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Book of Abstracts

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From Terminology to Ontology and Back Again? From Eugene Wüster to Google Brothers and a few sisters

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Every age has its own quest for the ‘fundamentals’ of knowledge which is deep inside somewhere in our mind/brain. The claim has been that the description of what we know can be used to organise our knowledge and the manner in which deploy this knowledge. The ancient *hermeneutics*, interpretation of scriptural texts for gaining further knowledge or the displacement of belief in extant knowledge, has made way to our ‘modern’ secular sciences where the emphasis has been on the right choice of words for the systematic organisation and consistent deployment of what is known. Naming of things and living beings has played a key role in the history and *philosophy* of science with spectacular results in both positive and negative sense. Carl Linneaus (1707-1778) grouped living beings and named the categories to which they belonged. Charles Darwin’s (1809-1882) challenge to the existence of fixed species led to what is called *systematics* and its various species. Both were looking for ‘a general reference frame’ for their classifications (Mayr, 1974). We had Dmitri Mendeleev (1834-1907) who organised elements in a table –the periodic table- that led to industrial and warfare chemistry and onto chemical engineering. Eugene Wuster (1898-1977), a player in the Vienna Circle of the 20th century is one of the protagonists of this building block idea –*terminology*- focused on engineering sciences as is Wuster’s contemporaries elsewhere were equally keen on naming and shaping knowledge, especially my hero Enrico Fermi (1901-1954) who gave us semi-conductors, nuclear reactors, insights into the atomic nucleus is known to have settled a major dispute amongst key physicists, Wolfgang Pauli (1900-1958) and James Chadwick (1894-1974). Both wanted to call a new particle – the *neutron*. Pauli has postulated the existence of a neutral and light electron-like particle, whereas Chadwick’s experiments have detected a neutral, heavy proton like particle. Fermi being a wonderful user of language, suggested that that in Italian an ordinary heavy thing may be called a *thing* whereas its smaller/lighter counterpart can be called *thingino*. This gave birth to Pauli’s almost massless *neutrino* and Anderson’s heavy *neutron* – leading respectively to a major theme in particle physics and nuclear engineering respectively. New knowledge by rearranging equations on a piece of paper or by counting radiation in a laboratory. Now we have hundreds of these fundamental particles discussed over 500 pages by over a 100 authors (Olive et al., 2014). The formula here is this: you organise extant objects or animals in a scheme, a table, a hierarchical tree, and the scheme can either absorb new objects or animals, or the breakdown of the scheme will herald a new classification and a new scheme. The spin-off of observation-classification-schema cycle will be new branches of knowledge, new ways of making and doing things and equally the new way maybe replete with abuse, danger and risks.

My story is that I can see, and wish you to share what I see that, the observation-classification-schema cycle can be observed in the new science and engineering of connectivity and in the new ways of psychologizing about human and animal behaviour. I see Wüster’s traces, in very heavy dilution, like homeopathic medicines, in the current fixation with *computational ontology* on the one hand and *text mining*, *text analytics*, *topic mining* and *sentiment analysis* amongst many near oxymoronic subjects that have emerged in the last 25 years or so. These subjects are based, in one way or another, on this quest for the building blocks of knowledge – our modern day hermeneutists no longer go through parchment paper stacks or stone carvings, rather they surf the Internet at high speed, collate *Big Data*, and deploy knowledge representation schema, a term from 1930’s psychology, and create ontology – the superstructure of knowledge, sometimes without the linguistic finesse of all these Wüster adherents, the normative terminologists – some of them happen to be my good friends as well – or the linguistic dexterity of *corpus linguists* in talking about specialist texts, and some of them are or were among my good friends. So, if you will, we will look together at the

haystack of texts to find the needle of knowledge and how to wrap the needle in a schema that ostensibly our neurons generate to create the web of more texts to add to the existing haystacks for the future experts in hermeneutics. Terminology has a way to go in educating and re-educating the world about systematically organising and elaborating terms. Whither terminology? Terminology is dead and long live Terminology for all our sakes!

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Utilising heterogeneous language resources for term extraction in specialised domains

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Although an important player in the maritime industries for many centuries, Norway has not until very recently prioritised the systematic development of an official maritime terminology. In my presentation I report on the development of such a national resource and how the project *Maritim ordbok* (Maritime dictionary) has utilised a multitude of language resources for the purpose of creating a national terminology for the maritime sector. This is now an integral part of *Termportalen* (The Terminology Portal), a repository for terminology connected to the CLARIN/CLARINO research infrastructures. I will describe the role of this resource for purposes such as translation, teaching and language standardisation, and I focus especially on the variety of methods for term extraction that have been/are being applied and experimentally tested in the project. These involve different algorithms for identifying term candidates in general and domain-specific corpora including a domain-specific parallel (translation) corpus and a corpus of popular science, as well as reusing relevant sections from various domain-specific word lists and monolingual and bilingual dictionaries.

Connecting, Collaborating, Learning and Performing: Linking Language Students Internationally in Realistic Projects

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For nearly 20 years, the Trans-Atlantic & Pacific Project (TAPP) has connected over 30 universities in 18 countries on four continents, linking writing classes to usability testing and translation studies classes in international, multilingual, multicultural, multimodal collaborative projects. The TAPP spread rapidly during the era of globalization, allowing students to gain insights to each other's cultures and languages, as well as each other's work processes. It did so because, counter-intuitively, it allows teachers to design their own assignments without relying on institutional agreements, top-down administrators, grant funding, or additional equipment or technologies. Research emanating from students' joint projects reveals how effective TAPP collaborations are at fostering professional development by creating situations of real partners with real workplace concerns but in an environment of low stakes, which allow students to learn from their experimentation and mistakes. TAPP collaborations raise audience awareness, intercultural aptitude, language sensitivity, and writing effectiveness for both undergraduate and graduate students. International collaborations, such as those arranged through the TAPP network, are proving even more vital during the currently developing era that runs counter to globalization, as nationalists in many countries attempt to retract from international collaborations and connections.

How to train translation for academic purposes?

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Our knowledge on translation for scientific purposes has expanded to a large extent in the past decade and studies on translation in the field of the humanities have not stayed behind (for example, Arppe 2012). Much effort has also gone into the description of the competences required for cultural translation, a term used to cover not only literary translation but also the translation of texts in the fields of museums, cultural centres, archives and the humanities in academia (cf. PETRA-E-network). At the same time, the training of translators has been under thorough investigation, as the articles in the journal *The Interpreter and Translation Trainer* may witness. However, how to train translation for academic purposes is a topic rarely discussed. This gap will be filled by a presentation of a course module on the translation of academic texts and its aims, syllabus, class procedures and testing methods will be submitted to the scrutiny of the audience.

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Papers

Simultaneous interpreting in finance

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This paper presents the findings from research carried out among a small group of interpreters who regularly interpret for big, commercial banks, specifically at meetings where they present their quarterly, bi-annual and annual results. As such, our study can be situated within the field of financial translation (Gallego Hernandez, Koby & Román Mínguez, 2016). We will describe the type of events, in terms of both Gile (1989) and Pöchhacker's (1994) classifications of events at which simultaneous interpreting is used, and contextualise said events and the types of texts (speeches) requiring interpretation in institutional terms (Koskinen 2011).

The objective of our study is to determine the factors of the communicative situation that are most relevant in this context (cf. Darias Marrero, 2009), as well as the key concepts and terminology that interpreters have to manage, in order to render the source speeches accurately. We will also compare and contrast the participants' responses with the various parameters that can be used to determine how difficult a speech is to interpret as outlined by Seton and Darwant (2016), namely the parameters of the input, the interpreter's qualifications, preparedness, or state of mind, and the environmental and working conditions.

Specific attention will be paid to specialised terminology and the phenomenon of anglicisms in original speeches in Spanish, in the English/Spanish/English language combination.

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Does language matter? Lecturer and student motivations and attitudes to language mediating disciplinary knowledge in a parallel course

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Recent research delving into English-medium instruction (EMI) university students' and lecturers' perspectives has found that the role of the English language is key. On the one hand, lecturers can help students develop their English skills as one of the outcomes of EMI courses, even if many of them refuse any accountability on this matter (Airey 2012; McCambridge, Saarinen 2015). On the other hand, students' possible language weaknesses can make it difficult to cope with the demands of EMI (Hellekjær 2010; Clark 2017). In this study we analyze the views of a lecturer and a group of students participating in a MSc. Eng level course on advanced electronics, which was taught by the same lecturer in the L1 and in English. The fact that the lecturer took the initiative to teach this course in parallel in both languages makes this setting unique, as participants could choose the language of instruction.

Therefore, we interviewed both the lecturer and six students (from both the L1 and the EMI classes) so as to find out about their motivations for choosing the language of instruction, their expectations, and perceived benefits and caveats. Specifically, we looked at the role of language in the transmission of advanced disciplinary contents, participants' motivations towards the choice of the language of instruction, and their overall attitude toward the extent to which changing the language of an advanced master's course has any effect on course pedagogy. These views were thematically analyzed, with the aim of determining whether the lecturer and students see language (i) as helping mediate advanced disciplinary electronics, (ii) as a hindrance to effective disciplinary learning, or (iii) as a contextually external feature of the course (e.g. timetable) with no bearing on the choice of language. In addition, we looked at participants' metalinguistic reflections on the role of academic English in advanced disciplinary communication, from which possible EAP lessons can be derived.

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The use of Russian across the post-Soviet area – still a lingua franca? Comparative case study of Uzbek and Kazakh governments' linguistic policies

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Since the fall of the Soviet Union in 1991, the region of Central Asia has become the focus of scientific attention, and as Peter Hopkirk (2006: xiii) wrote in the foreword to *The Great Game*, “suddenly, after many years of almost total obscurity, Central Asia is once again in the headlines, a position it frequently occupied during the 19th century, at the height of the old Great Game between Tsarist Russia and Victorian Britain”. Due to the extreme multilingualism, language policies implemented by the governments of these post-Soviet countries are particularly interesting from the point of view of the study of Languages for Specific Purposes – with the decreasing Russian influence over the region, Russian language still remains some kind of lingua franca and is in many cases still the language of instruction in schools. At the same time governments of each of the republic are trying to promote their own national language, which then creates linguistic tension. Central Asian region consists of the former Turkic republics, including Kazakhstan, Kyrgyzstan, Turkmenistan, Uzbekistan, as well as Tajikistan where a variety of Iranian is spoken. Therefore, the linguistic map of the modern Central Asian region demonstrates a great extent of variation and complex interaction patterns between Turkic, Iranian and Russian languages¹. Many local communities are in fact historically multilingual, such as the Tajik-Uzbek-Russian speakers of Samarkand and Bukhara, Uzbekistan, and the Kazakh-Uyghur-Chinese speakers of Kulja, China.

What this presentation will focus on is the status of Russian language in modern Uzbekistan and Kazakhstan and the way in which these two countries approached the de-Russification tendency differently. It seems that the language of instruction in elite schools in both countries is always Russian, while in less socially prestigious schools this is not the case. Therefore, it seems that the least economic developed parts of both countries tend to be populated by monolingual speakers of their local languages, while the use of Russian is associated with some sort of social prestige and therefore tends to be used in highly restricted domains. However, Russian is still used even in official state correspondence in both countries, even though Uzbek government is trying to replace it with Uzbek language wherever possible. Kazakh government seems to be more benevolent towards the use of Russian, which might be related to higher religious and national tolerance in Kazakhstan. Such domain-specific use of Russian in both countries seems to fall perfectly under the study of Languages for Specific Purposes.

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¹ Elise S. Ahn and Juldyz Smagulova (eds.), *Language Change in Central Asia* (Berlin: De Gruyter Mouton, 2016), 1.

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The human body for kids. Exploring translation strategies in specialised communication for young readers from English to Italian

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In today's world, scientific and technological evolution proceeds at high speed, in constant need for "a permanent and continuous process of information and updating of the public at large" (Garzone 2012: 81). Thus, the popularisation of scientific knowledge has also reached young readers. This paper investigates the exploration of the human body in two illustrated books for the same age range (7-11) in translation from English into Italian. Specialist translation for children demands a level of mediation that considers several factors in the creation of the target text. The communicative function (informative or vocative), the hybrid nature (text and illustrations), and the background knowledge of the intended audience are constraints around which the translator is to create the target text. In *The Human Body Sticker Book* (Frith 2013) translated as *Il corpo umano per immagini* by Livorati in 2017, readers are invited to explore what humans are made of, with the help of stickers/pictures. In *Professor Astro Cat's Human Body Odyssey* (Walliman, Newman 2018a) translated as *L'odissea nel corpo umano del Professor Astro Gatto* by Favia in 2018, a gang of talking animals accompanies readers in the meanders of Dr. Walliman's body. Despite the general assumption that popularised texts tend to express notions more vaguely than in specialised texts (Garzone 2012: 89), the books analysed here make use of specialised language to contribute to the improvement of the reader's knowledge by means of similar strategies. Denomination and definition guide readers in establishing a common knowledge background; association ensures that readers grasp complex meaning by way of artificially created similarities with the reality that surrounds them; de-personalisation recreates the author-reader distance typical of specialised texts. This strategy tends to differ from English to Italian, where the involvement of readers is stronger in source texts, also justified by the nature of the languages involved. Reformulation is another strategy that support readers' exploration of the human body and language itself (whether English or Italian). They are thus led to discover different ways to describe specialised terminology. Integration is then used as a compensatory strategy that binds text and image together in illustrated books, a slippery slope for translators who need to find the appropriate language to respect the purpose of text and pictures at the same time. The description of these strategies may shed light on the level of mediation required for a young audience, where the "mediative chain" behind these books includes "translators themselves, editors, publishers and recipients" (Ulrych 2014: 14). It moves beyond the peritextual material towards an epitextual context that involves different media in the process of co-construction of knowledge with readers.

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Hands as a specialised meaning-making resource in a U.S. TV series. Their contextualising role in a corpus-based approach to the teaching and learning of specialised medical terminology

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This paper is concerned with the use of hands as a meaning-making resource in a TV medical series. The research uses a multimedia corpus of the U.S. TV series *House M.D.* to explore the way meaning is created in the various episodes as a result of the doctors' use of hands in their interactions with others. Particular focus is placed on the presence of recurrent meaning-making patterns in the overall visual/verbal construction of the various episodes arising from the distribution between oral discourse and hand gestures, including cases of co-occurrence as well as alternating and complementary distributions. The goal is to reveal distinctive conjunctive and disjunctive patterns of meaning-making that highlight the way in which hands accompany and integrate with oral discourse or alternatively perform actions partly or fully detached from the highly specialised clinical discourse.

Building on research into online film archives (Arizzi 2012b), the research is grounded in multimodal corpus linguistics (Baldry, Thibault 2006; Sindoni 2014) and is supported by the *House Corpus* with its tools for the annotation of visual and verbal features and their retrieval through corpus searches (Taibi et al. forthcoming). The analysis entails developing a preliminary 'hands model' and then applying it to a significant sample of scenes using the visual/verbal tools available. Thanks to the scene-based *House Corpus*, scenes with highly-specialised hand movements and medical terminology can be retrieved in a way that allows side-by-side transcript and video viewings. An important aspect of the presentation thus relates to the way in which, in teaching and training contexts, searches for the annotational labels for hands assist more traditional searches for medical terminology, which, in the case of the *House Corpus* include a dedicated medical acronym search function (Loiacono, Tursi forthcoming). The paper concludes that this method of analysis with its focus on patterns of conjunctive or disjunctive integration between specialised terminology and other semiotic resources has the potential to be extended to other TV series and other web genres that characterise contemporary U.S English discourse (Arizzi 2012a).

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Which status for sensorial discourses on digital social networks? Methodological reflections based on a corpus of wine descriptions in French and German

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The rise of digital humanities, embracing the expansion of digital speech production of western societies, imposes to reconsider the status of textual data – especially for specialized discourses (Lerat 1995, Petit 2010), for which written discourse has always been the most analyzed form of language use. Siever (2015: 85-86) has already raised the issue of the very nature of digital discourses in terms of medium, such as defined alongside the traditional oral-written-continuum (Koch & Oesterreicher 1994: 528). This led to a necessary theoretical and methodological shift giving priority to the conceptual level as embodied in the distance-proximity paradigm (Koch & Oesterreicher 2008, 2011). Specialized content in digital media must then also be considered within new methodological frameworks to suit the new expectations of the digital humanities paradigm (Bach 2019).

In such a context, the first research question is concerned with the place of the digital and analog speech production within both the distance-proximity paradigm and the oral-written paradigm. This is indeed modifying the way specialized knowledge, here wine, is communicated (Petit 2005). We will then focus on the consequences of this new status of the digital speech production on LSP research and its application to the social field.

We will test our hypotheses with a multimodal synchronic comparable (*sensu* Teubert 1996) corpus made of

- oral interviews of winemakers and wine sellers in French and German (1h50) (Gautier & Bach 2017);
- labels of wine bottles produced and sold in France and Germany (500 labels) (tokens: 16887, types: 3184, Bach 2017);
- Instagram-publications compiled with the hashtags *wein* and *vin* (200 publications) (Bach i.p.).

The demonstration will try to categorize the code/medium of Instagram-publications, by comparison with the subcorpus made of written labels and the subcorpus of oral interactions. A second step will be made by analyzing the data sets through a cognitive point of view: The distance-proximity paradigm has to be seen as a continuum (Méric 2016), which is *sui generis* dynamic as it is evolving according to the status of the speaker/writer and the context of enunciation. Digital texts will then be analyzed and positioned on this continuum.

We will conclude with some proposals about integrating these results into three domains:

- The linguistic training of professionals can be better oriented (see in this perspective the international EU funded Project *Vinolingua*, presented in Lavric 2015);
- Specialized translation in wine domain requires besides terminology and traditional terminological databases specific skills and comprehension of the domain it-self (Gautier & Bach forthcoming).
- Firms, especially start-ups, which develop new products and services based on textual “raw material” (see Bach 2018 for examples) could better process their data and enhanced the quality of their products and services.

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Automated analysis of medical discourse

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The language and style of medical articles published in scientific journals has rarely been a topic of research so far (Sierra et al. 1992, Grewal and Alagaratnam 2013, Pounds 2018). However, quantitative analyses are relatively scarce. This aim of this paper is to discuss a pilot study of automated evaluation of medical texts and to present a description of medical discourse in terms of its readability, lexis, syntax and style on the basis of a sample of texts, as well as to check the applicability of stylometric methods to an analysis of medical texts.

A corpus of medical texts (ca. 100,000 words in size) excerpted from 8 scientific journals, with impact factor (IF) varying from 0 to 79, was analysed. Five readability tests were used in the present study (Flesch-Kincaid Test, Flesch Reading Ease, Fry, Gunning Fog, Raygor Estimate), R-Stylo software for stylometric analysis (Eder et al. 2016), a corpus query system the Sketch Engine (Kilgarriff et al. 2004) for the extraction of keywords and several software programmes for lexical and syntactic analyses: WSmith Tools (v.7; Scott and Tribble 2006), Lexical Complexity Analysis (LCA; Lu 2012), and Coh-Metrix (v.3; McNamara et al. 2014). The stylometric distance was examined in line with 4 linkage methods (Ward.D2, McQuitty, Single, Centroid) and 2 distance algorithms (Euclidean and Eder's). Cluster analysis is shown in the form of dendrograms and hierarchical clustering.

The readability of medical texts in journals with high IF is lower than in journals with low IF. Significant differences were observed in the style of the texts under analysis, which depended on the IF of the journal wherein they were published: the higher the IF, the lower text readability score; the smaller verb variation; the lower occurrence of nouns, adjectives and adverbs; and the higher saturation of texts with acronyms and specialized terms. Higher IF also entails higher semantic cohesion of texts, higher number of non-abstract (concrete) verbs as well as a greater density of infinitive phrases.

The language and style of medical texts published in IF journals are characterized by complexity and low readability. Journals of similar IF show some stylometric, lexical and syntactic similarity.

Keywords: readability index, stylometry, medical language, Impact Factor, keyness, lexical and syntactic variation, lexical density

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Parallel Corpus as a Tool for Investigating Strategies of Translating EU Legislation

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Parallel corpora have long been recognized as an indispensable source of term candidates for building various specialized resources. What is more, they have a great potential in translation studies and terminological research focusing on semantic and syntactic analysis, since they provide knowledge-rich contexts for terms and their constructions. This study sets off from a parallel corpus of English and Croatian texts in the domain of air transport that has been compiled within the research project UIP-2017-05-7169 titled *Dynamicity of Specialized Knowledge Categories (DIKA)*, financed by the Croatian Science Foundation. The corpus consists of 178 legislative acts (in both English and Croatian versions) from the Directory of legal acts of the European Union from the chapter "Transport policy", subchapter Air transport. By analyzing the latter corpus, we aim to pinpoint the translation strategies used in the creation of the Croatian versions of EU legislative texts in the domain of air transport.

Empirical studies using corpora are likely to provide more insight into the research of EU legal translation, as a still relatively unknown field (cf. Biel 2019: 35). Moving away from the traditional notions of translation studies such as source text and target text, EU legal translation is marked by multilingualism and equal authenticity of all language versions. Consequently, EU texts have to be standardized to reflect the voice of EU institutions (cf. Koskinen 2008: 22) and to ensure uniform application and interpretation of supranational EU law, which is the ultimate goal of EU legal translation.

Emphasis is put on identifying those translation strategies which may be described as source-oriented or foreignizing, in contrast to domesticating, as famously termed by Venuti (1995), and more recently applied to legal translation (e.g. Paolucci 2017). Notably foreignizing translation strategies have been in vogue among scholars of EU law and legal translation (e.g. Baaij 2018). Foreignizing translation involves retaining something of the foreignness of the original and breaking the conventions of the target language (Yang 2010: 77), thereby yielding high visibility of the translatedness and hybridity of texts. In effect, the Croatian versions of EU legislative texts depart from both the institutional style guides and national drafting guidelines, as will be demonstrated by means of the conducted parallel corpus-based study.

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Le langage de la loi. Etude du transfert des contenus des discours juridiques aux discours médiatiques

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La loi est l'un des discours spécialisés les plus courants dans la vie des sociétés modernes, ainsi on assiste à la production d'énormes quantités de ce genre de discours par mois et par ans ; ce qui engendre la prolifération d'un grand nombre de termes et de structures propre aux institutions qui les produisent et selon les champs visés par ces lois. Il est communément connu que le meilleur médium qui publie ces lois est le journal officiel, un journal assez difficile à lire par l'ensemble des concerné par ces lois ; vu sa structure juridique complexe (Sous forme d'articles...) qui ne peuvent être expliqué que par les juristes.

Cet importance qu'une loi a dans nos sociétés pousse la presse écrite (En papier ou numérique) à en rendre compte par une certaine simplification ou des reformulations... qui rendent ces textes juridiques plus accessibles à un lectorat moyen ; mais ceci produit un texte spécifique et hybride qui se situe entre le discours juridique et le discours journalistique.

Dans ce sens, mon intervention va se focaliser sur l'étude du discours journalistique qui présente des lois ; tout en s'intéressant aux modifications qui s'opèrent entre les deux discours, ainsi, à quel niveau se font-elles? Est-ce que dans celui des termes ou celui des structures ? Ou les deux à la fois ? Notre travail est une étude qui relève de la jurilinguistique et qui utilisera des instruments méthodologiques de l'analyse de discours mais aussi de la terminologie et de la lexicologie, il se penchera sur des lois promulguées en Algérie ; telle que la loi portant création de l'académie de la langue amazighe (Janvier 2019) et la loi relative à la convocation du corps électoral (Janvier 2019)... et leurs diffusions dans la presse (En papier et numérique).

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Suffissazione analogica come veicolo di integrazione e di risemantizzazione verso l'univocità di un prestito terminologico

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Partendo dal presupposto che la funzione principale di un prestito sia quello di colmare una lacuna lessicale nella lingua ricevente, l'autore si focalizza sul lessema "polity", come esempio di un prestito terminologico all'interno del campo delle scienze politiche (sia nell'apposito linguaggio settoriale italiano che in quello croato).

Avendo classificato questo anglicismo come prestito non adattato e non integrato, l'autore ne esamina il significato originale (compresa la sua etimologia) nella lingua fonte al fine di valutare l'adeguatezza degli equivalenti proposti dai dizionari bilingui (inglese-italiano; inglese-croato). Vale a dire che il significato di "polity" nella lingua fonte racchiude una vasta gamma di entità sociali in cui si svolge l'attività politica, inclusi i sistemi di organizzazione basati sui meccanismi del governo (Heywood 2013), es. gli Stati, ma anche chiese, nazioni, città, partiti politici e altri gruppi sociali in cui si svolge la politica e/o vi è un'organizzazione di governo (Webster 1994; Collins Cobuild 1995). L'autore deduce che la considerevole diversificazione delle traduzioni lessicografiche italiana (es. Ragazzini 1995; Oxford-Paravia 2010) e croata (Filipović 1999; Bujas 2005) del termine inglese in questione, dà luogo all'utilizzo eccessivo della forma inglese morfologicamente non adattata nei testi di teoria politica italiani e croati, il che viene verificato negli appositi corpus di testi politologici. Inoltre, l'autore confronta questo fenomeno con gli equivalenti dei lessemi etimologicamente affini che hanno un esito omonimo nelle due lingue: "politica" in italiano e "politika" in croato.

A differenza dei concetti sottostanti i termini "politics" e "policy", il concetto relativo a "polity" non può essere lessicalizzato uniformemente in tutti i contesti delle due lingue riceventi. Pertanto, a causa di questa discrepanza tra le varie forme lessicali in italiano e in croato corrispondenti a significati più concreti e un unico significato di "polity" (per quanto schematico in inglese), risulta che la concettualizzazione del significato originale del termine da parte dei parlanti italiani e di quelli croati sia notevolmente ostacolata.

