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Linguistic Insights

Studies in Language and Communication

Daniela Cesiri (ed.)

Adapting Food-Related Communication to Children

Interdisciplinary
and Multicultural Insights

Peter Lang

This collection of essays examines the multifaceted nature of food-related communication for children, an area that has become increasingly significant within the digital age. Beyond its nutritional value, food has always served as a powerful social and cultural connector, with traditions and rituals transmitted across generations. In addition, the contemporary media landscape, characterized by the excessive visibility of both children and food on social media, has given rise to the concept of the 'consumer-child'. This has led to concerns about the negative health impacts of marketing that often promotes unhealthy dietary options.

While other fields, such as marketing, media studies, and literary and cultural studies, have explored the symbolic and socio-political dimensions of food representation for children, the volume identifies a significant gap in linguistics and communication studies. To address this gap, the chapters included in the volume aim to shed light on how food is represented, narrated, promoted, and translated for younger audiences across various genres, including corporate communication, digital media, and translation. Finally, the volume also presents the results of the two-year SPIN2023 research project funded by "Ca' Foscari" University of Venice.

Daniela Cesiri is Associate Professor of English Language, Linguistics, and Translation in the Department of Linguistics and Comparative Cultural Studies at University of Venice. Her research interests include ESP/EAP, corpus linguistics, discourse analysis, Computer-Mediated Communication, food studies and pragmatics.

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Adapting Food-Related Communication to Children

Linguistic Insights

Studies in Language and Communication

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Contents

List of Figures	vii
List of Tables	ix
Introduction	xi
<i>Daniela Cesiri</i>	
CHAPTER 1	
Constructing Class Identity: How American and British Food Brands Shape Childhood Through Advertising	1
<i>Emilia Di Martino</i>	
CHAPTER 2	
Textual and Visual Strategies for Baby Food Representation in Advertising	25
<i>Walter Giordano</i>	
CHAPTER 3	
“Chip Chip Hurray”. How Food Is Described to Children: A Case Study	45
<i>Stefania M. Maci</i>	
CHAPTER 4	
Adapting Food-Related Communication for Children in English: A Corpus-Based Investigation Using the FoRCCE Corpus	67
<i>Daniela Cesiri</i>	
CHAPTER 5	
The Manual Corpus of Food-Related Communication for Children in English: Challenges and Results	91
<i>Valeria Reggi</i>	

CONTENTS

CHAPTER 6

Translating the Adventures of Food in Different Genres of Children’s Literature	105
<i>Silvia Masi</i>	
Conclusions	129
<i>Daniela Cesiri</i>	
Notes on Contributors	135
Index	139

Figures

Emilia Di Martino

Figure 1. Still from “The Quest For Quality” Whole Foods Market, https://www.youtube.com/watch?v=zGZyC-YMiw4	10
Figure 2. Still from “Eat Real Food® We Believe in Real Food™”, Whole Foods Market, https://www.youtube.com/watch?v=p54AQ77Gqas	11
Figure 3. Still from “Piccolo Organic Baby Food”, My Little Piccolo, https://www.youtube.com/watch?v=rMtgeT1niDo	15
Figure 4. Still from “Cheeky Monkey Cake in Asda”, YouTube Shorts, n.d., https://www.youtube.com/shorts/qdoPxfAtHjc	16

Walter Giordano

Figure 1. Example of a swap.	30
Figure 2. Example of a fold.	31
Figure 3. Gerber advertisement (2022).	35
Figure 4. Gerber advertisement (2023).	37
Figure 5. Happy Family advertisement (2022).	39
Figure 6. Beech-Nut advertisement (2022).	39

Valeria Reggi

Figure 1. Distribution of Facebook and Instagram posts in the corpus.	97
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Tables

Walter Giordano

Table 1. Holdings and their main brands in the baby food sector.	32
Table 2. Posts and advertisements on the brands' Instagram pages.	32
Table 3. Occurrence of folds and swaps in the investigated corpus of advertisements.	34

