academic courses or job selection inevitably imposes the use of ITC to predict candidates’ performances. The research will show outstanding results.

We hope that the multifaceted body of criticism presented in this section of the issue of *Thematic Collections of Papers* will provide relevant materials for all our readers and will inspire further academic research.



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