



Libro de resúmenes / Book of abstracts

XXIII Congreso Internacional AELFE

**Reconceptualizando las LFEs en la era de la alfabetización
multimodal**

23rd International AELFE Conference

Revisiting LSP in the multimodal literacy age

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Bienvenida / Welcome

Bienvenidos al XXIII Congreso Internacional AELFE, que se celebrará en Castellón (España) del 25 al 27 de junio de 2025. La cita aspira a ser un punto de encuentro para investigadores, docentes y profesionales del ámbito de las Lenguas para Fines Específicos (LFEs), y ofrecerá una oportunidad para compartir ideas, experiencias y avances. El programa incluirá tanto líneas de trabajo consolidadas, como la lingüística de corpus, el análisis del discurso y géneros, la terminología, la traducción e interpretación, la innovación digital y las metodologías docentes como AICLE o EMI, como nuevas áreas de interés, entre ellas la alfabetización multimodal, prácticas pedagógicas emergentes, la integración tecnológica y los factores culturales en contextos profesionales, entre otros. Vivimos un momento de transformación acelerada en el campo de las LFEs, impulsado por el avance tecnológico y la expansión de formas de comunicación multimodal. En este contexto, el congreso propone reflexionar sobre cómo estas nuevas realidades están cambiando el modo en que usamos y enseñamos el lenguaje. Bajo el lema “Reconceptualizando las LFEs en la era de la alfabetización multimodal”, la edición de 2025 abordará cómo se entrelazan lenguaje y tecnología, y cómo los distintos modos de comunicación, tales como visuales, auditivos, digitales, están moldeando la investigación, la docencia y la práctica profesional. También se debatirán los retos y oportunidades que plantea el desarrollo de estas nuevas literacidades, con el objetivo de reflexionar y avanzar en una construcción colectiva del futuro de las LFEs en entornos académicos y laborales.

Comité organizador

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We warmly welcome you to the 23rd AELFE International Conference, which will take place in Castellón, Spain, from June 25 to 27, 2025. This website brings together all the key information needed to plan your participation in the conference in a clear and accessible way. The event aims to serve as a meeting point for researchers, educators, and professionals in the field of Languages for Specific Purposes (LSPs), offering an opportunity to share ideas, experiences, and new developments. The program will include both well-established areas—such as corpus linguistics, genre and discourse analysis, Terminology, Translation and Interpreting, Digital Innovation in LSPs, and teaching methodologies like CLIL and EMI—as well as emerging topics, including multimodal literacy, innovative pedagogical practices, technological integration, and cultural factors in professional contexts, among others. We are living through a time of rapid transformation in the field of LSPs, driven by technological advances and the growing presence of multimodal communication. In this context, the conference invites reflection on how these new realities are reshaping the way we use and teach language. Under the theme “*Reconceptualizing LSPs in the Era of Multimodal Literacy*,” the 2025 edition will explore the dynamic relationship between language and technology, examining how various modes of communication, such as visual, auditory, digital, are influencing research, teaching, and professional practice. The conference will also address the challenges and opportunities posed by the development of these new literacies will also be discussed, with the aim of reflecting and moving forward in a collective construction of the future of LFEs in academic and professional environments.

Organising Committee

1. Comités / Committees

Comité organizador / Organising committee

Noelia Ruiz Madrid (Responsable / Conference chair) (Universitat Jaume I)

Miguel F. Ruiz Garrido (Responsable / Conference chair) (Universitat Jaume I)

Vicent Beltrán Palanques (Universitat Jaume I)

Edgar Bernad Mechó (Universitat Jaume I)

Nuria Edo Marzá (Universitat Jaume I)

Inmaculada Fortanet Gómez (Universitat Jaume I)

Marián Mestre Segarra (Universitat Jaume I)

Julia Valeiras Jurado (Universitat Jaume I)

Nuria Escobar Lluch (Universitat Jaume I)

Alejandro Mena Alba (Universitat Jaume I)

Elena Serrano Hernández (Universitat Jaume I)

Comité científico / Scientific committee

Belinda Crawford Camiciottoli (Università della Calabria, Italia)

Jan Engberg (University of Aarhus, Dinamarca)

Roberta Facchinetti (Università degli studi di Verona, Italia)

Christoph Hafner (City University of Hong Kong, China)

Geert Jacobs (Ghent University, Bélgica)

Rosa Lorés (Universidad de Zaragoza, España)

Jorge Martí (Universitat Jaume I, España)

Carmen Pérez-Llantada (Universidad de Zaragoza, España)

Mercedes Sanz (Universitat Jaume I, España)

Javier Vellón (Universitat Jaume I, España)

2. Junta directiva de AELFE / AELFE executive board

Presidente / President: Jesús García Laborda, Universidad de Alcalá de Henares. Fecha de inicio: Junio, 2023.

Vice-presidenta / Vicepresident: Begoña Bellés Fortuño, Universitat Jaume I. Fecha de inicio: Junio, 2023.

Secretaria / Secretary: Lucía Bellés Calvera, Universitat de València. Fecha de inicio: Junio, 2023.

Tesorero / Treasurer: Miguel Ángel Vela Tafalla, Universidad de Zaragoza. Fecha de inicio: Junio, 2023.

Vocal 1 / Spokesperson 1: Katalin Fogarasi, Semmelweis University, Budapest. Fecha de inicio: Junio, 2023.

Vocal 2 / Spokesperson 2: Carmen Sancho Guinda, Universidad Politécnica de Madrid. Fecha de inicio: Junio, 2021

Vocal 3 / Spokesperson 3: Balbina Moncada Comas, Universitat Politècnica Catalunya. Fecha de inicio: Junio, 2023.

Dirección editorial de Ibérica, revista de AELFE / Iberica's publishing direction, AELFE's magazine: Ruth Breeze, Universidad de Navarra. Año de inicio: 2021 y Maria Kuteeva, Universidad de Estocolmo. Inicio: junio 2021.

3. Paneles y coordinadores / Panels and coordinators

- Genre and discourse
 - Dr. Begoña Bellés Fortuño (Universitat Jaume I, Castellón)
 - Dr. Ana Bocanegra Valle (Universidad de Cádiz)
- Innovation and digital technologies
 - Dr. Lourdes Pomposo Yanes (Universidad Politécnica de Madrid)
 - Dr. Cristina Calle Martínez (Universidad Complutense de Madrid)

- Teaching methodologies and CLIL
 - Dr. María Luisa Carrió Pastor (Universidad Politécnica de Valencia)
 - Dr. Guzmán Mancho Barés (Universitat de Lleida)
- Corpus Linguistics, Terminology and Translation

Corpus Linguistics

- Dr. Pascual Pérez Paredes (Universidad de Murcia)
- Dr. Purificación Sánchez Hernández (Universidad de Murcia)

Terminology

- Dr. Aracely Losey León (Universidad de Cádiz)
- Dr. Elena Carpi (Università di Pisa)

Translation

- Dr. Raquel Lázaro Gutiérrez (Universidad de Alcalá de Henares)
- Dr. M^a Mar Sánchez Ramos (Universidad de Alcalá de Henares)

4. Agradecimientos / Acknowledgements

Ajuntament de Castelló

Diputació de Castelló

Asociación Europea de Lenguas para Fines Específicos (AELFE)

Universitat Jaume I

Facultat de Ciències Humanes i Socials

Departament d'Estudis Anglesos

Group for Research on Academic and Professional English (GRAPE)

5. Cómo llegar a la UJI / How to get to UJI

TRAM

El tranvía conecta la estación de tren y autobuses con el campus de la UJI cada siete minutos. El TRAM es eléctrico, cómodo, eficiente y sostenible, transformando los hábitos de transporte de la comunidad universitaria.