Stefania M. Maci

Table 1. Corpus breakdown.	50
Table 2. Examples of positive semantic prosody.	58
Table 3. Analysis of the table of contents.	64

Daniela Cesiri

Table 1. Distribution of products in the sub-corpus.	73
Table 2. Quantitative data from the FoRCCE Corpus and its sub-corpora.	77
Table 3. Key keywords in the three sub-corpora.	80

Silvia Masi

Table 1. Checklist for the comparison of food-related language in parallel texts from literature for children.	110
Table 2. Source and target texts with the examples examined.	112

Introduction

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1. Food-Related Communication to/for Children

Human societies, in any moment of their history and in any known civilization, have always considered food an essential constituent element not only for its nutritional value as a source of sustenance but also as a powerful social connector. Beyond meeting dietary needs, in fact, food has always played a crucial role in establishing, favouring, fostering and/or reinforcing social bonds within communities and in establishing emotional bonds among family members and between individuals that share traditions, memories and rituals linked to the collective preparation, consumption and sharing that lie behind a certain dish or food (Marshall 2005).

These traditions and rituals are transmitted from one generation to the next one by means of several genres that usually vary from oral narrations to cookbooks, to diaries, and today by means of social media accounts and shared pictures between family members. What these exchanges have in common, however, is that food is only a means through which people express their own respective identity, culture and social links. Moreover, these common, shared experiences that revolve around food, its preparation and consumption help to preserve community bonds as well as to reinforce social systems, in turn reinforcing the role of food as an even more essential element in human social life throughout all cultures and historical eras (Montanari 2006).

This is all the more important today, in a period in which communication happens mostly via social media and one’s social status is determined by the amount of “life” ones shares via their social media accounts, the mushrooming of media dedicated to food (e.g. food blogs, TV shows and whole channels, social media accounts and dedicated posts by celebrities and non-celebrities) testifies the role of food as a status symbol rather than a symbol of social bonding or means of sustenance (Cesiri 2017, 2019, 2020, 2021).

From the moment a child is born into a community, food plays a crucial role, not only in supporting their healthy growth but also in helping to integrate them into the social fabric through shared food-related customs and rituals. In this way, the connection between people and food begins early and continues to shape social interactions throughout life. This becomes especially relevant in today’s

context when both children and food receive excessive media visibility by adults, who constantly publish on social media photos of their children (Kumar 2020) as frequently as they publish the food they eat with their meals (Jorge et al. 2022).

As will be explored in greater detail in Chapter 4, research on how food has been represented and narrated to children, and the latter's role in food-related communication, can be found in several areas such as marketing, media studies and sociology: what findings from these studies have in common is that, since the emergence of a distinct category of specialized food for infants and children in the nineteenth century (Castilho & Barros Filho 2010), the promotion of food products has placed the child at the centre of its narratives, therefore creating the figure and concept of the "consumer-child" (Shepherd & Shepherd 2014; Moshenska 2019). In this context, children are considered autonomous consumers with the power to influence the food-consumption practices of their families (James et al. 2009). This new view has created a considerable impact on the promotional practices of advertising campaigns with the negative side effect that most of the advertisements promote unhealthy dietary options, such as fast food, sugary drinks, candy and unhealthy snacks (Wilks 2009); therefore, food marketing negatively impacts children's (and their families') diets and health, increasing calorie consumption, preferences for unhealthy product categories and perceptions of product healthfulness.

Other areas of research, such as literary and cultural studies, have also extensively examined the representation of food to and for children. This interdisciplinary field highlights the symbolic significance of food in children's culture (Montanari 2006). In this disciplinary context, food is a symbolic representation used to foster social integration and reflect societal norms (Keeling & Pollard 2020). Moreover, studies in this field (e.g. Gasperini et al. 2024) also indicate that food in children's literature can symbolize kinship, desire, danger or death. Other studies also consider the socio-political implications of policies affecting eating conditions and the differences in eating habits between children and adults, as well as those determined by social class. For example, Gilbert (2014) argues that food in literary works symbolizes life itself and the socio-political composition of the represented national culture. This is particularly true in children's literature, where food reflects on children's conditions across time and cultures (Daniel 2006; Cedro & Piatti-Farnell 2021).