Al fine di ottenere una piena compatibilità tra il polo semantico della parola e i rispettivi poli fonetici nelle due lingue riceventi (il più possibile vicina a quella della lingua fonte), l'autore afferma che i problemi dell'ambiguità sia interlinguistica che intralinguistica possano essere affrontati tramite la neologia. La coniazione proposta dall'autore consiste nell'impiego degli equivalenti del suffisso inglese "-ity": "-(i)tà" e "-itet", che sono altamente produttivi rispettivamente in italiano e in croato, e nel processo della suffissazione della base "pol-" (< "polites" < "polis") come radice di questo anglicismo-pseudogrecismo. Prendendo in considerazione il fatto che tutti gli elementi costituenti le neoformazioni proposte dall'autore sono già esistenti nelle lingue italiana e croata, si evince che i due neologismi possibili (ital. *"polità"; cro. *"politet") hanno il potenziale di raggiungere un alto livello di integrazione nei vocabolari delle due lingue.

Parole chiave: prestito terminologico, neologismo, polity, suffissazione, ambiguità

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The art and craft of signing off -- projecting academic identities in email automatic signatures

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Official academic discourse typically satisfies transactional rather than interpersonal needs (e.g. exchanging information, imparting/acquiring knowledge, advancing science). Yet, its interpersonal dimension is pervasive. It surfaces when addressers express their stance in the phrasing of their text (Hyland 2005), and also when they creatively use moves to achieve private intentions within the conventions of a genre (cf. Bhatia 1993), especially in the “peripheral” components of texts (e.g. acknowledgements, epigraphs), where writers can “wander off” the main topic (e.g. Soler 2007).

A case in point is that of automatic signatures (ASs) appended to email messages. ASs free email writers from the need to provide many individual addressees with “practical” information considered useful to them. Recently, however, we have noticed in the professional correspondence we regularly receive that some ASs have expanded to include information beyond the “technical” details that make it possible to “locate” the sender on the academic scene. We therefore set out to determine what kind of information ASs comprise, and explore their degree of variation and sequencing patterns.

The data considered include the ASs collected from email messages we received over a 5-month period (total: 200). To examine them, we adopted a qualitative-inductive approach: we both repeatedly read 30 randomly selected ASs, and independently classified their content on the basis of our intuitions. We then compared and motivated our observations. After refining our classification scheme, we applied it to the whole data. In case of divergent classification, we discussed our choices until we could reach an agreement, or assigned given data to the category “Other”.

The ASs examined appeared to include the following information units, usually in this order:

Name, with or without title

Academic status (and disciplinary field)

Affiliation (and relevant degree courses)

Contact details (e.g. address, phone)

Accomplishments (e.g. links to one’s website, publications and/or (upcoming) projects)

Viewpoints (quotes or proverbs)

Housekeeping (e.g. email policies, office hours)

The first four components are the most frequent: they inform the addressee about the senders’ professional identity. The last three are less frequent: Accomplishments describe the senders’ professional role in the scholarly community; Viewpoints reveal their personal beliefs or attitude; and Housekeeping deals with potentially problematic aspects of email interaction.

The ASs examined are texts that “mean business”, appearing to be oriented toward multiple goals: first, they provide information of service to the addressees; second, they serve as succinct bionotes illustrating the senders’ present and/or recent academic activities and achievements. Third, they manifest the senders’ concern for efficiency and appropriacy of communication. We suggest that ASs are beginning to provide new sites of self-expression, where senders promote their academic credentials, project their social identity, and manage the logistics of future interactions.

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Alcohol and/in the News.

Alcohol perception and representation in newspapers and advertisements in England and Russia

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Sustained alcohol abuse has deeply affected the populations of such countries like Britain and Russia, proving to be a serious issue (Lim et al. 2012). This abuse notably increased between 1980 and 2000 (Official National Statistics 2018); Stickley, Razvodovsky, McKee 2009) and in the 1990s, following the fall of the Berlin wall, alcohol related deaths skyrocketed both in Russia (Gugushvili et al. 2018) and the UK (Measham 1996; Measham, Brain 2005). Over time habits and traditions have altered and alcohol representation, influenced by lifestyle changes and the pervasiveness of new media, has altered too. By studying how certain specialized languages work (Wierzbicka 1997) we can place socio-cultural elements like alcohol abuse in wider interpretive frameworks. The language of advertising is one such specialized language, referring to entities and situations which are both socially shared (i.e. everyone has access to them) and culture-specific (i.e. they vary from culture to culture). Within this context, newspapers figure as another specialised language by which we might understand alcohol habits. The press plays a decisive role as an important influencer on the population's interpretations of reality by defining which topics readers engage with and dictating what their attitude towards them should be (Hart 2010; Partington, Duguid, Taylor 2013).

By analysing both newspaper and advertisement language, the present contribution firstly aims to underline how linguistic (and, more broadly, semiotic) representations of a liminal subject like alcohol not only vary from culture to culture, but also change according to shifts in the spatiotemporal coordinates of a given culture. The abovementioned timespan (from the 1990s onward) was chosen because it represents a period of great sociocultural, political and economic change on both sides of the Iron Curtain.

The second aim of this research is more specific, as it means to understand how Vodka and Beer are represented linguistically in USSR/Russia and UK newspapers and in newspaper advertisements. In order to demonstrate this, we have composed a corpus of newspaper advertisements and articles published from 1990 onward, downloaded from *The Gale Primary Source Archive* and *Lexis Nexis Archive* (for the UK), and from the *Russian National Corpus* and *The Pravda Digital Archive* (for Russia). Through a corpus-driven methodology (Tognini-Bonelli 2001), we have developed a set of search terms to be combined with the trivial search "alcohol" (*torgovlja/trade, upotreblenie/consumption, prodaža/sale, pokupka/purchase, zakonodatel'stvo/legislation*) in order to garner a more thorough insight into the interpretation of alcohol in the media. We carried out our research using the software *AntConc* (AntConc 2018). Following this, we have adopted a qualitative analysis of the selected expressions, with reference to the structure of the discourse and the writers' linguistic strategies at the syntax-pragmatics interface, especially the illocutionary nature and the pragmatic consistence of speech acts (Archer 2010; Searle 1976).

A preliminary analysis indicates that alcohol is lexically represented in different ways among our corpora. On one hand, alcohol advertisements in the UK refer primarily to adjectives which highlight the positive qualities of alcohol (refreshing, chill, sociable), while in post-USSR Russia the references to the saleability and the social (aesthetic) virtues of the product are counterbalanced and smoothed out by vignettes and advertising signs which warn the consumers from the harmful consequences of alcohol abuse (this dichotomy is likely to be rooted in the ambiguous way alcohol was advertised in the USSR during the previous decades). On the other hand, the discourse in newspaper articles mainly focus on posing alcohol as a social and educational problem.

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Exploring note-making as a self-mediation strategy to improve academic performance

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Content integration (CI) is a major academic and professional skill which can be practiced through activities such as summary writing or note-making (e.g. making outlines or graphic organizers) (Durán Escribano 1999; Jiang 2012). This can also be used in advanced classes of English for Specific Purposes (ESP) - Business English in this paper - as such activities contribute to constructing specialized knowledge in a respective discipline and the contextualised use of target vocabulary (e.g. Van Meter, Yokoi, Pressley 1994; Mežek, 2013). However, it is often difficult to motivate students to engage in cognitively demanding tasks of this type for the sake of language practice only. In other words, without a clearly perceived benefit in the classroom context, note-making and summarising may fail to produce quality results.

In this study, following the advice of Stadler (2011), we decided to enhance our students' motivation by creating a real-life situation in which students' engagement with a content integration task, i.e. note-making, presented a concrete benefit. The purpose of the study therefore was to explore note-making as a self-mediating exercise in actual exam preparation in relation to students' academic performance and their perception of the learning experience. To be specific, about 70 students (junior business undergraduates) who had already received formal training on note-making as part of their ESP course, were told that, during the regular exam, they would be allowed to use their notes prepared at home (limited to a single page). The note-making task was intended to facilitate integration of information from multiple sources in the form of notes which could subsequently be used at the exam.

We use multivariate analysis (PCA) to visualise in 2D the correlations between a) the quality of students' notes while preparing for the ESP exam (e.g. completeness, integration), b) students' actual academic performance (their results in the exam testing vocabulary, language use and content-based paragraph writing expressed as a composite grade ranging from 1 to 5), and c) their perception of note-making as a self-mediating exercise (assessed by an analysis of students' self-reports responding to an open-ended question on the usefulness of note-taking/making task).

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Analizzare la sostenibilità: lingua e immagine

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La sostenibilità, i cui tre pilastri sono l'ambito economico, ambientale e sociale, è un concetto ampiamente studiato da svariate discipline ma ancora poco focalizzato dalla ricerca linguistica con alcune eccezioni (per quanto concerne la lingua tedesca si confrontino ad esempio Crestani 2017a, Crestani 2017b, Crestani 2018, Rocco 2017). Esso è in effetti un concetto complesso e dai confini sfumati, essendo questo trasversale a molti ambiti (alimentazione, turismo, edilizia ecc.) e potenzialmente di interesse per un pubblico variegato. Questa ampiezza concettuale e di 'fruitori' di riferimento lo rende da un lato estremamente specialistico, dall'altro svuotato delle caratteristiche di specializzazione a favore di una concettualizzazione in grado di essere interpretata da un'ampia tipologia di riceventi. Se da un lato, in ambito di sostenibilità, l'esperto veicola concetti specialistici (esempi dall'ambito ingegneristico: *efficienza energetica*, *efficientamento energetico*, *risparmio energetico*), dall'altro il profano (o comunque il non esperto) svolge un'attività di interpretazione degli stessi.

Oggetto del processo interpretativo sono non solo i segni linguistici ma anche i segni non linguistici, intendendo con questi ultimi le immagini in senso lato (fotografie, loghi, raffigurazioni ecc.). Dato questo presupposto, risulta evidente che l'integrazione dell'analisi dell'immagine nell'analisi testuale è necessaria. Il presente contributo propone, quindi, un'analisi esemplificativa di testi tedeschi, inglesi ed italiani secondo la metodologia della "Bildlinguistik" (linguistica visuale) applicata in ottica contrastiva. Questa disciplina, già sistematizzata in studi sulla lingua tedesca (cfr. Diekmannschenke, Klemm, Stöckl 2011), non è ancora stata applicata all'analisi di linguaggi specialistici e/o di concetti specialistici e tantomeno al confronto fra due o più lingue. Essa risulta fondamentale soprattutto nella comunicazione rivolta ai non-esperti, tenendo presente che il supporto di immagini può favorire la comprensione del testo (cfr. Blühdorn, Foschi² 2014).

Uno dei principi cardine della linguistica visuale è l'equiparazione di lingua e immagine a livello comunicativo, contribuendo entrambi alla veicolazione del messaggio e alla sua interpretazione. I segni non linguistici nel testo scritto sono in effetti percepiti prioritariamente e più velocemente di quelli linguistici (cfr. Janich 2013, le cui osservazioni sul linguaggio pubblicitario possono essere adattate in generale a testi con funzione persuasiva e informativa) e sono da considerare nell'analisi del testo concepito come "Gesamttext", ossia testo complessivo formato dall'interazione sinergica fra segni linguistici e non linguistici. Sulla base di un corpus di testi, raccolti nell'ambito della comunicazione via Web e concernenti la sostenibilità e le sue varie forme di concretizzazione, si analizzano tre aspetti relativi ai segni non linguistici³:

- strutturazione sintattica dell'immagine;
- contenuto informativo dell'immagine;
- contenuto retorico-semantic.

Questi aspetti sono posti in confronto con la struttura tematica dei segni linguistici esterni in cui l'immagine è inserita. L'ipotesi sottostante all'analisi è che le immagini possono fungere da veicolatori immediati di concetti specialistici.

² I due autori si riferiscono alla comprensione di testi in tedesco come lingua straniera. Il profano che si cimenta nell'interpretazione di concetti specialistici può, in effetti, essere paragonato a un lettore di testi in lingua straniera vista la conoscenza solo parziale di concetti specialistici.

³ Si confronti Stöckl (2011).

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***Copyleft* and related terms: knowledge transfer at the interface of law and computer technology**

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In the Information Age, releasing new information and computer technology products often comes with new licenses and contracts, which have been challenging the traditional conception of private property and the rights granted by Copyright Law and Intellectual Property Law. To take one example, at the time of writing, the latest step towards updating EU copyright law is the European Parliament's vote on 12 September 2018 to start negotiations on the Copyright Directive proposed by the European Commission in September 2016 (COM/2016/0593 final - 2016/0280 (COD)). Alternating with copyright are other (non-proprietary) rights and licenses, including *creative commons*, *copyleft*, *open source*, *non-proprietary*, *permissive and free software licenses*. As potential users of (free) content and software distributed under such licenses, the general public should minimally have some generic idea of these rights and licenses. The more restricted web of copyleft enthusiasts and software users-developers in devoted (online) communities, however, should gain a much better understanding of their practical implications and legal underpinnings.

On these grounds, this paper addresses the problem if and in how far knowledge about *copyleft* and the '*copyleft frame*' is represented and communicated (Kastberg, 2010; Ditlevsen, 2011) with the intent of popularization (Calsamiglia/van Dijk 2004) to a diverse target audience in non-institutional online resources. These comprise websites primarily meant for IT professionals and enthusiasts (GNU Project), as well as sites that describe their mission as one of educating users and helping them connect to technology and the Internet (MakeUseOf and Technopedia – The IT education site). In terms of frequency and recency, they are the highest ranking specialised hits returned by a combined google search of *copyright* and *copyleft* (search string: 'copyright OR copyleft'; date: 20 September 2018).

The analysis is strictly qualitative. The main emphasis lies into recourse to interdiscursive and interlocutive dialogic devices (Bres 1985; Bres/Nowakowska 2005; Jacobi 1987) as knowledge-transfer strategies in expository texts. As will be seen, the Technopedia articles tend to align with traditional lexicographic practice in paper dictionaries (cf., e.g., Wiegand 1977 ff.) in order to transfer limited uncontroversial information to non-experts. Conversely, the subdirectory of MakeUseOf appears to make recourse to interlocutive dialogic devices in a hypermodal context (Lemke 2003; Engberg/ Maier 2015) that delivers great value (NN/g) to the users. On the GNU pages this comes with the intent to communicate and promote the ideology of the copyleft community.

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Corpus-based specialized translation training at university: a case study

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What is the role of corpora in translation today? The use of corpora in specialized translation is becoming an increasingly widespread practice (Fantinuoli, Zanettin 2015; Hu 2016; Frankenberg-Garcia 2019). To learn how to master corpus-based specialized translation techniques, processes and discourse effectively, trainee translators need to be introduced to corpus linguistics in general and corpus-based translation in particular. To this purpose, a corpus-based translation course has been implemented at graduate level, as part of a *Laurea Magistrale* (i.e. Master's) degree course in the School of Foreign Languages and Cultures, at the University of Urbino, Italy, for some years.

This hands-on course first introduces learners to the key concepts of the theoretical framework underpinning corpus linguistics and then requires trainee translators to start translating rather complex specialized texts, such as texts dealing with economic and legal topics related to the European Union's policies, from Italian into English collaboratively. Students first work in pairs and/or in small groups to carry out their specialized translations using various types of corpora, such as monolingual, comparable, and reciprocal parallel corpora.

This practice, namely working with peers, seems especially suitable to enable learners to manage an extensive set of tools for corpus processing, a rather challenging domain-specific language as well as new technology-based research and investigating practices for the first time. Co-constructing specialized knowledge including domain-specific language development while working collaboratively on a translation task also enables trainee translators to come to terms with the descriptive and probabilistic view of language underpinning corpus linguistics theory.

As research shows, using corpora seems to be quite challenging for trainee translators in particular (Frankenberg-Garcia 2015) and for students in general at the beginning due to the inquiry-driven and inductive processes entailed, which represent a new cognitive experience for learners (Granath 2010). Learning how to communicate effectively in digital environments using the ever-developing specialized discourse of the professional community is pivotal in specialized translation training.

Within the theoretical framework presented, the present study aims to analyze how trainee translators engaged in the corpus-based translation course at the University of Urbino have learned how to investigate corpora to carry out specialized translations and at the same time how they have developed domain-specific language along with professional discourse competences and emerging discourse practices in digital spaces. To this purpose, the various sets of the data collected during the course and exam preparation will be analyzed. In particular, the triangulation of the data will be carried out using learners' online journal entries and the digital questionnaires students filled in both after each classroom-based translation session and during the preparation of the corpus-based translation they carried out autonomously for the exam.

The results and the strategies presented in the study will be useful to other Higher Education institutions planning to implement a corpus-based translation course at both undergraduate and graduate levels.

Keywords: corpus-based specialized translation training, domain-specific language development, professional discourse practices.

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The mediation of specialised knowledge on climate change: From official reports to Twitter discussions

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This paper sets out to explore the language of three recent official reports on climate change (i.e. the IPCC' *Special Report on Global Warming*⁴, the Royal Society's *GGR Report*⁵ and *An overview from the Royal Society/US National Academy of Sciences*⁶) and that of three Twitter discussions to date (i.e. the IPCC⁷, the Climate Central⁸ and the Climate Progress⁹ Twitter pages). The reports synthesize the results of international, British and British/US research, while the Twitter threads inform about and discuss various issues related to climate change.

The study is prompted by research on the impact of discourse on human decision making (ecolinguistics) (e.g. Goatly 2001, Halliday 2007, Alexander/Stibbe 2014) and informed by studies on the language of science and its popularisation (e.g. Halliday/Martin 1993, Gotti 2014) and the language of Twitter (e.g. Crystal 2011, Zappavigna 2012). Drawing on the SFL model, and specifically on the study of the metafunctions and their "reflexes in the grammar" (Halliday 2004), it uses corpus-linguistic methods to study whether and to what extent the reports differ from the Twitter threads in their attempt to disseminate knowledge and/or discuss issues related to climate change. It also explores aspects of variation among the reports.

With the aid of the software *Antconc* (Anthony 2018), the datasets (about 100,000 tokens in all) are compared to one another, with a view to identifying the positive keywords (Scott/Tribble 2006) of the reports and of the Twitter threads respectively. The keywords are then assigned to one or more metafunctions of communication (i.e. experiential, interpersonal, textual and logical) and their co(n)texts of use are explored through the investigation of concordance lines and of the clusters they form with their collocates.

As regards the experiential metafunction, the reports notably contain a high number of nominalisations (e.g. *removal, carbonation*), which have the potential to exclude any reference to the agents or external causes responsible for climate change (Goatly 2001). By contrast, the Twitter discussions make frequent and repeated reference to specific individuals (e.g. *Trump*), events (e.g. *hurricane Florence*), and places (e.g. *Florida, Katowice*). In the reports, the interpersonal metafunction is mainly expressed through the modal verbs *may* and *could*, the modal adjunct *likely*, adverbs such as *high* and *medium*, the adjective *potential* and the nouns *confidence*, while in the Twitter threads by the pronouns *you* and *your* and the reporting verb *say(s)*. Finally, the textual metafunction appears to be mainly relevant to the reports and is encoded in adjuncts (e.g. *however, for example, also*) and in the adjective *additional*.

To sum up, the reports are abstract, technical and scientifically evaluative, while the tweets appear to be more involving and oriented towards their authors and readers and the unfolding discussion. The paper will discuss these and other findings and their implications for the process of communication of specialised knowledge in the era of the social media.

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⁵ <https://royalsociety.org/topics-policy/projects/greenhouse-gas-removal/>

⁶ <https://royalsociety.org/topics-policy/projects/climate-change-evidence-causes/>

⁷ https://twitter.com/IPCC_CH/with_replies

⁸ <https://twitter.com/ClimateCentral>

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La terminologia della sicurezza sul lavoro in tedesco per l'Alto Adige: al confine tra lingue, ordinamenti, discipline e registri

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Il Testo unico sulla salute e sicurezza sul lavoro (DLgs 81/2008) prevede corsi di formazione obbligatori, che il datore di lavoro è tenuto a calibrare sulle competenze e capacità linguistiche dei partecipanti (Giordano 2012). In una zona bilingue come la Provincia di Bolzano, dove il tedesco è lingua co-ufficiale (DLgs 670/1972, art. 99), ciò implica l'esigenza di offrire le formazioni e il relativo materiale didattico anche nella lingua di minoranza. A tal fine è necessario tradurre il materiale ed elaborare la terminologia del settore in lingua tedesca. Il relativo progetto terminografico affronta la sfida di muoversi lungo diversi "confini" di natura geografica, giuridica, culturale, disciplinare e comunicativa.

- L'Alto Adige è terra di confine e contatto linguistico. La terminologia della sicurezza sul lavoro (SSL) in tedesco altoatesino è permeabile all'influenza della lingua nazionale (es. si trova il calco dall'italiano *Mikroklima* anziché *Raumklima*), ma anche all'uso linguistico estero, ossia austriaco, elvetico e tedesco (es. nella versione tradotta del DLgs 81/2008 "rappresentante dei lavoratori per la sicurezza" è reso con *Sicherheitssprecher* anziché con una traduzione letterale). Inoltre, la circolazione di materiale estero (es. schede tecniche, manuali d'uso, ecc.) è notevole, vista la scarsa disponibilità di testi nazionali in lingua tedesca. Detto materiale fa tuttavia riferimento ad ordinamenti diversi. Poiché le disposizioni di legge e le norme tecniche italiane talvolta differiscono da quelle straniere e la terminologia giuridica è strettamente legata al proprio ordinamento (cd. *Systemgebundenheit*, de Groot 1999), è necessario rispettare i confini nazionali, assicurandosi che la terminologia tedesca altoatesina esprima i concetti dell'ordinamento italiano.
- Le differenze e i "confini" culturali tra italiano e tedesco si rispecchiano a livello concettuale. Ad esempio, in tedesco altoatesino, come nei Paesi germanofoni, non si opera una distinzione tra "primo soccorso" e "pronto soccorso", a favore del concetto più ampio di *Erste Hilfe*.
- La SSL è un sottosettore giuridico caratterizzato da una forte interdisciplinarietà. Regolando i più vari ambiti scientifici e tecnici, la SSL accoglie termini della medicina, chimica, fisica, meccanica, ecc. (es. *Stressfaktor*, *Schallpegel*). Questi superano i confini del proprio settore ed assumono una "doppia specializzazione linguistica" (Soffritti 2002), arrivando talvolta ad avere definizioni diverse rispetto al settore di provenienza.
- La terminologia della SSL, infine, assolve una duplice funzione comunicativa: serve agli esperti per comunicare tra loro, ma anche per interagire con gli utenti finali. Spesso perciò si trova al confine tra registro specialistico e divulgativo e a svolgere un importante ruolo comunicativo (es. *Karzinogen – krebserzeugender Arbeitsstoff*).

Il presente contributo intende classificare ed esemplificare le sfide poste dall'elaborazione terminologica di un settore fortemente interdisciplinare a vocazione divulgativa. Si illustrano le scelte metodologiche operate per la selezione ed elaborazione della terminologia giuridica per l'Alto Adige nel confronto con quella dei Paesi germanofoni oltreconfine (es. nella scelta di *Hebemittel* a fronte del tedesco federale *Hebezeug*). Si affronta infine la difficoltà di diffondere la terminologia nella lingua di minoranza (es. nell'ambito della

radioprotezione, accanto a *Strahlenschutzsachverständiger* appare spesso “esperto qualificato”, a dimostrazione che il termine tedesco non è ancora noto e consolidato).

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Analysing video abstracts in the academic field. A Methodological Proposal

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Digital platforms have broadened the range of genres in specialized knowledge dissemination. In this respect, Blogs (e.g. Mauranen 2013; Mewburn, Thompson 2013; Luzón 2017), Tweets (Choo et al. 2015; Schnitzler et al. 2016), and Video Abstracts (Plastina 2017; Sancho Guinda 2018; Coccetta 2018) have made it possible for academics to reach a wider public which potentially includes journalists, students and lay people besides experts in the same or related fields. Academics, however, need to adjust their discourse practices to communicate their research effectively to this wider audience. The need for mediation in discourse (Norris, Jones 2005) is evident in the definition of the Video Abstract given by Spicer (2014: 3) as “a video presentation corresponding to a specific science research article, which typically communicates the background of a study, methods used, study results and potential implications through the use of images, audio, video clips, and text”. Video Abstracts accompany traditional abstracts in journal websites, but, as part of the goal of reaching a wider public, they can also be uploaded on a blog or a researcher’s personal website, as well as shared on video-sharing websites such as *YouTube* and *Vimeo* without the automatic co-presence of their written counterpart.

The present article investigates the Video Abstract’s potential for mediation between the needs of different readerships and viewerships with specific reference to the demands placed on the researcher as regards methodological adjustments when investigating this, and possibly, other forms of scientific dissemination in the digital age. While Written Abstracts have been extensively analysed by the discourse analysis community (Salager-Meyer 1990; Dos Santos 1996; Samraj 2002; Hyland 2004), Video Abstracts have received scant attention, despite the pressures that scientific publishers (e.g. Elsevier, SAGE, Taylor & Francis and Wiley) place on authors to present their articles in this way in order to enhance article visibility and improve the chances of an article being cited. Research into this genre has only recently been undertaken (Plastina 2017; Sancho Guinda 2018; Coccetta 2018) with the main focus on the rhetorical structure of the Video Abstract, particularly its compliance with and/or deviation from the generic conventions of the structured Written Abstract (Plastina 2017; Coccetta 2018).

However, many aspects, such as the meaning-making affordances provided by the interplay between videotrack and soundtrack in Video Abstracts, have so far not been systematically explored. Just as the Video Abstract author needs to renegotiate the relationship between scientific insights and the wider interpretative picture sought by lay or semi-expert viewer/readerships, LSP researchers equally need to rejig their methodological tools in the analysis of Video Abstracts given their rather special co-existence with Written Abstracts. By drawing on models of analysis for ESP genre (Swales 1990, 2004) and multimodal discourse analysis (Kress, van Leeuwen [1996] 2006; Baldry, Thibault 2006), the present study reflects upon methodologies in Video Abstract analysis and proposes an approach that takes into account the multimodal nature of this complex emergent genre.

