SEMMELWEIS

EGYETEM 1769

22ND AELFE CONFERENCE 2024

Challenges of LSP teaching and research in the era of the language technological revolution

6–7 September 2024
Budapest

Institute of Languages for Specific Purposes
Semmelweis University

Editors

Jesús García Laborda

Katalin Fogarasi

Judit Császár

Dániel Mány

OUR SPONSORS

Klett Publishing has been present in Hungary for over 30 years, during which time it has provided the education sector with high quality publications. Its professional credibility is guaranteed by the German thoroughness and the personality of its authors, who are true to the spirit of the parent company, as proven by numerous awards. German as a foreign language is at the heart of our product range, but we also have a portfolio of other foreign languages, including English, Spanish and French, in both print and digital formats.

Only a few minutes' walk from the city center and the Danube, the Leonardo Hotel Budapest is situated in the vibrant business district of Ferencváros. No other 4-star hotel in Budapest is as conveniently located near the airport, ensuring easy travel. The Leonardo Hotel Budapest is ideal for both leisure and business travelers. We offer top-notch contemporary facilities. To unwind from the daily routine, guests can enjoy free access to the health club, which includes a sauna and gym. Indulge in delightful cuisine at the Bar Bistro, featuring both international and traditional Hungarian dishes. For light snacks and drinks between meals, the 24/7 Grab 'n' Go station provides a variety of tasty options.

SOFÍA ALBERO-POSAC
Corresponding author: salbero@usj.es
Universidad San Jorge

A METHODOLOGICAL FRAMEWORK FOR THE ANALYSIS OF MULTIMODAL RECONTEXTUALISATION OF DISCOURSE IN VIDEO ABSTRACTS

In a world of information overload, short multimodal compositions seem to be getting more relevance, as can be seen in the rise of popular social networks where brief multimedia productions are key in users' interactions. This phenomenon of multimodal condensation of content can also be observed in the ecology of genres used by scientists in fields such as medicine and biology, where new genres that offer synopses of longer compositions have emerged, as is the case of video abstracts (VAs). These present the main ideas of a research article and are often posted not only on journal websites, but also in other platforms such as Youtube, which can make them available to broader publics. In this sense, the creation of VAs may involve, rather than a mere summary of the content of the research article, a recontextualisation of the information according to their new purposes and intended audience.

This paper proposes a methodological framework to analyse the recontextualisation of information in VAs. The aim is twofold, as it seeks (i) to provide a model for the analysis of multimodal recontextualisation which allows to study possible differences regarding the purpose and intended audience underlying the formal aspects of different VAs, and that contributes to understanding the complexity and variability within the genre; and (ii) to provide a tool that allows for the elaboration of a comprehensive repertoire of strategies that can be used by authors when creating VAs in the biomedical field, according to their own objectives. The framework takes its root in Bezemer and Kress' (2008) conceptualisation of recontextualisation, as well as on Hyland's (2010) work on proximity and Kress and van Leeuwen's (2006) and Baldry and Thibault's (2006) ideas on visual grammar and multimodal analysis. The way in which the framework can be used is exemplified through the analysis of fragments from a VA, exploring aspects such as organisation, argument structures or engagement in this multimodal genre.

References:
· Baldry, A., & Thibault, P. J. (2006). *Multimodal transcription and text analysis: A multimedia toolkit and coursebook*. David Brown Book Company.
· Bezemer, J., & Kress, G. (2008). Writing in multimodal texts: A social semiotic account of designs for learning. *Written Communication*, 25(2), 166–195. https://doi.org/10.1177/0741088307313177
· Hyland, K. (2010). Constructing proximity: Relating to readers in popular and professional science. *Journal of English for Academic Purposes*, 9(2), 116–127. https://doi.org/10.1016/j.jeap.2010.02.003
· Kress, G., & van Leeuwen, T. (2006). *Reading images: The grammar of visual design.* (2nd ed.). Routledge.

FRANCISCO J. ALONSO-ALMEIDA, CONCEPCIÓN HERNÁNDEZ-GUERRA, ELENA QUINTANA-TOLEDO
Corresponding author: francisco.alonso@ulpgc.es

INTERPERSONAL JUSTIFICATORY MARKING IN C19TH WOMEN'S INSTRUCTIVE WRITING

Keywords:
interpersonal meaning, evidentiality and modality, systemic functional grammar, Corpus of Women's Instructive Writing (CoWITE19), gender-based linguistic choices

The necessity for epistemic vigilance prompts the use of markers such as evidentials and modal verbs, extending beyond their conventional role of merely justifying claims to include choices that reflect individual language use. Drawing upon Biber (2004), Clift, Hyland & Sancho Guinda (2012), Alonso-Almeida (2023), and additional relevant literature, this study underscores the undeniable interpersonal scope of these linguistic devices. While evidentiality and modality are commonly associated with nuancing propositions, this research posits that other lexical and syntactic elements, not standardly use as stancetaking devices, also contribute to the expression of interpersonal meaning, challenging conventional views if not perceived as indexicals. Using data from the nineteenth-century section of the Corpus of Women's Instructive Writing (CoWITE19) (Alonso-Almeida et al., 2023), encompassing instructional technical texts authored by women in English from 1800 to 1899, this study examines language forms that can be potentially categorised within a grammar of interpersonal communication. This analysis necessarily relies on contextual and co-textual cues.
Guided by the principles of Systemic Functional Grammar (Halliday, 1985; Halliday & Matthiessen, 2014; Matthiessen & Teruya, 2023), this research aims to answer the following questions:
(1) What linguistic forms serve an accountability function in women's technical writing, thus warranting a function-to-form survey?
(2) Which of these forms exhibit statistical significance?
(3) Lastly, beyond their justificatory role, what other functions do these forms fulfill?
This study precedes the characterisation of a women's grammar of interpersonal mood in technical and scientific writing in pre-twentieth-century English. Acknowledging the time constraints for the conference presentation, a comprehensive gender-based analysis is unfeasible. However, this report will present data obtained from a comparable corpus of texts authored by men, facilitating tentative generalisations regarding gender associations of interpersonal linguistic choices.

References:
· Alonso-Almeida, F. (2023). Stance matrices licensing that-clauses and interpersonal meaning in nineteenth-century women's instructive writing in English. *Language Value*, 16(1), 116–144. https://doi.org/10.6035/languagev.7254
· Alonso-Almeida, F., Ortega-Barrera, I., Álvarez-Gil, F., & Quintana-Toledo, E. (2023). *COWITE19= Corpus of Women's Instructive Writing*, 1800-1899.
· Biber, D. (2004). Historical patterns for the grammatical marking of stance: A cross-register comparison. *Journal of Historical Pragmatics,* 5(1), 107–136. https://doi.org/10.1075/jhp.5.1.06bib
· Clift, R. (2006). Indexing stance: Reported speech as an interactional evidential. *Journal of Sociolinguistics*, 10(5), 569-595. doi:10.1111/j.1467-9841.2006.00296.x
· Halliday, M. A. K. (1985). *Introduction to Functional Grammar*. Edward Arnold.
· Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *An Introduction to Functional Grammar*. Taylor & Francis.
· Hyland, K., & Sancho Guinda, C. (2012). *Stance and Voice in Written Academic Genres* (K. Hyland & C. S. Guinda, Eds.). Palgrave Macmillan UK. https://doi.org/10.1057/9781137030825
· Matthiessen, C. M. I. M., & Teruya, K. (2023). *Systemic Functional Linguistics.* A Complete Guide. Routledge. https://doi.org/10.4324/9781315675718

Francisco J. Alonso-Almeida, Concepción Hernández-Guerra, Elena Quintana-Toledo

Corresponding author: elena.quintana@ulpgc.es

Modal meanings in late modern English professional recipe collections. A gender-based perspective

This study here reported focuses on an examination into the realm of late modern English technical discourse through the lens of gender, focusing on the modalisation and modulation of claims within recipes for the professional setting. Drawing upon the theoretical framework of systemic-functional linguistics (SFL) (Halliday & Matthiessen, 2014) and appraisal language, as described by Martin (2000) and others, this research studies the evaluative language used in recipes authored by men and women for professional use, distinct from those intended for domestic settings. These texts serve as a unique compilation to examine the interplay of language, gender, and social aspects in a historical context.

By means of corpus tools for data retrieval and contextual analysis, the study aims to uncover how gender influences the use of interpersonal linguistic devices, specifically modalisation—expressing degrees of certainty—and modulation—conveying necessity and obligation. The investigation posits that the evaluative strategies identified are reflective of broader social and historical constraints, highlighting the impact of gender on stylistic choices and communicative purposes in technical discourse. A methodological approach involving the creation of a parallel corpus of recipes for professional use allows for a nuanced corpus-based analysis. This approach enables a comprehensive inspection of linguistic expressions of stance and modality, with preliminary findings suggesting variations in the use of these evaluative devices that may be attributed to the limited institutional roles accessible to women during the 19th century.

References:
· Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *An Introduction to Functional Grammar*. Taylor & Francis.
· Martin, J. R. (2000). Beyond exchange: APPRAISAL systems in English. In S. Hunston & G. Thompson (Eds.), *Evaluation in text: authorial stance and the construction of discourse* (pp. 142–175). Oxford University Press.

PATRIZIA ANESA
Corresponding author: patrizia.anesa@unibg.it

EXTENDED REALITY IN ESP TEACHING AND LEARNING: OR, ON THE IMPORTANCE OF AUTHENTICITY

Keywords:
extended reality, ESP, situational interest, ICT, virtuality

Extended Reality (XR) apps can generate new opportunities to create real-life situations and to master the XR experience in authentic professional contexts (Roffi, Cuomo and Ranieri 2021), which is particularly salient in ESP communication. This paper aims to explore how situational interest is enhanced by XR applications focusing on ESP education. It also offers an evaluation of how the use of XR technologies can improve ESP competence and promote self-reflexivity, thereby going beyond a merely instrumental and solutionist view. From an applied perspective, the paper discusses the use of XR applications in three main fields: Medical, Business and Legal English; it offers a qualitative investigation of how applications can be developed and employed in ESP teaching and in the training of intercultural mediators (Braun, Davitti and Slater 2020).

The study aims to raise awareness about how new technologies and XR tools can play a pivotal role in ESP language teaching, learning, and training. It also aims to align the affordances of XR with clear instructional choices in order to provide a solid link between theoretical background and applied activities. Thus, drawing on a constructivist approach, this paper discusses the principles to be taken into account for designing activities which will engage learners in authentic, contextualized situations. It also focuses on the exploration of ESP as social practice, where XR can favor the creation of more realistic contexts of communication. The research findings will inform specialists of the increasing potentialities of the XR in language teaching. At the same time, they will provide a basis for raising public awareness about the implications of such approaches.

References:
· Braun, S., Davitti, E. and Slater, C. (2020). 'It's like being in bubbles': affordances and challenges of virtual learning environments for collaborative learning in interpreter education. The Interpreter and Translator Trainer, 14/3, 259–278.
· Roffi, A., S. Cuomo, and Ranieri, M. (2021). Using Augmented and Virtual Reality for Teaching Scientific Disciplines. *IUL Research,* 2/3, 190–206.

Elisabet Arnó-Macià, Marta Aguilar-Pérez, Balbina Moncada-Comas
Corresponding author: balbina.moncada@upc.edu
Universitat Politècnica de Catalunya

From traditional to innovative teaching: ESP teacher perceptions of implementing Virtual Reality

Keywords:
ESP, professional communication, teaching innovation, Virtual Reality (VR), teaching practices, teacher motivation

Immersive environments, such as Virtual Reality (VR), can be employed for the teaching and learning of academic/professional genres, in which students have to interact as if they were in authentic professional situations. VR makes students shift from presence in the classroom through presence in a professional setting, thus leading to more innovative teaching practices. For lecturers, this change can enhance teacher motivation, but it may also expose their vulnerabilities (Diert-Boté & Moncada-Comas, in press). This paper, using collaborative autoethnography (CAE), involves the authors themselves—three English for Specific Purposes (ESP) teachers—in self-reflective practices that promote professional growth and a deeper understanding of their teaching strengths and weaknesses (Chang, 2013). Thus, it focuses on our use of VR to develop engineering students' professional communication skills, and explores its effects on motivation and teaching approaches by drawing on teaching journals (post-class reflections on the use of VR), and a focus group discussion for deeper insights into our experiences. Preliminary findings reveal that, while teachers face a dual challenge when using VR, namely the management of the activity itself and the need to both be familiar with and master the new technology (i.e. the VR goggles), they also exhibit higher motivation levels to ensure the success of the VR activity and enhance students' engagement. Overall, this paper aims to offer a comprehensive understanding of how the incorporation of VR influences teacher motivation and teaching practices.

References:
· Chang, H. (2013). Individual and collaborative autoethnography as method. In S. Holman Jones, T. E. Adams, & C. Ellis (Eds.), *Handbook of autoethnography* (pp. 107–119). West Coast Press.
· Diert-Boté & Moncada-Comas, in press. Navigating the emotional landscape of an ESP lecturer: Stories of vulnerability and resilience in the implementation of a digital genre. Springer.

ELISABET ARNO-MACIA, MARTA AGUILAR-PEREZ
Corresponding author: marta.aguilar@upc.edu

ESP STUDENTS' PERSPECTIVE ON THE USE OF VIRTUAL REALITY FOR THE DEVELOPMENT OF PROFESSIONAL COMMUNICATION SKILLS

Recent research focuses on the increasing digitalisation in higher education and the impact of technology on teaching and learning English for Specific Purposes (ESP). One example of these digitalisation processes is the integration of Virtual Reality (VR) into ESP courses. VR's immersive, computer-generated scenarios have been recognized for developing students' English language and communication skills (Chen, 2016; Tai, 2022), especially speaking skills, as well as enhancing motivation and participation (Melchor-Couto & Herrera, 2022). This paper focuses on the application of VR in professional communication courses for engineering students. First, it presents the rationale and approach that were taken to design VR scenarios to practice professional communication. Then, it analyzes their implementation, by exploring ESP students' perspectives and experiences doing VR activities. Data were collected from students at a technical university in Spain, and consist of questionnaires and learning journals, as reflective practice after performing VR activities. Preliminary results point to high satisfaction among students (e.g., highly positive attitudes, increased engagement and excitement), so that initial anxiety is overcome and transformed into boosted confidence and fun (Aguilar et al., 2022). Furthermore, most students requested further VR activities to allay fear of speaking in English. This study is expected to open up debates on the need to develop students' international professional competences through the application of immersive technologies.

