

Editorial

Logos et Littera – Journal of Interdisciplinary Approaches to Text, Issue 12 (2026)

The twelfth issue of *Logos et Littera: Journal of Interdisciplinary Approaches to Text* brings together contributions that reflect the diversity of contemporary research in language, literature, translation, discourse, and cultural studies. Although the articles address a wide range of subjects and employ different methodological approaches, they share a common concern with the ways texts construct, negotiate, and transmit meaning across linguistic, cultural, cognitive, and social contexts.

Several contributions engage with questions of language and communication in an era of technological and social transformation. In *Mapping the Global Landscape of Translation and Interpreting Curricula: Trends, Modules, and Professional Alignment*, Yassine El Rhaffouli examines developments in translation and interpreting education across a broad international sample of university programmes, highlighting emerging trends in curriculum design and the growing role of technological competences, including artificial intelligence. The changing nature of communication in digital environments is likewise addressed by Adefila Adebola, Mariam Olugbodi, and Ife Ajepe, whose study of selected tweets relating to the Nigerian musician Ololade Asake explores how multimodal resources function in the construction of meaning and social identity on contemporary social media platforms.

The relationship between language and cognition is explored from a different perspective in Marija Brašić's overview of morphological complexity in aphasia. By bringing together findings from psycholinguistics and clinical linguistics, the article contributes to current discussions of lexical representation and processing while offering insights relevant to the understanding of language impairments.

Questions of representation, identity, and alterity form another prominent thematic thread throughout the volume. In Ana Čanović's study of violence and otherness in J. M. Coetzee's *Dusklands* and *Disgrace*, postcolonial theoretical frameworks are employed to investigate the ideological foundations of exclusion, domination, and racialized power relations in both colonial and postcolonial settings. Literary texts also serve as a lens through which broader psychological, ethical, and social questions are examined. Justine Shu-Ting Kao's reading of Dickens's *Bleak House* focuses on Esther Summerson's self-deprecating tendencies and their connection to the novel's exploration of social dereliction, the uncanny, and forms of self-erasure. Meanwhile, Olga Smolnytska's contribution on Yuri Tomin's *A Wizard Walked About the Town...* offers a rich exploration of the intersections between children's fantasy literature, mythology, folklore, and cultural memory, revealing the complex network of literary and archetypal allusions that underpin the text.

The issue is complemented by Chiara Terzol's review of Massimo Prada and Michela Dota's *Didattica dell'italiano L2/LS in chiave multimodale e multimediale*, a timely contribution to research on language teaching that further underscores the growing importance of multimodal approaches in contemporary educational contexts.

This volume also includes an *In Memoriam* dedicated to our late colleague Ana Minić. Remembered for her commitment to scholarship and teaching, Ana Minić made a significant contribution to the study of German language and literature and to the intellectual community of which she was a valued member. We are honoured to commemorate her life and work in these pages in a co-authored article with Balša Ivanović.

This issue is accompanied with interviews with Prof. Yahis Martari from the University of Bologna and Prof. Borbala Samu from the University for Foreigners of Perugia focussing on the theoretical foundations and practical implications of incorporating (t)rap music into the teaching of Italian as a foreign language.

Taken together, the contributions presented in this issue testify to the vitality of interdisciplinary research and to the continuing importance of textual studies as a meeting point for linguistic, literary, cultural, and pedagogical inquiry. We hope that the discussions initiated here will encourage further dialogue and inspire new avenues of research across the many fields represented in this volume.

Doc. dr Petar Božović

Editor-in-Chief