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Science with and for society: The popularization of Terminology within the domain of Nutrition

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This proposal falls within the scope of the theoretical and methodological assumptions of Terminology, perceived as a “science studying the structure, formation, development, usage and management of terminologies in various subject fields” (ISO: 1087). Taking a two-pronged approach – linguistic and conceptual – the terminological work proposed here aims at organizing concepts and terms in order to improve specialized communication, sustained in the knowledge shared by the members that comprise the communities of experts. Contemporary societies based on information and knowledge, and relying on increasingly democratized technologies, have paved the way for science to step out of the specialized contexts in which it is produced and become available to a non-expert audience. However, contents – concepts, terms, definitions – are seldomly organized or presented in an adequate manner, since their language is not adjusted to a general audience. The UN 2030 Agenda stresses the need to adequate language register and terminological resources to citizens. It is no coincidence that citizen engagement with science is one of the central tenets of UN 2030 Agenda for sustainable development, where “science with and for society” is one of the priorities. Engaging citizens in the debate and co-creation of scientific knowledge – embodied in the notion of citizen science (Serrano Sanz et al., 2015) – requires a communicational adjustment that must be achieved by the terminologist-mediator, involving the main agents of knowledge and respective specialized discourses. We understand mediation as “un processus structuré, conçu et mené par le terminologue, qui consiste à médier une discussion visant l’obtention d’un consensus sur des données terminologiques, préalablement organisées, de la part d’une communauté d’experts appartenant à un même domaine de spécialité ou dans le cadre d’un projet commun” (Silva & Costa, 2019), whose aim is to popularize the definitions of concepts enabling the transition from the specialized level to the popular one without any loss of scientific accuracy.

To better illustrate our purposes, we intend to describe the methodology used in *Alimentopia – Utopian Foodways*¹⁰, a project in the scope of nutritional sciences that aims to create a nutritional database for non-experts. We will focus on the methodology employed in that project to write popularized definitions, which we called “descriptive definitions”. By “descriptive definition” we mean a text that stems from a popularization process that starts with the analysis of scientific definitions or defining contexts, which anchor concept and term so as to be understood by a non-expert audience.

Starting with a nutritional corpus built within the scope of the multidisciplinary project *Alimentopia – Utopian Foodways*, we used Sketch Engine¹¹ to identify the contexts where we can find the lexical and semantical elements that allow us to recognize the characteristics of the concepts we want to define. Based on linguistic information, validated by experts, we propose descriptive definitions aimed at popularizing knowledge. With this methodological result, we intend to highlight the importance of the accuracy and correctness of natural language definitions to ensure that communication is adapted to a non-expert audience.

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¹⁰ Research project founded by FCT/COMPETE, which offers a multi-disciplinary approach to the discussion about future conditions of food production and consumption through holistic and prospective utopian thinking: <http://alimentopia.oxys.pt>. Leader: Fátima Vieira, University of Porto.

¹¹ Sketch Engine is a tool to explore how language works: <https://www.sketchengine.eu/>

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La lingua medica nella comunicazione esperto-non esperto: foglietti illustrativi a confronto fra italiano, tedesco, inglese e francese

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Il presente contributo intende offrire, in chiave multilingue, un'analisi di tipo comparativo-contrastivo della lingua medica utilizzata nella comunicazione esperto-non esperto, prendendo come base di partenza un corpus diacronico costituito da foglietti illustrativi (FI) che accompagnano alcuni farmaci da banco, ovvero farmaci per i quali non vige l'obbligo di prescrizione medica. Le lingue di redazione prese in esame per la presente analisi sono italiano, tedesco, inglese e francese.

I foglietti illustrativi, realizzati dalle case farmaceutiche secondo la direttiva 2001/83/CE, in ottemperanza alle norme che regolano la commercializzazione dei farmaci in ciascun Paese e in osservanza di quanto stabilito dai relativi organi di controllo, rappresentano forse la tipologia testuale per eccellenza appartenente al mondo della letteratura medica e, probabilmente, anche la più diffusa su larga scala (Montalt Resurreció e González Davies 2007: 68). Una delle difficoltà maggiori nell'utilizzo dei FI è sempre stata individuata "da parte degli utenti [...] nella comprensibilità delle informazioni" (Gualdo e Telve 2011: 314) tanto che, come rileva Puato (2012: 89), "la questione della comprensibilità dei foglietti illustrativi dei medicinali (FI) è una questione annosa che riguarda i FI come genere testuale in sé, indipendentemente dalla lingua in cui sono redatti, e le cui cause sono di diversa natura". Tra queste, vi è sicuramente la difficoltà dovuta alla grande densità di terminologia tecnica che caratterizza questa tipologia testuale e che ne aumenta l'oscurità (Gualdo e Telve 2011: 314); proprio per ovviare a questo problema la Ue, valutando la leggibilità e la comprensibilità dei FI, ha ritenuto migliorabili questi due aspetti poiché "il linguaggio utilizzato è spesso troppo complesso e la struttura e il layout non sono sempre intuitivi" (Relazione della Commissione al Parlamento europeo e al Consiglio del 22.03.2017) e ha pertanto raccomandato agli Stati membri di agire in tal senso.

Partendo da questo aspetto, il presente contributo vuole mettere in luce il modo in cui è stata recepita la direttiva e, di conseguenza, le strategie attraverso le quali nelle quattro lingue selezionate è stata determinata l'evoluzione stilistica e linguistica dei FI e se sia stato effettivamente raggiunto un grado di maggiore comprensibilità rispetto al passato. Per questo motivo, nella prima parte del contributo verranno brevemente illustrate le linee guida dell'Unione europea per la redazione dei FI dei farmaci da banco e le raccomandazioni per un miglioramento della loro comprensibilità da parte degli utenti finali, nella seconda parte si illustreranno le motivazioni e i criteri che hanno portato alla costituzione del corpus e le sue relative caratteristiche, mentre la terza e ultima parte sarà interamente dedicata a rilevare affinità e diversità sintattiche, stilistiche e lessicali di ciascuna lingua con particolare attenzione all'evoluzione realizzatasi nel tempo dei FI.

Teaching business French in a changing multicultural context

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This paper presents the curriculum development of business French courses at the Faculty of Economics, University of Ljubljana, with regard to the rapidly changing profile of students. The FEUL is both a national leader and an internationally recognized academic and research institution in the fields of business and economics. Intensive internationalization and the introduction of study programmes in English over the last ten years have significantly changed the structure of students who enrol in business French courses: today, two-thirds of them are foreign students from five different continents, who are either full-time or exchange students. One particular and recent challenge are highly motivated Slovene students who decide to go for an exchange in France or a French-speaking country and enrol in the business French class without any prior knowledge of French. In only a few years, this growing interest has led to the creation of a new French-language course for complete beginners (A1-A2), despite the principle that foreign language courses should run at the B1-B2 level.

Such diversity of the students' profiles requires constant reconsideration of teaching strategies, the learners' needs and expected outcomes (Hutchinson and Waters, 1978; Lehmann, 1993; Mangiante, Parpette, 2014; Basturkmen, 2010) in relation to online, mobile and collaborative technologies (Martin, Madigan, 2006; Iiyoshi, Kumar, 2008; Wang, Winstead, 2016) and plenty of flexibility in the adaptation of teaching materials. Since the academic year 2016–2017, students have been divided into two groups, one group at the beginner level (A1-A2), with 10 to 15 students, and one at the intermediate-advanced level (B1-B2), with 15 to 20 students. The learning platform used is Canvas. The main learning objective for both groups is to develop the skills needed for communication in business-related situations (presentations, company organization, company activity, products and performances), to develop and reinforce basic language skills (listening comprehension, reading comprehension, writing and speaking), and to expand the students' knowledge of business and economics terminology. Although the main objectives are the same, the implementation and the teaching strategies differ. They require an ongoing creation of study materials and the continuous adaptation of exercises and on-line resources, with particular attention focused on the students' progress and learning difficulties.

The overall experience is very positive, the results are encouraging and, above all, the number of students is increasing. The presentation will focus on the observations and findings of the last five years, looking at the students' motivation and engagement, the impact of their linguistic origin, and final outcomes.

Keywords: Business French, Course Design, Multicultural Classroom, Languages for Specific Purposes,

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Popularization of Legal Knowledge in a Government Framework

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A topic with rising interest in the field of Legal Linguistics in these years is how legal knowledge is popularized by institutions from public administration. By popularization we mean the process of recontextualizing legal knowledge from its traditional settings of courts and administrative offices making decisions or legislative bodies creating legal rules. The purpose of popularization is to bring legal knowledge closer to citizens (the 'populus') by way of information and even education in settings outside of the core of the institution. Such popularization attempts are interesting from the point of view of Legal Linguistics, because they are pragmatically heterogeneous: They pursue different goals, such as educating the public, making the interaction between citizens and administration smoother and creating a more popular image of the administration, to mention some of the primary goals. We want to investigate the balance chosen between such heterogeneous goals by way of the methods of Legal Linguistics.

For the proposed paper, we chose a case study design and will concentrate upon one administration (Bavarian Ministry of Justice) and one topic (basic law of inheritance). We want to look at two coordinated communicative efforts, i.e., an explanatory video (*Erklärfilm*, <https://www.justiz.bayern.de/presse-und-medien/videos/>) and a 50-page informative brochure (https://www.justiz.bayern.de/media/images/behoerden-und-gerichte/vorsorge_f_den_erbfall.pdf). We are especially interested in assessing what specific purposes the two communicative efforts fulfil in the popularization process and how each of them balances the heterogeneous purposes. In this connection, our analysis will rely upon approaches from Legal Linguistics like *Rechtslinguistisches Verständlichkeitsmodell*, multimodal analysis and analysis of knowledge forms, with which we have already worked in previous studies. The following questions will be central:

- How are the characteristics of the two communicative efforts exploited that are connected to the medium (animation, moving pictures vs. multimodal print)?
- What differences and similarities exist concerning, e.g., overall structure, choice of modes, explanations, justifications, level of conceptual detail?
- How efficient is the knowledge dissemination? What knowledge is constructed by non-specialist readers based on the communicative efforts?
- How do the video and the brochure help to increase trust in the law and to reduce fears?

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Semiótica y Alternancia de Código en el Aprendizaje Híbrido Postcolonial

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En la producción literaria *Historia General de las cosas de la Nueva España*, el misionero español franciscano y narrador heterodiegético, Bernardino de Sahagún (1499-1590), en forma cronológica y lineal describe las vicisitudes lingüísticas socioculturales de los náhuas, grupo perteneciente a los aztecas o mexicas, quienes vivieron en la parte central de México-Tenochtitlan en los siglos XV y XVI. A este texto de Sahagún conocido también como el *Códice Florentino* se le ha destacado como una monumental obra maestra por su aporte sociocultural y al fraile Bernardino se le ha designado el título de Antropólogo de América.

Sin embargo, el aporte de Sahagún no solamente fue dedicado al estudio y aprendizaje de la cultura y sociedad nahua, sino que también al estudio y aprendizaje de la lengua náhuatl. Por sus estudios exhaustivos se puede decir que fray Bernardino no solo fue un antropólogo, sino un antropólogo y docente lingüista, ya que de acuerdo con Alessandro Duranti, “los antropólogos lingüistas ... han hecho hincapié en una visión del lenguaje como un conjunto de prácticas que desempeña un papel esencial en la mediación de aspectos materiales e ideativos de la existencia humana” (Duranti, 2000).

Sahagún utilizó el idioma indígena y, a través de la información recopilada con la ayuda de sus asistentes académicos trilingües y de las entrevistas auténticas llevadas a cabo, empleó toda esa información como un instrumento representativo de enseñanza y aprendizaje al traducir el lenguaje náhuatl al español (y también a latín). Al ejercer imparcialidad usando fuentes reales y fieles basándose en la focalización interna de viejos intelectuales omniscientes entendidos de los acontecimientos ocurridos, tanto de la idolatría (náhuatl) como de la república (los españoles) que se hallaron presentes durante la conquista de la ciudad de México, Sahagún se convierte en un narrador fidedigno porque ejecutó imparcialidad en su recopilación de datos.

Mi trabajo tiene la intención de analizar las faenas culturales lingüísticas realizadas por Bernardino de Sahagún, señalar las formas en que su investigación ayuda a establecer la educación híbrida náhuatl-español y, demostrar cómo su trabajo investigativo ha sido y sigue siendo una fuente valiosa para muchos investigadores en búsqueda de evidencias de contacto lingüístico colonial. Estos estudios y conocimientos sociocultural y lingüísticos especializados de Sahagún dan un ejemplo a seguir a estudiosos contemporáneos, buscadores de evidencias de contactos postcoloniales, los cuales en el tesoro enciclopédico del fraile encuentran demostraciones de cómo fue ejecutada la recopilación de datos y cómo se utilizó la lengua de los nahuas con sus cambios y variaciones.

En mi análisis explicaré la forma en la que el historiador lingüista norteamericano James Lockhart (1933-2014) en forma similar a Sahagún, utiliza la información redactada para enseñar los cambios y variaciones de la lengua náhuatl a través de los siglos. Esto señala lo afirmado por Tuson Valls al considerar que las lenguas utilizadas como constructos humanos son síntoma y parte de las vidas de los pueblos y también instrumentos de comunicación y representación del mundo. (Duranti, 2000).

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Stakeholders' beliefs regarding the development of disciplinary language skills in PBL sessions in EMI

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Teaching content through the medium of English (EMI) is rapidly growing in higher education in Europe (Wächter & Maiworm 2014). This growth is not free of tensions and contradictions regarding students' and lecturers' expectations for EMI. This content teaching and learning via the medium of another language creates a new learning environment with shifts in pedagogical focus and evolving roles for teachers. The present study focuses on disciplinary-specific oral classroom discourse in Problem-Based Learning (PBL) sessions conducted through EMI in sharp contrast with traditional teacher-fronted lecturing. Problem Based Learning (PBL) was designed in the 1960s in Canada in medical education as a student-centred (Barrows 1996), self-directed and collaborative learning approach to engage a small group of students in active learning and knowledge construction. As it is through dialogic interaction that students build up and extend their critical thinking, problem-solving and communication skills (Aguilar 2016:336), the focus of my approach is on interaction in EMI in Higher Education, which is a poorly researched field (Macaro et al. 2018).

The setting analysed is the Nursing Faculty at the University of Girona (Catalonia, Spain), where undergraduate students take part in highly dialogic PBL sessions that place student-student and student-teacher interaction at the centre (Basturkmen 2016). This study focuses on teachers' and students' beliefs (Borg 2003) around EMI goals, benefits and drawbacks. To pursue this objective, data was collected from semi-structured interviews with PBL stakeholders (students, tutors and Faculty management). The interviews were transcribed and analyzed thematically in order to report on teachers' and students' perceptions. The analysis shows there is a mismatch between teachers' and students' expectations and needs: while students expect to develop disciplinary language skills in English, lecturers do not perceive themselves as teachers of disciplinary English (Airey 2014; Aguilar 2017). Opportunities of developing disciplinary English faced both by students and academic staff are discussed. In the conclusions measures are put forward to inform pedagogical practices in EMI settings in Southern European universities.

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Les métaphores d'orientation en traduction économique

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Selon la théorie cognitive de Lakoff et Johnson (1980), les métaphores dites de spatialisation ne sont pas attribuées au hasard ; la métaphore ne peut servir à comprendre un concept qu'en vertu de son fondement dans notre expérience.

Dans le cadre d'une étude comparative entre l'espagnol et le français, notre travail vise à explorer les métaphores d'orientation dans un corpus comparable de textes tirés de quotidiens à caractère économique publiés en espagnol et en français entre 2007 et 2018. Le premier dépouillage en espagnol a été tiré du corpus DiCEM (*Diccionario de la Crisis Económica Mundial*-Dictionnaire de la crise économique mondiale) et le deuxième a été élaboré à partir de trois quotidiens français, *Les Échos.fr.*, *Le Figaro.fr* et *Le Monde.fr.*

Les principaux objectifs à atteindre sont :

1. repérer et isoler les métaphores d'orientation les plus utilisées dans les textes économiques en français et en espagnol, aussi bien pour des expressions à connotation positive que négative.
2. connaître leur fréquence. Parmi les expressions positives ou négatives, quelles sont les occurrences les plus fréquentes en français et quelles sont les plus fréquentes en espagnol ?
3. travailler la terminologie et la phraséologie, notamment les préférences sémantiques des collocations standard concernant la métaphorisation dite d'orientation dans chaque langue-culture qui nous occupe.

Bien qu'il y ait déjà des recherches bilingues et même multilingues sur les métaphores structurelles dans les médias économiques, concernant les métaphores qui nous occupent ici, aucune analyse, à notre connaissance, n'a été entièrement consacrée à la comparaison entre le français et l'espagnol.

Nous pourrions ainsi offrir un document spécialement conçu pour les traducteurs et les traductrices, c'est-à-dire, une base de données terminologique avec des correspondances terminologiques et conceptuelles dans la combinaison linguistique espagnol-français-espagnol où figurent les collocations standard en usage dans leur contexte et les éventuelles variantes normalisées. Il s'agit, en même temps, de faciliter chez le traducteur le processus d'apprentissage du domaine économique en question et d'aider à développer la compétence terminologique et la compétence documentaire.

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Different listener, different text?

Comparing audio descriptions of paintings designed for different audiences

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European Year of Cultural Heritage 2018 can be considered an EU initiative of the utmost importance because, with its stated aim to “encourage more people to discover and engage with Europe’s cultural heritage”¹², it stresses the need for involving the widest audience possible in order to enhance appreciation for cultural heritage. This issue is strictly related to the crucial role that communication plays in conveying the importance of cultural heritage, as the values conveyed by cultural heritage will be manifest only if they are mediated through language (in all its semiotic forms) in order to be accessible to a wide audience, including social groups who are not always provided with equal opportunities in cultural heritage experiences.

The aim of this study is to investigate the expectedly different communication strategies adopted in museum audio descriptions designed for different types of listener. The study proposes an analysis of a small corpus of audio descriptions in English available on the official website of the Museum of Modern Art (MoMA) in Manhattan. The corpus includes 33 two-minute long audio descriptions of 11 paintings, which were grouped as follows:

- a. 11 audio descriptions for the general public;
- b. 11 audio descriptions specifically devised for children;
- c. 11 “visual descriptions”¹³ specifically devised for blind and partially sighted visitors.

The audio descriptions in the three groups were selected in such a way as to compare all three versions (general audience, children, visually impaired) for each of the 11 paintings.

The audio descriptions will be analysed in the three groups to define the features of cultural heritage discourse as LSP. In particular, drawing on previous studies on audio guides (Fina 2018), museum audio description for non-sighted people (Neves 2012, 2015, 2016; *ADLAB*¹⁴; *ADLAB PRO*¹⁵), and multimodal analysis of soundscape (van Leeuwen 1999), the investigation will focus on the strategies adopted at both the verbal and extra-verbal levels in order to make art accessible to different types of audience.

At a subsequent stage, the findings obtained for each group will be compared in order to:

1. determine how the contents are re-shaped and re-mediated to fit the expected needs of the specific category of visitors;
2. determine the extent to which communication strategies, both verbal and non-verbal, vary in relation to the different type of listener for whom the audio description was designed;
3. identify key patterns underlying listener-related diversification of contents and strategies.

A preliminary analysis has shown that although the contents tend not to vary significantly across the three versions, a few concepts may be deleted or delivered differently depending on the type of visitor. In particular – and expectedly – audio descriptions for the visually impaired tend to be more denotative and technical than those for the general audience and for children, and audio descriptions for children tend to embed extra-verbal features (e.g. sounds) which tend not to appear in the other two versions.

¹² <https://europa.eu/cultural-heritage/about>

¹³ <https://www.moma.org/audio/playlist/3?locale=en>

¹⁴ <http://www.adlabproject.eu/>

¹⁵ <https://www.units.it/news/adlab-pro-audio-description>

The final results will be framed within major issues in museum accessibility and best practices, and several points for future investigation will be raised and discussed.

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The European Year of Cultural Heritage 2018 <https://europa.eu/cultural-heritage/about>

Translating culture-bound concepts in specialized texts: the role of creativity in corporate culture

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This study is at the crossroads of LSP translation, creativity and culture, and explores the boundaries between these concepts in order to expose any cultural constraints superimposed on the creative performance of LSP translators.

The object of analysis in this study are specialized text types that are not typically associated with creativity or culture specificity, texts that are more descriptive or prescriptive rather than expressive or persuasive. Literature about the latter (e.g. advertising, marketing or tourist texts) and their rhetorical devices abounds (Leech 1966; Cook 1992; Myers 1994; Goddard 1998; Dann 2001; McQuarrie & Phillips 2008), and so does literature on the translation of culture-bound terms in such text types (Newmark 1988; Kelly 1997; Katan 1999; Hatim 2004; Agorni 2012). Conversely, when it comes to descriptive or prescriptive texts (e.g. technical documentation, operating manuals, instruction booklets or product sheets), not much academic literature has been produced as to their general features (Wright 1993; Byrne 2006; Scarpa 2008), and few scholars have put some effort in writing about the challenge of translating culture-bound terms in specialized text types (Harvey 2003; Olohan 2016; Musacchio 2017).

By investigating specialized terms that only apparently seem to be unrelated to the relevant source (SC) or target culture (TC), the study proves that not only are they actually culture-specific items themselves, but also that they refer to archetypal categories (e.g. form, size, colour, etc.) that defy conceptual universals (Wierzbicka 1996, 1997). Starting from the concepts themselves, as represented in pictures, graphs, charts, or similar visual aids, the association between signifier and signified is reconstructed in multiple languages, giving priority to none of them, so as to expose the cultural differences of each in denoting (and connoting) the referent, and the difficulties the translator would meet in providing acceptable solutions for the target culture.

Based on the outcome of this study, the cross-cultural constraints acting upon and limiting the creative performance of the LSP translator appear to be unsurmountable within the same specific domain if the SL/SC terms have already been lexicalized in the TL/TC, but less so when the translation crosses domains to achieve other goals, in which case the translator is left free to even transcreate.

Keywords: LSP, specialized translation, creativity, culture, transcreation

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Ciclo de vida de las metáforas terminológicas. A propósito de la neología de la crisis económica mundial

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La denominación de nuevos conceptos, o de los percibidos como innovadores, puede materializarse de variadas formas en el discurso, entre las que se encuentran las denominaciones de tipo metafórico. La metáfora terminológica es un procedimiento neológico frecuente y, sin embargo, escasamente estudiado en Terminología (excepto los incipientes estudios de Rossi 2015).

En esta comunicación ponemos el foco en la variación terminológica metafórica como procedimiento de terminogénesis, con el objetivo de contribuir a su modelización. Para ello proponemos una aproximación tanto a las metáforas terminológicas lexicalizadas (aceptadas por la comunidad científica), como a las denominaciones metafóricas discursivas que no se han fijado. El estudio conjunto de términos y candidatos a término nos permite ahondar en el conocimiento sobre el ciclo de vida de las metáforas terminológicas, en línea con los estudios de Oliveira (2009) y Monneret et al. (2015) sobre la terminología médica en ámbito científico y en ámbito económico.

Para ahondar sistemáticamente en su estudio, extraemos las metáforas terminológicas del corpus ampliado de prensa escrita española DiCEM *Diccionario de la Crisis Económica Mundial* (7.330.254 palabras), compuesto por noticias sobre crisis de la prensa escrita general y especializada española del período 2007-2018. Seleccionamos los términos metafóricos fijados (como *burbuja inmobiliaria* o *hipoteca basura*), junto a las variantes denominativas fugaces (por ej. *crisis de las hipotecas locas*), de efímera formulación y sin repercusiones conceptuales ni terminográficas. Los estudiamos conjuntamente con el objeto de mejorar su identificación y conocer sus condiciones de emergencia o desaparición. Nos interesa saber qué formas se fijan, cuál es su cronología de implantación o su necrología, al tiempo que nos aproximamos a sus formulaciones intermedias, para identificarlas en corpus e investigar qué funciones asumen en el discurso periodístico general y especializado.

Más allá de estudiar la metáfora terminológica, los resultados de nuestra investigación pretenden contribuir al estudio del proceso de creación de neologismos terminológicos metafóricos. Este trabajo está en la línea de la innovadora tipología neológica establecida por Pelletier (2012) y de los más recientes estudios sobre variación terminológica conceptual (Drouin et al. 2017).

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Languaging as a strategy to manage the different English-language levels in the CLIL classroom at a public highschool in Catalonia

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'INS Josep Lladonosa' is a public high-school situated in the neighbourhood of Pardinyes, in Lleida (Catalonia). The presentation focuses on the five class-groups of the second year of compulsory secondary education. It is important to highlight that these class-groups are created by the hisghschool's pedagogical team so that each class-group contains heterogenous academic levels. This is done by looking at the academic results these students obtained in the last year of primary education. However, the fact that students come from different primary schools of the city and surrounding villages and that only the grades of certain subjects are contemplated implies there might be differences amongst class-groups. The students take three subjects in English: on the one hand, the 'English language' subject; and on the other, 'Technology' and 'Music' through the medium of English. These last two subjects follow the CLIL approach. CLIL, which stands for Content and Language Integrated Learning, is defined by David Marsch (in Coyle, 2006) as "an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role."

One of the authors of this presentation is currently teaching the 'Technology' subject to the 5 groups. These class-groups are organised in the 'Technology' subject into six heterogeneous collaborative working groups from the beginning of the academic year; thus, class interaction develops at a whole-class level but also within each collaborative group. The students' linguistic repertoires include Catalan and Spanish, and given their varied levels of proficiency in English within each group, the teacher languages in Catalan, Spanish and English to make sure all students understand the explanations and class instructions. The teacher has observed that the amount of English used from students and even herself in different class-rooms also differs.

A questionnaire has been designed to be implemented in May this year with questions about the students' linguistic repertoires, practices outside the school, and beliefs about the efficacy of the subjects delivered in English. A class session of the 'Technology' subject with two of the five groups will be observed and video recorded in order to obtain examples of the kind and amount of languaging that takes place in these sessions. Three research questions guide our study. The first concerns the practices (inside and outside the school) that students engage in: which ones do they consider are contributing the most to their English learning process? The second refers to students' belief about the efficacy of the subjects delivered in English. The third deals with the amount and quality of languaging in the class-sessions: are the linguistic decisions adopted by the participants contributing to the learning of both content and language?

