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PLENARIES

Plenary 1: Applied to what

Erika Darics

University of Groningen, Netherlands

Applied linguistics for professional practice has built powerful tools for understanding language in context. But what now? For 15 years, ALAPP has brought together researchers to make sense of language/communication at work. We have built a field defined by rich analytical tools and detailed descriptions, and we have got our message across within and across disciplines that language and communication matter! But in a world shaped by major ecological, epistemic, and political crises, the ground beneath our field has shifted. In this presentation, I ask how applied linguistics can claim new ground – not by extending its analytical reach, but by stepping into a more transformative role: shaping how people think, relate, and act through and with language.

The talk will introduce four capacities that can reposition applied linguistics as a force for change. As part of what is called Critical Language Awareness (CLA), I will explore how *awareness*, *agency*, *advocacy*, and *activism* are not optional extras, but our civic and professional imperative. During the talk, moments of shared reflection and disruption will help us consider what it means to move beyond critical observation toward ethical responsibility. My hope is to shift the question from how we analyse language to what we do with that knowledge in the face of collapsing systems and futures at stake.

Biography

Erika Darics is a transdisciplinary scholar in applied linguistics, discourse and organizational studies, and business communication. In her research she explores how language creates and shapes social structures. Her teaching and research intersect around fostering inner development, self-awareness, and critical thinking - she is an advocate for transformative education and ambassador for the Inner Development Goals (IDGs). Erika is a recognised author, podcaster, educational innovator, committed to advancing knowledge and promoting sustainable futures through critical language awareness.

Plenary 2 (The Candlin Lecture): Patterns of collaboration in applied linguistic research: solving real problems in healthcare practice

Peter Roger

Macquarie University, Australia

Healthcare interactions have long held a particular fascination for applied linguists, sometimes involving collaboration across the boundaries. Three strands of research collaboration can be discerned. The traditional lines of applied linguistic research have sought to analyse provider-patient interactions from a 'detached observer' standpoint, generating findings and conclusions expressed in technical language that is largely inaccessible to the participants themselves. This *extractive cross-disciplinary* model (where one discipline is examined from the perspective of another) can generate novel insights but will generally have a negligible impact on actual professional practice. In a sense, it is not really collaboration at all. More recently, *interdisciplinary* models of collaboration have become common, where healthcare scholars and applied linguists integrate their disciplinary perspectives to frame problems collaboratively and co-design research that will inform practical solutions. Particularly exciting, however, is the more practice-oriented *interprofessional collaboration*, where healthcare professionals and applied linguistic professionals converge in their perspectives and become fluent in each other's practices, adopting at times a hybrid stance.

As an applied linguist, I have been fortunate to participate in projects that reflect each of these different models of collaborative research, but for me, it is the convergence which underpins interdisciplinary and (in particular) interprofessional research that makes it by far the most rewarding. In this presentation, I will discuss examples of collaborative projects involving novice and expert professionals from the fields of nursing, medicine, speech pathology, and healthcare interpreting. I will outline the key elements of these collaborative endeavours that provide the fertile ground for insights from applied linguistics to drive positive changes in clinical communicative practices.

Biography

Peter Roger is a Professor in the Department of Linguistics at Macquarie University, Sydney, Australia. Drawing on his dual background in medicine and applied linguistics, Peter's research focuses broadly on ways in which participants in clinical interactions align their approaches to communication in order to build professional relationships and achieve common goals. He has a particular research interest in interprofessional collaboration between healthcare interpreters and speech-language pathologists engaged in the assessment of multilingual speakers with communication disorders. Peter also has a research and supervision profile in the field of second language acquisition, where his specific interests concern the links between language learning, motivation and identity.

Plenary 3: Escaping the echo chambers: renegotiating the role of language/communication professionals in AI-enhanced communication

Alice Delorme Benites

ZHAW Zurich University of Applied Sciences, Switzerland

In my talk, I will discuss the growing role of artificial intelligence (AI) in communication and its impact on the work of language and communication experts. As a case in point, I will use the recent developments in the field of translation and interpreting studies.

Generative AI has brought communication tasks such as translation, summarization, and explanation to the forefront of automation. Drawing on my experience in a leading role in a translation and interpreting institute, I will describe how AI has impacted the field and how experts have reacted to this disruption. Language professionals are often portrayed as critics and victims of AI, and they are rarely included in public discussions. Algorithmic filter bubbles and echo chambers confine their voices, and biases such as correlation neglect, confirmation bias, and selection bias reinforce their isolation. As a result, language/communication specialists and technologists fail to share a common language, and the decision-making power remains unbalanced.

One way to bridge this gap is to cultivate interactional expertise by learning the vocabulary and conceptual frameworks of AI to meaningfully engage with engineers and policy makers. However, in interdisciplinary settings where many specialties compete, interactional expertise alone may not suffice. Therefore, I will propose a cautious, context-sensitive use of interactional expertise: language/communication professionals must acquire enough technical fluency to participate in discussions, but we also need institutional mechanisms to ensure that linguistic expertise is valued.

Biography

Alice Delorme Benites is Professor of Human-Machine Communication and Head of the Institute of Multilingual Communication at ZHAW in Winterthur. Her research focuses on machine translation literacy, human-machine communication, and digital literacy—especially in multilingual and academic contexts. She has led multiple projects, including "digilinguo" (using technologies to overcome language barriers in public institutions) and the testing of machine translation tools for crisis communication and public institutions.

PANELS

Invited Forum on Applied Linguistics and Applied Ethics I

Srikant Kumar Sarangi (organizer)

Aalborg University, Denmark, and Cardiff University, United Kingdom

This invited forum continues the discussions from ALAPP conferences over the past five years, between 2020 and 2024, with contributors joining in with their own situated perspectives on research ethics and professional ethics. While the embodiment of codes of ethics is presumed in the domain of professional practice, very rarely the epistemic and ethical positioning of applied linguistics researchers and their actions and decisions via contingent negotiations with professional practitioners receive due attention. The primary aim of the forum is to reflect critically on the ethical challenges in conducting applied linguistics research in the arena of professional practice, especially relating to collaboration/partnership across interdisciplinary and interprofessional domains.

Although there is an emerging body of literature addressing ethical issues relating to conduct of research (research ethics) as well as in professional-client and interprofessional communication settings, there is a void with regard to how, in practical terms, applied linguistics researchers orient to and solve nuanced ethical issues at different stages of the research process, including ongoing collaboration with professional practitioners, interdisciplinary researchers and other stakeholders. There is thus a need for foregrounding “our engagement with our ethical practices both in terms of our research methodology and our interventionist agenda” (Sarangi and Candlin 2010: 3).

The challenges are broad-ranging as well as situation-specific and they permeate the entire research process encompassing ethics of access, ethics of participation, ethics of interpretation and ethics of dissemination (Sarangi 2019). Individual researchers or a team of interdisciplinary researchers and professional practitioners as collaborators/partners routinely weigh up the risks and benefits emanating from their research environments in a contingent manner, while remaining sensitive to the uniqueness of the very domain of professional practice they are engaged in, including relationships built on mutual trust and expectations. In this sense, it is necessary to approach the emergent ethical issues in the conduct of ‘applied’ research both in terms of established principles and material practices with a sense of reflexivity (Sarangi 2024a, 2024b).

Drawing upon their professional and personal experiences, the contributors to the panel variably address relevant issues of interest: the practical/ethical tensions surrounding the protocols of Institutional Review Boards in relation to the collection of college writing classroom data and the extent to which the institutional procedures are justifiable, based on a small-scale survey of selected faculty members (Alatraste); the ethical concerns raised by the mediational writing tools triggered by artificial intelligence (AI) both within the institution of journalism and journalistic professional practice, based on document analyses of guidelines for the use of AI in newsrooms (Delaloye, Kukles and Perrin); the (lack of) treatment of ethics within the framework of complexity theory and the ramifications for applied research, with remedial philosophical insights (Evans and Fuchs); the centrality of ethics in Translation and Interpreting Studies, with a particular focus on representation of accuracy in the age of postmodern ethics, using a philosophical lens (Rudvin); and the proposal of a framework of ‘engagement ethics’ vis-à-vis interpretive variability by highlighting the nuances surrounding data-drivenness and interpretation-drivenness in qualitative inquiry (Sarangi).

What is shared across the contributions are the tensions between regulatory, normative principles and mundane, contingent practices relating to (inter)professional standards and parameters of research ethics and professional ethics.

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The Institutional Review Board protocol: Extreme or necessary?

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Collecting students' written discourse samples in the institutions of higher education may seem to be research actions undertaken with relative ease and speed. However, the reality is quite the opposite: the Institutional Review Board's (IRB) forms preparation and approval, as part of the protocol, may take anywhere from a couple of months to a full academic semester, or even longer. Some researchers in higher education wonder if such regulations are needed, legitimately demanding, or actually effective (Hammersley and Traianou 2012). Scholarship typically addresses research potential for harm of human subjects, but those who conduct research are stakeholders too. There is anecdotal evidence that some research gets abandoned due to the lengthy IRB process. This presentation reviews a pilot study undertaken in an American urban university regarding faculty views on IRB requirements for college writing classroom data collection. A survey comprising two key questions was designed and sent electronically to a pre-selected group of faculty across the university: (a) Have IRBs become tough regulations resembling those of medical research even though the data come from classroom writing samples?; and (b) Do IRB's long forms and prolonged processes deter writing faculty from conducting research? Out of fifty electronic mailings almost two-thirds indicated a positive answer to both questions. The actual sample answers will be reviewed and the potential ramifications of such ethical positioning will be discussed. Potential changes to the IRB protocol will be examined and audience stances sought during the presentation.

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Ethical considerations on ethical considerations in guidelines for the use of AI in the newsroom

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Writing tools and practices have developed together, influencing each other on material, cognitive, and social levels. In this co-evolution, the latest landmark is artificial intelligence (AI). AI has disrupted the professions focussing on text mediation, such as translation and interpreting. Now, AI is about to disrupt the professions focused on authoring text, such as organizational communication and journalism (Delaloye et al. 2025; Haapanen & Perrin 2024). In our presentation, we analyze how institutions of journalism aim at steering their ships through this forthcoming storm.

Based on document analyses of guidelines for the use of AI in newsrooms, we identify and systematize ethical concerns raised and addressed in journalism. Comparing our findings with the findings from a meta-analysis of current studies on AI in the newsroom (e.g., Schatz & Schjott 2025), we then locate white spots and avenues of research-based organizational development of media which aim at navigating the storm in ways considered ethically responsible by the media and their stakeholders, ranging from target audiences to AI tools developers, policy makers, and society-at-large.

Our findings include a landscape of to-dos, organized into four layers of tools environments: a) instrumental – handling and understanding AI tools; b) operational – using the tools to get and have things done; c) economical – following and setting pace in competition; and d) societal – respecting and developing norms and ethics at the interfaces of the profession of journalism, applied linguistics research, and society-at-large. Finally, we discuss our findings through the lenses of “rigour and/or relevance” (Sarangi 2024) in doing journalism and doing research on journalism.

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Ethics within the transdisciplinary framework of complexity theory

Rick Evans, Stephanie Fuchs

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In their seminal work, Larsen-Freeman and Cameron (2008) sought to “enable the use of ‘complexity thought modeling’ of applied linguistics research questions.” However, when offering examples of how one might attempt to apply complexity thought modeling to first and second language development, to discourse, to the language classroom, ethics seemed to involve little more than “individual responsibility.” Hiver and Al-Hoorie (2020) suggest that complexity “is a meta-theory for investigating the nature of, the reasons for, dynamic change and emergent outcomes in the social world.” Yet in their chapter entitled “Applying Complexity Theory to Research,” ethics is neither listed as one of the “key tasks” or as one of the “methodological questions.” Clearly, if complexity theory is to offer a transdisciplinary framework for research in applied linguistics, then ethics must be addressed directly.