References:
· Aguilar, M., Arnó, E., Barahona, C., Soler, A. & Moncada, B. (2022). Teaching professional communication to engineers through VR. *Teaching and Learning Unite! Conference*, November 2022.
· Chen, Y.-L. (2016). The effects of a virtual learning environment on student cognitive and linguistic development. Asia-Pacific Education Researcher 25(4), 637–646. https://doi.org/10.1007/s40299-016-0293-2
· Melchor-Couto, S. & Herrera, B. (2022). Immersive virtual reality: Exploring possibilities for virtual exchange. In A. Potolia & M. Derivry-Plard (Eds.) Virtual Exchange for Intercultural Language Learning and Teaching. Fostering Communication for the Digital Age (pp. 92-115). Routledge. https://doi.org/10.4324/9781003024620
· Tai, T.-Y. (2022). Impact of mobile virtual reality on EFL learners' listening comprehension. Language Learning & Technology 26, 1–23. https://doi.org/10125/73491

VICENT BELTRAN PALANQUES, NURIA EDO MARZA
Corresponding author: vbeltran@uji.es

DE-ACADEMISING SCIENCE THROUGH AI-MEDIATED TRANS-GENRING: FROM RESEARCH ARTICLES TO PODCASTS IN THE ESP CLASSROOM

Keywords:
ESP, genre-awareness, de-academising, trans-genring, Generative Artificial Intelligence

In today's world, it is increasingly important to empower future professionals with communicative skills to adapt their discourse and register to the different situations they may need to face in the workplace. These communicative genre-related skills are added valuable assets that should be fostered starting from university. In this regard, the learning context provided by English for Specific Purposes (ESP) courses may be optimal. Such courses allow students to develop genre awareness and their capacity to transmit interdisciplinary knowledge effectively while carefully reflecting on their intended audience and communicative purpose.

In ESP settings, Generative Artificial Intelligence (GenAI) can be a great ally in promoting the necessary adaptability and knowledge on the part of students, as future professionals, to navigate different genres within their communities of practice. Although the integration of GenAI in classrooms may spark controversy, denying its presence and potential use could prove counterproductive, besides being unrealistic and impractical. The flow of current times cannot be ignored and devising new and creative ways to incorporate the potential of GenAI into students' learning and future professional practice seems necessary. Against this backdrop, we discuss some already-implemented pedagogical affordances for the meaningful integration and exploitation of GenAI in shaping a genre in an English for Science and Technology setting. In particular, students were involved in the process of de-academising academic scientific articles with the help of GenAI to transform them into a different genre: podcasts addressed to wider audiences. In other words, the pedagogical proposal intended to provide students with some tools and a tailored procedure to make them capable of subjecting academic articles to significant de-academising and trans-genring processes within their communities of practice. Through this approach, students' agency is promoted by the use of GenAI. In turn, this results in increased discourse and genre awareness, critical thinking, and creativity, thus enabling students to navigate and construct genres successfully as future professionals.

RUTH BREEZE
Corresponding author: rbreeze@unav.es
Institute for Culture and Society, University of Navarra, Spain

HOW TO REDRESS THE POWER BALANCE IN LEGAL KNOWLEDGE: RESEARCHING THREE APPROACHES TO COMMUNICATING UK EVICTION LAW

Keywords:
legal English, legal communication, knowledge asymmetry, popularisation, dissemination

The working of the law is characterized by major knowledge asymmetries between experts and laypeople, which have considerable implications for equality and social justice. Language plays a leading role in these asymmetries: for example, legal English texts are notoriously difficult for non-specialists to understand, and moves towards more reader-friendly written communication have been slow in many areas. In response to the need for the public to access information about areas that are important in their lives, various types of website have emerged which present legal knowledge and advice in a more comprehensible, user-friendly format.

One area of the law that has consequences for many people and has been a major focus of interest for social campaigners is that of eviction. In most cases, the power imbalance (owner-tenant) is exacerbated by a significant knowledge asymmetry. This paper looks at how information concerning tenants' and property owners' rights is mediated across the expert-lay divide, in three different websites on eviction: one published by the UK government, one by an NGO that promotes legal education for a wider audience, and one by a housing activist group.

The differences between the official, advisory and activist sites are analysed in terms of discursive strategies to establish how each one approaches the task of reducing the knowledge asymmetry (Turnbull, 2018), with a particular focus on the writer-reader relationship projected in the text. Finally, positioning theory is used to account for the differences between the stance taken in official, advisory and activist sites (Davies & Harré, 1990).

References:
· Davies, B., & Harré, R. (1990). Positioning: The discursive production of selves. *Journal for the Theory of Social Behaviour*, 20(1), 43–63.
· Turnbull, J. (2018). Communicating and recontextualizing legal advice online in English. In J. Engberg, K. Luttermann, S. Cacchiani, & C. Preite (Eds.), *Popularization and knowledge mediation in the law*. LIT Verlag.

OANA MARIA CARCIU
Corresponding author: ocarciu@unizar.es

ENGAGING IN DIGITAL MULTIMODAL COMPOSING FOR SCIENCE COMMUNICATION ONLINE:
FEMALE SCIENTISTS' PERSPECTIVE

Keywords:
digital genres, writing processes, women scientists, digital and multimodal literacy, science communication online

Writing in digital environments for professional and public communication of science has become increasingly important today. Previous research has indicated that it is beneficial for women scientists to communicate their research using emerging digital genres for science communication (graphical abstracts, video summaries, podcasts/videocasts, social networks, etc.). Involvement in producing these types of digital genres highlights digital writing practices for science dissemination. However, little LSP research has been conducted from a gender perspective and from the perspective of genres.

Adopting a gender perspective, this paper aims to gain insight into female scientists' writing experiences in digital environments and uncover the digital and communication skills needed to address the challenges posed by online science communication to diverse. The main research question guiding this study was what digital composing processes female scientists engage in, with a particular focus on digital writing technologies and multimodal resources.

To collect data on digital composing processes, three instruments were used in four case studies: a self-evaluation checklist of digital and communication skills, a reflection diary, and a genre plot. The participants are members of a Spanish association of women scientists actively engaged in sharing research openly with diverse audiences online.

The results provide evidence of writing as an ongoing, networked, multimodal text production at three stages: before, during, and after creating it. The writing skills these researchers employ involve intermediality and recontextualization strategies, as well as genre knowledge transfer and interdiscursivity. Best practices and strategies identified in the case studies will be presented.

LUYU CHEN
Corresponding author: chen.luyu@stud.u-szeged.hu

FACTORS INFLUENCING CHINESE LEARNERS' SATISFACTION WITH ONLINE CLASSES: A POST-PANDEMIC PERSPECTIVE FROM CONFUCIUS INSTITUTES IN HUNGARY

This study examines the perceptions and preferences of Hungarian Chinese as a Foreign Language (CFL) learners regarding online learning during the COVID-19 pandemic. To address the unique challenges of learning Chinese online, a novel questionnaire was developed through a multi-step process involving literature review, in-depth interviews with CFL learners, and expert reviews. A pilot study ensured the questionnaire's validity and clarity. The study targets a larger sample across four Confucius institutes in Hungary and analyze data to investigate the types, specific instances, and overall satisfaction with online learning challenges faced by Hungarian CFL learners. This research not only sheds light on the pandemic's influence on CFL learning but also provides valuable insights for educators and curriculum developers to improve online CFL learning experiences in the post-pandemic era, ensuring its continued effectiveness even as educational models evolve.
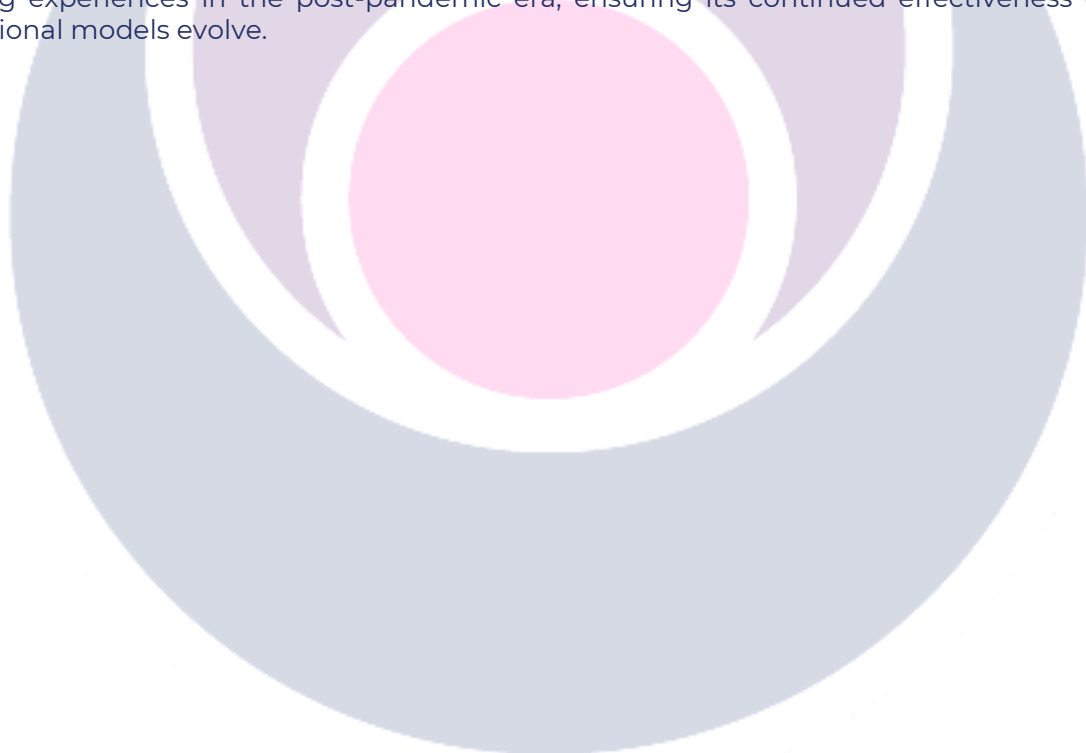
CANDELA CONTERO URGAL, BÁRBARA EIZAGA REBOLLAR
Corresponding author: candela.contero@uca.es

INTERNATIONALISATION, STUDENT MOBILITY AND EMPLOYABILITY: *ESP VS LINGUISTICS STUDENTS' ATTITUDES*

Keywords:
English for Specific Purposes (ESP), English studies, Internationalisation, Employability, Student mobility

The importance of internationalisation practices established in the policies of Higher Education institutions can easily be witnessed in the current strategic plans of universities around the world. The positive impact of immersion on FL learning (Shykun, 2023) has been long emphasised. Foreign Language Acquisition (FLA) and Languages for Specific Purposes (LSP) learning at a tertiary level are fostered to enrich the syllabi and improve graduate employability (Martinaj, 2020). Internationalising Higher Education through student mobility is understood as a way to foster democratisation and human development for public good (Brooks, et al. 2024). However, this might be appreciated by students in different ways depending on their study field.

The present paper analyses the student profile of Business and English studies involved in FL learning to examine whether their profile affects their choices regarding their willingness to get engaged in international mobility, one of the key aspects of internationalisation. To achieve this goal, we conducted a 5-point Likert scale survey to 128 students in their 3rd, 4th and 5th academic year at the University of Cadiz (Spain) to ask them about their attitude towards internationalisation, student mobility and employability. The results confirmed that the professional background of the students influenced their predisposition to get involved in student mobility. In conclusion, the ESP students' context versus that of English studies had an impact on their attitude towards the internationalisation of their curriculum.

References:
· Brooks, R., Waters, J., Wright, S. (2024). International student mobility within Europe: responding to contemporary challenges. *Higher Education*, 1-10. 10.1007/s10734-024-01222-0.
· Martinaj, F. (2020). Foreign Languages: The Key Factor in Employability. Management, 15. 161-178. https://doi.org/10.26493/1854-4231.15.161-178
· Shykun, A. (2023). Mobility and Language Learning: Using Online Platforms for Learning Foreign Languages. Human Studies Series of Pedagogy, 48, 224–228. https://doi.org/10.24919/2413-2039.16/48.33

ALEJANDRO CURADO-FUENTES
Corresponding author: acurado@unex.es

LOWER LANGUAGE LEVEL STUDENTS IN ESP: ENHANCING THEIR LINGUISTIC KNOWLEDGE AND CRITICAL THINKING SKILLS BY COMBINING CORPUS AND GENAI TOOLS

Keywords:
GenAI, DDL, ESP, low-intermediate levels, critical thinking

DDL (Data-driven Learning) outcomes tend to be positive in ESP (Lusta et al., 2023), and its combination with GenAI constitutes a useful methodological synergy (Crosthwaite & Baisa, 2023). In the present study, a quasi-experimental approach to first-year English for Business and Tourism courses (2022, 2023, and 2024 Spring semesters) was made using these tools. The collection/intervention instruments included pre-, mid-, and post-tests, questionnaires, and interviews (N = 22, 17, and 13 students respectively). The data was triangulated in order to detect possible learning impact and students' reactions / perceptions about these developments. In previous years, corpus tools were used for vocabulary and text comprehension, whereas in 2024, GenAI chat, story-making, and concept map-making affordances will be exploited (in March and April) with similar text decoding and lexical development aims. The results from previous years pointed to a positive impact of constructivist and scaffolding approaches, leading most lower-level learners to engage with linguistic data successfully when using corpus data (with more preferences and positive results in the use of simple corpus interfaces and activities related to specific text types). Participants' feedback also disclosed some internal/external educational features (e.g., students were not used to inductive thinking in language classes, and some felt they had learned a new way of doing things). Therefore, in 2024, the integration of GenAI tools may offer further contrastive feedback on these issues for critical thinking and linguistic learning.

References:
· Crosthwaite, P., & Baisa, V. (2023). Generative AI and the end of corpus-assisted data- driven learning? Not so fast! *Applied Corpus Linguistics*, 3, 100066. https://doi.org/10.1016/j.acorp.2023.100066
· Lusta, A., Demirel, O., & Mohammadzadeh, B. (2023). Language corpus and data-driven learning (DDL) in language classrooms: A systematic review. *Heliyon, 9,* e22731. https://doi.org/10.1016/j.heliyon.2023.e22731

KATALIN DELBÓ, GÁBOR GYENES, KATALIN FOGARASI
Corresponding author: leskone.delbo.katalin@semmelweis.hu
Institute of Languages for Specific Purposes, Semmelweis University

MEDICAL DOCUMENTATION IN TERMINOLOGY COURSES: WAYS TO IMPROVE THE TERMINOLOGY SKILLS OF GERMAN MEDICAL STUDENTS

Keywords:
medical terminology, medical documentation, code switching, German medical training, E-learning

In Medical Terminology courses, students are required to simultaneously acquire and correctly apply the knowledge of Latin grammar as well as anatomical and clinical terminology. The German medical language includes terms of Latin and ancient Greek origin, as well as traditional German (layman) terms and English terms, which presents a particularly challenging language situation for German students. Numerous synonyms are used in the medical field, and physicians must not only understand and know the different registers, but also be able to switch between them correctly during the same medical activity (e.g. taking medical history).

