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**LANGUAGE USE IN
SPECIALIZED CONTEXTS
FROM AN ESP PERSPECTIVE**

ZHAW School of Applied Linguistics
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Keynote

Sounding professional: A case study of voice artists in Hollywood with an ESP perspective

Steven Breunig

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ESP is a well-established field of research and teaching within applied linguistics characterized by much diversity. In my talk, by recognizing the human capacity to volitionally modulate voice in response to specific social contexts (Pisanski et al. 2016), I aim to examine how the use of voice is constitutive of language use and the construction of context.

Airline pilots, for example, need to be proficient and fluent in the genre and register of Airline English to communicate with each other and traffic controllers. Yet if pilots speak with a low, deep, and slow voice without much inflection, they may not sound trustworthy by invoking fear, especially for passengers. Thus, voice, along with the verbal patterns that create spoken discourse, contributes to a particular practice, while also helping listeners create speaker identity. To explore the use of voice, I focus on a group of practitioners who thoroughly “work” with language, namely, voice artists.

First, I review aspects of vocal communication (Gobl and Chasaide 2003, Kjeldgaard-Christiansen and Hejrná 2023, Podesva and Callier 2015) to examine the vocal variation of speech production used by voice artists to move the thoughts and feelings of listeners. Then a case study is provided, which includes: 1) an analysis of voice artistry across different genres, for example, film trailers, computer animation games and American Superbowl announcements to see how voice work shapes meaning and 2) an analysis of an interview with a voice artist working in Hollywood, with a focus on the development of a professional user of voice, including the preparations made when given a script to convey different meanings and emotions, depending on the ambiance of the context to be constructed.

Finally, a critical reflection is provided from an ESP perspective. My presentation, by attending to spoken discourse, using new technologies as a source of data and an occupation typically not in focus (Belcher 2006), will hopefully help language learners “find their voice”.

About Steven Breunig

Steven Breunig is Associate Professor of English and Communication at the University of Southern Denmark (SDU). His PhD is in cognitive linguistics, yet interests have expanded to areas such as ESP, the development of shared languages, intercultural communication, strategic writing, organizational communication and culture, as well as the use of digital and arts-based methods. Steven is active in a Danish nation-wide partnership for the development of digital methods and competencies (<https://digitalcurriculum.au.dk/>). At SDU, he is associated with two research groups: the Center for Organizational Practice, Communication and Technology and the Center for Culture and Technology.

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Keynote

Does AI make us rethink our mindset, roles, and actions?

**Alice Delorme Benites, Daniel Perrin and
Marlies Whitehouse**

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Linguists, researchers and teachers face a challenging situation as artificial intelligence can now perform many tasks that were previously exclusive to our expertise. To remain relevant and credible, we must raise awareness of the importance of our work. Why are we needed? For a long time, we didn't have to be able to answer this question because we were financed well. But now, it is crucial to answer the question of why our work is necessary, especially as funding for the humanities and social sciences is being reduced. Therefore, it is necessary to develop strategies to demonstrate to society the capabilities and limitations of artificial intelligence, as well as the need for linguist and the importance of literacy for society.

About Alice Delorme Benites

Alice Delorme Benites is a professor of human-computer communication and, with Chantal Wright, co-directs the IUED Institute for Translation and Interpreting at Zurich University of Applied Sciences (ZHAW), Switzerland. Her research focuses on the uses of machine translation and automatic text generation by the general public. She has led a number of projects looking at the role of machine translation tools in academic writing, language learning in universities and crisis communication for displaced populations.

About Daniel Perrin

Daniel Perrin, PhD, is Professor of Applied Linguistics at Zurich University of Applied Sciences (ZHAW), Switzerland, and Board Member of the Swiss Academy of Social Sciences and Humanities. His areas of research include media linguistics, methodology of applied linguistics, and text production research. Perrin worked as a journalist and writing coach before his academic career and is still engaged in coaching media and communication professionals as well as leaders in education, economy, and politics in transdisciplinary projects.

About Marlies Whitehouse

Marlies Whitehouse, PhD, is Professor of professional literacy at Zurich University of Applied Sciences (ZHAW), Switzerland. She is associate editor of the International Journal of Business Communication (IJBC) and of the Handbook of Applied Linguistics Series (HAL), and treasurer of the International Association of Applied Linguistics (AILA). Her research fields and foci

include applied linguistics, transdisciplinarity, professional literacy, financial communication, text production, and writing in the professions. She has extensive experience as writing and communication coach for national and international companies.

Keynote

Discourse, knowledge and context

Teun A. van Dijk

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The study of discourse in general, and of professional discourse, in particular, has extensively paid attention to the structures of discourse, as studied in phonology, syntax, local and global semantics, narrative and argumentative structures and multimodal structures. e.g., combined in the analysis of various genres of text or talk. Current research, under the influence of psychology or not, also focuses on the role of knowledge to understand the many structures and strategies studied in epistemic discourse analysis. Similarly, although context has played a prominent role in sociolinguistics and pragmatics, for instance in the study of indexicality, context analysis and the role of context models account for a more explicit focus on the ways discourse structures, also of professional discourse, are adapted to the communicative context and thus defines their appropriateness. Examples of professional discourse will be used to show the analytical relevance of these theoretical notions.

About Teun A. van Dijk

Teun A. van Dijk is honorary professor of Pompeu Fabra University, and Founding Director of the Centre of Discourse Studies, Barcelona. After his earlier research on literary theory, text grammar, discourse pragmatics and the psychology of text processing, since the 1980s his work is on various topics of critical discourse studies. His last books are *Discourse and Power* (2008), *Discourse and Context* (2008), *Discourse and Knowledge* (2014) and *Social Movement Discourse* (2024). He is founding Editor of *Discourse & Society*, *Discourse Studies* and *Discourse & Communication*. He has lectured in many countries, especially in Latin America, where he also received three honorary doctorates.

AI and specialized translation : Assessing ChatGPT's competence in translating feminist terminology in UN documents on violence against women

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Generative artificial intelligence (henceforth GenAI) has recently become increasingly involved in linguistic tasks, and its use in specialised contexts raises a certain number of issues. Recent studies have shown that machine translation systems like DeepL tend to struggle with the translation of noun phrases in specialised varieties of English (Bénard, Bordet and Kübler 2023). In this paper, we aim to determine whether the currently most popular GenAI – chatGPT – can be considered a reliable tool to translate specialised terminologies in an international diplomatic context or not, and if its use could negatively impact cross-cultural communication in this context (Baskara 2023).

The UN is particularly exposed to difficulties regarding the translation of its documentation due to its unique status as a global entity whose role is to maintain peace, protect and promote human rights. UN translators have to find the proper balance between adapting their translations to the specificities of the target languages and audiences, conveying the required amount of information, and maintaining the level of imprecision and abstraction required in any diplomatic discourse aiming for a consensus, and all of it under very tight deadlines (Rist 2002; Cao and Zhao 2008).

