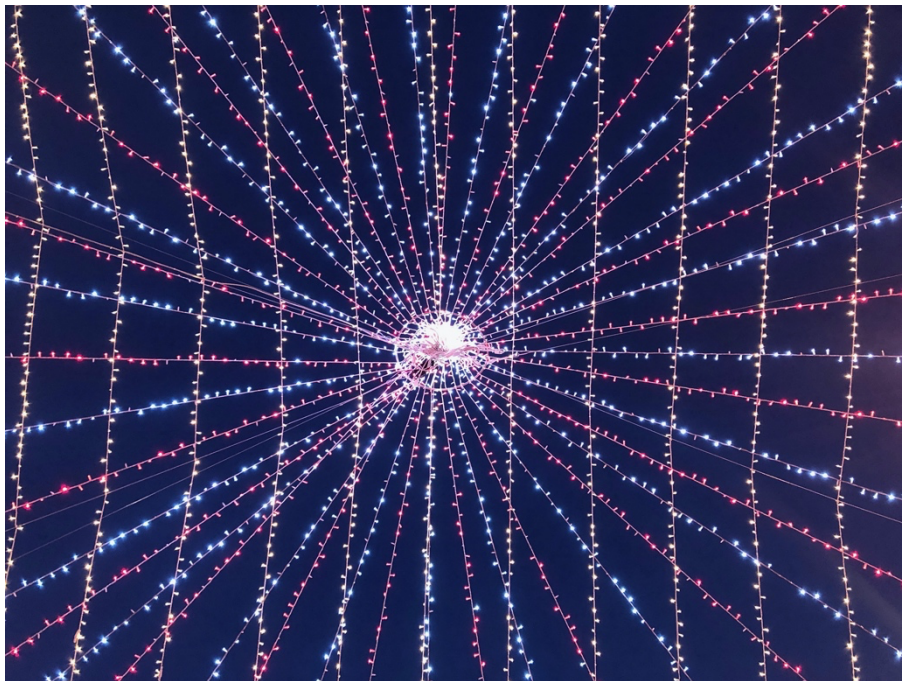# International Workshop in Digital Humanities

May 12-14, Venice, Italy

Digitability: Humanities' potential for a global access

Digital revolution, Humanities, Digitalization, discrimination, language and accessibility

Organised by Ca'Foscari University of Venice (Italy) and Clermont-Auvergne University (France)

WORKSHOP PROGRAM

Monday, May 12, 2025
14:30 – 16:30: Student debriefing

Tuesday, May 13, 2025

Time	Subject	Speaker	Moderator
8:30 – 9:00	**Welcome and Opening Remarks**		
Teaching and Learning French as a Foreign Language with Digital Tools			
9:00 – 9:30	Digital Accessibility - Personalized Feedback with AI: Enhancing FFL Writing Skills and Learner Autonomy	Ines Izmeralda BENSALEM	*Yann BIANCONI*
9:30 – 10:00	The Impact of Machine Translation Tools on Vocabulary Teaching and Learning in French as a Foreign Language	Akila Djihane BENFETIMA	*Ramzi GRID*
10:00 – 10:30	The Role of Digital Technology in the Learning and Transmission of Kabyle	Kahina MOUZAOUI	*Lalie PIRET*
10:30 – 10:45	Coffee Break		
10:45 – 11:15	The use of digital tools for literacy adult learners: a helpful way for volunteers	Lalie PIRET	*Kahina MOUZAOUI*
11:15 – 11:45 [online]	Language Technology in the Digital Humanities	Nato MAZIASHVILI	*Sara Emanuela CACIOPPO*
11:45 13:15	**Lunch Break**		
Corpus Analysis			
13:30 – 14:00	The typology and variability of phraseological units in French and Russian	Irina SAMBOTSYRENOVA	*Sabina TAGLIAPIETRA*
14:00 – 14:30	Between Nose and Mouth: The Semantic Affinities of <SN-> Initial Words Using a Distributional Approach	Yann BIANCONI	*Irina SAMBOTSYRENOVA*
14:30 – 15:00	Sexual and gender minorities in Asian cinematic contents: a study of influence and reception of media in society, in a climate of tension on Human rights	Julie MATHEVET	*Irina SAMBOTSYRENOVA*
15:00 – 15:15	**Coffee Break**		
15:15 – 16h45	Presentation of the European project CORALIVE	Alessandro CAPPELLI, Sabina TAGLIAPIETRA, Sara Emanuela CACIOPPO	*Akila Djihane BENFETIMA*
15:15–15:45	An innovative project to offer an interactive and effective approach to language learning (Introduction)		
15:45–16:15	Phase 1: Assessment of listening comprehension skills, allowing users to measure their performance.		
16:15–16:45	Phase 2: Self-correction and support phase, providing learners with tools to analyze their mistakes and improve their understanding.		
19:30	**International Workshop Diner (OKE Zattere)**		