One of the main objectives of the Medical Terminology courses in the German language medical training programme at Semmelweis University is to equip students with all the skills necessary for medical practice. In addition to the acquisition of a solid grammatical foundation and anatomical-clinical terminology, we place great emphasis on the use of original medical documents in the classroom.

The aim of the present study is to show through examples how medical documents are integrated into the curriculum of German medical education and how they contribute to the improvement of language skills. The curriculum includes three main types of documents, i.e., genres: anamnesis, case study, and final report. They play an important role in the practice of establishing a Latin or Greek-based diagnosis and in the development of clinical vocabulary, both in the textbook and the tasks compiled in the university's e-learning system (Moodle). The use of medical documents also has two important advantages: on the one hand, it breaks the typically grammar-based, monotonous focus of Latin studies and significantly increases students' engagement in the classroom; on the other hand, it clearly demonstrates that the accurate use of medical language (including the perfect use of Latin grammar) is an essential medical professional requirement for creating unambiguous, high-quality, and patient-centred medical documentation.

IRATI DIERT-BOTE, BALBINA MONCADA-COMAS
Corresponding author: irati.diert@udl.cat

EXPLORING AFFECTIVE AND COGNITIVE FORCES IN ESP TEACHER MOTIVATION DYNAMICS

Teacher motivation, i.e., the psychological force that drives action (Hassaskhah, 2016) has not been explored in relation to tertiary education teachers (Sahakyan et al., 2018), particularly English for Specific Purposes (ESP) lecturers, who teach specialized/technical English in other disciplines. This study, guided by Complex Dynamic Systems Theory, recognizes motivation as a complex system in which networks of various components without a central control and simple rules result in complex behaviour (Mitchell, 2009). It highlights that such systems naturally evolve and stabilise into "attractor states" (Hiver, 2015), points of equilibrium for a system to settle. Therefore, the study explores the fluctuations, attractor states, and the interplay of different forces that influence teacher motivation. Through a duoethnography methodology, the authors themselves, as ESP teachers, documented through journals their experiences in relation to teacher motivation during five weeks. Findings reveal the dynamic and situated nature of motivation with moment-to-moment fluctuations and a generally positive trend, attributed to various affective and cognitive factors (Dörnyei, 2009) inside and outside the classroom context. This positive motivation pattern is boosted by positive emotional attractor states (happiness and comfort) and prevails even with the existence of negative ones (anxiety and upset). Overall, this study highlights the significance of self-reflection and self-awareness in enhancing teacher motivation, thus paving the way for continuous professional growth in ESP courses.

References:
· Dörnyei, Z. (2009). The antecedents of task behaviour: A dynamic systems account of task motivation. In *Proceedings of the 3rd Biennial International Conference on Task-Based Language Teaching*. Lancaster.
· Hassaskhah, J. (2016). Re-examination of second language teacher motivation management from a dynamic perspective. *Infancia y Aprendizaje*, *39*(4), 858-891. http://dx.doi.org/10.1080/02103702.2016.1215084
· Hiver, P. (2015). Attractor states. In Z. Dörnyei, P.D. MacIntyre & A. Henry (Eds.), *Motivational dynamics in language learning* (pp. 20-28). Multilingual Matters.
· Mitchell, M. (2009). Complexity: *A guided tour*. Oxford University Press.
· Sahakyan, T., Lamb, M. & Chambers, G. (2018). Language teacher motivation: From the Ideal to the feasible self. In S. Mercer & A. Kostoulas (Ed.), *Language Teacher Psychology* (pp. 53-70). Multilingual Matters. https://doi.org/10.21832/9781783099467-008

OLGA DONINA
Corresponding author: olga-donina@mail.ru

PLATFORMS BASED ON ARTIFICIAL INTELLIGENCE FOR THE PREPARATION OF A FOREIGN LANGUAGE LESSON

This paper compares the efficacy of AI-based platforms and chatbots in the preparation of a foreign language lesson. The resources (Perplexity AI, ChatGPT, CoPilot, Curipod, etc.) were selected, their lesson plans evaluated according to the criteria of educational standards and analysed by practising teachers, and the lessons based on these plans evaluated by students. The results demonstrated that AI-based chatbots were less effective than AI platforms in generating lesson plans. The PerplexityAI chatbot was the lowest-scoring, with ChatGPT ranking second to last. The Copilot platform was the second-highest-rated, while the Curipod platform was the highest-rated. The latter's high rating can be attributed to its ease of use, a large number of interactive and diverse tasks, and the ability to additionally create slides for the lesson.

KATALIN DORÓ
Corresponding author: dorokati@lit.u-szeged.hu

EXPLORING AUTHORIAL VOICE IN ENGLISH LANGUAGE MEDICAL JOURNAL ABSTRACTS: A COMPARATIVE STUDY OF HUNGARIAN AND INTERNATIONAL AUTHORS

English-language abstracts play a key role in disseminating researchers' work. Authors with different L1s need to learn rhetorical and linguistic conventions to reach a wide international audience. Academic writing in hard disciplines is often viewed as impersonal, with a strong reliance on the passive voice and a more restricted use of personal pronouns. Authorial voice in medical journal abstracts have been widely studied, but there is a clear research gap concerning how Hungarian authors place themselves in their English-language abstracts. This study aims to examine the differences in the authorial voice used by Hungarian authors publishing in a local journal and international authors publishing in widely read journals. It compares three corpora of medical journal abstracts published on the topic of Covid19, one from the leading Hungarian journal Orvosi Hetilap and two from leading international journals. 100 abstracts for each were subtracted from the WoS database and searched for personal pronouns, noun phrases indicating implicit authorial presence (In this study, we aim to examine vs. This study aimed to explore) and passive voice. The results suggest a similar frequency of the personal pronoun "we" across the corpora, but a more frequent use of the possessive pronoun our by Hungarian authors. The two international corpora employ passive voices more often. The noun phrase constructs referring to the research were further studied for verbs and modifiers which also showed different patterns between Hungarian and international abstracts. The results are discussed in terms of possible reasons for these differences and pedagogical implications.

MARÍA FANLO PINIÉS
Corresponding author: maria.fanlo@unizar.es

THE MEDICAL HUMANITIES IN THE ENGLISH FOR MEDICAL PURPOSES CLASS

The aim of English for Medical Purposes courses is to foster the learners' achievement of communicative competence within the specific field of the health sciences. EMP courses are designed to meet the needs of future doctors by focusing on the achievement of certain skills (e.g. writing a referral letter or interviewing a patient), through a selection of medical topics (Maher 1986). Besides that, medical education and practice have undergone a transformation towards a patient-centred approach, in which patient-centred communication has become a desirable skill for future doctors (Woodward-Kron 2016). In this context, the medical humanities have emerged as an interdisciplinary field which emphasises a more humane approach to medicine, including a deeper understanding of illness and patienthood.

Thus, EMP courses can offer the point of convergence in which medical humanities materials (e.g. films or literature) can be incorporated into tasks in which learners develop their language skills together with critical thinking skills and humanistic values (Tseligka 2021). This study presents the implementation of a series of tasks using fragments of films and literature in an EMP course, for first year students in medical school. The objective of the lessons is for students to reflect on a patient-centred approach to medicine, to develop critical awareness of language use through observation, reflection, and analysis, to foster humanistic values, such as empathy, and to promote English language proficiency. Students' involvement in these tasks was observed in increased class participation and improved output using appropriate linguistic structures and vocabulary.

References:
· Maher, J. (1986). English for Medical Purposes. Language Teaching, 19(2), 112-145.
· Tselingka, T. and Koik, K. (2021). The becoming of a medical professional: Integrating humanities-based resources in a medical English course. ESP Today, 9(1), 50-62.
· Woodward-Kron, R. (2016). International medical graduates and the discursive patterns of patient-centred communication. CercleS, 6(1), 253–273.

ÁNGEL FELICES-LAGO
Corresponding author: afelices@ugr.es

SOCIAL PROBLEMS CONNECTED WITH THE WEALTH DOMAIN IN THE DIAPASON PLATFORM: ONTOLOGY BUILDING FOR SOCIAL SENSORS IN FOCUS

Keywords:
Ontology building, social sensors, conceptual modelling, social problems, natural language processing

People convey their thoughts, opinions and emotions through text data on various social and private matters in social networks (e.g., Facebook, Twitter (X), Instagram, etc.). Understanding the natural language with which we express ourselves in social media with reference to immediacy is one of the areas of interest for Natural Language Processing (NLP). Consequently, systems that analyze and interpret user-generated content can extract actionable information from the Internet to improve citizens` quality of life. This paper aims to apply an ontological model: DIAPASON (unifieD hybrId ApProach to microtext Analysis in Social-media crOwdseNsing), which is based on the social-sensing paradigm, to support the advance of smart societies. The main goal of this ontology is to assist the NLP module in the tasks of topic categorization and keyword recognition when analyzing English short texts from social media platforms to perform social problems detection. As a sample, a representative number of problem schemas belonging to the WEALTH domain have been described and formalized. This domain is included in the ECONOMY dimension of the SOCIAL category (as opposed to the one described in the ontology as PHYSICAL). The template that develops the description of each problem includes essential aspects for its computer detection, such as typology (category, dimension, domain, problem type and problem schema), as well as a definition of the problem, the WordNet label (when it exists) and the validation of the syntactic scheme, whose syntax is inspired by the interface language known as COREL.

MIGUEL FERNÁNDEZ ÁLVAREZ
Corresponding author: m.fernandez@upm.es
Universidad Politécnica de Madrid

NEEDS ANALYSIS FOR DESIGNING AN ENGLISH FOR SPECIFIC PURPOSES COURSE IN THE FIELD OF CONSTRUCTION: TEACHING PROPOSAL AND EVALUATION RESULTS

This study explores the reformulation of a specific English course for the construction sector, based on student needs analysis. Through questionnaires and group interviews, aspects like confidence in oral expression and the application of metacognitive strategies are assessed. Key needs in oral expression, learning strategies, and soft skills are revealed. An innovative teaching methodology focused on formative assessment and collaborative interaction is proposed. This approach enhances specific language skills and fosters crucial transferable skills in the workplace.

This presentation proposes to analyze and redesign a course in English for specific purposes for the construction field. The study focuses on strengthening oral expression, promoting metacognitive strategies, and developing soft skills in a work context. Research questions include: How can confidence in English oral expression and interaction be improved? What metacognitive strategies are most effective in this context? And how to integrate and assess soft skills in the curriculum? The theoretical framework is based on English pedagogy for specific purposes, metacognitive learning theories, and the importance of soft skills in professional education. The research points to a more dynamic, student-centred teaching aligned with the sector's current needs.

The methodology used in this study included questionnaires and group interviews. The questionnaires, distributed to 54 students, included questions about demographics, self-assessment, English use, and learning strategies. This quantitative approach provided an overview of students' needs and perceptions. Group interviews offered qualitative data that complemented and deepened the questionnaire findings. This combination of quantitative and qualitative methods facilitated a comprehensive understanding of student needs and the effectiveness of current teaching strategies.

The results indicate students' low confidence in their oral expression and interaction in English, highlighting the need to foster metacognitive strategies and adapt course content to the specific needs of the construction sector. Students positively valued small group interaction and tasks focused on technical vocabulary and soft skills. Based on these findings, a shift in teaching methodology towards a more interactive, dynamic, and formative approach is proposed. The study's scientific relevance lies in its contribution to optimizing English teaching for specific purposes. By focusing on students' real needs and aligning course content with the construction sector's demands, this study offers a replicable model for other English for specific purposes programs.

References:
· Basturkmen, H. (2010). Developing Courses in English for Specific Purposes. Palgrave Macmillan.
· Dörnyei, Z. (2003). Questionnaires in Second Language Research: Construction, Administration, and Processing. Lawrence Erlbaum Associates.
· Hyland, K. (2006). English for Specific Purposes: Some Influences and Impacts. Cambridge University Press.

· Mackey, A., & Gass, S. M. (2005). Second Language Research: Methodology and Design. Lawrence Erlbaum Associates.
· Nunan, D. (1991). Language Teaching Methodology. Prentice Hall.
· Oxford, R. (1990). Language Learning Strategies: What Every Teacher Should Know. Heinle & Heinle.
· Richards, J. C. (2001). Curriculum Development in Language Teaching. Cambridge University Press.

ÁGOTA FÓRIS
Corresponding author: foris.agota@gmail.com
Károli Gáspár University of the Reformed Church in Hungary

PROFESSIONAL COMMUNICATION, TERMINOLOGY AND DOCUMENTATION. KNOWLEDGE SHARING AND INFORMATION MANAGEMENT

The aim of this paper is to examine the various aspects of terminology management, with a particular emphasis on the Hungarian terminology policy. This is achieved by examining four key areas: the role and position of terminology in the context of the Industry 4.0 and the associated AI and Large Language Models evolution; the position and digital support of LSPs in Hungary; the terminology policy of Hungarian scientific institutions; and some of the project planning aspects of the Hungarian national terminology database.

The presentation demonstrates that terminology management, particularly the use of terminology databases facilitate knowledge sharing and information management, as they help professional communication and documentation. The objective of establishing a national terminology database is to provide access to terminological information for a broad audience; to creates a terminological background for subjects of national strategic importance; to support education by ensuring the dissemination of knowledge in native or official language; to support bilingual education when necessary; and to ensure the recording and availability of terminology for scientific research. The recommendations for the Hungarian terminology policy include the design and the construction of a Hungarian national terminology database. While the potential technological background of such a database has been explored in other studies, this presentation will examine the additional considerations that should be taken into account in its planning phase, with special attention to the Hungarian case.

PANNA JÁMBOR-HEGEDÜS, KATALIN FOGARASI
Corresponding author: fogarasi.katalin@semmelweis.hu

METAPHORS SURVIVE US: PICTORIAL TERMS USED IN FORENSIC MEDICINE FOR MORPHOLOGICAL ALTERATIONS IN DEATH BY ASPHYXIA IN A HUNGARIAN-GERMAN-ENGLISH COMPARISON

Keywords:
forensic medicine, asphyxia, terminology, metaphors, differential diagnosis

Based on Lakoff & Johnson (2008) and Faure (2017), numerous metaphors can be observed that are used in connection with our lives, our health, or our illnesses, both in everyday life and in technical discourse. In our present study, we investigate the question of which images and comparisons forensic pathologists use to describe important alterations in corpses that they perceive with their sensory organs during dissection in Hungarian, German, and English. These alterations must be described in such a way that other experts can clearly conclude the intended cause of injury and death when reading the autopsy report. Different shades of blood color, similarities in shape for deformations, and body reactions characteristic of certain mechanisms have a significant role in supporting the diagnosis established in the expert opinion.