Philosophers, such as Preier and Cilliers (2010) and Woermann and Cilliers (2012), offer an important perspective in claiming that if we seek an “*ethics of complexity*,” we should begin with an appreciation of the “*complexity of ethics*.” From a philosophical standpoint, there are no rules or laws outside of (or inside) complexity, no “a priori principles to justify our knowledge claims” that can provide guidance for our actions as researchers. Because action is understood as necessary in research, these philosophers suggest that we adopt a “meta-ethical position,” a position referred to as the “provisional imperative.” In brief, the provisional imperative mandates that “when acting, always remain cognizant of other ways of acting” (Preier and Cilliers, 2010). Woermann and Cilliers (2012) concede that the “provisional imperative is substantively empty,” that “it should be supplemented by concrete ethical positions that can inform our notions of concrete morality.”

In our discussion, we will endeavour to add substance to the provisional imperative. In particular we reflect on questions such as: what does it mean to act as a researcher in ways cognizant of other ways of acting? And how might this begin to address the question of ethics in our application of complexity theory in applied linguistics?

Interpreting and translation ethics through the lens of philosophy: Maintaining accuracy in a fluctuating paradigm

Mette Rudvin

University of Palermo, Italy

The centrality of ethics in Translation and Interpreting Studies (TIS) is reflected in how prominently it figures at international conferences, training courses, research papers, publications and in the working lives of professionals. The paper adopts the premise that translation and interpreting (T/I) ethics is the result of a broader historical and disciplinary trajectory embedded in Western philosophy, where ethics has long been a recurrent object of theoretical inquiry (meta ethics) as well as a guide for human conduct (normative ethics). Thus, the paper examines professional T/I ethics through the lens of philosophy. Contextualizing T/I ethics in this way can help shed light on the dynamics through which texts are re-fashioned through translation and interpreting; notions such as accurate representation and truth value, responsibility (to the author and to the professional community), honouring a social contract and maintaining professional rigour assume critical significance.

The focus on accurate representation – accuracy – may seem to fly in the face of newer (‘postmodern’) trends in cultural studies that foreground textual fluidity and the subjectivity of interpretation (rewriting, manipulation, transcreation, translanguaging). Whilst the paper does reject the idea of an absolutist (impartial and unbiased) interpretative stance and advocates a function and skopos-governed translation process, it argues strongly in favour of the necessity

for stringent criteria where accurate representation is a baseline professional ethic – and objective – for interpreting and translation.

On 'engagement ethics' and interpretive variability in qualitative inquiry

Srikant Kumar Sarangi

Aalborg University, Denmark; and Cardiff University, UK

Discussions surrounding ethics in many disciplines, including Applied Linguistics, are centred on regulatory ethics, i.e., following of protocols about recruiting participants, gaining informed consent, assuring confidentiality etc. Less prevalent are discussions relating to individual ethical responsibility about engagement with one's data via transcription/interpretation, with intended and unintended consequences. In proposing the notion of 'engagement ethics', I draw parallels to 'rules of engagement' in the military domain concerning use of force with legal and ethical overtones. I offer a two-fold distinction within 'engagement ethics', one which includes engagement with human actors (e.g., participants, research team members, stake holders, target audiences) and the other which involves engagement with material resources and artefacts (e.g., data and ethnographic context). This leads me to highlight the nature of ethical responsibility vis-à-vis interpretive variability when engaging with empirical data qualitatively.

A basic premise is that both qualitative researchers and quantitative researchers claim their enterprise being marked by data-drivenness. However, what distinguishes qualitative inquiry from its quantitative counterpart is its interpretation-drivenness, which inevitably leads to interpretive variability. Rather than data itself, it is the force of our interpretation (our reliance on interpretive frameworks we have experience with) that selectively and decisively steers us through some parts of the data (routinely leaving out other parts). It concerns not only what interpretive framework to select for 'engaging' the data but also what kind of data to gather in the first place. Two things can be ascertained: (1) data-drivenness and interpretation-drivenness co-occur in a continuous and even incremental manner; (2) different/discrete interpretations of the same data are a distinct inevitability. I conclude by suggesting how interpretive variability can be minimized through collaborative interpretation and/or respondent validity.

Panel: Creativity in Language-Intensive Professional Practices in the Rising Era of GenAI

Lauri Haapanen¹, Gilles Merminod^{2,3}, Daniel Perrin³

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Creativity has been identified as one of the key competitive resources of modern organizations. In professional fields where language is a core tool and medium of work – such as education, journalism, and communication – creativity is closely tied to questions central to language use and thus to applied linguistics. How can creative communicative practices be studied, and what do these studies tell us about creativity in these contexts? How does creativity shape – and how is it shaped by – professional norms, tools, and interactions, and how can creative practice be supported?

The urgency of these questions is heightened by the rise of generative artificial intelligence (GenAI). As GenAI tools become embedded in everyday work processes and is increasingly capable of performing routine and formulaic language tasks, the distinct value of human contribution shifts toward the unpredictable, the interpretive, the innovative – and a sensitivity to serendipitous discovery. In modern knowledge work, creativity is no longer an optional extra or a rare spark of inspiration – it is a core element of professional competence and identity. The presentations in this panel approach creativity as a key component of tomorrow's professional competence and identity. They explore how creative work with language can be examined in everyday and professional contexts and how its value can be better recognized and supported.

Creativity: The translator's Magic Potion?

Alice Delorme Benites, Chantal Wright

Zurich University of Applied Sciences, Switzerland

The field of translation studies and practice has long been divided into literary and non-literary translation, the latter of which is also sometimes referred to as “professional translation”. Even before recent developments in generative AI, machine translation had long since become a fact of life in the language industry, especially regarding professional translation. DeepL and co. are an indispensable and significant element of the vast majority of translation process workflows. Indeed, the role of the translator has changed so much as a result that we may well see the term “translator” fall into disuse in the coming years, replaced either by the classic term “linguist” (Petrović Miličević et al, 2021) or by something new such as multilingual text refiner. Like the small village of Armorica in Gaul, however, literary translators have remained indomitable in the face of AI: the practice is still artisanal and analogue. Their magic potion? Human creativity. Where once the worlds of professional and literary translation had little contact, the world of professional translation is now increasingly interested in creativity as the human added value in a largely automated translation process, and the world of literary translation is slowly waking up to AI and the implications of technology for its still very off-line practice (see, for example, the recent German initiative Kollektive Intelligenz funded by the Deutscher Übersetzerfonds). Translator training programmes are keen to teach creativity (Morón, 2022, Guerberof-Arenas & Asimakoulas, 2023) and are looking to the practice of literary translation for inspiration; literary translators are wondering which technological tools, if any, might be of use to them (Hansen, 2024).

This presentation will review the situation outlined above and illustrate, with some examples from translation practice, what human creativity in translation looks like.

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How to study newswriters balancing routines and creativity in a changing environment

Gilles Merminod

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News organizations are undergoing a series of deep transformations, driven by technological innovation, organizational restructuring, or shifts in professional norms and workflows (Newman & Cherubini 2025). To deal with this reality, news managers all around the world develop projections and procedures to anticipate and handle change (EBU 2025). However, at the end of the day, it is the journalists themselves who are at the heart of these changes: when producing the news, they need to navigate, negotiate and sometimes resist the evolving conditions of their work. In such a context, where does creativity fit in? And how can it be studied?

This presentation will address these issues with data collected since 2023 in the newsroom of the French-speaking Swiss Public Broadcast Service (RTS), which is about to merge its three media-specific and geographically-separated newsrooms (radio, television and web) into a single multimedia production center. The data will be studied from a linguistic ethnographic perspective, with a methodology that combines media linguistics with newsroom ethnography (Perrin 2013; Jacobs 2017; Merminod & Haapanen 2025). Drawing on both observational data (recordings of production processes, field notes, collection of documents) and elicited data (interviews and retrospective commentaries), this methodology enables researchers to analyze the writing situations, the writing processes and products, as well as the writing ideologies at play in the newsrooms.

By doing so, the presentation will explore how journalists manage, embrace, or resist change within their writing practices while balancing routines and creativity, focusing not only on institutional politics and news products but also on the subtle tensions and micro-negotiations that shape their everyday news production processes. Together, these materials provide insight into how journalist adapt to multimedia demands and navigate shifting institutional landscapes, ultimately transforming how news products are designed and produced.

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Critical Serendipity Literacy: The Most Human Skill in the Age of Automated Journalism

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As AI tools become embedded in journalistic workflows – and grow increasingly capable of performing routine and formulaic language tasks – the distinct value of human contribution shifts toward the unpredictable, the interpretive, and the innovative. One key area where this human role manifests is in serendipitous moments, which can lead to stories that are more inclusive, surprising, or socially relevant. They also act as quiet forms of resistance against the flattening logic of templated writing and news automation.

I argue that journalism needs a capacity we might call critical serendipity literacy: the ability to remain open to the unexpected while grounded in professional efficiency and routine. Such literacy entails sensitivity to emerging possibilities and the skill to adapt creatively without compromising journalistic standards. The argument builds on empirical findings from longitudinal newsroom research (Haapanen & Perrin, 2024), including detailed case studies of journalistic decision-making under uncertainty that demonstrate how serendipitous moments emerge, are recognized, and productively used in practice. Letting go of rigidity – while staying grounded in form – may well become a central human skill in journalism's evolving landscape.

This emphasis on human adaptability and openness gains further urgency as technological disruption continues to reshape editorial environments toward more collaborative modes of work. This does not mean relaxing journalistic standards. Quite the opposite: volatile technical and societal conditions make shared norms, reflective practices, and transparent reasoning even more essential.

For applied linguistics, this opens a field of both study and contribution: helping to understand how meaning, agency, and responsibility are distributed when language use is deeply entangled with tools and platforms.

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Panel: Sustainable talk at work – an interactional perspective on social sustainability in diverse workplaces

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This panel builds on recent links made between the planetary crisis and the degradation of work and workplace conditions (Baldry and Hyman, 2022) that manifest in increases in work migration, inequality, exploitation of human resources and polarization between host country workers and migrant workers. Some of the challenges described in early sociolinguistic studies (Roberts, Davies, and Jupp 1992) of diverse workplaces in terms of marginalization, communication difficulties and discrimination are still in effect and on the rise, not only in manual labor industries where migrants are overrepresented, but also in white collar sectors where the internationalization of companies and the globalization of the labor market entail an increasing diversity between employees.

Language, and the interactional negotiation of understanding, social organization and knowledge plays a central role in the establishment, development and sustainability of workplaces and work place culture (Van De Mierop and Schnurr 2017). In diverse workplaces, such processes of language and interaction are increasingly challenged by the increasing pressure on work conditions caused by technologization, effectivization and compartmentalization of work processes (McCabe and Hamilton 2015). This calls for revisiting and revitalizing the interventionist and critical agenda set in early workplace studies with recent thoughts and energy from multimodal CA (Lilja et al. 2025), environmental humanities and sustainability studies.

The panel explores the challenges of sustainability in linguistically and culturally diverse workplaces from an interactional perspective (Svennevig and Hazel 2018, Tranekjær 2020), with a focus on intersubjectivity, epistemics and participation as conditions for interaction and for the establishment and negotiation of culture and social organization. The panel includes three papers from three different workplaces and explores the potential insights gathered from ethnomethodology and conversation analysis to understand the conditions for socially sustainable workplaces.

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Learning professional language with peers. Observations on language workshops in a specialised healthcare unit

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In Finland, nurses from culturally and linguistically diverse (CALD) backgrounds require language support to achieve proficiency in professional Finnish. However, existing language courses often fall short, as they tend to emphasise standard language and general healthcare vocabulary rather than the specialised professional language required in specific healthcare contexts. To address this gap, a university hospital has implemented peer-to-peer language workshops for employed nurses during their working hours.

In our presentation, we focus on peer-to-peer interaction and its potential for professional language learning and participation. We examine the typical pocketbook round in these workshops, where participants introduce new or unfamiliar words and structures encountered in their work for collective discussion (see pocketbook model, e.g., Aho, 2023). We will examine how participants' different epistemic knowledge influences how professional language concepts are explained and how participation is constructed in language workshop discussions.

Our research method is ethnomethodological conversation analysis (see Sidnell & Stivers, 2013). The data consists of 38 video-recorded language workshop sessions, totaling 57 hours. All sessions were conducted in a university hospital in Finland.

Our observations indicate that the specialised language used in healthcare is so nuanced that mastering its appropriate meanings and applications necessitates peer discussions within the working community. Consequently, the expertise of a language teacher alone is often insufficient to support the learning of highly specialised healthcare language.