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“Ket me out of here”: The Thai cave boys’ rescue and the popularisation of technical-scientific information in the news media

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On 23 June 2018, a football team of 12 boys between 11 and 17 and their coach ended up trapped in Tham Luang cave in the North of Thailand, after entering it for a short walk and being surprised by an unexpected flood. As the water filled the cave, for several days the world followed in suspense the fate of the imprisoned team, an emotionally engaging story especially for the young age of the people involved. A heated debate among professionals as well as lay people ensued on the possible ways of saving the boys, all eventually rescued alive from the cave 22 days after. The worldwide media coverage of the news was immense, and unprecedented as regards speleological accidents.

The rescue operation required a very complex effort, necessitating professional knowledge and experts of multiple disciplines, including geology, hydraulics, medicine to name some, on top of caving and diving. This study aims to analyse how the large amount of technical-scientific information related to the rescue was transferred to a lay audience: e.g., on 11 July 2018, a *Sun* headline read “Ket me out of here”, referring to the boys apparently being dosed with ketamine in order to be saved. How much background knowledge is to be assumed? How much to be provided for the informative scope? How is specialised terminology ‘dosed out’ to the public for this objective?

The analysis will be carried out on a collection of texts from English-speaking news media sources worldwide, including Thai local ones (e.g. *The Bangkok Post*), collected between 23 June and 31 December 2018. The focus will be terminological, but a discursive interpretation will be attempted along the lines of Critical Discourse Studies. The corpus will be investigated and interpreted qualitatively, from the perspectives of domain-specific languages (Gotti 2011, 2014), science popularisation (Garzone 2006), appraisal in the media (Martin & White 2005) and Critical Discourse Studies (Wodak & Meyer 2016; Flowerdew & Richardson 2018), though tools for quantitative analysis, e.g. *SketchEngine* (Kilgarriff & Rychlý 2003) may be employed to support and integrate the data.

This investigation is expected to shed light on the novel ways in which news stories involving specialised knowledge and enjoying global coverage are reported to mass audiences, in a mediating process that presupposes – in the current interactive use of the web – a negotiable co-construction of knowledge and opinions.

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Field report: Applied ESP in Engineering

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Language for specific purposes mediates a variety of knowledge and skill areas in preparation for practical application in the chosen occupation. Classroom instruction imparts fundamental linguistic elements such as syntax or domain-specific lexis, most commonly through the lens of a language specialist, while the learner's focus is directed toward the future application in a professional environment.

To investigate on-the-job requirements and expectations for Technical English competence, semi-structured interviews were conducted with 32 practitioners at two multinational companies based in Germany, with a combined 772 years of professional experience in an engineering environment. Respondents provided information on their language training and proficiency including specific strengths and weaknesses; their experience using English at work such as frequency, mode of communication and communicative context; as well as their evaluation of the importance of various competencies for Technical English.

Results confirm that the most common priority of the professional engineers interviewed for this study is successful completion of the communicative act, with formal criteria such as grammatical correctness viewed as less essential or even negligible. Vocabulary range and precision were consistently cited as central aspects of successful English-language communication, accompanied by the realistic expectation that the appropriate terminology can be most effectively acquired onsite rather than in a notional classroom context. Additionally, German employers' high expectations of (near-)universal English proficiency are revealed in the reported assumption that a graduate of the German secondary school system – and therefore with a nominal CEFR level B2 in English – is sufficiently prepared for an international, English-based working environment, although in practice employees without a tertiary degree reported being overwhelmed by these demands.

Key words: engineering, ESP, needs analysis, professional communication, Technical English

When an illness is born: Authentic and artificial medicalization

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Sluggish Cognitive Tempo (SCT) and Motivational Deficiency Disorder (MoDeD) are two apparently similar states that have recently reignited the controversy surrounding the merits and demerits of the medicalization of what was previously thought to be ordinary human behavior. However, there is a crucial difference between the two: whereas there is a genuine medical basis to the former, the latter has no scientific justification and is indeed a hoax.

The increasing medicalization of society represents an interesting as well as controversial object of study not only for the medical community, but also for researchers of many other disciplines including, among others, sociology and linguistics. Of particular interest to linguists is the process through which life problems receive “medical diagnoses and are subject to medical treatment, despite dubious evidence of their medical nature” (Conrad 2007: 3). Such a process involves a social construction of reality (Berger and Luckmann 1966) in which discourse and discursive categories assign ordered meanings to collective human experience. As a result, as in the case of Sluggish Cognitive Tempo, behavior or psychic states depicted as problematic can be ascribed a pathological status and discursively constructed as an illness -language and discourse being “the depository of institutionalized collective “sedimentations”” (Conrad and Schneider 1980: 21). In the same way, however, the strategic use of discursive and generic conventions can both create a non-existent condition and mislead the public, such as in the case of Motivational Deficiency Disorder, a spoof devised to raise general awareness of the potentially worrying outcomes of widespread medicalization.

This paper sets out to investigate the discursive representations of SCT and MoDeD with the aims of comparing the ways in which they are framed conceptually, defined linguistically, and popularized to lay audiences. By comparing two *ad hoc* corpora of different genres comprising, for example, mainline journalism, online commentary, and scientific articles on these two conditions, and examining them with the methodological tools provided by Critical Discourse Analysis (cf. Fairclough 1989; 1991), the authors will trace the processes through which LSP is employed in both authentic medicalizations and spoofs. Additionally, the data is also expected to reveal the typical persuasive techniques marshaled in support of contrasting viewpoints on medicalization.

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The artist's statement, 'how-to' websites and the interpretation of creative practice

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Parsons (1994) description of a newspaper photo of Malevich's black square, where a dozen people are reading the accompanying written text rather than looking at the painting on the wall, amusingly captures the way that the interpretation of visual art is often mediated by specialised written texts. One prominent type of specialised text that inevitably works to shape the viewer's interpretation of the creative work is the *artist's statement*, a single page document that provides a written description of the artist's creative intentions and the themes that inform their work. Usually written by the artist, it is produced to accompany an exhibition, but is also attached to funding applications, or to a portfolio of work sent to a gallery when canvassing for an exhibition. More recently, however, with the proliferation of the artist's website and the trend for independent artists to market and sell their own work online, the artist's statement has become a widely prevalent online genre. One consequence of this prevalence is the emergence of numerous 'how-to' websites providing instructions and guidelines for writing the artist's statement.

This presentation reports on research which examines the artist's statement and how its structural, semantic and syntactical features discursively mediate the audiences' understanding and engagement with the artist's creative practice. In doing so, however, it also considers the potential impact that the emergence of online guidelines for writing artist's statements have on the nature of the genre, and consequently on the viewer's interpretation of their work. In order to carry out these aims, the study consisted of a corpus-assisted discourse analysis (Baker, 2006; Baker and McEnery, 2015) of a 33,000 word corpus of 100 online artist's statements, a qualitative analysis of interviews with artists about the writing of the artist's statement, along with a content analysis of 'how to' websites which provide guidelines for the writing of artist's statements.

The presentation will show that not only does the artist's statement bring a particular way of understanding the work into being for their viewing public, but that through the act of conceptualising their creative process through language, the artist's statement may shape and delimit the nature of their creative practice. It will also examine how this discursive conceptualisation of their creative practice is often informed by the language or generic templates recommended by websites that provide guidelines for writing the artist's statement. The presentation will conclude by briefly commenting more broadly on the way that 'how-to' websites, mediate other types of specialised texts, such as the student essay. (415 words)

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From LSP to general language: What does a corpus-based investigation of syntactic dependencies of terms tell us on the determinologisation process?

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Determinologisation is defined both as the process by which terms move from specialised language (LSP) to general language (LGP), and as the use of terms in LGP (e.g. Guilbert 1975; Ungureanu 2006). Different semantic changes are likely to occur in this process: appearance of a shallower meaning, metaphors, or word plays (e.g. Guilbert 1975; Meyer, Mackintosh 2000; Renouf 2017). Tracking semantic changes is a challenge mostly addressed by distributional analysis approaches on corpora, which rely on the assumption that the meaning of a word can be described on the basis of its collocates in corpora (Firth 1957; Harris 1954; Habert, Illouz, Folch 2005; Sahlgren 2008). Semantic shifts can then be tracked by the observation of changes in the distribution of terms in comparable corpora (e.g. Aussenac-Gilles, Bourigault, Teulier 2003; Habert, Illouz, Folch 2005).

In this context, our communication aims to present an investigation on semantic changes resulting from the determinologisation process in the domain of particle physics, in French. We focus here on the syntactic dependencies of selected terms (especially subject-verb-object and noun-modifier). Our corpus is composed of five sub-corpora, designed to represent different decisive textual genres at stake in the process of determinologisation: theses and scientific articles (LSP), general press (LGP) and three “intermediaries”, namely press releases, science popularisation articles and public reports. Our analysis is based on the comparison of these sub-corpora and relies on a concordancer – AntConc (Anthony 2018) – a term extractor – TermoStat (Drouin 2003) – and a syntactic analyser – Talismane (Urieli 2013).

Our purpose is twofold. First, we aim to assess to what extent a change in the dependencies of a term in LGP compared to LSP reveals semantic changes resulting from determinologisation. Second, we aim to feed into a discussion on the progressive aspects of determinologisation and the role of the intermediaries in these changes, hardly addressed in existing papers (e.g. Halskov 2005; Condamines, Picton 2014).

First, quantitative observations on the most frequent terms will provide an overall picture of the distribution of their syntactic dependencies among the five sub-corpora. Second, several case studies will provide a better understanding of the semantic changes at stake and the role of the intermediaries. Preliminary results show three major elements, which will be further explored in the presentation:

- a. the majority of the syntactic dependencies in the press sub-corpus are also attested in at least one of the other sub-corpora, and especially in the popularisation one;
- b. paradoxically, a large number of dependencies are attested in one sub-corpus only;
- c. these dependencies point not only to the existence of semantic changes usually described in the literature, but also to subtler mechanisms that might be linked to a large range of causes (e.g. changes in the viewpoints adopted by authors, genre characteristics, efforts to catch the readers' attention).

These observations enable us to qualify the nature of the semantic changes at stake and to question not only the role of each intermediary in the corpus but also the role that other intermediaries might play. This provides new insights on the complex way determinologisation works, and an original reflection on this phenomenon, as a process.

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The Needs of LSP Teachers in the EHEA

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Quality teaching in the European Higher Education Area (EHEA) has become an issue of importance, but learning to teach remains too often neglected. This is a matter of particular concern for teachers and learners of Languages for Specific Purposes (LSP) in higher education institutions that do not lead to degrees in languages. Importantly, general language teacher courses only rarely address the specific domain of LSP teaching. If the target language competence, language awareness, knowledge of the language as a system, and pedagogical skills set are the core dimensions of the professional language competence of teachers of foreign languages for general purposes (Trappes-Lomax 2002; Richards 2010), the LSP teachers have different core and secondary training needs.

However, most LSP teachers teach LSP courses without any initial training. As a result, eight project partners, led by the University of Bordeaux, have embarked on an Erasmus+ project entitled TRAILS: LSP Teacher Training Summer School. The primary focus of this project is placed on LSP teacher training and skills development to promote high quality and innovative teaching.

The TRAILS project consists of the following phases: review of existing LSP higher education teacher training programmes in different European countries and identification of good educational practices; identification of LSP teachers' needs based on quantitative and qualitative data derived through questionnaires and interviews; identification of gaps between the provision of LSP teacher training and teachers' needs; definition of training objectives, topic areas and outcomes of the TRAILS Summer School; design of a programme for LSP teacher training; implementation, organisation and evaluation of a pilot summer school for pre-service and in-service LSP teachers.

The present paper will report on the results of the quantitative part of TRAILS Intellectual Output 2: identification of LSP teachers' needs based on quantitative data derived through a questionnaire. More specifically, the analysis will cover the following core aspects: LSP teacher data, pre-service and in-service LSP training received, if any, and LSP teacher training needs.

Key words: LSP teacher training, LSP teacher needs, EHEA, Erasmus+ project

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Soft Skills-Förderung im Rahmen des berufsorientierten fremdsprachlichen Unterrichts im Tertiärbereich: Beispiel aus der Praxis

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Die sogenannten Schlüsselkompetenzen gewinnen weltweit ständig an Bedeutung, sowohl am Arbeitsmarkt als auch im akademischen Bereich. Studierende jeglicher Disziplin benötigen daher bereits zu Beginn des Studiums Wissen und Kenntnisse über diese Kompetenzen und sollen im Laufe des Studiums mithilfe von unterschiedlichen Arbeitsformen und -methoden dazu angeleitet werden, erstens sich „ihrer eigenen“ Soft Skills bewusst zu werden, und zweitens diese konstant weiter zu entwickeln und zu vertiefen. Ein Kleingruppen LSP-Klassenzimmer (mit nicht mehr als zwanzig Studierenden) ist ein idealer Startpunkt dafür, denn es ermöglicht transparente Kommunikation und schafft eine sichere Umgebung, weil im stabilen Team ein gutes Arbeitsklima gewährleistet werden kann.

Im Beitrag wird der Versuch der Förderung von Schlüsselkompetenzen im Rahmen des Studienfachs „German for Business and Economics“ vorgestellt, der an der Fakultät für Wirtschaftswissenschaften der Universität Ljubljana, Slowenien, im akademischen Jahr 2018/19 mit den Studierenden des zweiten und dritten Studienseesters mit der Anfängergruppe A2/1 (gemäß GERS) anhand des Themas „Präsentation des Unternehmens“ durchgeführt wurde. Den Beteiligten wurde das Grundwissen über die Schlüsselkompetenzen zunächst in ihrer Muttersprache vermittelt. Dann wurde auf die Präsentation als Textsorte eingegangen, wobei sowohl die sprachlichen und fremdsprachlichen Aspekte als auch die außersprachlichen Komponenten erörtert wurden. Im Anschluss daran wurde in der praktischen Phase - während der Einübung und Endperformance - besondere Aufmerksamkeit auf ein kontinuierliches Feedback der Studierenden gelegt. Diese sollten berichten, was sie in den einzelnen Phasen als schwierig empfanden, wonach man in der Interaktion mit der Dozentin nach Lösungsvorschlägen für die problematischen Bereiche gesucht hat, die dann auch gleich erprobt wurden. In den Vordergrund wurde das Konzept des autonomen Lernens gestellt, wobei die Dozentin eher die Beratungs- und Unterstützungsrolle übernahm und nicht als eine allwissende Autorität auftrat.

Die experimentelle Arbeit mit der Gruppe wurde mittels einer qualitativen Methode ausgewertet: einer Kombination der teilnehmenden Beobachtung, der Notizenführung der Studierenden und des Interviews. Das Ziel war in erster Linie, das Bewusstsein (awareness) der Studierenden zu erhöhen, und zwar in Hinblick auf eigene Empfindungen, Gefühle und körperliche Reaktionen. Dadurch erlangen Studierende mehr Einsicht in sich selbst und können folglich auch erkennen, welche Lernstrategien beim Erlernen der Fremdsprache für den Berufs- und Geschäftsbereich für sie jeweils am geeignetsten sind. Auf diese Weise werden die Studierenden mit der Zeit in der Lage sein, in Stresssituationen die Kontrolle zu bewahren und die Lage zu meistern. Darüber hinaus sollen die Studierenden einsehen, dass es möglich ist, auch mit geringen Sprachkenntnissen eine Präsentation erfolgreich durchzuführen.

Die Ergebnisse haben gezeigt, welche Soft Skills bei der Vorbereitung von Präsentationen in der Fremdsprache am stärksten entwickelt werden, was dies für die einzelnen sprachlichen Ebenen im LSP-Unterricht auf dem Niveau A2 bedeutet, sowie welche Rolle dies für das Studium im Allgemeinen spielen kann.

Key Words: Deutschunterricht, Lerner Autonomie, LSP, Präsentation, Soft Skills

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Competence profile of specialised translation trainers

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The aim of the paper is to present and discuss the framework of competence, knowledge and skills required from translation trainers, with particular focus on teachers conducting courses in specialised translation. The starting point is the variety of professional paths that lead to the position of a translation teacher at the university level in Poland, giving special consideration to the various challenges and opportunities related to conducting a course in specialised translation, both at undergraduate and postgraduate level. The discussion will also refer to current requirements for translation courses for universities applying to join in the EMT network, as specified in the latest European Masters in Translation competence framework, current needs of prospective employers and clients in the Polish translation market and the requirements for academic teachers in the light of the new Act on Higher Education introduced last year in Poland (the "Constitution for Science"). In order to illustrate specific challenges and problems in this domain, the paper will include the results of a small case study in which university-level translation trainers coming from various professional backgrounds were faced with a task of correcting and grading students' work. The assignments used in the study are texts from the field of business law and science that were translated from Polish into English by students attending a course in specialised translation as part of their class activities. The results of the case study might contribute to a wider discussion on professional training or formal courses to be organized for future translation trainers, and highlight certain areas deserving special consideration while designing such courses. Additionally, the paper will propose a competence framework for translation trainers, with particular focus on specialised translation, pointing out to possible opportunities for self-improvement and self-motivated learning as regards the competence, skills and knowledge of translation trainers.

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Fine-“toon”ing technical lexis: Applied gamification and domain-targeting in ESP

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In the perspective of English language learners, pertinent lexis is the most salient constituent of Technical ESP. Learners' stark lexis-orientation has been repeatedly confirmed in our longitudinal survey encompassing hundreds of responses from students of a range of engineering disciplines enrolled in Technical English (TE) courses at several universities. Based on these unambiguous results, the primary researchers have undertaken targeted measures incorporating gamification and multimedia to enhance the selection, presentation, and exposure to relevant technical vocabulary for undergraduate engineer ESP learners in their respective courses.

To begin with, survey participants' weighting of TE course priorities and expectations were analysed to identify opportunities for maximizing lexis input. Lexis optimization proceeded on two fronts: firstly, a powerset of technical topics prioritized by respondents from all technical disciplines $|P(S)| = 2^n$ was created to develop foundational content and especially lexis relevant to a broad range of engineering fields, resulting in materials which can be generally (without domain-prejudice) implemented in TE courses. In a second step, a domain-specific subset of responses $A \subset S$ can be constructed to identify the content and lexis most relevant to a particular field of specialization in order to develop subject-specific course content. For curriculum development, the researchers' domain-specialization began with the subset of findings for application in electrical engineering.

Based on both the general powerset and domain-specific subset elements, appropriate lexis for each lesson of TE for electrical engineering was developed. Selection was based both on objective criteria derived from survey responses, such as universality and frequency, as well as subjective criteria based on instructors' experience with the learners (primarily native speakers of German), such as conflict with L1 and deceptive pronunciation, resulting in groupings of 15 to 20 targeted lexical items per lesson. Vocabulary lists containing English glosses with IPA pronunciation were made available to students ahead of each lesson via the online learning management system; however, in order to access the complete instructor-provided list, students first had to demonstrate their learning engagement by passing a preliminary vocabulary quiz (typically multiple choice).

In the classroom, the vocabulary was first presented in small-group work using a gamified activity including crossword puzzles, word jumbles, and word search. Subsequently, students viewed an original explanatory animation providing customized exposure to the lexis in context as well as image-vocabulary association. At the end of the lesson, the class as a whole was engaged for several minutes in a game such as memory or hidden picture which again required application of the lesson's lexis.

This domain-specific, gamified approach to technical ESP characterized by empirically-founded target lexis identification supported by reiteration through multiple channels addresses learners' needs while considering their expectations and perceived priorities. In their responses to end-of-semester surveys, students rated the introduced lexis as among the major positive aspects of the course, and the word games and animations were described as both entertaining and useful. An analysis of the impact of the described methods on course exam performance is underway, and the possibilities of testing long-term retention of lexis are being investigated.

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The impact of European legal acts on national terminology and communication between legal systems

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Communication between people from different legal systems is a challenge, even if they are all legal experts and share the same language, as may be the case for example of people from Germany and Austria. Legal concepts are generally deeply rooted in a specific legal system, so communication partners from different legal systems using the terms of their own legal system may not understand or misunderstand each other. Furthermore, legal terminology is in a constant state of flux. Changes in law may affect concept systems and terminology. Thus, concepts, designations and similarities between concepts from different legal systems are constantly evolving.

In the last few decades, European Union law has led to growing harmonisation in the legal terminologies of its member states and facilitated communication between the different legal systems. This has happened through EU regulations, which have a binding legal force and are directly applicable in all the member states, and through EU directives, which – on the contrary – leave the member states free to choose how to transpose the objectives set forth in the directives into national law. However, even after an EU directive has been implemented by member states, there will still be differences between different legal systems in regard to concepts and designations.

While a member state may adopt some definitions and terms from the EU directive as they are, another may prefer to adapt existing definitions and/or keep formerly used terms. This is because concepts and designations from EU directives are adopted with a view to how they fit into the national legal system. EU regulations, on the other hand, bring more harmonisation but at the same time may have a stronger impact in single legal systems and lead to significant changes in concepts, designations and concept relations.

This paper focuses on how European legal acts have an impact on national legal terminology and on similarities between concepts of different legal systems. This will be illustrated by examples from the comparative legal terminology work at Eurac Research for the languages Italian and German. The online information system for legal terminology *bistro* by Eurac Research will be presented as means to facilitate communication between people from different legal systems where these languages are used.

Keywords: legal terminology, comparative terminology

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Criteria for the formal representation of an ontology based on criminal law and its integration in a knowledge base for NLP

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The domain-specific ontology for the area of criminal law known as *Globalcrimeterm* was created in previous years (see project MICINN FFI2010-15983, funded by the former Spanish Ministry of Economy and Innovation). The topic was international cooperation against terrorism and organized crime and was integrated within the FunGramKB knowledge base (www.fungramkb.com) (Periñán Pascual 2012; Periñán Pascual, Arcas Túnez 2004, 2010; Mairal Usón, Periñán Pascual 2009). One of the most prominent features of *Globalcrimeterm* was the multiplicity of conceptual intersections with disciplines other than criminal law and the low percentage of specialized terminology. That result proved the necessity of constructing a new conceptually-based satellite ontology covering criminal law as a comprehensive branch of legal praxis and theory.

Consequently, the banalization problems involved in the aforementioned project should be reduced to a minimum level, due to the fact that the new ontology that we propose here could become a term-based ontology inclusive of **expert knowledge only**. This new project has been entitled *Penalcrimeterm*. It is based on three solid foundations: a) the experience acquired in the conceptualization of the terrorism and organized crime subdomains in previous research (Felices Lago, 2015; Felices Lago, Ureña Gómez-Moreno 2012, 2014; Periñán Pascual, Arcas Túnez 2014); b) the full development of new tools for terminological editing and extraction (Periñán Pascual 2015; Periñán Pascual, Mestre Mestre 2015, 2016); and c), the availability of the interface connection between the high level FunGramKB Core Ontology and some satellite ontologies under construction (Felices Lago 2016).

This new repository would involve the population of two corresponding terminological lexica (about 2000 units each) in two languages (English and Spanish) within the architecture of FunGramKB. Throughout this process we will follow the methodology for conceptual modelling known as COHERENT (Periñán Pascual, Mairal Usón 2011), which is particularly relevant for the construction of ontologies based on deep semantics. Both the conceptual network and the lexical design will pave the way to the application of this knowledge base to artificial reasoning tasks.

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The role of trust in communicating and co-constructing knowledge in specialized discourse

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Trust is a fundamental prerequisite of human relationships and of relationships in society and the economy, among them in business. Building and maintaining relationships of trust is a matter subject to vulnerability. Trust violation and recovery have important consequences for the performance of companies, their future, and the economy and society at large. As a phenomenon inherent to human nature, however, trust under the lens of research is methodologically difficult to capture. In management studies, because of its importance, trust has become a core field of investigation. It is approached from a variety of perspectives using a wide range of methods. It has been shown that its role is essential for the relationships between a company and its different stakeholders.

More recently, discourse studies and applied linguistics, too, have begun considering trust as an object of inquiry, first from an organizational vantage point. Trust is currently proving to be a promising, yet under-investigated field in language and discourse related disciplines. The study of trust in specialized discourse is inter alia relevant regarding business discourse and its genres of external corporate communications. Based on these observations, this conceptual paper shows the potentiality of research on trust in specialized discourse within the context of financial discourse. In corporate communication with an emphasis on financial communication, the role of trust is crucial in building and maintaining strategic relationships with the financial community: investors, analysts, journalists, etc.

The paper suggests different conceptual and methodological approaches to investigating how trust shapes the communication and co-construction of knowledge between a company and its financial stakeholders. The nature of specialized knowledge in this context is knowledge about a company's performance – retrospective, current, and prospective. Communication in this context can be characterized as communication from experts to experts. However, the parties involved belong to different types of experts. Therefore, communicating and co-constructing knowledge includes intra-lingual mediation. Furthermore, knowledge is constructed by means of multimodal semiotics (language, numbers, and images). The focus in this paper is on language and its capacity to build and maintain relationships of trust. To this aim, the paper discusses the role and concept of trust in relation to cognate concepts, e.g. credibility. Furthermore, it indicates a range of methods and research avenues for analyzing the role of trust in communicating and co-constructing knowledge in this type of specialized discourse and provides some examples from empirical research. As a result, it discloses the power of LSP research to contribute to uncover intangible parameters of business performance.

Keywords: trust, specialized discourse, business discourse, relationship, financial communication

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Borrowing of Foreign Lexical Units in Italian and Slovenian Business Language

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In various business languages there is a considerable presence of foreign lexical items, the most frequent of which are currently Anglicisms. The successful process of English language import into various receptor languages can be attributed to the role of English as a *lingua franca* and to companies' objectives to do business on an international scale. In line with the increasing economic integration and interdependence of various economies, the impact of English on business Italian and Slovenian is worthy of attention. In addition to English, there are also other source languages that exert some influence in both recipient languages studied, although to a much lesser degree. To ascertain to what extent and which foreign-language features are present in Italian and Slovenian business discourse, and what trends in this research area can be determined, two different corpora in both languages were collected and studied from a qualitative and quantitative perspective.