Since metaphor plays an essential role in specifically describing the individual characteristic features of almost every cause of death induced by asphyxia, we examined the question of whether the objects and sensory perceptions that serve as the basis for the comparisons are similar, identical or different in Hungarian, German, and English. Since the subject of forensic medicine is taught in these three languages at Semmelweis University, we have selected the relevant terms from the standard university textbooks and literature in these three languages and analyzed the equivalence relationships at the concept level, paying particular attention to the metaphorical terms. We have found that there is not only a special similarity between Hungarian and German at the conceptual and lexical level – which is often the case based on Hungarian medical terminology being adopted from German/Austrian (Varga 2012) – but even in English, the word-for-word translations of those are applied. This indicates that alterations perceivable through subtle sensory observations have an extremely high importance in forensic medicine from a differential diagnostic aspect, which is why their description even in these three linguistically very different languages is based on the same metaphorical framework.

References:
· George Lakoff, Mark Johnson. *Metaphors we live by*. University of Chicago Press, 2008.
· Pascaline Faure. Metaphors we suffer by.. *Langues, diversité et stratégies interculturelles*, 2017. hal-03510602
· Varga, É. K. (2012). Latin és német minták Bugát anatómiai neveiben. In A. Parapatics & D. Csernák-Szuhánszky (Eds.), *Félúton 7: A hetedik Félúton konferencia (2011) kiadványa* (pp. 255–265). ELTE BTK Nyelvtudományi Doktori Iskola.

JULIA HÜTTNER
Corresponding author: julia.huettner@univie.ac.at
LehrerInnenbildung Universität

DISCIPLINARY LITERACIES WITHIN CLIL:
EXPLORING THE NEXUS OF SUBJECTS, CONTEXTS AND LANGUAGES

With the steady increase of bilingual teaching formats, such as Content and Language Integrated Learning (CLIL) at school-level or English Medium Education (EME) at universities, research has begun to consider more closely which language learning opportunities are unique to such approaches. This interest is based on the realisation that a mere improvement of general foreign language skills is not the focus of learners and other stakeholders in such settings, but rather the ability to use a foreign language for purposes specific to a profession or a discipline and in this sense to "do the discipline". Conceptualisations of this type of language use at the interface of content knowledge and language have merged into the notion of disciplinary literacies, i.e., the "ability to appropriately participate in the communicate practices of a discipline" (Airey 2011).

This contribution will discuss how such literacies are best conceptualised across educational contexts, especially in relation to other concepts, such as English for Specific Purposes (ESP). Based on this conceptual work, I will present research conducted within the EU-funded COST Action "CLIL Network for Languages in Education: Towards bi- and multilingual disciplinary literacies" (clilnetle.eu), which addresses the disciplinary literacies in specific subject areas. By using the versatile construct of Cognitive Discourse Functions (Dalton-Puffer 2013) as an anchor, I will take the audience through ways in which disciplinary literacies feature in curricular demands, teacher and student perspectives, as well as the role of extramural, mostly digital, practices. Finally, the challenging transition point in the development of disciplinary literacies at the move from secondary to tertiary levels of education will be addressed.

References:
· Airey, J. (2011). The disciplinary literacy discussion matrix: A heuristic tool for initiating collaboration in higher education. Across the Disciplines, 8(3).
· Dalton-Puffer, C. (2013). A construct of cognitive discourse functions for conceptualising content language integration in CLIL and multilingual education. EuJAL, 1(2), 216-253.

JESÚS GARCÍA LABORDA, CAMINO BUENO ALASTUEY
Corresponding author: jesus.garcialaborda@uah.es

DESIGNING A TEXTBOOK FOR ENGLISH FOR EDUCATION

English for teachers has long been neglected in ESP (Kakoulli Constantinou, Papadima-Sophocleous, & Souleles, 2019) because it is assumed that the language used in the classroom is not specific enough and so there is no specific area to address such as LSP for business, engineering or health sciences (Basturkmen, 2019). Obviously, this has had an effect and only a few publications have addressed the amazing quantity of contents that teachers need to know but mainly to teach CLIL classes such as sciences, linguistics, mathematics, music and else (Kakoulli Constantinou, & Papadima-Sophocleous, 2021). However, future teachers need to interconnect theory, practice and active performance (Kırkgöz, 2019) with almost no guide for their specific language needs, which are essential for classroom performance. The main goal of this presentation is to reflect on the principles and the process followed to design a textbook for Teachers of English for Young Learners.

The proposed volume was created because a lack of available textbooks was detected by the teachers of English for pre-service teachers in a Spanish university. The first thing the teachers did was a comprehensive needs analysis in order to identify the specific language requirements of those future teachers including a search and analysis of available textbooks. The findings of the analysis revealed future and in-service teachers reported materials did not respond to their needs and they felt they needed more specific textbooks focused on education. In fact, almost no English textbooks for education students were found. Second, a selection of relevant and authentic content by using materials that reflected real-life tasks and scenarios pertinent to the future teachers (García Esteban, García Laborda, & Rábano Llamas, 2016) was carried out with the help of in-service teachers. The materials were created and have been used with the students in two editions of the course with adaptations and modifications based on students' and teachers' comments.

The resulting book, which is presented in this talk, includes specific topics related to the theory and practice of school running, use of language for CLIL and education, a chapter in general education, rules and health habits and the future of education in schools. Each chapter includes sections on the four skills plus intercultural and mediation competences as well as projects. The main teaching approaches used in the book are Task-based Learning, Problem Solving and the Lexical approach. It also incorporates real texts, dialogues, and exercises that simulate actual scenarios to provide practical and applicable language practice. Additionally, the book also incorporates technological tools as means of learning and instruction. Finally, in the design, there is also the idea of modularity, which can help the adaptability to the specific needs of the students. The textbook Is going to be published and tested in a specific university with over 600 students in the subject.

References:
· Basturkmen, H. (2019). ESP teacher education needs. *Language Teaching*, 52(3), 318-330. doi: https://doi.org/10.1017/S0261444817000398
· García Esteban, S., García Laborda, J., & Rábano Llamas, M. (2016). ICTs, ESPs and ZPD through microlessons in teacher education. In A. Pareja-Lora, C. Calle-Martínez, & P. Rodríguez-Arancón (Eds*), New perspectives on teaching and working with languages in the digital era* (pp. 105-113). Dublin: Research-publishing.net. http://dx.doi.org/10.14705/rpnet.2016.tislid2014.426

- Kakoulli Constantinou, E., & Papadima-Sophocleous, S. (2021). Professional development in English for specific purposes: designing the curriculum of an online ESP teacher education course. In S. Papadima-Sophocleous, E. Kakoulli Constantinou & C. N. Giannikas (Eds), *Tertiary education language learning*: *a collection of research* (pp. 89-109). Research-publishing.net. https://doi.org/10.14705/rpnet.2021.51.1256
- Kakoulli Constantinou, E., PapadimaSophocleous, S., & Souleles, N. (2019). Finding the way through the ESP maze: designing an ESP teacher education programme. In S. PapadimaSophocleous, E. Kakoulli Constantinou & C. N. Giannikas (Eds), *ESP teaching and teacher education: current theories and practices* (pp. 2746). Researchpublishing.net. https://doi.org/10.14705/rpnet.2019.33.924
- PapadimaSophocleous, E. Kakoulli Constantinou & C. N. Giannikas (Eds), *ESP teaching and teacher education: current theories and practices* (pp. 2746). Researchpublishing.net. https://doi.org/10.14705/rpnet.2019.33.924
- Kırkgöz, Y. (2019). ESP in teacher education: a case study. In S. Papadima-Sophocleous, E. Kakoulli Constantinou & C. N. Giannikas (Eds), *ESP teaching and teacher education: current theories and practices* (pp. 13-26). Research-publishing.net. https://doi.org/10.14705/rpnet.2019.33.923

DANIEL GREINEDER
Corresponding author: danielgreineder@aol.com

HERMETIC JURISPRUDENCE IN THE AGE OF ARBITRATION ENGLISH

This paper sketches some difficulties in using English in international arbitration cases that involve a German element, such as German-speaking parties or a choice of German governing law. Many of those cases are conducted in English. At its simplest, arbitration is a form of private litigation conducted by arbitral tribunals, appointed by the parties to resolve a particular dispute. It lends itself to international disputes, such as claims under cross-border sale of goods contracts, and uniquely among legal orders does not have its own language; rather, the parties are free to designate one.

Drawing on practical experience, the author shows up the discrepancy between the hermetic obscurity of German legal terminology, especially in German as distinct from Swiss law, and the non-committal blandness of arbitration English, as it has evolved in the anglophone practices of US and English law firms. This complicates the presentation of legal argument, often leading parties and arbitrators to withdraw into German.

The paper further contrasts the difference between the inaccessibility of German legal terminology and German enthusiasm for business English of sorts. In arbitration proceedings, there may be a zeal on the part of fact and expert witnesses to press on in English, which is not linguistically matched by legal argument.

Finally, the paper considers examples of English-language writing by German speakers that show a half-hearted adoption of English in the expression of German concepts. These texts evince German language structures.

In conclusion, the paper indicates how parties can realistically respond to these challenges with a realistic recognition of the difficulties of arbitral communication.

GÁBOR GYENES, ZOLTÁN PATONAI, GÁBOR SIMON, MARIO DAROK, SARAH HEINZE, TANJA GERMEROTT, KATALIN FOGARASI
Corresponding author: gyenesg98@gmail.com

A COMPARATIVE STUDY OF FORENSIC INJURY TERMINOLOGY IN AUSTRIA AND GERMANY

Previous research has highlighted that clinical injury documentation often lacks the detail needed for accurate forensic assessment of the underlying mechanisms and weapons involved, particularly for soft tissue injuries in Hungary, Austria, and Germany (Fogarasi 2012, Walz et al. 2023, Gyenes et al. 2024). To explore what idealized detailed injury documentation in Austria entails in practice, we analyzed injury descriptions in forensic autopsy reports. These reports provide detailed descriptions of external injury features by forensic experts, but on deceased individuals. In clinical settings, such detailed documentation is impossible due to time constraints, yet the types and characteristics of injuries described in autopsy reports are identical to those seen in living patients. Furthermore, we aimed to compare forensic documentation standards in Austria with those in Germany (based on Gyenes et al. 2023) by examining the average number of recorded characteristics per injury and the terminology used. We collected 100 forensic autopsy reports from the University of Graz and analyzed their injury descriptions. Using IBM SPSS Statistics 22 software, we performed a statistical analysis to study the injury characteristics documented in autopsy findings, based on the underlying mechanisms of injuries. We then compared these results with those from a previous study on German autopsy reports. Through this comparative analysis, we identified the specific terms used by forensic experts in Austria and Germany for describing injuries, depending on the type of injury. We examined the average number of injury characteristics documented per injury and uncovered terminological differences between the two German-speaking countries. As a result of this study, we present the terminology for soft tissue injuries and their typical characteristics, which, if adopted, would enhance the quality of clinical documentation for forensic purposes.

References:
· Fogarasi, K. (2012) Limited Forensic Assessability of Soft Tissue Injuries. Terminological Analyses of Hungarian, German and Austrian Medical Diagnostic Reports. PhD dissertation, University of Pécs, Faculty of Health Sciences
· Walz, C., Schwarz, C. S., Imdahl, K., Steffan, C., & Germerott, T. (2023). Comparison of the quality of clinical forensic examination of victims of physical violence conducted by clinicians and forensic examiners. International Journal of Legal Medicine, 137(6), 1777–1786.
· Gyenes, G., Patonai, Z., Germerott, T., Walz, C., Fogarasi, K. (2024). Comparative Terminological Analysis of Injury Descriptions Created by Clinicians and by Forensic Experts Based on Clinical Photographs in Germany. In Semmelweis Medical Linguistics Conference 2024: Book of Abstracts: Implementation of Patient-centered Research Trends, 17-17.
· Gyenes, G., Császár, J., Fogarasi, K., Simon, G., Patonai, Z. (2023). Comparative Terminological Analysis of Injury Descriptions in Hungarian Clinical Records and Forensic Medical Autopsy Reports. In Semmelweis Medical Linguistics Conference 2023: Impact of Sociocultural Factors on Health Communication Hybrid Conference, 30-30.

TIM HAMMRICH
Corresponding author: hammrichtim@uniovi.es
Universidad de Oviedo

LANGUAGE FOR SPECIFIC PURPOSES: DEVELOPMENT OF LEXICAL KNOWLEDGE IN BUSINESS GERMAN CLASSES

Lexical knowledge is considered an essential part of language proficiency. Learners are obligated to manage a vast number of new words in a short time, especially when it comes to learning a foreign language for specific purposes. However, the best means of achieving effective vocabulary acquisition remains somewhat unclear, and there is still certain insecurity among teachers about the best way to approach vocabulary learning, while textbooks and syllabuses often do not provide clear orientations either. Furthermore, it is still controversial whether the learning of individual words has an impact on general language proficiency. Against this background teachers and researchers need to research more specifically effective ways to facilitate the development of lexical knowledge

The present study therefore examines different ways of learning vocabulary in the context of a German for Specific Purposes class in the Bachelor of Marketing and Commerce program at a Spanish university.

The aim is to compare the learning gains of incidental and intentional vocabulary learning in an ecological valid setting. For this purpose, the study takes place in normal learning conditions during the semester. Students are divided into two groups, with all learning parameters being the same for both groups (teacher, content, textbook, etc.). The only difference consists in specific tasks, which are carried out separately during each didactic unit: While the control group studies the vocabulary incidentally through writing tasks, the experimental group does so, using an application to memorize discrete vocabulary.

Learning gains are measured by means of a C-Test assessing overall language competition at the end of each unit. The results show that the experimental group (intentional learning) outperforms the control group (incidental learning by writing tasks). Didactic implications can be derived from this.