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Language brokering in multilingual construction work

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Construction sites are an example of workplaces that are increasingly multilingual due to labor migration. Foreign workers bring along linguistic diversity that creates challenges for work-related interaction. In settings where workers lack shared linguistic resources, language brokering emerges as a valuable everyday practice. Language brokering refers to the practices of mediating communication between groups of people who do not share a common language (e.g. Tse 1996). This practice is especially observable in manual labour workplaces, where English is not as self-evidently a lingua franca as in many expert professions. Language brokering facilitates interaction and minimizes risks for misunderstandings. At the same time, however, it may play a role in maintaining social stratification between different groups of workers (see Kraft, 2020, Söderlundh & Keevallik, 2023).

Drawing on ethnographic data that consist of 100 field note entries and approximately 20 hours of video data, this contribution analyzes moments of language brokering in construction work. We use multimodal conversation analysis to investigate how the brokering actions are interactionally organized in their material ecologies. The analysis highlights the complexity of language brokering. Brokering requires preparation and management of participation frameworks. It is motivated not only by asymmetries in participants' language skills but also by workers' professional roles and situational factors. The paper sheds light on the language work that is commonplace on construction sites but often remains unnoticed.

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The role of language in workplace sustainability

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This paper builds on field work, which I carried out in manual labor industries such as slaughterhouses and cleaning and discusses the role of language in workplace sustainability, defined as intersubjectivity, participation and knowledge development and retention. Manual labor industries increasingly employ migrant workers with various backgrounds and the language diversity often entails the lack of a shared language resource (Svennevig and Hazel 2018). Recent studies within multimodal CA (Lilja et al. 2025) highlight the significance of materiality and objects as resources for co-operation and intersubjectivity, which is useful for understanding how such hyper-diverse workplaces can even function. Drawing on video-recordings and field notes from slaughterhouses, cleaning and industrial laundry this paper focuses on situations where intersubjectivity, negotiations of knowledge and joint participation is challenged by language differences (Tranekjær 2020) and points to the potential implications

for co-operative work but also for the co-operative establishment of workplace communities and culture (Wenger 1999).

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PRESENTATIONS

Understanding AI literacy practices for law: Institutional and professional perspectives compared across common law jurisdictions

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Access to generative AI tools like ChatGPT has become widespread over the last few years and is already having a profound effect on processes of reading, writing, and communicating in the legal context. However, little research has examined the literacy practices of legal practitioners and how these are shifting and changing in response to the adoption of new tools. Consequently, legal educators have little empirical basis for decisions on how to incorporate such tools into their own educational practices with a view to developing 'AI literacy' in law students at different levels. This presentation addresses this issue by reporting the findings of an exploratory study of institutional policies/guidelines and practitioner perceptions, as evidenced in practitioner publications. Publicly available policy documents and guidelines on the use of AI in legal practice were retrieved from the websites of law societies, bar associations, and other legal institutions in common law jurisdictions, including the UK, the US, Australia, Singapore, and Hong Kong. A thematic analysis of the documents was conducted in order to identify institutional positions on AI, especially generative AI, and how these positions have evolved over time. The findings demonstrate that AI policies and perceptions vary across different jurisdictions in ways that can be linked to particular local conditions and have potential implications for the development of AI literacy in law students. The findings are discussed in view of the legal educational context in Hong Kong, including how existing educational practices can support the development of AI literacy in law students.

Second Language Acquisition through Communication Training for Professional Practice with Generative AI

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This study explores the potential of a generative AI as a self-practice speaking system for learners who study English in an English as a Foreign Language environment, where opportunities for language input and interaction are limited. Adopting a perspective grounded in Schmidt's (2001) noticing hypothesis and Swain's (1995) output hypothesis, which emphasizes learning through conscious attention to language forms and through opportunities to produce and reflect on language, the study examines the effectiveness of a ChatGPT-based self-practice system to train speaking and how task type (general vs. domain-specific) influences learners' speech performance. Nine Japanese pilot trainees participated in a three-week study. First, participants took a pre-test conducted by a human instructor, who evaluated their pronunciation, vocabulary, sentence structure, fluency and coherence, task achievement, and discourse markers. Learners then used the ChatGPT-based self-practice system, which provided speaking prompts and generated automated feedback to their responses. This feedback was derived from preset evaluation prompts. There were two task types: responding to general monologue-style prompts, and explaining aviation-specific concepts and situations. Learners' responses and ChatGPT-generated feedback were stored in the system as logs throughout the training period. After the training period, a post-test and semi-structured interviews were conducted by a human instructor. The results showed some degree of improvement overall across both task types. The log data suggested that repeated practice using the system supported learners' development. However, interview responses revealed that language learning also requires social interaction, motivation, and learner agency. Thus, while ChatGPT-based self-study systems can expand practice opportunities, interactive and contextual elements should also be integrated as essential components of language acquisition.

AI and the university – exploring change in academic practices

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Large language models and their application as part of text-generative AI are rapidly changing the way academics engage with language, notably (but certainly not exclusively) as part of practices associated with writing.

In the five-year AI-UNI project (www.ai-uni.dk) we aim to document ongoing change in the way generative language technology is used as part of academic practices, critically assess the associated implications for knowledge production and dissemination, and progressively build a theoretical model of human engagement with generative language technology as a site of sociolinguistic change.

In this presentation, I outline the theoretical framework of the overall research project, with particular emphasis on the notion of sociolinguistic change, and use this as a starting point to engage with examples from the project's ongoing linguistic ethnographic case studies amongst students and faculty at Danish universities. The examples I present illustrate how everyday social practices in academia are being reshaped through encounters between human agents and various forms of AI tools.

Our analyses suggest that the advent of text-generative AI marks an ontological shift in which language and text no longer have quite the same status as they used to. There is an urgent need to study how these developments affect the processes of knowledge production and knowledge dissemination that are part and parcel of professional practice in academia, and how they potentially unsettle established links between text, voice and authority in scholarly discourse.

Polite, personalized, and persuasive: The anatomy of a professional email

Jackie Lay Kean Yeoh

Beijing Normal-Hong Kong Baptist University, China, People's Republic of

In an era of globalization, email has become an indispensable tool for business communication, enabling organizations to connect and collaborate across geographical boundaries. However, the seemingly simple act of crafting an email can be fraught with cultural nuances, particularly in the realm of greetings and closings. To shed light on these variations, this study investigates the types and functions of greetings and closings in organizational emails from two contrasting workplaces: a New Zealand events company and a Malaysian auditing firm. Employing discourse analytic techniques, the study analyzed a corpus of 1171 emails, revealing significant differences in the use of greetings and closings across the two workplaces. Informed by Halliday's textual metafunction, the analysis identifies the textual features and structures that shape these linguistic choices. Additionally, Spencer-Oatey's rapport management framework provides valuable insights into the social dynamics and rapport-building strategies employed within the emails. In the New Zealand workplace, the prevalence of informal greetings and closings reflects the company's egalitarian culture and emphasis on positive interpersonal relationships. Conversely, the Malaysian workplace exhibits a more hierarchical communication style, with subordinate writers adopting deferential forms of address when communicating with superiors. The findings underscore the role of greetings and closings in constructing solidarity and building rapport with recipients. By understanding these cultural variations, business professionals can effectively adapt their communication strategies to foster stronger relationships and enhance cross-cultural collaboration.

Preparing for a Multilingual Workforce: Student Views on Language Use in Kazakhstan

Aliya Aimoldina

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Issues related to language use in Kazakhstan's corporate environment are gaining particular relevance due to the country's unique linguistic landscape. Kazakhstan is multilingual, with both Kazakh and Russian widely used across public and professional domains. In the business sector, English is increasingly prominent, making trilingual communication – Kazakh, Russian, and English – a distinctive feature of corporate discourse in both spoken and written forms. This study examines how economics students in Kazakhstan perceive multilingualism and how their linguistic background shapes professional language expectations. Based on a survey of 272 students from two universities – divided into Kazakh-first-language (KL1) and Russian-first-language (RL1) groups – the study reveals differences in how each group views the relevance and utility of various languages in the workplace. KL1 students report higher confidence in using Kazakh professionally and assign greater importance to its mastery and certification. RL1 students, while less confident, still acknowledge Kazakh's workplace relevance. Both groups value Russian and English, reflecting shared perspectives on regional and global communication. Notably, students with higher levels of multilingualism – regardless of first language– express greater readiness to use Kazakh, English, and other foreign languages in their future work. This suggests broader linguistic flexibility and more inclusive attitudes linked to multilingual competence. These findings highlight the need to better understand how future professionals perceive multilingualism. Insights into how non-language-major students approach multilingual and intercultural communication can inform curriculum development and help prepare graduates for Kazakhstan's linguistically diverse labor market.

Language(s) in the academic space – a case study on the linguistic diversity of a Swiss university

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This paper explores the linguistic diversity of a contemporary Swiss university, a diverse social and institutional space. Drawing on a large-scale survey with 1,552 respondents collected between March and April 2025, the investigation focuses on how languages are practiced in the academic and private lives of university staff and students and on how language use and multilingualism are understood by university members. Taking into account individual language biographies and everyday practices of intercultural communication, both in professional and private contexts, our study foregrounds language constellations (cf. Dominant Language Constellations or DLCs in Aronin & Singleton, 2012) of individuals at the current point of their linguistic life trajectories, of the university community as a whole, and of its institutional (e.g. faculty) and sociodemographic (e.g. age and gender) subcommunities. Key areas of inquiry include lingua franca usage, challenges in multilingual interaction, and attitudes towards linguistic diversity in the academic workplace.

The analysis sheds light on the diverse and often complex linguistic repertoires (Gumperz, 1964) and DLCs of university members. Findings highlight the central role of English and other contact languages as *linguae francae*, but also point to institutional blind spots, university member's communicative needs, and differing perceptions of multilingualism as well as linguistic practices and strategies among staff and students. In this way, the study contributes to a better understanding of language as a social resource within and outside of academic settings, and raises critical questions about inclusion, participation, and language policy in higher education.

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Minority language teaching and training in the RISE UP case study communities: do Aranese, Aromanian, Burgenland Croatian, Cornish and Seto teachers share any experiences?

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This presentation explores a question posed to the RISE UP Horizon Europe project by the European Commission: how similar – or rather – how different are the teaching of five European minority languages: Aranese (Spain, France), Aromanian (Albania, Bulgaria, Greece, North Macedonia, Romania and Serbia), Burgenland Croatian (Austria, Hungary, Slovakia, Czech Republic), Cornish (UK) and Seto (Estonia, Russia).

RISE UP deliberately selected five case study communities that were known to be diverse in terms of vitality, status/prestige, oracy & literacy, legal recognition and consequently teaching, but do Aranese, Aromanian, Burgenland Croatian, Cornish and Seto teachers share any experiences?

On the basis of the five RISE UP case study communities we explore particular features of minority languages as well as the challenges of teaching and learning them, including legal recognition at all educational levels, teacher training in the minority language and in minority language pedagogy, teacher provision, more or less limited use of the minority language in the local community, the availability and dissemination of printed and digital learning and teaching materials; oracy vs. literacy & standardisation,

The presentation thus complements with the European perspective the international perspective (Cenoz & Gortner 2023) and discusses the implication of these preconditions and processes for social justice, professional practice and the maintenance and revitalization of minority languages.

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Letting go of preconceptions, listening to participants: A contextually-attuned research agenda for English Medium Instruction

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Although applied linguistics began as an intentionally empirical approach to understanding the workings of language in context, it has become a more theoretically and ideologically driven endeavor (see Kramsch, 2015). The burgeoning practice of English Medium Instruction (EMI) exemplifies this argument. Defined as the delivery of postsecondary curricular content in English in communities where English is not a dominant language, EMI programs have become fertile ground for inquiry. EMI research, however, represents an area of study in which fine-grained analysis risks being eclipsed by broader theoretical and ideological arguments concerning the role of English in globalizing spaces.