Wednesday, May 14, 2025

	Cognition, Possibilities and Psychology through the Use of Digital Tools		
Time	*Subject*	*Speaker*	*Moderator*
9:00 – 9:30 [online]	Influence of Context on Cognitive Performance and Learning: Comparison of the Perception of Failure in Private and Public Situations	Chloé RIVIERE--CONTE	*Julie MATHEVET*
9:30 – 10:00	Development of Non-Violent Communication in the Digital Space	Ramzi GRID	*Ines Izmeralda BENSALEM*
10:00– 10:15	**Coffee Break**		
10:15 – 10:45 [online]	Influence of Context on Memory and Cognitive Performance: Comparison of the Perception of Induced Failure in Public vs. Private Settings	Jawaria YASEEN	*Alessandro CAPPELLI*
10:45 – 11:15 [online]	Sport, Image, and Influence: Exploring Athlete Branding through the Case of Fortuna Sittard	Ata DEMİRAYAK	*Ramzi GRID*
11:15-12:00	**Closing Discussion & Wrap-up**		
Afternoon	**Cultural Activities in Venice**		

Abstracts

Digital Accessibility - Personalized Feedback with AI: Enhancing FFL Writing Skills and Learner Autonomy

Ines Izmeralda BENSALEM

This research falls within the field of French as a Foreign Language (FFL) didactics and explores the impact of artificial intelligence (AI) on the development of learners' writing skills. It aims to assess the quality of corrective feedback both direct and indirect generated by two conversational agents, ChatGPT (OpenAI) and Mistral AI, by comparing it with feedback provided by a human teacher. The study is based on the analysis of written productions from A2-level learners in plurilingual contexts, to evaluate the relevance, clarity, and above all the linguistic accuracy of the explanations provided by the AIs. It also examines whether these explanations can support greater learner autonomy in identifying and understanding their own errors.

Using a qualitative and comparative approach, the analysis relies on an evaluation grid drawing on both microstructural (syntax, vocabulary, spelling, morphosyntax) and macrostructural (coherence, thematic progression) dimensions. Beyond the accuracy of the corrections, this study also questions how these tools may accompany teacher feedback in the processes of rewriting and remediation.

Keywords: French as a Foreign Language (FFL), written production, artificial intelligence, corrective feedback, ChatGPT, Mistral AI, microstructure, macrostructure, language didactics, autonomy.

The Impact of Machine Translation Tools on Vocabulary Teaching and Learning in French as a Foreign Language

Akila Djihane BENFETIMA

This study investigates the impact of machine translation (MT) tools particularly those powered by artificial intelligence (AI) on vocabulary learning in the context of French as a Foreign Language (FFL). Although translation has traditionally been discouraged in language teaching, recent research highlights its potential as an effective pedagogical strategy when used judiciously. This research explores both the advantages of AI-based MT, particularly in supporting vocabulary retention, and its limitations, such as the risk of reinforcing lexical errors, especially with false cognates. The study employs a mixed-methods approach, combining classroom observations, surveys of teachers and learners, and a controlled experiment comparing vocabulary retention between words introduced through MT and those explained monolingually in French. Conducted in collaboration with FFL educators and based on data from a language research laboratory, the study aims to offer practical insights into how AI-driven MT tools affect lexical learning and to inform their thoughtful integration into contemporary FFL instruction.

Keywords: translation, vocabulary, French, learning, words, technology, teaching, tools, AI

The Role of Digital Technology in the Learning and Transmission of Kabyle

Kahina MOUZAOUI

This research focuses on the role of digital tools in the learning and transmission of minority languages, particularly Kabyle, within mixed families in Algeria, a country marked by plurilingualism and diglossia. In a context where language policy favors dominant languages, Kabyle, the indigenous language, is often marginalized, compromising its intergenerational transmission. The study aims to analyze the sociolinguistic dynamics influencing this transmission, and to explore the extent to which digital tools such as social networks, online educational resources and learning platforms can act as levers for linguistic revitalization. It also aims to identify the sociolinguistic factors at play, including parental attitudes, language practices within the household, the social environment and identity dimensions linked to language.