As far as research conducted in linguistics and communication studies is concerned, more details will be given in Chapter 4 of the present volume. Indeed, the present volume brings together contributions from leading scholars in the respective areas of research that aim to shed light on how food is represented,

narrated, promoted and translated to and for children. By employing diverse research backgrounds, as well as interdisciplinary and cross-linguistic lenses, the chapters included in this edited collection examine how food and nutrition targeting children are conveyed across genres. More specifically, the analysis of these communicative strategies allows the volume to highlight the role of culinary and nutritional values in transmitting cultural heritage and sustaining food traditions for younger audiences.

To date, no comprehensive work (except for Cesiri 2025) has systematically addressed the complex methods through which food-related knowledge is shared with children. Bridging this gap, the book assembles globally recognized experts from complementary disciplines, fostering a multifaceted exploration of the topic through varied yet synergistic methodologies.

2. Contents of the Volume

The contributions included in this volume focus in particular on three aspects of food-related communication addressing children, that is, corporate communication with a specific focus on advertising, communication via digital and social media and translation. For instance, EMILIA DI MARTINO's "Constructing Class Identity: How American, British and Italian Food Brands Shape Childhood Through Advertising" examines how food brands use language and cultural cues to construct class-based social identities in advertising aimed at children. Building on indexicality theory (Silverstein 1976), the chapter explores how words and images in food ads convey social status, lifestyle and values. The study also draws on enregisterment (Agha 2007) to analyze how brands develop distinctive linguistic and visual styles that signal class distinctions. Additionally, it uses multimodal discourse analysis (Kress & van Leeuwen 2020) to investigate how language, visuals and branding elements work together to create cohesive class identities. Through case studies of American, British and Italian advertisements, the chapter illustrates how food products are strategically framed for specific audiences, reflecting and reinforcing class hierarchies. It also examines the role of TikTok and YouTube influencers in maintaining food-based class markers, revealing how digital platforms mediate and amplify class distinctions through food-related content. By exploring these dynamics, the Chapter offers a nuanced understanding of how advertising and social media shape childhood perceptions of food and social identity. It contributes to broader discussions on consumer culture, social stratification and childhood socialization, highlighting the complex relationship between language, identity and marketing.

WALTER GIORDANO in his “Textual and Visual Strategies for Baby Food Representation in Advertising” starts from the assumption that modern business communication is often conveyed through advertising, and all the promotion strategies are carefully designed. Much of the advertising message today aims at convincing customers via a number of elements, mainly related to emotions, social status, demographics and the promise of quality. Traditional advertising relied on text and/or images only. The Chapter puts out the possibility of sending a promotional message by a tool called “Fold and Swap” strategy. Drawing upon the prototype theory by Rosch (1978) and the consequent script theory (St Amant 2015, 2017), this strategy has been recently developed by St Amant and Giordano (2023) and applied in other studies (Giordano 2022; Giordano & Ammendola 2023). The study presented in the chapter extends the investigation to another sector, baby food, with the aim of explaining the implementation of the fold and swap strategy and its effects. These latter may entail a change in the perception either of the brand and the product, expanding consumer expectations and opening the way to new functions of use of the product. Results are encouraging and are in line with ongoing and previous research, suggesting that the fold and swap strategy finds application in modern advertising.

STEFANIA M. MACI’s Chapter (“Chip Chip Hurray”. How Food Is Described to Children”) presents a study that examines the discursive representation of food in *Snacks Around the World* (Lonely Planet Kids), a tourism-focused guidebook aimed at familiarizing children with diverse culinary cultures worldwide. In particular, it examines how narratives surrounding child-appropriate cuisine are constructed within family-friendly tourism discourse to promote intercultural curiosity, consumption behaviours and favourable travel associations. Drawing on the methodological frameworks of critical discourse analysis (CDA) (van Leeuwen 2008; Fairclough 2010) and corpus linguistics (Baker 2006; McEnery & Hardie 2012), the chapter examines lexical choices, evaluative language, semantic prosody and narrative patterns used to describe snacks and food-related practices. A small corpus is compiled from the textual content of the guide, enabling both qualitative and quantitative analysis. Attention is also given to the representation of national identity, exoticism, fun and familiarity, as well as the implicit ideologies surrounding taste, health and global citizenship.