The first corpus consists of more than 1,000 business e-mails and numerous SMS texts produced by Italian and Slovenian businesspeople at the workplace. The Italian texts were composed by Italian businesspeople for their Slovenian business partners, whereas the Slovenian texts were written by native speakers of Slovenian for internal or external communication in various Slovenian companies. In this study, therefore, Italian is a medium for international communication, whereas Slovenian is used for intranational communication. Bearing this relevant difference in mind, various trends in the use of loanwords can be present in both receptor languages examined. However, there are other factors to be considered in the pragmalinguistic analysis carried out in the collected corpus: means (e-mail vs. SMS), topic, length of single messages, number of recipients, social distance between the sender and recipient, time available for the text production process, frequency of other contacts carried out in a foreign language, and so on.

The second corpus is comprised of Italian and Slovenian online business news. Research suggests that donor-language features are predominantly used in both receiver languages to fill in lexical gaps (i.e., to introduce new concepts), to transfer foreign business and economics models into the recipient culture and language, to add a connotation of prestige to one's verbalization, and to avoid native language features that may have negative connotations (i.e., text producers resorting to the use of euphemisms; cf. also D'Achille 2006: 75; Lubello 2014: 69-75; Šabec 2018: 67-68).

The paper also presents some of the most frequently used processes of integration of foreign language elements in both receiver languages, such as *citation loans* (a word or a phrase maintains all the characteristics of the originating language), *partial substitution* (the donor-language features maintain the original orthography in the root morpheme, but are affected by the orthographic and grammatical rules of the target language) and *nativization* (units are fully integrated into the borrowing language; cf. Pulcini, Furiassi, González 2012: 6, 12; Snoj 2015: 283-284).

Key words: business discourse, foreignism, Italian, lexical borrowing, Slovene

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Describing phraseological units in wine technical sheets from a multidimensional approach

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In specialized communication, it is essential to have a good command of the phraseological units (PUs) in the field involved in order to produce acceptable genres for the target discourse community. This paper focuses on the study of PUs “of common usage” which are “lexicalized”, have “syntactic and semantic stability, may be idiomatized and carry connotations, and have an emphatic or intensifying function” (Gläser 1994/95: 45) in the field of oenology. In the present paper, following previous research review on LSP and specialized phraseology, we will define, identify and classify these units in English and Spanish from a multidimensional approach, using a corpus of wine technical sheets. Our corpus is a comparable corpus in English and Spanish of wine technical sheets with 110,699 words and 571 samples in English and 118,846 words and 750 wine technical sheets in Spanish. To carry out our study, we will focus on a number of descriptors that are commonly used within these units on the basis of the headwords they collocate with, in order to determine how specific or general they are in their form, function and lexico semantic aspect since this issue poses specialized communication problems such as unaccuracy, usage, function... The results will be useful for translators, students of oenology in English, experts when writing in English, terminologists and for computational applications such as the development of a controlled natural language.

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Reframing Language, Disrupting Ageing

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“Visual ageism” in the media (Loos and Ivan 2018) records the social practice of visually underrepresenting older people or misrepresenting them in a prejudiced way. It includes non-realistic and over-homogenized characterizations of older adults cast in peripheral roles without positive attributes or depicted positively as being active, healthy, and independent. Encountering such stereotypes in the media can negatively impact the self-esteem, health status, physical wellbeing, and cognitive performance of older people (Levy et al. 2002) and inevitably determine the societal exclusion of the older-old, especially those who are no longer able to be embedded in the discourse of successful and active ageing (Ylänne 2015, Martin et al. 2015).

In order to deconstruct the media’s narratives about ageing, advocates and experts make concerted efforts to offer alternative ways to speak and think of it. Since 2017 the Journal of the American Geriatrics Society (JAGS) has adopted the American Medical Association (AMA) Manual of Style (2007), providing a selection of correct and preferred terms to avoid discrimination and negative stereotypes on older adults. The FrameWorks Institute has detected six most recurrent narratives about the old age (e.g. Throwing Away Generation, Demographic Crisis, Government Actions etc.) (O’Neil and Haydon 2015), identified four main shared patterns of thinking (e.g. “us” vs. “them”, ideal and perceived “real” etc.) and developed a Communications Toolkit available online offering themes and specific communication techniques (e.g. name and define ageism, offer examples of ageism etc.) for a new frame on ageing (2017).

The present corpus-assisted multimodal discourse study (Baker et al. 2008, Ledin and Machin 2018, Adolphs and Carter 2013) interrogates a non-governmental organization/website, #Disrupt Aging, to collect the stories older adults tell in this pervasive and trusted American online resource. Then the work applies the AMA style (AMA 2007) and the suite of FrameWorks tools (2017) to analyse 57 stories with their relative pictures, and 68 videos in order to find dominant patterns of thinking and speaking of older people, detect the power of each channel of communication (i.e. texts, pictures and videos), to discover which narrative and/or theme dominates in each of them, and therefore the way in which these are likely to shape and expand people’s thinking about ageing and older adults. The analysis also involves an investigation of the use of speech acts (Searle 1969, 1983) and their pragmatic functions throughout the study corpus in order to verify the extent to which they iconically reflect dominant patterns of thinking and speaking of older people.

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Knowledge construal of term semantics as the basis of terminological system and special discourse understanding

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Nowadays we observe two main tendencies in terminological description as part of cognitively and functionally oriented linguistic studies. According to Langacker, it presupposes the attention to the structure of some culture-specific piece of reality as “a multifaceted ability” (Langacker 1991: 5) pointing at the development of terminological sphere in a systematized way. But the multifaceted ability also incorporates the analysis of cognitive mechanisms of term semantics and its usage depending on human consciousness and knowledge variety (everyday, general, socio-cultural, encyclopedic, and scientific) in the construal of the content of LSP domain.

This perspective discusses knowledge structures of term semantics greatly depending on language personality and anthropocentric vision of the world in professional discourse (Manerko 2014). This discourse is influenced by “communicative settings of such knowledge processes” (Engberg 2018: 56) evolving in the context of mediation between the experts and non-experts. My research focuses on certain terminological units shaping the interpersonal special communication in the Supreme Court of the USA (2014-2018) (Manerko 2016; Vorobjova 2018).

The research presents the description of the conflict between people in real life and their interests, courtroom proceeding including oral and rebuttal arguments, which are regarded as a legal discourse from which we mostly get the information about the legal conflict and at last the decision on this or the other case.

The conceptual analysis of texts under analysis represents 3 main stages:

- 1) a real conflict description is understood as an EVENT, which includes the thorough study of extra-linguistic and socio-cultural characteristics of the event and situation;
- 2) oral argumentation pragmatically shaping legal conflict as a PROCESS, in which we can find the explanation of participants’ social roles and values sometimes unintentionally causing harm to other subjects of law;
- 3) at last, the formulated evidence and decision on concrete arguments as a RESULT of the EVENT and PROCESS specification.

Each conceptual entity of the real-life and legal conflict is investigated in special communication through cognitive methodology. It includes general mental and law picture of the world formed by nominative and syntactic means shaping the categories as the skeleton of knowledge structures of the further more complicated cognitive operations. Besides that, the knowledge construal of terms and relations between them become obvious in conceptual modeling of the scientific area also based on human experience and of course the dynamic framework of each oral argument in the Supreme Court of the USA.

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Mediating and Recontextualizing Discourse in Science Communication and Translation in/for the Media

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This paper deals with the act of mediation and the process of recontextualization involved in science communication and in the translation of popular science texts in the written media. Special focus will be on the feature article found in consumer and specialized magazines. While mainly endorsing a Linguistics and Translation Studies perspective, the paper also draws on science communication studies.

Discourse analysts such as Calsamiglia and van Dijk (2004) offer a comprehensive definition of 'popularization', which refers to "a vast class of various types of communicative events or genres that involve the transformation of specialized knowledge into 'everyday' or 'lay' knowledge, as well as a recontextualization of scientific discourse, for instance, in the realm of the public discourses of the mass media or other institution". (Calsamiglia & van Dijk 2004: 370) It is also widely acknowledged that popular science encompasses a wide range of discourses: as the communication scholar Nelkin (1987: x) argues, popular science in the media shares features of both science and journalism. From the perspective of science communication studies, Tinker Perrault (2013: xiii) offers her concept of 'science popularization', which she considers "science-related communication directed at nonspecialist audiences." Significantly, the scholar does not mention 'everyday' or 'lay' readers, encompassing a wider public of 'nonspecialists'. Similarly, when Myers (2003: 265) provocatively remarks that popularization is often "defined in terms of what is not", in that it "includes texts about science that are not addressed to other specialist scientists", he stresses on the same notion of 'nonspecialists'.

Drawing from Calsamiglia and van Dijk's (2004) definition, along with Tinker Perrault's (2013), I will consider science popularization a form of science-related communication, including a variety of text-types, which involves both the transformation of specialized knowledge into lay knowledge and a recontextualization of scientific discourse into different contexts of situation, where the addressers vary in the degree of expertise and addressees are nonspecialists in the field under discussion.

I argue that in the act of mediation and in the process of recontextualization of popular science texts in/for the written media, issues related to terminology are not usually the sole concern for the main agents of popularization – i.e., science writers, subeditors and translators – but lexico-grammatical choices (Halliday 1985/1994; Halliday rev. by Matthiessen 2014) also play a key role. Moreover, when dealing specifically with interlingual translation, mediation and recontextualization also occur at the level of culture, both in terms of culture-specific references – mainly used to offer analogies with the everyday world (Olohan 2016: 196) – and of different cultural norms in the journalistic contexts of culture (Kranich *et al.* 2012).

Such issues will be explored through a selection of authentic examples taken from a recent corpus of feature articles in the fields of 'hard', 'soft' and medical sciences, which were found in the media and were translated from English into Italian.

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Dealing with syntactic and semantic ambiguity in post-edition of neural machine translation output from English into French and Spanish

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Machine translation (henceforth MT) has achieved considerable progress since its inception (Barreiro *et al.* 2011). Early methods based on the use of dictionaries and parsing algorithms (Trueswell 1996) obtained good results when applied to scientific texts (Maniez 2017) because:

- a) their content generally presents fewer polysemous words than general language, leading to less semantic ambiguity.
- b) complex terms represent an important part of such texts, and present no problems when their translations equivalents are stored in translation memories.

However, MT output for noun phrases involving both head modification and coordination requires caution on post-editors' part. For instance, the Spanish translation for the English sentence below is correct, unlike the French, for which the syntactic dependency underlying the term *surgical decompression* was not identified:

The options for treatment include [...] **surgical removal or decompression** of cysts.

Las opciones para el tratamiento incluyen [...] **eliminación o descompresión quirúrgica** de los quistes.

Les options de traitement comprennent [...] **l'ablation chirurgicale ou la décompression** des kystes.

Despite recent progress in artificial intelligence with the advent of neural MT, human translators still consistently outperform MT in three important tasks:

- a) achieving textual cohesion, especially through correct interphrastic identification of anaphoric referents and consistency in translating repeated words;
- b) resolution of semantic ambiguity (such as that created by polysemy, homonymy or unknown words);
- c) processing of syntactically ambiguous segments that cannot be achieved correctly using statistical methods.

In scientific writing, the first two tasks cause fewer problems since specialized terminology favors one-to-one relationships between concepts and denominations (thus limiting polysemy or homonymy), but syntactic ambiguity remains an issue for MT.

We study MT processing of English in translation into French and Spanish, focusing on the three abovementioned tasks. We show that while MT is successful in some cases, others require caution on post-editors' part. We consequently argue that attracting future translators' attention to such pitfalls is crucial and should be part of the post-editing syllabi, thus improving future performance and employability of translators in training.

The applications of corpus linguistics techniques to the study of legal language: Automatic term recognition and lexical collocations

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Scholars have traditionally agreed that legal English is an obscure ESP variety whose convoluted syntax and profuse terminology hinder understanding, particularly on the part of non-specialists. As a matter of fact, David Mellinkoff once stated that “the language of the law has a strong tendency to be: wordy; unclear; pompous [and] dull” (Mellinkoff, 1963: 63). On a lexical level, the presence of Latin borrowings and Old French phrases, synonyms or archaisms, as well as the widespread use of “common words with uncommon meanings” (Mellinkoff, 1963: 11) might be responsible for that fact.

Traditionally, there has been a tendency to describe legal language on the basis of the author’s knowledge and intuition or of a small amount of language samples (Mellinkoff, 1963; Alcaraz, 1994; Tiersma, 1999; Borja, 2000). The features described in such works often display a top-down characterisation of legalese constructed upon a deductive approach. Nonetheless, there is a current tendency towards portraying legalese from a totally different angle, that of corpus linguistics (CL), which allows for a bottom-up depiction of language using large amounts of text as evidence (Author, 2012; Biel & Engberg, 2013; Goźdź-Roszkowski & Pontrandolfo, 2014; Breeze, 2015).

The possibilities offered by CL for the study of legal language are varied, this research will concentrate on two of them, on the one hand, automatic term recognition (ATR) and on the other hand, the use of collocational networks, which might unveil data that may otherwise remain unnoticed. As regards the former, the evaluation of five different ATR methods will be carried out within the legal field to find out the most efficient one in pointing at the keywords in an 8.5 million word legal corpus of judicial decisions, as illustrated by Author (2014). As for the latter, a case study of the sub-technical legal term *party* will be presented. The legal corpus used for this study was processed using the software *Lancsbox* (Brezina et al., 2015) which, amongst other uses, is capable of obtaining the collocational networks of terms automatically and displaying them visually, graphically representing the strength of the links existing between a word and its collocates and co-collocates and thus expanding the context of study. Such scrutiny revealed certain patterns such as the relevance of marriages of convenience in our collection of judicial decisions.

Keywords: Legal English, Corpus Linguistics, lexical collocations, terminology

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(Trans)languaging in two Business English classrooms: language policies and classroom reality

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The Business Administration and Management degree at Universitat de Lleida has offered from the start in 2009 two Business English subjects (BE1 and BE2 henceforth) in the first two semesters of the degree. These are subjects that are attracting a growing number of international students, but most of the students are locals with at least Catalan, Spanish and varying levels of English in their linguistic repertoires. A teaching-innovation experimental project was designed with the initial intention of confirming the following hypothesis: adopting a plurilingual and ELF-oriented teaching approach in the subject will have no negative impact on the language gains of the students and will result in an increase in the students' interest and motivation.

The two morning groups of the second semester of the 2017-2018 academic year were selected for the project. These two groups differed in a number of aspects, the most salient of which was the fact that the two teachers involved adopted different language policies in class. Group 1 imposed an English-only and native-speaker oriented language policy. Group 2 implemented a planned translanguaging and ELF-oriented policy (Cenoz, 2019): planned translanguaging because the tasks were devised so that students had to use the different languages in their repertoires; ELF-oriented because the role model no longer was the native speaker but the multilingual speakers who is fluent in English and uses English (as a Lingua Franca) to communicate effectively.

To test the 'language gains' part of the hypothesis, students were asked to take a grammar, a written and an oral test before and after the course. To test the impact at the attitudinal and motivational level, a questionnaire submitted to all students and (group) interviews with a selection of them were carried out. Moreover, 6 sessions (per group) were observed and audio- and video-recorded, so that the materialisation of the two language policies could be analysed.

What emerges from the data analyses is that we, the researchers, clearly underestimated the complexity of the class as a social site where people do much more than just interact and teach/learn (Kramsch and Whiteside 2007; Pavlescu and Petrić 2018). A long list of "unexpected" factors seemed to play a big role not just on students' attitudes and motivation, but also on their language gains. These factors include: the impact of the different teachers they had had (both those in BE1 and those in BE2); the different nature and behaviour of the two groups in terms of class attendance and class behaviour; or the different individual language learning trajectories and beliefs about how languages are learned.

The presentation will focus on a four students, that we will call Ivan, Lara, Pere and Svetislava. They represent four different student profiles, and their participation in class, their grades, and their answers to the interviews and the questionnaire will be triangulated to show how rich and complex the social process of learning a foreign language is.

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Slavic technical terminology (on the basis of Polish, Russian and Bulgarian source material)

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The goal of the paper is to present the main results of the large project “Technical terminology in Slavic languages” (Mazurkiewicz-Sułkowska J. 2014; Мазуркевич-Сулковска Ю. 2017), based on the examples of terms covering various aspects of engineering. The analysis covers three Slavic languages, representing three historical Slavic groups (Polish - Western Slavic, Russian - Eastern Slavic, Bulgarian - South Slavic). The studies were carried out on the basis of 3200 technical concepts from the field of mechanical engineering, which corresponds to 12 493 terminological units, including Bulgarian - 4414, Russian - 4323, and Polish - 3756.

This paper will focus not only on the main formal types of the analyzed terms, but also on the reasons for imbalances observed in particular groups. The collected material was tested first of all on the number of segments (term elements in the form of lexical units) to determine the basic formal types, included in the terminological units. Most of the terms in the languages of interest to us are terminological units, consisting of two lexical segments. The second largest group consists of single-word terminological units. But closer inspection reveals that it is one-word terms – although not as numerous as the class of two-segment terminological units, that most emphasize the differences in Slavic languages. Single-word terms are very often encountered in Russian and Bulgarian terminology, however they are not the principal units of terminological paradigm. But unlike them, the overwhelming majority of Polish single-word terms are the main and primary units in terminological nests. Polish technical terminology confirms the principle that any scientific or technical concept can be verbalized using the term replacing the definition of the concept. In terminological nests, the main link is always the main term (nest-forming), which is most often (in accordance with the principle of conciseness of terminology) expressed by a single-word terminological unit. Then, the derivative term is determined by specifying additional features that distinguish this concept from other derivative concepts of the same nest. These factors, that differentiate individual derivatives of a concept, are usually expressed by additional lexemes in the composition of a newly-formed terminological unit.

Summarizing the above, we can conclude that the shorter the terminological unit, the more general term it expresses and the more complex the unit is, the more specific the term it expresses, and each of its components corresponds to individual characteristics that distinguish this term from the terms located higher in the terminological nest, i.e. the complexity of the term structure reflects the nature of a person’s professional activity. Single-word terms are usually used for categorization, while multi-word terms are the result of a multi-stage classification of professional activity.

The principle described above is common in Polish technical terminology, but it very often does not correspond to the Russian or Bulgarian terminological reality. Studies have shown that disproportion in the number of single-word terms should be explained by the high productivity of the following three classes in the Bulgarian and Russian terminology:

- terminological borrowings (most often internationalisms)
- terms arising from the process of univerbation, using typical formants for each language
- compound terms

The paper will also focus on the structure of two-word terms and NN-type terms consisting of two units in the Nominative without any morphological (word-forming) elements, ex. Bulgarian: *смесител-подхранвач*, *филтър-помпа*; Russian: *вакуум-провод*. A more critical examination of the collected material shows that

the high productivity of the Russian and Bulgarian NN-type terms (with the defining phrase in the postposition) is one of the features that distinguishes terminology from the national language. This is exactly that kind of features that Polish terminological structures N Adj stand for, contrary to the Adj N combinations, that are found in the natural language.

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Audiences of the LawPerformance and Performativity in Teaching Legal Communication

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Since the performative turn in the 1990s the concepts of performance and performativity have been acknowledged as guiding notions in cultural theory. They are conceived as journeying concepts or general terms: Originally deriving from language philosophy (speech act theory) they have not only found their way into disciplines related to literature and cultural studies, but lately into the legal field as well. However, the performative aspect is not only relevant to legal studies, but also offers an appropriate research perspective to foreign legal language teaching. Especially in the context of teaching specialized communication in the legal field performance and performativity are seen as core concepts for reaching a culturally adequate understanding in intercultural legal communication. The focal point of the paper is a performance- and knowledge based method that provides access to cultural contexts: Cultural phenomena of foreign legal texts are performed and explored with respect to their audiences. Cultural knowledge is thus constructed in interpretative-discursive processes.

The paper clarifies the notions of performance and performativity in relation to the law, focusing on its generation and implementation into legal language teaching. The performative conceptualization distances itself from a static-positivist understanding of the law and overcomes the principle of pure application of the law. As a consequence it stresses the procedural and dynamic character of legal activities. This focus is chosen, because on the one hand it is concerned with the pivotal question of rationality in legal theory, the generation of law through discursive processes, and on the other hand it involves the reception and interpretation of legal texts. A guiding question is how performance and performativity are to be recognized in understanding legal texts in their cultural contexts.

Further, on the basis of these theoretical reflections the purpose of the paper is to outline implementations for legal communication teaching and so fostering the learners' communication skills that are required in legal professions. A starting point for the didactical work is to apply the performative concept of law to legal texts: staging legal actors and activities.

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The Role of Terminology in Agile Translation Processes

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During the last decades, language practices such as translation have been transformed by various technological shifts or technological developments. Marked by a spike in social technology use and adoption, translation has also evolved into a social practice which encourages collaboration, digital inclusion and the development of skills for the new century (Orlando 2016; O'Hagan & Mangiron 2013; Cronin 2013a; Cronin 2013b; Desjardins 2016; etc.). Areas such as neural machine translation, deep learning, big data or industry 4.0 gathered a lot of steam over the last 5 years (TAUS 2013; TAUS 2016; TAUS 2018; Shoshan 2018; Nimdzi 2019; Smartcat 2019a; Smartcat 2019b; Systran 2019). To respond to the content overgrowth across various media, businesses also started targeting inefficiencies and misinformation in workflows associated with content management and product development, opting for the incorporation of agile methodologies. This was a challenge because translation and terminology were not necessarily planned in the initial steps of projects, which resulted in projects missing their goals or failing to meet customers' expectations.

Agile translation management (Welde 2013; MadTranslations 2014; Yamagata 2017; Smartling 2019; SDL 2019) values interaction and communication with various stakeholders (translation project managers, translators, editors, reviewers, and others). It eliminates the so-called waterfall model which requires that projects be delivered in consecutive steps (instead of working with large volumes of texts, translating smaller batches is encouraged). It considers preparation and configuration to be essential and it involves various stakeholders in the process as early as possible. It emphasises automation of processes, whenever possible. Yet, all this automation does not exclude humans who will have to develop different paths and strategies for different kinds of content and adopt different roles.

Automation means taking and blending the best of humans and machines. In translation projects, terminology is a decisive factor for the quality of human translated texts or for achieving good machine translation results. With this in mind, are current translation technologies designed to enable the use of agile terminology management? Is terminology an afterthought or is it clear, from the technological design, that terminology should be planned at the first step of a project? How do cooperation, interaction, collaborative problem solving, integration with the client's system, feedback at any time and automation in terminology management reflect in the design of translation tools? To answer these questions, we will analyze a series of major translation management platforms so that to see how terminology can be managed in an agile way.

Keywords: agile terminology management, translation projects, translation technologies

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Analysing and Assessing Metadiscourse in the Classroom: Using TED Talks in Translator Training

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TED is a non-profit organisation whose mission is “spreading ideas” mostly in the form of short talks dealing with a vast array of topics and freely available to the public via its website. TED Talks are generally delivered by high-profile experts in a given field; they are not dubbed, but time-coded transcripts and subtitles in the original language are provided thanks to crowdsourcing, i.e. translation made by volunteers. By their very nature, TED Talks are particularly engaging and the speakers often resort to metadiscourse devices to get the audience involved and make the argumentation clearer. Undoubtedly, this makes the translation work particularly challenging as it might (a) result in more or less literal renditions disregarding the target language conventions and pragmatics or (b) jeopardise the effectiveness and impact of the speech itself. The impact of metadiscourse in different genres, LSPs (Gholami, Tajalli and Shokrpour 2014), research articles (Dahl 2004) and lectures (Caliendo and Compagnone 2017) as well as in the spoken discourse (Lundell 2014; Rongbo 2017) has been increasingly investigated in recent years (see also Stoner 2007; Fu and Hyland 2014; D’Angelo 2016; Jiang and Hyland 2018).

This paper presents an empirical investigation that will be conducted in the translator training class where a “thick approach” to metadiscourse (Ådel and Mauranen 2010) will be adopted in the analysis and quality assessment of metadiscourse items in TED Talks on physics and their translations in Italian transcripts and subtitles. More precisely, the study will consider the Italian translations of two different talks, one whose translation of metadiscourse has been rated to be high quality by four professional translators, the other of lower quality. Italian native speaker postgraduate students will receive specific training in metadiscourse in LSPs and in their translation course and will then be asked to analyse and assess the renditions of the translated metadiscursive items to evaluate (a) ease of comprehension and clarity of argumentation in the two translations and (b) whether and to what extent transcripts have been effectively turned into subtitles.

The students' analyses and assessments are thought to rise or foster their awareness of metadiscourse strategies for translation purposes. Also, the revision and assessment of subtitling procedures is deemed to help students further develop specific translation skills “since learners work on manifold relevant aspects such as register and style selection, sequencing of ideas, correct use of cohesion and coherence (Talaván and Ávila-Cabrera 2015).”

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Linguistisches Fachwissen und Expertise in der Rechtsprechung

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Einer der wichtigen Bereiche, in dem Linguisten als Vermittler zwischen der Laienwelt und der juristischen Fachwelt vermitteln und zur Durchsetzung von Rechten beitragen, ist die linguistische Gerichtsexpertise. Dieser Tätigkeitsbereich der Linguisten ist auch aus dem Grund besonders interessant, weil die Fachmann-Laie-Kommunikation hierbei in einem anderen Licht erscheint: Es handelt sich um die Kommunikation zwischen den Linguisten als Experten und Juristen als linguistischen Laien – obwohl auch auf dem juristischen Fachterrain.

