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Imaginando el futuro de las lenguas académicas y profesionales: tendencias emergentes en enseñanza e investigación

Envisioning the future in academic and professional languages: emerging trends in teaching and research

LIBRO DE RESÚMENES
BOOK OF ABSTRACTS

Pamplona, 20-21 de junio de 2019

PLENARY SPEAKERS

Ken Hyland
University of East Anglia (England)
Feedback on writing: Faculty and student perceptions

While the research on feedback given to undergraduate writers mainly focuses on what goes on in language classrooms, most of the writing that matters to students occurs in disciplinary contexts. They are 'Writing-to-Learn' rather than 'Learning-to-Write', yet we know little about what faculty teachers are trying to achieve with their feedback or how it is received by students. This presentation explores these issues. Drawing on interviews with 20 teachers and 24 undergraduates from four faculties at HKU, I explore their perceptions of feedback to illuminate students' experiences of disciplinary writing. Overall, the findings show that although faculty would like to see their students write in disciplinary approved ways, their feedback rarely supports this, at the same time students often take negative messages from the feedback concerning their learning, disciplinary communication and teacher-student relationships. As a result, EAP writing teachers are often the only resources students have in acquiring a better understanding of writing and its relation to disciplinary practices.

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Antonio M. Bañón Hernández
Universidad de Almería (Spain)
El análisis del discurso aplicado al ámbito de la salud

Hay, al menos, tres orientaciones posibles en el análisis de las conexiones entre discurso y salud: *el discurso como demostración de salud o de enfermedad*, *el discurso como herramienta generadora de salud o de enfermedad*, y, en tercer lugar, *el discurso como manifestación de una determinada construcción social de la salud y de la enfermedad*. En esta ponencia, presentaremos, por un lado, un panorama de los estudios sobre discurso y salud, así como algunos focos de interés actual. Por otro, ofreceremos algunas orientaciones prácticas que ha tenido o que deberá tener en el futuro la investigación desde la Lingüística sobre discurso y salud.

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Geert Jacobs
University of Ghent (Belgium)
Linguistic Ethnography in Professional Settings

In this talk I set out to explore the analytic potential of a linguistic ethnographic perspective on language and social interaction in professional settings. Drawing on previous as well as ongoing work in a wide range of work-related fieldwork settings (including multilingual business, news production, health care and citizen science) I will zoom in on selected backstage discursive practices and I hope to demonstrate how interviewing and participant observation – among other items from the ethnographic toolbox - can shed light on how they impact on front-stage professional discourse. In doing so, I approach practitioners as necessary, valuable and credited research partners and I encourage an activist stance on the researcher's part. This kind of activism is intent on rendering visible and examining critically what has so far been hidden or, worse, taken for granted. It draws on a strong belief that opening up professional workings to general scrutiny is instrumental in promoting knowledge transfer as part of the global democratic project, especially in today's post-foundational climate in which, turning to the media for example, 'fake news' and 'alternative facts' dominate public perception.

CITIZEN COMMUNICATION IN THE LEGAL FIELD

Ruth Breeze
University of Navarra
Transforming justice in the UK: meeting changing needs and expectations?

This paper looks at the UK Ministry of Justice document "Transforming our justice system" (2016), issued by the Lord Chancellor, Lord Chief Justice, and the Senior President of Tribunals, presenting its proposals for reforming the courts and tribunals service, and the responses to it issued by various bodies (Law Society, Bar Association) to which it was submitted for consultation, as well as from the government itself. After presenting an overview of the proposed reforms, I will present a deeper analysis of the way communication with citizens is envisaged in these documents, and the way that the relationship with different stakeholders is framed. In particular, I will focus on the theme of "assisted digital" services, and the way that the different documents understand this concept, its current relevance, and the nature of the assistance that should be provided.

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Ricardo-María Jiménez-Yáñez, Diana Giner y Pablo Franquet
UIC, Barcelona
What are Spanish law firms doing to improve their lawyers' written communication skills?

This paper focuses on exploring Spanish lawyers' writing skills in some of the most relevant law firms in Spain. In 2005 a famous Spanish Law firm (Garrigues) published "Libro de estilo Garrigues" for its employed lawyers. In addition, one of the the most innovative law firms in developing its lawyer's communicative skills is Uría Menéndez. They led a project to work on writing skills for lawyers for which the firm created the position of "linguistic advisor" in 2006. Besides other experiences, the authors explain their experiences teaching writing skills to improve the Spanish Legal language in some law firms and national institutions.

Breeze, R (2019): "Plain language: What can we learn from other experiences?", paper at I Jornada sobre Lenguaje jurídico, UICbarcelona.

Centro de Estudios Garrigues (2005): Libro de estilo Garrigues, Cizur Menor: Thomson-Reuters Aranzadi.

González Salgado, J. A. (2018): Manual de estilo de Uría Menéndez, Madrid: Uría Menéndez Abogados.

Jiménez-Yáñez, R.-M. (2016): Escribir bien es de justicia, Cizur Menor: Thomson-Reuters Aranzadi.

Jiménez-Yáñez, R.-M. y Pablo Franquet (2016): "El dios Jano y el lenguaje jurídico" in IURIS UIC Revista de la facultad de Derecho, pp. 54-55.

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Karin Luttermann
Universität Eichstätt-Ingolstadt
Moderne Verwaltungskommunikation: Grundlagen, Prozesse und Beispiele aus textlinguistischer Sicht

Die deutsche Verwaltung kommuniziert üblicherweise vor allem mit Texten wie Bescheide, Beschlüsse oder Formulare. Die Kommunikation sollen künftig auch digital erfolgen. Bis zum Jahr 2020 soll der Schritt hin zur Digitalisierung der Behörden und damit zu einer nutzerfreundlichen, einfachen und effizienten Verwaltung vollzogen sein. Die Digitalisierungsoffensive wird die Kommunikation mit den Bürgern wesentlich verändern. Sie sollen Verwaltungsdienstleistungen online mit wenigen Mausklicks erledigen können. Die E-Govern¬ment-Plattformen müssen daher die Textinhalte nicht nur in die Wahrnehmungsreichweite der Bürger bringen. Es kommt zugleich darauf an, die Verwaltungstexte so zu gestalten, dass die Bürger sie auch verstehen können. Der Vortrag behandelt aus textlinguistische Sicht Sprachgebrauch und kommunikative Praxen von modernem Verwaltungshandeln. Anhand von Textbeispielen aus dem Print- und Internetbereich werden Bedingungen und Prozesse für gelingende Verwaltungskommunikation erörtert.

Alghisi, Alessandra: Behördensprache im E-Government. Zu den kommunikativen Praktiken der Schweizer öffentlichen Verwaltung im digitalen Zeitalter. In: Adamzik, Kirsten/Masel¬ko, Mateusz (Hrsg.): VARIATIONs-linguistik trifft TEXTlinguistik. Tübingen 2018, 183-224.

Luttermann, Karin (2010): Verständliche Semantik in schriftlichen Kommunikationsformen. In: Fachsprache 32 (3-4), 145-162.

Luttermann, Karin/Engberg, Jan: Vermittlung rechtlichen Wissens an Kinder und Jugendliche im Internet und in Broschüren. In: Jan Engberg/Karin Luttermann/Silvia Cacchiani/Chiara Preite (Hrsg.): Po¬pu¬la¬rization and Knowledge Mediation in the Law/Popularisierung und Wissensvermittlung im Recht. Münster 2018, 85-115.

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Karin Luttermann
Universität Eichstätt-Ingolstadt
Jan Engberg
Universität Aarhus
„Justiz verstehen!" – Kulturkontrastive Analyse von Rechtskommunikation auf ministeriellen Webseiten in Deutschland und Dänemark

Rechtslinguistik ist eng mit Fachkommunikation verbunden. Bisherige Untersuchungen fokussieren vor allem auf die Bereiche Lexik, Semantik, Syntax und Experten-Laien-Kommunikation. Demgegenüber ist der Bereich der Digitalisierung noch wenig erforscht. Der Vortrag behandelt die digitale Fachkommunikation im Rechtswesen. Es geht konkret darum, die kommunikative Gestaltung der Webseite des deutschen Bun¬desministeriums der Justiz und für Verbraucherschutz handlungspragmatisch zu analysieren und sie mit dem Webauftritt des Justizministeriums in Dänemark zu vergleichen. Dabei spielen Zielgruppenadressierung und Perzeptionsstrategien eine besondere Rolle. Im Einzelnen leiten die Fragen:
(1) Wie präsentiert sich die Justiz jeweils gegenüber den Bürgerinnen und Bürgern, um Vertrauen in die Institution aufzubauen?

(2) Sind fachliche Informationen multimodal und interaktiv zugänglich?

(3) Welche Bedeutung hat der Aspekt der Verständlichkeit für die Justiz selbst?

Im kontrastiven Vergleich treten Gemeinsamkeiten und kulturelle Unterschiede hervor, was die Verwendung multimodaler Mittel, die Auswahl fachlicher Informationen über Wesen und Funktion der Justiz sowie ungenutzte Vermittlungspotentiale angeht.

Luttermann, Karin/Engberg, Jan: Vermittlung rechtlichen Wissens an Kinder und Jugendliche im Internet und in Broschüren. In: Jan Engberg/Karin Luttermann/Silvia Cacchiani/Chiara Preite (Hrsg.): Popularization and Knowledge Mediation in the Law/Popularisierung und Wissensvermittlung im Recht. Münster 2018, 85-115.

Engberg, Jan/Luttermann, Karin: Informationen auf Jugend-Webseiten als Input für Wissenskonstruktion über Recht. In: Zeitschrift für angewandte Linguistik 2014, Heft 60, S. 67-91.

CORPUS LINGUISTICS

Andrea Artusi
Universidad de Valencia
Los verbos sintagmáticos italianos con partículas deícticas. Un estudio de corpus.

En italiano los «verbi sintagmatici» ('verbos sintagmáticos', de ahora en adelante VS) (Simone, 1996), denominados así por su parecido con los *phrasal verbs* ingleses, son construcciones que se forman mediante la unión de dos elementos lingüísticos –una base verbal y una partícula (normalmente de carácter adverbial)– que establecen entre sí un grado elevado de cohesión sintáctica. Se trata de construcciones que pertenecen a una categoría abierta, en continua expansión (Calvo Rigual, 2008) y que pueden adquirir un significado no composicional, al contar con valor metafórico e idiomático (Masini, 2012). En este trabajo nos centraremos en los VS que proceden de la unión de una base verbal y un elemento deíctico (*lì*, *là*, 'allí, allá'), una subcategoría de VS que en la actualidad sigue siendo poco estudiada. Adoptaremos la metodología de otros estudios recientes acerca de los VS (Artusi, 2019), con el objeto de analizar dichas estructuras en el Perugia PEC (2017), un corpus sincrónico de lengua italiana. En la investigación se pretende: a) ofrecer un inventario de los VS más prototípicos de la subcategoría considerada; b) proporcionar datos de su frecuencia absoluta y relativa en el corpus objeto de análisis; c) evidenciar eventuales fenómenos de variación lingüística, en particular en lo que respecta al eje diafásico (grado de formalidad – informalidad, lengua escrita – lengua hablada y tipología textual); d) ofrecer un análisis semántico de las construcciones que se han hallado en el corpus, con el fin de determinar su grado de composicionalidad.

El estudio deja patente que en el italiano actual existe un nutrido número de VS de este tipo (con semántica principal, aunque no exclusivamente, composicional), cuya productividad y valor metafórico tienden a aumentar, debido a su elevada expresividad, en contextos de uso más informales, así como en textos literarios.

Artusi, Andrea. (2019) *Los verbos sintagmáticos italianos y sus equivalentes en español*. Berlín: Peter Lang.

Calvo Rigual, Cesáreo. (2008) "I verbi sintagmatici italiani con appunti contrastivi con lo spagnolo e il catalano." En: González, Carmen & Pedro Mogorrón (eds.) 2008. *Estudios y análisis de fraseología contrastiva: Lexicografía y Traducción*. Alicante: Universidad de Alicante, pp. 47–66.

Masini, Francesca. (2012) *Parole sintagmatiche in italiano*. Cesena & Roma: Caissa Italia.

Simone, Raffaele. (1996) "Esistono verbi sintagmatici in italiano?" *Cuadernos de Filología Italiana* 3, pp. 47-61.

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Claudia Mejía
Universidad de Salamanca
Language in the Sky – An Analytical Look at Different Varieties of Non-Native English to Enhance Multicultural Communication

This project encompasses two different subjects, **Languages** and **Hang Gliding**, coming together when the members of the international hang gliding community participate in international events, bound to interact both in a competition environment as well as on a "day-to-day" basis.
This community is formed by participants from approximately fifty nations and roughly thirty linguistic backgrounds, with different levels of proficiency who have acquired English through

various methods. The events worldwide, included in the official international competition circuit, are governed by the *Fédération Aéronautique Internationale* (FAI) and the *Commission International de Vol Livre* (CIVL), which stipulate that the official language of these events shall be English. This has led to making the English language the main communication channel within the community.

The objectives of this project are to collect enough natural data in order to create a corpus of spoken English produced by the non-native speakers; to analyze, identify and describe the characteristics of the different varieties of English, focusing on the language structure, while taking into consideration the linguistic background of the participants. The outcome of this research could help improve intercultural communication, linguistic and cultural mediation and maybe aid in better understanding how to teach English students, depending on their native languages.

This project requires studying subjects such as Applied Linguistics, Corpus and Discourse Analysis, English as a Lingua Franca, English for Specific Purposes, Research Methods and Sociolinguistics. It also includes a wide representation of the members of this community by conducting the interviews, specifically designed for the project, with pilots, manufacturers, officials, organizers and volunteers. Finally, this research is structured by a meticulous methodology, in order to guarantee the process will validate the findings and conclusions.

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Paul Miller
Universidad de Navarra
Novice Biomedical Writing – Where are the problems?

Background: While considerable attention has been paid to novice academic writing in general, much less research has focused on the difficulties experienced by novice writers specifically in the field of biomedicine.

Objective: To analyze a sample of texts written by postgraduate students with little or no experience of writing formal biomedical texts.

Methods: Fifty final Master's projects (totaling 235,657 tokens) written in English by students enrolled on a postgraduate degree in biomedical research were collected. The texts were tagged by section and digitally stored. Using corpus analysis software (word lists, key word analyses and KWIC concordances) this novice writer corpus was compared with a corpus of professionally written texts comprising subcorpora from 5 different journals from the biomedical domain (1,349,119 tokens). Different metrics were then employed to determine which items were under- or over-used by the novice writers.

Results: The problem areas identified included specific grammatical difficulties (eg the overuse of pronouns, '*there'* and '*being'*), Spanish L1 influence (eg the overuse of '*pathology'* for '*disease/disorder'*) and inappropriate lexical choice in terms of formality (eg the overuse of '*nowadays'* for '*currently'*). Genre differences were also apparent (eg the overuse of '*project'*, '*objectives'*).

Conclusions: The analysis provides valuable pedagogical insight into the difficulties experienced by novice biomedical writers and offers some indication of what issues need to be covered in preparatory courses. More theoretical issues such as the metric used for the comparison and the nature of the reference corpora will also be commented upon.

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Renata Povolná
Masaryk University

Cross-cultural analysis of directives in professional discourse: The case of English and Czech technical manuals

With the establishment of English as a lingua franca of global communication it has become indispensable to study rhetorical strategies used in Anglophone and non-Anglophone cultures in order to enhance effective intercultural communication, including communication in technical settings. The study of rhetorical strategies naturally includes persuasive strategies since persuasion has always been an integral part of all human communication (Perloff 2010).

The paper analyses directives as important means of persuasion in English and Czech professional discourse represented here by the genre of technical manuals since the majority "of global technical communication is technical instructions" (Sharpe 2014: 15) and yet this field is only scarcely researched. The specialized corpus of forty L1 manuals to various technical devices (20 English and 20 Czech) enables the comparison of the ways in which technical communicators express persuasion.

The investigation is conducted from the perspectives of corpus and discourse analysis and focuses on the interactive process of persuasion (Virtanen and Halmari 2005) and its linguistic manifestation which can be either direct, i.e. using directives expressed by imperatives of full verbs, modals of obligation, necessity, prohibition, and predicative adjectives expressing the writer's judgement of the necessity to perform an action (Hyland 2002), or indirect, i.e. using other language means than directives, such as other modals than those of obligation, conditional clauses and rhetorical questions, which, thanks to the text of the manual (including various visuals) and the whole situational context (Tárnyiková 1999) also contribute to the expression of persuasive power.

The findings are expected to be applicable in the education domain to raise technical writers' awareness of directives as useful persuasive means suitable for the production of well-written manuals that are structurally accurate, functionally effective and communicatively appropriate for the targeted audiences (Pérez-Llantada 2002), since their quality including the appropriate degree of persuasiveness influence prospective consumers to purchase a particular technical device.

Hyland, K. (2002) 'Directives: Arguments and engagement in academic writing.' *Applied Linguistics* 23(2), 215-239.

Pérez-Llantada, C. (2002) 'Designing new genre identities in scientific and technical discourse: Cognitive, social and pedagogical implications.' *Journal of English Studies 3*, 251-263.

Perloff, R. (2010) *The Dynamics of Persuasion. Communication and Attitudes in the 21st Century.* New York and London: Routledge.

Sharpe, M. (2014) 'Language forms and rhetorical function in technical instructions.' *English for Specific Purposes World* 43(15), www.esp/world.info

Tárnyiková, J. (2007) *Sentence Complexes in Text. Processing Strategies in English and in Czech.* Olomouc: Univerzita Palackého.

Virtanen, T. and Halmari, H. (2005) 'Persuasion across genres. Emerging perspectives.' In: Halmari, H. and Virtanen, T. (eds) *Persuasion across Genres*. Amsterdam and Philadelphia: John Benjamins. 3-24.