The chapter entitled “Adapting Food-Related Communication for Children in English: A Corpus-Based Investigation Using the FoRCCE Corpus” by DANIELA CESIRI starts from the assumption that most of the state-of-the-art investigating food-related discourse considers communication mainly aimed at adults, while children have been the focus of a relatively limited number of studies. These are, for instance, James et al. (2009); Rutsaert et al. (2013) and Weintraub Austin et al. (2018).

However, they only consider the role of social media in the communication about food when addressing children and youth. These are individual studies that investigate the subject from the social media perspective, while studies such as Frerichs et al. (2016) or Singh et al. (2022) have focused on marketing strategies in food communication and how they influence parents' and children's dietary choices. What is missing seems to be a broader perspective that investigates more than one genre and communicative situation. The chapter seeks to achieve this goal by investigating the materials composing the so-called FoRCCE Corpus (namely, the Corpus of *Food-Related Communication for Children in English*), specifically compiled for the purposes of a two-year research project funded by the “Ca' Foscari” University of Venice (the SPIN2023 Project bearing the same name as the Corpus¹) whose aim is to fill the gap identified in the state of the art. Since the corpus is still under compilation at the time of writing, this chapter examines only some of the materials available so far. The materials collected for the corpus are divided into three typologies (see also Chapter 5). For the purposes of the project, they are divided following the same categories already used in Cesiri (2025), namely: 1) “technical” products,² including cookbooks and cookery manuals, domestic manuals and recipes; 2) “commercial” products including advertisements published in leaflets, newspapers, magazines, TV (commercials) and social media; and 3) “institutional” products that includes websites, infographics, booklets and leaflets in which international institutions – such as the European Commission, the World Health Organization, the Food and Agriculture Organization of the United Nations (FAO) and UNESCO – inform parents and professionals through guidelines concerning the correct nutrition of children. This chapter conducts a corpus-based analysis on the “commercial” products collected so far to compose the FoRCCE Corpus. The aim of the analysis is to investigate how food is represented and narrated to children and to compare and contrast the findings with already existing research on food representations and narration to adults.

¹ Project Code number “LCC.SPIN2023.CESIRI_daFSREST, CUP H73C23000900005”.

² In the FoRCCE Corpus, as already in Cesiri (2020, 2025), the materials collected and grouped into categories are called products. Baldry and Thibault (2010: 113) have used the term “genre” to refer to “a sequence of optional and obligatory elements through which texts progress from their beginning to their end in order to fulfil some social or communicative purpose”. However, in this chapter “genre” is rather used in the Swalesian sense of a distinctive category of discourse, whose specific organization recurs in similar texts that are assigned to that specific genre. However, in order to avoid confusion in terminology, the term “genre” is used in the chapter in this latter sense, while the term “products” will refer to specific sub-categories of that type (e.g. the materials included in the three typologies forming the FoRCCE Corpus).

Connected with Chapter 4, VALERIA REGGI's contribution is entitled "Compiling the Food-Related Communication for Children in English (FoRCCE) Corpus". Chapter 5 outlines the manual collection and organization of data into a structured corpus, detailing the material types, genres, selection and exclusion criteria and organizational principles. First, it presents the typologies examined: 1) "technical" products, including cookbooks, cookery manuals, domestic guides and recipes; 2) "commercial" products, such as advertisements and social media content; and 3) "institutional" products, comprising booklets, leaflets and informational materials issued by international institutions to provide guidelines for parents and professionals on child nutrition. Next, it describes the genres analyzed, which include food blogs and celebrity chefs' websites (technical texts); social media and corporate websites (commercial texts); and institutional guidelines specifically addressed to families, schools, children and paediatricians. These institutional texts were produced by organizations such as the World Health Organization (WHO), the International Pediatric Association and the UNICEF. The selection process followed a strict temporal criterion, requiring all materials to have been published or updated between 2023 and 2024; however, some exceptions were made whenever relevant material with no specific date showed on up-to-date websites. Finally, the chapter discusses the organization of the corpus into three sub-corpora corresponding to the typologies under analysis. It also highlights key constraints and technical limitations encountered during the selection process.