This presentation discusses tensions between research predicated on “a theory born elsewhere” (Kramsch, 2015, p. 456) and the responsibility of researchers to center the issues facing EMI practitioners in local contexts. As such, it considers multi-phase projects focused on implementing EMI at a Chilean university. Through participant observation, document analysis, and unstructured interviews, we illustrate how letting go of researcher preconceptions, while listening carefully and openly to the nuanced views of participants, allows us to engage in research that truly foregrounds participants’ perspectives and accords agency to those most affected by EMI initiatives. Our findings illustrate complexities that could be elided by more top-down driven approaches to data collection and analysis. Specifically, we show how participants evoke an array of orientations toward EMI, many of which emerge from local political, economic, and linguistic conditions, as they grapple with what EMI can, should, and should not be in their educational contexts.

Navigating Interculturality: Chinese University English Teachers' Stance Toward Intercultural Language Teaching

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The intercultural dimension of language education has received increased attention in Chinese educational policy with the increasing global interconnectedness, yet scant guidance is provided for English instructors regarding how to integrate interculturality in their classrooms. This tension between global educational trends and local implementation realities creates a critical need to understand how teachers navigate and enact intercultural language teaching (ICLT) in their specific contexts.

This study addresses this gap by examining Chinese university English teachers' "stance" (Cochran-Smith & Lytle, 1999) toward ICLT, conceptualised as the lenses teachers adopt to understand knowledge and its relationship to practice, which are shaped by their personal, experiential, and cultural backgrounds (Liddicoat, 2022). Drawing on this concept as an alternative to the cognitivist approach, it positions teachers' cognitions and actions as a holistic flow rather than separate entities. Based on interviews and classroom observations collected from 5 teachers, the complexity of their stance toward ICLT is uncovered.

The findings reveal that while teachers explicitly demonstrate a variety of interpretative lenses when navigating the relationship between language and culture, their implicit intentions play a significant role in forming their stance, which tends to guide their practices. This complexity reveals that ICLT implementation requires negotiations between theoretical frameworks and teachers' individual intentions based on their stance construct. This study offers practical examples and reflections to guide teacher educators in supporting progress in ICLT implementation and provides insights for teachers to address the intercultural dimensions of language education in ways that are globally, locally and subjectively informed.

Assessing Filipino Students' Perceptions of Inclusivity in the Education College Classroom

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This mixed-methods study explores the perceptions and experiences of Filipino college students regarding inclusivity in the classroom. A survey of 44 students from a private college revealed that while students perceive inclusivity as crucial for their academic success and well-being, they face challenges such as social exclusion, bullying, and unfavorable classroom conditions. The study emphasizes the importance of fostering a welcoming, respectful, and supportive environment that values diversity and encourages social interaction. The findings have implications for policymakers, educators, and stakeholders, underscoring the need for inclusive policies, effective teacher training, and targeted resource allocation to support the diverse needs of students. The study's recommendations provide a framework for promoting inclusivity in college classrooms, ultimately enhancing the academic success and well-being of all students.

"Didactics of la F/francophonie" as a contextualised didactics: towards effective promotion of plurilingualism and variation in multilingual contexts

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The French-speaking world is both 'bridged' by the French language and animated by a great diversity of languages. The aim of this presentation is to examine the current state of French language teaching and learning in a variety of multilingual contexts and to question the notion of (F)francophonieS. The research dwells on a twofold question: (1) is there any specific training on the subject of (F)francophonie - and its constituent diversity - in the learning curricula of *would become* French teachers? (2) Is there a francophone perspective on the teaching of languages and cultures? We hypothesise that didactics of the (F)francophonie is necessarily a contextualised didactics. This contextualisation may, however, be embedded in local didactic traditions. That is why our study is carried out with reference to a variety of contexts, in universities and Higher Teachers Training Colleges of Cameroon and Switzerland particularly. Our data collection focuses on administering questionnaires, conducting interviews with students, teachers and/or trainers, analysing official documents (syllabuses, examination regulations, etc.) and examining French teaching manuals. Processing these various data provides a more detailed understanding of the methods and issues involved in teaching French in (F)francophone countries. It problematises the place of this teaching between didactics of languages/multilingualism and didactics of variation.

Emergent Register: Retrocasting Register Learning through Process Tracing

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We begin our oral presentation proposing a **play, practice, perform** model for learning disciplinary registers. This model assumes that register exists as a feature of a discipline or is community-based; that experts teach register to novices or learning is hierarchical; and that novices aspire to become members and adopt the role of someone capable of communicative competence within that community or is integrative.

We explored the usefulness of this model through process tracing (Hiver and Al-Hoorie, 2020). We asked three graduate students in engineering to share their critical moments and organize them in a timeline that show the evolution of their research. Our aim was to “obtain an approximation of the complex causal mechanisms” important to register learning, specifically to “cast a wide net ... by considering [possible] alternative pathways” (Hiver and Al-Hoorie, 2020).

Our findings suggest something different from the model we proposed. All three participants entered their programs with established identities. Their development was less community-based, more project-dependent. Their diverse learning pathways revealed that disciplinary register learning is not simply a matter of following prescribed steps, but rather a deeply personal process informed by intersubjective and interactive experiences. Their experience was less hierarchical, more heterarchical. Finally, the resources they developed – whether technological tools, collaborative networks, or methodological expertise – were shaped by their individual circumstances, professional aspirations, and the range of communities in which they participated. Their development was less integrative, more agentic.

Our research reveals how register emerges, indeed, is “assembled by their users” (Pennycook, 2024).

Patterns of professional language in forensic authorship analysis [work-in-progress]

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In German forensic linguistics, it has been noted (e.g., Bülow, 2016) that incriminated texts, such as blackmail or threatening letters, partially resemble business letters. However, it remains unclear a) what the specific linguistic patterns are and b) whether the patterns stem from the characteristics of the author or are general characteristics of incriminated texts. This distinction is crucial in forensic authorship analysis, as features should discriminate between authors rather than genres (Grant, 2022). Few studies of blackmail and threatening letters in German have been conducted and did not distinguish clearly between genre- and author-related features (e.g., Bredthauer, 2020). This presentation aims to shed light on the differences between genre- and author-specific features related to professional communication and to show how this knowledge can be applied to forensic practice in Switzerland. The main research question is: What linguistic patterns are common to different types of communication from different professional fields, and can these patterns be found in incriminated writings? To answer the research question, corpus-linguistic methods are applied to two datasets: 1) linguistic features are extracted from business communication text products, such as dunning letters from government or private institutions, and then 2) a set of incriminated texts is scanned for these extracted patterns. Despite challenges such as data scarcity and incorrect and unconventional styles, the results can help forensic linguists to draw more precise conclusions in authorship analysis. The results can also contribute to the improvement of methodological approaches in forensic linguistics.

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“This is one little problem we have with communication; we'll get better”: understanding expertise in digital forensic settings [work-in-progress]

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Forensic evidence and investigation of crimes increasingly involve digital materials, and the role of digital forensic scientists has been rising in prominence in the recent years. These experts work with a range of other professionals, including police officers and prosecutors. Karie and Venter (2013), in their taxonomy of challenges for digital forensics, noted “semantic disparities”, pointing to the lack of standardised vocabulary in the domain. In the context of intra- and interorganisational exchange of information, the potential for the lack of understanding is even greater. Human factors, which can lead to creation of bias, have not received much research attention (Sunde and Dror 2019). It is therefore important to recognise what potential sources of miscommunication about digital forensics manifest themselves in the criminal process. This paper reports initial findings from a large international project exploring how communication and organisational culture can affect digital evidence examination, particularly in relation to the potential for development of bias. Using data from focus groups carried out in four European countries, we ask what communicative issues participants identify as problematic. This metacommunicative awareness provides an insight as to what practitioners deem as important in terms of working processes. Early findings suggest that it is not necessarily the lack of knowledge of profession-specific terms, or “semantic disparities”, but rather unfamiliarity with the working practices of digital forensic examiners which contribute to perceived miscommunication. This paper will also briefly discuss some of the challenges in researching across multiple disciplines, professions and languages.

Migrant domestic workers in Hong Kong: Psychosocial and existential uncertainty with cancer

Madhu Neupane Bastola

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Cancer represents a profound public health challenge in the 21st century, with approximately 20 million new cases and nearly 10 million deaths reported in 2022 (Bray et al., 2024). The complexity and multi-stage nature of cancer diagnosis poses significant barriers to early detection and treatment, particularly for temporary migrant workers, such as migrant domestic workers (MDWs) (Harvey-Sullivan et al., 2025). Despite the critical importance of understanding these barriers, there remains a paucity of research on the cancer experiences of MDWs. This study, informed by the taxonomy of uncertainty (Han et al., 2011), existentialism (Aho, 2025; Sartre, 2007), and the theory of uncertainty management (Brashers, 2001, 2013), aims to elucidate the psychosocial and existential uncertainties, coping mechanisms, and available sources of support among 12 Indonesian MDWs diagnosed with cancer in Hong Kong.

Participants were purposively selected and interviewed to capture a comprehensive understanding of their experiences. Through interviews with 12 Indonesian MDWs, aged 40 to 52, and thematic analysis (Braun & Clarke, 2006), two primary categories of personal uncertainty were identified: psychosocial and existential. The findings show that as participants progressed through treatment, they effectively managed these uncertainties by employing adaptive coping strategies, such as making significant lifestyle adjustments and reappraising their life's meaning. Critically, their ability to navigate this journey was bolstered by a multi-faceted support network of employers, healthcare providers, friends, community groups, and family. These findings contribute to a nuanced understanding of how vulnerable groups respond to profound health uncertainties and have important implications for developing targeted patient support systems.

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Understanding Directness Across Cultures: Insights from Intercultural Healthcare Contexts

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In intercultural healthcare contexts, effective professional communication is fundamentally shaped by understanding varying degrees of directness (Hofstede, Hofstede, and Minkov, 2010; Meyer, 2014). Conflicting expectations about directness, observed across corporate settings, including healthcare (Schryve, 2007), may pose challenges for smooth collaboration among healthcare practitioners. In settings such as Saudi hospitals, where diverse cultures intersect, health communication faces obstacles due to the absence of shared understanding and variations in language use (e.g., indirectness vs. directness) and cultural practices (Zhao, 2023). Thus, my paper examines the extent to which the level of directness varies among Saudi, Filipino and Indian nurses working in Saudi hospitals, using hypothetical scenarios and semi-structured interviews. I gathered data from 150 nurses using Discourse Completion Tasks (DCTs) consisting of 12 hypothetical directive scenarios, and interviewed 12 nurses. Triangulated data revealed divergent communication style preferences. While indirectness predominated among nurses' responses overall, directness showed particular prominence among Indian nurses compared to Saudi and Filipino nurses across both DCT data and interview transcripts. To bridge cultural preferences regarding directness, training programs are suggested to help nurses recognise and adapt to different directness norms. These programs could incorporate role-playing scenarios demonstrating how direct and indirect communication styles manifest in Saudi healthcare settings, ultimately enhancing the quality and effectiveness of healthcare services.

Innovation through Practice: Detheorising as a Key Principle in the TEFE Teacher Training Framework

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This paper contributes to discussions on language awareness, reflexive practice, and professional identity in teacher education by examining the development of the *Teachers of English for Future Europe (TEFE) Framework* – competence-based model designed to support the internationalisation of teaching practice and promote the professional preparedness of future English language teachers. The Framework emerged from the *TEFE* and *TEFE A+* projects (www.tefe.online), EU-funded transnational initiatives that brought together educators, mentors, and student teachers across Europe to explore the challenges and opportunities of teaching in international settings.

The TEFE Framework defines three core areas of competence – Intercultural Communicative Competence, Global Civic Competence, and Professional Teacher Competence for Internationalisation – as essential for effective teaching in culturally diverse and internationally oriented classrooms. To ensure accessibility and practical relevance across varied educational contexts, the framework was developed through a process of *detheorisation* – an iterative translation of complex theoretical models into clear, practice-oriented descriptors, reflective prompts, and adaptable training formats. Drawing on data from collaborative design workshops and implementation pilots, the paper considers the conceptual and pedagogical trade-offs involved in making theoretical knowledge actionable in professional education. It explores how detheorisation facilitates broader engagement with competence-based approaches and supports the development of reflexive, contextually responsive practice in international institutional and workplace settings.