As far as GenAIs are concerned, even if they are trained on multilingual data, they are mostly trained on English data (Brown et al. 2020; Lai et al. 2023). Moreover, the data is mostly of western origin, which may introduce cultural biases in the outputs. These biases as well as the dominance of English in their training data may influence the way GenAIs translate certain terms. From this perspective, feminist terminology is a domain that is particularly interesting to look at. Translation is crucial to feminism because the future of feminism lies in its circulation across cultures and in feminist encounters across the globe, hence mistranslations or loss of cultural nuances from one version to another may have a negative impact on feminism activism at a global scale, and thus negatively impact women's rights (Castro and Engun 2017).

Through a critical analysis of ChatGPT – generated translations of UN documents on the issue of violence against women, this research examines the issues and potential biases of chatGPT in handling feminist concepts in UN documents translated from English to French.

These AI-generated translations are then compared to their official translations collected from the UN's website and terminological database, UNTerm.

Our results suggest that ChatGPT is not aware of the specialised terminology related to violence against women and constantly generates literal translations of such terms: for instance, "gender-related killings of women" is translated into "*meurtres liés au genre des femmes*" in French, which does not correspond to the UN's terminology. When provided with information on the official translation of these terms and prompted to translate the source text one paragraph at a time, ChatGPT is able to consistently apply these translations; however, when it comes to the translation of texts where close terms such as "femicide" and "feminicide" are both used, the output lacks subtlety and accuracy compared to the UN's official translation. We also show that the literalness of ChatGPT's translation may result in culturally biased outputs which may not be suitable in a diplomatic context.

Overall, it seems that its unawareness of specialised terminology makes a general-purpose GenAI like ChatGPT not well-suited for translation in specialised contexts.

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The DILAN project (Digital Language and communication training for EU scientists): a study of EU scientists' digital science communication practices

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The domain of science communication has evolved rapidly in recent years. Researchers continue to publish research articles and communicate their results to their peers in their global scientific discourse community via conference presentations. However, the emergence of digital genres such as blogs, video abstracts and academic social networks has also laid the focus on multimodal skills, effective communication and the use of English as a *lingua franca*. Indeed, many recent studies have investigated the linguistic and multimodal features of these genres and their communicative purpose (Belcher 2023, Luzon and Perez-Llantada 2022, Rowley-Jolivet and Carter-Thomas 2023). In addition, researchers are also increasingly encouraged to share their science with the wider lay public as the democratisation of science becomes a key societal priority. A previous quantitative study by the *Campus Iberus* consortium and its international partners examined the attitudes of researchers to various genres and the choices they make when communicating their findings (Perez-Llantada et al. 2022, Birch-Becaas et al. 2023). Such knowledge can contribute to a better understanding of the training needs of our Masters and PhD students as well as more experienced researchers.

The aim of the DILAN erasmus+ project¹ (Digital language and communication training for EU scientists) is to develop digital resources to better enable scientists to communicate their research work not only to their peers but also multidisciplinary and wider, non-specialist audiences on digital media. At the end of this first year of the project, our objective here is to report on the results of our ethnomethodological study. Interviews and focus groups were conducted with scientists across 4 countries² to obtain qualitative data on their digital science communication practices and their uptake of and attitudes towards these new affordances. The aim was to identify training needs, good practices and create video testimonials. In the second phase of the project, the results obtained will inform the design of an online training course and a virtual resource hub. It is hoped that these professional development resources will go some way to helping STEM and non-STEM scientists to better communicate their science to society.

¹ KA220-HED Cooperation partnerships in higher education, project number 2022-1-ES01-KA220-HED-000086749

² The project partners are Campus Iberus, Spain, University of Bordeaux, France, University of Clermont Auvergne, France, Oslomet, Norway, Academia de Studii Economice din Bucuresti, Romania, Universitatea Ovidius din Constanta, Romania, Fundacion Iberoicivis, Spain, Kampil Data Solutions, Spain.

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Loss, damage and compensation for climate, a mixed methods approach to climate change legal terminology in institutional and media discourse

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Climate law is an emerging branch of law, whose semantic technicality is directly linked to the scientific nature of the field concerned. This is due to the fact that climate law, whose birth certificate is the 1992 United Nations Framework Convention on Climate Change, was born from a mobilization of the international community, mainly by scientists (Goldberg 1993; Allan 2017; Aykut and Dahan 2015). One central concept of climate law is “loss and damage” which refers to the already irreversible damage caused by climate change, which developing countries, especially small island developing states, suffer from (Lavorel 2021), but which so far does not give rise to any compensation or reparation. Understanding how these concepts are defined, not only in a legal and institutional context, but also in the media, could help us to grasp how these legal concepts are represented and how in the light of ever-clearer knowledge on the direct impacts of climate change, these representations evolve. To consider these notions our team relies on a mixed methods approach with a triangulation of investigators, methods (legal, textual terminology and ecolinguistics) and data sets (legal research articles defining loss and damage, institutional report corpus, daily press article corpus).

We begin by presenting the issue of loss and damages as it appears in our legal and institutional corpus by identifying definitions, sub-categories for loss and damages, examples of situations where the concept may be used, main actors referring to the concept and evolution in the framing of the issue between 2013 and 2023. This first stage of our work aims at a better understanding of the legal concept as it appears in a specialized institutional corpus. In a second stage, we question the way in which the press represents this legal concept and how this may affect its understanding by the general public (Biros and Peynaud 2019). By considering definitions, types of loss and damages mentioned, potential victims described and main actors referring to it, we consider how realistic the representation of this legal concept in the press is. Our diachronic corpus enables us to specify whether the press seems to reflect a better understanding of the concept at the end of the time period under consideration or whether the representation remains similar.

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Teaching practices in English for Legal Purposes in France

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Teaching English for Legal Purposes (ELP) requires a unique set of pedagogical skills that requires integrating knowledge of language and of legal subject matter in English for Specific Purposes (ESP) coursework. For ESP in general in France, Trouillon (2010) asserts that this requires the teacher to consider the following: target population, targeted discipline (law or medicine for example), learning conditions (modalities, institutional constraints, learning objectives and evaluation criteria). Once these have been carefully considered, the teacher can select appropriate teaching materials and methods that highlight cultural aspects of the professional field. While much literature has been published on how to teach ESP through relevant genres (e.g., Gaillard, 2015; Wozniak, 2015) or discourse (e.g., McAllister, 2021), we need to take a step back and observe the teaching practices that actually exist in the field of the ELP. Who is actually teaching ELP? What subject matter is being dealt with in the classroom? What skills are being targeted? How are the various materials used being instrumentalized by the teacher?

The present study provides an overview of current ELP teaching practices in France. A recent survey was conducted within the folds of the ANR project Lexhnology through a widely distributed questionnaire to ESP teachers across the country. The questionnaire initially attracted 56 respondents, narrowed down to 33 who actually incorporated ELP in their classroom. Semi-directed interviews were then conducted with 8 participants.

Initial results reveal that most teachers have neither an educational background in law, nor training in ELP. Teaching general language skills to potential future specialists of law thus seems like an understandable choice. Those who do focus on ELP in the classroom tend to use specialised dictionaries and reading material such as press articles and blog posts. Finally, although corpus-based resources (see Boulton & Vyatkina, in press) may not be the tools of choice for the majority of teachers, there is an increasing interest in such tools, on the condition that they be supported by teacher-training sessions. These results are rather encouraging for the ongoing ANR project that seeks to provide a platform for the automatic annotation of SCOTUS judicial decisions and facilitate the reading of long and complex legal texts in English.