Tim Hammrich
Corresponding author: hammrichtim@uniovi.es

A didactic approach to autonomous Computer assisted vocabulary learning in GFL classes

Keywords:
autonomous learning, ICT, German as a foreign language, intentional learning, CAVL

When it comes to studying a language for special purposes in L2, technical vocabulary becomes especially crucial, as learners need to manage a big amount of technical vocabulary. However, it poses a considerable challenge for language learners, which they sometimes struggle to meet. In addition, teachers often complain about a lack of in-class time when working on vocabulary issues. From a didactic point of view, it is important to develop a pedagogical approach that ensures effective learning which allows students to acquire vocabulary and linguistic structures of the subject's target lexicon. Against this background, Studies in CAVL suggest the positive role ICT can play to enhance vocabulary learning.

The poster presents a didactic intervention developed within the framework of an innovation project at the University of Oviedo, which involves the use of ICT to enhance the learning of new and technical vocabulary using an application to memorize words. The use of the application provides the opportunity to study discrete technical vocabulary individually and in out of class time. Throughout the semester, students use the application to create their personalized word lists as new vocabulary appears in the didactic material during each chapter of the textbook. These word lists can then be used to memorize the vocabulary through the various tasks offered by the application (flash cards, memory, find the error, etc.). At the same time, learning process is supervised using the learning statistics generated by the application individually for each student. These statistics reflect the learner´s individual learning habits and form the basis for reflection and further improvement of the vocabulary learning process.

At the end of the semester, learning gain is measured through a C-Test, and a survey is conducted to understand students' perceptions of the application.

ISABEL HERRANDO-RODRIGO
Corresponding author: herrando@unizar.es

KNOWLEDGE TRANSFER INSTRUCTION FOR DISSEMINATING MEDICAL RESEARCH INTERNATIONALLY

Keywords:
healthcare communication, knowledge transfer, medical research dissemination, LSP/EAP/ERPP seminars

This presentation focuses on the design and implementation of a set of experiences addressed to medical professionals at a University Hospital in Spain based on our ESP, EAP and ERPP research results (Herrando, Mur & Lorés, 2012).

We firstly designed three seminars to urology practitioners and interns who were urged to present their clinical research in the 2020 European and World conference of Urology by means of digital posters (Herrando & Lorés, 2019). Secondly, once the COVID health crisis allowed us to resume our activity at hospitals, we designed a one-day seminar funded by a pharmaceutical house specialized in Hematology in April 2023 (Deepening in ph- Myeloproliferative Neoplasms. Communication challenges). With the latest published research on their pharmaceutical results, we worked on the main academic and generic features of Research Articles published on digital journals. Thirdly, with our local Government Health Service, we designed a four-week formative course based on the different practices medical personnel need to disseminate medical research internationally (Professional Communicative Competence: Preparation of international scientific papers and articles and further communicative challenges) May 2023.

Through the design and administration of questionnaires (via Google forms and Socrative), focus interviews and onsite observations a qualitative and quantitate study of the implementation of the syllabus design was taken.

In line with previous research (Gil, 2023), our ethnographically-informed results convey that collaborating with practitioners and medical experts to design courses based on previous linguistic and generic research effectively contribute to enhance the communicative competence of professionals. In addition, we could also conclude that medical practitioners still find conference papers, poster presentations and research articles as the main practices to disseminate medical knowledge (Jacobs, 2019).

References:
· Gil, V. (2023). Forging Learning Journeys: Proposal and Analysis of a Model for Teacher Training in an English as a Foreign Language Context. [PhD Thesis Unpublished]. Universidad de Zaragoza. Spain.
· Herrando, I. & Lorés, R. (2019). Emerging trends in teaching professional communication practices: Using online resources for the design and implementation of seminars for trainee doctors. CLAVIER 2019. Pisa (Italy) 28th & 29th November 2019.
· Herrando,I., Mur, P. & Lorés, R. (2012). Academic English for Health Science. Prensas Universitarias.
· Jacobs, G. (2019). Unwriteable discourse? Co-crafting the language of science news. In Krispin Thorlow (ed.) The Business of Words (pp. 53-66). Routledge.

AMY DARA HOCHBERG
Corresponding author: amydara.hochberg@upf.edu

TECHNICALITY OF VOCABULARY IN NON-TRANSLATED AND TRANSLATED ENGLISH, SPANISH, AND CATALAN HEALTH INFORMATION WEBSITES ON HIV AND TB DIAGNOSTIC TESTING

Natives and immigrants need websites in each their own language hosted by their place of residence that impart the facts and advice to improve health and reduce disease in the diverse community. The writer's word choices as conveyed through the text influence the reader's decision-making process. This paper examines the characteristics of technicality of vocabulary between the non-translated and translated English, Spanish, and Catalan versions of multilingual health information websites on HIV and TB diagnostic testing. A comparable corpus of seventy-three multilingual health information websites underwent a mixed analysis implementing adaptations of Clerehan, et al.'s (2005) Evaluative Linguistic Framework and Ha and Hyland's (2017) Technicality Analysis Model. Between the non-translated sub-corpora, the findings show statistically significant differences regarding textual multimodality (Spanish more than English and Catalan). Between the non-translated texts and their translated counterparts, the featured significant differences concern the number of technical terms. These results should serve researchers and professionals in the public health field and the translation and language sciences for future studies and techniques to improve multilingual health information text in culturally diverse communities.

References:
· Clerehan, R., Buchbinder, R., & Moodie, J. (2005). A linguistic framework for assessing the quality of written patient information: its use in assessing methotrexate information for rheumatoid arthritis. *Health Education Research*, 20, 334-344. https://doi.org/10.1093/her/cyg123
· Ha, A.Y.H., & Hyland, K. (2017). What is technicality? A Technicality analysis model for EAP vocabulary. *Journal for English for Academic Purposes*, 28(2017), 35-49. https://doi.org/10.1016/j.jeap.2017.06.003

AGNES HORVATH
Corresponding author: horvath.agnes@semmelweis.hu

BRIDGING LANGUAGE BARRIERS: LAHTEC'S INITIATIVE FOR HEALTHCARE ACCESS IN HUNGARY

Language barriers can pose a serious threat to patient safety, so it is of great importance that patients who do not speak the local language receive appropriate language assistance to ensure that communication between them and the healthcare provider is effective and communication breakdowns are avoided. Qualified interpreters and translators play a pivotal role in bridging this communication gap. However, financial and human resource constraints often hinder the translation of every document. Instead, a well-developed strategy is needed to assess which are the vital documents in a nation's healthcare system and into which foreign languages they most need to be translated. Research conducted in Hungary highlights the limited availability of translations in hospitals, underscoring the urgent need for intervention. In response to this pressing challenge, the Language Assistance in Hungarian Health Care: Translations for Effective Communication (LAHTEC) research group has been established. Comprised of language professionals from the four medical universities in Hungary, LAHTEC's objectives include assessing vital documents in Hungarian health care and facilitating the production of high-quality translations. This presentation serves as an introduction to LAHTEC, outlining its purpose, objectives, member composition, and initial achievements. By shedding light on LAHTEC's potential contributions, this initiative seeks to foster dialogue and collaboration in overcoming language barriers in Hungarian health care, ultimately enhancing patient safety and healthcare outcomes.

Snježana Husinec
Corresponding author: shusinec@pravo.hr

Legal communication in an international setting – needs and challenges

This paper aims to investigate challenges of international legal communication and to identify the specific needs of its professional participants from the perspective of Croatian legal profession and legal translators. The focus is placed on textual genres as sources of 'the linguistic and extra-linguistic information technical writers and translators need to manage specialized communication' (Borja Albi, 2013). The research was conducted with three groups of professionals engaged in communication in the field of law. The first and the second group comprised members of the discourse community of law – practising lawyers from law firms and legal practitioners in different business organisations. The third group consisted of professional legal translators, who, as 'linguistic mediators of professional texts' (Borja Albi, 2013), perform 'act[s] of communication within the mechanisms of law' (Šarčević, 2000: 55). Semi-structured interviews were used as a method of data collection to establish: a) respondents' needs in the usage of foreign LLPs in their day-to-day practice; b) the legal genres they work with; c) the challenges of conceptual and terminological features and discursive patterns of legal genres and sub-genres in the process of their reception, in translation or in legal drafting; d) respondents' perspectives on the types of linguistic resources and life-long training that would enable them to communicate more efficiently.

The research results serve a three-fold purpose. Firstly, they revealed the areas in need of comparative genre-specific research. Secondly, the findings provided preliminary information on the support needed by legal professionals and translators in form of multilingual linguistic resources. Finally, the results indicated the types of life-long training programs that would ensure the enhancement of their professional communicative and translation competence in the workplace.

References:
· Borja Albi, A. (2013). „A genre analysis approach to the study of court documents translation". In *Biel, Lucja and Engberg, Jan (eds.). Research models and methods in legal translation. Linguistica Antverpiensia, New Series – Themesin Translation Studies* (LANS – TTS).
· Šarčević, S. (2000). New Approach to Legal Translation. The Hague: KluwerLaw International.

SOPHIA KALTENECKER
Corresponding author: s.kaltenecker@gmail.com
University of Vienna

BETWEEN MEDICAL, SCIENTIFIC, AND CORPORATE COMMUNICATION: CREDIBILITY AND PERSUASION IN HOMEPAGES OF BIOMEDICAL COMPANIES

Digitalization has allowed the dissemination of medical, scientific, and corporate information to a broad, international audience (cf. Luzón & Perez-Llantada, 2022). Previous research of such digital discourses has mostly focused on either corporate, scientific, or medical discourse but has essentially disregarded the overlap of these three fields. The following paper aims to fill this gap by investigating homepages of biomedical companies, which can be placed precisely at the interface of science, medicine, and business and need to appeal to medical professionals and non-specialists simultaneously. Consequently, the research question arises how homepages of biomedical companies employ specific linguistic features to balance the company's role as a business and credible research institution?

In the exploratory analysis of the English versions of homepages of biomedical companies across three different geographical regions, which included a total of nine homepages, the use of personal pronouns, popular semantic domains, and visuals was analyzed quantitatively. Subsequently, the context in which semantic domains related to technical terminology were used and the implications of the included visuals were explored qualitatively via thematic analysis.

The study revealed the strategic combination of medical and scientific terminology to emphasize the company's expertise, as well as personal pronouns and images of patients to highlight a people-oriented side. Consequently, the analysis demonstrated the importance of balancing techniques associated with persuasion and establishing credibility to cover the medical, scientific, and corporate background of biomedical companies and reach a broad, heterogeneous audience prominent in today's digital discourses.

References:
· Luzón, M. J., & Pérez-Llantada, C. (2022). Digital genres in academic knowledge production and communication: Perspectives and practices. *Multilingual Matters*.

ISTVAN KECSKES
Corresponding author: ikecskes@albany.edu
State University of New York, Albany

"FACE-TO-FACE INTERCULTURAL COMMUNICATION AND MEDIATED INTERCULTURAL COMMUNICATION AS RELATED TO HEALTH COMMUNICATION"

The presentation seeks an answer to the question asked by Bigi and Rossi (2020:29): "Could doctor-patient interactions be viewed as intercultural encounters, regardless of the language(s) used, where 'intercultural' is used in a broad sense to include the norms, values and specialized terminology of professional activity types?" It will be explained why the answer to this question should be "yes".

In order to support the positive answer, the presentation will review the three main facets of communication including individual experience-based sociocultural facet (source for intersubjectivity), actual situational facet (emergent common ground), and the facet of language (trigger for conceptual knowledge) as related to intercultural and health communication. It will be claimed that these three facets are always present but affect interaction in different degrees depending on whether the interaction takes place face-to-face, or it is health communication or intercultural communication.

First, a continuum with two hypothetical ends (intracultural and intercultural communication) will be presented. Then focus will be on the concrete substantiations of the three facets starting with intersubjectivity, continuing with common ground and completing with conceptual knowledge. It will be demonstrated through examples that the crucial facet in both intercultural and health communication is the conceptual one in which basic differences come to the surface in the communication process.

STANISLAV KOVÁČ, TOMÁŠ HAMAR
Corresponding author: stanislav.kovac@uniba.sk

ENHANCING MOTIVATION AND SOFT SKILLS THROUGH GAMIFICATION AND COLLABORATIVE LEARNING IN TERTIARY LSP EDUCATION

Keywords:
gamification, collaborative learning, soft skills development, language for specific purposes, tertiary education

This poster session explores the potential of gamification and collaborative learning methodologies to enhance motivation and develop essential soft skills in Language for Specific Purposes education at the tertiary level, specifically targeting students of general medicine and dentistry at Comenius University Bratislava. Focusing on English for Specific Purposes and Slovak as a Foreign Language for Specific Purposes, this session investigates how integrating gamified elements and collaborative learning environments can address motivational challenges and cultivate key soft skills among learners. The session examines how collaborative learning frameworks enhance peer interaction, communication, and teamwork, thereby developing crucial soft skills such as communication, problem-solving, and adaptability. Additionally, it addresses the practical considerations and challenges of implementing these methodologies in educational settings. Ultimately, this poster session advocates for a pedagogical shift towards a more holistic approach that incorporates gamification and collaborative learning as complementary tools to foster motivation and develop essential soft skills in tertiary LSP education. By adopting innovative methodologies, educators can better prepare medical and dentistry students for the complexities of the modern workforce and promote a culture of lifelong learning and growth.

IRINA JURJEVNA KOVÁCS, KATALIN FOGARASI, MAXIMILIANE SHARABI, ÉVA KATALIN VARGA
Corresponding author: varga.eva.katalin@semmelweis.hu
Institute of Languages for Specific Purposes, Semmelweis University

FROM ZERO TO A1: TEACHING MEDICAL GERMAN AND RUSSIAN IN CLIL-BASED COURSES

Keywords:
specific purpose language teaching, beginner level, medical communication, CLIL, medical Russian, medical German

In modern medical education, equipping students with the ability to handle professional communication tasks efficiently is very important. Addressing this need, the Institute of Languages for Specific Purposes at Semmelweis University, Budapest, Hungary, has introduced one-semester, CLIL-based language courses in medicine, dentistry, and pharmacy for complete beginners. These courses, offered in six different languages, involve 1x2-hour sessions per week, focusing on realistic professional scenarios such as patient interviews, medical history taking, and dissemination of medication information.

This case study investigates the effectiveness of Medical German and Russian courses designed for complete beginners. The primary objective was to determine whether students could achieve basic communicative proficiency (A1 level) within one semester, with a total of approximately 24 classroom hours. The study employed audio recordings of student performance, which were analyzed against a professional language skills framework derived from the Common European Framework of Reference for Languages (CEFR).