Keywords: Language transmission, learning, Digital tools, Kabyle language, Minority languages, Mixed families, Diglossia, Language policy, Family language practices

The use of digital tools for teaching literacy to migrants
Lalie PIRET

This research explores how, when and what digital tools are used when teaching literacy to migrants. Nowadays, digital tools are vastly used for educational purposes. This study focuses on gathering information to understand what can be helpful (or not) when teaching migrants who never went to school. It also aims to understand what methods are best to use with this public. The study explores many digital tools and their uses to see if they can be used with migrants and illiterate, as their goal is to learn how to read and write in a short amount of time. Through observations and interviews, it shows that non-profit associations have a hard time using digital tools.

Keywords: Literacy, migrants, teaching, digital tools, education, illiterate, French as a foreign language, writing, reading

Development of Pre-Service Teachers' Digital Competence in Teacher Training for Telecollaboration (A case of Master's Students (in English Language Teaching) at Université Clermont Auvergne)
Nato MAZIASHVILI

This study investigates the development of pre-service teachers' digital competence in telecollaboration. The rapid transformation of education due to technological enhancements made it clear that digital education cannot be imagined without integrating digital tools into teaching. Using a mixed-method approach, we conducted 15 pre- and post-training online surveys and held three focus groups of five students to explore pre-service teachers' digital competence development. Participants were students in the Master's in English Language Teaching programme at the Université Clermont Auvergne. With the help of online surveys, we determined the effect of an 18-hour training course, Training for Pedagogical Innovation- Telecollaboration, on pre-service teachers' digital competence development. Focus groups explored in-depth pre-service teachers' perceptions of their training experience and the skills they have developed through this training.

Keywords: Pre-service teachers, digital competence, telecollaboration.

The typology and variability of phraseological units in French and Russian
Irina SAMBOTSYRENOVA

The research project presents a comparative analysis of verbal phraseological units in French and Russian. Focusing on complex lexical units such as collocations and idioms built around high-frequency verbs: French: avoir un coup de foudre – to fall in love at first sight (literally "to have a lightning strike"), Russian: делать из мухи слона (delat' iz mukhi slona) - to exaggerate a problem (literally "to make an elephant out of a fly"). The study investigates their inherent variability (morphological, lexical, syntactic) despite their perceived fixedness. Given the significant structural differences between French (Romance) and Russian (Slavic), the project hypothesizes that these linguistic properties influence the existence and extent of variation in phraseological units in each language. Key objectives include classifying verbal phraseological units, analyzing and comparing their variability across both languages, establishing correspondences using parallel corpora, and evaluating the role of digital tools in identifying this variation. The methodology involves classification, searching existing linguistic resources, compiling a specific corpus of verbal expressions, and conducting a comparative analysis using monolingual corpora (e.g., SketchEngine, FRANTEXT, Ruscorpora) and parallel corpora (e.g., Reverso, Ruscorpora FR-RU subcorpus). Integrating linguistics with Natural Language Processing (NLP) techniques and digital corpus analysis tools, this interdisciplinary study aims to deepen the understanding of linguistic and cultural differences, contributing potentially to language teaching and translation, and includes planned international collaboration.

Keywords: phraseology, phraseological units, verbal idioms, linguistic variation, comparative linguistics, corpus linguistics

Between Nose and Mouth: The Semantic Affinities of <SN-> Initial Words Using a Distributional Approach

Yann BIANCONI

This empirical study investigates the behaviour of the phonaestheme <SN-> through the lens of distributional semantics. Phonaesthemes, also referred to as submorphemes, remain a controversial concept in linguistics, particularly within morphological studies. The primary aim is to assess whether the semantic profile traditionally associated with the <SN-> phonaestheme, namely, associations with the nasal and buccal regions, can be empirically validated using distributional semantic and predictive models, as well as between-subjects testing. This study explores whether the connection between the <SN-> cluster and references to the mouth and nose reflects a genuine linguistic pattern rather than a coincidental structural similarity.

While previous studies (Hutchins, 1998; Abelin, 1999; Bergen, 2004) have explored the existence of phonaesthemes, many rely on resources such as the Oxford English Dictionary (OED), with methods that vary depending on whether the research takes a synchronic or diachronic perspective. However, such approaches may fail to account for contextual nuances. This study instead embraces the principle captured by Firth's well-known dictum: "You shall know a word by the company it keeps" (Firth, 1957), a foundational idea in distributional semantics, later echoed by Tóth (2013). In this spirit, this research adopts a semantic vector space model, using R, which allows for a fine-grained analysis of both the syntactic and semantic environments in which <SN-> words appear, aligning closely with the goal of uncovering latent conceptual patterns linked to this phonaestheme.