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Plain language and the law (and robots): impact of Large Language Models on language use in legal dissemination settings

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Legal language is an infamously complex specialized language for non-expert law users (Maley 1994). For decades, research in Natural Language Processing has strived to develop tools that automatically measure the complexity of legal texts (Curtotti 2015) or summarize complex legal texts (Cemri 2022; Garimella 2022). The advent of Large Language Models (LLMs) like ChatGPT seems to offer new possibilities for legal dissemination research, as some of the most prominent LLMs have access to vast amounts of data, including Plain Language guidelines. Plain Language can be defined as a linguistic style that is based on recommendations that include avoiding the passive, preferring short sentences or avoiding technical terms (Gledhill 2019).

The aim of this paper is to explore the possible impact that Large Language Models (LLM) might have on specialized knowledge dissemination in legal settings. In this article, we pursue research that examined the adherence to Plain Language standards in Plain legal texts in the popularization of legislative and judicial discourse (Bouyé 2022) in both settings. Our results showed that Plain language guidelines are not always followed by legal dissemination writers in institutions, in particular relating to sentence length and the passive. Texts that did not always follow PL rules were however shown to be correlated with explicitation strategies and reformulation strategies that the use of typical popularization discourse features, such as second-person pronouns, orality and informal language (Turnbull 2018).

This study examines a corpus of decisions by the Supreme Court of Canada (500,000 word tokens) and their Plain language summaries (60,000 word tokens), made up of “Cases in Brief”, reader-friendly summaries published by the Supreme Court for the general public. Using excerpts from judgements, we compare the reformulation of judicial discourse by human drafters with that performed by a language assistant based on a LLM. We contrast the human-made and automatic versions of these reformulations in relation to PL rules as well as interpersonal discursive features. Using discourse analysis and a corpus linguistic approach, we examine the notions of linguistic complexity and engagement with the non-expert readers. Preliminary results suggest that both human and “robot” use the passive in their simplification.

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Assessing the impact of AI errors in automatically generated closed captions on student's perception of the English language in ESP contexts

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Teaching languages with videos endowed with closed captions and subtitles have been thoroughly researched by Robert Vanderplank (Vanderplank 2019, 2016) and have shown positive results on grammar and vocabulary acquisition in informal learning contexts. In his footsteps, Mark Teng (Teng 2021) has pursued research on incidental vocabulary acquisition through closed captions amongst Chinese elementary school pupils. His findings have shown positive results in comparison to traditional reading activities which triggered demotivation. In his 2016 study, Vanderplank deemed automatically generated closed captions unsuitable as an effective learning tool because they contained errors. Yet, in the context of ESP, YouTube videos with AI generated closed captions foster great content for ESP teaching and are largely available both for formal and informal language learning. Furthermore, since Vanderplank's 2016 study the automatically generated subtitles have much improved, as have AI tools and platforms in general, and therefore errors in closed captions tend to be more humanlike. Contrary to the aforementioned fellow researchers, in my study, I do not focus on vocabulary acquisition in a multimodal environment. Rather, I assess the impact of AI errors in closed captions on student's perception of the English language as well as on their learning progress in a qualitative study. The survey respondents are French students who have all been introduced to AI generated closed captions in their first year of university and who have been working on them for a year and a half now.

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The ideological elephant in the translation classroom: Choices in controversial legal translation

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In traditional approaches to translation, legal translation was a sort of “unavoidable” process where there was only one “correct” translation, and the trainer’s task was helping students to unveil such hidden, univocal solution (Vidal Claramonte 2005). However, this has been shown not to be true, since there are cultural considerations pointing out that the translator must choose among different options, depending on the purpose of the translation (which may not be the same as that of the original), the target audience and many others (Alcaraz & Hughes 2002). This may be especially important in cases where the source text, albeit legal, has a very important ideological and culture-bound background, and therefore the translator’s ideology may, even if unconsciously, have a decisive role.

The case at hand is the 2023 Catalan Amnesty Bill in Spain, which proposes an amnesty for Catalan politicians who took part in the attempted Catalan independence process in 2017. This topic has led to controversy in Spain and abroad, and has caused EU authorities (including the Commissioner for Justice) to become interested in the text itself, for which a translation into English is required. Given such scenario, we propose a hands-on experiment among 4th-year translation students at the University of Alicante. In this hypothetical translation brief, students will be asked to anonymously translate, for an English-as-a-Lingua-Franca (ELF) audience, those fragments from the proposed bill which have proved most controversial (as quoted by Spanish media). Each student will also be issued with a questionnaire gauging their personal opinions on the proposed bill itself. This will provide raw data from which we will attempt to corroborate, following Wodak & Meyer (2001) and other critical discourse analysis theorists, if there is any correlation between the translation students’ choices (both regarding specific terms and potential glosses and/or adaptations) and their position on the legislation proposed. It is expected that the result will lead to interesting insights about the role of ideology in legal translation, already explored by Tymoczko (2014), and raise questions about how trainers may approach such potential problems.

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Recontextualizing the RA abstract for a diversified audience:

A case study of writing lay summaries

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Recent changes in research writing for publication challenge scientists to write a new genre that builds on the research article (RA) abstract, namely lay summaries (Pérez-Llantada 2021). Many existing online journals in a variety of disciplines have included this genre which is a short summary of the article aimed at a non-specialist audience. There is perhaps consensus in academic and professional settings that it is useful for researchers to consider the potential social impacts of their work. As a result, scientists and journal editors are calling for publishing lay summaries with paired RA abstracts as a mechanism by which the general public and scientists in other disciplines can also engage in the discussion in an informed manner (Rodgers 2017; Shailes 2017). Against this backdrop, ESP research on genres for diversified audience (i.e. audiences with different degrees of expertise) aims to shed light into the recontextualization of expert knowledge through new genres that support scientific communication and engagement of non-experts in the scientific community (Luzón and Pérez-Llantada 2019). Given the potential of the lay summary for public outreach, it is therefore paramount to examine how scientific discourse (i.e. the RA abstract) is recontextualized into this new genre to disseminate science.

This case study examines the lay summaries written by the participants in an online professional development course, all STEM (science, technology, engineering, mathematics and medicine) and social science academics based at a Spanish university. As part of the course tasks which focused on improving literacy for science communication in the digital environment, participants turned the abstract of one of their published papers into a lay summary. The study triangulates data on language use obtained from a small, specialized corpus of texts sampled from scientists' tasks alongside a self-assessment rubric that focuses on the generic features of the lay summary. Findings showcase the language used to convey the salient features of the paper for a non-expert in a lay summary compared to that of the RA abstract and the literacy skills that these scientists need to effectively communicate the impact of their research to society at large. The conclusions focus on training needs to improve public communication of science to diverse audiences given that future scientists are going to depend more than ever on their ability to make scientific research accessible and transparent for the scientific community and engage wider audiences in science (Pérez-Llantada 2021).