Chapter 6 starts by considering that food is often the quintessential example of cultural specificity, hence a challenge for interlingual translation. In addition, its textual representation may serve different functions, notably transactional and interactional ones (Bruti & Masi 2019), which reflect its different roles in our life, for instance, to cook or order meals at restaurants, to socialize and construct our identities or to appeal to our senses and emotions through the depiction of holistic experiences (Masi & Vignozzi 2024). In her approach to the analysis of various kinds of expressive language in translating children's literature, Epstein (2012) emphasizes the importance of identifying the function of linguistic items in the source text (ST) and target text (TT) before choosing what she calls a translatorial strategy. To clarify what she means by "expressive", she underlines that "all linguistic features that fall into this category have signification on two levels at the same time". Food is not included in her survey, yet it certainly has a high expressive potential, as it may have different layers of signification also by way of performing different functions at the same time, especially in children's literature. The chapter explores different representations and functions of food in various genres for children and their correlation with translation solutions for the English-to-Italian language pair. The exploration indeed shows that, in texts for children, food-centred situations are

often geared towards entertainment and/or emotional appeal, which has important consequences for translation. The discussion of a range of examples is based on data from past and current research and from years of teaching in this field, with cases from fiction (e.g. Collodi's *Pinocchio* and some of Dahl's works), audiovisual and non-fiction texts. Drawing on Text Linguistics, the analysis shows how the principles of intentionality (as reflected in the said functions) and acceptability in ST and TT are good predictors of the appropriateness of translation strategies. As a matter of fact, depending on the textual configuration of such principles, the degree of appropriateness and leeway in translation choices can vary significantly, often taking the original food item through "an adventurous path" that eventually transforms it into something completely different in the TT.

The volume, therefore, collects – as already mentioned – the multidisciplinary perspectives of various scholars on themes that consider food-related communication targeting children. However, it is also a publication that contains the results of the SPIN 2023 Project entitled "Food-Related Communication for Children in English: A Multimodal and Socio-Cultural Investigation"; Project Acronym FoRCCE, see note 1 in this chapter and Chapters 4 and 5). The SPIN2023 Project is a two-year (2023–2025) research project funded by "Ca' Foscari" University of Venice, "with the purpose of promoting impact research and strengthening its attractiveness for the best international researchers" (<https://www.unive.it/pag/31926/>). Further details are provided in Chapters 4 and 5.