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Lilia Shevyrdyaeva
Lomonosov Moscow State University
Academic word list in biology: corpus-driven teaching of professional communication competences

Computers and quantitative research methods are increasingly used in both research of EAP/ESP and language teaching and materials design. Corpus linguistics can assist researchers in uncovering patterns of language use in the academic discourse and genres, and inform EAP teaching practices with a degree of reliability and validity normally ascribed to natural science. This paper discusses the experience of building an academic word list of biology and developing a corpus-driven course of EAP in biology with particular focus on teaching academic vocabulary. The academic word list is representative of the core vocabulary which accumulates the specialised knowledge of the discipline and can thus be transferred to the learners of EAP for more efficient communication in the academic discourse, both written and verbal. Word lists are used to establish which words learners are likely to encounter most frequently in target situations and, on the basis of this evidence, to decide which words should be concentrated on in teaching materials. The most influential EAP word list in recent years has been the Academic Word List (AWL) by A.Coxhead containing 570 word families.

The aim of this paper was to develop a discipline-specific academic word list providing a significant degree of coverage of written biological texts. To this end an in-house corpus of modern biology Lomonosov Corpus of Modern Biology (LCoMB) was used with a range of concordancing, vocabulary profiling and text processing software. The corpus is compiled of research articles from high-impact scientific journals (*Nature, Science, Annual Reviews,* etc) and currently comprises 2.5mln words. The families were identified on the basis of high levels of both frequency and range across a comprehensive sample of subject areas of biology.

The resulting academic word list in biology has multiple applications in teaching EAP, including research-informed usage-based materials design, DDL, etc.

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Gloria Vickov and Eva Jakupčević
University of Split
In a nutshell: the quality of thesis abstracts of Croatian students

As abstracts are prerequisites for publication in journals as well as conference and grant applications, writing an efficient abstract is a very important yet a hard and challenging task, particularly demanding for students who often need to write their thesis abstracts in L2 English. In order to shed additional light on the characteristics and problematic aspects of abstract writing in L2 English at the academic level, the present study presents a quantitative and qualitative analysis of a corpus of 100 thesis abstracts written by Croatian undergraduate and graduate students of the humanities and social sciences.

The aim of the study was to analyse the quality of the abstracts by assessing their content based on pre-determined criteria and determining the types and frequencies of the students' errors. Overall, the abstracts scored quite low in the assessment of content quality, as they commonly lacked the basic information expected in a thesis abstract, such as a clear explanation of the approach or motivation for the study (Koopman, 1997). Error-wise, the students struggled most with articles and prepositions, with frequent cases of L1 interference. Lexical errors, e.g. the use

of inappropriate synonyms or collocations, were also common, as were problems with punctuation, especially the placement of commas.

The results of the analyses call attention to the weaknesses in students' abstract writing skills. The identification of these weaknesses is essential for the development of teaching guidelines to be used for their prevention and elimination. The characteristics and the most persistent errors in the abstracts are expected to provide insight into the difficulties students experience with abstract writing, and, subsequently, to direct teachers in the areas which need to be consistently dealt with within EAP programmes.

Koopman, P. (1997). How to Write an Abstract.
http://www.ece.cmu.edu/~koopman/essays/abstract.html> accessed 27 February 2019

ENGLISH MEDIUM INSTRUCTION

Elisabet Arnò and Marta Aguilar
Universidad Politécnica de Cataluña
Lecturing in two languages: Comparing parallel engineering lectures in Catalan and English.

This paper analyses a course taught by the same lecturer, in parallel, in both his L1 (Catalan) and in the foreign language, English. A growing body of literature has looked at lecturers' adaptation from L1 to English, reporting findings such as that EMI (English-Medium Instruction) lectures tend to be more monologic than interactive (Cots, 2013), based on L1 lecturing style (Pavón Vázquez & Rubio, 2010), that they include fewer signposts (Dafouz Milne & Núñez Perucha, 2010), as well as that lecturers perceive the need to improve their speaking fluency (Helm & Guarda, 2015). Particularly relevant to this research, some studies have compared parallel lectures delivered in English and Danish (Thøgersen & Airey, 2011) and Swedish (Airey, 2015), finding out that English lectures were slower and more formal than Danish/Swedish lectures, and that lecturers adopted a variety of styles when transitioning to English. Similar results were found in Turkey (Arkın & Osam, 2015), with L2 slower delivery resulting from more repetitions to ensure comprehensibility.

With the aim of contributing to this line of research, this paper presents a comparative analysis of two master's lectures in advanced electronics delivered in parallel in Catalan (L1) and English. They were analysed quantitatively using CAF (Complexity, Accuracy and Fluency) measures (Housen & Kuiken, 2009), specifically lexical and syntactic complexity, and subordination indices, as well as speech rate (syllables per minute). Complementary qualitative analyses focused on whether there is any translanguaging, i.e. use of a multilingual repertoire (Shohamy, 2013), as well as on lecturing style, namely whether lectures are monologic/interactive, personal/impersonal, formal/informal or whether they include repetitions. As a backdrop, lecturer and student interview data will be analysed for perceptions of teaching style and teaching quality. Findings will inform stakeholders involved in EMI training and EAP (English for Academic Purposes) course design interested in the use of English to mediate advanced disciplinary knowledge.

Airey, J. (2015). From stimulated recall to disciplinary literacy: Summarizing ten years of research into teaching and learning in English. In Dimova, S.; Hultgren, A.K. and Jensen, C. (eds.). *English-Medium Instruction in European Higher Education* (pp. 157–176). Berlin: De Gruyter Mouton.

Arkin, E. & Osam, N. (2015). English-medium higher education: A case study in a Turkish university context. In Dimova, S.; Hultgren, A.K. and Jensen, C. (eds.). *English-Medium Instruction in European Higher Education* (pp. 177–200). Berlin: De Gruyter Mouton.

Cots, J. M. (2013). Introducing English-Medium Instruction at the University of Lleida, Spain: Intervention, beliefs and practices. In A. Doiz, D. Lasagabaster, & J.M. Sierra (Eds.), English-Medium Instruction at universities (pp. 106-128). Bristol: Multilingual Matters.

Dafouz-Milne, E. & Núñez Perucha, B. (2010). Metadiscursive devices in university lectures: A contrastive analysis of L1 and L2 teacher performance. In C. Dalton-Puffer, T. Nikula, & U. Smit (Eds.) Language use and Language Learning in CLIL Classrooms (pp. 213-231). Amsterdam: John Benjamins.

Helm, F. & Guarda, M. (2015). "Improvisation is not allowed in a second language": A survey of Italian lecturers' concerns about teaching their subjects through English. *Language Learning in Higher Education* 5 (2), 353-373.

Housen, A., & Kuiken, F. (2009). Complexity, accuracy and fluency in second language acquisition. *Applied Linguistics*, 30, 461-473.

Pavón Vázquez, V., & Rubio, F. (2010) Teachers' concerns and uncertainties about the introduction of CLIL programmes. *Porta Linguarum*, 14: 45-58.

Shohamy, E. (2013). A critical perspective on the use of English as a medium of instruction at universities. In A. Doiz, D. Lasagabaster, & J. M. Sierra (Eds.), *English-medium instruction at universities: Global challenges* (pp. 196–210). Bristol: Multilingual Matters.

Thøgersen, J. & J. Airey. 2011. Lecturing undergraduate science in Danish and English: A comparison of speaking rater and rhetorical style. *English for Specific Purposes*, 209-221.

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Elisabet Arnò and Marta Aguilar
Universidad Politécnica de Cataluña
Does language have any effect on performance? A comparison of grades vis-à-vis students' and lecturer's perceptions of difficulty

One of the complaints, or fears, about English-Medium Instruction is that both students' and lecturers' performance is poorer when lectures are in English when compared to the L1. In the case of students, this has allegedly been reported to be due to insufficient English proficiency (Hellejkaer, 2010) or insufficient command of disciplinary English, which adds complexity to the already complex content (Aguilar & Rodríguez, 2012). As to lecturers, they are seen to speak more slowly, more concisely and without much elaboration, without resorting to audience-engaging techniques like humour or anecdotes (Kling, 2015; Pulcini & Campagna, 2015). If content is somehow sacrificed, one would expect students' academic performance to be better when they attend lectures in their L1 rather than in English. Running counter to this generally assumed belief, Dafouz and Camacho (2016) found that students' academic performance was in fact not affected by the choice of language, but still little is known about the extent to which language plays a role in students' performance and expectations. In this study we statistically compare the final grades of two cohorts of students from two classes of the same masters' course with the same lecturer, one held in L1 (Catalan) and the other in English. The quantitative results were then contrasted, on the one hand, with qualitative interview data on students' and lecturer's opinions about the perceived difficulty of the course in L1 and in English, and on the other, with students' scores on a placement test, as an indicator of their level of English. Findings are expected to help us gain insights into the effects of language on students' actual and perceived academic performance as well as on the lecturer's perceived ability to mediate advanced disciplinary knowledge. Such findings will be discussed vis-à-vis preconceived expectations about language-related challenges in advanced EMI classes.

Aguilar, M. & R. Rodríguez 2012. Lecturer and student perceptions on CLIL at a Spanish university. *International Journal of Bilingual Education and Bilingualism* 15, 183–197.

Dafouz, E. & MªM.Camacho. 2016. Exploring the impact of medium-English instruction on university student academic achievement: The case of accounting. *English for Specific Purposes*, 44: 57-67.

Hellekjaer, G. O. (2010). Assessing lecture comprehension in Norwegian English-medium higher education. *Language Use and Language Learning in CLIL Classrooms* 7, 233.

Kling, J. 2015. "'You try with a little humour and you just get on with it': Danish lecturers' reflections on English-medium instruction". In S. Dimova, AK. Hultgren & Ch. Jensen

(Eds) *English-medium instruction in European higher education* 201-222. In Berlin: De Gruyter.

Pulcini, V. & S. Campagna. 2015. "Internationalisation and the EMI controversy in Italian higher education. In S. Dimova, AK. Hultgren & Ch. Jensen (Eds) *English-medium instruction in European higher education*, pp. 65-87. Berlin: De Gruyter.

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Liudmila M. Bolsunovskaya
National Research Tomsk Polytechnic University
Internationalization of Higher Education: Sharing Views on English-Medium Instruction

Nowadays more and more higher educational establishments all over the world are involving into international collaborations. Internationalization of higher education could be not only as a goal in itself, but also as a way to improve the quality of education. For the time being, the English is the global language of academia and the mode of delivery. It behaves researches to work towards an understanding of what "works" in international communication in this language. This paper presents that English Medium Instruction (EMI) now has a significant presence in universities across the whole world. This trend has been accelerated by the need to offer courses to exchange students, who do not know the local language, as well as by institutions' desire to attract international students in general, and by the growing popularity of EMI courses among local students. The paper highlights both the problems faced by the introduction of subjects taught through the EMI in groups of the 3-d and the 4-th year bachelor degree students at Tomsk Polytechnic University (Russia) and the design of MOODLE courses aimed at responding at such problems. The present study investigates the attitude of students learning through EMI. Classes were taught two hours per week during two 16-week terms a year. The data obtained have revealed the benefits and limitations of EMI learning in higher education based on students' perception. The findings showed that EMI is a powerful tool for students to achieve their future professional goals through the experience in communication within their field of study. The findings also suggested that most students were aware that learning English through the discipline was one of the most effective ways to improve their language skills and to deepen their discipline knowledge. With incoming international students and the ambitions that an institution may embrace, each university should be confident in the variety of EMI that it chooses to implement in its local context.

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Sarah Khan
University of Vic
A tool for STEM teacher development in EMI settings

A plethora of classroom observation protocols exist for research purposes, teacher evaluation or for teacher training. They are based on learning theories and more commonly employed at primary and secondary school level. Classroom observation is less common in higher education but there could be a practical use for such tools in the fast emerging EMI settings in Spain. In these contexts concerns about teaching and learning have been voiced due to the added cognitive demand involved in EMI for both teachers and students. Therefore, classroom observation protocols could

serve as powerful tools for educational change, by providing a snapshot of existing teaching practices and helping institutions decide on future directions to take.

The aim of this study was to adapt a classroom protocol for EMI-STEM lecturers, which could easily be used and interpreted by lecturers themselves. Although there are many existing instruments, they may be research-oriented, require extensive training, or in the case of more open-ended instruments, difficult to compare. With this aim in mind, firstly, a series of classroom observation protocols were reviewed. COPUS (Classroom Observation Protocol for Undergraduate STEM) was chosen for this study as it had been extensively developed by science educators (Smith et al., 2017). Next, four STEM lecturers were observed and recorded on video at the Universitat de Lleida (UdL). Three lectures that covered a range of teaching practices were recorded for each lecturer and then the classes were coded. Finally, lecturers were given feedback on their teaching practices. This paper will present the range of teacher and student activities documented and lecturers' reactions to feedback. We hope to spark off discussion of the use of such instruments in Spanish Higher Education.

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Anna Kristina Hultgren, Nathaniel Owen, Prithvi Shrestha
The Open University
Professional Development in EMI contexts in the Global North and the Global South: Does one size fit all?

EMI (English as a Medium of Instruction) is on the rise across the world (Dearden 2015), and work is underway to (re)consider the training needs of university content lecturers and language teachers to accommodate this new reality (Dafouz-Milne et al. 2018). To date, however, most research has focused on Europe with other regions of the world being less well understood (Macaro et al. 2018). This paper offers insights from one of those lesser explored regions. Focusing specifically on academic reading, it compares the linguistic makeup, language proficiency and reading needs and practices of comparable student populations in two contrastive EMI contexts: one in the Global North and one in the Global South. Using a mixed-methods approach, data was collected from EMI students in STEM and Business Studies at Stockholm University, Sweden, and Tribhuvan University, Kathmandu, Nepal. Students (Nepal = 10, Sweden = 9) were asked to complete reading logs over a period of three weeks, and to complete a questionnaire (Nepal = 69, Sweden = 60), examining academic reading demands and practices. Students (Nepal = 69, Sweden = 60) also took a TOEFL reading test in order for the research team to assess their academic reading proficiency in English. Follow-up semi-structured interviews (Nepal = 21, Sweden = 23) offered insights on students' general attitudes to EMI as well as their reading practices and strategies. Findings reveal significant differences across the two contexts in terms of 1) the linguistic and cultural makeup of the student population; 2) English proficiency levels; and 3) reading demands and practices. The implications of these findings for teacher professional development programmes are discussed, with the main focus being on whether what works in one EMI contexts is appropriate for another.

Dafouz-Milne, E., J. Hüttner and U. Smit. 2018. New Contexts, New Challenges for TESOL: Understanding Disciplinary Reasoning in Oral Interactions in English-Medium Instruction. *TESOL* 52(3): 540-563.

Dearden, J. 2015. *English as a medium of instruction – a growing global phenomenon*. British Council.

Macaro, E., S. Curle, J. Pun, J. An & J. Dearden. 2018. A systematic review of English medium instruction in higher education. *Language Teaching* 51(1): 36-76.

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Zsuzsanna Mikecz Munday
American University of Sharjah
The Impact of English Medium Higher Education in the UAE: Views of Students and Alumni

Following rapid economic development during the last two decades, the UAE government has invested large resources in order to improve its human capital, and to that end educational policy makers linked development and modernization with English language. There are wide political, socio-cultural, technological and economic forces driving the EMI policy in higher education. Thus, English has become the medium of higher education both in private and government funded institutions. A large number of international universities has been established, and by 2010 over 35 such universities offered programmes mostly in business, engineering and technology. Recently, the impact of EMI and the western cultural domination of English language have come under scrutiny. Although many believe that EMI has direct benefits for graduates' opportunities, others fear that it is in contradiction with the local culture and leads to Arabic language loss. This investigation took place at an American university in the UAE and explores the views of students and alumni about the effects of EMI. The surveys were completed by 70 respondents, both male and female Arab nationals. Questions focused on their challenges with EMI, its effects on their language and identity, communication skills, career choices and advancement as well as job opportunities. Initial findings show that participants overwhelmingly celebrate EMI and its benefits on their academic, professional and social progress. Moreover, EMI contributes both to 'brain-gain' and 'brain drain', but unlike in many European universities, it does not seem to act as a major platform for intercultural learning. Although respondents are ideologically and sentimentally attached to their language and culture, EMI has negatively impacted both. Nevertheless, students feel the value of education in English and claim that the use of Arabic and the maintenance of cultural identities are the responsibility of families and society.

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Agata Mikolajewska
University College London
Understandings and realities of EMI in HE – drawing on the case of Poland

Theoretical grounds of EMI have been disputed and there is a number of different definitions available, which range from conceptualising EMI as an umbrella term (covering language policy, curriculum structure, and even content and language integrated learning and bilingual education) through to perceiving it as a completely separate phenomenon, one that might be called 'EMI *in practice*' and align more with a focus on content-based English language instruction. As EMI continues to spread worldwide, issues around EMI have been brought to light. Questions at stake in emerging EMI contexts are among others: 'What is EMI?'', 'What ought to be the outcome of EMI?' or 'What are the difficulties in EMI?'. Given that the origins of EMI are in Europe, interestingly enough, these issues have not yet been topics of discussions in Poland, an A8 country that joined the EU in 2004 and single largest contributor of EU citizens living in the UK. Despite

there being nearly 90 HEIs with about 760 EMI degree programs on offer in Poland, there is no sign of discussions regarding aims of EMI education, appropriate ways of implementations of EMI. Therefore, my doctoral research explores what kind of challenges are in EMI in Polish HE, as well as interpretation and aims of EMI by reaching out to teachers and lecturers. This is to be achieved through a two-stage study: (1) a survey questionnaire, and (2) interviews and focus groups.

The aim of the presentation will be two-fold: (1) to discuss what the definition of EMI is globally and drawing on Polish context; and (2) to present the presenter's on-going doctoral work.