At the end of the semester, students participated in role-plays with native speakers acting as patients. The audio recordings (14 in Russian and 15 in German) were transcribed and examined using the Sketch Engine software and manual analysis. Results indicated that basic grammar sufficed for effective history taking, diagnosis disclosure, and patient instruction. Grammatical and lexical errors did not hinder native speakers' comprehension or the execution of medical tasks.

The study revealed typical collocation mistakes, offering insights for improving teaching materials and strategies. This research highlights the potential of intensive, practice-oriented language instruction for the rapid acquisition of medical communication skills in a foreign language.

Raquel Lazaro Gutierrez, Gabriel Cabrera Mendez
Corresponding author: gabriel.cabrera@uah.es

Interpreting Beyond Words: The Power of Non-Translation for Effective Communication

Keywords:
terminology, interpretation, OPI, pragmatics, quality, critical incident

The Critical Incident methodology (Flanagan, 1954) applied in the Quality Department of Dualia Teletraducciones SL, a company devoted to telephone interpreting, revealed that sometimes the interpreters chose not to translate some terms into the language of the allophone user.
Given that this behaviour deviates from the norm, an investigation was conducted by the authors of this presentation on a group of 28 interpreters of English, Arabian, Russian, Bulgarian, and Ukrainian; revealing that certain terms within the realm of public services transcend the purely linguistic plane and become social constructs endowed with their own meaning. Thus, in practice, it seems more appropriate to avoid translating them, despite the fact that these terms could be translated without effort.
In this presentation, we aim to show the terminology that interpreters prefer not to translate in favour of communication fluency, taking into account other criteria such as cultural sensitivity, accuracy, identity, belonging, the evolution of colonial invasions in the countries of origin, and social expectations. The findings reveal interesting divergences depending on the different language pairs examined.
This phenomenon may prove useful in guiding interpreter training towards the everyday realities of the profession within the public services environment and could open the debate on what has so far been considered an accurate interpretation.

References:
· Flanagan, J. C. (1954). The critical incident technique. *Psychological bulletin*, 51(4), 327.

MARÍA ARACELI LOSEY LEÓN
Corresponding author: araceli.losey@gm.uca.es

INTRODUCING POST-EDITING TRANSLATION TASKS IN THE ESP CLASSROOM

The aim of this talk is to present a didactic approach to the practice of postediting tasks through the combination of two AI platforms in two ESP groups of postgraduate students with different degrees of expertise in the technical-scientific area. The objectives were twofold: to explore the benefits of practising specialised translation in the ESP classroom to enhance an integrated learning of terminology and grammar patterns, and to orient the learners in the prompting work and practise with two AI platforms, whose translation outputs were used as the target texts to be postedited. The research question posed in this study that we set out to answer is whether there are differences in the learners' focus on the translation quality assessment, taking into account their different technical-scientific expertise backgrounds. In order to achieve this, a number of quality assessment criteria were used as references. The results obtained in this experiment that was conducted as a part of a teaching innovation in higher education project indicate that, during the quality assessment process, there was a higher incidence of focusing on the extraction of terminological issues in the postgraduate students with expertise in the field and a higher focus on grammar pattern issues in the semi-expert and non-expert postgraduate students.

STEFANIA M. MACI
Corresponding author: stefania.maci@unibg.it
University of Bergamo

THE IMPACT OF AI ON SPECIALISED TRANSLATION

The spread of AI applications has triggered scientific, philosophical, political, social, ethical, and legal debates about the pros and cons of AI for humanity. On the one hand, AI is seen as complementary to the human mind. On the other hand, AI is assumed to pose an existential risk to humanity. Both sides agree that AI must be enabled to provide the right assistance to humans by being properly trained and regulated to ensure coexistence between humans and this new revolutionary entity. To be operational, AI uses large language models (LLMs) to execute instructions, that is mathematical models that calculate either the probability that a sequence of words W1 to Wn can occur together in a sentence, or the similarity between word sequences, thanks to statistics such as likelihood. A revolutionising architecture of LLMs is the Transformer which uses multiple layers of nodes or "neurons" to learn complex patterns and relationships from data. Transformers are particularly used because its AI conversational interfaces and chatbots have the 'ability' of translating an infinite variety of specialised texts (while it is maintained that AI cannot properly translate creative texts) to such an extent that post-editing is not necessary. Hence, after an overview of the rise of AI, the aim of this paper is to investigate how transformers "translate" specialised texts and the extent to which their translations may differ from the professional patterns of human translations.

References:
· Bengio, Yoshua, Ducharme, Réjean, Vincent, Pascal, and Jauvin, Christian. (2003). A neural probabilistic language model. *Journal of machine learning research* 3: 1137-1155.
· EU Parliament, (2021) *Coordinated Plan on Artificial Intelligence*. Available at: https://digital-strategy.ec.europa.eu/en/policies/plan-ai;
· https://digital-strategy.ec.europa.eu/en/library/coordinated-plan-artificial-intelligence-2021-review (15th March 2024)
· Hughes, Alex (2023). Why AI will ultimately lose the war of creativity with humanity. *BBC Science Focus*, https://www.sciencefocus.com/future-technology/ai-art-creativity-war (15th March 2024)
· Jurafsky, Daniel and Martin, James H. (2000). *Speech and Language Processing: An Introduction to Natural Language Processing. Computational Linguistics, and Speech Recognition*. Prentice Hall PTR, USA. Available at: https://web.stanford.edu/~jurafsky/slp3/
· Manning, Chris D., and Schütze, Hinrich (1999). *Foundations of statistical natural language processing*. MIT press
· McCulloch, Warren S., and Pitts, Walter. (1943) "A logical calculus of the ideas immanent in nervous activity," *Bulletin of Mathematical Biophysics*, 5(1-2), 115-133.
· Vaswani, Ashish, Shazeer, Noam, Parmar, Niki, Uszkoreit, Jakob, Jones, Llion, Gomez, Aidan N., Kaiser, Łukasz, Polosukhin, Illia (2017). Attention is all you need. In *Proceedings of the 31st International Conference on Neural Information Processing Systems (NIPS'17)*. Curran Associates Inc., Red Hook, NY, USA, 6000–6010.

DANIEL MANY, SERGE QUERIN, PASCALINE FAURE
Corresponding author: many.daniel@semmelweis.hu

FRENCH FOR HEALTHCARE PURPOSES: ADDRESSING TERMINOLOGICAL, PRAGMATIC AND INTERCULTURAL CHALLENGES FOR INTERNATIONAL STUDENTS

Keywords:
French for healthcare purposes, polysemy, synonymy, intercultural differences, communication strategies

Even though English is the lingua franca of medicine and healthcare, French continues to maintain its relevance and significance in this field, leading students to learn French for healthcare purposes. This research aims to identify and categorize the difficulties faced by 100 students in different healthcare specialties from diverse cultural and linguistic backgrounds and propose solutions to overcome these challenges. The study utilizes two primary data sources: the exams of 100 international students at Semmelweis University in Budapest, which provide insights into their specific challenges, and a corpus of French hospital documents and consultations, offering authentic data from France to identify particular obstacles and propose tailored solutions. The exams were analysed manually, and the hospital documents and consultations were analysed using the word-list, term extraction, and visualization functions of Sketch Engine.

The findings reveal that morphological differences between languages, especially regarding suffixes, can pose significant difficulties for students. False friends, where similar terms in different languages have different meanings, also present substantial challenges. Polysemy and synonymy add layers of complexity, as many terms have multiple meanings or synonyms, complicating students' understanding. Pragmatic aspects of healthcare communication, such as varying levels of politeness and cultural differences in forms of address, further challenge students. For instance, the various forms of politeness used in French, depending on the context when addressing a healthcare professional or patient, exemplify these difficulties. Moreover, differences in healthcare systems across countries can be challenging for students. Understanding these differences is essential for effective communication and practice in diverse Francophone healthcare settings.

This research highlights the challenges faced by international students in learning French healthcare terminology, pragmatics, and intercultural communication. By identifying these categories and proposing solutions integrated into the curriculum, this study aims to facilitate the integration of students into the Francophone healthcare environment.

ALEXEY MATYUSHIN
Corresponding author: matyushin@sechenov.ru
Institute of Linguistics and Intercultural Communication Sechenov University Moscow

INTERACTIVE FICTION AS A TOOL FOR TEACHING LSP VOCABULARY: A PILOT STUDY

Keywords:
LSP, vocabulary, interactive fiction, terminology

The proper master of domain-specific vocabulary is essential for successful professional communication. The most common strategies for teaching vocabulary include flashcards, wordlists, mind maps, as well as various digital games. However, these often lack much needed context support, whereas authentic, terminology-rich documents are problematic to integrate into Language for Specific Purposes (LSP) classroom. In this study we attempted to investigate, whenever Interactive Fiction (IF)—a genre of computer software that presents an interactive narrative to a player—may bridge the gap between reading and traditional vocabulary acquisition methods.

To assess IF applicability to teaching LSP vocabulary, a pilot study was conducted among 2nd year pharmacy students of Sechenov University (N=20, CEFR B1-B2). Following initial vocabulary test, the experimental group (n=10) studied English laboratory-related terms by playing an IF game; the control group (n=10) studied the same terms using wordlist.

The results of immediate (1 week) vocabulary assessment showed that the experimental group performed on par with the control group. However, the delayed (1 and 3 months) assessment demonstrated stronger vocabulary retention in the experimental group, suggesting that the IF game enhances long-term memorization of terms. Moreover, the study participants demonstrated preference towards the IF-based vocabulary learning over the traditional one.

It can be concluded that IF-based stories represent a promising tool for enhancing vocabulary acquisition. However, further studies are required to explore their full potential in a LSP classroom.

References:
· BBetancur, M. I. G., King, G. (2014). Using mind mapping as a method to help ESL/EFL students connect vocabulary and concepts in different contexts. Trilogía: Ciencia Tecnología Sociedad, 6(10), 69-85.
· Castillo-Cuesta, L. (2020). Using digital games for enhancing EFL grammar and vocabulary in higher education. International Journal of Emerging Technologies in Learning (iJET), 15(20), 116-129.
· Csikszentmihalyi, M. (1975). Beyond Boredom and Anxiety. San Francisco,
· CA: Jossey-Bass Publishers.
· Egbert, J. (2003). A study of flow theory in the foreign language classroom. The Modern Langauge Journal, 87(iv), 499-518.
· Hausknecht, M., Ammanabrolu, P., Côté, M.-A., Yuan, X. (2020).
· Interactive Fiction Games: A Colossal Adventure. Proceedings of the AAAI Conference on Artificial Intelligence, 34(05), 7903-7910.
· Rujevčan, D., Mikulec Rogić, M., Cibulka, M. (2022). The role of authentic texts in LSP. DANUBIUS NOSTER: AZ EÖTVÖS JÓZSEF FŐISKOLA TUDOMÁNYOS FOLYÓIRATA, 10(3), 215-228.
· Sitompul, E. Y. (2013). Teaching vocabulary using flashcards and word list. Journal of English and Education, 1(1), 52-58.

SILVIA MOLINA-PLAZA, ANTONIO MARTINEZ-SAEZ
Corresponding author: silvia.molina@upm.es

RENEWABLE ENERGIES: A MULTIMODAL CRITICAL DISCOURSE ANALYS

Keywords:
multimodality, corpus-based analysis, sustainability, intersemiosis, polarization

Sustainable energies offer a range of benefits and drawbacks. The aim of this presentation is to find out how different semiotic modes are combined and integrated in twenty webpages in Spanish which present the arguments for and against using renewable energies. These webpages are a new knowledge dissemination genre which consists of pros and cons of using some energies instead of others. This paper analyzes a small corpus collected for this study consisting of 20 webpages selected via Google with the query "Renewable energies. Reasons for and against" retrieved on 07th March 2024. These webpages lie at the intersection of more traditional written genres, such as institutional websites (UN, Greenpeace), private companies (using specialized discourse), and more innovative forms of journalist discourse aimed at a more general public. We want to show how different experts promote their ideas using written and visual discourse (Kress and van Leeuwen, 2006, Machin & Mayr, 2023, van Leeuwen 2008). For the corpus-based linguistic analysis, we used Sketch Engine. For the multimodal analysis, we adopted Kress and Van Leeuwen's (2006) "grammar of visual design" and their main types of visual representational structure, paying attention to how conceptual representations of renewable energies are presented. Results show how the collection of a small specialized corpus on a polarized topic, renewable energies, can offer examples of authentic contexts where technical and semi-technical popularization language is used. These webpages provide textual and visual material that can be employed in ESP courses, to show the affordances of both modes and their interrelation to write a compelling argumentative text. Verbal and non-verbal features complement each other to convey meaning successfully. The study reveals that, although each mode has a different meaning potential, in these webpages all modes contribute to meaning-making and successful communication (Ledin & Machin, 2018 and 2020).

References:
· Kress, G., & Van Leeuwen, T. (2006). Reading Images: The Grammar of Visual Design. London/ New York: Routledge.
· Kress, G. & Van Leeuwen, T. (2006). Reading Images: The Grammar of Visual Design. London/ New York: Routledge.
· Ledin. P. & Machin, D. (2018). Doing Visual Analysis: From Theory to Practice. London: Sage.
· Ledin. P. & Machin, D. (2020). Introduction to Multimodal Analysis. London: Bloomsbury.
· Machin, D. & Mayr, A. (2023). How to Do Critical Discourse Analysis: A Multimodal Introduction. London: Sage.
· Van Leeuwen, T. (2008). Discourse and Practice: New Tools for Critical Discourse Analysis. New York, NY: Oxford University Press.

ANDREEA NECHIFOR
Corresponding author: andreeabratan@unitbv.ro
Transilvania University of Brașov, Romania

IN PURSUIT OF MEANING: ENHANCING LANGUAGE PEDAGOGY BY MEANS OF AI-DRIVEN PRAGMATIC GRAMMAR TEACHING

This paper explores the synergistic relationship between artificial intelligence (AI), pragmatics, and the teaching of grammar structures in language education. With the rapid advancement of AI technologies, there is growing interest in capitalising on the potential of AI tools and methodologies to enhance language learning and teaching (Ali, 2020). However, effective communication involves more than just mastering grammatical rules; it requires an understanding of pragmatics – the social and contextual aspects of language use (Niezgoda and Röver, 2001; Shokouhi and Rezaei, 2015; Attardo and Pickering, 2021). Integrating AI into grammar instruction presents opportunities to tailor learning experiences to individual needs and preferences, while also incorporating pragmatic considerations that reflect real-world communicative practices (Karatas et al, 2024). This paper examines how AI-driven language learning platforms can support the development of both grammatical accuracy and pragmatic competence. Additionally, it explores strategies for integrating pragmatics into grammar teaching, using AI-based resources to provide authentic examples and contexts for language use. By embracing the intersection of AI, pragmatics, and grammar instruction, educators can facilitate a holistic approach to language learning that prepares learners for effective communication in diverse linguistic contexts (Aguion et al, 2021).