Tätigkeitsfelder, in welchen linguistische Experten ihr Wissen in der Rechtsprechung anwenden, sind zahlreich. Dazu gehören forensische phonetische Analysen, Autorbestimmung, linguistische Untersuchung von konkurrierenden Markennamen oder von Verstoßen gegen das Urheberrecht sowie viele andere. Es werden auch Gutachten verfasst, welche die Semantik und Pragmatik einer kommunikativen Situation zum Gegenstand haben. Dieser Typ der Gutachten bildet das Hauptthema des Beitrags. Solche Gutachten sollen feststellen, ob eine Äußerung so interpretiert werden kann, dass sie einen Straftatbestand erfüllen würde – durch Aufrufe zu extremistischen Handlungen, Verletzung der Menschenwürde oder Volksverhetzung. Die Gutachter belegen ihre Schlussfolgerungen basierend auf speziellen Methoden der linguistischen Analyse. Die Richter können solche Gutachten als Beweismittel verwenden und entscheiden mit deren Hilfe, ob eine Sprachverwendung rechtsverletzend und damit strafbar ist.

Es liegt letztendlich in der Hand der Richter, ob sie im Entscheidungsprozess eine genügende linguistische Sachkunde für sich beanspruchen. In jedem Rechtssystem sehen die Richter diese ihre Kompetenz jeweils anders. Während sich in Deutschland die Gerichte beim Entscheiden über unzulässiges Sprachverhalten meistens auf ihre eigene (sprachliche) Lebenserfahrung berufen, wird in anderen Rechtssystemen – so z. B. in den USA und in Russland – viel häufiger vom Fachwissen der Linguisten Gebrauch gemacht. Dies führt natürlich dazu, dass sich in diesen zuletzt genannten Rechtssystemen ein entsprechender Fachdiskurs intensiver entwickelt – sowohl auf der Metaebene als auch auf der Anwendungsebene. Auf der Metaebene wird nach der Rolle der moderner Linguistik für die linguistische Expertise gefragt. Auf der Anwendungsebene werden die Rollen der Juristen und Linguisten in ihrer Zusammenarbeit gewichtet. Insbesondere werden Abläufe bei der Kommunikation zwischen den juristischen Fachleuten (Richter, Anwälte) und den linguistischen Experten abgestimmt, der Kompetenzbereich der Linguisten wird festgelegt und vom juristischen Kompetenzbereich abgegrenzt. Die Linguisten arbeiten außerdem an der Konventionalisierung der Gutachten als Textsorte.

Im Beitrag wird die in der russischen Fachliteratur geführte Diskussion zur Kompetenzverteilung zwischen Linguisten und Juristen bei der Deutung der Sprachverwendung vorgestellt, die in der Praxis ihren Ausdruck in linguistischen Gutachten findet. Dies wird an Beispielen der Gutachten zu den Themen Beleidigung und Verleumdung aufgezeigt.

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Terminological lexical availability in learners of Spanish as a FL

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Lexis is fundamental for communication, so, beginning from the importance of the lexical component during the learning of a FL, we present the findings of an analysis on the lexical competence within a group of Italian students learning Spanish as a FL, based on their vocabulary skills that will be tested through the method of lexical availability. Our aim is to study their knowledge concerning, for the first time in this kind of survey, the specialized lexicon related to professional communication in technological, scientific and business branches that are studied by the target learners.

Nowadays lexical availability is a tested method employed in the study of both mother tongue and FL learning only referring to everyday spheres of vocabulary, especially on learners of Spanish as FL all over the world, basing on the pioneer Carcedo (2000). This is not the case of Italy, where this research field has not yet had the proper follow-up, notwithstanding the contributions of a few researchers (Caggiula, 2013; Rubio Sánchez, 2015; Del Barrio, 2016, 2017a, 2017b; Del Barrio y Vann, 2017; Nalesso, 2018).

Our theoretical framework is that of Samper Hernández (2002), Sánchez-Saus (2011) and Hidalgo (2017), but, at the same time, we present many novelties that affect the method and the range of the investigation starting from the notion of *lexical unit* (or *lexical item*) versus *terminological unit* (*term*) that will be used to examine learners' domain-specific language use.

The analytical part focuses on the quantitative measurement of lexical knowledge of the group, on the basis of associative tests, which generate lists of words conceptually linked to the specialized semantic areas mentioned above. From the questionnaires used in these tests, we analyse the real available vocabulary of informers when the topic of communication revolves around these stimuli. As a consequence, the uniqueness of this proposal is the enhancement of the traditional theoretical principles with the incorporation of Spanish for specific purposes. Thus, we promote the development of a method exportable on a large scale which could lead to establish partnerships with International Research Groups in order to cooperate in the study of a bigger number of informers and languages at the same time.

It has been applied the following empirical methodology to complete the study:

1. Data collection.
2. Data lemmatization.
3. Data entry.
4. Quantitative analysis.
5. Explanation of the results.

Finally, starting from the obtained results, we pursue an educational objective that include the eventual organisation of training seminars on terminology learning in a FL and the development of specific didactic materials promoting the use of information technology.

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Constructing knowledge: From perception to comprehension (B. Russell's methods and modern science communication)

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Knowledge, knowledge presentation and mediation are the key notions in modern studies. Nowadays success and progress depend on whether you have the necessary amount of knowledge and are able to present it in the most effective way to be efficiently perceived and comprehended. As a rule, we gain knowledge by two means: senses (observation, experience) and learning. Learning implies knowing something by study, as the result of shared experience or/and reasoning. Scientific discourse relates to learning and, at first sight, it deals with logical ways of presenting information, formality, unambiguity and impersonality. At the same time, the work must convince addressees that these data and approach are really necessary. An author (language personality) tries to make the material more attractive for reading, comprehension and thinks of the best way of presenting information. Hence, certain cognitive models based on human innate ability to acquire knowledge are created. The goal of the present research is to consider some of the methods of knowledge presentation used by B. Russell in his work "Our knowledge of the external world" (1914) and their realization in modern science communication.

Research has shown that B. Russell used the innate ability of a human being to learn in order to acquire "necessary knowledge" of the surrounding world which forms certain models of things interaction. The study focuses on knowledge shaping by creating blended space of various conceptual spheres combined by means of common elements. The analysis seems to suggest that uniformity in knowledge shaping is achieved by incorporating a lot of elements from different layers of cognition and spheres of life. The principle of cognition goes from perception and apprehension to comprehension and systematization. Familiar models are transferred and mapped to more abstracted issues. A further step in this research is to focus on modern scientific communication in the Internet with a view to analyzing how the same mechanisms are implemented, i.e. what conceptual fields are involved and elements used to make comprehension more effective. Their function (s) and spheres of usage are also studied.

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Noun sequence’ or ‘sequence of nouns’? Analyzing the distribution of noun-phrase constructions in a corpus of academic texts in English by writers with different language backgrounds

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Academic text written in English by writers with different first-language (L1) backgrounds may be construed as either a locus of language contact or an instance of English as a Lingua Franca (Jenkins 2014). As such, they may be subject to analyses that focus on features that might be related to phenomena of “transfer” from the writers’ native languages or “mediation” effects similar to those found in translated texts. Transfer (also called “cross-linguistic influence”) has been studied in second-language acquisition research adopting both “comparison-based” and “detection-based” approaches (e.g. in Jarvis 2010, and Jarvis and Crossley 2012) aimed at identifying patterns of language use among different language groups writing (or speaking) in an L2. “Mediation” (in itself a looser, more problematic term) is sometimes used in translation studies to refer to the variety of effects observed in translated texts and produced by transfer from the source language. One particular mediation effect is that of interference from the source language, or, in Toury’s (2012: 301) terms, the carrying over to the target text of “phenomena pertaining to the make-up of the source text”.

The proposed paper combines the above perspectives to analyze a corpus of academic texts in English coming from two different disciplines (linguistics and agricultural economics) and representing authors from six different L1s (chosen so as to represent three different language families): English and German (Germanic); Italian and Spanish (Romance); Croatian and Polish (Slavic). Building on results from previous studies (Palumbo 2017; Palumbo 2019), which showed that the morpho-syntactic make-up of the texts can be interpreted in terms of the authors’ L1-backgrounds, the study focuses in the writers’ use of noun phrases. More specifically, the aim is to identify possible patterns of distribution of noun-phrase constructions of different types (as described, among others, in Bauer 2017 and Keizer 2007) and establish whether these patterns can be related to the L1 or the language family of the authors. Results will also be interpreted in light of the specificities of the two different academic discourse communities represented in the course, based on Tribble’s (2017) idea that in academic language the ‘native vs. non-native distinction’ is frequently overridden by disciplinary or genre-based factors.

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A study on the frame elements participating in a maritime accident frame

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The application of frame-based terminology (FBT) is a promising method for building specialized knowledge representations (see e.g. Durán-Muñoz 2016: 229). In our study, the term frame-based terminology refers to a theory which employs semantic frames to create event templates or frame-based ontologies as representations of specialized knowledge in specific domains (Durán-Muñoz 2016: 227; Faber et al. 2005, 2006). In frame-based terminology, frames provide a way to understand the conceptual organization that underlies specific domains (Sánchez-Cárdenas & Ramish 2019). The aim of our study is to apply the methodology of frame-based terminology in the construction of a frame-based ontology for a maritime accident event (cf. Faber 2014). We employ the term frame-based ontology, since our study is not limited to events (cf. Durán-Muñoz 2016: 229).

The method applied here combines semi-automatic information extraction, in which we employ word sketches for the extraction of conceptual knowledge from a corpus and for the creation of ontologies. We applied the method to an English-language corpus of accident investigation reports published in a common EU-based database, EMCIP, which is maintained by the European Maritime Safety Agency (EMSA). First, we employed TermoStat Web 3.0, a web-based term extractor (see Drouin 2003), to produce lists of candidate terms and noun-based candidate collocates. Second, these lists were manually analyzed to detect the key terms in the maritime safety domain. We started from the premise that a term is a package of information and can be unpacked to create frame-based ontologies. Third, we employed the Sketch Engine corpus tool to produce word sketches of the key terms. From the word sketches, the high-frequency attributes, modifiers and verbs, and the related key terms were manually analyzed using the concordance search function of the corpus tool. Based on the conceptual knowledge extracted from the corpus, we constructed the description of the concepts underlying the key terms. In the knowledge extraction, we focused on the semantic roles of the entities participating in a situation. Linguistically, these entities are referred to by nouns or noun phrases that act as the arguments of the predicates (Sánchez-Cárdenas & Ramish 2019). The results of the application of word sketches were evaluated qualitatively with a view to creating a frame-based ontology for a maritime accident event.

The results of our study show that word sketches can be employed in the semi-automatic extraction of frame structures from a corpus of structured texts, such as accident investigation reports. The study also shows that analyzing word sketches and concordances manually is time-consuming and laborious. In the future, a more effective use of query and filtering tools could be a solution to overcome this drawback.

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Medical research papers and their popularizations. Adapted transpositions or two different textual genres?

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Communication between the scientific community and the general public is not always effective. There is a meaningful discrepancy that needs to be bridged, mainly because scientific knowledge is produced not only for a restricted specialized community but for a general target, as part of a crucial social responsibility. Through a qualitative analysis, this study aims to provide a genre classification of the two texts under scrutiny, a medical paper and its popularization.

Traditionally, scientific discourse has been associated with the language for special purposes employed by scientists in their conference papers, scientific articles and textbooks (Roth 2005). The process of making specialized knowledge understandable to laypeople is known as *popularization* (Nash 1990) or *popular scientific writing* (Calsamiglia 2003), which includes knowledge dissemination in popular magazines, scientific news reports in newspapers and television documentaries.

Popularization is widely intended as an attempt to disseminate scientific outcomes outside the boundaries of the community of experts that developed them (Giannoni 2008). As Myers (2003) and Hilgartner (1990) assume, the distorted view persists that only specialists can access scientific knowledge, whereas popularized notions are simplifications of that knowledge for laypeople. Thus, in a sort of continuum popularizations could be considered as recontextualized reformulations of scientific source texts, elaborated to make them accessible for varied audiences (Ciapuscio 2003; De Oliveira & Pagano 2006; Widdowson 1979).

Some scholars (Bhatia 2004, 2008; Swales 2004), instead, claim that popularizations belong to a distinct genre, due to their recurrent linguistic and structural traits. In this study we analyzed two medical texts; the first one is a research paper about a biomedical topic written in English, while the other is its popularization, published in the Italian magazine *Focus*. The purpose of our research is to carry out a qualitative linguistic analysis of the two texts and highlight similarities and differences in their structure and linguistic features, to identify their fundamental constitutive traits, and establish whether they belong to two distinct textual genres or whether one is the adapted version of the other, always referable to the same genre.

We analyzed in depth the different sections of the two selected texts in order to compare them both at their microlevel and macrolevel. The first one refers to specific components, such as vocabulary, register, restricted linguistic phenomena (e.g. definition, denomination, exemplification etc.), while the other one refers to the more general shape of their structures (e.g. position of arguments and sections, rhetorical moves etc.). Through the analysis of the above characteristics, our investigation shows that research papers and popularizations have different constitutive traits at both the levels mentioned. The usage of different registers, of specialized terminology in contrast with common vocabulary, as well as of typical rhetorical moves, exemplifies and gives substance to our assumption of finding ourselves faced with two different textual genres.

What we infer from the results of our investigation is that we can assign the two texts to two different genres, having not only different constitutive traits, but also different target audiences and different communicative purposes.

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Support for children and under-18s going to court: exploring knowledge-mediation practices in UK guides for young witnesses

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Giving evidence as a court witness is a stressful experience for most people. When it comes to children and young people, the degree of anxiety and stress caused by attending court may require extra support and reassurance from parents, guardians or carers before, during and after the trial. In the UK, the joint efforts of the Home Office, the Lord Chancellor's Department, the CPS, the Department for Health, and some voluntary organisations (ChildLine and NSPCC) led to the publication, in 1993, of the Young Witness Pack. It consists of a set of brochures aimed to provide help and support to children and young people about to attend court and their families.

The underlying idea of the Young Witness Pack is that children and young people will feel more confident and equipped to give evidence in court if they understand the legal process and their role in it (Gersch et al. 1999: 47). Indeed, the Young Witness Pack and other materials developed on its example and made available online by governmental bodies and children's charities are mainly meant to explain what the role of a witness is, what happens at a court, what happens after giving evidence, and who can help. These materials require knowledge mediation between experts and children and young people, who not only are at a different stage of cognitive development, but also have a different emotional involvement with the process of giving evidence in court.

This paper presents a corpus-driven study on the Young Witness Pack and similar online materials (websites and pdf brochures). The focus is on the asymmetric communication between experts and lay people in the legal field (Cacchiani 2018: 119), who in this case are children or under 18s, a target group that has received attention only in recent years (Diani 2015, 2018; Engberg & Luttermann 2014, Luttermann & Engberg 2018, Sorrentino 2014). Children and young people not only need specialised knowledge and discourse to be reformulated and recontextualised (Calsamiglia & van Dijk 2004: 371) to have a better understanding of what they are about to experience, but also need to be reassured that they have done nothing wrong and reminded of the rights they are entitled to. These materials usually target different age groups (5-11 and 12-17) and use various "explanatory structures" (Calsamiglia & van Dijk 2004: 374) together with tips for listening and answering, visual contents (e.g., illustrations and simple comics), and engaging activities (e.g., crosswords, word puzzles, and guessing games). The aim of the study is to investigate how these practices are combined to adapt the content and the discourse to the specific needs of children and under-18s in order to ensure a successful transfer of knowledge in texts which are meant to take into account the emotional component of a potentially daunting experience and to be engaging at the same time.

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L'écologie expliquée aux jeunes: de la vulgarisation à l'écocitoyenneté

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Les livres documentaires pour la jeunesse inscrivent les pratiques de vulgarisation scientifique dans le cadre spécifique de l'écriture pour la jeunesse. De même que l'écriture pour la jeunesse demeure prise dans le débat entre spécialisation et non spécialisation, de même il paraît légitime de s'interroger sur les spécificités que présente la vulgarisation quand elle s'adresse à un public de jeunes lecteurs. La question, toutefois, ne peut pas être posée de manière générale et demande à être encadrée dans les spécificités des nombreux thèmes que les documentaires jeunesse abordent. C'est pourquoi nous nous proposons d'observer les stratégies mises en place dans les discours de vulgarisation portant sur les thèmes environnementaux et adressés à un public de jeunes lecteurs. Notre communication se concentre en particulier sur la notion d'écologie, telle qu'elle est abordée dans deux ouvrages documentaires, publiée par Actes Sud dans deux collections visant deux différentes tranches d'âge : la collection *A très petits pas*, qui s'adresse à un public de lecteur de 4-7 ans, et la collection *À petits pas*, qui vise des lecteurs d'une tranche d'âge plus élevée. L'analyse de ces deux ouvrages offre des pistes de réflexion intéressantes à plusieurs niveaux : en particulier, s'il est vrai que la reformulation terminologique dans ces deux ouvrages s'organise selon des stratégies différentes en fonction de la tranche d'âge, des traces d'une stratégie argumentative commune sont repérables. Le projet pédagogique qui sous-tend ces ouvrages s'avère être fondé sur une double visée, informative-explicative et argumentative. Mais si la visée informative-explicative passe par des choix terminologiques et de reformulation distincts dans les deux ouvrages, ils partagent une même visée argumentative en ce qu'à l'énonciation du discours scientifique 'source' se superpose l'énonciation du vulgarisateur, fondée sur des choix terminologiques et discursifs qui orientent le regard du jeune lecteur. Les projets discursifs à l'œuvre dans ces ouvrages documentaires s'inscrivent dans une démarche à la fois pédagogique et pragmatique : le public ciblé, à plus forte raison du fait de son jeune âge, est censé 'apprendre' pour 'agir'. Ces discours créent ainsi les prémisses pour le développement d'une conscience environnementale, dont l'aboutissement souhaité est la métamorphose des jeunes lecteurs en 'écocitoyens'.

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Popularisation in Spanish LSP Web Genres: a Corpus-based Perspective

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This paper presents the architecture of a research project aimed at exploring the discursive features of digital genres popularising specialised knowledge. Building on earlier research carried out on Languages for Special Purposes (LSP) (Parodi 2007; Calvi et al. 2009; Bárcena et al. 2013; Humbley et al. 2018) and popularisation (Calsamiglia & López Ferrero 2003; Calsamiglia & van Dijk, 2004; Gotti 2014; Ciapuscio 2014), the project adopts a corpus-based approach to the study of the key features of popularisation compared to specialised communication in Spanish. More specifically, it looks to provide a theoretical framework for the analysis of popularisation in web genres, focusing on different popularising features in the language used by members of different discourse communities as they communicate with insiders and outsiders to those communities. As such, the project combines insights from genre analysis (e.g. Swales 1990; Eggins & Martin 2000; Ciapuscio 1994), specialised discourse (e.g. Parodi 2005), LSP studies (e.g. Calvi et al. 2009) and specialised translation studies (e.g. Musacchio 2017) with data-driven methods, with a view to studying the complex discursive dynamics used to represent and mediate specialised knowledge.

The research is carried out on an ad-hoc monolingual comparable corpus named *WebLesp*, containing a prism of different web genres (blogs, website pages, online newspapers and journals, etc.) pertaining to four major domains (medicine, law, economics and science). All the genres collected in *WebLesp* share a common feature: they are part of digital communication (among others, Giltrow & Stein 2009) thus allowing for an in-depth exploration of the new dynamics of specialised communication on the web. The corpus is innovative in its design – considering the absence of other specialised corpora for the study of Spanish LSP (among the exceptions, see the *Gentt* corpus, Ordóñez López 2008). The building of this corpus also responds to the need, shared by technical writers, translators and LSP scholars, of familiarising with specialised discursive genres and their ‘generic integrity’ (see Bhatia 2004: 115). From this perspective, *WebLesp* is conceived as a tool for ‘discursive socialisation’.

This paper presents some methodological challenges in the design and compilation of the corpus, related to the preliminary need to provide a set of external criteria for the classification of LSP web genres. It also shows some preliminary results of two case studies describing the distribution and characteristics of two key popularising features (namely, metaphor and polyphony/dialogism) in popularised genres of medical and legal communication.

Keywords: popularisation, LSP, web genres, Spanish, *WebLesp*.

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La transmission des connaissances juridiques pour le citoyen entre reformulation et définition lexicographique : le cas de notaires.fr

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Dans cette étude nous nous proposons d'analyser la communication que l'association des Notaires de France (www.notaires.fr) met en place pour satisfaire les besoins juridiques des citoyens dans ce domaine. L'attention sera notamment concentrée sur le support cognitif (Engberg 2010 ; 2013) que ce site offre au citoyen dans son effort de compréhension et de connaissance du droit du notariat, formulée dans des « discours définitoires et informatifs » (Candel 1995) de nature transactionnelle et procédurale (Werlich 1975). Puisque le citoyen n'est pas censé ignorer la loi, une telle transmission de connaissance est pour lui un droit que les institutions doivent assurer. Le citoyen a donc le droit d'être informé sur la loi et sur l'influence que le système juridique qu'il partage a sur son comportement dans la vie sociale (Engberg, Lutterman 2014).

Les stratégies de « simplification » (Bathia 1983) conceptuelle et de « reformulation définitoire » des termes (Loffler-Laurian 1983 ; Candel 1995) qui caractérisent ce type de communication ont déjà été étudiées : dans cette propositions nous approfondirons le rôle d'appoint pour le lectorat profane que joue le *Lexique* du site, dont les renseignements sont uniquement de type *knowledge-orientated* (Bergenholtz, Tarp 1995). La plupart des informations passe, comme il est normal, par les discours définitoires et informatifs offerts dans les pages du site, cependant les reformulations définitoires qui y sont contenues sont liées (parfois par des hyperliens) aux définitions lexicographiques du *Lexique*, qui regroupe la terminologie considérée fondamentale pour le développement des contenus thématiques du site lui-même. Si dans le *Lexique* les liens sémantico-conceptuels entre les termes sont éclatés par l'ordre alphabétique, les discours définitoires et informatifs se chargent de leur reconstruction, dans un va-et-vient entre informations lexicographiques et transactionnelles. Dans l'exemple concernant le concept de « donation » qui suit, on remarque une reformulation définitoire par fonction qui avance également un jugement sur la portée et sur les conséquences de la notion dans le domaine juridique, ce qui contribue à approfondir la compétence encyclopédique du lecteur. De plus, la reprise par l'hyperonyme « acte », dans une reformulation définitoire par équivalence, attribue la notion à un paradigme juridique : « La donation *permet* de gratifier ses proches [...] mais aussi une œuvre, une association ou une congrégation que l'on soutient. La donation *est un acte sérieux car, sauf exception, elle est définitive* » (*Donation et les clauses particulières*).

Par un hyperlien placé dans le texte transactionnel ci-dessus, « donation » renvoie aussi à l'entrée correspondante dans le *Lexique*, où l'on associe le terme à l'hyperonyme « convention » et l'on établit les deux acteurs de l'opération, que le non expert n'est pas à même de reconnaître sans l'intervention du juriste : les opposants de classification (Cornu, 1990) « donateur » et « donataire », auxquels sont consacrés deux articles séparés : « Donation. *Convention par laquelle* une personne transfère à une autre son droit de propriété (ou une partie seulement de celui-ci) sur une chose ou un ensemble de choses, sans contrepartie. Celui qui donne est le *donateur* celui qui reçoit le *donataire* » (*Lexique*) ; « Donataire. *Bénéficiaire* d'une donation » (*Lexique*) ; « Donateur. *Personne* qui donne gratuitement un ou plusieurs biens lui appartenant » (*Lexique*).

Il résulte donc que le greffage de la terminologie spécialisée sur des connaissances culturelles et linguistiques ordinaires, préalables ou construites dans les discours définitoires et informatifs transactionnels, permet au lecteur la compréhension, l'appropriation et la structuration cognitive (Temmerman 2000) des connaissances spécialisées, du notariat en l'occurrence.

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Teaching English Terminology for Russian students (with Special Reference to Oil Refining Subject Area)

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The paper focuses on teaching English LSP of oil refining terminology at Gubkin Russian State University of Oil and Gas based on experiences of teaching terminology of new subject fields which were presented in earlier LSP Congresses in 2005 (market economy), 2007 (social work), etc (Karpova, Averboukh 2005; 2007). Globalization in business, technology and science requires new approaches to the teaching of foreign languages and the testing of the acquired proficiency in order to adequately prepare students for the new communicative challenges in their multicultural professional life. The communicative and cognitive approach in LSP teaching is one of the most effective in university courses not specializing in learning languages. This approach focuses on the students' mental activity, which implies perception, thinking, cognition, explanation and understanding, the foreign language being used as a means of learning where the cognitive function dominates.

Case-study method is a powerful student-centered teaching strategy which enables the students to train critical thinking, interpersonal and communication skills. It provides the learner with the opportunity to consolidate already acquired knowledge and train specific language (Daly 2002: 24). Case studies are multidisciplinary, and "allow the application of theoretical concepts...bridging the gap between theory and practice" (Davis, Wilcock 2003). Also "Case studies force students into real-life situations," training them in managerial skills such as "holding a meeting, negotiating a contract, giving a presentation, etc" (Daly, 2002: 25).

The paper offers a case-study called «Improving of Refinery Efficiency» which is specifically developed for the students of the Faculty of Chemical and Environmental Engineering. The objectives of the project are to integrate the students into real-life situations which may occur at the refinery. The trainees are supposed to find the solutions on the problems offered by the case-study scenario. The content of our case study is rich in both general scientific (*additive, bottom, substance, capacity, etc*), interdisciplinary (*mathematical modeling, acid treatment, high-quality feedstock, physical properties, etc.*) and highly specialized terminology (*fuel oil additive, bottom residue, vapor-compression distillation, oil refining capacity, crude overhead system*). The case-study suggests using new terms (*carbon-neutral recycled diesel, polypropylene unit, fertilizer plant, whirl refinery*), which reflect the new concepts occurring in oil refining industry (*bio fuels, green refineries, eco-technologies in oil refining*).

According to the reflection paper the majority of trainees consider active language usage; simulation, research and solution of real-life situations and group interaction the key advantages of the method. On the other hand, some students marked inability to be part of a team and poor theoretical background for solving specific problems as shortcomings. The results obtained enable further development of the case-study method.