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Teresa Morell
Universidad de Alicante
EMI teacher training with a multimodal and interactive approach

The growing number of content courses offered in English has driven the need for research on how to prepare lecturers to change their language of instruction. At the University of Alicante (UA), as in many other non-Anglophone higher education institutions worldwide, EMI teacher training workshops have been offered to the academics of its 7 faculties for the past decade. These seminars have been based on the premise that teachers' greater awareness of multimodality (i.e. communication and representation of meaning through writing, non-verbal materials and body language together with speech) and strategies for interaction will improve classroom communication, especially in EMI contexts (Morell, 2018). The main objective of this study was to explore the effects of this training on the classroom performances of lecturers of diverse fields, who had switched from using Spanish (or Catalan) to English as their medium of instruction. This aim was fulfilled by analyzing the multimodal and interactive discourse of participants' exemplary mini-lessons, and by administering a survey that gathered teacher trainees' perspectives on the influence of the course on their class performances. The findings indicate that such training can lead to greater and better use of multimodal and interactive strategies in EMI lessons. However, results also revealed the teachers' claimed needs for further, more extensive and field specific linguistic and pedagogic training. The most important outcome of this research has been the design and implementation of the Prof-teaching EMI training program offered by el Instituto de Ciencias de la Educación (ICE) of the UA, which will be described.

Morell, T. (2018). Multimodal competence and effective interactive lecturing, *System* 77, 70-79. https:// doi.org/10.1016/j.system.2017.12.006.

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Begoña Núñez Perucha, Emma Dafouz Milne, Carmen Maíz Arévalo, Davinia Sánchez García
Universidad Complutense de Madrid
Supporting curriculum internationalisation and professional development in Higher Education: The EQUiiP Project

The growing internationalization of higher education over the last two decades has resulted in new challenges for university teaching staff, who now need to master not only the disciplinary knowledge related to their fields of expertise but also skills and competences for working in a

multilingual and multicultural classroom. In this context, the Educational Quality at Universities for inclusive international Programmes (EQUiiP) project, is working to provide educational developers with a teacher training programme that will enable university teachers to meet the necessary linguistic and pedagogical demands of the international classroom. This presentation provides an overview of the EQUiiP project, especially focusing on the impact of using English as the academic lingua franca. Thus, it will first offer a description of the five modules into which the programme is organised: A) Introduction to the international classroom, B) Internationalising course design, C) Feedback and reflective processes, D) Intercultural Group Dynamics; and, E) The role of language and language diversity. Next, it will present a more detailed account of the way Module E has been developed and implemented, given the contribution of the UCM to this particular Module. It should also be noted that, apart from the UCM, six more European universities take part in this Erasmus project, all with a proven track record in supporting Continuing Professional Development and the internationalisation of the curriculum in higher education.

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Alexandra Reynolds
University of Bordeaux
Looking Back, Moving Forward: EMI Lecturer-Training in France

There has been a surge of university courses taught in English in Europe, including France (Wächter and Maiworm 2014). Some higher education institutions have tried to keep up with this trend by offering training courses for lecturers who speak English as a second language and who wish or need to teach their disciplinary subject in English. This current study is based on the retrospection (2014-2019) of a succession of such EMI (English as a Medium of Instruction) lecturer-training programs held in France to begin with and then finally in a European multi-institutional online EMI teacher-training course (2019). Although EMI lecturers were initially either 'thrown in' to EMI teaching in the early 2000s (Soren 2014), or tested for their EMI competence (Test of Oral English Proficiency for Academic Staff), the second generation of EMI lecturers are now being recruited on the grounds that they already master teaching in English. The newer generation of EMI lecturers is nevertheless willing to receive further EMI training even if they are competent users of English (Reynolds 2016). The present study will address the issue of 'who is training whom?' in EMI lecturer-training. For example, what should the EMI trainer and lecturer share in terms of pedagogical, academic and linguistic experience? With a growing ELF (English as a lingua franca) approach added to the EMI context, grammar and pronunciation 'corrections' may be inappropriate in global English teaching contexts (Jenkins 2015).

The data consists of EMI lecturer-training classroom observations, questionnaire responses, lecturer journals and visual multilingual maps drawn by the lecturer participants (Busch 2012). The results show that the participants were generally positive about their EMI lecturer-training experiences, and that EMI lecturer-training has given, and continues to give, French lecturers the possibility of situating themselves better as French speakers of English within academia worldwide. Thanks to the growing body of research on EMI, EMI lecturer-training is moving towards greater collaboration between researchers and educational managers who are becoming specialized in the field of EMI. In this way, different European institutions are marking the new trend in tackling EMI from a multi-lingual and multi-cultural approach, rather than separate institutions interpreting EMI in isolation.

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Hanne Roothooft
Public University of Navarra
The challenge of teaching through English at university: Spanish lecturers' perceptions and needs

A growing number of universities all over the world are implementing English-medium-instruction (EMI) programmes, often without consulting lecturers or students (Macaro et al. 2018). In many cases, lecturers are asked to start teaching their subject in English without being offered clear guidelines or support.

The present study made use of narrative frames administered to 60 lecturers at 5 universities in Spain to investigate how they had experienced the move to EMI. While the majority of these lecturers felt positive about the experience, they also referred to a number of challenges.

The greatest concern of the Spanish lecturers was related to their own English language skills. They were worried about not finding the right words, but also about their general fluency and pronunciation. Apart from perceived deficiencies in their own English skills, a number of lecturers also complained about low English proficiency on the part of students.

When asked about the type of support they would like to receive from their university, most answers were related to improving the lecturers' English proficiency and confidence. Several of them mentioned they would like specific language courses, tailored to the needs of EMI lecturers. They also asked for help with translation and material writing. Interestingly, only one of the lecturers asked for guidance about methodological issues. This is in line with previous studies which found that EMI lecturers are mainly concerned with improving their language skills, rather than learning more about methodology during training courses (e.g. Klaassen, 2008).

Klaassen, R. 2008. "Preparing Lecturers for English-medium Instruction." In *Realizing Content and language Integration in Higher Education*, edited by R. Wilkinson and V. Zegers, 32–42. Maastricht: Maastricht University.
Macaro, E., S. Curle, J. Pun., and J. An. 2018. "A Systematic Review of English-medium Instruction in Higher Education." *Language Teaching* 51 (1): 36-76.

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Mª Ángeles Velilla Sánchez
Universidad de Zaragoza
Bilingual resources in English-medium instruction lectures: the role lecturer's L1 is playing in EMI courses.

English is increasingly used as the medium of instruction and scientific dissemination in Spanish higher education institutions, being this language adopted as the common language of choice or the lingua franca (ELF) for academic activities. However, the notion of ELF is now being redefined including in its conceptualization a multilingual nature of communication by which "for ELF users, English is only one language among others present or latent in any interaction" (Jenkins 2015: 58). In this paper, I present the preliminary results of a research that aims to contribute to providing empirical data for ELF studies in Spanish academic contexts. Particularly, the study is focused on academic spoken language at the University of Zaragoza. The main aim of my research is to find out which are the pragmatic strategies most frequently used by higher

education lecturers to achieve comprehensibility in EMI courses. The corpus for the study consists in 14 hours of audio-recorded lectures in two different disciplines (Business Administration and Nanoscience) that have been analyzed from a discourse-pragmatic approach, involving both qualitative and quantitative methods. The analysis of the data reveals that lecturers use their multilingual resources, particularly their own first language, as an additional tool that they have at their disposal, i.e. as a pragmatic strategy, that enables them to achieve various conversational goals, such as pre-empting potential communicative breakdowns and clarifying meaning.

Jenkins, J. (2015). Repositioning English and multilingualism in English as a Lingua Franca. *Englishes in Practice*, 2(3), 49-85.

GENRE AND DISCOURSE

Angela F. Brouwer and Roberto Asenjo
Universidad Autónoma de Madrid
Fishnets and hurricanes: the representation of women in comics

The present study aims to explore the different ways in which women are conceptualized in comics. Women have always been depicted by means of various factors: age, culture, race, weight, role (mother, daughter, and wife, in the main); most of all stereotypes. As we know, social stereotypes often characterize cultural expectations and play a huge part in advertising and entertainment (Lakoff, 1987). This conceptualization is present in language, art, music, and media in general, including comics. Comics offer a wide view on this subject matter, as they reflect many aspects of our societies from the point of view of their writers and artists. The data for this study comes from 8 comics dating from 2000 to 2017. The comics were chosen with the aim of covering all gender correlations, and analyzed panel by panel, including the covers, in order to find hints on the evolution of the depictions of women along 17 years. Both, verbal and pictorial information was used to find information. As for the theoretical tools, conceptual metaphor theory (Lakoff and Johnson, 1980; Kövecses, 2005; 2015), multimodal metaphor (Forceville and Urios - Aparisi, 2009) and blending theory (Fauconnier and Turner, 2002) were used in the analysis. The results show differences in the representation of the concept *woman* depending on the gender of the writer. The depiction of the "perfect woman" changes, from the pretty face with nice body who, despite of being a superheroine, needs a man to handle difficult and dangerous situations, to a more natural and realistic woman, with real problems and with the strength to solve them without the need of a male saviour. In short, this study shows how social changes regarding gender are shown in the conceptualization of female characters in comics. The multimodal metaphors analysed help not only to see how women are portrayed in comics, but also to understand this process takes place through linguistic, cognitive, social and multimodal strategies.

Fauconnier G. and Turner, M. (2002). The Way We Think: Conceptual Blending and the Mind's Hidden Complexities. New York: Basic Books. Chapter 2 and 3.
Forceville, C. and Urios- Aparisi, E. (2009) Multimodal Metaphor. Mouton de Gruyter.
Kövecses, Z. (2005) Metaphor in Culture. Universality and variation. Cambridge University Press.
Kövecses, Z. (2015) Where Metaphors Come From. Reconsidering Context in Metaphor. Oxford University Press.
Lakoff, G. (1987) Women, fire and dangerous things. University of Chicago Press.
Lakoff, G. and Johnson, M. (1980) Metaphors we live by. University of Chicago Press.

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Olga Dontcheva-Navratilova
Masaryk University
Stance in linguistics and economics research articles: Variation across discipline and linguacultural backgrounds

The globalization of academia and the dominance of English in academic and professional communication have transformed the way academic knowledge and discourse are construed, researched and taught. While facilitating knowledge exchange, the use of English as an academic lingua franca has led to diversification of academic rhetorical conventions and a "hybrid modelling of persuasion" (Pérez-Llantada 2013), since apart from conforming to Anglophone

conventions, non-Anglophone scholars transfer some L1 rhetorical practices into their English-medium discourse. This intercultural dimension of variation interacts with the disciplinary dimension, as the construal of persuasive discourse presupposes the use of rhetorical devices established in the discursive practice of a discourse community sharing a specific disciplinary background (Swales 1990). Despite the considerable body of research into intercultural and interdisciplinary variation in academic discourse, very few studies have adopted a doubly contrastive approach to investigate how culture and discipline affect the expression of stance. Taking an intercultural rhetoric perspective (Connor 2004) and drawing on Hyland's (2005) stance framework this contrastive analysis combines qualitative and quantitative methods to explore intercultural and interdisciplinary variation in the use of stance markers (hedges, boosters, attitude markers and self-mentions) in a small specialised corpus comprising 60 linguistics and economics English-medium research articles by Czech and Anglophone authors published in international and national journals. It focuses on the frequency of occurrence, functions and distribution of stance markers across rhetorical sections of research articles. The results of the analysis indicate that while divergences in the frequency of stance markers may be related to the linguacultural background of the authors and the context of publication, preferences towards the use of specific types of stance markers and their distribution across research articles appear to primarily reflect disciplinary considerations. This suggests that culture and discipline are likely to govern different aspects of rhetorical choices in academic discourse. These findings may help non-Anglophone researchers and students opt for persuasive strategies appropriate for the target audience and context of publication.

Connor, U. (2004) Intercultural rhetoric research: Beyond texts. *Journal of English for Academic Purposes 3(4)*: 291-304.

Hyland, K. (2005) Stance and engagement: A model of interaction in academic discourse. *Discourse Studies* 7/2, 173-192.

Pérez-Llantada, C. (2013) 'Glocal' rhetorical practices in academic writing. *European Journal of English Studies 17*(3), 251-268.

Swales, J. (1990) *Genre Analysis*. Cambridge: Cambridge University Press.

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Cristian Augusto González
Universidad Pontificia de Valparaiso
La problematización en el discurso del experto económico en el debate público en la prensa chilena[1]

Sabemos que los medios masivos de comunicación, a través de la selección y jerarquización de sus contenidos, tienen un rol importante en la organización del debate público en una sociedad democrática. En el marco del Proyecto Fondecyt 1181391 queremos profundizar en caracterizar las diversas formas de participación de los múltiples actores sociales que participan en el debate público. Un tema que ha generado en Chile una amplia discusión es el cuestionamiento del actual sistema de pensiones. Una característica central de este debate es que por su naturaleza económica y social tensiona fuertemente, los intereses de la elite económica y los de la ciudadanía. El debate en la prensa está fuertemente dominado por la voz de economistas que intervienen con diversos

propósitos a través de artículos de opinión (Editoriales y Columnas). Al respecto nos preguntamos: ¿Qué características tiene el discurso económico experto cuando participa del debate público? ¿Qué formas de problematización se emplean en la construcción del texto argumentativo? El objetivo propuesto es determinar las formas de problematización que caracterizan el discurso experto económico cuando se despliega en la prensa en el contexto de un debate público. Se trabajó sobre un corpus de 35 textos periodísticos de opinión (editoriales y columnas) de tres medios de prensa nacional de mayor circulación en papel (El Mercurio, La Tercera y Las Últimas Noticias). Los textos recolectados están temporalmente asociados a dos marchas convocadas por el movimiento social No + AFP (agosto, 2016 y abril, 2018). El análisis se realizó desde la perspectiva Semiodiscursiva (Charaudeau, 2003) y del análisis de la argumentación (Amossy, 2008). Los procedimientos metodológicos, estuvieron dirigidos al análisis de los esquemas argumentales desarrollados en la prensa en torno al debate previsional. Los resultados, nos han permitido caracterizar el discurso del experto económico en el debate público que se produce a través de la prensa.

Amossy, R. (2008) Argumentation et Analyse du discours : perspectives théoriques et découpages disciplinaires. Argumentation et Analyse du Discours, 1. Disponible en URL: http://aad.revues.org/index200.html

Charaudeau, P. (2003). El discurso de la información. La construcción del espejo social. Barcelona: Gedisa.

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Ignacio Guillén Galve and Miguel A. Vela Tafalla
Universidad de Zaragoza
Genre innovation and English prosody: exploratory analysis of English intonation in video methods articles in experimental biology

Present-day scholars face new challenges in research communication, mainly originated by new affordances in the digital multimedia environment. This can be seen in the development of new genres, such as the crowdfunding promotional video or the journal podcast, as well as in the adaptation of traditional research genres, such as the video abstract for research articles or the MOOC lecture. These new multimedia genres make speaking and visuals crucial for effective communication and successful knowledge dissemination. In this context, some studies have investigated the shape which these genres take as digital multimodal semiotic tools, sometimes including tangential considerations of features relating to prosody (e.g. tempo, tone or pitch range). However, to the best of our knowledge, no study has tackled intonation as a system in relation to genre.

We hypothesize that the English intonation system is used rhetorically in the same way as syntax or other linguistic systems: genre restricts or allows for the available choices according to the purpose of the speaker and the intended audience. To check this hypothesis before committing to a larger-scale investigation, this exploratory study analyses the intonation used in a small ad-hoc corpus of texts. Specifically, we draw from Hafner's (2018) study of the Video Methods Article (VMA) in the *Journal of Visualized Experiments* and utilize the genre moves and steps that the study presents.

By looking at how the three traditional systems of English intonation, namely tonality, tonicity, and tone, relate to generic structure and other generic features, we have two connected objectives: shed light about the way how intonation is being used in research communication; and inform a

subsequent analysis with a larger corpus to elucidate whether canonical prescriptive handbooks of English intonation still hold useful for the present-day researcher responding to the pressures of an internationalized and digitalized academic community.

Hafner, C. (2018). Genre innovation and multimodal expression in scholarly communication: Video methods articles in experimental biology. Ibérica 36,15-42.

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Rut Muñiz Calderón and Chiara Tasso
Universidad Católica de Valencia San Vicente Mártir
Persuasion VS mitigation: a corpus- based contrastive analysis of boosters and hedges strategies in linguistics and engineering academic articles in English.

The present study compares the use of boosting and mitigation strategies in engineering and linguistics academic articles in English. It has been carried out within the frame of the *IAMET project where a large contrastive corpus of Spanish and English journal articles from different disciplines has been gathered. The importance of metadiscourse devices to written academic discourse has been investigated by a wide number of researchers such as Mauranen (1993), Hyland and Tse (2004), Dahl (2004), Hyland (2005), Mur Dueñas (2011) and Carrió-Pastor (2015).

This research focuses on the analysis and comparison of two specific interactional metadiscourse strategies: boosters and hedges. According to Hyland (2005), boosters are metadiscourse strategies which stress the author's certainty toward a statement, and which are used to convince the reader about the veracity of a proposition. Conversely, hedges are exactly the opposite: linguistic strategies which authors employ in order to mitigate their points of view toward a certain proposition or topic. Taking this into consideration the hypothesis of this analysis is to verify that authors writing in the field of linguistics tend to use a higher number of boosters and hedges than the authors belonging to the engineering field.

Thus, this paper is devoted to a detailed analysis of the use and distribution of all the different types of boosting and mitigation strategies using Hyland (2005) and Mur-Dueñas (2011) taxonomy as a study model. In order to meet this objective a corpus of one hundred and sixty scientific papers belonging to the field of linguistics and engineering written by English native authors were analyzed. The methodology used to carry out the contrastive study was a combination of quantitative and qualitative analysis of the corpus using the tagging tool Metool. Results verified our initial hypothesis: variation exists in the use of both boosters and hedges depending on the scientific study field.

*IAMET Project is a competitive project granted by the Spanish Ministry of Economy and Competitiveness (Proyecto: FFI2016-77941-P) entitled: Identification and analysis of rhetoric elements in Spanish and in English: study of metadiscursive strategies.