Compra de billetes: Directamente en el TRAM.

Más información: [Tram Línea-T1](#)

BUS

La Universitat Jaume I está conectada a diferentes zonas de Castellón mediante cuatro líneas de autobús: L10, L11, L12 y L15, muchas de ellas con parada en la estación de tren y autobuses.

Compra de billetes: Directamente en el autobús.

Más información: [Transporte público en Castellón](#)

TAXI

Si te alojas en la cercana ciudad costera de Benicàssim, necesitarás un taxi para llegar al campus, ya que no hay conexión directa en TRAM o autobús.

Radio Taxi Castellón:

+34 964 23 74 74

<https://www.radiotaxicastellon.com>

Su Taxi Castellón:

+34 964 10 11 01

<https://www.sutaxicastellon.com>

Eco Taxi Castellón:

+34 964 20 20 12

<https://www.taxiencastellon.com>

Nota: Uber y Cabify no operan en Castellón.

A PIE

La corta distancia entre el campus y las estaciones de tren y autobús permite llegar caminando en 15 minutos. Desde el centro de la ciudad, el trayecto es de unos 25 minutos.

La avenida que conecta la universidad con la ciudad tiene aceras amplias y un carril bici independiente.

BICICLETA

Puedes alquilar una bicicleta durante 24 horas por solo 2 euros con el servicio Bicicas.

Para utilizar este servicio, descarga la app de Bicicas, regístrate y utiliza un código QR para desbloquear una bici en una de sus estaciones. Nota: Devuelve la bicicleta en las áreas designadas.

Más información: <https://www.bicicas.es/como-empezar>

COCHE

Si vienes en coche, el campus cuenta con amplias zonas de aparcamiento gratuito.

TRAM

The tramway connects the train and bus station with the campus of UJI every seven minutes. The TRAM is a means of electric transport, comfortable, efficient, and sustainable, which has modified the travel habits of the university community.

Tickets can be purchased directly in the TRAM.

More information: [Tram Línea-T1](#)

BUS

The Universitat Jaume I is connected to different areas of the city through four bus lines (L10, L11, L12, and L15). Most of them have a bus stop at the train and bus station.

Tickets can be purchased on the bus.

More information: [Public transport in Castellón](#)

TAXI

If you are planning to stay in the nearby coast town of Benicàssim, you will need to take a taxi to the campus, as there are no direct tram or bus connections.

Radio Taxi Castellón:

+34 964 23 74 74

<https://www.radiotaxicastellon.com>

Su Taxi Castellón:

+34 964 10 11 01

<https://www.sutaxicastellon.com>

Eco Taxi Castellón:

+34 964 20 20 12

<https://www.taxiencastellon.com>

Note that Uber and Cabify do not operate in Castellón.

ON FOOT

The short distance that separates the campus from the train and bus stations allows you to get to UJI on foot in just 15 minutes, and in about 25 minutes if you come from the city center. The avenue that connects the university with the city has wide sidewalks and an independent bike lane.

BIKE

If you prefer cycling, a bike rental service is also available. You can rent a bike for just 2 euros for 24 hours with Bicicas. To use this service, you need to download the Bicicas app, register, and then use a QR code to unlock a bike from one of their stations. Please remember to return the bike to one of their designated bike parking areas.

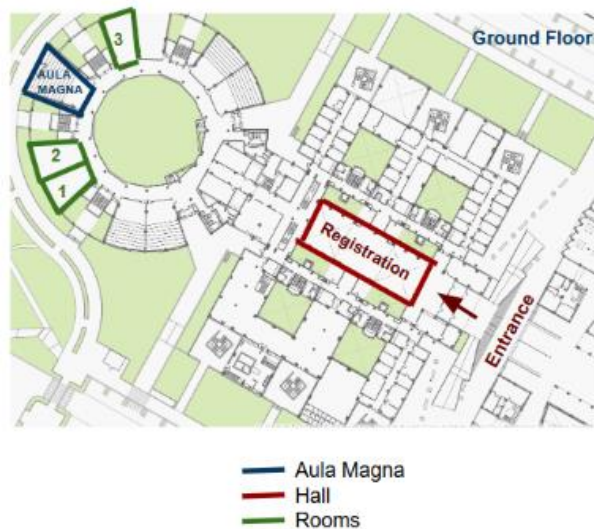
More information here: <https://www.bicicas.es/como-empezar>

CAR

If you want to get to the University with your car, on campus you have large free parking areas.

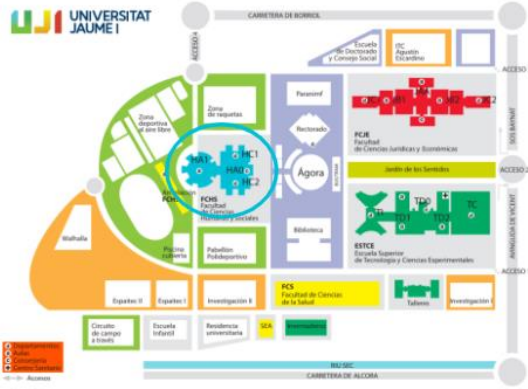
6. Ubicación de las aulas / Room location

- Aula Magna
- Room 1: HA1015AA
- Room 2: HA1016AA
- Room 3: HA1009AA

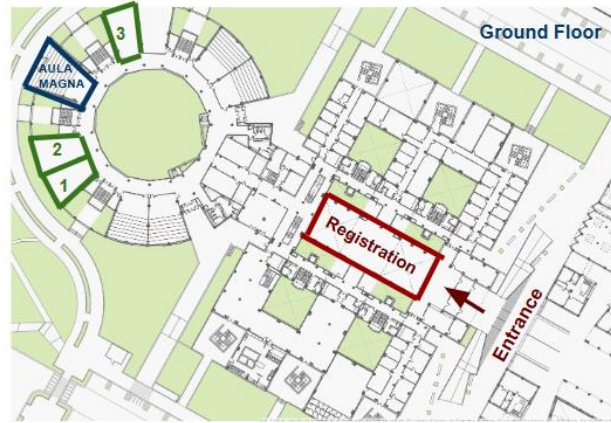


7. Información para los conferenciantes / Information for presenters

❖ La inscripción durante el primer día tendrá lugar en el vestíbulo de la Facultad de Humanidades y Ciencias Sociales (FCHS).