Keywords: phonaesthemes, submorphemes, semantic vector space, conceptual domains, corpus linguistics, buccality, nasality, morphology

Sexual and gender minorities in Asian cinematic contents: a study of influence and reception of media in society, in a climate of tension on Human rights

Julie MATHEVET

This study investigates the influences of Asian cinematographic content admitting LGBT+ turned representations on individuals. It aims to examine the potential of audiovisual productions as tools of social change by their reflective potential of the ongoing fight surrounding sexual and gender minority rights in conservative environments since the acceptance of non-heteronormative relationships or gender expression is now a growing issue in the world.

This paper presents a literature review followed by empirical research that employs a culturalist perspective on receptions, exploring concepts of culture, context, and media influences. Organized in a literature review, followed by empirical research, this paper uses a culturalist view of receptions and approaching notions of culture, context, and media influences.   Examining an online collection of Asian films from Taiwan, Japan, and Thailand, this study highlights the significance of representations and revendication in cinematic content and their industrial nature in the information reception process. The development shows a strong relationship between the visibility and acceptance of minorities and the contextual situation. Content production now has a significant economic aspect, enhanced by digitalization, which has made it more accessible worldwide. This shift has also transformed individual consumption habits and the structure of production.

Mediatic representations of minorities thus offer socio-political opportunities for recognition and discussion of the LGBT community's status in Asian societies where they are produced and broadcast. The reception is then understood as a polyphonic concept, resting on multiple criteria influencing its effects on individuals.

The Empirical phase of this research, made during the second year of this research, aims to highlight, through a mixed methodology built around surveys and analysis, the revendications and representations of the LGBT+ community existing on the digital corpus. Their potential effects on consumers and the on-screen reliability of arguments within the socio-political context of each case study is yet to be found and validated.

Keywords: Cinema, Medias effects, Content influence, LGBT+, Societies, Digital corpus, Reception, Culture.

Presentation of the European project CORALIVE

Alessandro CAPPELLI, Sabina TAGLIAPIETRA, Sara Emanuela CACIOPPO

This project aims to develop an innovative platform dedicated to the assessment and improvement of oral comprehension skills in three languages: French, Spanish, and Italian. The project is being carried out in collaboration with several universities: Ca' Foscari University of Venice, the University of Modena and Reggio Emilia (UniMore), the Autonomous University of Barcelona (UAB), and Grenoble Alpes University (UGA).

Influence of Context on Cognitive Performance and Learning: Comparison of the Perception of Failure in Private and Public Situations

Chloé RIVIERE—CONTE

This experimental study investigates how the visibility of academic failure influences students' cognitive engagement and learning performance. Grounded in theories of social comparison and academic self-concept (ASC), the research examines whether keeping failure private rather than publicly disclosed can reduce the psychological burden associated with academic challenges. In educational settings, where performance is often publicly visible, students frequently engage in upward contrastive comparisons, which have been shown to reduce ASC and academic motivation, particularly among female students who are more sensitive to social evaluation (Pulford et al., 2018; Locke, 2005).

The study builds directly on the experimental paradigm developed by Monteil and Huguet (1999), who demonstrated that performance visibility affects students' ability to recover from academic failure. To replicate and extend these findings, we designed a computer-based learning task centered on a statistical concept (the Chi-square test). Participants completed an initial multiple-choice quiz, watched an instructional video, and answered part of the same quiz again. All were then given standardized negative feedback and randomly assigned to either a public failure condition (where results would be shared) or a private condition (where results would remain confidential). After this manipulation, participants repeated the learning task and completed a final quiz. They also provided open-ended reflections on their results and emotional responses.

This design allows us to assess whether the visibility of failure impacts learning outcomes, depending on condition and gender, as well as to analyze behavioral data such as video interaction patterns and qualitative feedback on perceived failure. While data analysis is still in progress, the study aims to contribute to a better understanding of the interplay between visibility, failure, and learning, with potential implications for designing more equitable and psychologically informed educational settings in both traditional and digital contexts.

Keywords: academic self-concept, social comparison, performance visibility, academic failure, computer-assisted instruction, cognitive overload, educational psychology, digital learning environments

Development of Non-Violent Communication in the Digital Space

Ramzi GRID

This research explores the application of Non-Violent Communication (NVC), as developed by Marshall Rosenberg, within the context of digital and intercultural academic environments. The study aims to assess whether integrating NVC principles centered on empathy, active listening, clear expression of needs, and mutual respect can enhance the quality of interactions in online academic settings and mitigate intercultural misunderstandings.