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Daniel Pascual
University of Zaragoza
Making an announcement: pragmatic strategies to disseminate events and activities in international research projects websites

Research project websites are increasingly employed by international research groups as part of their multifaceted identity including the academic, online and glocal (Luzón, 2018). As members of such groups, academics may feel the need to inform both the specialized and lay audience about their research, their upcoming events and their overall productivity. Different sections in their websites are devoted to this purpose and are regularly updated to report their networking and various other activities. This presentation intends to analyse the pragmatic strategy of announcing events in a corpus of 10 international webs of European H2020 projects, unravelling different sub-strategies and the discoursal features employed in them. Quantitative results about the frequency of these strategies are offered, analysing where in the web they can be located –in terms of web composition and genres. In that sense, the exploration of the pragmatic function of the strategies concerned with announcing may be useful to shed light on the different communicative purposes associated to these digital texts. Lexico-grammatical and discursive realizations are offered to illustrate the different strategies under study. Provisional results display that the functional nature of these strategies is not only informational and descriptive, but very often evaluative and promotional. Identifying the pragmatics and discursive mechanisms, in this case under the shape of broad language functions, may contribute to establishing some patterns about the potentially networked academic text production (Hynninen, 2018) by these research groups', as well as their practices and ultimate goals. This will, in turn, help them improve their e-visibility, which may result in better dissemination and impact of their activities and, eventually, research.

Hynninen, N. 2018. Impact of digital tools on the research writing process: A case study of collaborative writing in computer science. Discourse, Context & Media 24, 16-23.
Luzón, M.J. 2018. Constructing academic identities online: Identity performance in research group blogs written by multilingual scholars. Journal of English for Academic Purposes 33, 24-39.

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Anna Ruskan
University of Vilnius
Patterns of negative evaluation in English and Lithuanian argumentative journalistic discourse

Negativity in language receives salient marking and can be used as a powerful rhetorical strategy to develop authorial argumentation (Taboada et al. 2017). Negative evaluation, expressed by a variety of lexico-grammatical devices (e.g. person reference, evaluative words, temporal adverbials, lexical bundles, adverb-adjective combinations) and by discourse semantics (e.g. direct and indirect speech, rhetorical questions and rhetorical figures), has been examined in online product reviews and comments following newspaper editorials of the Canadian newspaper The Globe and Mail (Taboada et al. 2017: 67). The present study aims to explore patterns of negative evaluation found in English and Lithuanian argumentative journalistic discourse by focusing on the role of adversative discourse markers (e.g. *but*, *however*) that contribute to the expression of negative attitudinal assessments. The data have been drawn from the self-compiled

corpus of editorials and opinion columns obtained from *The Guardian* and the Lithuanian newspaper *Verslo žinios* 'Financial news' in the years 2016-2017.

The preliminary findings show that in both English and Lithuanian argumentative journalistic discourse the salient patterns of negative evaluation consist of adversative discourse markers co-occurring with attitudinal/epistemic/evidential markers as well as with a variety of units expressing negative polarity (e.g. negative adjectives, verbs). Negative attitudinal assessments are also evoked when adversative discourse markers precede instances of reported speech or occur in rhetorical questions and conditional clauses. The study confirms that negativity and evaluation are salient aspects of journalistic discourse (Bednarek, Caple 2012) and that argumentative journalistic genres such as editorials and opinion columns contain a diversity of patterns of negative evaluation that create and enhance authorial stance. The study reveals cross-linguistic similarities and differences in conveying negative assessments and complements research into argumentative discourse patterns containing markers of adversativity and attitudinal/epistemic/evidential expressions (Fetzer, Johansson 2012; Fetzer 2014; Breeze 2016).

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David Sánchez-Jiménez
The City University of New York
Análisis intercultural de las funciones retóricas de las citas en inglés y español en el género de la memoria de máster

El presente trabajo de investigación surge del interés por conocer las diferencias culturales que existen en las prácticas de citación de los escritores españoles nativos (Ee) y filipinos no nativos (Fe) de español en el género académico de la memoria de máster desde una perspectiva discursiva y retórica. Debido al interés del investigador por conocer cómo influyen las convenciones educativas y culturales adquiridas en la lengua de origen sobre estos patrones discursivos, se analizaron también los trabajos elaborados por escritores filipinos (Fi) y estadounidenses (Ai) escritos en lengua inglesa, quienes comparten una formación similar con Fe.

Para estudiar el comportamiento de este fenómeno pragmalingüístico se utilizó la metodología del análisis textual computarizado de las funciones retóricas de las citas, analizadas mediante el programa de concordancia Antconc 3.2.4w y ordenadas en una tipología clasificadora que modificaba el esquema propuesto por Petrić en su artículo de 2007. Se analizaron 32 memorias de máster en total, 8 por cada grupo. Los resultados obtenidos en la investigación mostraron que las diferentes convenciones culturales en la composición de las memorias estudiadas apuntan unas

tendencias generales en el número más elevado de las citas y en la longitud mayor de las secciones de la Introducción y la Conclusión en el grupo filipino no nativo con respecto al grupo español nativo. Los datos del grupo filipino no nativo de español coinciden con los de los informantes filipinos y estadounidenses nativos que escriben en inglés. De este modo, se percibe en estas secciones una mayor tendencia a contextualizar la investigación en los textos académicos escritos en inglés, con el fin de promocionar el estudio dentro de la comunidad científica.

TEACHING METHODOLOGY

Samira Allani
Universidad Politécnica de Madrid
Equipping students with discursive analytic tools to enhance their technical writing

Persuasion is fundamental in most technical documents, such as, proposals, specifications, reports, etc. Persuasive writing needs effective argumentation skills and the ability to interpret actions and determine their purposes. In technical documents, as in other discourse genres, actions are not inherently purposeful: their purpose is discursively constructed by the speakers. The present study attempts to employ the framework of van Leeuwen (2008), for analyzing how the purposes of social practices are constructed and interpreted, in the teaching of persuasive writing. The study was conducted among eighty students of Naval Engineering to examine the usefulness of teaching students how to critically interpret the discursive construction of purpose in technical documents and how to apply these resources in their own production of arguments. Using an experimental design, the forty-student group exposed to critical tools for the analysis of shipbuilding specifications documents was compared to a control group that merely discussed the same documents with no guidance on the construction of purpose. The results provide evidence that raising awareness of the implications of different construction of purpose in discourse may help students improve their construction of purpose in their writing and enhance their argumentative skills in general.

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Neus Álvarez, Inmaculada López, Chiara Tasso, and M. Laura Angelini
Universidad Católica de Valencia 'San Vicente Mártir'
The effectiveness of Lesson study in EFL teacher training

This paper attempts to analyse the significance of lesson study in promoting research in EFL teacher training through lesson study. Initiated in Japan, Lesson study helps develop a more critical approach to teaching pedagogy and EFL didactics. We have carried out a qualitative study of the reports post-treatment of undergraduate and postgraduate students of EFL didactics. Results show that students found lesson study facilitated a more structured design of their teaching practice, and thus, responded more assertively to pupils' learning needs. Furthermore, evaluation became structurally consistent as it drew upon different evaluation tools such as observation notes, pupils' interviews and regular tests. For most, working under lesson study framework helped them build a community of practice and learning. They were able to combine dialogic learning, reflective discussions, and decision making, and learning needs awareness.

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Martín Aoiz Pinillos
Universidad de Navarra
Nursing academic vocabulary test

This paper aims to present the results of a nursing vocabulary test that will be delivered to L1-Spanish nursing students at the University of Navarra (Spain). The items in the vocabulary test have been taken from the nursing academic list compiled by Yang (2015). Following Nation's taxonomy of what knowing a word mans (Nation, 2001, 17), nursing vocabulary knowledge is understood here as the ability to recognize the form-meaning link in a word both in its aural and written form. Two versions of the same vocabulary tests have been created: a listening vocabulary test and a written vocabulary test.

The design of the vocabulary tests has undergone a process similar to the one followed by other authors (Schmitt, Schmitt & Clapham, 2001; MacLean, Krammer & Beglar, 2015) in previous studies. For the necessary validation of these research instruments, the main researcher aims with this pilot study to show evidence of their validity by using some aspects of Messick's validation framework (Messick, 1995).

In particular, the content aspect, the substantive aspect, the structural aspect, and the generalizability aspect of construct validity (Messick, 1995) will be analysed by using the Rasch model (Andrich, 1988). Carelessness and guessing will also be empirically investigated by using the test-taker's person ability estimates in the Rasch model.

An additional goal of this research study is to analyse the data gathered from nursing students and compare estimations of their listening and written vocabulary size. Furthermore, by matching the nursing students' scores in the vocabulary tests to their results in a reading comprehension exam, this research study aims to shed some light onto the issue of the lexical coverage necessary to understand a text.

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Isabel Baca, Theresa Donovan, and Teresa Quezada
University of Texas
English, Español, or los Dos? Teaching Professional Writing on the U.S.-México Border

More and more, the workplace is becoming global and multilingual. Preparing students for the workforce entails exposing them to languages, discourses, and cultures. As professionals, writing effectively, ethically, and dynamically is essential. Writing bilingually gives students the edge in the workplace. This panel will address and describe the launching of the Bilingual Professional Writing Certificate Program at the University of Texas at El Paso (UTEP), located on the U.S.-México border and where close to 80% of the student population is Latino/a.

Through faculty training and curriculum redesign, faculty at UTEP are offering the Bilingual Professional Writing Certificate (BPWC) to students wishing to embrace their English-Spanish bilingualism, attain an advantage in the workplace, and enrich their education. This certificate program has been structured so as to value students' home language and improve their workplace discourse. Through bilingual workplace and technical writing courses and specialized translation courses in the medical, business, and legal realms, students learn how to write and translate English and Spanish texts more effectively, ethically, and dynamically in the workplace.

The Bilingual Professional Writing Certificate Program also offers students a chance to improve their information literacy through the creation of a LibGuide and to gain knowledge on the do's and don'ts of using translation software as professionals. This LibGuide, created by a university librarian in collaboration with the BPWC faculty, offers resources to students as they advance as professionals in the multicultural, multilingual job market. In addition, students are granted access to the newly created Bilingual Professional Writing Lab where they are exposed to translation software and can collaborate with other bilingual students and create work-specific glossaries. Furthermore, the Bilingual Professional Writing Certificate will be launched as a fully online certificate in fall 2019, preparing students for the technological advances of the global market.

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Azucena Barahona
Universidad Complutense de Madrid
El español de los negocios en la clase de ELE: el aprendizaje por proyectos y el método del caso

Esta propuesta versa sobre el trabajo desempeñado con alumnos angloparlantes estudiantes de ELE de nivel C1 según el MCER. Dentro de la programación de la asignatura de Español de un instituto norteamericano, se incluyó una unidad didáctica de español para fines específicos.

De acuerdo con los inventarios de *Nociones específicas, Referentes culturales* y *Saberes y comportamientos socioculturales* del PCIC, los aspectos relacionados con la economía son componentes que deben ser considerados en un curso de ELE. Teniendo en cuenta esta premisa y atendiendo a las necesidades y al perfil de los discentes, se realizó una actividad con dos grupos tratando el mismo tema pero aplicando una metodología diferente con cada uno: el aprendizaje por proyectos y el método del caso.

El objetivo principal que se persigue es comprobar la utilidad de estas técnicas en la clase de ELE y, en concreto, en la enseñanza de contenidos de ENE. A su vez, se pretende que el alumnado adquiera conocimientos culturales y profesionales acerca de este sector así como conocimientos lingüísticos de la especialidad.

Para el desarrollo del primer procedimiento, los pasos fueron planificados respetando las pautas que exige este modelo metodológico tales como la elección de la cuestión, el trabajo cooperativo, la búsqueda de información, la organización del material y la presentación del producto final (Blanchard y Muzás, 2016; Vergara Ramírez y Pérez Gómez, 2016; Rodríguez-Piñero Alcalá, 2013). Para el segundo, se analizó un problema siguiendo también el proceso para este tipo de aprendizaje en el que, activando tanto destrezas comunicativas como capacidades intelectuales y evaluativas, entre otras, se obtiene la resolución del caso sugerido (Stake, 2005; López-Barajas Zayas y Montoya Sáenz, 1996).

Se mostrarán los resultados de la implementación comparando los dos grupos participantes. De ellos se desprende que el aprendizaje por proyectos fue, en general, el más efectivo para los objetivos marcados.

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Sarah Benmammar
Mustapha Stambouli University of Mascara
Better Business Communication Writing leads to Better Performing

English has become vital in our life. Its importance lies in the fact that it is used in educational environments as well as in professional ones. One branch from the English language is English for Specific Purposes. It is the use of English in different domains for the sake of meeting special needs and interests. In Algeria, ESP is taught in scientific departments to cope with the challenges of globalization and the new demands of the business world. However, for Banking and Finance field, the teaching of ESP is hampered by many obstacles and deficiencies that make the task of teaching very tough and tedious. The current investigation is a case study conducted in the department of Economics at Mascara university. It seeks to identify the existing ESP situation in general and Bank and Finance students' needs in particular to figure out the difficulties met by both ESP teachers and students in the teaching/ learning processes. It was founded to seek an answer and see how ESP teachers teach different types of business communication particularly business letters in order to propose some teaching perspectives that will better the situation. Hence, to achieve the purpose of this study, many research instruments were used. In addition, the obtained data were both analyzed quantitatively and qualitatively. The main results of this investigation revealed that unlike the other language skills, writing as a skill proves to be a quite challenging activity since the ESP students find lot of problems in achieving their writing assignments. Therefore, for the sake of developing this skill, the use of many strategies that contribute positively to the process of writing seems to be urgent.

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Mari Mar Boillos
Universidad del País Vasco
El plagio en el proceso de alfabetización académica: causas y posibles intervenciones didácticas

De manera paralela al creciente interés por la formación en escritura académica en los grados universitarios, crece, también la preocupación por los casos que tienen lugar de plagio en este contexto educativo. Escribir un texto académico sin llevar a cabo plagio supone que el estudiante domina diversas habilidades asociadas a la conexión de ideas, el pensamiento crítico-reflexivo y un control de diversas estrategias como el parafraseo, la citación, etc. que favorecen un juego de intertextualidad dentro de los límites de lo permitido. De ahí, la importancia de conocer cuáles son las causas por las que los estudiantes producen textos académicos en los que tiene lugar este fenómeno. En este estudio, se ha llevado a cabo un análisis pormenorizado de producciones textuales – actas, concretamente- compuestas, de manera individual, por estudiantes de primer curso de un grado universitario. En ellos, se han constatado dificultades asociadas a la reproducción de ideas ajenas, desconocimiento de recursos para el parafraseo y limitaciones léxico-semánticas, entre otras. Estos resultados permiten identificar herramientas didácticas que pueden ser de utilidad para los docentes encargados de formar en esta competencia ya sea de manera específica o transversal. El plagio se convierte, así, en una herramienta de aprendizaje y desarrollo de la competencia comunicativa escrita y no en una cuestión exclusivamente de sanción.

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Nijolė Burkšaitienė
Vilnius University
Understanding university students' self-assessment of their ESP project work

Self-assessment of teaching and learning English as a foreign language or English for Specific Purposes (ESP) has been extensively investigated from different theoretical perspectives at all levels of education (McNamara & Deane, 1995; Nedzinskaitė *et al.*, 2006; Kavaliauskienė, Kaminskienė, & Anusienė, 2007; Burkšaitienė & Teresevičienė, 2008; Andrade & Valtcheva, 2009; Matsuno, 2009; Birjandi &Tamjid, 2012; Micán & Medina, 2015; Huang, 2016; Ünaldi, 2016; etc.), however, little known research has focused specifically on students' self-assessment of learning ESP at the university.

The present small-scale study explores undergraduate students' self-assessment of their ESP project work. It aims to enrich our understanding of how students assess their own work during the process of ESP project preparation and the outcomes of this academic assignment. The study was conducted with the participation of 22 undergraduate students at a university in Lithuania. The data were collected from the participants' project reports written after project presentations. To analyse the data, qualitative methodology of inductive content analysis was used.

The study resulted in the identification and description of six general dimensions and the underlying higher order themes, which cover both challenges that the students faced during the process of ESP project preparation and the outcomes of ESP project work. The analysis demonstrated that self-assessment as used in this research is an effective tool for fostering students' deep thinking about learning and personal achievement.

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Nekane Celayeta
Universidad de Navarra
Léxico y cultura en el nivel superior: el uso de un corpus *ad hoc* de periódicos de España e Hispanoamérica como herramienta facilitadora del proceso de enseñanza-aprendizaje

Esta comunicación tiene como objetivo plantear la rentabilidad del uso de un corpus lingüístico *ad hoc* para el tratamiento didáctico del léxico asociado a los contenidos culturales del deporte y la Navidad dentro de un curso de español como lengua extranjera de nivel C1-C2 en el contexto universitario. El proceso de enseñanza-aprendizaje del léxico y los contenidos culturales entraña complejidad en los niveles superiores, ya que se hace necesaria una perspectiva que aúne lo gramatical, lo léxico y lo pragmático, desde un punto de vista panhispánico que muestre la riqueza del español como lengua de comunicación internacional. Así el aprendiente podrá lograr un aprendizaje significativo y un desarrollo de su competencia comunicativa.
El corpus lingüístico utilizado como base para esta propuesta didáctica es periodístico y reúne textos de la variedad española (procedentes de *El País*, *ABC*, *El Mundo* y *La Vanguardia*), argentina (*La Nación*) y mexicana (*El Informador*). Este corpus ad hoc ha sido creado con el gestor de corpus lingüísticos Sketch Engine, que ofrece una gran rentabilidad pedagógica en el aula de lengua extranjera por las distintas posibilidades de análisis y posterior aplicación práctica que encierra. Se mostrarán, por lo tanto, las posibilidades, tanto de investigación lingüística como pedagógicas, del uso de los corpus lingüísticos en ELE
El uso de muestras auténticas como base para la enseñanza-aprendizaje de los contenidos léxicos y culturales en ELE supone un reto en actualidad, para docente y discente, y nos brinda la oportunidad de replantearnos el papel de estos componentes dentro de un curso de español en el contexto universitario e impulsar el desarrollo de la competencia comunicativa e intercultural de los usuarios de nivel avanzado.