Mimetic actions and multimodality as interactional competence: the case of a continuing education program in the field of special needs education

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Over the past ten years, vocational training programs inspired by the principles of interaction analysis have developed in the field of adult education and training, conceptualizing work as a collective accomplishment (Filliettaz, 2022; Filliettaz et al., 2024; Trébert & Durand, 2019). Drawing on the analytic practice of "data sessions" in ethnomethodology and conversational analysis (Stevanovic & Weiste, 2017; Tutt & Hindmarsh, 2011), these methods aim to train professionals into looking at aspects of their interactional competence (Hall & Pekarek Doehler, 2011; Pekarek Doehler et al., 2017). The aim of this paper is to study how the implementation of "data sessions" in training is likely to develop participants' knowledge about the organization of interaction, and through which "methods" this knowledge is likely to be shared amongst participants.

To achieve this goal, we propose to examine how this training method based on interaction analysis has been implemented in a specific context, that of the continuing education of special needs educators working in the field of autism. Based on an approach inspired by the sociology of science (Knorr Cetina, 1999), multimodal semiotics (Kress, 2019; Kress et al., 2001; Mondada, 2017) and epistemic theories in conversational analysis (Heritage, 2012), our paper investigates a corpus of audio-video recordings of data sessions in professional training, in which special needs educators working with patients with Autistic Spectrum Disorders (ASD) learn to observe and analyse their work. Based on an analysis of recorded excerpts of co-analysis sequences, we will show how participants to data session orient their attention towards fine-grained multimodal details of their interactional competence. We will focus our observations on mimetic behaviours by which participants involved in the process of analysing video-data reenact embodied actions as they are visible in the recorded work activities.

The role of language in fighting food waste

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There is widespread agreement that food waste and loss must be reduced to preserve natural and economic resources, locally as well as globally. In the UN Sustainable Development Goals, the ambition is that by 2030 'per capita global food waste at the retail and consumer levels' (SDG 12.3) should be halved.

This presentation builds on an ongoing research project about food waste in Denmark in which we aim to address food waste as a complex societal problem by involving scholars from law, economics and the humanities as well as stakeholders outside academia. In the presentation, prepared jointly by the language researchers on the project team and project participants from The Danish Consumer Council, we draw on analyses of more than 600 newspaper articles published in Denmark from 1917 till the present day, 28 qualitative interviews with citizens in Denmark aged 18–34, and a nationwide survey with 1,948 respondents to show how discourses on food waste have changed over time, and how different rationales for fighting food waste are realized through language.

We argue that a detailed understanding of the way food waste is constructed as a social phenomenon through language is useful for developing new ways of thinking and talking about food waste and ultimately reducing it. The presentation includes suggestions for how analyses of historical and contemporary discourses on food waste can be utilized in developing educational materials, simultaneously creating awareness about language as a social phenomenon and food waste as a complex societal problem.

Implementing Language for Work

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A critical issue in educational research is how to communicate the results and insights gained to the professional bodies best placed to implement them and how to outreach for potential beneficiaries.

Our contribution draws on the Language for Work (LfW) Network, an initiative of the European Centre for Modern Languages (ECML) of the Council of Europe, that collects research and practice support for work-related second language (L2) learning by adult migrants in or seeking employment. The LfW Network is particularly, but not exclusively, concerned with migrants trapped by limited L2 in low-skilled, low-paid jobs.

Our oral presentation focuses on international examples of research implementation which have proved successful.

The German example explores awareness-raising activities for trade unions and workers representatives: how to help them establish and promote L2 learning opportunities at work.

The French example explores how social stakeholders (trade unions and employers) implement key skills trainings (Clés en main) in the cleaning sector, how a certificate organization develops cleaning soft key skills trainings in companies.

The Swedish example shows how to create an environment conducive to L2 development in workplaces through the creation of Språkombud (language advocates), trained employees who supports migrant colleagues and management in work-related L2 issues.

Finally, we show how ECML LfW training & consultancy activities (TaC) for educational policymakers, L2 providers and teachers address didactic- methodological or/and structural strategic issues to help create a coherent, sustainable system of work-related L2 development for social justice and economic development in the interest of individuals, societies and economies.

Language, Culture and Architecture: A Contrastive Study of Architectural Terminology

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Contrastive analysis plays a key role in applied linguistics and has proven valuable in language teaching and in exploring specific languages within engineering disciplines. Particularly in architecture, it allows for precise comparisons of technical terminology across languages, helping to optimise translation while uncovering cultural and conceptual differences in the understanding of architectural concepts.

This study shows a systematic methodology to examine the construction and architectural terminology in German, Spanish, and English. The process begins with a categorisation of knowledge areas relevant to architecture, followed by a contrastive analysis of the semantic properties of terms. It considers whether terms are monosemous or polysemous, and whether their meanings align across the three languages.

The analysis leads to a three-part classification: direct lexical equivalents, terms with divergent semantic fields, and lexemes without interlingual counterparts. These findings support the development of a German-Spanish-English illustrated glossary of architectural terminology. This resource serves both educational and professional purposes, facilitating multilingual communication in architectural contexts and offering learners a deeper understanding of how architectural concepts are shaped by cultural, historical, and technical frameworks.

Ultimately, the study shows that contrastive analysis not only enhances the teaching and learning of domain-specific language but also fosters intercultural dialogue. It encourages reflection on how different cultures design, describe, and conceptualise built environments—opening pathways to innovative approaches in architectural thinking and practice.

Reappraising Language Work: Speechwriters, Status Competition, and Elite Precarity

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The post-industrial prioritizing and commodifying of language in neoliberal economies has been a topic in (critical) socio- and applied linguistics for some time. While most scholars have focused on the exploitation of this so-called “wordforce” (Heller 2010), I orient to more recent research on relatively privileged, well-remunerated examples of language work – what Thurlow (2020) calls “wordsmiths”, a term that encapsulates all instances where occupational practice hinges on crafting, honing, and designing words. As a case in point, my paper explores the business of professional speechwriting, and how it is necessarily caught up in the commodity chains of the linguistic market. Drawing on my ethnographic fieldwork in the US speechwriting community, and focusing especially on data from my participation in a 2-day professional conference (e.g. personal correspondence, speaker presentations), I highlight the ways in which practitioners both claim and contest their community membership. Using critical discourse analysis I identify moments of discursive solidarity building, as well as moments of individual status production, thus illuminating practitioners’ paradoxical struggle for legitimacy. Speechwriters want their work to be acknowledged and valued, and yet it is only by operating and competing within the particular confines of their “field” (Bourdieu 2005 [2000]) that they can accumulate capital. Hence, in both avowing and disavowing ownership, power, and prestige, speechwriters demonstrate the real complexity of professionalized language work under neoliberal conditions.

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“Several years ago, I did thread lifting too”: Chronotope and identity construction of medical cosmetology clients

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The identities of medical cosmetic clients---who enjoy selective service of cosmetic surgery---appear more contingent and intersubjective than those of traditional patients, both in physical contexts and immediate mobile contexts. We adopt a view of identity as chronotopic to investigate how female medical cosmetic clients' identities are constructed intersubjectively during medical consultations. Based on 15 audio-recorded medical consultations analyzed through tracking chronotopic invocations and movements, we found that the women seeking consultations tended to invoke historical chronotopes to adequate, distinguish, authenticate or denaturalize themselves as clients, while simultaneously being authorized or illegitimized by the surgeon's hypothesized timespace configurations. Through intricate chronotopization processes imbued with contrasts and tensions, the clients' identities are formed, shifted, negotiated and renewed in relation to those either with successful or unsuccessful cosmetic procedures. Although their understanding of normalcy on medical cosmetology is updated during these chronotopization processes, the clients encountered different degrees of crisis identity---likely stemming from their transgressive social behavior within specific chronotopic configurations. The hegemonic dynamic, characterised by the surgeon's practices of authorization and illegitimization, may be attributed to the differing communicative repertoires possessed by each party in the medical consultations. This paper, as a preliminary attempt to apply a chronotopic perspective to identity in medical communication, contributes to a nuanced understanding of complex and diversified identity work of contemporary medical cosmetic clients and highlights the impact of chronotopization on relationality of identity.

Exploring Veterinarian-Client-Pet Identity Construction through Relational Work in English Veterinary Consultations [work-in-progress]

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Triangular communication structures in healthcare settings often involve patients, healthcare professionals, and an additional caregiver (e.g. in paediatric settings). These triangular communication structures are particularly complex in veterinary consultations as they involve not only the pet owner and veterinarian but also the pet itself (which is not expected to verbally contribute but whose presence nevertheless influences the interaction in complex ways). Drawing on over 92 audio and video recordings of authentic veterinary consultations recorded in several UK small animal clinics, this study uses the analytical framework of relational work (Locher & Watts 2005) to explore the discursive and pragmatic processes displayed in triangular communication structures involving pet, client and veterinarian. Locher (2013) defines relational work as dynamic constructs that emerge through interaction and are influenced by language choices, which can either aggravate, maintain or enhance discourse. The particular focus of the analysis is on identity construction and the complex ways in which all parties construct and negotiate their own and each other's (including the pet's) interrelated identities.

Utilizing EM/CA to explore trust formation in manual-based rehabilitative interactions in probation [work-in-progress]

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A trust-based relationship between probation officers and clients is generally regarded as crucial for successful social rehabilitation within probation services. However, recent ethnographic studies expose a discrepancy between the ideal trust-based interaction and the prevalent reality of manual-based, scripted conversational routines within Danish probation. This disjunction manifests as a choreographed interaction, where the client is portrayed as inherently intransigent and erratic. Despite ongoing academic discussion, more comprehensive empirical examinations into the nature of trust within scripted supervisory interactions are imperative to truly understand the potentials and pitfalls of manual-based rehabilitative interventions. The SCRiPT project (Rehabilitation through Scripted and Unscripted Conversational Routines in the Nordic Probation Services and the Implications for Trust Relations) brings together an interdisciplinary group of researchers committed to exploring the intricacies of trust relations in probation settings. Leveraging EM/CA, this project aims to uncover potentials for stimulating desistance from crime through the formation of trust relations in scripted motivational interventions. This presentation will explore the intricacies of the SCRiPT project's methodological design, discussing the untapped benefits in utilizing EM/CA for the analysis of rehabilitative practices. By identifying how meticulous mapping of conversational nuances related to trust establishment, loss, and regeneration can be achieved through this methodology, the discussion will highlight the role of EM/CA as a valuable tool for enhancing the validity of ethnographic studies. Furthermore, it will discuss how the application of EM/CA can elevate the quality of evaluations of manual-based strategies in probation and beyond, contributing to a more nuanced discourse on contemporary social services and welfare.

The learning effects of English as a Medium of Instruction (EMI) translanguaging practiced in Arabic-speaking medical faculties at Sabha University, Libya

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In the context of globalization, English as a Medium of Instruction (EMI) has become a common approach in higher education, particularly in non-English-speaking countries. This study investigates the effects of EMI translanguaging practices (integrating students' native languages alongside English) on the learning experiences of medical students at Sebha University in Libya. In this study, the researchers obtained data via observation, interviews, and focus group discussion. The thematic analysis of the collected data reveal that translanguaging significantly affects students' learning, encompassing attitudinal, psychological, linguistic, and pedagogical dimensions. The observations show that students demonstrate increased participation, engagement, and motivation when professors permit the use of their native language (Arabic) during classes, alleviating anxiety and fostering smoother interaction. Additionally, the findings from the interviews and focus group discussions highlight the advantages of translanguaging, such as improved understanding of complex medical concepts, enhanced retention, and better academic performance. Practically speaking, the applications of EMI translanguaging can lead to bridging gaps in comprehension, facilitating note-taking, and supporting diagnosis interactions. However, the study postulates a number of challenges to EMI, such as limited Arabic equivalents for certain anatomical terms and potential over-reliance on Arabic are also noted. Hence, this study recommends more integration of bilingual explanations in educational materials, offering more medical English workshops, and emphasizing cultural context in case studies. Finally, this research emphasizes the critical role of EMI translanguaging in enhancing the academic success and international competitiveness of medical students in multilingual environments.