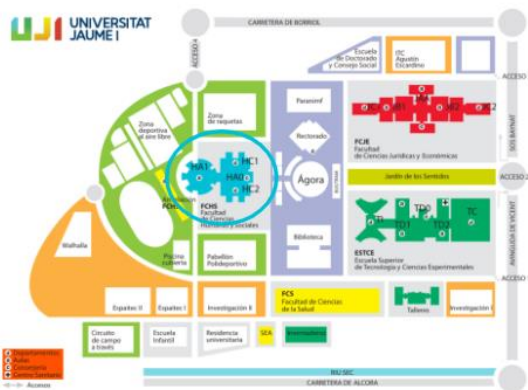
— Faculty of Humanities and Social Sciences (FCHS)



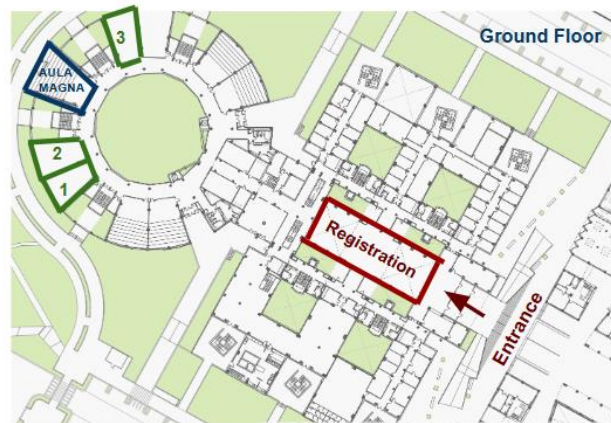
— Aula Magna
— Hall
— Rooms

- ❖ Los conferenciantes dispondrán de 15 minutos para sus presentaciones, seguidos de 5 minutos destinados a preguntas y comentarios.
- ❖ Todas las aulas están dotadas de cañón y ordenador para las presentaciones.
- ❖ Se recomienda acudir a las aulas con antelación para subir las presentaciones al ordenador.
- ❖ Por favor, asegúrense de preparar sus diapositivas en formato MS PowerPoint (PPT/PPTX) o Adobe PDF.
- ❖ Se aconseja probar el material audiovisual antes de su uso en la presentación.

- ❖ Registration will take place in the Faculty of Humanities and Social Sciences (FCHS) hall.



— Faculty of Humanities and Social Sciences (FCHS)



— Aula Magna
— Hall
— Rooms

- ❖ Speakers will have 15 minutes for their presentations, followed by 5 minutes for questions and comments.
- ❖ All rooms are equipped with a projector and a computer for presentations.
- ❖ It is recommended to arrive at the rooms in advance to upload presentations to the computer.
- ❖ Please make sure to prepare your slides in MS PowerPoint (PPT/PPTX) or Adobe PDF format.
- ❖ It is advisable to test any audiovisual material before the presentation.

8. Conexión WIFI / WIFI connection

Red/Net: UJI

Username: fn058704uji (Password: aelfe25uji)

<https://connectaxarxa.uji.es/eduroam.html>




<https://www.eduroam.es/home>

9. Dónde comer / Where to eat






10. Programa general del congreso / General programme of the conference

Miércoles, 25 de junio

- 13:00 - Inscripción (Hall)
- 14:30 - Inauguración oficial (Hall)
- 15:00 - Sesiones paralelas I
- 16:30 -  [Conferencia plenaria \(Aula Magna\) Viviana Cortes \(Georgia State University\)](#)
Reexaminando el diseño curricular de la ESP desde una perspectiva multimodal
- 17:30 -  [Mesa redonda \(Aula Magna\): La interfaz ESP y EME: ¿Una relación problemática o complementaria?](#)
o Emma Dafouz-Milne (Universidad Complutense de Madrid)
o Marta Aguilar-Pérez (Universitat Politècnica de Catalunya)
o Dietmar Tatzl (FH JOANNEUM)
o John Airey (Stockholm University)
 Presidencia: Noelia Ruiz-Madrid
- 18:45 - Fin del programa académico
- 19:30 - Recepción en el Ayuntamiento (Punto de encuentro: Ayuntamiento)
- 20:00 - Visita guiada: Descubre Castelló
- 21:00 - Recepción de bienvenida (Colla del Rei Barbut)

Jueves, 26 de junio

- 08:00 - Inscripción (Zona de aulas)
- 09:00 - Sesiones paralelas II
- 10:00 -  Pausa café
- 10:30 -  [Conferencia plenaria \(Aula Magna\) Victor Lim \(NIE, NTU, Singapur\)](#)
Generative AI for Multimodal Literacy: Implications for LSP & Learning (IA generativa para la alfabetización multimodal: implicaciones para la PSL y el aprendizaje)
- 11:30 - Sesiones paralelas III
- 13:00 -  Pausa para comer

- 14:00 - Sesiones paralelas IV
- 15:30 - 🗣️ [Conferencia plenaria \(Aula Magna\) Ana Bocanegra-Valle \(Universidad de Cádiz\)](#)
Del Papel al Píxel: La Evolución de las Publicaciones Académicas y la Difusión de la Investigación en la Era Digital
- 16:30 - ☕ Pausa café
- 17:00 - Sesiones paralelas V
- 17:45 - 🏛️ **Asamblea de socios de AELFE** (Aula Magna)
- 18:45 - Fin del programa académico
- 20:00 - 🚌 *Punto de encuentro: Salida de la lanzadera para la cena oficial*
 - Puntos de salida: Hotel Luz & Hotel Jaume I
- 20:30 - 🍷 Cena oficial (Restaurante BocaPez, Benicàssim)






📌 **Viernes 27 de junio**

- 08:30 - Inscripción (zona de las aulas)
- 09:00 - Sesiones paralelas VI
- 10:15 - 🗣️ [Conferencia plenaria \(Aula Magna\) John Airey \(Stockholm University\)](#)
Developing Disciplinary Literacy: Consideraciones multilingües y multimodales
- 11:15 - ☕ Pausa café
- 12:00 - 💬 [Mesa redonda: ESP - Homenaje a John Swales \(Aula Magna\).](#)
[Shaping the Future of LSP: Insights from the Past and the Present](#)
 - o Inmaculada Fortanet-Gómez (Universitat Jaume I)
 - o Elisabet Arnó-Macià (Universitat Politècnica de Catalunya)
 - o Viviana Cortes (Georgia State University)
 - o Ana Bocanegra-Valle (Universidad de Cádiz)
 - o Juan Carlos Palmer-Silveira (Universitat Jaume I)
- 🗣️ Presidencia: Miguel Ruiz-Garrido
- 13:15 - 🎤 Ceremonia de clausura (Aula Magna)

 **Wednesday, 25th June**

- 13:00 – Registration (Hall)
- 14:30 – Official Opening (Hall)
- 15:00 – Parallel Sessions I
- 16:30 –  [Plenary Lecture \(Aula Magna\) Viviana Cortes \(Georgia State University\)](#)
Reexamining ESP Curriculum Design from a Multimodal Perspective
- 17:30 –  [Round Table: EMI \(Aula Magna\): The ESP and EME Interface: A Troubled or Complementary Relationship?](#)
 - o Emma Dafouz-Milne (Universidad Complutense de Madrid)
 - o Marta Aguilar-Pérez (Universitat Politècnica de Catalunya)
 - o Dietmar Tatzl (FH JOANNEUM)
 - o John Airey (Stockholm University) Chair: Noelia Ruiz-Madrid
- 18:45 – End of academic programme
- 19:30 – Town Hall reception (Meeting Point: Town Hall)
- 20:00 – Guided visit: Discover Castelló (from Town Hall)
- 21:00 – Welcome reception (Colla Rei Barbut)

 **Thursday, 26th June**

- 08:00 – Registration (Rooms' area)
- 09:00 – Parallel Sessions II
- 10:00 –  Coffee Break
- 10:30 –  [Plenary Lecture \(Aula Magna\) Victor Lim \(NIE, NTU, Singapore\)](#)
Generative AI for Multimodal Literacy: Implications for LSP & Learning
- 11:30 – Parallel Sessions III
- 13:00 –  Lunch break
- 14:00 – Parallel Sessions IV
- 15:30 –  [Plenary Lecture \(Aula Magna\) Ana Bocanegra-Valle \(Universidad de Cádiz\)](#)
Del papel al píxel: La evolución de las publicaciones académicas y la difusión de la investigación en la era digital
- 16:30 –  Coffee Break