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Index

- Abbott 32, 37, 68, 73, 75, 77, 80, 81, 82, 84, 98, 130
Abel & Cole 5, 18, 22
Acceptability xvii, 109, 110, 114, 115, 119, 124
Accessible positioning 9
adolescents 67, 70, 72, 92
adjectives 50, 54, 57, 59-61,
advertisements xii, xiii, xv, xvi, 1, 14, 15,
26-29, 31, 32-39, 47, 70, 72, 73, 85, 101, 130
Advertising xii, xiii, xiv, 1-24, 25-30, 32-36,
40, 94, 99, 130
Agha, Asif xiii, 1, 4, 5, 14
Algorithm, algorithmic, 93
Alice 112, 115
alliteration 52, 56, 64-66, 117, 121, 130
allusions 109, 110, 121
Aptamil 73, 74, 75, 84, 99
armchair tourism/travel 46, 58, 61, 130
Aspirational class 2, 7, 10-14, 16, 19,
20-23, 129
Aspirational positioning 9
attitude(s) 45, 47, 54, 61, 133
- Bias 93, 98
blending 52, 53
Blog xi, xvi, 69, 70, 72, 91, 92, 94, 95, 96,
102, 103
Borodo, M. 107, 108
Bourdieu, P. 8, 50, 59
Brand xiii, xiv, 25-27, 29, 32, 34-41, 92,
98-102, 130
- Carroll, L. 112, 115
Cerebelly 99
Cerelac 101
challenges 103, 105, 107, 119, 120
characterization 107, 110, 115, 119
Chef xvi
children 12-17, 27, 45-65, 35-38, 67-69, 70-75,
78, 80-86, 131, 132
children's literature xvi, 105-109, 112, 123,
129, 130, 132
classics 106, 108, 111, 112, 127
Collodi, C. 17, 112-114, 124
collocations 49, 61
Commercial products 15, 68, 72, 76, 77,
84, 85
Compilation process 94, 131
Concordance 82, 83, 84
Concordance analysis 81, 82, 85
concordances 49, 83, 84
constraints 16, 116, 123, 124
consumption behaviours 14, 45, 46, 48, 52,
60, 61, 132
Corpora 16, 75-82, 85
Corpus 14, 15, 16, 17, 67-86, 91
Corpus linguistics 14, 70, 76, 79, 86, 129-132
corpus linguistics (CL) 45, 49, 63
creativity 107, 124, 125
critical discourse analysis (CDA) 14, 45, 47,
50, 63, 64, 130, 132
Cultural capital 2, 4, 5, 8, 10, 12, 13, 15,
17-22
cultural narratives 51, 53
cultural significance 45, 48
cultural storytelling 45, 50
culture xi, xii, xiii, 45-48, 50-63, 105,
108-111, 113, 117, 122, 125, 126, 130, 133
Currid-Halkett, E. 2, 12
- Danone 68, 72-74, 77, 78, 80-85, 99, 130
Dataset 93, 94, 131
Daylesford Dairy 11, 18, 21, 22
De Beaugrande, R. and Dressler, U. W. 108,
109, 126
Di Martino, E. 4, 6, 8
Discourse Analysis 13, 14, 91-93
edutainment 107, 119, 124, 126
- Ella's Kitchen 18, 20-22, 100
emotional engagement 52, 58, 60, 61
Enregisterment xiii, 1, 3, 14, 22, 130
Epstein, B. J. 13, 107-109, 126
enumeration 45, 55, 56, 58, 60
evaluation 54, 62
evaluative adjectives/language 14, 46, 54,
58-61
expressive potential xvi, 107, 108, 123