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Abdelkarim Chami
Mustapha Stambouli University of Mascara
Do LSP Teachers Need To Grow Professionally Through Self-development? The Department of Biology LSP Teachers at the University of Mascara - Algeria - As a Case Study

All over the world, teachers' performance has always been valued on the basis of the authorities opinions. Most of the time this sort of evaluation penalizes the teacher(s) and prevents him/her from a self-development. Because teaching LSP is a complex task that requires the teacher's collaboration to meet his/her learners' needs, this paper tries to shed on the importance of knowing what goes on in the classroom, therefore understanding the current teaching practices that require a commitment towards new teaching tools, i.e., on how to grow professionally. To achieve this aim, the researcher will adopt the following outline:
✓ Defining the term 'development';

- ✓   Fallacy about LSP teacher development;
- ✓   Principles and ways of exploring teaching LSP;
- ✓   Reflection: Part of exploration;
- ✓   Benefits of reflective teaching in LSP.

Hence, a study was conducted in the Department of Biology, University of Mascara/ Algeria, during which LSP teachers were asked to make a commitment towards continuous self-development. All the LSP teachers in our department are general English or French teachers who found themselves teaching LSP to biology students. The study aims at determining whether these teachers' self-development and self-observation contribute greatly to the amelioration of the level of their language competences. Teachers were asked to devote more time for a reflective practice in order to renew their attitude for a better teaching experience. Teachers were asked to accept responsibility, discover through awareness of self-teaching, to develop different ways of awareness and to make a non-judgemental stance.

Finally, we noticed that the participants in the study who made use of self-observation and/or self-development got a better professional growth. In addition, they learnt how to take more time to think and reflect at each step with an open mind and a positive attitude towards the emerging trends in LSP.

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Maria del Puy Ciriza and Marco Shappeck
Texas Christian University and University of North Texas
The linguistic preparation of teachers in the U.S. and Europe: evaluating teacher's proficiency using a Language-for-specific purposes approach

Current debates in Spain about the linguistic preparation of teachers who teach in English through Content and Language Integrated Learning (CLIL), parallel debates in the U.S about the linguistic skills of teachers in bilingual education and dual-language programs in the U.S (Lyster and Ballinger 2011). In both cases, studies argue that teachers need more preparation to adequately instruct literacy and content in a second language. In the case of Latino/a teachers in the United States, many of them can be considered 'heritage learners' a term understood as one "who speaks or at least understands the language, and who is to some degree bilingual in that language and in English" (Valdés 2001, p. 38). Valdés (2001) distinguishes a range of heritage speaker profiles, from those who were born and educated in Spanish-speaking countries to the fourth-generation Latino speakers raised in households with a varying degree of Spanish and English interactions. Such profiles of heritage learners may produce a range of structural influences from English. Given the importance of delivering fluent more standard-like speech in Spanish, Latino/a heritage pre-service teachers may lack the proficiency needed to teach in the classroom which has been argued to lead to issues of self-efficacy and shifts to instruction in English (Valdés 1989). In this presentation, we will introduce the different forms of verification of teacher's linguistic proficiency used in the United States with the aim to show the disparity of standards and proficiency frameworks employed in the different states. We will argue about the need to create valid proficiency examinations using a language-for-specific framework based on contextualized tasks similar to the one's teachers will need to perform in the classroom (e.g., using the language to instruct based on a given lesson content). We will extend the discussion to the linguistic preparation of teachers in the European context.

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Maria Cristina Gatti
University of Bolzano
Crossing the boundaries of ESP through 'harmony' and Bushido in HE courses in Italy

The present study aims at investigating the interconnectedness between ESP and EMI in Higher Education, specifically in courses designed for and delivered to a multilingual and multicultural audience with a teaching focus on 'situated discourse(s)'.

Based on solid evidence, the present study offers an insight into the possible benefits of EMI, as well as its weaknesses, for language learners and 'exchange' students in terms of both content learning and multicultural competence/awareness. It discusses the implications of a double-fed process and its impact on both learning and teaching through the illustration of an experiment carried out at Milan-Bicocca School of Business with the *IT-JP Workshop,* delivered for four years within courses of *English for Business* at different degree levels. The methodology used relies on qualitative methods of analysis based on observation of ongoing action, interviews, and shared reflections on the outcomes of the project.

The workshop has been organized and led by a Japanese and an Italian professor and is targeted to students of a multicultural Master in Business Administration, Italian BA students in Business and Economics, and visiting students from Japan. The nature of the data utilized during the course and the diversified levels of language competence of the audience implied changes in teaching strategies as well as in the structure and content of the course.

The findings contribute to the ongoing discussion about the role of EMI in two ways. Firstly, they afford insight into applications of EMI at the interface between the community of learners and the community of practice in business communication teaching. Secondly, by illustrating instances of the implementation of EMI in ESP contexts, evidence from the present study provides stimulus to think about the integration of content and language teaching.

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Snježana Husinec and Irena Horvatić Bilić
University of Zagreb
Authentic materials – a must for successful LLP teaching

Since language for legal purposes (LLP), as a specific type of LSP, is highly conditioned and shaped by the legal system in which it is created, it is intertwined with content knowledge to a greater degree than most other LSPs. This interconnection between language and law has significant implications for the process of legal language instruction and acquisition. Therefore, successful teaching of language for legal purposes (LLP) requires a specific methodological approach, content-based instruction (CBI), in which language teaching is not explicit and it happens through content processing (cf. Briton et al., 1989; Crandall 1999; Richards and Rogers, 2001). Such a teaching approach is especially productive when combined with authentic materials, "real life texts" (Wallace, 1992) that "fulfil some social purpose in the language community" (Peacock, 1997), by which LLP students are better prepared for successful professional communication in real life situations in the field of law.

This paper aims to demonstrate how the use of authentic materials, that, in contrast to the materials produced for pedagogical purposes, bring genuine professional and communicational context into the classroom, can enhance legal language acquisition. As the teaching experience has revealed, authentic legal texts of various genres have a twofold function in LLP courses. On the one hand,

they help deepen the understanding of specialized legal content, legal concepts, procedures and institutes. On the other hand, it further scaffolds the language learning process by improving the knowledge and awareness of distinguishing nuances of meaning in specialized terminology, and by facilitating the recognition of text genres, their typical structures and language patterns. In order to illustrate the use of authentic texts in LLP courses the paper provides examples from English and German LLP classes for future lawyers and public administration experts at the Faculty of Law, University of Zagreb.

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Xavier Martín Rubió and Irene Diert Bolé
Universitat de Lleida
Adapting the ESP subject to the students' language learning experiences and needs: the case of English for the Media at a Catalan university

'Audiovisual Communication and Journalism' was first offered at Universitat de Lleida (Catalonia) as a four-degree in the 2009-2010 academic year. Only one (compulsory) subject was delivered in English. This subject was a mixture of Academic English and English for Specific Purposes, called "English Applied to Scientific Communication" (EASC). In 2016, this degree underwent important curricular changes, and the AE/ESP subject lost its AE component and was relabeled "Oral and Written English for the Media" (E4M henceforth). One of the two authors has delivered the ESP subject of this degree since 2013, while the other author has been a teacher of this subject for the past two academic courses. In the 2013-14 academic year, one of the tasks that the students had to do for the subject was a group discussion talking about their experiences learning English in Catalonia. Students would repeatedly complain about an excessive focus on grammar and a disregard for speaking tasks throughout their English learning trajectory, and would blame their English teachers and/or the education system for their poor level of English. Furthermore, their language level was in general relatively low. This course 2018-2019, we asked students to record a video of themselves in English speaking about their language learning experiences and trajectories, especially English. We have observed that students' level and fluency in English is much higher than it was in 2013, but the stories are very similar: too much grammar, too little speaking and the perception than their level is not enough to face the real world outside school. Their academic writing skills are much weaker than their oral skills, so we feel the need for a reinforcement in that area, and are considering introducing some grammar units, something we would have to do taking their complaints about excessive grammar in the past into account.

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Ghania Mekkaoui
Mustapha Stambouli University of Mascara
The exigency of English language Proficiency in pilot's career: The Case of Pilots in Zenata/Messali el hadj Airport

English as a world language is getting ahead in many fields. Air transportation is a case in point that emphasizes considerable attention by reason of being the medium of communication in aviation industry. Pilots be them natives or non natives who manipulate in international flights are appealed to use English, alternatively stated, efficient communication using the English language is equally important as technical proficiency to warrant aviation security. The present

paper is an empirical study of conceptual barrier to effective communication for Algerian pilots in Zenata/Messali el hadj airport. It destines for detecting the English language handicaps that pilots come across as long as using the English language in their work. It elucidates their lacks, needs, and wants. It experiments what those participants need to know for proper operation in their work, and what English language job-related skills are requisite to do their job successfully. To check the referred issues mentioned earlier the researcher implements a needs identification interview that aims to obtain an idea about their needs and deficiencies. For a clear perception and to control what has been mentioned in the interview, the researcher put into practice a diagnostic test that intends for spotting language proficiency as well as language problems. The results demonstrate that pilots were conscious of the significance of the English language in their work, including poor proficiency results in misunderstanding and communication breakdowns. Results also show that Algerian pilots call for ameliorating their speaking and listening skills for their import in their job. Pilots experience a set of deficiencies that was noticed in the test. They could neither comprehend what they listen, nor voice their thought rightly and suitably for vocabulary shortage and their unfamiliarity with the different accents of the speaker. While assessing their language proficiency, their speech was incomplete; their descriptions were meaningless, full of grammar mistakes, and incorrect pronunciation. In conclusion to prevent the occurrence of misunderstanding and lessen communication breakdowns Algerian pilots are asked to better their degree of competence using the English language by means of fitting English courses and well formed teachers.

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Patricia Moore-Martínez and Joshua M. Pongan
Temple University
Going straight to the source: An industry-approved model for LSP curriculum design

This presentation introduces a new avenue of LSP research, by conducting an extensive linguistic and cultural needs assessment of businesses ranging from sole proprietorships to large corporations. While not always in conjunction with businesses themselves, foreign language programs have diversified their offerings, intentionally creating courses for pre-professionals in business, health care, and legal studies. Similarly, business programs have honed their areas of expertise to meet employers' demands, and in the U.S.it is standard among undergraduate business programs to require two years of foreign language, but business programs can and should do more (Eisenberg et al).However, this language requirement does not address cultural competencies nor taxes students to achieve beyond B1, a proficiency insufficient to optimally impact business interactions. Thus, intentional foreign language curriculum design, based on the correlation between student linguistic / cultural competency outcomes and business needs, better prepares students for global careers.

Through an empirical research design, our study identifies linguistic and cultural incongruencies between language programs and business needs. Firstly, we gather data on the language and cultural needs of businesses with an extant global presence. We then assess the gaps and overlaps between self-reported industry needs, business programs' language requirements, and language departments' offerings - both their traditional courses and LSPs. In the second phase of the project, the data-analysis informs the development of language and cultural content and course goals which align with best practices in second language acquisition. The third phase of the project rigorously assesses the purported course outcomes and their alignment with the determined business needs.

We envision that the exchange established between language programs, business schools and the industry will set a new paradigm in which LSPs evolve in tandem with businesses in a dynamic global market, optimizing technological tools and never losing sight of the importance of nuanced relationships.

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Yuddy Moyano
Universidad del Norte
Envisioning the future of the English for Health Sciences classroom: A Global Simulation experience

Simulation is used in ESP contexts as a tool to provide opportunities for students to interact and use the language in an environment similar to reality. In Global Simulation, an entire course is transformed into a simulated world in which students take on real-life roles and responsibilities. This type of simulation makes it possible for students to develop both communicative and professional competencies simultaneously in a meaningful learning environment (Dupuy and Michelson, 2014; Levine, 2004). Bearing this in mind, one Colombian university's English for Health Sciences (EHS) program decided to design a Global Simulation course as part of its curriculum.

This EHS simulation course aims to develop communicative competences at a B2 level as well as certain professional competencies related to health promotion. In order to analyze the effects of the simulation on students' development of the above-mentioned competences, a quasi-experimental study was designed with three experimental and three control groups. Pre and post-tests in addition to other course assessments tools were used for data collection. Likewise, at the end of the course, both groups of students completed a survey and participated in a focus group.

This study found that even though there was evidence of students' development of communicative competences, it did not vary much between the two groups; there was, however, a significant difference in the development of professional competences between the experimental and control group. Students from the control group also complained about the lack of interactive real-life like activities in their courses.

Based on these results, this presentation will briefly explain and report on a Global Simulation that could be adapted to any English course for the Health Sciences area, especially those with students who will have contact with the community (e.g., Nursing, Medicine, Public Health, among others).

Dupuy, B., & Michelson, K. (2014). Multi-storied lives: Global simulation as an approach to developing multiliteracies in an intermediate French course. L2 Journal, 6(1), 21-49. Retrieved from https://escholarship.org/uc/item/48q5m6vq

Levine, G. (2004). Global simulation: A student- centered, task- based format for intermediate foreign language courses. Foreign Language Annals, 37(1), 26-36. https://doi.org/10.1111/j.1944-9720.2004.tb02170.x

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Begoña Núñez Perucha
Universidad Complutense de Madrid
Interdisciplinary collaboration in EMI courses: Developing disciplinary literacy in the field of Social Work

The increasing role of English as the language of instruction in higher education has resulted in a growing number of teacher training programmes to support content teachers. Given that every discipline has its own disciplinary discourse (see Hyland, 2007), developing academic literacy becomes of paramount importance in EMI programmes. Departing from the assumption that language teachers can contribute to developing linguistic awareness among teachers and students in EMI degrees, this presentation reports on a team teaching experiment in the field of Social Work. In particular, it addresses two relevant issues: i) the impact of the language expert´s intervention on the development of students´writing skills, and, more specifically, on writing a comparative essay on the topic of mediation; ii) the students reactions to interdisciplinary collaboration. To this aim, the final assignments from two students cohorts, both taught by the same teacher in two different academic years, were analysed following a genre-based approach (Swales, 1990; Bhatia, 2004). Additionally, a questionnaire was distributed among the students belonging to the experimental group to find out about their attitudes to interdisciplinary collaboration and its contribution to the development of their writing skills.

Bhatia, V.K. (2004). Worlds of Written Discourse. A Genre-based View. London and New York: Bloomsbury.

Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. Journal of Second Language Writing, 16. 148-164.

Swales, J. (1990). Genre Analysis: English in Academic and Research Settings. Cambridge: Cambridge University Press.

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Cóilín Ó hAodha, Marian O'Reilly, Hanna Babarowska
University of Navarra
Teaching professional communication skills in psychology

This paper describes the pedagogical design, implementation and results of a professionally-focused communication task on the university course "Scientific English", taught on the Degree in Psychology.

Students in the third year of Psychology have an obligatory 6-credit English course, "Scientific English", which provides them with the opportunity to improve their English skills in professional contexts. One of the units in our course is on Cognitive Behaviour Therapy: this involves reading and analysing cases, watching videos of therapy sessions, and learning techniques and language that the therapist can use in initial and follow-up sessions. For the evaluation of this unit, students have to carry out a simulated Cognitive Behaviour Therapy interview with an English-speaker playing the role of the patient.

In this paper, we will explain the design of the unit, the materials used, and the structure and evaluation of the simulation task. We will also report our results from using this task with 53 students: over half the students emphasised that they found it very motivating to carry out a professional task in English, and two thirds of them felt that they had acquired knowledge that would be useful for their professional future. Regarding constructive criticism, some students

commented that more class preparation would be useful, with simulations and peer feedback. We conclude with discussion of the use of simulation tasks in ESP in general, and with some suggestions for their wider implementation.

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Jorge Fernando Palacios
Mercer University
Spanish for Specific Purposes in the US: Meeting the Needs of Tomorrow's Professionals by Improving the Spanish Curriculum at the Higher Education Level

It is well-known that Spanish is the largest second language spoken in the US. It is perhaps less-known that there is a disparity between the way Spanish is taught at the university level and what is actually needed to academically prepare tomorrow's professionals. Nowadays, more and more students recognize the value and the urge to develop professional linguistics skills to provide assistance to the increasing number of native speakers of Spanish with limited English proficiency in several fields such as; medical, business, blue collar occupations, and even white collar professionals. In order to provide students with these skills, we need to continue the dialogue on how to progressively modify our curriculum. This presentation will briefly examine the history of Spanish for Specific Purposes and suggestions on how to transitioning to a more inclusive curriculum.

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Bojan Prosenjak
University of Zagreb
The impact of peer assessment on the attainment level of oral presentations skills

Academic English courses nowadays aim to prepare students for successful and independent functioning in the world of business, with oral presentations as an indispensable element. Having observed that many students experience anxiety when faced with the task of presenting in front of an audience, instructors need to boost their self-confidence and improve their oral presentation skills. One of the ways this can be achieved is by fostering team-work and promoting collaborative learning, as well as encouraging their active participation and autonomy in the learning process. Therefore, the aim of this paper is to explore whether peer assessment of oral presentations influences the level of students' attainment of oral presentation skills.

The research was conducted at the Dag Hammarskjöld University College of International Relations and Diplomacy in Zagreb, Croatia. Students of all three years who attend compulsory and elective English courses took part in it. By using an assessment tool, the participants assessed their colleagues' oral presentations, the first at the beginning of the semester and the second at the end, giving the presenters ample time to analyse the input and attempt to improve their presentation skills. It is expected that a statistically significant difference between the two sets of results will be found after the analysis. Additionally, the students' attitudes toward peer assessment of oral presentations are examined and interpreted.

The analysis of the participants' answers in a questionnaire complement the statistical results in order to investigate their attitudes toward peer assessment of oral presentations. The participants are expected to recognise the importance and benefits of peer assessment, feel more self-confident in their second presentation and become more aware of the importance of active involvement in

their learning process. Finally, the students are expected to self-reflect more efficiently on their own and their colleagues' work.