- 17:00 – Parallel Sessions V
- 17:45 – 🏛️ **AELFE Members' Assembly** (Aula Magna)
- 18:45 – End of academic programme
- 20:00 – 🚌 *Meeting point: Shuttle departure for official dinner*
 - Departure points: Hotel Luz & Hotel Jaume I
- 20:30 – 🍷 Official dinner (Restaurante BocaPez, Benicàssim)

📌 Friday, 27th June

- 08:30 – Registration (Rooms' area)
- 09:00 – Parallel Sessions VI
- 10:15 – 🗣️ **Plenary Lecture (Aula Magna) John Airey (Stockholm University)**

Developing Disciplinary Literacy: Multilingual and Multimodal Considerations

- 11:15 – ☕ Coffee Break
- 12:00 – 💬 **Round Table: ESP – John Swales Tribute (Aula Magna). *Shaping the Future of LSP: Insights from the Past and the Present***
 - Inmaculada Fortanet-Gómez (Universitat Jaume I)
 - Elisabet Arnó-Macià (Universitat Politècnica de Catalunya)
 - Viviana Cortes (Georgia State University)
 - Ana Bocanegra-Valle (Universidad de Cádiz)
 - Juan Carlos Palmer-Silveira (Universitat Jaume I)

🗣️ Chair: Miguel Ruiz-Garrido
- 13:15 – 🎤 Closing Ceremony (Aula Magna)

11. Conferencias plenarias / Plenary sessions

Viviana Cortés (Georgia State University, USA)



Dr. Viviana Cortes is Professor of Applied Linguistics at Georgia State University, where she teaches Discourse Analysis, English Grammar and Teaching English for Specific Purposes (ESP). Her research focuses on the study of formulaic language in academic registers and in the use of corpora in the language classroom. Her publications can be found in numerous top journals in the field and in prestigious edited volumes and encyclopedias. Dr. Cortes received a 2022-2023 Fulbright International Scholar Award to conduct research on English for academic purposes (EAP) needs in Higher Education in Brazil. She is currently Editor-in-Chief of English for Specific Purposes.

[Profile](#)

Reexamining ESP curriculum design from a multimodal perspective

It is undeniable that target language situation analyses, as part of the analysis of language needs, are essential elements of the curriculum design of English for Specific Purposes (ESP) courses and programs (Basturkmen, 2010). Among the many data sources that contribute to needs assessment in ESP contexts, the analysis of specialized discourses, the core of those target language situations, still holds a prominent position in the development of ESP curricula. It is also undeniable, however, that even though communication has been proven to be essentially multimodal (Beltran-Palanques, 2023), for decades, the field of discourse

analysis has mostly focused on the study of written and spoken texts. Even though these days there are numerous scholars interested in analyzing discourse from multimodal perspectives, the connections between ESP and multimodality still need further investigation.

This presentation will cover the basic elements of ESP curriculum development, from the analysis of needs, the design of goals, objectives, and learning outcomes, the selection of specialized materials and teaching approaches, and the identification of assessment devices for specific contexts. This time, however, these elements will be examined from a multimodal perspective, highlighting the new dimensions that different modes of communication bring to the language description equation.

Victor F. Lim (NIE, Nanyang Technological University, Singapore)



Fei Victor Lim is Associate Professor and Deputy Head (Research), English Language and Literature, at the National Institute of Education, Nanyang Technological University, Singapore. He researches and teaches on multiliteracies, multimodal discourse analyses, and digital learning. He has published in top-tier journals on multimodality in education and serves as an editor for *Multimodality and Society* as well as associate editor for *Computers and Composition* and *Designs for Learning*. He has been recognised as one of the top 2% most influential scientists worldwide in the field of education for 2023 and 2024, according to a study by Stanford University, and has received multiple awards for his excellence in teaching and service.

[Profile](#)

Generative AI for Multimodal Literacy: Implications for LSP & Learning

The accessibility of Generative Artificial Intelligence (GenAI) tools has sparked widespread adoption and significant research interest. In this keynote, I draw on findings from my recent studies to explore the implications of GenAI for literacy through the lens of multimodality. I begin by discussing findings from a systematic review of research examining the outcomes and perceptions of teachers and students regarding the use of GenAI for literacy learning.

Building on this, I highlight results from a study investigating pre-service teachers' perceptions of GenAI for literacy learning across three educational contexts. These insights are further complemented by another study that examines pre-service teachers' experiences as they engage with GenAI in the context of digital multimodal composing, within a lesson specifically designed to guide and scaffold their use of GenAI. I conclude by discussing preliminary findings from an ongoing study that investigates tertiary students' physiological responses—measured through heart rate variability, skin conductance, and temperature—during online interactions with both an AI chatbot and a human teacher. These responses serve as proxies for affective arousal, interest, and engagement. Synthesising findings across these studies, I reflect on the implications on LSP and learning in the digital age.

Ana Bocanegra-Valle (University of Cádiz, Spain)



Ana Bocanegra-Valle is Associate Professor at the University of Cadiz (Spain). Her main research interests include Maritime English, ESP/EAP pedagogy and discourse, and English for

research publication purposes. She has been Editor-in-Chief of the journal *Ibérica*, specialised in languages for specific purposes, and Director of the UCA Publishing House (University of Cádiz). She is at present Book Review Editor for two international journals. She is currently involved in a national R&D+i project on digital genres, and is head of a research group on academic and professional communication. In 2023 she was honoured with the Enrique Alcaraz research award.

[Profile](#)

Del Papel al Píxel: La Evolución de las Publicaciones Académicas y la Difusión de la Investigación en la Era Digital

La era digital está suponiendo una evolución significativa en las publicaciones académicas, en la difusión de la investigación y en las prácticas de los investigadores. Hasta hace muy pocos años, la visibilidad de la investigación dependía del índice de impacto de las revistas científicas, pero hoy en día otros factores (como el acceso abierto, la interacción en redes sociales, o la creación de contenido multimodal) son los que están redefiniendo los conceptos de difusión de la información y, especialmente, de calidad de las publicaciones académicas y de evaluación de la actividad investigadora.

Entre los años 2006 y 2014 fui la directora de la revista *Ibérica*, la revista de AELFE. Desde entonces han pasado por ella tres equipos directivos, y se han producido cambios significativos en su enfoque, en su modo de gestión, y en su formato de presentación. En esta intervención miro hacia atrás en la pasada década para reflexionar sobre los cambios más significativos que han acontecido en relación con la publicación académica y la difusión de la investigación. En primer lugar, estudiaré cómo la evolución digital está impactando en el contenido y los formatos en los que hoy día se presenta y gestiona la información de las publicaciones académicas, especialmente de las revistas. En segundo lugar, me centraré en la importancia de adaptarse a estos cambios y en la necesidad de tener en cuenta tanto los nuevos estándares de visibilidad como los desafíos éticos (coautorías, uso de inteligencia

artificial, revistas depredadoras) ya que redundan de forma directa en la calidad y el alcance del medio de difusión, así como en la evaluación de la actividad investigadora de la comunidad académica.

From Paper to Pixel: The Evolution of Scholarly Publishing and Research Dissemination in the Digital Age

This digital era is leading to a significant evolution in scholarly publishing, research dissemination and researcher practices. Until recently, the visibility of research was largely determined by the impact factor of scientific journals, but today other practices (such as open access policies, social media interactions, or the creation of multimodal content) are redefining the concepts of knowledge dissemination and, more particularly, the standards of academic publication quality and the evaluation of research activity within academia.