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Investigating the potential of specialist podcasts for the teaching and learning of English for Publishing

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With the development of modern digital tools, 21st century language teachers and researchers have gained access to a realm of authentic content resources that their predecessors could only ever have dreamed of (Hubbard 2017). This is especially true where audio and video material is concerned, thanks to the advent of podcasts, YouTube and streaming services (ibid.). Podcasts in particular have garnered attention from education professionals virtually since the early days of the medium in the mid-2000s, and their applications in education in general, and in language teaching and learning specifically, have been the focus of numerous studies (Panagiotidis 2021). Overall, these studies draw positive conclusions about the pedagogical value of podcasts (ibid.), provided they are selected rigorously and carefully integrated into the curriculum (ibid.; Liu 2023). When it comes to language teaching and learning, areas in which such integration can be particularly beneficial include listening comprehension skills, vocabulary development and cultural exposure (Panagiotidis 2021; Liu 2023).

The exponential growth of podcasts since the mid-2010s (Panagiotidis 2021; Rime et al. 2022) means that there now exists an abundance of podcasts on just about any topic (Rime et al. 2022), including specialist and professional interests, thus lending teachers and learners of less common specialised varieties of English access to valuable instances of the discourse of the associated specialised communities. In the absence of already existing “curated collections” (Hubbard 2017), the main challenge for teachers of such varieties is to sort through the wealth of authentic content now available in order to identify and select the resources which may be the most relevant to their learners’ levels and needs.

This talk sets out to present such an endeavour, undertaken with the aim to adequately incorporate podcasts into the English for Specific Purposes course of a French Master’s in Publishing. Based on podcast search engine results for keywords such “publishing”, “publishing industry” and “book publishing”, we will first give a brief overview of the main types of podcasts available in the field of publishing, as well as a succinct account of the difficulties encountered at this early stage, chiefly the lack of transcripts – when those are considered to be a particularly helpful tool (Liu 2023) – and how to remedy it. We will then proceed to introduce the main characteristics of the ten or so podcasts that we selected (profile of their creators, target audience, format, average episode length, frequency of release) and map the variety of topics covered. In light of the exploratory work carried out thus far, we will argue that publishing podcasts provide valuable entry points into the domain of publishing and, as such, not only constitute useful and beneficial course materials but also important research materials to explore some of the features of the language of publishing, leading us to conclude that the constitution of a corpus of transcripts to that effect is the logical next step.

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A l'ère de la traduction automatique, a-t-on encore besoin de traducteurs spécialisés humains pour traduire les textes procéduraux ?

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Les logiciels de traduction automatique sont nombreux de nos jours (DeepL, Google Translate, Microsoft Translator, Lingvanex, Wordscope,...) et fournissent des traductions dont la qualité s'est nettement améliorée par rapport à leurs débuts. La machine est de plus en plus entraînée, se basant sur des textes authentiques qui peuvent être spécialisés, le rendu en est donc bien meilleur. Peut-on pour autant se passer de traducteurs spécialisés humains ? En ce qui concerne les textes procéduraux (les textes qui « disent de et comment faire » selon Adam 2001), la traduction automatique montre rapidement ses limites. Par exemple, une traduction automatique d'une recette de cuisine en anglais vers le français par Deep L garde les unités de mesure du texte source. Un utilisateur francophone ne pourra pas réaliser une recette si les quantités sont fournies en onces et la taille du moule à utiliser est en pouces. La machine montre vite ses failles. En effet, l'Intelligence Artificielle ne considère pas l'anglais ou le français comme une langue liée à un contexte et une culture, mais comme des éléments mis les uns à côté des autres qu'elle va traduire, parfois individuellement, parfois ensemble selon son niveau d'entraînement et de ce qu'elle trouve dans son corpus de référence. Elle ne maîtrise pas tous les usages linguistiques dans un tel contexte spécialisé, dont le rôle est pourtant essentiel dans la manière dont nous utilisons réellement une langue (Angouri 2010). La machine ne maîtrise ni la langue cible ni la langue source et encore moins le contexte. Comme l'écrit Claire Larssonneur (2022), « La machine ne traduit pas, ne comprend pas, ne lit pas le texte : la machine compute. C'est-à-dire qu'elle calcule, au moyen d'algorithmes complexes, la probabilité qu'une séquence d'items suive une séquence donnée d'items de même nature. » Elle peut donc être utilisée dans un 1er temps pour une traduction brute mais la phase de post-édition est nécessaire.

Les traducteurs spécialisés humains ont leur place tant que la machine n'a pas un niveau d'entraînement suffisant, niveau qu'elle n'atteindra peut-être jamais. Nora Aranberri (2017) explique que la combinaison de la traduction par la machine et de la post-édition devient une pratique courante dans l'industrie de la langue. Notre question de recherche est la suivante : quels éléments doivent-ils être corrigés en post-édition après une traduction automatique de textes procéduraux ? Nous proposons de travailler sur des textes procéduraux de différents sous-genres rédigés en anglais (recettes de cuisine, protocoles de Travaux Pratiques en sciences, instructions de sécurité, notices explicatives, règles du jeu), de les faire traduire de l'anglais vers le français par différents logiciels de traduction automatique et d'étudier les failles et limites de la machine comme les ambiguïtés, les omissions ou les hallucinations (Geddes 2018, Larssonneur 2019).

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Integrating multimodal and multimedia learning theories to guide the learning and teaching of digitally-mediated genres in ESP contexts.

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Rapidly changing digital landscapes have led to a complex reorganization of many of the research and professional genres traditionally studied and taught by specialists in English for Specific Purposes. Reflecting this trend, many digitally-mediated genres now abound in new media forms including blogs, videos, tweets, wiki pages, and social networking sites (e.g., Luzón, 2019; Pérez-Llantada, 2016).

While it has been customary for genre-based pedagogies to focus solely on discourse-based rhetorical moves, research on digitally-mediated genres has shown that multimodal elements must also be considered, alongside rhetorical moves (Askehave & Nielsen, 2005; Rowley-Jolivet & Carter-Thomas, 2023). Even so, the multimodality inherent in digitally-mediated genres can pose particular challenges to ESP practitioners in creating authentic language-learning contexts while guiding learners' effective use of specialized language, visual design elements (e.g., color, typography, space), images, animations, and sound. To this end, ESP specialists have turned to descriptions of multimodal ESP literacy practices (e.g., Bonsignori et al., 2022; Girón-García & Fortanet-Gómez, 2023) for guidance on teaching and assessing digitally-mediated multimodal genres, including video.

While approaches such as these have been instrumental in describing the semiotic modes and resources that co-construct meaning, they provide less guidance on how to operationalize modes effectively in the video medium, particularly with regard to video's temporal nature. As shown in Dressen-Hammouda and Wigham (2022), the success with which L2 learners use temporal resources impacts the prosodic features of spoken English. To better account for the complex multimodal interactions at play in the video medium and to conceptualize a suitable pedagogy for video-based genres, the approach described here builds on previous work on multimodality by integrating multimedia learning principles (Mayer, 2014) into a multimodal assessment grid as 'modal competency criteria', i.e. specifications about how to enact specific modes in videos (see Dressen-Hammouda, 2022; Dressen-Hammouda & Wigham, 2022; Dressen-Hammouda & Wigham, forthcoming).