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La definizione in una banca dati giuridica multilingue: riflessione critica sulle tecniche di formulazione

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In una banca dati terminologica multilingue, che abbia ad oggetto il diritto, la definizione del concetto giuridico riveste un ruolo centrale. Essa permette all'utente un immediato accesso alle informazioni necessarie alla comprensione del concetto e costituisce un presupposto fondamentale per la scelta del traduttore appropriato. La definizione del concetto giuridico, tuttavia, si deve confrontare con una realtà complessa che esprime esigenze diverse e a volte divergenti. La definizione dovrà essere infatti sufficientemente dettagliata e completa (ricca di riferimenti a testi normativi), in modo da poter soddisfare le richieste degli operatori del diritto e giuristi, ma dovrà, al tempo stesso, essere formulata in maniera chiara e non eccessivamente tecnica per poter essere compresa facilmente anche dai non esperti della materia.

L'elaborazione di definizioni si scontra inoltre con la intrinseca ambiguità e astrattezza del linguaggio giuridico, che mal si presta ad essere assemblata entro enunciati sintetici ed essenziali. D'altro canto l'esigenza di sinteticità della definizione richiede una ragionata delimitazione delle caratteristiche essenziali del concetto giuridico, operazione che nasconde di per sé il rischio di selezioni arbitrarie e quindi incomplete. Un ulteriore aspetto critico è rappresentato dalla continua evoluzione del diritto che varia nel tempo e nello spazio, coordinate che dovranno essere tenute in debita considerazione nella formulazione delle definizioni. Ad esempio, la definizione di matrimonio nell'ambito dell'ordinamento giuridico della Germania come "unione tra persone di sesso diverso riconosciuta giuridicamente" risulta scorretta in uno dei suoi elementi essenziali, ovvero la diversità di sesso tra i coniugi. In Germania infatti il matrimonio tra persone dello stesso sesso è divenuto legale a partire dal 2017 con la conseguente necessità di adeguare la formulazione della definizione alla nuova normativa.

Alla luce dell'esperienza pluriennale dell'Istituto di linguistica applicata di Eurac Research nell'elaborazione della terminologia giuridica, verranno illustrate le difficoltà legate alla formulazione delle definizioni nel campo del diritto e le strategie sviluppate per comporre le diverse esigenze sopra accennate. Il contributo si avvarrà di esempi pratici per meglio chiarire la metodologia di lavoro impiegata all'interno dell'istituto.

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Building a text generator for specialise purposes in the dairy industry

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In our globalized world, non-native speakers of English who work in various professional environments and have an intermediate level of English are often required to produce texts for specific purposes in English; this often includes descriptions promoting specific goods and/or services. In Spain, the dairy industry has developed greatly in the recent past and a large number of our cheeses have won international awards and are now being exported all over the world. For global trade, English is currently the *lingua franca*, so Spanish dairy industries need to produce accurate and detailed descriptions of the cheeses they manufacture for successful commercial exchange. This paper describes the construction of a text generator, prompted by this need to assist Spanish-speaking professionals in writing promotional descriptions of cheese following the main rhetorical, phraseological and lexical features of this particular text type in English. This will empower the Spanish dairy industries when they decide to engage in exporting their cheeses to the rest of the world.

For building this text generator, we compiled a specialized corpus of 150 online cheese descriptions in English containing a total of 23,089 words. All the texts were downloaded from freely available websites of major retailers or cheese manufacturers. The corpus was tagged rhetorically using specific *ad hoc* software and following Swales' move-step method (1990, 2004). A total of 10 different moves were identified in promotional cheese descriptions in English, including identification, picture, smell and taste, serving suggestions, etc. An *ad hoc* designed browser was then used to retrieve concordances within particular moves and steps, thus providing lists of the most common phraseological and lexical resources employed for the description of cheeses. All the results were fed into the generator.

The final text generator enables the user to write a new cheese description from scratch. The left-hand column provides an overview of all the rhetorical sections that need to be included, and the application guides the user through all the stages required by providing writing tips and model lines for each separate move and step, including authentic examples extracted from the corpus. The user needs to select the relevant model line and complete it with their own data.

This application offers non-native writers of this particular subgenre in English a) general guidelines on the structure of this type of texts, b) an inventory of ready-made phraseological units to be used when describing cheeses, and c) an English-Spanish glossary of specialized and semi-specialized terms in the dairy industry. With such materials at hand, online cheese vendors can easily make their products visible to the global market and their cheeses will probably be more appealing to potential buyers if they are presented in rich and detailed descriptions.

Key words: cheese descriptions, ESP, corpus, genre, phraseology, generator.

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Applying a cognitive phraseological approach in LSP learning

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The difficulty of learning specialised terminology is not a new question in LSP studies (Chung and Nation 2003, Lowe 2009, Xhaferi 2010). Different solutions have been offered from different learning approaches, and despite some of them may be more or less helpful for teachers and students (Webb & Nation 2017), the problem still persists. In line with cognitive theories of vocabulary learning, (Boers and Lindstromberg 2008, Gries 2008, Roldán-Riejos & Úbeda 2018), we not only favour to explore phraseology rather than isolated terms or words, but additionally, we advocate the joint use of images 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 engineering and architecture learning contexts. 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 some lexical combinations is examined. The use of translation is also highlighted through a cross-linguistic study of English and Spanish phraseology.

As will be shown, the results of this experience are encouraging since students are able to learn their specialty language in English with ease and achieve better results in memory retention. Despite the amount of previous teaching work to design appropriate tasks, this approach eventually pays off. Our conclusions confirm that technical students are capable to hone their linguistic knowledge even when they are not familiar with lexical or semantic studies if they receive a suitable approach.

Keywords: LSP studies, technical phraseology, cognitive approach, vocabulary learning.

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Identifying collocations in the German, English and Spanish LSP of Marketing

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The main aim of this paper is to identify and compare the collocations extracted from a multilingual comparable corpus, but also to compare different methods for the extraction of collocations. The corpus we are working with is composed of marketing texts. It is a multilingual comparable corpus composed by three corpora in three languages (German, Spanish and English) which are comparable because they belong to the same text type; all three corpora consist of articles on marketing topics, published in scientific journals.

To achieve these two aims, at first the collocations are defined and clearly distinguished from other phrases such as idioms or free word combinations, before describing the methods which have so far been used to extract them from corpora. Special attention will be paid to hybrid methods that combine linguistic and statistical information. After comparing these methods and presenting different criteria to identify old and new collocations, two of these methods will be applied to the corpora. The findings will be analyzed and conclusions drawn in order to list differences in the structure of German, English and Spanish collocations in the field of marketing.

Among the numerous fields of application of this study, translation training and foreign language training must be particularly highlighted. For translators, especially when translating into the foreign language, collocations are a frequent source of errors, all the more when it comes to detecting false friends.

Keywords: collocations, languages for special purposes, marketing, corpus linguistics, phraseology of marketing, translation and translator training.

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Mediating Specialized Knowledge in Estonia in the 1990s

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This paper aims to provide insight into the role of interpreters in mediating the transfer of specialized knowledge in Estonia in the early 1990ies, prior to signing an association agreement with the EU (1995). Estonia's accession to the EU took place in 2004.

Socio-political changes accompanying the regaining of independence of the Republic of Estonia in 1991 brought along legal, fiscal, financial and other reforms. Numerous foreign specialists came to facilitate the transition to the rule of law. Often interpreters were among the first exposed to new legal or economic concepts and terms in the fields of justice, economics, banking, law enforcement, etc. Estonian terminology and LSP, however, was partially inadequate, representing a different social order, and had to be developed. This was the period of economic reforms: from 1992 to 1995 the Estonian parliament adopted 528 legislative decisions and acts. My research reflects the complex interaction between interpreting and a transitioning socio-political environment, linking interpreters' professional terminological fluency to the state's symbolic capital.

The theoretical framework is based on the notion of symbolic capital as defined by the French sociologist Pierre Bourdieu: symbolic capital as capital resulting from accumulated investments of time, effort and money in activities having no direct impact on the financial performance of an entity. Expanding upon Bourdieu's approach and applying it not only to the individuals but to the states. To paraphrase Bourdieu, the interpreter is an agent who enjoys the privilege of contributing to the field within which he or she functions and is thus associated with the symbolic capital of the state.

My research is a first attempt to examine the question of how interpreters went about gathering terminology in order to transfer specialised knowledge when there were few specialised bilingual dictionaries and novel terminology was scarce in Estonia. For empirical material, I rely on 39 interviews made with interpreters active in the transition period and the LSP dictionaries available during the period under review.

While a translator has more time and possibilities to look for a term or study an unfamiliar phrase, a simultaneous interpreter depends on the proficiency in terminology. The research led to the discovery that when there were no online sources, the interpreters used mainly the following sources in preparing for interpreting: dictionaries, note-taking of new terminology during interpreting to compile glossaries, consulting with specialists.

Retrospectively, considering the diachronic evolution of interpreting in the period under review, the conclusion to be drawn is that although the interpreters' role mediating specialized knowledge in the Republic of Estonia's transitional period is difficult to quantify, overall it was indispensable and favourable, contributing to Estonia's position as an equal and reliable partner across international contexts. The interpreters' contribution to the development of Estonian LSP was collective, albeit invisible and unquantifiable. The interpreter's knowledgeable use of up-to-date terminology and efforts to master continuously revised terminology in the transitional period therefore became significant but remained invisible. Terminology and interpreter-compiled glossaries are a powerful tool in the hands of interpreters, allowing them to deliver the message unambiguously, contributing, thus, to the state's symbolic capital.

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Marqueurs de reformulation et paraphrase dans le site de l'UE consacré aux enfants

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Cette étude porte sur la reformulation textuelle et sur son expression par le biais d'une sélection de marqueurs de reformulation et paraphrase, et de certains signes graphiques dont le but est, entre autres, de reformuler ou plutôt d'introduire une reformulation du dire qui précède. Par rapport aux premiers, nous analyserons les marqueurs parenthétiques de reprise interprétative *c'est-à-dire*, *autrement dit*, *à savoir*, *en d'autres termes* qui, au-delà de la nature de leurs constituants, introduisent une réflexion par rapport au *dire* et au *dit*, auxquels nous ajouterons *soit* et *ou* « d'équivalence », alors que, parmi les signes graphiques, nous nous intéresserons à ceux qui introduisent une « rupture » ou une « incise » dans la phrase et qui tendent généralement à apparaître dédoublés : les parenthèses, les deux points, les tirets (doubles) et les virgules (doubles).

Nous appliquerons ce cadre théorique, qui s'appuie sur les études sur la reformulation et la paraphrase (Fuchs 1982 ; 1994) au niveau des marqueurs (Gulich, Kotschi 1983 ; Murat, Cartier-Bresson 1987 ; Kleiber 1994 ; Authier-Revuz 1995 ; Vassiliadou 2008 ; Mongi 2009 ; Gomez-Jordana, Anscombe 2015) et des signes graphiques qui peuvent les exprimer (Pétillon 2003 ; François 2011 ; Boucheron 2014), au portail de l'UE consacré aux enfants, *Le coin des enfants*, qui vise à leur faire connaître l'UE, en particulier ses pays membres et ses institutions, mais surtout leurs droits (http://europa.eu/kids-corner/index_fr.htm). *Le coin des enfants* a les traits d'un « texte numérisé » (Paveau 2015) car il est nativement issu du web et sa consultation ne peut se faire que dans le web. A son intérieur, on peut accéder à d'autres pages web à partir de la page d'accueil contenant une carte interactive de l'UE sous forme de dessin : la section que nous analyserons a pour titre « L'Union européenne : qu'est-ce que c'est ? » et permet aux enfants d'y cliquer pour ouvrir des informations qui sont introduites par cinq questions initiales. On accède ainsi à une autre carte interactive de l'UE géopolitique, point de départ pour découvrir l'UE, mais également point de départ de notre analyse.

Sur la carte, il suffit de toucher et/ ou de cliquer sur les vingt-huit pays membres de l'UE pour accéder à des encadrés supplémentaires contenant des informations géopolitiques, culturelles et sociales sur les pays de l'UE. C'est au sein de cette section que nous identifierons les marqueurs de reformulation et de paraphrase à analyser, que nous rattacherons à deux emplois sémantiques principaux : l'équivalence et la caractérisation. Le but de cette recherche est, d'une part, de vérifier la manière dont les concepteurs du portail présentent des contenus techniques en vue de les vulgariser à des enfants (scolarisés) dont les origines tant géographiques et culturelles que sociales peuvent différer ; d'autre part, de comprendre le rôle des marqueurs susmentionnés dans la transmission de connaissances spécialisées à un public non expert.

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„Kriterien hinter Kriterien“ bei der Bewertung von Präsentationen im Fachsprachenunterricht auf Tertiärstufe

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Nicht nur, jedoch noch ausdrücklicher als im allgemeinsprachlichen Unterricht, gelten authentische Aufgabenstellungen im Fachsprachenunterricht als bevorzugte Methode anhand welcher die Leistungen der Lerner beurteilt bzw. gemessen werden (sollen). Zu solchen Methoden gehören auch Präsentationen, die heute im (Sprach-)Unterricht kaum wegzudenken sind. Man verfolgt dabei das Ziel, die Lernenden mit möglichst realitätsnahen Aufgaben zu konfrontieren und sie somit auf das Studium in einer Fremdsprache oder aber auf das spätere berufliche Leben vorzubereiten. In beiden Fällen kommt man am Präsentieren kaum vorbei. Die Aufgabe des Lehrers dabei ist nicht nur, die Lernenden jeweils mit den typischen sprachlichen Mitteln vertraut zu machen, die bei einer Präsentation verwendet werden, sondern auch, ihnen nachher ein angemessenes *Feedback* und eine faire Note zu geben. In der heutigen globalisierten Welt ist zudem eine Vergleichbarkeit der Noten von Bedeutung. Dies alles bedeutet, dass einer authentischen Aufgabe auch eine möglichst authentische Leistungsbeurteilung folgen sollte, die mehr umfasst als nur den rein sprachlichen Teil. Da Präsentationen als eine komplexe Textsorte gelten, wo es nicht nur auf den sprachlichen, sondern auch auf den visuellen und den performativen Teil ankommt, stellen sie für den Sprachlehrer gewisse Herausforderungen dar.

Auf eine von diesen Herausforderungen sind wir mit unserem Experiment eingegangen, nämlich auf die Kriterien der Lehrer bei der Bewertung von Präsentationen. Wir haben dazu Videoaufnahmen von zwei Präsentationen, die von unseren Studierenden durchgeführt wurden, von elf Fachsprachenlehrern auf der Tertiärstufe in zwei Ländern nach einem einheitlichen Kriterien-Raster bewerten lassen. Uns interessierte dabei, ob es trotz eines solchen einheitlichen Bewertungsrasters Unterschiede zwischen den einzelnen Lehrern bei der Benotung gibt, in welchem Segment die Abweichungen am größten bzw. am geringsten sind und schließlich worauf sie zurückzuführen sind. Um es anders auszudrücken, haben wir uns auf die Suche nach den Kriterien hinter Kriterien begeben, nach solchen, die von Lehrenden möglicherweise jenseits denen im Bewertungsraster enthaltenen, angewendet werden.

Schlüsselwörter: Authentizität, Fachsprachenlehrer, Kriterien, Leistungsbewertung, Präsentationen

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Novel metaphors with cultural content in natural science discourse as creativity markers

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The view that the special type of language used in scientific communication is information centred has dominated LSP research and teaching for nearly a century. However, apart from standardized cross-cultural communication, scientific discourse of the new millennium exhibits some creative patterns going beyond this preconception. The academic style has recently witnessed the rise of evaluative language used in abstracts (Vinkers, Tjldink, Otte, 2015), more advertising highlights (Yang 2016), writing with ‘the reader in mind’ (Freeling, Doubleday, Connell 2019 et al.). These instances account for a counteracting tendency - to stand out and influence the audience through writing. Metaphors also play an interesting role in this process as they may become quite widespread to reshape discourse patterns. However, apart from conceptual metaphors common and well-studied (Herrmann, 2013) in academic discourse novel metaphors emerge with a culture-specific concept as a source domain in natural science discourse.

An interesting case is “Holy Grail” sporadically appearing in the texts of biology and medicine as early as 1980s and experiencing a steady rise up till 2003-2004, then the number of references nearly doubled each two years surging in 2015- 2017. To reach the maximum tokens we used PubMed as a search engine as well as a database accessing papers on life sciences and biomedical topics. Apart from titles and the texts of abstracts it provides, it searches through the texts of the papers themselves, it contains links to the full texts on the journal sites. The text of each paper with the target metaphor was obtained from the journal site. The corpus analysis has thus revealed more than a thousand papers (1200) of various genres ranging from an experimental to review paper exploiting this metaphor.

Through conceptual and lexical analysis of the full texts, we have outlined the core and periphery characteristics of this concept serving the basis for further metaphorisation. This is a very specific type of metaphor as it refers to Arthurian legends and stands for some mystical object providing abundance, health, and happiness. It was hunted by the knights, and as it repeatedly vanished once the seeker saw a glimpse of it, it has become a good metaphor in XXI century given both old and new diseases posing a challenge for contemporary science. Interestingly, the first uses of this metaphor in 1980-s profiled a more positive meaning than the recent ones. Our analysis revealed that much of the original conceptual content is preserved in the resulting texts, with the metaphor marked through punctuation e.g.: “The ability to ‘predict’ outcomes such as performance, talent, or injury is arguably sport science and medicine's modern-day equivalent of the ‘Quest for the Holy Grail’”. The use of this concept in the title of the paper was predominant contributing to the advertising patterns in journals. Contrasted with similar metaphors –“Rosetta stone” or “Trojan horse” being the examples – it failed to produce a term. The words from the knightly domain and with literary connotations appear in the contexts: *quest, battle for, fight for, seek*. The idea of an eternal quest for something important is the core idea realized in natural science discourse, while providing youth and healing from diseases are not verbalized in the contexts possibly being implicit as the areas this metaphor are biology and medicine.

Therefore, cultural knowledge provides the conceptual structure for further transfer and should be approached from a cognitive linguistic perspective to reveal the core and periphery features as it may predict its terminological potential. The conceptual content builds the foundation for novel metaphors appearing in scientific discourse and serves several purposes. On the one hand, these metaphors are creativity markers allowing to encompass another dimension into an information-driven text that is particularly relevant for high-impact journals. On the other hand, they facilitate knowledge transfer, elucidating and simplifying the

complicated science content. Moreover, these metaphors mark conceptual changes and discourse trends in science: focusing more on the process of acquiring knowledge rather than a result itself.

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Interstellar Communication: Experimenting with Edutainment in a Multidisciplinary Setting

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Edutainment as a novel method combining computer (Hogle, 1996), project-based and game-like formats (Charsky, 2010) appeared in the 1990s and since then has shaped the landscape of education in various disciplines including LSP training (Anikina, Yakimenko, 2015). Commonly defined as a marriage between the serious matters of education with enjoyable ones of having a good time, it harnessed games, videos and role-play project-like tasks both to “exhilarate in addition to educate” (Colace et al., 2006). This approach enables students to practice communication and soft skills, helps teachers to maintain interest and motivation in large classes, and thus generally boost students’ performance (Iwasaki, 2009). However, each new EAP setting requires a particular combination of traditional and novel methods to reach linguistic learning outcomes. Here we report on a case study where an edutainment event was organized within a multidisciplinary environment at Skolkovo Institute of Science and Technology (Skoltech).

Skoltech is a unique educational institution in Russia providing education in science and engineering tracks including IT, Life sciences, Materials science, Space studies, and others. At Skoltech, English is both the medium of instruction (EMI) and the official *lingua franca* in all spheres of university life; thus, the students enrolled are expected to have a good command of English.

However, there is always a group of students with lower admission scores whose linguistic competence needs improvement to enable more effective communication and academic performance. To address the needs of this group and boost students’ language skills, improve, presentation, negotiation skills, and team work, the Interstellar Communication English training was designed and implemented as a series of three full-day (six-hour) edutainment challenges for about 30 participants each.

The ultimate goal was to colonize some uninhabited planet. The ‘route’ included three ‘pit-stops’, where multidisciplinary teams had to compete for equipment, resources and life supplies by completing a series of communicative and linguistic tasks. The game had several strict rules yet allowing for a dynamic set of variables manipulated by both the instructors and the students themselves mimicking real-life relational processes. Each new step or decision could have a lasting effect on a game in general. Pit-stop challenges focused on the essential grammar items, general academic vocabulary and particular linguistic difficulties such as prepositions, phrasal verbs, idioms, and so on. The types of tasks included interactive word scrambles, ordering and sorting competition, text editing contest, negotiation, and a Web Quest.

As a final project, each team was asked to prepare a presentation where they had to describe the planet they wanted to colonize (physical and biological conditions/ challenges), explain which existing technology from Earth they were going to use to colonize it, and what benefits their approach can bring both the Earth and that planet.

This project-based edutainment activity turned out to be effective for promoting communication in a multidisciplinary environment and improving the language skills. The proposed plot was demonstrated to be both successfully guiding and versatile to be adapted for the particular group of students. The presentation will provide an overview of the workshop design and implementation at Skoltech as well as the analysis of students’ feedback collected after each day. Benefits and challenges of edutainment experiment in a multidisciplinary setting will be discussed in detail.

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Interpersonal features in student peer feedback

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Student peer feedback has been increasingly used as a type of collaborative learning. Considerable research has focussed on the effects peer feedback has on students' performance (e.g. Villamil & De Guerrero 1996; Paulus 1999; Tsu & Ng 2000; Tseng & Tsai 2007; Lisaité et al. 2016; Vandepitte & Hanson 2019). By contrast, students' implicit perceptions of the interpersonal features of giving/receiving feedback have been largely overlooked. Nevertheless, a study of the linguistic resources used to construct peer feedback comments is highly likely to reveal certain interpersonal attitudes and will therefore contribute to a more comprehensive idea of what constitutes effective peer feedback, especially in the context of an interdisciplinary intercultural peer feedback collaboration.

In the framework of a translation course into ESL, Flemish translation master students (L1 Dutch speakers) participated in two pilot studies in which they translated a Dutch text into English, which was then edited by U.S. language bachelor and master students for the American market in the Trans-Atlantic and Pacific Project context (Moustén et al. 2008; Vandepitte et al. 2016). On the basis of this peer feedback, the students then wrote a second version of their translations. Using Martin and White's (2005) appraisal theory, an analysis has been made of the students' comments in terms of implicit and explicit realizations of engagement, attitude and graduation as basic characteristics of the interpersonal interaction. The findings of the analysis were then used to establish whether and how the evaluative language in the comments was related to the implementation of peer feedback in the second version of the translations and to the students' survey responses and writings reflecting on their collaborative contacts and perceptions of satisfaction with the collaborations.

The presentation will therefore shed light on any socio-cultural factors that may lead to patterns of difference in personal stance expression in and student perceptions of effective and satisfactory peer feedback across disciplines and cultures. For example, does making a personal connection seem to be more important to undergraduates students versus graduate students? Does it seem to be more important to US students versus European students? In addition, this research may lead to recommendations about methods for conducting the collaborations: is it worthwhile to invest time in self-portraits and informal contact between partners and/or what kind of activities work well to promote a sense of personal connection between partners?

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Le traitement du lexique médical par la terminologie computationnelle : vers la réalisation d'une ressource linguistique interopérable

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La terminologie computationnelle est un domaine d'étude qui vise à adopter des méthodes computationnelles et quantitatives afin de mener des recherches terminologiques et qualitatives (Bourigault, Jacquemin, L'Homme 2001 ; Drouin et al. 2018). Parmi les activités de recherche les plus répandues, l'extraction automatique de termes (Foo 2012 ; Amjadian et al. 2018 ; Simon, Kešelj 2018) et la création de ressources terminologiques structurées¹⁶ jouent un rôle fondamental pour le traitement et l'analyse des « langues de spécialité ».

Dans cette étude, nous nous proposons d'analyser le langage médical et nous considérons trois différents macro-domaines (communication, traduction spécialisée et recherche d'information) où la terminologie computationnelle peut être appliquée afin de faire face à la complexité du lexique médical. Dans ce contexte, notre objectif est de créer une ressource linguistique intégrée et interopérable qui puisse fournir un large éventail d'informations pour l'exécution de tâches liées au domaine médical.

Dans le domaine de la communication, les difficultés dans le dialogue entre patient et médecin sont souvent abordées (Ley 1988 ; Serianni 2005) et le code de déontologie médicale¹⁷ déclare expressément la nécessité de « transmettre des informations compréhensibles et complètes ». Dans le domaine de la traduction spécialisée aussi, les professionnels se confrontent avec la complexité du lexique médical (Rouleau 2003) en tant qu'ils doivent accomplir la tâche de décoder (comprendre) et ensuite de transcoder (transmettre) les informations médicales dans un texte en langue source vers une langue cible (Jammal 1999). Enfin, dans le contexte de la recherche d'information, de nombreuses études ont été menées pour faciliter les experts en médecine dans le processus de revues systématiques.¹⁸ La tâche consiste dans la récupération des documents pertinents à un sujet médical spécifique et l'approche classique est basée sur la reformulation du besoin d'information à satisfaire en utilisant des variantes terminologiques.

Afin de faire face aux exigences définies ci-dessus, nous nous proposons d'intégrer les données terminologiques d'une ressource multilingue déjà existante¹⁹ qui vise à supporter la communication dans le domaine médical. Notre objectif est d'intégrer, en termes d'interopérabilité, les informations extraites de différentes sources afin de construire un seul point d'accès aux informations médicales et terminologiques. En particulier, nous intégrerons les données extraites :

1. des ressources *Consumer Health Vocabulary*²⁰ et Glossaire Multilingue européen²¹ pour faciliter la communication entre patient et médecin en fournissant le terme technique et son correspondant en langue populaire ;
2. des bases de données terminologiques IATE²² et TERMIUM Plus²³ pour fournir un outil valide pour les professionnels dans le processus de traduction spécialisée ;

¹⁶ Pour une liste des ressources linguistiques disponibles dans le panorama européen, voir le lien suivant : <http://termcoord.eu/terminology-websites/>

¹⁷ <http://www.ordinemedicalatina.it/wp-content/uploads/2017/05/CodiceDeontologico.pdf>

¹⁸ <https://swiss.cochrane.org/fr/les-revues-systematiques-systematic-reviews>

¹⁹ Pour des raisons d'anonymat, la référence à la ressource n'a pas été insérée.