Between 2006 and 2014 I served as editor-in-chief of *Ibérica*, the journal of AELFE. Since then, three editorial teams have taken the helm, bringing notable changes to its approach, management style, and presentation format. In this paper I look back over the past decade to reflect on the most significant changes that have occurred in relation to academic publishing and research dissemination. First, I will consider how digital evolution is impacting the content and formats in which information in scholarly publications, especially journals, is presented and managed today. Secondly, I will focus on the importance of adapting to these changes and the need to take into account both new visibility standards and ethical challenges (co-authorship, use of artificial intelligence, predatory journals) as they have a direct impact on the quality and reach of the dissemination medium, as well as on the evaluation of academics' research activity.

John Airey (Stockholm University, Sweden)



Dr. John Airey is Professor of University Science Education at Stockholm University and Reader in Physics Education Research at Uppsala University. In his PhD, professor Airey examined the consequences of using two languages (Swedish and English) to teach undergraduate physics in Sweden. Today, his research focuses on social semiotics and the development of disciplinary literacy. Dr. Airey examines the teaching of physics through the medium of written and spoken languages, mathematics, diagrams, graphs, simulations, computer code, hands-on experimentation, observation, etc. By understanding how these various semiotic systems work together to create disciplinary knowledge, we can better understand how to teach our students.

[Profile](#)

Developing disciplinary literacy: Multilingual and multimodal considerations

In this keynote presentation I discuss the concept of disciplinary literacy and what it means from a multilingual and multimodal perspective. I start the presentation by examining the concept of multimodality from a social semiotic perspective, explaining the notions of disciplinary and pedagogical affordance and their importance for teaching and learning in a

discipline. I then move on to discuss the concept of disciplinary literacy. I have previously claimed that every discipline develops disciplinary literacy for use in three domains: the academy, the workplace and society. Even in a monolingual setting, the disciplinary literacy

goals that faculty have for their students differ quite radically across these three domains. I have characterised this relationship in terms of a disciplinary literacy triangle, where each discipline positions itself differently within the triangle according to its own needs and interests. The question is how to model the involvement of other languages in this system? Given the lack of time available in undergraduate education, it is highly impractical to frame multilingual disciplinary literacy in terms of being able to fulfil the exact same functions across the languages involved. I therefore suggest that every discipline will require a different disciplinary literacy triangle for each language. Moreover, in many science-based disciplines modes of communication other than language such as mathematics, graphs, diagrams, computer code and hands-on work with apparatus often play a central role in becoming disciplinary literate. Thus, in order to accurately represent a particular discipline's literacy needs, these other modes of communication would also require their own disciplinary literacy triangles. I bring all of this together in a disciplinary literacy discussion matrix that can be used as a kind of internal needs analysis allowing faculty to interrogate and discuss their disciplinary literacy priorities.

12. Mesas redondas / Roundtables

The ESP and EME Interface: A Troubled or Complementary Relationship?

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John Airey
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Moderador / Chair: Noelia Ruiz-Madrid (Universitat Jaume I)

In the context of an increasingly globalised academic and professional environment, the intersection of English for Specific Purposes (ESP) and English-Medium Education (EME) has emerged as a crucial area of discussion. This round table, featuring four scholars from diverse settings and disciplinary backgrounds, aims to critically examine the complex interplay between ESP and EME. The discussion will highlight both the challenges and affordances presented by this interface, focusing amongst other themes on pedagogical strategies, language policies in place, curriculum design or professional development programmes that can effectively integrate these two approaches.

Key words: ESP, EMI, pedagogy, policy, curriculum design, professional development.

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Shaping the Future of LSP: Insights from the Past and the Present

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Moderador / Chair: Miguel Ruiz-Garrido (Universitat Jaume I)

Languages for Specific Purposes (LSP) has developed into a dynamic field of language education focused on addressing the communicative needs of learners in academic, professional, and occupational contexts. Supported by Swales' (1990) concept of genre as a form of social action, this field increasingly adopted genre-based approaches that connect language instruction to the communicative norms and practices of specific professional and academic communities, as prove the work of researchers like Vijay Bhatia (1993, 2008).

More recent developments reflect broader global and pedagogical shifts regarding English for Academic Purposes (Hyland & Shaw, 2016) and English for Specific Purposes, more focused on professional discourse (Paltridge & Starfield, 2013). During the first two decades of the 21st century, LSP prioritized needs analysis, genre-informed curriculum design, and learner autonomy (Basturkmen, 2010; Belcher, 2006).

In the last few years, research has been more concerned with the disciplinary relations, reinforcing LSP value in preparing learners for meaningful participation in specific discourse communities (Hyland, 2022), and the integration of digital literacies and intercultural awareness (Dou et al. , 2023). Another relevant development that has marked the recent evolution of ESP has been the expansion of English Medium Instruction, which seems to be replacing the teaching and learning of specialised English and is consequently influencing its research (Costa & Mastellotto, 2022).

In the middle of the third decade of the 21st century, we find LSP shyly expanding beyond English, and facing challenges in many regions. In this Round Table, we will try to answer several questions posed for the future of LSP: what will be the relationship between LSP and content teachers? Will LSP teaching survive the expansion of EMI in many universities? how will it adapt to the incorporation of artificial intelligence and data-driven tools? What can be the future role of LSP research?

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13. Resúmenes / Abstracts

Genre and discourse

Exploring proximity-building strategies in digital dissemination practices with diverse audiences: The case of psychology-related podcast discourse

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The digital transformation has made it more attainable to endorse “science with and for society” (Bertemes et al., 2024: 14), in turn stressing the need for experts to recontextualise, disseminate and popularise their output on a global scale (Lorés, 2023; Mur-Dueñas, 2024). To satisfy such endeavour, researchers are finding new online outlets which afford and demand novel ways of communicating expertise to an elusive, heterogeneous digital audience with heightened knowledge asymmetries (Caliendo, 2014; Herrando-Rodrigo, 2014; Kastberg, 2019; Garzone, 2020; Maier & Engberg, 2021; Engberg, 2023). Podcasts, a digitally-born dissemination practice garnering more and more attention these days (McHugh, 2016; Egorova, 2018; Spinelli & Dann, 2019; Ye, 2021; Liu & Jiang, 2024), are considered a case in point. Against this background, this study sought to shed some light on the analysis of podcast discourse by looking into proximity-building strategies. To do so, a tailored version of Hyland’s (2005a, 2005b) interactional framework of metadiscourse was adopted to carry out a quantitative and qualitative analysis of ten dialogic podcast openings retrieved from The Psychology Podcast (Kaufman, 2014-present). Results showed that realisations of self-referencing, attitude-sharing and audience-addressing were the most prominent strategies deployed by both the podcaster and the experts. Their synergistic voices cooperated both to make their expertise accessible and their opinion visible. Yet, each of them performed a different role in the process of transferring and reacting to expert knowledge whilst drawing diverse listeners in. Building on a fertile body of research (Scotto di Carlo, 2014; Chang &

Huang, 2015; Ye, 2021; Liu & Jiang, 2024), the findings of this analysis appear to point to the fact that a more personal, human touch may be purposefully harnessed in digital dissemination practices to make expert knowledge not only digestible but also relatable to diverse digital audiences.