Harnessing AI for Enhanced English Accuracy and Fluency: Insights from Kuwaiti EFL Learners [work-in-progress]

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This PhD research explores the challenges faced by Kuwaiti EFL students in developing spoken English skills, particularly due to limited opportunities for meaningful conversation. It examines traditional teaching approaches and their constraints in fostering conversational abilities. The study investigates the potential role of Artificial Intelligence (AI) technologies, such as generative platforms and chatbots, to enhance language learning through personalised feedback and interactive practice. Employing a mixed-methods approach, the study gathers both quantitative and qualitative data through surveys and semi-structured interviews to evaluate the experiences of Kuwaiti EFL learners using an AI-based language platform. Findings indicate that students observed noticeable improvements in their English-speaking skills after engaging with the AI tool, with many benefiting from increased fluency, confidence, and opportunities for self-correction. While some learners reported challenges, including over-reliance on technology and insufficient personalised feedback, these issues were outweighed by the overall positive impact on speaking proficiency and motivation. The study demonstrates the potential benefits of AI in enhancing EFL speaking abilities in Kuwait and underscores the importance of more engaging content and comprehensive teacher support to maximise the effectiveness of AI in language education. The implications point to the value of AI in fostering speaking skills, while highlighting the need for targeted teacher training to ensure successful integration into classrooms.

The Social Drivers of Health and Professional Practice: Surveying the Impact of Online Training Curriculum

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This presentation reports the findings of a survey study conducted at the University of New Mexico (UNM) exploring the effectiveness of an online curriculum developed to train learners in the Social Drivers of Health (SDOH), which are non-medical risk factors that influence health outcomes and well-being. The course guides a multi-disciplinary audience of professionals to consider upstream interventions in their field of professional practice both inside and outside the health sciences and healthcare. Learners can receive continuing education credit and a certificate after completing a survey regarding their experience.

Using Muirhead et al.'s (2022) study as a framework, our survey sought to identify learners' pre- and post-understanding of SDOH and strategies for implementing SDOH into their practice. Learners were also encouraged to comment on how the curriculum could be improved to meet the needs of New Mexico's diverse population (Kaufman et al., 2010; McCrae & Spain, 2023). Our team coded the survey results (n=233) using thematic analysis (Loo et al., 2025). Six predominant themes emerged, including Cultural Competency, Community Understanding and Empathy, and Social Impact, among others. In this presentation, we highlight the qualitative survey results, explain the emergence of themes, and discuss curriculum revisions and adaptations based on learner feedback, including development of new curricula for the Navajo population, the LGBTQIA+ community, and Older Adults. We will also discuss a current project that translates the curriculum to Spanish and more adequately addresses language and cultural competency as potential barriers to health literacy, often-overlooked aspects of SDOH (Steiner et al., 2023).

Salespeople's expert identity construction in service encounters

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While discourse analytical research has studied various aspects of service encounters, relatively little attention has been paid to the negotiation of the participants' expert identities in relation to the management of their face concerns. As face considerations are very important in service encounters, and given the potential face threat involved in knowledge displays, this is nevertheless an important aspect to investigate. In this article, we aim to tease out such negotiations of expert identities by studying – through a qualitative, discourse analytical approach – recordings of authentic Belgian service encounters both in consumer-facing retail and in business-to-business contexts. The findings indicate that the participants' constructions of expert identities may have varied effects on the negotiation of face needs, as blatant challenges to participants' face, as well as careful balancing acts in terms of face concerns are observed. This points at the complex and multifaceted nature of the interface between expertise and face in service encounters.

Critical moments and communicative expertise in policing: de-escalating

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Communication skills are seen as a crucial dimension of contemporary police formation and practice (Shipton, 2023). Police routinely engage with members of the public in a variety of encounters, some of which pose risks to safety. Drawing on Candlin's (2000) notion of 'critical moments' when the communicative expertise of participants is at a premium, we examine ways that police make sense of contexts where their language choices may assist in de-escalating situations. In a year-long study that drew on principles of ethnography and narrative inquiry (Riessman, 2008), data were collected through (1) semi-structured interviews and focus groups with police from a wide range of experience levels, and (2) applied linguistic researcher observations of recruit scenario-based learning (SBL) activities. The narrative accounts of the police/recruit participants and researcher observations were analysed using a theme-oriented discourse approach (Roberts & Sarangi 2005) to identify discourse strategies police understood as helpful in de-escalating situations. Findings demonstrate that de-escalating situations involves communicative expertise characterised by the following discursive processes: calibrating language, noticing and responding to cues, and building trust in interactions. Language is constitutive of practice (Roberts & Sarangi, 2005), and as such, we argue that discourse strategies for de-escalating are important in professional learning, practice and identity work in policing.

Avoiding Responsibility in Service Encounters: A Multimodal Discourse Analysis of Negative Responses to Requests [work-in-progress]

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Discourse analytic research on service encounters has spanned a range of institutional contexts, often distinguishing between commercial and non-commercial domains. While request–response sequences in service encounters have received substantial scholarly attention (Félix-Brasdefer, 2015), negative responses – particularly in commercial service encounters – remain underexplored (Lee, 2011). Such refusals are interactionally delicate, as they may entail financial risks, jeopardize customer satisfaction, and undermine the provider’s projected competence and trustworthiness. Although service providers often seek to avoid outright rejection, refusals are at times unavoidable due to material constraints or customer demands. This study therefore examines how service providers negotiate refusals in ways that simultaneously manage customer rapport and sustain professional identities grounded in competence and trust.

Drawing on a corpus of authentic video-recorded interactions from a hair salon and a pressured-casting shop in China, this study adopts a Multimodal Discourse Analysis (MDA) approach, which enables a fine-grained examination of how participants coordinate talk and embodied resources in interaction. Specifically, the analysis will focus on how service providers deploy a range of verbal and multimodal resources – including hedges, mitigations, gaze, gestures, body movement, facial expressions, spatial configurations (cf. Mondada, 2016) – to manage refusals and maintain the service relationship. In doing so, the study reveals how meaning is negotiated moment by moment through a constellation of semiotic cues.

Findings suggest that refusals can function not only as constraints but also as opportunities for displaying technical expertise, managing institutional limitations, and reinforcing trustworthiness through transparent and attentive conduct. By showing how refusals are transformed into interactional resources, this study contributes to scholarship on service encounter discourse and offers practical insights into communicative practices that enhance providers’ interactional competence and trust-building in commercial service contexts.

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Effects of Linguistic Alignment on Perceptions of AI and Human Doctors

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Background & Aims:

Advances in AI entail that AI will be utilized extensively in healthcare. However, people's perceptions of AI in healthcare are largely unknown, especially with regards to how AI's linguistic behaviour affects these perceptions. One linguistic factor with potential consequences in healthcare is linguistic alignment, which is the imitation of the linguistic behavior of an interlocutor (Pickering & Garrod, 2004). The use of linguistic alignment can increase positive perceptions of interactions between interlocutors (e.g., Abrahams et al., 2019). However, would linguistic alignment from an AI interlocutor also produce these benefits, as well as during higher-stakes interactions such as in healthcare?

Methodology:

Two experiments were conducted where 187 participants read an online conversation between a patient and a doctor (either AI or human), whereby the patient received medical advice. The doctor either reused the medical terminology used by the patient (i.e., linguistically aligned) or did not linguistically align. Participants then rated the doctor on measures of competency, warmth, trustworthiness, and responsibility.

Results & Conclusion:

Participants rated the AI doctor lower than the human doctor across all measures despite having identical behavior and advice given. Furthermore, when the AI doctor did not linguistically align, the AI doctor was perceived as less competent, warm, and trustworthy compared to when the AI doctor linguistically aligned. In contrast, perceptions of the human doctor were the same whether or not the human doctor linguistically aligned. Therefore, in health communication AI should make use of linguistic alignment in order to increase positive perceptions of AI.

Providing reassurance while closing the topic: The use of stance marker alright in online medical consultations

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A central medical task of health professionals is to reassure worrying patients. In face-to-face consultations, reassurance is delivered through various modalities (Beach, 2019; Muntigl et al., 2023). With the rise of computer-mediated interactions, especially following the COVID-19 outbreak, an increasing number of consultations are now conducted online. However, there is limited understanding of how reassurance is effectively conveyed in text-based communications. This presentation reports doctors' delivery of reassurance in online medical consultations. It focuses on the Mandarin A-not-A structure hao-bu-hao (HBH), equivalent to "alright" in English, and observes how it contribute to the delivery of reassurance. Data include typed texts and audio recordings. The conversations are asynchronous. Conversation analysis is used for the analysis of the diatgloues. Two types of action environments where HBH is often used: in delivering a no-problem diagnosis and an optimistic prognosis in the context of bad news (Maynard, 2003). The observations suggest that HBH allows the doctor to maintain control over the interaction while appearing less directive by acknowledging the patient's contingency without genuinely seeking their input.

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Beyond the Algorithm: A Sociolinguistic Analysis of Trustworthiness in Human-AI Mental Health Communication [work-in-progress]

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As Generative AI (GenAI) tools become more widely accessible, people are increasingly turning to chatbots as alternative or complementary forms of mental health support (Hoffman et al., 2024). As some remain skeptical about the effectiveness and safety of using AI in such sensitive domains, trust has emerged as a critical concern - one that researchers have called to enhance to support the responsible use of AI in mental health contexts (Blease & Torous, 2023; Carr, 2020). While existing studies have largely focused on enhancing the technical reliability and accuracy of AI models, they tend to overlook the importance of users' interactional experiences and the specific social contexts in which these interactions take place (Wang et al., 2025). Notably, how trustworthiness is co-constructed through the discursive features of human-AI interaction remains underexplored. This study addresses this gap by employing Theme-Oriented Discourse Analysis (TODA) (Roberts and Sarangi, 2005) within a sociolinguistic framework (Zayts-Spence et al., 2023). Drawing on data from semi-structured interviews with 8 adult users who regularly engage with GenAI platforms for mental health support, alongside analysis of their pseudonymised interaction excerpts, this research examines the discursive practices through which trustworthiness is constructed, negotiated, or undermined in human-AI communication. By highlighting the subtle yet consequential ways trust is interactionally built - or eroded - this study contributes to a growing sociolinguistic understanding of AI-mediated mental health communication. It also offers practical insights into how GenAI technologies might be designed and calibrated to foster more trustworthy engagements in sensitive support settings.

Situated Language Learning for Migrant Slaughterhouse Workers Through Digital Games

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This paper presents a research and development project conducted in a Danish slaughterhouse, where migrant employees make up a substantial portion of the workforce, and where language and communication challenges are a constant feature of everyday work practices. For many of these workers, traditional Danish language schooling has not been a viable option or an effective solution for meeting their job-specific communicative needs. To address this gap, a digital game-based language learning resource was developed, drawing on ethnomethodological fieldwork and a second language learning 'in the wild' approach. The game app was designed using a situated, ecological framework (Van Lier 2000) approach to Computer Assisted Language Learning (Zheng and Newgarden 2017, Tusting 2017, Reinders 2017) involving the integration of language learning games into a virtual slaughterhouse environment (Tranekjær 2025 (in press)). This paper presents the research process and preliminary implementation results, including quantitative analysis of in-game, pre- and post-test vocabulary performance. Findings show a significant improvement from pre- to post-test vocabulary scores (n = 101). Multiple regression analyses identified pre-test proficiency, in-game performance, in-game difficulty level, and spaced distribution of game interaction as significant predictors of vocabulary growth. K-means clustering analysis revealed that the group with lower initial proficiency and longer gameplay intervals achieved the highest gains. These results indicate that skill-dependent interactions (i.e., higher in-game performance scores with higher difficulty) combined with spaced gameplay can significantly support vocabulary development for multiple proficiency levels in workplace settings.