References:
· Aguion, Mark Anthony, et al. "Language Acquisition: The Role of Grammar Acquisition and Instruction in Second Language Teaching and Learning". *Journal of World Englishes and Educational Practices* 3 (2021): 12-19. doi:10.32996/jweep.2021.3.11.2.
· Ali, Zuraina. "Artificial Intelligence (AI): A Review of Its Uses in Language Teaching and Learning". *IOP Conference Series: Materials Science and Engineering*, vol. 769, no. 1, 2020, doi:10.1088/1757-899X/769/1/012043.
· Attardo, Salvatore, and Lucy Pickering. *Pragmatics and Its Applications to TESOL and SLA*. Wiley-Blackwell, 2021. E-book.
· Karatas, Fatih, et al. "Incorporating AI in Foreign Language Education: An Investigation into ChatGPT's Effect on Foreign Language Learners". *Education and Information Technologies* (2024): 1-10. doi:10.1007/s10639-024-12574-6.
· Niezgoda, Kimberly, and Carsten Röver. "Pragmatic and Grammatical Awareness: A Function of the Learning Environment?". *Pragmatics in Language Teaching*. Eds. Kenneth R. Rose and Gabriele Kasper, 63-79. Cambridge University Press, 2001.
· Shokouhi, Saeedeh, and Amir Rezaei. "The Importance of Teaching Pragmatics in the Classrooms (Focus on Complimenting)". *Journal for the Study of English Linguistics* 3 (2015): 101. doi:10.5296/jsel.v3i1.7890.

JUAN CARLOS PALMER-SILVEIRA, IMMACULADA FORTANE-GOMEZ
Corresponding author: palmerj@uji.es
Universitat Jaume I

A MULTIMODAL ANALYSIS OF CASE STUDIES IN A *BE* MASTER'S PROGRAM

Keywords:
multimodality, case studies, communicative skills, business English, speaking

Teamwork implies sharing knowledge with people who aim at the same objective. In our master's classes, we require students to develop a case study, a process developed to improve the communicative abilities of a particular person, group, or situation over a previously specified period of time (Herreid & Schiller, 2013; Gustafsson, 2017). Case studies are used mainly in the Business context, and there are many studies on these activities (Dul & Hak, 2007; Rashid et al., 2019). However, research on the multimodal aspects of the students' performance in case studies is still scarce. In this study, we will observe how multimodal features affect the final performance of the three groups of students taking part in the University Master in English Language for International Trade. Those groups are formed by six students each, and the case studies they perform aim to introduce a company into a new market. Case studies involve a combination of skills, from writing letters or emails to negotiating meetings. Focusing on the situations that require speaking skills, students are made aware of all the multimodal features that convey the message, analysing them in context. The present research will pay attention to the verbal and nonverbal elements that interplay during the activity, analyzing the results with the GRAPE-MARS (Multimodal Analysis Research Software), a newly devised computing package that will help us understand what students do while carrying out this activity. Comparing the results with the input students receive can help improve the teaching of the use of modes in professional situations.

References:
- Dul, J., & Hak, T. (2007). *Case Study Methodology in Business Research*. Routledge.Gustafsson J. (2017) *Single Case Studies vs. Multiple Case Studies: a Comparative Study (Thesis).* Halmstad, Sweden: Halmstad University.Herreid, C. F., & Schiller, N. A. (2013). Case Studies and the Flipped Classroom. *Journal of College Science Teaching*, *42*(5), 62-66.Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., & Waseem, A. (2019). Case Study Method: A Step-by-Step Guide for Business Researchers. *International Journal of Qualitative Methods*, *18*, https://doi.org/10.1177/1609406919862424
- Ruiz-Madrid, N., Fortanet-Gómez, I., Bernad-Mechó, E., & Valeiras-Jurado, J. (2023). *GRAPE-MARS (Multimodal Analysis Research Software)*. Castelló de la Plana: Universitat Jaume I. https://mars.grape.uji.es

BOJAN PERIC, CHRISTIAN MEYER
Corresponding author: perc@zhaw.ch

GRUNDSATZ – PRINZIP – MAXIME: LEGAL TERMINOLOGY OR «MAGIC FORMULAS»?

Keywords:
computational linguistics, legal terminology, semantics, principle, Maxime

The language of law relies on precise and unambiguous terminology to enable consistent, predictable, and fair legislation and jurisprudence for the benefit of the citizens. Accordingly, it is all the more striking when key legal terms cannot be clearly distinguished from one another.

The expressions Grundsatz, Prinzip (both are expressed as "principle" in English), and Maxime ("maxim") are not only a means of organizing the legal system, they also represent interpretative topoi and rationales for specific rules, thus directly affecting the applicable law. Nevertheless, they are usually unquestioningly considered synonymous or functionally equivalent, although certain characteristics of their use suggest that this is not always the case.

In our paper, we aim to examine the semantics of these three terms from two perspectives: on the one hand, through qualitative analysis of the (few) existing approaches to systematizing Grundsatz, Prinzip, and Maxime, and on the other hand, through a computational linguistic investigation of the collocations and word embeddings of the expressions in decisions of the Federal Supreme Court of Switzerland. It becomes apparent that both approaches can reveal certain semantic differences that indicate that the relationship between the three expressions is often not actually functionally equivalent, but rather hierarchical.

We hope that the results will highlight certain semantic facets of the individual expressions, which not only provides heuristic value but also, and especially, raises awareness of the unreflective use of terms as well as putative and hidden contradictions in Swiss legal discourse.

MIGUEL F. RUIZ-GARRIDO, NOELIA RUIZ-MADRID
Corresponding author: mruiz@uji.es

EXPLORING THE USE OF DIGITAL TOOLS AND RESOURCES IN ESP CLASSES: A CASE STUDY AT UNIVERSITAT JAUME I

The current digitalization of higher education is booming and it has accelerated due to the COVID-19 pandemic. Nowadays, ESP teaching and learning seems to be relying more on new technologies, meaning new apps, software or even the so commonly mentioned artificial intelligence (Arnó-Macià, 2012; Boukhemis, 2024; Busch-Lauer, 2023; Dashtestani & Stojković, 2015; Stroo et al., 2018). This paper delves into the use of the Moodle platform by English for Specific Purposes (ESP) teachers at Universitat Jaume I (UJI) and examines how they integrate it into their teaching methodologies (Ruiz-Garrido & Fortanet-Gómez, 2022). The study does not disregard other digital resources ESP teachers can used outside their Moodle platform.

Using a questionnaire and follow-up interviews, the purpose of the study is to investigate how ESP teachers adopt open educational resources (OER) or open digital sources in their ESP lessons. Specifically, we seek to know how ESP classes have changed in the last decade (pre- and post-pandemic times), how much ESP teachers believe and/or use available digital tools and resources, what function or role those tools play, and how students' perception is.

The pedagogical implications of this study are two-fold. By analysing ESP teachers' practices, we try to discern common patterns and preferences in the selection and integration of those tools, so that they can be shared and, consequently used by other ESP teachers. However, we would also like to share it with EMI teachers and compare our results to the tools and technologies they may use promoting the ESP-EMI collaboration.

References:
· Arnó-Macià, E. (2012). The Role of Technology in Teaching Languages for Specific Purposes Courses. *The Modern Language Journal*, *96*, 89-104
· Boukhemis, L. (2024). Investigating the Impact of Digital Tools on ESP Courses: Case of Tablet Use. *Algerian Scientific Journal Paper*), *9/*1, 59-72.
· Busch-Lauer, I.-A. (2023). Digital tools in the ESP language classroom – the new borderless (teaching and learning) normal?. In Tinnefeld, T. (Ed.) *Bridging Language Boundaries - Explorations in Communication across Borders* (pp. 147-159). HTW Saar.
· Dashtestani, R. & Stojković, N. (2015). The use of technology in English for Specific Purposes (ESP) instruction: a literature review. *The Journal of Teaching English for Specific and Academic Purposes*, *3/* 3, 435-456.
· Ruiz-Garrido, M.F. & Fortanet-Gómez, I. (2022). Moodle e-learning platform as a complementary tool in ICLHE contexts. *LFE: Revista de lenguas para fines específicos*, 28/1, 13-26. https://doi.org/10.20420/rlfe.2022.483
· Stroo, S., Muñoz-Luna, R., Jurado-Navas, A. (2018). Using Technology in the Teaching of ESP: Some Reflections Based on Practice. In Muñoz-Luna, R., Taillefer, L. (Eds.) *Integrating Information and Communication Technologies in English for Specific Purposes*. English Language Education (pp. 27-36) Springer. https://doi.org/10.1007/978-3-319-68926-5_3

CARMEN SANCHO GUINDA
Corresponding author: carmen.sguinda@upm.es
Universidad Politécnica de Madrid

IS BREVITY REALLY THE SOUL OF WIT? THE VALUE OF EXTREME ABSTRACTS IN THE LSP CLASSROOM

In this talk I will underline the importance of exceedingly succinct digital genres in the dissemination of science and technology and share my own classroom experience with the recent incorporation of 'extreme abstracts' to my ESP syllabus for Industrial Engineering and Design, in particular of the so-called 'teasers' or 'one-line summaries/abstracts'. After describing the major features and contexts of the genre, I will make the case for teaching it and provide a typology stemming from the rhetorical and lexico-grammatical scrutiny of professional and novice samples. Findings suggest that communities of practice may adopt distinctive trends and that engineering undergraduates incur the common errors of redundancy, excessive noun pre- and postmodification, and confusion with research article titles and advertising slogans. To conclude, I will offer some reflections and didactic and research proposals.

ROSER SÁNCHEZ-CASTANY
Corresponding author: castan@uji.es

INTERDISCIPLINARITY BETWEEN LEGAL TRANSLATION AND TRANSLATION TECHNOLOGIES: A CASE STUDY

While firmly rooted in linguistics, the translation profession inherently draws upon diverse disciplines and translators navigate a complex and evolving world of cultural exchange, technical expertise, and specialized knowledge. Translation technologies (TT), including computer-assisted translation (CAT) tools, machine translation (MT), terminology management tools and corpus tools, among others, have become indispensable in professional translation years ago. Despite their importance, these technologies are often confined to specific technology-based modules within Translation and Interpreting (T&I) undergraduate programmes, at least in Spain. This segregation may not fully prepare students for the seamless integration of technology into specialized translation fields, such as legal translation. In this vein, a truly impactful T&I undergraduate programme requires an interdisciplinary approach, cultivating a curriculum that fosters the transversality of knowledge. By integrating knowledge from diverse fields and fostering transferable skills –such as TT and legal translation–, T&I programmes can empower the next generation of translators to cope with the complexities of our interconnected world. Therefore, the main aim of this paper is to explore the potential benefits and challenges of incorporating selected TT software directly into legal translation modules, thereby enhancing students' practical and professional skills in a context that mirrors real-world practices. For this purpose, we will present a case study of interdisciplinarity between TT and legal translation modules in a Spanish T&I undergraduate programme.

MAGDALENA SZCZYRBAK
Corresponding author: magdalena.szczyrbak@uj.edu.pl

HYPOTHETICALS AND INTER-GENRE VARIATION: INSIGHTS FROM TWO LEGAL GENRES

Keywords:
hypotheticals, genre, US Supreme Court, cross-examination, expert witness

This paper considers the use of hypothetical questions (HQs) in two legal genres: US Supreme Court oral arguments and the cross-examination of expert witnesses in a jury trial. The analysis is guided by the concept of genre seen as "a bounded, prepackaged type of knowledge" and "internalised context" (Stein 2024) as well as follows the view that whenever individuals adopt ways of speaking, they take stances (Kiesling 2009).

Hypotheticals are considered in relation to such parameters as: genre purpose, formal constraints, audience design, power relations and interactional functions. On the one hand, the study reveals that the forms of HQs are genre-sensitive and that they depend on both the questioner's and the addressee's genre awareness. On the other, it demonstrates how their use serves the questioner's rhetorical ends: in oral arguments, HQs are used as probing devices testing the outer limits of alternative positions; in the cross-examination of expert witnesses, HQs are employed to affect the jurors' assessments of causality and responsibility.

The paper argues that the forms and functions of HQs indicate both genre efficiency and genre awareness and, further, that HQs are not mere information-gathering devices but rather means of persuasion and tools for public stance-taking. In addition, it demonstrates how genre theory can be applied to account for variation in legal communication and, in broad terms, to explain the meaning-making processes which depend on the type of audience, the extent of the knowledge shared by the interactants, and the setting in which the communication takes place.

References:
· Kiesling, Scott F. (2009). "Style as stance: Stance as the explanation for patterns of sociolinguistic variation." In Alexandra Jaffe (ed.), Stance: *Sociolinguistic Perspectives (Oxford Studies in Sociolinguistics)*, 171–194. New York: Oxford University Press.
· Stein, Dieter. (2024). *How can we know so much, given that we know so little? How can we know so little, given that we know so much? On the primacy of genre.* Paper delivered at the Séminaire francophone tournant de jurilinguistique. Discours et genres juridiques. Dijon, 9 February 2024.

MIGUEL A. VELA-TAFALLA
Corresponding author: mvela@unizar.es

THE SOCIAL FUNCTION OF MODULARITY AND HYPERTEXTUALITY IN SCIENCE AND TECHNOLOGY DISSEMINATION ARTICLES

Scientific knowledge production depends on successful communication of theories, procedures and results not only to peers but, increasingly, also to non-specialized audiences and the general public (Pérez-Llantada, 2021). For both audiences, science communicators resort to the affordances offered by the digital medium: modularity, hypertextuality, multimodality and searchability (Luzón and Albero-Posac, 2023). The resulting texts are complex genre artifacts that need to be considered both as text and medium (Askehave and Nielsen, 2005). This presentation explores the use of the first two mentioned affordances as manifested, respectively, in hyperlinks and embeddings in science and technology articles published in The Conversation (www.theconversation.com), where experts write about their disciplines for a general audience. Drawing from a previous study of hyperlinks, the main research question of the present research focuses on the utilization of social media sites in these articles and the comparison between hyperlinked and embedded social media posts. Methodologically, the study uses corpus analysis techniques for semi-automatic compilation of target articles and rule-based HTML parsing for the detection of hyperlinks and embeddings. Results indicate that while a relatively low percentage of hyperlinks lead to social media publications (scholarly websites being more common), embeddings show a higher incidence of this type of content in comparison to static images and gifs. These findings are discussed in connection with the different functions of hyperlinks and embeddings in digital genres and the implications for the contemporary role of researchers as knowledge disseminators having to act both as text composers and content mediators.