This paper briefly describes the approach and its adaptation to a variety of ESP teaching contexts, including instructional video tutorials, explainer videos, and video abstracts. To determine whether introducing the multimodal assessment grid as a pedagogical resource better guides ESP students in managing video multimodality, this paper reports on the survey results of student perceptions of the grid's usability for video design. It draws on responses from 170 participants from three separate cohorts. Implications for learning and teaching digitally-mediated video-based genres in ESP contexts are discussed.

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The language of paint: A linguistic study of colour names in design and décor

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The concept of appealing and evocative color terminology can be considered as influential for a company's brand image as other key advertising elements, such as packaging ideation, color range selection, and social media (re)presentation. Marketing-driven color names are present in many specialized commercial sectors, like the fashion industry and textiles (Stoeva-Holm, 2007; Wyler, 2007), the automotive sector (Bergh, 2007), and art with painting descriptions (Anishchanka, 2007), among others, and color names in each sector have their idiosyncrasies. Thus, powerful eye-catching color names are particularly convenient in products whose packaging is rather plain, like in the case of a can of wall paint. Our hypothesis, in line with authors covering other specific domains like fashion or cosmetics (Stoeva-Holm, 2007; Wyler, 2007; Author 2022), is that Basic Color Terms (Berlin & Kay, 1969) (henceforth BCTs) are a minority in the marketing of colored products (e.g. white, black, red, green, yellow, blue, orange, pink, gray, purple, and brown) even when used in compound names.

This paper aims to describe the marketing-oriented color terminology within the decor industry, paying attention to the BCTs found in five of the most influential architectural wall paint brands in 2022 (Top Companies Report, 2022): Asian Paints, Nippon Paint, Sherwin-Williams, Dulux, and PPG. The entire color palette available for these brands was manually collected from their official web pages during May and June 2023, yielding 9,138 color names. From those, only BCTs and color names containing a BCT were analyzed (1,708 color names, 18.69% of the entire sample). The analysis reveals minimal BCT use with only 5 (0.29%) instances (e.g. White, Orange, Grey, (x2) Black). The majority of the remaining BCTs are either found in compounds with the BCT as the first element (579, 33.90%) (e.g. Yellow Synergy, Orange Essence) or compounds with the BCT as the head of the compound (1106, 64.75%) (e.g. Honest Blue, Kale Green). Lastly, a reduced number of instances (18, 1.05%) are phrases and sentences including a BCT (e.g. Pretty in Pink, Tint of Green). When it comes to BCT compounds, when found in the left position, these names are mostly followed by nouns from the semantic fields of food and beverages (e.g. Pink Sangria), nature (e.g. Blue Petals, Green Bay), minerals (e.g. Blue Sapphire), animals (e.g. Blue Peacock), clothes and fabrics (e.g. Gray Beret, Gray Cotton), and objects (e.g. Red Confetti), among others. On the contrary, when the BCTs are in Head position, they are not only preceded by nouns but also by adjectives which, rather than solely elucidating color dimensions (e.g., light, dark, medium), indicate attributes associated with individual qualities. Consequently, this involves a form of personification, exemplified by color names like Reticent White and Impulsive Purple.

All in all, these deliberate and intentional creations ultimately contribute to the allure and memorability of the color in the pursuit of brand salience and emotional effects. Hence, it could be argued that color naming in marketing tends to disregard BCTs and, instead, focuses on alternative nomenclatures with the aim of persuading the consumer.

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Ébauche de caractérisation d'un milieu spécialisé en cours d'institutionnalisation : les « sustainability professionals » entre bilan et perspectives (2018 - 2023)

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La présente communication s'inscrit dans la lignée des études portant sur les discours spécialisés professionnels (Gaillard 2019, Millot 2019, Wozniak 2019, Domenec & Millot 2020), et propose une première caractérisation du milieu des « sustainability professionals ». Apparu pour répondre aux nouveaux enjeux environnementaux et sociaux auxquels sont confrontées les entreprises, ce milieu transversal, constitué de professionnels de domaines, fonctions et niveaux de formation divers, se donne pour finalité de faciliter et de promouvoir la transition durable des entreprises en réponse aux objectifs énoncés par les organisations internationales (Salgado et al. 2018 ; Venn et al. 2022). Au cours des dernières années, plusieurs associations professionnelles ont été créées afin de fédérer les membres de cette profession encore en cours d'institutionnalisation et de leur fournir des espaces d'échanges et d'informations. Si ces espaces ont fait l'objet d'études à caractère ethnographique en vue d'identifier les compétences de ces nouveaux « managers du développement durable » (Venn et al. 2022), peu se sont concentrées, à notre connaissance, sur l'analyse de leurs discours dans un contexte professionnel spécialisé.

Afin de mieux comprendre ce discours et la culture qui en émane, l'hypothèse suivante est posée : la spécialisation du discours des « sustainability professionals » se caractériserait par une double exigence de professionnalisation et de légitimation dans un environnement en constante mutation et soumis à l'urgence climatique. Nous nous appuyons sur une analyse textuelle en diachronie courte à partir de trois corpus de publications provenant de trois réseaux de professionnels : (i) Greenbiz ; (ii) Business for Social Responsibility (BSR) ; International Society for Sustainability Professionals (ISSP). Une analyse qualitative et quantitative des trois corpus est menée sur 5 ans (2018-2023). La lecture de chaque publication permet d'abord d'identifier les thématiques traitées par ces professionnels et leurs évolutions au gré des crises sanitaire et climatique, ainsi que de mettre en lumière certains des aspects rhétoriques de leur discours (mise en récit, sloganisation, métaphores).

Une analyse outillée à l'aide des concordanciers AntConc et TXM met en évidence des éléments terminologiques et collocationnels propres au milieu professionnel étudié. Les premiers résultats démontrent que le milieu se structure autour de deux exigences principales : une exigence de professionnalisation, marquée par la nécessité de certifications sur-mesure, et une volonté de se différencier d'autres types de professions. Cette double exigence conduit les professionnels du développement durable à interroger régulièrement leurs pratiques, en constante évolution, ainsi que les normes qui les encadrent.

Cette analyse préliminaire s'efforce plus largement de contribuer à la caractérisation d'un milieu professionnel en cours d'institutionnalisation et ouvre la voie à d'autres études qui permettront notamment de s'interroger sur les pratiques effectives des professionnels en exercice et sur les normes et régulations qui permettent d'encadrer le milieu des « sustainability professionals ».

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Mapping real language use in English for Mathematics: A needs-analysis approach to defining a standardized test

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At the École Normale Supérieure Paris-Saclay, which trains future teachers and researchers in a wide range of scientific fields, there are two standardized English language tests (SWAP and ME2) designed to meet learners' specialized discursive needs. SWAP (Scientific Writing Assessment Program) was constructed through a comprehensive corpus analysis of errors commonly made by French researchers in abstract writing, coupled with precise identification of needs related to scientific writing (Saber et al., 2020). On the other hand, ME² (Mathematical English Examination) was developed based on informal feedback from specialists in the field of mathematics, to take into account the specific nature of mathematical discourse (Cunningham, 2017). Thus, it remains unclear whether the ME² effectively addresses the specific needs of English For Mathematics (EFM) learners across the three competencies that are currently targeted—foundation skills (e.g. reading mathematical symbols, equations, and expressions), editing skills (e.g. enhancing language quality and clarity), and expression skills (e.g. providing a concise mathematical demonstration).