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Mediating change: Professional discourses about social work within the digital transformation in Norwegian healthcare

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This study investigates how professional discourses mediate social workers' interpretations of technological change, using the introduction of a new digital platform in Norwegian healthcare as a case study. Drawing on insights from science and technology studies and mediated discourse analysis, we analyze interviews with 16 social workers, focusing on six participants working in interdisciplinary hospital teams. Our findings reveal that social workers' engagement with the platform is closely tied to interactional, social, and cultural dynamics, particularly the professional hierarchy in healthcare, where social work is often perceived as a low-status position. Social workers interpret and navigate technological change in ways that both reflect and reinforce their professional self-understanding, drawing on discourses that perpetuate a sense of inferiority within the interdisciplinary hospital context. We conclude that these processes highlight the mutual mediation of discourse and action, underscoring the importance of professional reflexivity. By critically examining their language, social workers can better navigate digital transformation, expand their professional agency, and find opportunities to strengthen and articulate their expertise in times of change and restructuring.

Pragmatic markers and professional practice in care home interactions

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This paper reports findings from a study of care home interactions and shows the results from an analysis of frequently occurring chunks (n-grams) functioning as pragmatic markers (such as *do you want*, *a little bit*) in the interactions.

The corpus of approximately 50,000 words was compiled from over 70 hours of audio-recorded naturally-occurring interactions in a care home in England. Interactions in care homes are strongly constrained by the nature of the work, where care workers interact with residents and co-workers as they do their rounds. Studying frequently occurring chunks can provide valuable insights into the ways in which care workers, on the one hand, interact with residents in performing their care duties, such as administering medication or feeding residents and, on the other hand, co-ordinate tasks with their co-workers.

The study examines the types of markers used as well as their specific functions, for example hedging or requesting. The study found that a range of pragmatic markers were used by care workers in performing key tasks. While some of the same pragmatic markers (such as *do you want*) were used in interacting with both residents and co-workers, the specific functions or “discursive practices” performed were distinct. It is argued, therefore, that pragmatic markers index specific discursive practices within the different micro-contexts of interaction and ultimately within the macro-context of the community of practice.

The impact of AI on the double-bind writing situation of financial analysts

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Financial analysts are hired and paid to develop, explain and publish a point of view and a stance on matters in the financial markets. In doing so, financial analysts are in a double-bind situation: on the one hand, their forecast accuracy is factored into their financial compensation; on the other hand, reliable forecasts are never possible given the volatility and unpredictability of the financial markets. These circumstances encourage strategic recommendations that are written in such a way that they are always somehow true. The double-bind situation of financial analysts is one of the main reasons why investment recommendations are difficult to understand by the addressees.

With the emergence of AI, financial analysts are increasingly using AI tools to write their investment recommendations. This raises questions about the role of these emerging technologies in financial communication in general and, more specifically, how they affect the intelligibility of financial analysts' text products.

In my presentation, I introduce the double-bind situation of financial analysts and its implications for financial communication (part 1). Based on interviews with financial analysts and a corpus of investment recommendations from Swiss banks (part 2), I use pragmatic text analysis (part 3) to examine how the use of AI writing tools in financial communication affects the strategic recommendations in financial analysts' text products (part 4). Finally, I discuss the implications of this development for the double-bind situation of financial analysts and for financial communication in general (part 5).

The 5-P-Model of Questioning Practices in Business Coaching – Putting linguistic-psychological research findings into practice

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In coaching practice literature, questions are the central and most powerful intervention to facilitate clients' change (Schreyögg 2012; Wehrle 2024). Books and training manuals present numerous experience-based question types, categorized according to isolated functions and illustrated via invented, decontextualized examples. Coaches are also advised to e.g., avoid closed questions. What emerges is an idealized portrayal of questions and their usage that sees the coach as the sole responsible for questioning (Graf & Spranz-Fogasy 2018). Linguistic analyses of other professional formats, however, regularly reveal that the description of how interventions such as questions are used in practice literature deviates markedly from authentic interactions (Vehviläinen 1999; Tracy & Robles 2009; Stokoe & Sikveland 2016).

In this talk, we present the “5-P-Model of Questioning Practices” in coaching as alternative conceptualization of how to ‘do’ questioning for practitioners. The model builds on insights of the recent, linguistic-psychological project “Questioning Sequences in Coaching” (QueSCo). QueSCo developed a typology of question types and questioning sequences using a corpus of authentic business coaching processes (Graf et al. 2024). At its core is a sequential approach (Schegloff 2007) to questioning based on five central positions: coaches' question as target action (position 1), prior actions by coach and client (positions -2 and -1), clients' responses to questions (position 2), and coaches' reactions to clients' responses (position 3). Its aim is sensitizing practitioners for this sequential co-construction and illustrating the evidence-based categories carved out for the 5 positions as ways for (learning) coaches to facilitate and reflect their practice.

Culture of Constructive Dialogue – Good Practice in Communication in Agile Teams

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Agile methods such as Scrum or Kanban are widely used in software development and are also becoming increasingly popular in other industries. In an agile setting, communication is said to be a key factor for the success of projects. Professionals working in agile teams are therefore very interested in the question of whether their communication is effective and efficient. However, this question can hardly be answered with the research methods used in the social sciences and computer science, namely interviews and surveys (Hummel, Rosenkranz & Holten 2013).

Applied discourse analysis is a suitable method when we want to find out what the characteristics of communication are in professional practice and when we want to determine empirically which communicative practices can be judged as good practice (Bendel Larcher & Pick 2023). In our research project 'Videografierte Berufspraxis für die Wirtschaft', we recorded and analysed a total of 10 formal meetings in three IT teams. We worked out what the typical characteristics of communication in agile meetings are.

In doing so, we realised that following the agile framework Scrum alone is no guarantee for successful conversations. But we identified certain communicative practices which are in favour of successful, i.e. effective and efficient communication and therefore good practice. We have summarised these under the concept of 'culture of constructive dialogue' ("konstruktive Gesprächskultur", see Bendel, Galliker & Loew in Vorb.). The concept of 'culture of constructive dialogue' is new in applied discourse analysis. In our contribution, we would like to introduce this concept and discuss the extent to which it can be transferred to other professional contexts.

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Pre-service English language teachers' perceptions of the pedagogical use of genAI tools: a case study

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The introduction of generative AI (genAI) tools such as ChatGPT in late 2022 sparked widespread debate about their implications for higher education, particularly in the areas of teaching practices (Faisal Rashid et al., 2024), learning analytics (Schön et al., 2023), and academic writing (Barrett & Pack, 2023). While research has addressed the use of genAI in language learning and among pre-service teachers (Kohnke et al., 2023), its systematic integration into second language teacher education (SLTED) is still in its early stages. This case study addresses this gap by exploring pre-service English language teachers' perceptions of the pedagogical benefits of genAI tools for teaching language skills.

This case study draws on data collected from 15 pre-service English language teachers enrolled in an English Language Teaching course at an Austrian University College of Teacher Education. The participants engaged with four genAI-supported language tasks integrated into the course. Data sources include reflective learning journals written throughout the semester, which are analysed using qualitative content analysis (Hsieh & Shannon, 2005), and a post-task survey, which is analysed descriptively using quantitative methods.

Preliminary findings suggest that participants perceived genAI tasks as both educationally beneficial and innovative, with many expressing surprise at the tools' pedagogical potential. The data also imply a demand for systematic genAI training und usage within SLTED, highlighting the critical role of teacher educators as facilitators and role models.

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How professors' understanding of 'what was' and 'what is' informs their views of medium of instruction

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English continues to expand its boundaries in higher education, having shifted from foreign language/FL to medium of instruction/MOI for academic subjects (Deardon, 2014; Phillipson, 2018 & 2019; Salomone, 2021). While the MOI may have changed, the 'monolingual version' of instruction continues to predominate in many contexts. In French and English "official" second language instructional settings and "non-official" FL instructional settings in Canada alike, belief in the advantage of developing bilingualism through "two separate monolingual instructional routes" held sway for many years, even across bilingual models of French instruction such as French immersion (Lambert, 1984, p. 13). Belief in this 'hard version' of communicative language teaching (Cummins, 2025; Spada, 2007) remains widespread in FL teaching in higher education departments across Canada (e.g., in Spanish, Russian, Japanese, etc.).

The case discussed in this talk counters that trend albeit not in the sense of introducing translanguaging or pluralistic approaches to FL instruction (ECML, 2023); rather, it involves teaching courses that count towards FL degrees through the medium of English. This qualitative study investigates the views of multilingual professors on 'what was' (teaching FL courses through the target language) compared to 'what is' (EMI courses that count towards FL degrees), why the shift occurred, and how these professionals currently engage in theory-making (Clandinin, 1985/2020; Cummins, 2021). Themes emerging from reading their words provide windows onto reading their professional worlds, including possible affordances for students when the academic subject in EMI is a FL (Freire & Macedo, 1987).

Assessing the Effectiveness of an Online Language Learning Programme for University EFL Learners

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Vocabulary learning, particularly at an intermediate or a higher level of English learning, can depend on learners' self-regulation and lexical awareness. Based on principles of self-regulated learning (SRL) and the importance of metalinguistic awareness for language learning, an online programme, called Awareness-Augmented-SRL MAVL (hereafter, the Programme), was created that aimed to promote vocabulary development in university learners of English as a Foreign Language (EFL). The Programme was characterised by learners' SRL and engagement with diverse types of awareness-raising vocabulary activities as opposed to the learning of any set of pre-selected words.

This study examined the effectiveness of the Programme through a quasi-experimental design in which a convenience sample of 163 students in three intact EFL classes at a university in Saudi Arabia were randomly assigned to three experimental conditions: treatment, comparison and control. Participants were pre- and post-tested on different aspects of vocabulary knowledge. At the end of the experiment, they were also tested on lexical awareness and responded to a Likert-scale questionnaire focused on their SRL of vocabulary.

A set of ANOVAs was conducted to compare the outcomes of the three groups. It was found that learning in the Programme resulted in the treatment group's greater vocabulary size, lexical awareness and SRL. The study provided empirical evidence for the importance of lexical awareness and self-regulation in intermediate-level EFL learners' vocabulary development. Pedagogically, the findings underscore the need to foster learners' capacity for vocabulary learning and promote their engagement with lexical analysis using technologies.

Taking Experiential Learning to Task in Student-Led Presentations

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Educators across disciplines have drawn on the principles of experiential learning (EL) (Kolb, 1984, 2015) to design engaging lessons that provide real-world reflective learning experiences in intra- and intercultural contexts. Kolb's EL cycle conceives learning as an emergent process, during which learners pass through four stages sequentially. It has served as a foundation for inclusive, democratic learning across diverse educational contexts.

Despite its many affordances for classroom implementation, how classroom teachers can effectively transition between activities within a cycle, scaffold tasks within the cycle, and/or provide opportunities for post-task debriefing remains understudied. To fill this implementation gap, this study presents a model of learning that merges Kolb's 4-phase cycle with Task-Based Learning (TBL) (Ellis, Skehan, Li, Shintani, & Lambert, 2020), which we have termed *Task-based Experiential Learning and Teaching (TBELT)*. This creates opportunities for participants to increase their own awareness of experiential learning, and for facilitators to assess participants' mastery of learning objectives.

Longitudinal data draw from several sections of a graduate-level course in Experiential Learning Design from 2021 through 2025. The facilitators' workshop piloted TBELT through creating a project that required students to utilize a template merging Kolb's cycle and TBL. This integration led to student presentations that provided opportunities for robust discussions on topics, which student later applied in their professional settings. Vignettes from our data will be presented as well as a sample activity design. These examples will further illustrate how educators can apply the TBELT model to promote engagement and increase participation during student led presentations.

Multiliteracies-based pedagogy and multimodal communicative competence: professionalising ESP courses

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Mastering the oral presentation genre is one of the communicative skills which are highly demanded by employers but still overlooked in Higher Education curricula (Gray, 2021; Morlaix & Nohu, 2019). Previous research conducted in an ESP context showed that learners are particularly unaware of its multimodal nature (Zoghliami & Grosbois, ALAPP 2022), thus further recognizing the necessity of applying multimodal approaches (Camiciottoli & Campoy-Cubillo, 2018).