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Alba Naroa Romero and Manuela Álvarez
Deusto University
Dificultades y retos de los estudiantes universitarios de grado en el uso de la lengua con fines académicos

El uso de la lengua con fines académicos por parte de los estudiantes universitarios de grado es una cuestión que ha preocupado a los investigadores desde principios del siglo XX, y, en particular, en la última década con la llegada de los nuevos grados. Estos subrayan que su dominio es fundamental para el desarrollo de los estudios universitarios y para el posterior ejercicio profesional. Este estudio trata de identificar las dificultades que manifiestan los estudiantes de todo un programa formativo, el grado en Lenguas Modernas (Universidad de Deusto), a la hora de producir un texto, para después reflexionar sobre los retos a los que se enfrentan. El corpus está conformado por 96 reseñas académicas de formación producidas *ad hoc* y de manera individual por los estudiantes de los cuatro cursos. Para la producción del texto, reciben la misma instrucción y cuentan con los mismos recursos. El análisis posterior se realiza de manera cualitativa, por su idoneidad para el estudio, y se centra en tres aspectos del español académico: cómo seleccionan y organizan la información en los textos, cómo construyen su voz y en relación a los aspectos de normativa académica. Los resultados de este análisis ponen de manifiesto una progresión positiva en la selección de la información para que esta obedezca al propósito global del texto y en la interacción con el lector del texto. Sin embargo, no se vislumbran avances en la argumentación, en la cantidad de objetivos comunicativos que se plantean o en el uso que realizan de los elementos textuales para orientar al lector; además, se preocupan cada vez menos por el posicionamiento respecto a los contenidos, la ortografía y la puntuación. Estos resultados conducen necesariamente a una reflexión sobre las implicaciones didácticas que de aquí se derivan.

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Monika Santos
Universidad de Guanajuato
Emotions and the Language Learner: Students' perceptions of the affective variables associated with speaking English as a foreign language in a private university in central Mexico

As an EFL teacher, I have indirectly observed on numerous occasions the discomfort and unpleasantness experienced by many students who are attempting to acquire and produce the target language. This research was posited within a qualitative paradigm and applied a phenomenological case-study methodology to explore the students' perceptions about the affective variables associated with speaking L2 in the EFL classroom. This research was carried out in a private university in central Mexico called *Universidad de León, Campus San Francisco*, located in the town of *San Francisco del Rincón, Guanajuato*. For this specific study, a chosen group of EFL learners in a private university where I was working at the time as the participants

for this case study. The group in total was made up of thirteen intermediate English students, their ages are around twenty and twenty-four years old.

Given the characteristics of this research, a phenomenological case study seemed appropriate to explore the research question, as it combines certain characteristics of a case study with some features of phenomenology. I chose this methodology because a combination of the two main characteristics of these methods were suitable for my research. Blending phenomenology and case study, although they have philosophical differences, allowed me to gain an in-depth comprehension of the phenomenon which I have indirectly observed during my years of teaching experience. Yin (1984) classifies case study as an "empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (p. 23). In line with Yin's definition, Robson (1993) states that "case study is a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its context using multiple sources of evidence" (p. 146). The rationale for the design and justification of the research instruments used to gather data were in the following order: non-participant classroom observations, narrative frames and a focus group interview. During the data collection process, several ethical issues were considered. These included how to best have access to the university and participants as well as the possible disruptions between students and schedules so that they did not miss their core subjects. Learners' participation in this research was entirely voluntary.

The data were analyzed to explore and describe the relationship between the variables identified in the participants' responses and their effect on speaking English. The aim was to investigate how these variables can affect either positively or negatively the students' oral performance in the L2 classroom setting. In this particular project on affective variables related to the L2 speaking performance, there appears to be a clear pattern among the participants, which provided me an outline of how emotions can affect or enhance their performance in a classroom setting. Research conclusions remain in progress.

Robson, C. (1993). Real world research: A resource for social scientists and practitioners researchers.
Boston, MA: Blackwell Publishers.
Yin, R. K. (1984). Case study research: Design and methods. Newbury Park, CA: Sage

INNOVATION AND DIGITAL TECHNOLOGIES

Elisabet Arnò and Rio Bergh
Universitat Politècnica de Catalunya and North Dakota State University
Fostering professional writing and speaking skills through virtual exchange: Affordances of the Trans-Atlantic and Pacific Project (TAPP) in professional communication courses

In the past two decades, instructors from several countries have linked their classes through the Trans-Atlantic and Pacific Project (TAPP) network, collaborating mainly on the writing, translation and revision of written texts (Maylath et al. 2008; Maylath et al. 2013; Mousten et al. 2018). These partnerships have recently expanded to other types of assignments, such as usability testing, or the peer review of oral presentations, given the grassroots nature of the network, which allows participants to work on any assignment that partner instructors agree upon. Given this versatility, and drawing on the affordances of telecollaboration—or virtual exchange (O'Dowd, 2018)--for the development of intercultural, linguistic and professional competencies (Guth &Helm, 2010; Estes-Brewer & St. Amant, 2015), this paper presents a new adaptation to the TAPP, linking a first year composition class in the US with an English for Specific Purposes class for engineering students in Spain. In order to develop the English speaking skills of engineering students, on the one hand, and the writing skills of US students, by exploring the intersection between language, discourse communities, and identity, on the other, a new TAPP partnership was set up. US students conducted skype interviews with their Spanish partners—engineering students in their final year--in order to write engineering students' professional profiles (both as an essay and as a LinkedIn bio). This paper will analyze this partnership from the perspective of task design, ICT tools used, and learning objectives. The outcomes of the partnership will be analyzed in terms of its course implementation as well as of students' performance. Through the analysis of students' production (recorded interviews and written texts) and their reflective learning reports, this paper will show how students approach a virtual exchange focused on boosting employability. These findings will also help assess this new partnership from both lecturers' and students' perspectives. Lessons derived from this project can help (re)design further virtual exchange projects.

Estes-Brewer, P. & K. St Amant (2015). Education and training for globally-distributed virtual teams: Preparing the workforce of the future. Connexions. International Professional Communication Journal, 3(1), 3-7.

Guth, S. & F. Helm (2010). Telecollaboration 2.0: Language and intercultural learning in the 21st century. Bern: Peter Lang.

Mousten, B., S. Vandepitte, & B. Maylath (2008). Intercultural collaboration in the trans-Atlantic project: Pedagogical theories and practices in teaching procedural instructions across cultural contexts. In D. Stärke-Meyerring & M. Wilson (Eds.), Designing global learning environments: Visionary partnerships, policies, and pedagogies (pp. 129–144). Rotterdam: Sense Publishers.

Maylath, B., S. Vandepitte, P. Minacori, S. Isohella, B. Mousten, & J. Humbley (2013). Managing complexity: A technical communication/translation case study in multilateral international collaboration. Technical Communication Quarterly, 22, 67-84.

Mousten, B., S. Vandepitte, E. Arnó, & B. Maylath (2018). Multilingual writing and pedagogical cooperation in virtual learning environments. Hershey, PA: IGI Global.

O'Dowd, R. (2018). From telecollaboration to virtual exchange: State-of-the-art and the role of UNICollaboration in moving forward. Journal of Virtual Exchange, 1, 1-23.

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Begoña Bellés-Fortuño
Universitat Jaume I / Institut Interuniversitari de Llengües Modernes Aplicades
Designing an inclusive language curriculum: Alternative on-line pathways to face functional diversity in the ESP classroom.

Over the last 20 years, students with special needs have seen increased their opportunities to access higher education institutions worldwide. Universities have enlarged their policies for students with Special Needs and developed different Diversity Programmes to support students with various types of functional diversity along with the adaptation of their infrastructures. The paper presented here aims at presenting how alternative learning pathways can be introduced in the English language curriculum in ESP courses at university. These alternative learning pathways reflect the principles of the Universal Design of Instruction (UDI) (Burgstahler, 2015) with regard to the delivery methods in a university lecture being the *equitable use*, *perceptible information* and *alternative assessment* the most salient principles in the development of the alternative English learning pathways.

The ESP course under study has witnessed in the last years cases of students with rare diseases and the consequent disease outbreaks which have prevented them to attend the regular lessons or the practical sessions in the language laboratory. The course has faced students with different functional diversities i.e. students with severe migraine, a few mild hearing loss or students suffering from cancer and consequently under oncologic treatment. Some of the actions introduced in the alternative pathways include the use of Internet-based communications and other education software (Martins, Steil & Todesco, 2004) that allow students to work on-line and from their homes, hospital or doctor consultations.

The results show how students with functional diversity can have other alternate English language learning methods and later assessment that allow them to continue with their university learning e.g. adaptability to lengthen their response in tests or means of facilitating their perceptual reasoning.

Burgstahler, S. (2015). Universal Design of Instruction (UDI): definition, principles, guidelines and examples. DOIT . Seattle: University of Washington.

Martins, C., Steil, A.V. & Todesco, J. L. (2004). Factors influencing the adoption of the Internet as a teaching tool at foreign language schools. Computers & Education, 42 (4), 353–374.

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Jesús García Laborda
Universidad de Alcalá
When technology meets CLIL

Technology has become standardized in language teaching in the last 20 years. While just a few years ago many teachers hardly used basic websites (web 1.0), the creation and development of communities of practice has led to the need to define which tools are better in the classroom. This is especially obvious in the field of CLIL where just very few articles have addressed specifically the use of technology in its teaching. This presentation addresses, the theoretical background of a pilot study on what the CLIL teacher's attitudes towards the integration of technology are. The paper begins by a brief description of how technology affects the teaching in CLIL to focus on the need to describe a taxonomy of technological online tools to support the teaching of CLIL in

Primary Education. The last section of this presentation looks at the importance of teachers' beliefs and their knowledge of such technology and how to integrate it in their classroom from a theoretical perspective. The paper concludes that it is necessary to research the teachers' interest and knowledge on how to use technology in the CLIL classroom.

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Mary Frances Litzler
Universidad de Alcalá
Teachers and the Online Informal Learning of English in Spain

Thanks to Web 2.0, people now do numerous activities online. As a result of this shift in platform for such occupations as television viewing and social networking, people learning languages have far more opportunities to come into contact with their target language compared to the past. Scholars are examining this phenomenon, which for English has been referred to as the Online Informal Learning of English (OILE); it involves a focus on meaning, as opposed to language features, during activities initiated mainly for entertainment and relaxation (Sockett, 2014). Research is finding that the majority of students come into contact with the language outside class, but differences between countries and cultures are emerging. In this context, the traditional classroom is no longer the sole provider of language input, so professionals in the field will likely need to adapt at some point.

Little work has been done to determine teachers' awareness of their students' online contact with English and their adaptations to classes. This presentation discusses the findings regarding a group of university-level instructors of English for Specific Purposes in Spain. The 24 participants responded to a request to complete a Google Forms© survey sent out to members of AEDEAN and AEFLE. Descriptive statistics were used for their answers to the quantitative questions and keyword analysis was used for the open questions. It was found that the instructors were aware of their students' practices but to a lesser extent than is reported in studies with students. They were also highly favorable about the impact of OILE activities on class participation and on the learning of language skills and vocabulary. Varying degrees of actual adaptation in classroom practices to the phenomenon were found, revealing a place for teacher development in this area.

Sockett, Geoffrey (2014). *The Online Informal Learning of English*. Basingstoke: Palgrave Macmillan.

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Salvador Montaner Villalba
UNED
Expresión escrita en inglés para fines específicos mediante *blogging* y aprendizaje cooperativo

En este trabajo, nuestro objetivo consiste en explorar el *blogging* como herramienta con la finalidad de fomentar la expresión escrita en inglés para fines específicos. Se analiza el uso del *blogging* en el aprendizaje del inglés en 1º curso de grado superior de Administración y Gestión. La experimentación se desarrolló en un entorno de Aprendizaje Cooperativo. En consecuencia, esta investigación está enmarcada en el ámbito de las TIC en el aprendizaje del inglés para fines específicos mediante metodologías activas. Dadas las pocas publicaciones a este respecto, esta

investigación aportaría valor en el ámbito de las TIC en el aprendizaje del inglés para fines específicos.

Los alumnos participantes en la experimentación tenían un nivel B1, según el MCER, tras haber realizado la prueba inicial. La experimentación tuvo lugar en un centro público de formación profesional. Los alumnos participantes estudiaron 1º CFGS Administración y Gestión durante el curso 2016-17. La muestra estuvo formada por 23 alumnos que participaron en modalidad experimental. La edad del alumnado participante oscila entre 25 y 45 aproximadamente.

Tras haber identificado un bajo nivel por parte del alumnado con respecto a la producción escrita en inglés en un centro público de formación profesional, se establecieron 2 preguntas de investigación a partir de las cuales se plantearon dos hipótesis de partida: 1. El *blogging* influye positivamente en la mejora de la calidad de la expresión escrita en inglés específico y 2. Aumenta la motivación del alumno. El método de investigación elegido fue el modelo Acción-Investigación. Por tanto, se utilizaron datos cuantitativos para analizar los resultados obtenidos en esta investigación. Los resultados obtenidos fueron satisfactorios dado que los alumnos estuvieron motivados durante la experimentación, por lo que este trabajo serviría como punto de partida para profundizar en torno al *blogging* en el aprendizaje del inglés específico en la formación profesional.

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Timothy Read, Beatriz Sedano y Elena Bárcena
UNED
El lenguaje inclusivo para la comunicación virtual con personas desplazadas

Este trabajo es parte de una investigación inédita que ha conducido al diseño y construcción de una serie de LMOOC (cursos masivos, abiertos y en línea de lenguas) inclusivos, destinados específicamente a personas desplazadas (refugiados y migrantes) y seguidos mayoritariamente por ellas en su primera edición, tras la constatación de que esta modalidad didáctica no estaba cumpliendo la finalidad social para la que se constituyó inicialmente.

A partir de la Teoría de la Valoración (Martin & White, 2005), que analiza los recursos de las lenguas para expresar valoraciones, emociones y actitudes en la relación interpersonal verbal, se expone una primera aproximación de los recursos lingüísticos que pueden fomentar la inclusión de la comunicación virtual escrita en un entorno didáctico en línea y abierto y, con ella, la motivación, el compromiso y la proactividad de los participantes en los cursos, con la consiguiente ganancia afectiva y cognitiva. Estos recursos pertenecen a cinco categorías lingüísticas: aspectos fonéticos, morfosintácticos, semánticos, pragmáticos y sociolingüísticos. A través de una metodología mixta, con una combinación de herramientas cuantitativas y cualitativas (observación en línea, cuestionarios, entrevistas y análisis temático de datos cualitativos), se presenta el análisis del uso de los recursos de inclusividad lingüística identificados tanto en los materiales como en los foros de la primera edición de los dos primeros MOOC inclusivos de español como lengua extranjera para necesidades inmediatas (Puertas Abiertas I y Puertas Abiertas II).

Los resultados llevan a la conclusión general de que el uso de un lenguaje inclusivo tiene múltiples efectos beneficiosos en los LMOOC y que es parametrizable. Por lo tanto, debe ser un elemento necesario a considerar en el diseño de cursos para colectivos vulnerables y en riesgo de exclusión social y formarse a los facilitadores de estos cursos convenientemente.

Martin, J.R. & White, P.R.R. 2005. The Language of Evaluation Appraisal in English. Londres: Palgrave Macmillan.

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Andreea Rosca
Universidad de Valencia
Making students' voices heard. Attitudes and perceptions towards a PBL experiment in Business English

The use of Problem-Based Learning (PBL henceforth) in education is crucial since the 21st century is defined by enhanced connectivity. As real-world problems are cross-disciplinary and involve multiple perspectives, learners need to have a bird's-eye view of reality, use a wide range of cognitive processes, synthesize and make unexpected connections between different fields of knowledge. That is why immersion in a problem scenario can help learners develop a whole gamut of cognitive functions such as holistic thinking, recognizing and making patterns, generating new arguments and explanations, transforming information, among others (cf. Tan, 2003).

This study stemmed from the need to carry out PBL empirical research in the field of business subjects and to give voice to students, who may be considered as the major stakeholders in a PBL project. Thus, we report on students' experience to examine the benefits and pitfalls of PBL on a Business English course in the Degree of International Business at the University of Valencia. Data were gathered by means of a questionnaire administered at the end of a 9-week experiment. This questionnaire was intended to measure students' perceptions and attitudes towards a PBL methodology. Although feedback was overall positive we should also zoom in on some of the most recurrent problems mentioned by our students such as lack of linguistic competence, a haphazard tutorial group meeting, lack of direction, and uncooperative team members refusing to discuss problems or share information. In order to mitigate some of these negative effects, Woods (2000 as cited in Tan, 2003) recommends training students to develop group-work skills and teamwork prior to any exposure to PBL.

Tan, O. (2003). *Problem-Based Learning Innovation: Using Problems to Power Learning in the 21st Century*. Singapore: Thomson.

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Gabriela Weht
Universidad Nacional de Córdoba
Cuestionarios on-line en lectocomprensión del inglés en el nivel superior: una experiencia que contribuye a la autorregulación

El objetivo de esta ponencia consiste en socializar una experiencia pedagógica mediada por TIC llevada a cabo en dos cursos de lectocomprensión del inglés para alumnos de grado de la Facultad de Ciencias Económicas, UNC, que hablan español como primera lengua. Estos cursos, que están enmarcados dentro la modalidad de enseñanza del inglés con fines académicos, están configurados a la luz de que el éxito académico en el nivel superior depende, en gran medida, del dominio que los estudiantes alcancen en el manejo del discurso especializado (Castro Azuarga & Camargo, 2016). A través de esta experiencia, procuramos implementar cuestionarios online que

otorguen *feedback* que fomente la autorregulación, considerando este concepto según Cano García (2016), como un proceso que logra que el estudiante desarrolle mecanismos que le permitan apropiarse de los objetivos, construir una base de orientación que haga posible anticipar y planificar la acción para alcanzar estos objetivos y conocer y aplicar los criterios de evaluación. En primer lugar, presentaremos una herramienta de interfaz intuitiva que permite dar *feedback* en tiempo real. Esta aplicación genera cuestionarios que dinamizan la comprensión, posiciona al estudiante en el centro del proceso y le permite autorregular su aprendizaje. En segundo lugar, incluiremos, a modo de ejemplo, cuestionarios diseñados para monitorear los distintos procesos de lectura: pre-lectura, lectura y post-lectura (Solé 1993). A continuación, compartiremos el resultado de una encuesta realizada a los alumnos sobre sus percepciones acerca de esta herramienta. La presentación finalizará con una reflexión sobre el impacto de esta experiencia.