Keywords: Digital dissemination practices, podcasts, discourse analysis, proximity, audience heterogeneity

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Recontextualising science: How visuals and hyperlinks facilitate understanding in The Conversation

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The Conversation is a science news website that bridges the gap between academic research and the general public by publishing articles written by researchers in collaboration with journalists, to ensure accessibility and engagement. The affordances of the digital medium facilitate reaching different audiences (Luzón & Pérez-Llantada, 2022), enabling authors to address the information needs of various types of readers within a single article. In this study we explored how visuals and hyperlinks are employed in The Conversation to facilitate the readers' understanding of scientific content. We compiled a corpus of 50 articles in The Conversation (CAs) based on published research articles (source RAs) from the field of environmental sciences. Visuals were analysed in terms of their type, source, changes

undergone when embedded in the CA, and relationship with the written text. Each hyperlink was coded in terms of the type of source to which it led, and analysed in terms of its function in the text. Despite the presence of various types of visuals (e.g. photographs, infographics, videos), the results show the prevalence of photographs that were not present in the source RA, potentially used with emotional and illustrative purposes, and usually extending the information presented through the verbal mode. The results also reveal that links in the corpus lead to a variety of sources (e.g., RAs, governmental webpages, non-specialised sites), thus catering for users with different degrees of knowledge in the field. Hyperlinks provide new information that was not in the source RA but sometimes they also replace technical information originally included in the RA, making that information optional in the CA. The insights from this analysis can be useful to understand multimodal recontextualisation processes underlying the creation of CAs and can help future authors to disseminate science online.

Keywords: recontextualization, The Conversation, multimodality, comprehensibility strategies, digital discourse.

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Multimodal corporate storytelling on CSR: Analysis of case studies and classroom applications

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Given the growing public awareness of the need for environmental, social and economic sustainability, it is increasingly important for companies to communicate their actions in this area (Breeze, 2015; Breeze & Fernández Vallejo, 2020). Many large corporation websites have specific sections on Corporate Social Responsibility (CSR), where they show how they integrate social and environmental concerns in their business operations. Corporations have always harnessed up-to-date semiotic resources to serve their strategic purposes, and in the last few years, one multimodal genre that has been gaining increasing visibility is the CSR video case study. This takes the form of a short, professionally produced video about a specific project funded by the company, usually demonstrating how this promotes social and/or environmental wellbeing.

In this paper, after a brief overview of CSR in the banking industry, I conduct a genre analysis of six CSR case study videos available on the websites of two leading multinational banks:

Standard Chartered and HSBC. I present an overview of the frames used in the videos, including dominant colours, objects, actions, participants (gaze, body language) (Machin, 2013), followed by a description of the narrative moves, text/voiceover, and soundtrack. I then present a preliminary move analysis, describe the main strategies used to capture and maintain the viewer's attention, and outline various ways in which the bank's own role is highlighted. I discuss these findings in the light of previous research on multimodal corporate storytelling (Catenaccio et al., 2021; Jaworska, 2023), addressing issues such as corporate accountability and greenwashing (Khan et al., 2021).

In my conclusions I report some pedagogical applications for the ESP classroom, and suggest some proposals for future research.

Keywords: Business English; Corporate Storytelling; Multimodal Analysis; Genre Analysis; Corporate Social Responsibility.

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Getting the (right) picture (right): The visual representation of mental health across media

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Ever since the UN's 2030 Agenda for Sustainable Development was adopted in 2016, and specifically its Goal no.3, which aims "to ensure healthy lives and promote well-being for all at all ages," we are witnessing a significant presence of mental health content in digital communication, where it is openly discussed in a wide variety of forums.

This study is positioned in line with Stöckl et al.'s (2021) concept of image-centricity of contemporary texts and its far-reaching effects on public perception. It aims to explore current trends in the visual representation of mental health in different digital genres and media, from feature articles disseminating scientific knowledge (Pascual & Sancho-Ortiz, 2024) and mainstream news to institutional and health information sites as well as image banks.

In this sense, and following Bednarek & Caple's (2017) topology for situating research, this study is intrasemiotic, as it looks at one mode, and intertextual, as it focuses on the analysis of practices across genres and media. The analytical method draws on Kress and van Leeuwen's (2006/1996) Systemic Functional Semiotics framework to analyse the representational and interpersonal meanings coded in the images and their resulting overall functionality in the different multimodal texts of the corpus.

Ongoing results show that the current efforts to turn the negative social perception of mental issues that have brought about a shift in its verbal reformulation, from 'mental illness' to 'mental health', have also prompt a change in its visual representation. The new "semiotic ideologies" (Thurlow & Jaroski, 2020) of wellbeing and positiveness advocated by mental health professionals are inducing a wave of new "generic" images (Machin, 2004) that seek to change traditional social prejudices.

Keywords: mental health, visual representation, digital communication, semiotic ideologies, genericity.

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Translating health across cultures: An analysis of informed consent documents in English, Spanish, and Hungarian for improved medical communication

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This study addresses the critical need for accurate language mediation in healthcare settings (see, for example, Johnstone & Kanitsaki, 2006), specifically focusing on Informed Consent Forms (ICFs) for invasive medical procedures. When ICF translations are available, they are often prepared by non-certified individuals, compromising patient care and potentially exacerbating health disparities. The project conducts a pioneering corpus-based, comparative, descriptive genre analysis of ICFs in English, Spanish, and Hungarian, examining texts from multiple countries including the UK, US, Australia, New Zealand, Canada, Argentina, Spain, and Hungary. Using Swales's (1990) methodological approach and Horváth's (2021) translation-oriented genre analysis instrument, the study implements a four-phase methodology: corpus-building of ICFs, descriptive genre analysis, comparative studies, and analysis of translation strategies. The research employs both manual analysis and digital tools including SketchEngine and MAXQDA for qualitative analysis. The project aims to identify structural, content, and stylistic variations across languages, determine universal genre-specific elements, and develop cultural and linguistic adaptation strategies. The outcome will be comprehensive translation guidelines for six language pairs, incorporating international standards and plain language principles. This research contributes to improving patient-centered healthcare by reducing linguistic and cultural barriers in medical communication, with potential applications beyond the studied languages. As part of a larger project, this presentation focuses on the phase of genre analysis, which entails a comparative, corpus-based study of ICFs in English, Spanish, and Hungarian.

Keywords: corpus analysis, genre, health communication, informed consent form, translation

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Recontextualising scientific knowledge in biology video abstracts

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This presentation studies the recontextualization of scientific information facilitated by multimodal affordances in the genre of the video abstract. Adopting a multimodal discourse analysis approach (Kress & van Leeuwen, 2021), it explores rhetorical and pragmatic strategies aiming at tailoring scientific content to the consensual knowledge of the non-expert audience and their realisation by verbal and visual metadiscourse resources. Although in recent years several studies have addressed the recontextualization of scientific knowledge in multimodal genres, they have not established the relationship between rhetoric and pragmatics strategies involved in this process and the metadiscourse resources realising recontextualization strategies in digital academic genres. This presentation undertakes to fill this gap by analysing the relationship between the set of framing-oriented rhetorical and pragmatic strategies and metadiscourse resources involved in their realisation in biology video abstracts. The investigation is carried out on a corpus of 20 video abstracts published online on the website of the journal *Current Biology* (Cell Press) in the period 2019-2023. While informed by previous research (e.g. De Groot et al., 2016; Mur-Dueñas & Pascual, 2023) the analysis is primarily data-driven. The study proposes a new typology of biology video abstract and a taxonomy of visual metadiscourse resources realising framing-oriented strategies for the recontextualization of scientific knowledge. The results indicate that framing-oriented strategies in biology video abstracts typically involve an adaptation of verbal and non-verbal resources to the online context; however, in some cases, these resources may be ‘repragmatised’ to serve different functions.