This paper reports the findings of a mixed-method study conducted between 2023 and 2024, aiming to assess and refine ME² in alignment with the particular needs of learners in the field of mathematics. Utilizing three sets of samples, a questionnaire survey was conducted among 61 mathematics students, and individual interviews were held with six field specialists and five EFM teachers, in line with triangulation methods in needs analysis (Long, 2005). The questions explored the perceived importance of predefined competencies, the contextualized use of both English for General Purposes and English for Mathematics, and the relevance of the current test to the perceived core competencies, allowing participants to share their perceptions of language skills and the existing test. The findings illuminate ways in which the field-specific relevance and adequacy of ME² could be enhanced. Overall, our results highlight the importance of maintaining a test specific to EFM at the ENS, as well as the potency of needs analysis in helping language teachers identify real language use to better respond to students' needs.

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Translating and post-editing machine translation in specialized context. Do we still need to train specialized translators?

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From the era of translation memories to the present day, the qualitative leap seen with the advent of deep learning is impressive. However, while Neural Machine Translation (NMT) produces more fluent texts, it continues to produce errors. Martikainen & Kübler (2016) and Kenny (2022) point out that these errors can have serious consequences in the healthcare sector, for example.

While future translators will continue to receive training in human translation, training in machine translation and post-editing will require them to develop additional skills (Kenny 2022). Furthermore, translating a specialised text requires adapted skills, in terms of acquiring specialised knowledge (Rogers 2015), but also in the use of tools and corpora (Bowker & Pearson 2002). Yamada (2019) shows that the errors produced by NMT are fairly similar to the errors produced by humans and require the same cognitive effort in post-editing as revising a human translation. Finally, while NMT produces results that are close to acceptable in less specialised domains, the results in highly specialised domains are much less convincing.

In an experiment with 1st year master's students in specialised translation, students translated and post-edited extracts from scientific articles in earth sciences from English into French. The translations and post-edits were annotated using an error typology adapted for the teaching of translation (Castagnoli et al. 2011) and post-editing (Kübler et al. 2022), both to enable the students to revise their work and to assess the types of errors in the two processes. The results show, for example, that terminology, particularly complex terms and terms inserted in complex noun phrases, pose just as many problems in post-editing as in human translation, but sometimes on different points. The same applies to specialised collocations. We will present the methodology used to create the corpus and discuss the results between human translation and post-editing machine translation in order to highlight the skills required for both processes. In addition, we will show how to exploit the post-editing learner corpora produced by students to create pedagogical material.

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Do psychologists still use politically incorrect language or are expressions like “oddball” and “cripple” just fictional examples?

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The call for papers suggests that there might be a gap between the way people use a language and the way they think they use it or even the way they think it should be used. In this paper, we propose to examine whether the way American, British, and Australian psychologists use the English language in informal situations not involving clients differs from what the psychological associations and the Publication Manual (APA 2020) advise them to do.

One of the general principles reflected in the codes of ethics by the American Psychological Association (APA), the British Psychological Society (BPS) and the Australian Psychological Society (APS) is respect for dignity. For instance, the Ethical Principles of Psychologists and Code of Conduct by the APA (2017) highlights the importance to “respect cultural, individual, and role differences, including those based on age, gender, ...disability” (4); the Code of Ethics and Conduct by the BPS (2021) “recognises the inherent worth of all human beings, regardless of perceived or real differences in social status, ethnic origin, gender, capacities ...” (6); and the Code of Ethics by the APS (2007) stipulates that psychologists should “communicate respect for other people through their actions and language” (12). Moreover, the three organisations adhere to the rules and principles of the Publication Manual (APA 2020), which indicates in its chapter on bias-free language that “[a]uthors must strive to use language that is free of bias” and that patients’ integrity must be maintained when “using disability language” (125).

Given the existing rules and principles concerning the language to use, we wished to explore whether they were always respected by practicing psychologists. To do so, we first turned to the specialised fictional narrative (FASP, the term used in the French research on English for specific purposes) (Petit 1999) as it represents one of the most accessible sources of discursive diversity within a specialised community (Isani 2010: §24). For our study, we selected four novels by psychologist Jonathan Kellerman (1985; 1986; 1987; 1989) in order to extract the informal instances used to describe patients and their disabilities. The next step consisted in devising a questionnaire which contained multiple choice and open-ended questions aimed to examine whether the extracted instances were, indeed, used by psychologists. The questionnaire was sent to more than 900 practicing psychologists in the United States, the United Kingdom, and Australia; approximately 120 of them completed the questionnaire, and some of them sent e-mails providing further insights into the issue studied. In this paper, we propose to describe the four steps of the aforementioned study, including the selection of the instances of the informal language, design of the questionnaire, data collection, analysis of the results.

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Le devenir des métaphores terminologiques dans la presse de vulgarisation scientifique française et américaine sur la lutte biologique

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Ce travail traite de l'emploi des métaphores conceptuelles dans les discours de vulgarisation scientifique sur la lutte biologique dans la presse française et américaine. Il s'intéresse notamment aux métaphores terminologiques utilisées par les spécialistes, et étudie leur déploiement, leur reprise, leur évolution et leur interprétation à différents niveaux de vulgarisation.

Le corpus bilingue compte dix sources réparties en cinq niveaux (N1-5), organisés selon le degré de spécialité des auteurs et du lectorat visé, afin d'établir un spectre (Calsamiglia, 2000) de la vulgarisation de la lutte biologique. Les métaphores sont relevées via une méthodologie inédite hypothético-déductive puis inductive, inspirée de Collombat, 2003 ; Stefanowitsch, 2006 ; Pamis & Ruiz, 2020.

Cette étude repose sur trois hypothèses. Premièrement, on suppose que la vulgarisation scientifique est propice aux phénomènes de lexicalisation et de dédomanialisation (Rastier, 2011). Un glissement des métaphores spécialisées vers la langue générale y serait observable. Deuxièmement, plusieurs facteurs, comme le degré de métaphorisation ou de sous-catégorisation (Lakoff & Johnson, 1980), la nature conceptuelle ou ponctuelle, créative ou conventionnelle, la présence ou l'absence de marqueurs métaphoriques, seraient des indices desdits phénomènes. Enfin, identifier ces processus permettrait de comprendre comment se conventionnalisent les métaphores terminologiques et l'influence des schémas conceptuels retenus sur la perception de la lutte biologique. Resche (2002 : 4) synthétise les enjeux d'un tel travail : « Toute métaphore met en lumière certains traits pour en laisser d'autres dans l'ombre [...] Selon l'éclairage qui est donné [...] l'approche des problèmes peut varier ».

Des observations semblent confirmer l'influence du niveau de vulgarisation sur la présence de métaphores spécifiques. La métaphore de la médecine n'apparaît presque pas en N4, mais est présente en N5. Aussi, la métaphore terminologique de la guerre apparaît dans tout le spectre mais est plutôt créative en N3-5, et plus conventionnelle en N1-2.