Cano García, E. (2016). Del feedback al feedforward. En N. Cabrera, & R.M. Mayordomo (Eds.), El feedback formativo en la universidad. Experiencias con el uso de la tecnología (pp. 31-40). Recuperado de http://www.lmi.ub.es/transmedia21/publicacion transmedia

Castro Azuarga & Camargo (2016), Características genéricas y estrategias de lectura: Una propuesta para la comprensión de textos académicos. Enseñar a leer y escribir en la educación superior. Propuestas educativas basadas en la investigación Gerardo Bañales Faz, Montserrat Castelló Badía y Norma Alicia Vega López. Serie: lenguaje, educación e innovación (lei). Libros digitales de acceso libre.

Solé, I. (1993). Estrategias de lectura. Barcelona: Graó.

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Lillian L.C. Wong
Centre for Applied English Studies, The University of Hong Kong
Innovation and digital technologies in teaching specialised English: Data Driven Learning in postgraduate disciplinary writing

Data-Driven Learning (DDL, Johns, 1991) is a methodology that has become popular in tertiary education contexts to enhance the teaching of English for Academic Purposes (EAP). DDL promotes student discovery of language patterns by examining authentic language from corpora, it also encourages learner autonomy and enhances language awareness. Students can observe patterns of collocation, contexts, frequencies of words, multi-word units, grammatical patterns and uses of language.

This paper describes the introduction of a systematic multidisciplinary thesis writing support resource for teachers and students involved with two large Graduate School Thesis Writing courses for all postgraduate students in a top research university, utilizing a new in-house corpus of highly rated Ph.D. and MPhil theses collected across all faculties at the university.

The design and functionality of the corpus is described, and the processes involved in the development of accompanying learning and teaching materials designed specifically for both general and discipline-specific data-driven language enhancement provision for postgraduate students in the sciences and humanities is outlined. How the activities developed help raise knowledge and awareness of the key features of successful disciplinary writing, focusing on teacher-developed exemplars of good practice, as well as student-driven discovery of the knowledge and skills required to access the resource before applying the knowledge gained of such linguistic features in their own writing is discussed. Students' and teachers' perceptions of the resources are evaluated. Implications for enhancing postgraduate thesis writing using a disciplinary data-driven learning approach are provided.

TERMINOLOGY

Beatriz Burgos Cuadrillero
Universidad de La Laguna
La motivación semántica en compuestos determinativos de la cultura culinaria en el par de lenguas alemán-español

Uno de los aspectos importantes de la terminología son los mecanismos de producción del léxico y, especialmente, en la lengua alemana donde los diferentes procesos de formación de palabras ocupan un lugar relevante. En concreto, en el campo semántico de la restauración y, especialmente, en el ámbito culinario, la mayoría de las formaciones de palabras en la lengua germana son compuestos de tipo determinativo, de los cuales la palabra fundamental es un sustantivo que está unida, en la mayoría de las ocasiones, a otro sustantivo que ejerce las funciones de palabra determinante. Estos constituyentes se pueden unir entre sí sin emplear ningún elemento explícito de juntura, aunque, en ocasiones, deben recurrir a determinados elementos como, por ejemplo, –(e)s- o -(e)n-. El elemento de unión se localiza entre los constituyentes que forman el compuesto, hallándose fuera de dicha estructura compositiva, y con la particularidad de que se encuentra semánticamente vacío; sin embargo, son numerosos los interrogantes que le rodean, tanto por su arbitrariedad como por su complejidad.

Nuestro objetivo es, en primer lugar, analizar la motivación semántica en compuestos determinativos en el marco de la cultura culinaria, tanto en aquellos términos que se encuentran unidos con un elemento de unión, como en aquellos que se generan sin ningún elemento explícito de juntura. En segundo lugar, comparar este mecanismo de producción de palabras en lengua alemana con su funcionamiento en lengua española en el plano morfológico-semántico, con la finalidad, entre otras, de aplicarlo al proceso de didactización del alemán como lengua extranjera.

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Sabela Fernández Silva
Pontificia Universidad Católica de Valparaíso
Desarrollo de un instrumento para medir la competencia terminológica en individuos de distinto grado de inserción disciplinar en el ámbito de la biología

Durante el proceso de inserción a una disciplina académica, el estudiante universitario debe adquirir los conocimientos específicos y las convenciones sociales propias de la disciplina. En este proceso, el lenguaje desempeña un papel fundamental, ya que es a través de los intercambios comunicativos escritos y orales entre los distintos miembros de la comunidad que se produce el aprendizaje.

En el desarrollo de la competencia académica especializada, el nivel terminológico ocupa un lugar fundamental, ya que los términos representan los conceptos propios de una disciplina, aseguran la precisión y la concisión en la comunicación y su uso está restringido a la comunidad disciplinar, de modo que constituye un desafío para los aprendices que entran en contacto con una terminología desconocida cuando inician su formación.

Este proyecto de investigación tiene por objetivo indagar en cómo se desarrolla la competencia terminológica durante la inserción disciplinar. El objetivo general es describir la profundidad de conocimiento de la terminología y la calidad terminológica en la escritura académica en individuos de distinto grado de inserción disciplinar: estudiantes principiantes, avanzados y expertos de la disciplina de biología de una universidad chilena.

En esta comunicación presentamos el proceso de diseño y validación de los dos instrumentos empleados en la investigación: un cuestionario y una tarea de escritura. En primer lugar, se presenta la compilación del corpus de textos disciplinares y material de enseñanza empleados por los estudiantes y profesores participantes del estudio y su papel en el diseño de los instrumentos. A continuación, se presenta la selección de términos, el diseño de las preguntas relativas a las dimensiones de contenido conceptual, relaciones conceptuales, colocaciones y variación; y la selección del género y las imágenes para la tarea de escritura. Finalmente, se presentan los resultados de la validación y del pilotaje de ambos instrumentos, se sintetizan los cambios implementados y se discuten los principales problemas relacionados con la confección del instrumento, así como sus alcances y limitaciones para evaluar la competencia terminológica.

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Carmen Gierden Vega
Universidad de Valladolid
Innovaciones léxicas en lengua alemana en la terminología turística (bienestar y gastronomía): lexemas funcionales u ornatos

La presente comunicación se centra en analizar el uso de ciertos neologismos alemanes en la literatura turística del sector del bienestar y de la gastronomía. Para ello se tendrán en cuenta (a) la modelización de dichas unidades, (b) la variación sociolectal y (c) la variación diacrónica del vocabulario especializado en este sector. Muy especialmente, dentro de (a) se corroborarán o refutarán los modelos de motivación o de recursividad, dentro de (b) se protocolizarán unidades típicas del sector profesional turístico (*Oldtimerhotel, Cabrio-Touren, Food-Festivals*, etc.) y dentro de (c) se comprobará la incorporación de anglicismos (Glahn, 2002) y si se produce la génesis de nuevas voces con el único propósito de ensalzar el producto turístico o si verdaderamente se llenan con ellas vacíos léxicos. Se describirá la realidad lingüística en un modelo de análisis basado en el uso de la lengua (habla) tal y como propone Elsen (2004, 2009). Entre las evidencias más inmediatas se encuentran: 1. Muchos de los lexemas se generan con la única intención de revalorizar hiperbólicamente el producto, como *Luxusentlehnungen*, con un valor evaluativo y apreciativo. 2. Entre estas unidades, los anglicismos representan la nota dominante en este tipo de discurso con una fingida plasticidad y una falaz precisión conceptual.

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Antonio Martínez-Sáez and Silvia Molina-Plaza
Universidad Politécnica de Madrid
Making sense of lexical collocations in esp: a case study

Vocabulary is closely related to content knowledge of a discipline, as the lexicon of a given field is of key importance to shed light on words which might be of value to engineering learners (Nation and Webb, 2013). Moreover, Nation (2008) suggests that technical vocabulary might range from 1,000 to 5,000 words depending on the subject area considered. Consulting experts or technical dictionaries are two more methods to identify this ESP vocabulary (Coxhead, 2013). Terminology (Cabré 1999, 2004; Faber et al. 2005, 2009) is also one of the components of *English for Professional and Academic Communication*, a compulsory course which is taught at the Technical University of Madrid. In order to be able to enroll in this course, undergraduate students are required to certify a B2 (upper-intermediate) level of English. Therefore, the present study investigates the distribution of the most frequent lexical collocations in two different ESP corpora, which comprise 15 original articles related to the field of Agricultural Engineering and 15 to the field of Maritime Engineering, by using Antconc 3.2.4. This tool has allowed us to better understand the use of phraseology in specialized contexts (Gilquin et al., 2007).

This corpus-based research provides a way to look at typical usage of phraseological chunks, which offers a view into the specialized domains of language use. Drawing on data from these two corpora created ad-hoc; we explore the most frequent 25 lexical collocations in each specialized area, including examples in co-text. This research ends with practical applications, since we show examples of teaching lexical collocations for data-driven learning in both ESP contexts, i.e. English in the fields of Agricultural and Maritime Engineering. Our study offers evidence that discipline-specific lexical variation is an important factor to be taken into account in materials design. It is a must to consider the specific lexical needs of engineering learners in order to prioritize the collocational patterns they should be familiar with.

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Irina Mykytka
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Compound Words in the Language of Photography

It is generally claimed that compounding is a major option for forming new words in English (Curme 1964; Jespersen 1942; Marchand 1969; Bauer 1983; Booij 2005). Numerous studies have been carried out on compounding focusing on different aspects. Nevertheless, little attention has been paid on word-formation processes in the specialized discourses so far (e.g. Balteiro 2013; Balbiani 2015; Poirier 2015), especially in the language of photography (e.g. Mykytka 2016). The aim of this paper is to identify and analyze compound words in the photography discourse focusing on its structure and the characteristics. The study is approached from the lexical morphology and word-formation processes. The corpus consists of written publications of blogs on photography in English. As a result we find compounding a highly productive process in photography language, with great variety of compounding patterns for coining new words. For example this process can be used in the formation of nouns (*shutter speed, zoom lens, focal length, fish eye*), adjectives (*hand-holdable, camera-shy*), verbs (*to photo-walk*) and other types. The ongoing research provides indications about range and characteristics of composition phenomena in a specific text corpus on photography from a synchronical point of view. With this study we intend to shed light on this particular type of terminology, as one of many fields of ESP, which seems to be extremely interesting and rich due to its interdisciplinarity and diverse nature.

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Ana Roldán Riejos and Paloma Úbeda
Universidad Politécnica de Madrid
Combining phraseology and metaphor as a new learning path in LSP

A recurrent obstacle that LSP students usually find is learning and using specialised linguistic terminology adequately. Different solutions have been offered in different learning approaches,

and even though some of them have proved to be helpful, the problem has not been solved yet. In line with cognitive theories of vocabulary learning, (Boers and Lindstromberg 2008, Gries 2008), we not only favour the use of phraseology and metaphor as useful tools for terminology learning, but additionally, we advocate the joint use of images, words and meanings as the best vehicles to methodologically meet the specific needs of technical learners. The aim of this paper is to present the outcome of a relatively new approach that is being applied in an engineering and architecture learning context. The novelty of this focus is twofold: firstly students get exposed to authentic and multimodal material from technical sources, linguistic (texts), visual (videos, presentations) and aural (audios). In parallel, students receive training to focus on the phraseological side of expressions, such as collocations, set phrases, or lexical bundles of the material used. Equally, the metaphorical content of expressions and images is examined. The use of translation is also highlighted through a cross-linguistic study of English and Spanish phraseology, sociocultural differences explored. As will be shown, the results of this experience are encouraging since students are able to learn their specialty language in English more easily and achieve better results in memory retention. Despite this, issues like the large amount of preparatory work involved and the challenging work that this type of students have to perform could still be refined. All in all, our conclusions confirm that engineering students are capable to hone their linguistic knowledge even when they are not familiar with lexical or semantic studies if they receive an appropriate approach.

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Antonio San Martín y Eduardo Jacinto
Universidad de Quebec en Trois-Rivières y Universidad de Córdoba
La relación entre el ejemplo y la definición en terminología desde una perspectiva cognitivo-funcional

La definición y el ejemplo (también llamado en terminología *contexto*) son dos componentes habituales en recursos terminológicos. Mientras que la función principal de la definición terminológica es la representación de una parte relevante del contenido conceptual que puede transmitir el término que se define (San Martín 2016), las funciones del ejemplo son variadas (Jacinto 2015) y pueden solaparse con las de la definición. Si bien la función de transmisión de la información conceptual del ejemplo en terminología ha sido analizada por diversos autores (Reimerink et al. 2010; Lázaro 2015), la relación entre definición y ejemplo en recursos terminológicos no se ha explorado en profundidad.

Con el objetivo de arrojar luz sobre esta cuestión, se analiza desde un punto de vista teórico la relación entre definición y ejemplo combinando un enfoque tanto cognitivo (Temmerman 2000; Faber 2012) como funcional (Bergenholtz y Tarp 1995; Fuertes y Tarp 2014). Dicho análisis se complementa con un estudio descriptivo de la forma y la función de las definiciones y los ejemplos presentes en algunos recursos terminológicos como IATE y TERMIUM Plus, entre otros.

A partir de los resultados, se sientan las bases para el desarrollo de pautas cognitivo-funcionales de selección de ejemplos para recursos terminológicos y para dar respuesta a diversos aspectos de la relación entre definición y ejemplo que, todavía hoy, siguen sin tener una respuesta consensuada, tales como la dependencia y la complementariedad del ejemplo respecto a la definición.

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TRANSLATION & INTERPRETATION

Francisco Bautista Becerro
Universidad de Salamanca
Prospectos de medicamentos: estudio macrotextual, lingüístico y de su traducción

Los prospectos de los medicamentos constituyen un tipo de texto muy interesante desde el punto de vista lingüístico y, en cierto modo, se pueden considerar el paradigma de texto farmacéutico debido a su contenido, propósito y ubicación. Su gran particularidad es que la información que contienen es altamente especializada, a pesar de que están destinados a un público muy amplio, que no tiene por qué ser especialista en el tema y, por tanto, puede que no comprenda toda la información. Esto resulta relevante porque los datos que figuran en ellos pueden ser de vital importancia para el paciente (composición del medicamento, posología del tratamiento, interacciones, contraindicaciones…) y en su redacción y traducción se debe alcanzar un equilibrio entre el rigor científico y una comprensión facilitada para los lectores legos en la materia. Del mismo modo, no podemos olvidar que hay una serie de normas que regulan no solo su presencia obligatoria en todos los medicamentos, sino también su contenido y estructura e incluso su diseño y formato, y que los laboratorios encargados de su redacción también pueden tener sus propias directrices o libros de estilo. Son muchos, por tanto, los factores que hay que tener en cuenta a la hora de estudiar los prospectos de medicamentos tanto a nivel macrotextual (estructura, apartados obligatorios…) como lingüístico. El objetivo de esta comunicación es analizar las características textuales principales de los prospectos de medicamentos y basarnos en ellas para proponer las estrategias de traducción al castellano más adecuadas en cada caso.

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Gerhard Edelmann
University of Vienna
Quality Assurance of Legal Translation by Integrating Legal Knowledge into the Education of Legal Translators

The right to interpretation and translation in legal proceedings is a fundamental right laid down in the European Convention on Human Rights, in national Constitutions and in the rules of Procedure. However, these legal texts consider merely the formal aspects. In this contribution I shall discuss quality assurance of translation through measures adopted in the education of legal translators.

Legal expertise is an indispensable prerequisite for the translation of legal texts. By means of concrete examples I will show that without a profound knowledge of legal methods it is impossible to correctly translate even fundamental legal terms.

Although the necessity of imparting legal knowledge in the education of legal translators to a greater extent has been claimed repeatedly, the existing curricula do not follow this approach. In my teaching activities at the University of Vienna and Spanish Universities and from my experience as an examiner for the admission to the profession of generally sworn interpreters and translators I realized that the existing education of translators is not sufficient to guarantee the necessary quality.

I therefore propose to lay a strong emphasis on imparting legal knowledge across different legal systems and their comparison and to encourage the development of a separate legal translation curriculum apart from other special translation modules.

In my contribution I shall discuss practical approaches based on already existing initiatives for solving this problem and present my own ideas on developing an efficient education of legal translators that will be appropriate to assure the legal equality before law courts and authorities through the intermediation of interpreters and translators, which is required by law.

PhD PANEL

Juan C. Agudelo
Universitat Autònoma de Barcelona
Metadiscourse and Generic Variations in Academic Book Reviews

Academic book reviews are unique in that they require reviewers to skilfully merge generic expectations and academic deference. Metadiscourse devices (Hyland, 2005) are essential to deal with the socio-pragmatic demands of academic evaluation. In spite of this, novice writers often lack sensitivity to the importance of these devices and these are rarely included in academic writing practice. To remedy this limitation, this study has two main objectives. First, it describes and classifies cross-linguistic and cross-disciplinary variations in the use of interpersonal markers, such as hedges and boosters, which convey praise and criticism in academic evaluation. Secondly, these variations are the basis for a pedagogic proposal built around the concept of metadiscourse and socio-pragmatic phenomena. For this purpose, 24 well-known Spanish, Latin American, British, and American journals in the fields of medicine, sociology and applied linguistics have been used as the source for a corpus of 120 academic book reviews published in the period spanning 2009 to 2015. After developing separate Spanish-language and English-language taxonomies for hedges and boosters, we have carried out inter-rater and intra-rater reliability studies. Thus far, our results suggest the following interpretations: 1) A comparable use of hedges to mitigate criticism across disciplines and a lower use of hedged evaluations in Spanish-language book reviews. 2) Cross-disciplinary differences in amplified evaluations place medicine on one end of an imagined evaluative continuum, with the highest use of boosters, and sociology on the other end, with the lowest use of amplified evaluative statements. Based on the variations described above, we suggest a set of guidelines for the writing of an academic book review and potential tasks which may be useful to teach pragmatic phenomena in academic evaluation both in English and Spanish as well as in the design of materials for academic genre instruction.