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Playing with genres while developing academic competence with Sustainable Development Goals (SDGs) as the unifying thread in the EMC (English for Media and Communication) classroom

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Genre-based approaches to ESAP have become gradually common since Swales' concept of genre and the CARS model were introduced three decades ago (Swales, 1990, 2021; Fernández-Toledo, 1998; Paltridge, 2001; Johns, 2008; Aleksandrak, 2018; Hyon, 2018). This paper presents the experiences and underlying pedagogical goals in the application of a Content and Language Integrated Curriculum approach to the English for Specific Academic Purposes (ESAP) syllabus, in which SDGs are the core content in a discourse and genre-based methodology, with contrast, scaffolding and simulation as key ingredients. The aim is for first-year students of English for Media and Communication to acquire genre and discourse related strategies (Fernández Toledo as they get engaged in ESAP-related practices. They are gradually immersed in a range of academic genre production processes, focusing on SDGs which have been previously agreed as a common thematic thread of academic enquiry for all subjects in the same course during the syllabus edition phase at the end of the previous academic year. In the EMC classroom students familiarize themselves with genre conventions as we work on a variety of genres (CVs and application-related genres, to move on to an essay writing phase around current issues on the social agenda, always related to the SDGs and the students' own preferences. This is the departure point for an ongoing group project during the rest of the term, along which a deeper and more critical approach to the issues as well as the command of more sophisticated academic and professional genres – research proposal and reports, questionnaire and poster design, news and literature searching, etc.- , are used as tools in a simulation of the research process mode. During the process, overt reflection around discourse and genre aspects are brought into focus. For the evaluation of this project regular varied assessment tools are used mainly through rubrics (Andrade-Restrepo and Andrade-Restrepo, 2016), measuring not only the group and individual performance at every step, in order to measure the degree of success at different levels and language layers (Bhatia, 2002), from general language competence to appropriacy in the use of discourse and genre conventions and the critically conveying of results (Breeze and Sancho Guinda, 2017) at every stage of the project. The results of adopting this approach during the past three years will be exposed and evaluated, highlighting its strengths and offering suggestions for future implementation.

Keywords: Genre based pedagogy, ESAP, Discourse and Genre Strategies, SDGs

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El uso de los géneros discursivos en español en contextos empresariales: publicaciones especializadas en comunicación corporativa y en didáctica del español como lengua adicional

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La evolución de los géneros discursivos en los contextos empresariales, especialmente, debido a los medios digitales, ha provocado la creación de nuevos espacios, objetivos y prácticas comunicativas (López-Ferrero, 2017; Luzón, 2017). De esta forma, los géneros adquieren diversas funciones y se superponen, se (hiper)vinculan, se presentan en nuevos soportes, se insertan parcial o totalmente en otros (embedded forms) y se elaboran géneros híbridos

nuevos (Bawarshi y Reiff, 2010; Bhatia, 2016), como el videocurrículum o el post. Por tanto, la organización por colonias (Bhatia, 2004) o familias de géneros (Calvi, 2010; Ciapuscio, 2007;

Luzón, 2005) permite realizar tipologías textuales para el español como lengua extranjera en contextos empresariales (en adelante, ELE-CE) que reflejen el uso real que los expertos hacen de los géneros discursivos y determinar si los manuales de ELE-CE siguen criterios similares para la selección de los géneros. Con este objetivo, se analizan cuantitativa y cualitativamente 18 manuales de ELE-CE de niveles A1-C2, publicados entre 2014 y 2024, y 5 manuales de comunicación corporativa, editados entre 2018 y 2024. Se propone una clasificación de los géneros extraídos en cinco familias (procedimentales, promocionales, evaluativos, transaccionales e interpersonales), subdivididas en siete ámbitos de comunicación corporativa. Posteriormente, se comparan los géneros de ambos grupos de publicaciones.

Los resultados muestran una reducción de los géneros procedimentales, como los reglamentos o la citación judicial, en los manuales de ELE-CE, ya que se enmarcan, principalmente, en fines jurídicos. Se observa una mayor similitud en la selección de géneros interpersonales y promocionales (felicitación, invitación, anuncio, eslogan). Por otro lado, los manuales de comunicación corporativa aumentan relativamente el porcentaje de géneros orales frente a los escritos en la mayoría de las familias. Esto sugiere que los manuales de ELE-CE, debido a limitaciones temporales y de enfoque, priorizan géneros más prototípicos y centrados en los que favorecen la imagen del individuo y su relación con otros, así como los que contribuyen a promocionar su marca.

Palabras clave: comunicación corporativa, contextos empresariales, géneros discursivos, familias de géneros

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The role of power and social distance in the production of framing moves in requestive business emails

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This study investigates Business and Administration students' production of framing moves (i.e., openings and closings) in high-imposition email requests. Thirty L1 Spanish students with a high proficiency level in English wrote four requestive emails with differing power and social distance relationships depending on the addressee (manager or colleague). Results show that in the emails addressed to the manager the preferred way to greet was by means of a Greeting Expression. Only a small percentage of students in this situation opted for a more conventional and deferent form of salutation which included the addressee's title. This finding shows that students did not address their higher-ups with the expected degree of respect and formality in their salutations. In the case of emails to a colleague, almost 50% of the salutations were in the form of a Greeting Expression and the colleague's first name, thus showing solidarity and closeness (Velilla, 2015). In turn, the higher incidence of Pleasantries in emails to colleagues resulted in more informality (Pérez-Sabater et al., 2008). With respect to closings, statements of gratitude occurred as Pre-closing statements regardless of power and social distance and Complimentary closes occurred twice as many times in the emails to the manager. Finally, most signatures included the students' first name only irrespective of the power relationship. Importantly, 35% of emails in both situations were left unsigned, a fact that may render the emails incomplete, especially in the manager situation.

The results for the present study provide relevant insights into the production of framing moves by future professionals in the business context using English as a lingua franca, showing that pragmatic instruction is needed for appropriate production of openings and closings, especially in asymmetrical relationships.

Keywords: emails, power, social distance, openings, closings, business

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Climate science briefing papers and podcasts in the path towards multimodal literacies pedagogy: Navigating the written and auditory language of the public communication of science by means of a genre network

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In one of the updates of a Multimodal Literacies MOOC, a member of the community, Jin Shan Chen, stated that a way of demonstrating multimodal literacies pedagogy is engaging students with meaning-making across audio, oral, and written modes (https://cgscholar.com/community/community_profiles/multimodal-literacies-mooc/community_updates/202513), podcasts being then presented as an example of a curriculum resource for student engagement and comprehension. The general objective of this work-in-progress study is, therefore, to carry out a preliminary exploration of the multimodal literacies pedagogical possibilities of a corpus where the written mode is purposefully accompanied by an audio mode. That corpus is the series of Climate Science Briefing Papers (CSBPs) produced by the Science Engagement Committee (SEC) of The Royal Meteorological Society (RMets) (<https://www.rmets.org/briefing-papers>), which consist of an independent home page that allows the visitor to click on a button and read the paper, a feature of the journal *Weather* (<https://rmets.onlinelibrary.wiley.com/journal/14778696>), but also to listen to a podcast episode in which the RMets' Science Engagement Manager speaks to the author of the paper. This double meaning-making structure not only shows a combination of modes, but also seems to constitute a "genre network" (for the concept see Pérez-Llantada & Luzón, 2023) created in response to Rmets' goal of explaining important aspects of climate science "clearly and concisely", apparently in an attempt at science popularization (Myers, 2003). The question is, though, how clarity and concision are exactly achieved in the briefing papers and their podcasts, and whether the discourse and register characteristics of the texts vary in such a way that ESP students can use these texts to learn to navigate the written and auditory language of the public communication of science in the path towards the development of multimodal literacies. Accordingly, this paper draws upon the notion of "genre network" as a cornerstone in the process of understanding how specialized knowledge is transformed, reproduced, and reinterpreted within specific forms of genre collectivity in the digital environment. As regards methodology, this paper is based on case study research as carried out in Chapter 4 of Pérez-Llantada & Luzón, 2023, especially "Case study 3", which includes the analysis of features of discourse and register as prior to the interpretation of a genre network. More specifically, the present study aims to determine whether the social actors or "rhetors" of SEC's digital environment adjust expert knowledge by drawing upon strategies of reformulation and paraphrasing (which and why, if they happen at all) in the process of making specialized contents accessible and relevant to broader audiences (see Bondi et al., 2015, on science popularization genres), and also whether briefing papers and podcasts ultimately constitute instances of recontextualization or even "re-textualization" (for these concepts see Pérez-Llantada & Luzón, 2023, 6-7). In this study, the existence and incidence of reformulation and paraphrasing will be measured in terms of changes or differences in lexical density and grammatical intricacy (Halliday, 1990) between the texts (the *Weather* papers and their podcasts) with the help of computer software