²⁰ <http://consumerhealthvocab.chpc.utah.edu/CHVwiki/>

²¹ <https://users.ugent.be/~rvdstich/eugloss/welcome.html>

²² <https://iate.europa.eu/home>

²³ <http://www.btb.termiumplus.gc.ca/tpv2alpha/alpha-eng.html?lang=eng>

3. des ressources SNOMED CT²⁴ et MeSH terms²⁵ pour la reformulation de l'information à satisfaire afin de collecter des documents pertinents pour les revues systématiques.

En conclusion, nous présenterons une série de problèmes liés à l'utilisation du standard ISO TBX²⁶ pour la réalisation de ressources linguistiques normalisées et interopérables.

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²⁶ <https://www.iso.org/standard/45797.html>

Disciplinary expertise and/or digital expertise? Bridging the gap for effective communication in an English for Specific Purposes course

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The purpose of this paper is to present and analyse the tension between disciplinary expertise and digital expertise and its role in the development of effective scientific communication in English, within the teaching of English for Specific Purposes in classes at Master's level in Biology in France. Students' levels of disciplinary expertise are particularly relevant as they influence students' skills and confidence, all the more so at postgraduate level when students are experts in the making. Indeed, as their scientific research interests and perspectives become more defined, their learner identity within their own discipline evolves and this impacts their posture in the English class as well. As students' sense of belonging to their own community of learning as experts increases, their involvement in the English course is also reinforced, since as Ken Hyland underlines, "Genre, then, is the interface between individual and community: the ways that academics who, at the same time as they construct their texts, also construct themselves as competent disciplinary members who have something worthwhile to say."²⁷

The ESP course we want to analyse is called « English Scientific Communication » and is aimed at different postgraduate biology courses (molecular biology, genetics, immunology, etc...). It focuses on the skills students need to understand the norms and conventions of scientific communication, adapt to different oral and written communication contexts, apply for jobs / research projects in sciences, and communicate effectively on their research. The main objective of the course is to make them proficient in all aspects of scientific discourse regardless of their disciplinary expertise, whether in the written format of the research article or for the oral style of delivering papers at conferences. What we want to present in this paper is a task that enabled students to develop their digital skills as well as their language skills, in the format of a video abstract or paperslide. A new genre of the scientific abstract, the video abstract is used here in the ESP class as a multimodal exercise that explores another layer of scientific communication and language use. What we hope to investigate in this paper is how such a hybrid task offers new, possibly more operative scaffolding and mediation perspectives for the teaching of effective scientific communication.

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²⁷ Ken Hyland, « Genre, discipline and identity », *Journal of English for Academic Purposes* 19 (2015) 32-45, p. 33.

Terminology and Research Infrastructures

Tanja Wissik

Digital methods have become best practices in many disciplines, so also in terminology: We only have to think of the use corpora, database systems and term extraction tools etc. In general, Research Infrastructures enable digital research by providing facilities, resources or services of a unique nature, to conduct and to support top-level research activities in different domains. They include for example major scientific equipment or sets of instruments, knowledge-based resources like collections, archives and scientific data as well as e-infrastructures, such as data and computing systems as well as communication networks, and any other tools that are essential to achieve excellence in research and innovation (cf. ESFRI 2018a). In this contribution we are working with the definition of Research Infrastructures (RI) given by the ESFRI Roadmap 2018, where RIs “are facilities, resources or services of a unique nature, identified by European research communities to conduct and to support top-level research activities in their domains. They include: major scientific equipment – or sets of instruments; knowledge-based resources like collections, archives and scientific data; e-Infrastructures, such as data and computing systems and communication networks; and any other tools that are essential to achieve excellence in research and innovation.” (ESFRI 2018a) These RIs can be single-sited or distributed (cf. ESFRI 2018a).

The ESFRI definition includes European Research Infrastructures (ERICs), which are legal entities with legal personality and full legal capacity recognised in all EU Member States as well as Research Infrastructure Projects, which do not have the legal status of ERICs. If we have a look at the ESFRI Landscape Analysis that provides the current context of the most relevant RIs in Europe (cf. ESFRI 2018b) it becomes clear, that not all disciplines are covered by specific RIs. And terminology is one area without a dedicated RI. But how digital research can be facilitated, if there are no specific Research Infrastructure yet in place for the discipline in question?

In this contribution, we will describe the key points in order to effectively use a Research Infrastructure that was not designed specifically for terminology research, in order to perform terminology research as well as practical terminology work. As a use case, we will introduce the European Infrastructure for Lexicography (ELEXIS)²⁸, a Research Infrastructure that was specifically designed to support lexicographic workflows by providing online access to data, tools and services for lexicography (cf. Declerck et al. 2018). The two main key points in using RIs effectively, even though they are not specific to one domain, are common standards and formats and common practices. In this contribution, we will describe the ELEXIS infrastructure, the standards adopted in lexicography and in terminology and the possibility to map and convert them to each other. Furthermore we will elaborate on common practices such as the use of corpora and linked open data.

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²⁸ The website is available under www.elex.is. The ELEXIS project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 731015.

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Workshops/Colloquia

A Bilingual Professional Writing Certificate Program at a U.S. Institution: Creating Endless Possibilities

Isabel Baca, Victoria Garcia, Juan Moises Renteria Garcia, Joy Urbina,
Tereza Qezada, Theresa Donovan

Living on the U.S.-Mexico border and teaching at a Hispanic-Serving Institution afford us the opportunities to train faculty and teach students on the need and importance of using language(s) for specific purposes, and it allows us to conduct diverse, valuable research. Through a National Endowment for the Humanities (NEH) grant, we have launched a Bilingual Professional Writing Certificate (BPWC) Program for undergraduates. While most multilingual/translingual and transnational literature in the our discipline (Composition/Writing Studies) focuses on helping students find value in their linguistic diversity and empowering them in the English writing classroom (Brian and Theado 2016), composition's "global-turn," in our opinion, has continued to situate other languages in relation to English; the bilingual professional writing courses in the BPWC Program, however, inherently and explicitly value translingual writing practices. The five panelists will address different aspects of the BPWC to show how faculty are being better prepared to teach bilingual professional writing courses and to understand the role rhetorical theory, translation theory, and ethics play in these courses. In addition, the panelists will discuss the following: goals of the NEH grant, purpose of the BPWC, course redesign, faculty training, a bilingual professional writing lab, the creation of an online resource guide for the BPWC, and the research possibilities that come with establishing a bilingual professional writing certificate for undergraduates. Speaker 1 will address how the NEH grant was written and how its funding has made faculty training possible; she will share the goals and timeline of the Bilingual Professional Writing Certificate Program. Speaker 2 will address the course redesign and explain how the fields of translation and professional writing were converged. Speaker 3 will describe the different faculty training workshops and the creation of the Bilingual Professional Writing Lab. Speaker 4 will address the creation and implementation of an online resource guide for the BPWC faculty and students. Finally, Speakers 5 and 6 will share their experience teaching the newly redesigned bilingual professional writing courses and describe the ongoing research they are conducting based on a cross-cultural peer review assignment that includes students from two institutions: The University of Texas at El Paso and The University of Puerto Rico, Mayaguez Campus. The panelists will allow time at the end of the presentation for questions from the audience.

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New Developments and Projects for International Telecollaboration: Celebrating Two Decades of the Trans- Atlantic & Pacific Project (TAPP)

Andrew Bailey, Joleen Hanson, Bruce Maylath, Marina Tzoannopoulou, Sonia Vandepitte, Elisabet Arnó, Ann Hill Duin, Patricia Minacori, Maria Teresa Musacchio, Giuseppe Palumbo

Discussant: Francesca Helm, University of Padua

Brief description:

For nearly 20 years, the Trans-Atlantic & Pacific Project (TAPP) has connected over 30 universities in 18 countries on four continents, linking writing classes to usability testing and translation studies classes in collaborative projects. The TAPP spread rapidly during the era of globalization, allowing students to gain insights to each other's cultures and languages, as well as each other's work processes. At European Symposia for LSP in 2009 and 2011, TAPP members presented panels describing their projects, and, in 2013, 2015, and 2017, conducted half-day workshops/colloquia so that Symposium attendees could learn how to join the TAPP or run collaborative projects on their own. This year, the TAPP proposes to run another half-day workshop/colloquium, this time with a view to the latest experiments and developments in international collaborative projects.

Background:

At the XVII. Symposium, in Aarhus in 2009, participants were introduced to the Trans-Atlantic Project (TAP), which then connected technical writing classes in the US with translation classes in Austria, Belgium, Denmark, France, and Italy (Humbley et al. 2005; Maylath, Vandepitte, Mousten 2008; Mousten, Vandepitte, Maylath 2008). All projects at that time were limited to bilateral collaborations: one class of technical writing students would write instructions, then work with partners in a single class abroad to render the text accurately in a single target language. At the XIX. Symposium, in Vienna in 2013, participants were introduced to the TAP's multilateral projects, connecting co-authoring technical writing classes, usability testing classes, and translation classes in as many as seven countries with seven languages at one time (Mousten et al. 2010a; Mousten et al. 2010b; Mousten et al. 2012; Maylath, King, Arnó Macià 2013; Arnó Macià et al. 2014). By 2015, the TAP had connected thousands of students at 19 universities in 12 countries on four continents and had been redubbed the Trans-Atlantic & Pacific Project (TAPP) (Verzella, Tommaso 2014; Vandepitte et al. 2015; Sorensen, Hammer, Maylath 2015). Thus, at the XX. Symposium in 2015, again held in Vienna, the TAPP network conducted a workshop to exchange ideas and methods with attendees who wished to learn how to conduct learning-by-doing projects in LSP education, particularly in international, interlingual, or intercultural settings, with a view to what TAPP instructors had learned, and thereby been able to improve, over the preceding 15 years. Further experiments and activities were introduced at the TAPP workshop held at the XXI. Symposium in 2017 in Bergen. Now in 2019, additional research has been taken place examining the value of TAPP collaborations for student learning, much of which is collected in the book *Multilingual Writing and Pedagogical Cooperation in Virtual Learning Environments* (Mousten et al. 2018). For the XXII.

Symposium in Padua, the TAPP network plans to convene a workshop to lead participants through the latest experiments and pedagogical developments for linking students of writing, usability testing, and translation.

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Knowledge-structure mediation in the varieties of professional discourse

The Organiser of the Colloquium: Doctor of Linguistics, Prof. Larissa Manerko
Lomonosov Moscow State University, Russia
Higher School of Translation and Interpreting

Introduction to the Colloquium

The proposed colloquium follows the tradition of previous conferences and symposia of presenting the development of terminology studies, which can clarify the theoretical foundations and show the achievements of different terminologists in the study of LSP and professional communication. One of the most interesting tendencies in modern Terminology science involves the interaction between cognitive and communicative tendencies in terminological production closely connected with the representation of knowledge structures of experts and non-experts. This perspective brings forth the idea that “knowledge is situated in individuals’ minds and subject to creation and recreation in communicative setting” (Engberg, 2008: 8). Besides that knowledge structure mediation greatly depends on other extralinguistic and linguistic factors.

The **aim of this colloquium** is to present the results of work of scholars in various kinds of professional discourse, in which we can observe the mediation of knowledge structures with the help of terms mostly based on linguistic, cognitive and extralinguistic information closely connected with the goal of communication of a particular human being in some particular communicative situation.

The first presentation by Alekseeva and Mishlanova discusses the process of knowledge transfer of the term *immunity* in the sphere of modern immunology science, on the basis of which the authors construct cognitive models. The second presentation of Manerko and Popova is based on English *nanomedical discourse* in scientific peer-reviewed journals (2009-2019), the analysed sphere of knowledge includes molecular medicine; nanotechnology; and nanomaterials and kinds of knowledge illuminated in them.

The second part of the colloquium points at changes occurring in knowledge structures. In the talk of Mishlanova and Biserova the Critical Discourse Analysis and Terminology Analysis are explicated through the conceptual metaphor structure TERMINOLOGY IS A VULCANO CRATER. The English word “environment” is investigated in Sukhanova’s paper, the author shows that it undergoes different semantic changes becoming a term or a part of a term in collocations functioning in various types of discourse linked with certain domains of knowledge. In the presentation of Mishlanova and Utkina transdiscursive metaphorical communication of medical knowledge is studied with the help of the method of metaphorical modeling based on taxonomic categorization. The last paper presents knowledge transfer between non-experts, who get acquainted with the passage “A Brief History of Time” by Stephen Hawking, from which the conceptual metaphor ENERGY IS MONEY is described a number of direct and indirect representations.

The colloquium will last 3 hours, starting with 5-6 minutes of introduction to the colloquium. It is followed by 6 presentations (20 minutes of presentation plus 6-8 minutes for the questions and discussion after it). After the 6th talk some concluding comments of the audience of the colloquium is presupposed.

Reference to the introduction

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1. Term-production and mediation: interaction of inner and outer knowledge transfer

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Our research is aimed at one of the dominant issues of cognitive terminology, the process of knowledge transfer bringing together all relevant areas, including term-production. We try to clarify the question: how does the development of professional knowledge influence the process of term-production? The main tenet of our research is that terms, being specialized units of cognition, verbalized in language, are adapted for the process of getting knowledge and its further processing in knowledge transfer. This view of terms, provide mediation of their comprehension across knowledge communication.

The predominant challenge of specialized knowledge communication is how to transform and transfer specialized knowledge in order for it to gain value within the scientific progress. Taking into consideration that the term is an integrated language, knowledge and cognitive unit, we research it with regards to its main function: knowledge transfer. We distinguish between inner knowledge transfer and outer transfer. The inner knowledge transfer is regarded as a system of semantic links within the term's structure. The outer knowledge transfer reflects stages of historical and social development of a certain science from naïve knowledge to scientific theories.

Definitions of the term *immunity*, linked with the main concept of modern immunology science, serve as the material for our research. The main task of the research is to select them from the dictionaries of various time periods and to describe the process of term-production regarding the two types of knowledge transfer: inner and outer. Following the ways of concept fixation in the dictionaries, we observe definite historical periods of its formation and the main immunological theories. Taking this knowledge into account, we construct cognitive models of the term *immunity* by means of a system of inner semantic links. These models help us to monitor the process of term-production, and to measure its language indicators by means of observation the relations between inner and outer knowledge transfer.

Key words: *term, term-production, inner knowledge transfer, outer knowledge transfer, cognitive model.*

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2. The peculiarities of nanomedicine terminology in the special journal discourse

Manerko Larissa, Lomonosov Moscow State University

Popova Helen, Moscow Pedagogical State University, Russia

The term "nanomedicine" is widely used nowadays by the scientific community, where the number of academic publications on nanomedicine topic is steadily increasing. The analysed material shows that nanomedicine discourse is the evolving and dynamic sphere without clear borders. It is studied as a complex communicative event with the description cognitive mechanisms through its conceptual analysis.

Our presentation is based on English nanomedical discourse in scientific peer-reviewed journals from 2009 to 2019. This multidisciplinary field of knowledge is operating nanotechnological properties while carrying out medical research as well as diagnosis, prevention and treatment of diseases.

The terminological sphere of nanomedicine is greatly enriched by certain scientific domains, such as general terms from *biology* and *chemistry* as well as sub-fields – *biomimetics* and *toxicology*. The analysed domain of terminology is based on three pillars: 1) molecular medicine; 2) nanotechnology; and 3) nanomaterials. The terms are categorized related to the medical context of: 1) delivery (e.g. *imaging agents*); 2) instrumentation (e.g. *surgery*, *sensory aids*); 3) materials (e.g. *antimicrobial dressings*); 4) terms describing methodologies and/or techniques (e.g. *nanofiltration*), etc.

The nanomedicine terminology dominant issue is related to nanotechnology – these are biological and artificial low-dimensional objects having prospects for medical usage and their size properties ranging from few nanometers like *virus* (equaling 10-300 nm) to several hundreds and thousands of nanometers, e.g. *red blood cell* is 10000 nm.

Our material describes nanomedicine terminology as the structure of knowledge on nano-entities detectable through the metrical prefix *nano-* denoting "one billion part", which is about 0.0000001 cm min size as the main marker of nanomedical discourse, changing not only the scale to which it applies, but sometimes the terminological meaning representing the level of a single molecule or molecular assemblies. Each analyzed terminological unit is directly related to "the three pillars" and nanoscale level medical category (-ies) indicating facts and conceptual domains of knowledge as well as devices, objects, organic and inorganic particles, processes, etc. The presentation also takes into account the phenomenon of antonymy common in nano-related scientific discourse and based on the opposition of medical objects and structures the sizes of which are "very small - very large", "micro - (nano-) - macro".

The conceptual information in discourse of articles has a language binding, but sometimes it is presented in a fundamentally different way due to the scientific community representatives' different mental types -

images, drawings, diagrams, etc., not through terminology. We'll try to show the coming multimodal status of such creations, mostly based on human understanding of personal constructs.

3. Visual metaphor for knowledge mediation

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Transfer of any subject domain knowledge requires mediation to abolish the expert-nonexpert knowledge asymmetry. A metaphor poses an effective tool for knowledge mediation thus it provides the path from the understanding of something familiar to something new by carrying elements of understanding from the mastered subject to a new domain (Lakoff, Johnson 1980) . Metaphors can not only be exploited verbally, but they can be represented graphically to organize information meaningfully hence the concept of visual metaphors can be summarized as graphic depiction of seemingly unrelated graphic shapes (from other than discussed domain area) that are used to convey an abstract idea by relating it to a concrete phenomenon (Eppler, Burkhard 2004).

The purpose of this study is to explore the creation of visual metaphor for mediating knowledge on terminology. On the basis of the CRATER acronym (derived from the **C**RITICAL **A**nalysis of **T**ERminology which synthesizes the strength of Critical Discourse Analysis and Terminology Analysis) the metaphor TERMINOLOGY IS A VULCANO CRATER was created. It represents terminology consisting of term and term variants, depicts knowledge life-circle and term dynamics, and explains systematic terminology analysis including three stages combining five steps.

From the same acronym another metaphor may be produced, that is TERMINOLOGY IS A GREEK CRATER. The image of a large vase, particularly used for watering down wine captures the meditative nature of term variety and co-creative essence of knowledge mediation.

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4. Knowledge structures of the term “environment” in various kinds of special discourse: frame semantics analysis

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The theory of frame semantics developed by Fillmore refers to a wide variety of approaches to the systematic description of natural language meanings, based on the idea that “meanings are relativized to scenes” (Fillmore 1977: 67). Frames are mostly associated with scenarios of different events, so works in this field of study were usually devoted to action verbs or nouns denoting events or actions. This understanding comes from Minsky’s definition of a frame: “A frame is a data-structure for representing a stereotyped situation” (Minsky 1974: 7). Frames however being similar to scenarios in many cases are a broader concept. A scenario or a script is a dynamically represented frame as a certain sequence of stages, episodes unfolding in time. Many linguists, including a Russian linguist Belyayevskaya, stress that almost all words can be represented in frames (Belyayevskaya 1992: 250-255). Frames are related to the culture and the language environment in

which an individual grows up. In special discourse frames include the whole scope of structuralized and conceptualized information contained in a term in a particular field.

In our research we aim to demonstrate how a polysemantic word, which becomes a term or serves as a part of a term in collocations in various types of domain-specific discourse, can be described by the means of the frame semantics analysis in order to make the knowledge structure more explicit.

We chose the English word “*environment*” as it is used as a term or a part of a term and acquires different meanings depending on the type of discourse, or the domain of knowledge. A statistical analysis of corpus data reveals that the term is rather broadly used in a wide variety of academic and non-academic domains:

- in natural science (“...animals are in many ways over-equipped for the inanimate *environment*, but the *environment* provided by other animals...”);
- in social science (“...these concepts, develop them further in their indigenous *environment* and provide penetrating comments on Western ideas...”);
- in medicine (“...One suggests that the change in the intragastric *environment* after vagotomy leads to an increased concentration of...”);
- in linguistics (“...in low-status urban Belfast speech cover a wide phonetic range, variants are constrained by phonetic *environment* in a highly regular fashion...”);
- in commerce (“...Dorma have taken a very important step in helping you, the customer, to design your own unique bedroom *environment*...”);
- computers (“...Microsoft is said to be impatient at the lack of applications for its Pen Windows operating *environment*...” (British National Corpus, <https://corpus.byu.edu/bnc>); et al.

Our objective is to describe how the frame structure of the word will be functioning in different situations. The variations will depend on the focus of our attention on some part of the world, helped by the elements (or terminals) of the frame filled with particular lexical-semantic units and thus highlighted in the flow of discourse (Manerko 2016: 54).

For this purpose, we utilize the approach proposed by Fillmore in establishing the frame terminals based on the word’s definitions in lexicographic sources (Framenet, <https://framenet.icsi.berkeley.edu/fndrupal>) and verify our assumptions by analysing the “immediate context” (Langacker 2001: 146) in which the word occurs, as it contains the necessary information filling the frame terminals.

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5. How does metaphor facilitate knowledge communication

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In cognitive perspective, metaphor is considered to be a universal mechanism of thought and language development. Metaphor is engaged in the mediating process of acquiring, processing and transferring of knowledge, hence it is revealed in all discourse types (Steen et al. 2010). Discourse is determined as knowledge processing and verbalization that result in creating knowledge in the subject domain, and is characterised by functional differentiation, that is a hierarchy of specialised activities of different types in the terms of complexity and the corresponding texts or genres. Following these premises of discourse, we assume that there are some differences in the metaphorical models of transdiscursive knowledge communication (Hoffmann 1985; Liebert 1996).

The purpose of this research is to investigate transdiscursive metaphorical communication of medical knowledge. The research dataset comprised texts of various genres that shape the transdiscursive framework of medical discourse, including clinical monographs, academic journals, reference books, specialised periodicals (medical magazines and newspapers), non-specialised periodicals (magazines and newspapers), and medical encyclopedia for children. All in all, we analyzed 3000 metaphoric units selected manually from the research dataset. We found it useful to apply critical metaphor analysis, involving procedures of identification, interpretation and explanation (Charteris-Black 2004; Hart 2008; Musolff 2012). At the initial stage of analysis, in order to reveal the divergence between the basic non-medical meaning and the contextual medical meaning of a lexical unit, we employed a practical and systematic method for identifying metaphorically used words in medical discourse. Then, we conducted metaphor interpretation by establishing mappings, modeling source-domain, and cluster analysis of metaphorical models. Finally, at the explanation stage we applied critical discourse analysis in order to explore knowledge representation in discourse.

We used the method of metaphorical modeling based on taxonomic categorization applied in metaphor studies in medical discourse (Mishlanova 2004; Mishlanova, Polyakova, Utkina 2010). The taxonomic frame includes basic taxons Human being, Human Activity (comprised of subtaxons Housekeeping, Professional activity, Politics and War, Mechanism, Culture), Animate Nature (including subtaxons Plants and Animals), Inanimate Nature (comprised of subtaxons Natural Phenomena, Space and Landscape). We grouped all identified metaphors according to the taxonomic frame and determined relative indices for each genre of medical discourse. The cluster analysis revealed relationships between groups of texts of different genres in medical discourse in relation to the characteristics determined through metaphorical modeling. The cluster analysis identified two clusters of non-medical publications (non-medical newspapers and non-medical magazines) and of medical publications. Within the cluster of medical publications there were the strongest relationships between the groups of medical magazines published in different years. There were weaker relationships with medical newspapers, medical encyclopedia for children, monographs, academic journals, and reference books. Thus, we managed to determine the borders of a genre in medical discourse, which extend from specialised academic genres to genres of non-specialised newspapers. Within these borders lies a hierarchy of genres of transdiscursive knowledge communication. The critical discourse analysis indicated characteristics of knowledge based on the differences of metaphorical representations of knowledge in discourse. To sum up, the study revealed specific features of metaphorical representations of knowledge production, consumption, mediation and co-construction.

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6.The functioning of ENERGY IS MONEY Metaphor in written knowledge transfer between non-experts

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Since metaphor is understood as a phenomenon of language, thought and communication (Steen 2008), it is not unreasonable to suggest that it may play a significant role in knowledge transfer (Beger 2016). The focus of the present research is on scientific knowledge metaphorically presented to general public.

The aim of this research is to find out whether there is any connection between the type of metaphor used, text comprehension, and the way the text is memorized and retold.

We have chosen a paragraph from 'A Brief History of Time' by Stephen Hawking (Hawking 1998: 164) to be given as a prompt to participants of a brief experiment. In this part of the book the author explains the difference between two approaches to energy by comparing energy to money. The underlying conceptual metaphor ENERGY IS MONEY has a number of direct and indirect representations throughout the paragraph; most notably, the extract begins with a direct metaphor, thus explicitly establishing the comparison.

The experiment involved fifteen students studying English as the first foreign language who formed five groups of three people. Participant 1 received the original text and had to read it (using a dictionary if necessary) and rewrite it from memory. Participant 2 did the same, but on the basis of the text written by participant 1. Participant 3 worked with the text written by participant 2.

Having analysed the original and the texts obtained in the experiment using MIPVU (Steen et al. 2010) and the Five Step analysis (Steen 1999), we found that direct metaphors are retained better than indirect metaphors, conventional metaphors are more frequently ignored and left out from the narrative compared to novel metaphors. If there is a proper understanding of conceptual metaphors, new textual representations may appear. Most importantly, even though the participants used quite a few metaphors, we argue that hardly any of them are used deliberately to explain the differences between the two theories because the choice of metaphors is rather random compared to the orderly step-by-step comparison provided in the original.

We believe that these results can be attributed to the nature of the experiment which encouraged the participants to rely on their memory rather than on their abilities to analyse and explain, therefore, we are planning a new series of experiments to overcome these limitations and see if similar results emerge.

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