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A corpus-based discourse analysis of communicative strategies in BBC Radio 4 health podcast

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While the emergence of podcasts as a discourse genre remains an area yet to be thoroughly explored and understood, their widespread popularity in English for Specific Purposes (ESP) and other specialised domains is evident (Dolidze & Doghonadze, 2020; Novăceanu, 2020; Lindgren & Jorgensen, 2023; Peaty et al., 2023). This trend is underscored by BBC Radio 4's latest unveiling of its top 10 podcasts of 2023, reporting a significant surge of 34% in podcast listening on its platform ("BBC Sounds," 2023). For the purpose of this paper, our focus centers on "Just One Thing – with Michael Mosley", the most popular science and consumer title on BBC Sounds this year. We conduct a discourse analysis of communicative strategies (Baker, 2023) employed in the podcast, using a corpus-based approach to investigate both verbal information (main focus) and certain accompanying auditory information, such as background music, promotional audio/video clips, and other auditory elements. The study examines the use of persuasive strategies (Dontcheva-Navratilova et al., 2020), including the incorporation of personal anecdotes, with an emphasis on lexical semantics and effective communication within an organisational setting, considering the challenge of making scientific knowledge accessible to a broader, non-scholarly audience to encourage behaviour change. The data collection process involves the automatic transcription of a total of 70 podcast episodes ($\approx 225,000$ tokens). We use Named Entity Recognition (NER) to identify and retrieve entities like diseases, health conditions, names of organisations, time, date, percentage and quantity. Additionally, we analyse the structure of podcast episodes, delineating introductions, main points, and conclusions to explore the presentation of scientific information and linguistic patterns aimed at encouraging behaviour change (Kjær et al., 2016). This research contributes to the broader understanding of effective health communication within the podcasting medium, shedding light on the intricate interplay of linguistic elements, organisational strategies and persuasive techniques to enhance the accessibility of scientific knowledge for diverse audiences. We believe this can be relevant in the context of English for Specific Purposes, as BBC English sets the standard for English usage and L2 learners are often encouraged to follow its norms (Kohn, 2011), not only in pronunciation but also in the use of formal and informal expressions.

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The development of AI-based English language learning systems for speech practice

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Rapid development of artificial intelligence (AI) technology in the recent years has led to the development of AI-based foreign language learning systems for speech practice. The purpose of this study is to analyze the speech data obtained from an AI-based learning system in order to explore its effectiveness for developing an AI-based Speech Practice System (SPS) for aircraft pilot trainees (APT). This SPS for APT is designed to not only automatically evaluate pronunciation and intonation using an automatic speech recognition function, but also to train conversational interaction skills using ChatGPT function. 19 APT, whose native language is Japanese, and who are to take flight training in English-speaking countries using English as a medium language, participated in this speech training. They watched a video and talked with a character powered by ChatGPT function about the content of the video. The training lasted for about 8 weeks. Their speech was recorded and analyzed. The research methods used were linguistic analysis and semi-structured interviews. Linguistic analysis was conducted in terms of total number of words spoken per utterance, types of vocabulary, complexity of grammatical structure, consistency, use of communication strategies, length of utterances, and comprehension. Development and changes during the 8-week training period were examined. In the semi-structured interviews, participants were asked about what the differences were compared to human interactions, characteristics of the interaction with AI, what they had learned or skills they had acquired to keep the interaction going, what they felt necessary to apply the skills they acquired to a real human interaction, and the advantages of this practice method. The results showed that the number of total words uttered increased as the practice continued, and the process of acquiring effective communication strategies was observed. Through the interview, it was also suggested that, compared with interaction with humans, the participants were able to try out a variety of vocabulary and phrases with less anxiety.

APTs have specific purposes for the use of English, which are to communicate with air traffic controllers over radiotelephony. At the same time, they also need to cope with irregular non-routine situations, which require general conversation skills, and these specific and general skills are both necessary for safely performing their job duties. While training their air communication skills with a human counterpart is quite difficult, such AI-based SPS is very useful since it provides chances of effective self-learning. Research on human-AI interaction like this will provide useful suggestions for language teachers. Additionally, it will greatly contribute not only to learners in a specific community, but also to world-wide learners who struggle to find opportunities for enough input and output of the target language.

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How can contextual knowledge inform the use of press corpora?

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Press discourse is often perceived as familiar, accessible, close to general language (Trouillon 2010). As a consequence, press corpora are sometimes built to study the use of linguistic markers in a language (Pennec 2021; Hoey et O'Donnell 2008) or as a means to understand the representations of a notion or an event within the general population (Gabrielatos et Baker 2008). This study challenges this common perception by emphasizing the importance of understanding the issue of the representativity of press corpora through an in-depth examination of their contextual underpinnings.

Contrary to the prevailing belief that press discourse mirrors general language, this paper contends that press texts are intricately interwoven with the institutional context in which they are produced and which dictates explicit norms and implicit habits and values (Ceglie 2007; Bell 1991). Notably, linguistic phenomena such as headlines (Isani 2011) and journales are emblematic of the constraints embedded in the institutional production of press discourse. Context may be analyzed on several scales: the national context imposes regulations and a certain conception of the profession in society, the professional context is the source of a numerous norms and values and finally, the context of the corporation guides the interpretation of these values by framing them within the economic context of a company. The various contextual levels all shape the discourse that is eventually published, making it unquestionably specialized.

This paper explores the issue of how the knowledge of the context of production of press discourse can inform the collection and exploitation of press corpora. Context is indispensable to address the issue of representativity and thus to interpret quantitative results in a more precise manner, especially to avoid over-generalizing conclusions drawn from press corpora. In turn, understanding this issue makes it possible to answer the question of what a press corpus can actually tell us about language use, especially of the relations between press discourse and common language. The different types of context relevant to the understanding of press discourse are first described. The impact of context on the representativity of press corpora is then discussed. These conclusions, drawn from the theoretical framework of ESP, are intended to be applicable to other disciplines mobilizing press corpora.

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Conceptualiser le passage des usages de l'anglais en contextes spécialisés à l'enseignement-apprentissage de l'ASP en contexte pédagogique : pour une médiation pédagogique transpositive raisonnée

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Dans la tradition française, la posture consistant à considérer l'anglais de spécialité (ASP) comme une fin en soi à travers la description de variétés spécialisées de l'anglais (VSA) sans lien systématique avec leur enseignement remonte à l'époque à laquelle les chercheurs français ont dû lutter pour parvenir à la maturation et à la reconnaissance du champ scientifique de l'ASP comme quatrième branche légitime de l'anglistique. Ce domaine de recherche semblait en effet voué à une certaine forme de marginalisation dans le paysage universitaire français si ses liens avec les pratiques pédagogiques étaient trop mis en avant (Petit, 2008), ce qui a justifié la séparation stratégique de la recherche linguistique avec la recherche portant sur l'enseignement-apprentissage de l'ASP. Aujourd'hui, les spécialistes des descriptions linguistiques des VSA reconnaissent assez largement que l'utilité sociale de ces descriptions réside principalement dans leur enseignement (Van der Yeught, 2016; Gaillard & Peynaud, 2022; Cartron, 2022; Van der Yeught & Lyu, 2023) : ils ont ainsi récemment entrepris de faire de ces descriptions linguistiques le point de départ d'une démarche transpositive empruntée à Chevallard et connue sous le nom de transposition didactique (TD) (Chevallard, 1991). Si la notion de TD a été à l'origine élaborée pour le domaine des mathématiques, elle est désormais appliquée à divers objets d'enseignement-apprentissage, parmi lesquels l'ASP, et semble connaître un regain d'intérêt, comme en témoigne par exemple un numéro spécial de 2022 de la revue LIDIL, qui lui est entièrement consacré, intitulé « Les langues de spécialité comme objet d'enseignement : ressources, méthodes et transposition didactique » (Carras & Álvarez Martínez, 2022).