In response to this call, we propose a multiliteracies-based pedagogy to raise ESP learners' awareness of multimodality in oral presentations and develop their multimodal communicative competence. After a description of the particular Learning by Design Framework (situated practice, overt instruction, critical framing and transformed practice) (Cope & Kalantzis, 2015) we adopted along with the activities implemented in an English for Professional Purposes course at the B1-B2 level at a Higher Education institution in France (specifically dedicated to lifelong learning), we present the results of quantitative and qualitative data gathered through three online learner questionnaires administered to one experimental (n=32) and two control groups (n=32; n=107). The questionnaires are meant to assess the validity of our teaching-learning methodological proposal through a comparison of the semiotic modes attended to in the three groups. We conclude with a discussion of the findings and how they can sustain the development of not only ESP learners' multimodal communicative competence but also teachers' semio-pedagogical competence, and how they can possibly inform multimodal pedagogies applied to targeted routinized oral genres in the workplace.

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English/ Arabic Machine Translation Problems Online: Case Study of Instagram Platform Commentary Sections

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This study investigates the challenges and complexities encountered by machine translation systems when translating between Arabic and English, particularly in the context of user-generated content on platforms such as Instagram and YouTube. Despite the development of various machine translation approaches, these systems often fail to effectively handle the intricacies of dialectal Arabic, which is frequently used in online interactions. In addition to the grammatical differences between Modern Standard Arabic (MSA) and regional dialects, such as Algerian Arabic, the incorporation of loanwords from languages like French, Turkish, and Spanish—written in Arabic script—further exacerbates the difficulty of achieving accurate translations. The qualitative analysis of machine-translated comments from Instagram reveals significant deficiencies, with translations often producing nonsensical or incomprehensible outputs, particularly for dialectal content, while MSA content remains relatively well-translated. A complementary quantitative analysis underscores the extent of these inadequacies. The findings suggest that current machine translation systems for Arabic are insufficient and underscore the need for the development of a dedicated translation system specifically tailored to the complexities of Algerian Arabic and its translation into English.

Balancing Vision and Veracity: An Analytical Framework for Argument-Narrative Interplay in Startup Communication

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This case study introduces an analytical framework for examining the interplay between argumentation and narrative in strategic startup communication. Startups, particularly those leveraging emerging technologies, often operate in data-scarce environments, making persuasive communication essential for attracting investment and establishing legitimacy. Using the Nikola Corporation as an illustrative case, this research reconstructs how founder Trevor Milton fused rational arguments with compelling storytelling to craft a visionary narrative that initially captivated investors. At its peak, the Arizona-based startup appeared poised to revolutionize the future of transportation. However, its strategic communication practices also rendered it vulnerable, culminating in a trust crisis following allegations of misrepresentation and fraud.

The proposed framework integrates discourse analysis and argumentation theory to explore how startups combine logical reasoning with emotionally resonant narratives to cultivate trust, while also identifying linguistic indicators of credibility risks. Findings highlight the necessity of balancing visionary discourse with argumentative integrity, the role of internal counter-argumentation, and the significance of linguistic warning signals as early markers of communicative vulnerability.

The study contributes to applied linguistics by providing a methodology for analyzing high-stakes persuasive discourse in entrepreneurial contexts. It also offers implications for practitioners, supporting more robust and ethically grounded communication strategies in startup environments.

Polyphony in the climate coverage in Australian, British and Canadian children's news [work-in-progress]

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This study investigates polyphony, or multivoicedness [1,2], in the coverage of climate change in Australian, British and Canadian children's news (viz. in *Behind the News*, *BBC Newsround* and *CBC Kids News* respectively). Targeting children and teenagers, children's news plays a pivotal role in shaping the climate attitudes of future generations. In the age of social media, news outlets compete with multiple other sources from which young people get their information. The task of accurately informing young audiences means having to engage with these other voices and negotiate the truth-value of the climate coverage. This study aims to investigate how multivoicedness in the climate coverage compares between the three countries, examining both who is given a voice and how the journalistic voice engages with these voices. To answer these questions, the study combines two coding schemes. First, a quantitative content analysis studies which voices are present, and dominant, in climate news. Second, a linguistic analysis of 'Engagement' looks at the linguistic resources through which the journalistic voice negotiates the 'arguability' of their utterances and position itself vis-à-vis other voices [3]. Together, the findings shed light on how children's news programs can manage the multitude of voices in the climate debate in a way that ensures factuality and promotes positive attitudes towards climate action.

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Business Italian in Austria: Preliminary Findings of a Study on Current Italian Needs in Austrian Companies [work-in-progress]

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Although Business Italian has a proven tradition in Austrian higher education (Fischer, Grassi 2001), in the past 20 years only few studies focused on the Italian language needs of Austrian businesses, despite increasing trade volumes between Italy and Austria and the prominent position of Italy as Austria's second most-relevant business partner in Europe (Aussenwirtschaftscenter Mailand 2024). In this sense, this presentation focuses on the preliminary results of a communicative needs analysis of Austrian companies (based on Vandemeeren 1998, 2006; Huhta et al. 2013; Lavric, Lesk, Stegu 2017) conducted between 2024 and 2025. Over 100 professionals from different Austrian companies completed an online questionnaire on their corporate use of Italian, which addressed linguistics and intercultural aspects, as well as the use of Italian in combination with new technologies. Upon completion of the preliminary analysis of the survey data, follow-up interviews with a sub-sample of the survey participants provided deeper insights. This study is part of a broader project which, firstly, seeks to identify current Austrian companies' linguistic and intercultural needs in relation to Business Italian, and, secondly, aims to suggest enhancements to Austrian university curricula in Business Italian to better align them with current labor market demands. The preliminary results obtained from the survey and the subsequent interviews on the communicative needs of Austrian companies represent a significant step towards a more accurate definition of the communicative competencies that could be incorporated into the Business Italian curriculum in use at Austrian universities.

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Imposed identity: the no-exit framework of Chineseness

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We analyse how Xinhua News (China's state media, English version in particular) discursively constructs "the Chinese people" as a broad, transnational category that includes all ethnic Chinese populations, binding them into a singular imagined community where (re)unification and national rejuvenation are framed as inherently tied to the future wellbeing of this collective. Drawing on the discourse-historical approach, we find that the media evokes memories of national humiliation, collective struggle, and eventual resurgence as key resources for constructing a shared past. It uses body–state metaphors to create a condition where one cannot cease to be "Chinese", and it presents a history-driven collective path in which individuals are not active agents shaping the future, but obedient subjects who must "go with the tide." Finally, we argue that in China's political apparatus, translation serves not as a space for negotiation or intercultural dialogue, but as a tool of discourse management. It operates as a political act that binds disparate populations into a singular imagined community—by downplaying regional differences and blurring the lines between ethnicity and nationality.

When Policy Meets Practice: Discursive Constructions of Teaching Workforce Diversity in Welsh Government Policy Documents and Cardiff Classrooms [work-in-progress]

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This ongoing PhD project examines how ethnic diversity in the teaching workforce is discursively constructed through Welsh education policy and Cardiff teaching staff narratives. Despite Welsh Government commitments to transforming educational practices regarding diversity, significant disparities remain between the proportion of students from diverse backgrounds (12%) and the proportion of teachers (1.3%) who identify as such. This gap is even more pronounced in Cardiff, where approximately 34% of the population identifies as ethnic minority, yet the teaching workforce does not reflect this diversity.

The study adopts a corpus-assisted discourse analytic approach across both teacher interviews and policy texts. Teacher narratives from seven Cardiff practitioners are analysed first to capture how diversity is constructed and evaluated in practice. These perspectives then provide a critical lens for the subsequent analysis of Welsh Government policy documents (2020–2024) through corpus-assisted Positive Discourse Analysis (Martin, 2004). This sequence enables an examination of how hopeful, solution-oriented policy framings align with, or diverge from, teachers' lived realities, and helps identify possible silences or gaps in aspirational policy discourse.

While still in its preliminary stages, this work offers insights into the discursive construction of ethnic diversity in school contexts. The presentation will include reflections on the ongoing analysis and an illustrative example of how policy and practitioner perspectives are being examined. By bringing these perspectives together, the study aims to contribute to conversations about increasing ethnic representation in the teaching workforce, while recognising that further research is needed to develop comprehensive solutions to these complex challenges.

POSTERS

Exploring the multimodal role of synchronous captioning in navigating syntactic asymmetry problems in remote simultaneous interpreting: an eye-tracking study

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Poster

Grounded in multimodal theory and interpreter training pedagogy, this mixed-methods study examines the cognitive and linguistic dynamics of remote simultaneous interpreting, with a particular focus on how synchronous captioning generated by automatic speech recognition (ASR) supports the processing of syntactic asymmetry. Specifically, it explores how trainee interpreters navigate Chinese-to-English interpreting of relative clauses featuring varying dependency distances between modifiers and head nouns. To that end, a controlled eye-tracking experiment was conducted with 26 participants, who interpreted a speech embedded with structurally manipulated relative clauses representing short and long modifier-head dependencies. All stimuli were accompanied by ASR-generated captions, reflecting ecologically valid remote simultaneous interpreting conditions. Quantitative data from eye movements and interpreting output were triangulated with qualitative insights from post-task interviews to construct a multidimensional account of interpreter processing. Findings show that longer dependency distances led to significantly more regression-in fixations and delayed attention to head nouns, indicating heightened syntactic processing demands. Interpreters responded by simplifying output structures, resulting in target-language sentences with lower mean dependency distances. Thematic analysis further revealed that captions were not regarded merely as supplementary aids but as perceptual anchors that helped stabilise attention, facilitate lexical retrieval, and support fluency under time pressure. Overall, the findings position remote simultaneous interpreting as a multimodally situated practice involving real-time cross-modal coordination. The study highlights the importance of incorporating multimodal literacy and interface management strategies into interpreter training to meet the evolving cognitive and technological demands of remote simultaneous interpreting.

Predicting readability of Czech legal writing using linguistic features

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Poster

In the English-speaking world, the plain language movement has been advocating for more accessible language in legal and administrative communication for over half a century, and it has been extensively studied. Systematic attempts to reform 'Czech legalese' are considerably more recent and thus have so far been devoted little linguistic attention. This paper presents a quantitative take on the matter, albeit not exhaustive. A set of 753 documents is compiled from available corpora of Czech administrative and legal texts, with metadata concerning their

readability. 61 variables are measured on the texts. They include linguistic features discussed in plain legal writing handbooks, mostly grammatical or lexical, common readability formulas, and a handful of stylistic indicators. The variables are analyzed for their effect on readability. To get a more general picture, exploratory factor analysis is then performed on those the effect of which has been found significant, and the effect of the factors on readability is measured too. Finally, an SVM classifier predicting readability is trained. Activity and other variables related to the technical–spoken register dichotomy seem to be the strongest predictors of readability. Using be-passives also has a strong effect and appears to correlate with the prestigiousness of style in general. Contrary to what the handbooks recommend, nominalizations are about as frequent in more readable texts as in less readable ones. While some readability formulas are strong predictors too, others are found erroneous when applied to legal writing. The accuracy of the classifier is 77.9%.

Absenteeism as an Accepted Cultural Act: A Case Study of Higher Education English Major Students in Kuwait

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Poster

This study explores absenteeism as a culturally accepted practice in the apology discourse of Kuwaiti students enrolled in higher education institutions (Kuwait University and the Public Authority for Applied Education and Training, PAAET). It focuses on English major students by analyzing their private messages sent via Microsoft Teams to English faculty professors. The researchers compiled a corpus of 200 authentic apology messages submitted by male and female students from the English Departments at both institutions. These messages were linguistically analyzed and categorized using Searle's (1979) speech act model—including representative, commissive, directive, declarative, and expressive acts—in addition to Olshtain and Cohen's (1983) apology strategies: expression of regret, explanation of the situation, acknowledgment of responsibility, offer of repair, and promise of forbearance. The findings reveal that students at both institutions perceive absenteeism as a culturally legitimate act. Their apologies often included elaborate, multimodal discourse of short photos and videos—along with explanations, expressions of regret, and sometimes exaggerated justifications for missing the class lecture. Furthermore, students regularly attempted to position themselves as responsible, polite, and sincere individuals, even when their excuses were met with faculty skepticism. The study also confirms that the use of the students' first language (Arabic) plays a significant role in conveying apologies, serving as a barrier free tool for communication, particularly among male students. By positioning absenteeism within a cultural context, this comparative study of higher education institutions in Kuwait contributes to a deeper understanding of the relationship between apology discourse and faculty responses in online learning environments of the relationship between apology discourse and faculty responses in online learning environments.