- Facebook 92, 93, 95-97
 family-friendly tourism discourse xiv, 46, 58
 fiction xvii, 105-108, 112, 119, 123, 131
 Fold and Swap 27-30, 34-41, 130, 131
 FoRCCE Corpus 14, 15, 16, 17, 68-86, 130, 131
 Food 11-17, 26-40, 45-65, 68-85, 105-115, 117-121, 123-127, 130-133
 Food communication 11-17, 68-86, 133
 food consumption 12, 58, 130
 food discourse 11-17, 45, 47, 48, 51
 Food marketing xii, xiii, xv, 3, 13, 14, 15
 Food-related communication 11-17
 Foodie 2, 17, 18, 19, 20, 21, 22, 130
 frequency lists 49
 functions 17, 105, 107-111, 113, 119, 123, 124
- Gal, S. 1, 3
 Gender stereotypes 86
 Gerber 101
- humour 47, 48, 53, 62
- Identities 1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13, 14, 18, 19, 20, 21, 22, 23
 identity/identities 11, 13, 14, 16, 17, 45-52, 62, 64, 130
 idioms 109
 Indexicality xiii, 1, 2, 14, 22, 130
 Inconspicuous consumption 2, 12, 14, 18, 21, 22
 infancy 72
 Infants xii, 68, 72-75, 79-85, 130
 information xvi, 112, 114, 119, 120, 121, 122, 125, 126, 131
 informativity 109, 110, 119, 122
 Innocent Drinks 10, 11
 Inspirational positioning 2, 10, 11
 Instagram 31-33, 37, 92, 93, 95-97, 130
 Institution xv, xvi
 institutional 93, 95, 97
 Institutional products xvi, 71, 72, 85,
 intensifiers 54, 61
 intentionality xvii, 109, 110, 115
 intercultural curiosity 45, 46, 48, 52, 58, 60, 61, 130
 keyness statistics 49, 63
 Keyword 79, 83, 84
 keywords 48, 49, 63, 79-85
 Keyword analysis 79, 82
 Kress, G. xiii, 1, 6, 14, 33
 language socialization xiii, 62, 133
 Leeuwen, T. van xiii, 1, 6, 14, 33
 lexical choices xiv, 45, 60
 Little Dish 10, 11, 21, 22
 Little Spoon 100
- Marketing xii-xv, 31, 67, 70, 71, 73
 McDonald's 21, 22
 Media xi-xiii, xv, xvi, 67, 69, 70-72, 85, 132, 133
 Merlini Barbaresi, L. 110, 113, 126, 127
 Metaphor(s) 35, 45, 50, 56-60
 Monoreferential 77-79
 Moralised consumption 4, 6, 17, 21
 Multimodal discourse analysis xiii,
 multimodal relations 119
 Multimodality 70, 72, 86, 129
- Nan 101
 Nesquik 101-102
 Nestlé 68, 72-74, 76-78, 80-82, 84, 85, 100, 101, 103, 130
 Nestum 101
 Nido 102
 non-fiction xvii, 105-108, 111, 119, 123-127, 131
 Nutricia 100
 nutrition xiii-xvi, 68, 70, 72-76, 78-81, 84-86
 Nye, J. 6
- parents xv, xvi, 26-28, 36, 37, 67, 70, 72, 73, 75, 78, 79, 81-85, 131
 Parenting 2, 3, 4, 8, 13, 14, 17, 20, 21, 22, 23, 129
 Peirce, C. S. 1, 3, 14
 Piccolo 15, 21, 22
 Pinocchio xvii, 108, 111-113, 115, 124-127
 playfulness 110, 114-116, 119, 121, 122, 124, 130
 Popularization 75, 77, 79, 81-83, 85

- Popularizing language 75, 77, 79, 81-83, 85
 positive associations 47, 48, 130
 'Premium' food 2, 4, 5, 8, 13, 15, 16, 17, 18,
 21, 22, 23
- references 105, 106, 118, 121, 122
 replacements 113, 115, 117
 repetition 47, 52, 53, 54, 56, 65
 rhyme 52, 53, 56, 65, 66
- semantic prosody xiv, 46, 48, 51, 54, 57,
 58, 61
 Semiotic strategies 1-24, 129
 sensory appeal 46, 48, 50, 54, 55, 131
 Shibboleths 8, 19, 20
 Silverstein, M. xiii, 1, 2, 8, 14, 19
 snack culture xiv, 51, 55, 57
 Social hierarchies xiii, 8, 129
 Social media xiii, xv, xvi, 67, 70, 77, 85,
 92-96, 132
 socialization 13, 46, 61, 62, 63, 133
 Soft power 6, 23
- SPIN2023 Project xv, xvii, 68, 71, 72, 85
 Stylistic analysis 75-79
- tourism xiv, 45-48, 50, 51, 53-55, 57-64, 130
 tourism discourse xiv, 46, 50, 54, 55, 60, 61,
 63, 130
 tourism promotion 45, 48, 130
 translations xiii, xvi, 17, 107-109, 111-113,
 115, 116, 121, 124, 126, 127, 129, 131, 132
- Van Coillie, J. 105, 126, 127
 Veblen, T. 2, 12
 Verbal language 1, 2, 8, 9, 14, 17
 Visual language xiii, xiv, xvii, 130
- Website xv, xvi, 97-101
 Whole Foods 9, 10, 11, 18, 22
 wordplay 109, 114, 116, 118, 121, 122, 130
- Yoga mom 2, 3, 4, 5, 6, 7, 8, 14, 23, 129
 YouTube 13, 92-94, 97, 103

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