La présente contribution s'intéresse aux implications théoriques de l'enseignement-apprentissage des usages spécialisés de l'anglais en contexte pédagogique. Dans un premier temps, la notion de Transposition Didactique sera définie, puis son transfert du domaine des mathématiques à celui des langues sera questionné de façon à mettre au jour le hiatus conceptuel qu'une telle théorie présente pour les didacticiens de l'ASP. Dans un deuxième temps, une autre voie permettant de passer des usages de la langue en contextes spécialisés du monde réel à l'enseignement de ces variétés spécialisées de l'anglais en contexte pédagogique sera explorée de manière à mettre la démarche transpositive en cohérence avec les théories les plus récentes en matière d'enseignement-apprentissage des langues. La reconceptualisation proposée prendra la forme du modèle de médiation pédagogique transpositive IMPETUS, alternative à la fois cohérente et spécifiquement élaborée pour l'enseignement de l'ASP.

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Creativity and Expertise: Titles of research articles and bachelor final theses in two languages and two disciplines

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One of the elements of academic texts, which immediately attracts the attention of potential readers, is the title. This element is very valuable in the times of “information explosion” (Benselin & Ragsdell 2016), as a successful title can attract potential readers. There is quite an extensive body of research into titles of research papers which has looked into the length and punctuation of titles (Lewison & Hartley 2005), their syntactic and structural features (Soler 2007; Wang & Bai 2007), pragmatic intentions of the authors (Haggan 2004) or a combination of all these features across a range of science fields and from a diachronic perspective (Hyland & Zhou 2022; Jiang & Hyland 2022). These studies show that disciplines retain specific features of their disciplinary cultures and this is reflected in the different ways titles are crafted to attract readership for the scientific texts.

Research into titles constructed by professional scholars in English is consistently growing, however, paper titles in languages other than English have not received much scholarly attention, just as the titles of student final theses. Yet these two areas are interesting and important to explore as they can display how much of the writing tradition is universal across different cultures and how much would professional texts be different from learner writing. The focus of this paper is on the features of research article titles and BA final theses titles in linguistics and literary criticism in Lithuanian and English. The BA final theses in English are written by Lithuanian students of English Philology who learn English as their major. The total number of titles under analysis is nearly 1,000. Following methodology employed by Hyland and Zhou (2022) and Jiang and Hyland (2022), the analysis looks into the length of titles, their syntactic structure, and their focus. The results show that scholars writing in English tend to employ compound titles to a larger extent in comparison to Lithuanian scholars. Such titles allow to emphasise the main and complementary foci of the study, employ creativity or make intertextual references. Likewise, the papers written by students in English display more creativity and syntactic and semantic flexibility than student papers in Lithuanian. Unsurprisingly, titles of literary criticism papers tend to display creative or poetic choices of the authors. The results of the study shed light on cross-cultural, cross-disciplinary and cross-generic elements of scientific writing and could be useful for scholars working in ESL and ESP fields as well as to academic community members interested in academic rhetoric.

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Waiting to be proved: the phraseology of mathematical claims

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The present paper demonstrates a functional approach to the analysis of specialised discourses aimed at providing information useful to students of English for Specific Purposes (ESP). Specifically, the study explores in detail the phraseology used in propositions in formal mathematical texts. We investigate how mathematicians formulate the statements that need to be proved, i.e. theorems, lemmata, propositions, corollaries, conjectures, and claims, presented as separate textual sections in mathematical research papers.

The study makes use of a recent corpus of mathematical research papers CoMaR (870,885 words) composed of 108 research papers published in peer-reviewed journals (Steidlová 2022). We adapt the methodology suggested by Gledhill (2000), who contrasts a sub-corpus of specific textual sections, in our case the types of statements listed above, with the whole corpus. Using the keyword analysis, we search for words which are significantly more frequent in the relevant section of the texts than in their other parts. The resulting list of keywords is then sieved for grammatical keywords which can be used as pointers to potentially interesting phraseological units (see also Groom 2010). Drawing on the observations of previous studies of mathematical phraseology (Cunningham 2017, Steidlová 2022), we decided to include among the keywords also verbs in the imperative which are not topic specific, e.g. suppose, to provide an even more detailed coverage of the structures used. A sample of 100 concordance lines for each of the keywords is used as a starting point for a detailed qualitative and quantitative analysis.

Preliminary results suggest a strong correspondence of the language of propositions with symbolic mathematical language of logic. We find constructions corresponding to existential quantifiers (in the mathematical sense), e.g. there exists, universal quantifiers, e.g. for every, implication, e.g. if... then, equivalence, e.g. if and only if, and other logical connectives, e.g. and. Apart from these, there are constructions whose function is to introduce mathematical entities into the section, e.g. those connected to the use of the indefinite articles or the verb LET. Finally, mathematical entities, once introduced, are assigned specific properties using constructions with the verbs BE and HAVE. These findings correspond to the epistemology of mathematics, reflecting the emphasis on objectivity and precision.

While the results of this study in themselves may not be entirely surprising, they are of immense value to students of mathematics in ESP classes. They comprise a complete repertoire of key phraseological units a student needs to acquire in order to be able to formulate a mathematical claim correctly and precisely. Moreover, the study is an example of a successful use of the presented methodology in analysing how a particular function is realised in a specialised discourse with results which are of immediate use to a teacher of an ESP course.

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The potential of environmental dystopia in the ESP classroom: using “cli-fi” with science students – a case study

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In this talk, we will be focusing on teaching specialised language through the use of environmental dystopias, also known as climate fiction. What defines climate fiction or “cli-fi” is the role played by the climate in the narration: from a simple setting, the climate becomes a narrative lever, or the main theme of the fiction (cf. Langlet, Huz, 2023). Climate fiction comes in many different forms and we will be using several of these (texts from novels, videos from films, as well as video games) to illustrate our talk. Many works of cli-fi use a scientific basis for their narration and it can thus be interesting to use them in an English for Specific Purposes classroom with science students. Using examples of activities done in class with 3rd year ESP science students, we will analyse the potential of these works to compare fiction and reality and the scientific plausibility or credibility of the climate change narration. We will see in what way we can use cli-fi to work on science popularisation techniques and vocabulary. We will give specific examples of exercises done in class to work on all five language competences, as well as certain forms of evaluation based on cli-fi work. Finally, we will see in what way this work on climate change narration in English for Specific Purposes classes can provide science students with a concrete representation of the societal consequences of the scientific data they often work on in their science classes. We will show the ways in which this provides an opportunity both for debate on their role as future scientists and for discussion of the ethical implications of the decisions taken today for tomorrow’s world.

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