References:
- Askehave, I., & Nielsen, A. E. (2005). Digital genres: A challenge to traditional genre theory. *Information Technology and People*, *18*(2), 120–141. https://doi.org/10.1108/09593840510601504
- Luzón, M. J., & Albero-Posac, S. (2023). Digital genres and Open Science practices. *Ibérica*, 46, 1–21. https://doi.org/10.17398/2340-2784.46.1
- Pérez-Llantada, C. (2021). *Research Genres Across Languages: Multilingual Communication Online* (Vol. 1, Issue 69). Cambridge University Press.

MARÍA ÁNGELES VELILLA-SÁNCHEZ
Corresponding author: mavelilla@unizar.es
University of Zaragoza, Faculty of Education (Zaragoza, Spain)

NAVIGATING THE DIGITAL LANDSCAPE: MAPPING NEW GENRES IN MEDICAL RESEARCH COMMUNICATION FOR ESP EDUCATION

Keywords:
medical journals, add-on genres, research dissemination, multimodal communication, ESP education

The proliferation of digital media has led to a significant growth in the genres researchers use to share their work and engage with diverse audiences (Luzón and Pérez-Llantada, 2022). These genres have evolved in response to demands for transparency, collaboration, and democratization of science from the Open Science movement and to increase visibility in the Attention Economy (Hyland, 2023). Research articles (RAs) have adapted to the online environment by leveraging hypertextual and multimodal features of digital media. While the RA's structure and linguistic features have remained stable, new add-on genres like research highlights, lay summaries, graphical abstracts, visual abstracts, video abstracts and impact statements have emerged to summarize and enhance them (Coccetta, 2020; Harmon, 2019; Hartley, 2017). Medical journals, in particular, have adopted a wide range of digital genres to make research accessible to different audiences, attract attention and highlight specific aspects.

The study aims to map the repertoire of digital genres in medical journals, focusing on summary genres, to inform ESP teaching. It analyses the websites of the four medical journals with the highest impact factors in the 2022 JCR (The Lancet, The New England Journal of Medicine, JAMA, and BMJ) and examines two issues from each journal. The analysis will identify genres used to summarize and recontextualize research results. Content analysis of journal documents will provide insights into each genre's purpose, audience, producers, and discourse features. The findings will have implications for teaching ESP to medical students in the digital age, emphasizing the importance of understanding and incorporating these new genres into their education.

References:
· Coccetta, F. (2020). A corpus-based approach to the analysis of the video abstract. A phase-based model. Lingue e Linguaggi, 40, 45-65.
· Harmon, J.E. (2019). At the frontlines of the online scientific article. In Luzón, M. J. & Pérez-Llantada, C., Science Communication on the Internet: Old Genres Meet New Genres. John Benjamins, 19-40.
· Hartley, J., and Cabanac, G. (2017). Thirteen Ways to Write an Abstract. Publications, 5(2), 11. http://dx.doi.org/10.3390/publications5020011
· Hyland, K. (2023). Academic publishing and the attention economy. Journal of English for Academic Purposes, 64, [101253]. https://doi.org/10.1016/j.jeap.2023.101253
· Luzón, M. J., and Pérez-Llantada, C. (2022). Digital genres in academic knowledge production and communication: Perspectives and practices. Multilingual Matters.

ROSANA VILLARES
Corresponding author: rvillares@unizar.es
University of Zaragoza

ENGAGING IN SOCIALLY RESPONSIBLE RESEARCH: EXPLORING SCIENTISTS' PERCEIVED VALUE OF ONLINE PUBLIC COMMUNICATION OF SCIENCE

Communicating science to broad publics using the Internet and social media has become a key social priority on EU scientists' professional agenda to enhance socially responsible research (Ball 2016). To date, little research has analysed scientists' values and motivations regarding digital science communication practices targeted at non-specialist audiences. Using a semi-structured interview protocol, I examine Spanish female STEM scientists' engagement in digital science communication practices. The interview data were analysed using a content thematic approach on the software Atlas.TI. Results confirm that the primary motivation for engaging in digital practices is to make science accessible to broad publics. They also view communicating beyond the scientific community as a valuable practice to improve citizens' scientific literacy, a finding that echoes the deficit model of science communication as described by Trench (2008). In other words, scientists consider initiatives such as giving online talks, participating in podcasts, creating videos, or sharing events and content on social media (Instagram, TikTok, Twitter, LinkedIn) as an opportunity to democratise science. They also perceive them as socially responsible research, and as a way of raising awareness for scientific topics and careers (Loroño-Leturiondo & Davies 2018; Metcalfe 2019). Interviewees also highlighted the benefits of digital practices, especially after the COVID-19 pandemic, due to their international range, sustainability, and accessibility. The implications derived from the findings point to the need to design LSP training that supports skills development in communicating scientific content to non-specialized audiences on the Internet and the deployment of digital tools and resources supporting online science communication.

References:
· Ball, D. (2016). "The impact of open science". [Accessed May 23, 2024].
· Loroño-Leturiondo, M. & Davies, S. R. (2018). Responsibility and science communication: scientists' experiences of and perspectives on public communication activities. *Journal of Responsible Innovation*, *5(*2), 170–185. https://doi.org/10.1080/23299460.2018.1434739
· Metcalfe, J. (2019). Comparing science communication theory with practice: An assessment and critique using Australian data. *Public Understanding of Science*, *28*(4), 382-400. https://doi.org/10.1177/0963662518821022
· Trench, B. (2008). 'Towards an analytical framework of science communication models'. In: *Communicating science in social contexts. New models, new practices*. Ed. by D. Cheng, M. Claessens, T. Gascoigne, J. Metcalfe, B. Schiele and S. Shi. Dordrecht, Netherlands: Springer, pp. 119–135. https://doi.org/10.1007/978-1-4020-8598-7_7

ANA CRISTINA VIVAS-PERAZA
Corresponding author: avivasperaza@unizar.es

THE POTENTIAL OF MULTIMODAL LITERACY FOR PERSUASIVE SCICOMM: A CASE STUDY OF PROMOTIONAL VIDEOS FROM THE CROWDFUNDING PLATFORM EXPERIMENT.COM

In light of the Open Science movement, science communication (or SciComm) has become a major skill to be developed among scientists. Equally important is their ability to communicate science in a persuasive manner, in order to engage the public in their research, shape their opinion based on scientific evidence, and generate trust in science in challenging times of growing misinformation and anti-science views. The development of digital technologies and the Web 2.0 have facilitated science communications through the production of digital genres that rely on multiple semiotic resources to disseminate scientific knowledge and engage lay audiences in science, such as speech, gestures, images, sound, and filmic effects. Making the best of use of those semiotic resources poses, however, a challenge to scientists, who are trained to do experiments and communicate their results to a community of experts, but not to compose multimodal artefacts. This paper explores the potential that multimodal literacy offers for persuasive science communication through the analysis of science crowdfunding videos (SCVs), a digital genre intended to get the Internet audience involved in a research project. Drawing on 3 SCVs from Experiment.com and qualitative interviews to their author- scientists, the aim is to answer the following research questions:

(i) What semiotic modes are used in SCVs to engage the audience?
(ii) How are these semiotic modes configured to enhance persuasion?

The results show how persuasive communication is conveyed by combining a variety of verbal and non-verbal resources mediated through the scientist's body language, the embedding of images, and the choice of camera shot and angle. Moreover, the study reveals eight multimodal configurations that enhance persuasion through the scientist's presence, text, and visual aids. From these findings, pedagogical materials could be derived to train scientists in persuasive SciComm.

¹ORSOLYA VORZSÁK, ²ZSUZSA VLADÁR, ¹ÉVA KATALIN VARGA
Corresponding author: vorzsak.orsolya@semmelweis.hu
¹Institute of Languages for Specific Purposes, Semmelweis University
²Institute of Hungarian Linguistics and Finno-Ugric Studies, Eötvös Loránd University

USAGE OF EASY LANGUAGE ON GERMAN PATIENT INFORMATION PAGES

Keywords:
medical terminology, easy language, patient information websites, corpus-based analysis, terminological and linguistic analysis

Nowadays, it is becoming increasingly important to ensure the rights of people with intellectual and linguistic disabilities in health care, including the creation of easy-to-understand texts on medical topics. This study examines the use of Easy Language (in German: "Leichte Sprache") on German-language patient information websites. In our pilot study, we aim to identify the characteristics of terminology used in Easy Language, the methods of term explanation, and whether the rules of Easy Language are followed in the simplified texts.

We compared five patient information pages in complex language for the general public on two German-language websites with their plain language versions, examining terminological, text-linguistic, syntactic, and morphological aspects. We created text corpora from the patient information pages and used the corpus management software Sketch Engine to sort them into sub-corpora for frequency analysis and keyword searches. The terms in the two sub-corpora were compared manually. We also performed a software analysis of verb expansions and word compounds, paying special attention to modifiers and the morphological attributes of verbs.

In the complex-language patient information pages, both German and Greek-Latin medical terminology isused, while the easy-language versions mainly German terms. In the simplified patient information pages, compound words, verb conjunctions, and compound sentences were avoided. We analyzed the use of visual illustrations in the two text corpora to assist in understanding the content.

The results of the research on German "Leichte Sprache" can be used to develop a guideline for Hungarian medical Easy Language.

Imo Wolfgang, Dániel Mány, Katalin Fogarasi, Tatiana Osipenko, Veronika Fedorovskaja, Valeria Schick, Dominic Hendricks
Corresponding author: many.daniel@semmelweis.hu

"Frau Doktor –доктор – Doktornő": Non-pronominal address and reference forms in oncological doctor-patient interactions

Keywords:
address and reference forms, oncologist-patient interactions, comparative analysis, patient-centred communication, intercultural differences

The poster presents the results of a collaboration between Hungarian, Russian, and German researchers in medical communication. These researchers have collected comparative data from 32 Hungarian, 54 Russian, and 50 German oncological doctor-patient interactions. A qualitative comparative analysis was performed based on the transcripts of the anonymised recordings to identify address and reference forms in the three sub-corpora.

Based on an empirical analysis of these data, we first show which forms of nominal address doctors use (e.g., doctors addressing patients, other doctors, relatives of patients, etc.) and, conversely, which forms are used by the patients (e.g., a patient responding with "okay, Herr Doctor" ['okay, Mr. Doctor'], "имя отчество, я вам очень благодарен" ['first and middle names, I'm really grateful to you'], "ha doktor úr is rápillantana" ['if Mr. Doctor could also take a look at it']). Secondly, we analyse nominal reference forms used by doctors, patients, healthcare professionals, and their relatives, demonstrating when and why doctors refer to other doctors by name, title, or profession.

It is shown that the strategies of addressing and referring systematically differ in the three languages, and a cross-linguistic comparison offers insights for researchers in medical communication, LSP (Language for Specific Purposes) instruction, and patient-centred communication. These findings are also valuable for professionals working in the field of medical translation and interpreting.

Yan Zhang, Shijie Liu
Corresponding author: yanzhang@shmtu.edu.cn

Semantic Analysis of Maritime Legal Terminology: A Case Study Using Pre-trained BERT Model and Complex Networks

Maritime legal texts, which govern maritime activities, are laden with complex and diverse specialized terminology. Accurate interpretation of these terms is crucial for the precise understanding and implementation of maritime regulations. Traditional semantic analysis methods often fall short in effectively processing the intricacies of legal terminology in specific domains. This study proposes a novel approach that integrates a pre-trained BERT model with complex network analysis to uncover the semantic relationships among English maritime legal terms, leveraging the domain-specific knowledge framework of the maritime field. The approach begins with the automatic extraction of monolingual terms using the D-Terminer tool (Rigouts Terryn, Hoste & Lefever, 2022). The extracted terms are then refined through manual screening and expert consultation to ensure a high-quality term list. The BERT model is utilized to generate vector representations of the terms, and the cosine similarity between these vectors is computed to construct a semantic similarity matrix. This matrix serves as the foundation for building an undirected weighted semantic network, where nodes represent individual terms, and edge weights indicate the semantic proximity between terms. By applying community detection algorithms (Lancichinetti & Fortunato, 2009; Fortunato, 2010; Fortunato & Hric, 2016), distinct semantic clusters within the network are uncovered, and key terms are identified through multi-dimensional centrality analysis. The findings reveal the core semantic network structure and key nodes within maritime legal terminology. This research not only provides new insights for the interpretation, application, translation, and further study of maritime regulations but also offers a methodological framework that can be extended to term semantic analysis in other specialized domains. The proposed approach, grounded in the knowledge framework of the maritime domain, contributes to the advancement of domain-specific terminology analysis and has the potential to inform the iterative refinement of domain knowledge bases. This study expands the research paradigm of legal terminology semantic analysis and provides theoretical and practical value for the field of maritime law.

References:
· Fortunato, S. (2010). Community detection in graphs. *Physics Reports*, 486(3-5), 75-174.
· Fortunato, S., & Hric, D. (2016). Community detection in networks: A user guide. *Physics Reports*, 659, 1-44.
· Lancichinetti, A., & Fortunato, S. (2009). Community detection algorithms: A comparative analysis. *Physical Review E*, 80(5), 056117.
· Rigouts Terryn, A., Hoste, V., & Lefever, E. (2022). D-Terminer: Online demo for monolingual and bilingual automatic term extraction. In *Proceedings of the Workshop on Terminology in the 21st Century: Many Faces, Many Places,* co-located with the LREC 2022 conference (pp. 33-40). European Language Resources Association (ELRA).

ALEXANDRA ZIMONYI-BAKÓ, BARBARA MARSHALL, PÉTER PETREZSELYEM
Corresponding author: bako.alexandra@semmelweis.hu

INCLUSIVE LANGUAGE GUIDES IN HEALTH CARE AND ACADEMIA

Healthcare communication can only be effective if patients receive personalized, thoughtful care, which can be ensured with heightened awareness in communication. The main drive of communication and information exchange is language and, therefore, what words are selected when addressing an individual largely influences the quality of and the patient's adherence to care. Several inclusive language guides (ILGs) exist worldwide providing recommendations on language use both in healthcare and academic contexts, but in Hungary no such comprehensive guide on inclusive language use has been created to date. Therefore, in order to take the first steps in creating such ILGs, the basic principles of existing ILGs must be analyzed in terms of their form, content, approach, and style. This study sets out to provide a review of these ILGs and formulate recommendations along which ILGs in Hungarian health care and academia can be created.