The research focuses on the unique challenges of digital academic platforms, where diverse cultural backgrounds often converge, and miscommunications can arise due to differing cultural norms, language barriers, or the absence of non-verbal cues. By embedding NVC's four core components observation, feelings, needs, and requests the study seeks to foster a communication framework that promotes clarity, understanding, and collaboration among students, educators, and academic communities. The primary objective is to evaluate the effectiveness of NVC in improving interpersonal dynamics and creating a healthier digital communication environment. This includes reducing conflicts, enhancing mutual respect, and building trust.

Using qualitative and quantitative methods, including case studies, surveys and communication workshops, the study will analyze the impact of NVC on improving the caring quality of our interactions. The expected outcome is an evolving framework for the implementation of NVC in academic settings, contributing to a more harmonious and effective educational experience that bridges digital (native-born) and cultural divides.

Keywords: Nonviolent Communication, Digital, Interculturality, Interaction, Compassionate communication, Mutual respect, Misunderstandings, Online disinhibition, Relational quality (or: Quality of interpersonal relationships)

Influence of Context on Memory and Cognitive Performance: Comparison of the Perception of Induced Failure in Public vs. Private Settings
Jawaria YASEEN

This study investigates the influence of social comparison on memory and cognitive performance, comparing the effects of induced failure in public versus private settings. Drawing on theories of social comparison (Festinger, 1954) and cognitive evaluation (Deci & Ryan, 1985), the research examines how upward contrastive comparisons, where individuals perceive themselves as inferior to higher-performing peers, impact memory retention and recall under varying social contexts. The participants (N = 79 first-year psychology students) completed a computer-based word recognition memory task, involving a list of French words, followed by a distractor task and a manipulated feedback phase. All were then given standardized negative feedback and randomly assigned to either a public failure condition (where the low score would be shared) or a private failure condition (where the score remained confidential). Participants then repeated the recognition task and completed a social comparison questionnaire in the end.

While data analysis is in still progress, results and discussion are not made yet, and the hypothesis is about that memory performance would decline in public failure conditions due to heightened cognitive load and anxiety, while remaining stable in private settings. The study integrates insights from cognitive load theory (Sweller, 1988) and the Integrated Process Model of Stereotype Threat (Schmader et al., 2008) to explain how social comparison stressors impair working memory.

This design enables an assessment of how failure visibility modulates memory performance across conditions, capturing both accuracy and response time data. The study aims to advance understanding of how social visibility modulates cognitive function, with implications for educational practices. By comparing traditional public evaluations (e.g., classroom rankings) with private or anonymized digital learning environments, the findings may inform strategies to reduce performance anxiety and enhance memory retention. This research contributes to the broader discourse on equitable learning environments by highlighting the cognitive costs of social comparison and the potential benefits of context-sensitive pedagogical designs.

Keywords: memory performance, social comparison, upward comparison, academic self-concept, public vs. private context, academic failure, working memory, cognitive load, recognition task, self-concept, educational psychology, digital learning environments

Sport, Image, and Influence: Exploring Athlete Branding through the Case of Fortuna Sittard
Ata DEMİRAYAK

This thesis investigates the strategic role of athletes in brand image construction, with a particular focus on their influence on consumer perception, emotional engagement, and purchase intention. Grounded in a comprehensive literature review, the study examines the theoretical evolution of celebrity endorsement and the sociocultural elevation of athletes from sports practitioners to influential marketing icons. It explores how their perceived attributes—such as credibility, visibility, and aspirational value—can significantly shape brand positioning across various market segments. To complement the theoretical insights, an original experimental case study is conducted in collaboration with Fortuna Sittard Football Club, utilizing two of its official partners: Robey, a Dutch sportswear brand, and Brand, a regional beer company. Using a between-subjects design, participants are randomly exposed to one of four advertising posters—two featuring professional athletes and two using non-athletes—to isolate the effect of athletic endorsement. Survey data is collected through structured questionnaires, measuring brand perception, emotional response, and purchase intention via Likert-scale items. Additional qualitative feedback is also captured to contextualize quantitative findings.

Statistical analysis is performed using one-way ANOVA to assess whether significant differences exist in consumer responses across conditions and to evaluate the role of brand-athlete congruence in driving advertisement effectiveness. The findings are expected to offer actionable insights for marketers on the practical value of sports figure endorsements, as well as the circumstances under which non-athlete portrayals may offer competitive or comparable branding benefits.