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Sofía Albero Posac
University of Zaragoza
Emerging Trends in Research Communication: Recontextualisation of Scientific Discourse in Audioslides

As technology evolves, academic communication within specific discourse communities changes and adopts new shapes. During the last decades, different already-existing genres have migrated to digital media, and new ones have emerged, making it possible to address new needs and reach new audiences (Gross & Buehl, 2016; Pérez-Llantada, 2016; Luzón, 2017). This process of evolution can be illustrated with the case of the research article nowadays, which can be enriched with a wide range of resources. Among these, audioslides are brief audiovisual presentations where the author of a research article explains the main points of that article to promote it (Elsevier, n.d.). These compositions integrate different modes, including voice, written text and visuals, all of which contribute to creating meaning as what can be referred to as a multimodal ensemble (Jewitt, 2016). This study aims to analyse the function of audioslides as an emerging genre in the genre ecology of academic discourse communities and examine the rhetorical strategies that authors use to recontextualise the scientific discourse of the research articles to which they allude. A preliminary small-scale study of audioslide presentations has pointed to

aspects such as the existence of a recurrent rhetorical structure, the intrinsic dependence of audioslides on the research article to which they refer and the relevance of interaction between different modes in the creation of meaning. Taking these premises as a starting point, a corpus of audioslide presentations and articles will be compiled in order to conduct rhetorical, multimodal and corpus analysis, which will be combined with ethnographic methods.

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Lucía Bellés Calvera
Universitat Jaume I
Written production in the field of Humanities from a CLIL standpoint

Written discourse is key to foster communication in educational and professional settings (Chaudron, Martín Úriz & Whittaker). Within the Content and Language Integrated Learning (CLIL) approach, research has focused on areas such as vocabulary, fluency and reading (Ruiz de Zarobe & Zenotz, 2015), among others. As for the written competence, benefits do not only involve participants' fluency but also the learning of new lexical and syntactical patterns (Ackerl, 2007; Villarreal Olaizola & García Mayo, 2009). However, limited progress may be observed in terms of accuracy (Llinares & Whittaker, 2010; Bellés-Calvera & Bellés-Fortuño, 2018). The study presented here is part of a broader project on the implementation of CLIL/EMI programmes in the fields of Health Sciences and Humanities at a Spanish university. The aim of this paper is to examine the written errors made by two groups of first-year undergraduate students enrolled in the *History of the Classical World* module, offered within the History and the Humanities degrees at a Spanish university. The sample for this research consisted of a group of 53 students with ages ranging from 18 to 37 years old. Their written outcomes were related to the history of Rome as this group was expected to write an essay linking the contents of the unit with the scenes observed in the *Julius Caesar* film adaptation. Results indicate that students' L1 negative transfer may lead to grammatical and lexical inaccuracy. The most common lexical transfer has to do with wrong expressions, wrong word choices and wrong order, which are followed by punctuation, spelling, verb tense, pronouns, subject omissions, prepositions, articles, subject-verb agreement, lexical inventions and borrowings. Overall, the CLIL approach seems to have a positive impact on students' motivation as they find this activity useful when it comes to their learning process.

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Celia Bravo Díaz
University of Minnesota - Twin Cities
Interactional Feedback in Synchronous Computer-Mediated Communication: Insights from post-secondary Spanish-English telecollaborative exchanges

Defined by Belz as the "application of global communication networks in foreign language education" (2002, p. 61), telecollaboration is increasingly being implemented for authentic intercultural communication practice and foreign language development beyond the face-to-face classroom. While a growing body of literature documents the benefits of telecollaboration in the area of interlanguage pragmatic development and learner agency (e.g., Kohn & Hoffstaedter, 2017), the number of studies focusing on feedback type is limited. For this reason, results remain mixed, with some studies finding no differences in efficacy across recasts and metalinguistic feedback (Monteiro, 2014) and others pointing at advantages for explicit correction over recasts on immediate and delayed posttests (Yilmaz, 2012).

This presentation will discuss insights gained from a study that explores the types of feedback and strategies that L2 learners at the intermediate-high level of proficiency use to draw attention to linguistic and pragmatic features as they interact via synchronous Web conferences, as well as the subsequent modified output that might occur in the exchanges. Qualitative and quantitative data were collected from ten video conversations from ten L1 English-L2 Spanish speakers in the United States engaged in a video telecollaboration language exchange with L1 Spanish-L2 English speakers in Mexico. Each conversation lasted for an hour approximately and telecollaboration support included the Zoom video communication platform and chat.

Preliminary results show that although the overall production of negative feedback was lower for the L1 Spanish students, who implemented a greater amount of affective feedback, participants' incorporation of this feedback into their output remained the same among the two groups.

Metalinguistic lexical and morphosyntactic feedback seems to promote learner agency for both groups. Implications of the use of video telecollaboration for enriching foreign language teaching and learning will be discussed, and specific guidelines will be proposed on how to effectively train students to give and attend to telecollaborative feedback and how to integrate high stakes assessment procedures.

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Yolanda Hartshorne
Public University of Navarre / University of Oviedo
Forums as a feedback and writing practice tool

The way we communicate today differs greatly from just 25 years ago. The advent of social media, apps and digital tools mean the media we use to communicate through writing have changed. As a result, perhaps we need to consider how these digital tools, such as forums, might be used to teach and support writing skills.

In my proposed presentation, I will discuss how forums were set up for both writing practice and as a feedback tool in a university setting as part of a Blended Learning programme. I will discuss how participants responded to the use of the forums, ethical issues, problems encountered and findings as well as suggestions for future research. To conclude, I will explain how these findings have influenced my current use of forums in class.

I applied an empirical, ethnographic and constructivist approach to explore students' attitudes and perceptions of the forums used. The participants were first year students at a university in Spain.

Questionnaires and an audio-recorded Group Interview provided informative data, and participant posts on forums and homework tasks provided a wealth of data in support of findings and were analysed from an interpretivist and thick description approach.

Findings suggest that participants perceive using the forums has helped them improve in their writing over two months. Furthermore, forums seem to have been perceived to have improved motivation, learner autonomy and metacognitive shifts in participants' learning. However, it is also reported that resistance to using forums may be due to poor access to the tool, or lack of clear instructions and purpose for their use.

Forums appear to suit a range of learner styles and improve motivation and learning. Findings suggest that the informal, asynchronous learning space of forums and the dialogic and collaborative nature of forums may have lent to this improvement and change in perceptions and attitudes.

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Carmen Mateo Gallego
Heilbronn University of Applied Sciences
Languages for Employability: A Blended Learning Model for Business Spanish

The command of foreign languages, intercultural competence and communication skills are highly demanded by international companies and large corporations (Strategic Framework for European Cooperation in Education and Training (ET2020)). Thus, universities should take on the commitment to prepare students for the requirements of today's multilingualism in the best possible way. Blended learning methodology has shown a higher effectiveness in teaching of foreign languages when compared to pure E-learning or face-to-face classes (Zhao 2003, Golonka et al. 2014). On that basis, this study relied on recent constructivism-based blended learning approaches for foreign language teaching and learning (Trujillo *et al.* 2016, Roche 2015, Tarnopolsky 2016) and considers the 21st century skills and qualifications to function effectively in the current labour market.

As Spanish has become increasingly important in the international business scene, this blended learning model has been designed for teaching Business Spanish at a German university of applied sciences. The contents of the virtual classroom and the face-to-face sessions are specially designed to achieve an optimal input-output combination in which receptive and productive language skills are to be practiced evenly. As literature has shown, speaking is one of the most crucial communication skills in the workplace context (Kaewpet 2009, Kassim & Ali 2010). Therefore, taking into account that language learning is a socially-oriented process, the improvement of oral proficiency through cooperative learning activities and weekly voice recordings is one of the main pillars of this study.

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Enrique Sologuren Insúa
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Mapa de géneros de formación académica en el área de ingeniería civil en ciencias de la computación: exploraciones al currículo y a las clases textuales

El conocimiento de los géneros discursivos que se emplean en los programas de educación superior constituye un área de indagación de gran interés por parte de los estudios del discurso (Carlino 2013; Montolío, 2019; Parodi 2010). La investigación actual se ha concentrado en los géneros elaborados por expertos y utilizados por diferentes miembros de una comunidad académica. Los textos escritos por estudiantes universitarios, en cambio, han recibido menos atención, por considerarse hasta hace poco, versiones imperfectas o meramente preparatorias para escribir artículos de investigación (Navarro, 2018). El presente trabajo se enmarca en el ámbito del estudio de géneros de formación en español, específicamente en el campo del análisis del género situado (Swales, 1998, 2018; Pérez-Llantada, 2015). El objetivo de este estudio es configurar un mapa de géneros de formación a partir de un corpus textual producido por estudiantes de ingeniería civil en Computación en su ciclo formativo terminal. Para ello recurrimos a la noción de textografía acuñada por Swales (1998, 2018) con la finalidad de abordar el estudio sociodiscursivo de los ambientes departamentales. Esta plataforma teórica-metodológica combina el uso de herramientas etnográficas con un análisis textual que considera los procesos y productos de escritura en su contexto disciplinar más amplio (Swales & McCarty, 2017). En este sentido, se trata de una investigación no experimental, transeccional y con alcance exploratorio-descriptivo. El corpus de aprendientes *Ing2030-ICI-2017* está conformado por 462 textos y fue compilado en cuatro universidades chilenas. Los resultados del análisis del corpus textual evidencian la gran diversidad de recursos genéricos utilizados en la comunidad de práctica concernida. A partir de los datos obtenidos se identificó un sistema de géneros que se cristaliza en un continuum de subfamilias genéricas. En estas se observa la emergencia de redes de géneros curriculares de naturaleza híbrida. Así, en este sistema se despliega una amplia variedad de géneros epistémicos que cumplen propósitos formativos de relevancia en la aplicación de pensamiento analítico, crítico y creativo (Breeze & Sancho Guinda, 2017) para la resolución de problemas: la *raison d'être* de la ingeniería. Finalmente, la investigación permite configurar un perfil departamental de escritura académica y proyectar estrategias didácticas de alfabetización disciplinar en el ámbito de la ingeniería.

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Suzanne Warsinsky

University of Bordeaux

How does the degree of institutional internationalization influence or change EMI experiences and practices?

University students around the world learn academic expression. Internationalization of higher education has led some students to do so in English as their L2 in non-Anglophone settings (Smit & Dafouz, 2012; Dearden, 2014; Kling, 2017). This paper offers an empirical study into how internationalization at the Institut d'Études Politiques in Bordeaux, France (IEP or Sciences Po Bordeaux) impacts the English Medium Instruction (EMI) experiences and practices of the Bordeaux International Relations Degree (BIRD) Master program.

This study employs an academic literacies (AcLits) conceptual framework. AcLits focuses on the social, meaning-making practices between stakeholders within an institutional setting (Lea & Street, 1998; Lillis & Scott, 2007). Through an AcLits' ethnographic lens, this investigation has collected internal documents pertaining to policy, pedagogy, and organization; classroom and administrative observations; interviews with all actors; students' written and oral presentation output with instructor feedback.

Preliminary findings from data gathered during the qualitative phase of an exploratory sequential Mixed Methods Research study, that will be followed by a forthcoming quantitative phase, illuminate the development of academic expression in this context. At a linguistic level, American English appears as a culturally pragmatic choice of the BIRD program. Results underline the disciplinary teachers' willingness to engage in students' academic literacies development. At a rhetorical level, English language classes support students' learning to express their academic knowledge and analysis in English in both the specific French Sciences Po and the Anglo-American "way", a situation particular to this setting.

EMI programs have much in common with their counterparts in Anglophone jurisdictions. Both French EMI and Anglophone disciplinary instructors share responsibility for indoctrinating students into academic literacies practices with their English language instructor colleagues. The specificity of the Sciences Po institutional setting raises the question of whether or not rhetorical conventions impact one's way of thinking.

POSTERS

Inmaculada López, M. Laura Angelini, M. Neus Álvarez, and Chiara Tasso
Universidad Católica de Valencia 'San Vicente Mártir'
Pedagogical resources for problem based learning in education through virtual exchanges in the English class

Problem based learning is a very powerful resource for teaching. The use of problems as a stimulus and focus of the students' activity provides multiple benefits in the teaching-learning process as can be found in Boud and Feletti (2013); Savery (2015); Hmelo-Silver (2004). Virtual exchanges provide students with numerous benefits, teaching in these contexts provides less emphasis on the curriculum and more emphasis on sequencing learning experiences (O'Dowd, 2018). In this pilot project, we have tried to apply virtual exchanges for the creation of pedagogical resources for Problem Based Learning in the training of future teachers. The objective is twofold: to create a repository with educational problems identified; and to put into practice pedagogical resources for future teachers training through Virtual Exchanges. Design: A qualitative analysis is based on synchronous virtual exchanges and written shared documents students from 3 different countries get from specific surveys to gather educational problems and possible solutions from schools and colleges in their surroundings. Furthermore, a quantitative analysis of Spanish students perceptions will be carried out to assess the learning process and the satisfaction with the project. Sample: Experimental students in the second year of the teaching degree in Spain in the English compulsory subject, students of English in a technical college in Israel and students of English in a technical college in Canada (N=90). Exchanges take place during 5 weeks to carry out the virtual exchange programme, the data collection, schools contributions and students sharing and problem solving. Study through: synchronous and asynchronous virtual exchange planning, survey data compilation and analysis and contributions for solutions. The results show that teacher trainees improve their knowledge of the written and oral English language. They also proved to learn about real schools and colleges educational issues, problem solving and virtual exchange tools for education to create a repository with pedagogical problems and possible solutions to deal with them. Future teachers engaged in the activity in a collaborative way and improved listening abilities, empathy, and intercultural understanding.

Panel: Innovations and Digital Technologies

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María Migueliz Valcarlos
Universitat Jaume I
Cultural Imperialism in Teaching English to International Teaching Assistants in US

This presentation will discuss the findings and implications of a critical discourse analysis on a curriculum for international teaching assistants (ITA) in US that examined the discourse about both US and ITA's culture. ITAs along domestic teaching assistants play a key role teaching undergraduate level classes in North American universities. many academic institutions implemented ITA training programs in which they focus on teaching pronunciation and cultural teaching content. In this research, data was gathered from a critical examination of the course materials and the experiences within a course intended to "educate" ITA about American culture and to improve their spoken academic English. In this research, curriculum was understood in the Foucauldian sense as "methods and procedures for governing human beings" (Behrent, 2013, p. 55). The results examined the problematic elements in the ITA class such as the ways the

curriculum portrayed one (White) American culture to recreate settler perspectives and induced the international students to adopt them. Furthermore, the findings showed the ways the curriculum depicted international students in the need to be "civilized" into the "North American culture" and to reject their own culture in order to succeed in the North American university. Implications for educators, standard English, and teaching English for Academic Purposes will be discussed.

Panel: Análisis del discurso y del género

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María Migueliz Valcarlos
Universitat Jaume I
Distance Education in English as Medium of Instruction

This study focuses on distance education, with attention to power and educational inequalities that render social inequalities, such as the reappearance of cultural imperialism in distance education as the implications for English for Specific Purposes field.

Context
Increasingly, computer-mediated communication (CMC) has become more present in teaching and learning English for Specific Purposes. Within the structure of online programs, asynchronous online discussions (computer mediated/supported communication) are widely used and "it has become a ubiquitous element of Internet-supported flexible delivery of education" (Thomas, 2002).
Literature suggests researchers in the field of distance education are not concerned with the ways power constitutes what is deemed as legitimate knowledge. The current trend among theoretical frameworks informing distance education is to rely almost exclusively on learning theories. Zawacki-Richter Bäcker, and Vogt (2009) conducted a literature review on distance education research and found that "important areas (e.g., innovation and change management or intercultural aspects of distance learning) are dreadfully neglected" (p. 21).
Purpose
The purpose of this research was to explore the production of accounts of cultural practices in distance education to explore how cultural imperialism informed distance education and its relevance in English as Medium of Instruction. According to Bloch (2012) "the nature of technological literacy has therefore raised both pedagogical and ethical concerns that can be incorporated into the ESP curriculum" (p. 396).
Method
I conducted a critical discourse analysis drawing from post-structuralist (i.e., Foucauldian) ideas and concepts. Under this critical (post-structuralist) paradigm, knowledge is socially and discursively constructed partial, incomplete, situated cultural and historical.
Preliminary Findings
The preliminary findings highlighted issues pertaining the cultural assimilation to the Western culture through the language (English) and the failure to achieve critical thinking through online discussion. The implications for teaching EMP will be also discussed.

Panel: Innovación y tecnologías digitales en LFE

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Mercedes Rico
Universidad de Extremadura
Getting smart: a cloud-based adaptive LMS for the acquisition of oral interaction in English for professional purposes

 In an ever-changing work environment, professional development and training are no longer restricted to face to face education; rather learners are urged to acquire newer skills and to obtain professional recognition through online /distant instruction. A crucial focus for reaching this goal lies in matters concerning the acquisition of language competences applied to different fields of specialization. In this sense, the shifts from homogeneous group teaching to personalized instruction makes matching traditional language management system (LMS) technology to emerging customer demands a complex task.

The aim of the present study is two-fold: Firstly, we seek to describe the design of a platform for language learning, a cloud-based adaptive LMS which runs on mobile devices, supports rich multimedia, social interaction among participants and offers analytics reporting for tracking performance. Secondly, we show how this smart system can be used to support learning scenarios for developing oral interaction and mediation competences for professional communication in English for engineers.

The proposal describes how the implementation of English for Professional Purposes instruction is deployed on a tailored adaptation of the LMS Moodle which, in addition to meeting the increasing demand for professional training, includes mechanisms for language learning and competency-based assessment. It also shows how the dynamics of adaptive tasks and oral exchanges through social interaction can enhance the acquisition of mediation skills and learning engagement through realistic professional practices.

Panel: Innovación y tecnologías digitales en LFE