(WordSmith Tools and ATLAS.ti). Expected results would include a further decrease in lexical density (e.g., less nominalisation) in podcasts, but with a limited divergence from the written mode (the briefing paper) because of the heavily structured nature of the interviews in CSBPs podcasts, thus reducing the pedagogical possibilities of cross-exposure to meaning-making modes in science communication within one single digital environment.

Keywords: public communication of science, multimodal literacies, genre network, recontextualization, strategies of reformulation and paraphrasing

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Text and image in the visual arts exegesis: Navigating multimodal literacy

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In tertiary visual arts education, one of the most challenging multimodal practices occurs in the visual arts thesis, also known as the exegesis, where students discuss and contextualise their own visual works. Through this process, students are expected to articulate their artistic practice within a framework of critical inquiry, aligning it with the scholarly and research-based expectations characteristic of other academic disciplines. However, this process requires more than a simple description of visual works; students must navigate complex linguistic and discursive demands, including translating visual concepts into academic writing, theoretically framing their creative decisions, and constructing a coherent text-image relationship.

Combining Multimodal Discourse Analysis (Bateman, 2014) and Genre Analysis (Swales, 2004), this presentation examines a corpus of visual arts texts and accompanying images from master's-level exegeses to explore the linguistic strategies used in descriptions of student work. The analysis employs three key analytical tools: Move-Step Analysis, which identifies how students structure passages that describe their creative processes, contextual influences, and theoretical framing while referencing images; Metadiscourse Analysis, which examines how students guide interpretation of their accompanying visual work through hedging, stance markers, and audience engagement; and Multimodal Cohesion Analysis, which explores how

text-image relationships are constructed through cross-referencing, lexical cohesion, and spatial alignment to ensure coherence between verbal descriptions and visual artefacts.

By systematically analysing these linguistic and multimodal patterns, this study enhances understanding of multimodal literacy in LSP contexts, particularly in disciplines where written text mediates the interpretation of visual artefacts. The findings illustrate how students strategically use language to guide interpretation, establish conceptual links, and position their work within a broader theoretical discourse. This research contributes to discussions on multimodal competence in LSP, providing insights into how students navigate between semiotic modes to articulate both the intellectual and material dimensions of their practice.

Keywords: multimodal literacy, visual arts writing, text-image relationship, academic writing, discourse analysis

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Decolonial evaluation in English. Towards a reconceptualization in the teaching of English for Specific Purposes

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This study promotes social equality by incorporating a decolonial perspective into teaching university-level English for Specific Purposes. Specifically, we examine the role of English in empowering marginalized entrepreneurs (Leonard, 2018), who have historically been affected by patriarchal ideologies within the business arena. Guided by Martin and White's Appraisal Theory (2005) and Kress and van Leeuwen's Visual Grammar (2020), we attempt to raise awareness among undergraduate students of how evaluative language may challenge (de)colonial perspectives and propose methods for analysing these expressions in ESP multimodal genres (Campano, et al., 2020). The research questions are: (a) What evaluative markers are used in English to convey a decolonial perspective within the business spheres? (b) What multisemiotic/multimodal appraising resources interact with English to convey decolonialism in today's business world? (c) Can language teaching make decolonial perspectives more visible by giving voice to underprivileged entrepreneurs in subjects related to ESP like Business English?

The methodology involves comprehensive analyses of appraisal markers in opinion articles related to business and economy with prominent (de)colonial content to assess students' awareness of decolonial language, the role of English in decolonial expression, and how decolonialism is communicated through semiotic resources. This is supplemented by surveys distributed among students enrolled in the Degree of International Business at the University of Valencia.

The findings indicate that English, as a lingua franca in key economic domains, has developed specific vocabulary within extensive semantic frames, making (de)colonial ideologies more visible than any other language globally. Mastery of this specific English is crucial in the ESP arena. The study demonstrates that understanding how (de)colonialism is expressed through appraisal language helps ESP students identify current power-driven ideologies, enabling them to use or counteract these expressions in their multimodal socio-professional domains.

Keywords: Decolonial perspective, ESP, evaluative language, multimodality

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Press conferencing in times of crisis: how video-stimulated recall interviews can help learners understand multimodality

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This contribution deals with the use of video-stimulated recall (VSR) interviews as a tool for feedback and reflection in business communication and LSP pedagogy (cf. Gass & Mackey 2016). In particular, drawing on the single case of a crisis communication class with master students in multilingual business communication, I focus on how multimodal competencies are foregrounded as learners are invited to reflect on selected extracts from simulated press conferences that were conducted online in the context of the Covid-19 pandemic. The study covers a dataset of video recordings of over 8 hours of teacher-learner interaction through videoconferencing. It includes the following methodological steps:

- Identification and transcription of key extracts that involve either teacher- or learner-initiated discussion of multimodal competencies
- Fine-grained discourse-analytic study of the extracts with a focus on content and framing
- Auto-ethnographic analysis, featuring self-reflective analysis of educational practices that I was personally involved in as a teacher.

The questions addressed include:

- Which specific multimodal elements are foregrounded through VSR for press conferences in times of crises?
- How are they discussed, both by the teacher and the learners, and to what extent does this discussion align with the course objectives?
- What are the pedagogical implications of the use of VSR and what recommendations can be formulated for future technological integration?

Preliminary results indicate that the use of VSR facilitates focused discussion and deep understanding of key multimodal elements that do not normally receive attention in learners' self-reflections. In addition, I will point to the challenges of integrating VSR in business communication and LSP pedagogy.

Keywords: video-stimulated recall interviews, crisis communication, discourse analysis, auto-ethnography.

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Bridging the gap between specialist and non-specialist communication: Multimodality in homepages of biomedical companies

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Technological advancements have not only fostered the increased emergence of multimodal communication but have also paved the way for corporations as well as medical and scientific institutions to promote their products and research digitally to a broad international audience (cf. Hafner, 2018; Xia, 2023; Luzón & Perez-Llantada, 2022). As the majority of research has focused on medical, scientific, or corporate discourse in isolation, this paper aims to bridge this gap by investigating homepages of companies in the field of biomedical engineering – located at the interface of science, medicine, and business. More specifically, it focuses on the research question of how homepages of biomedical companies employ specific multimodal strategies to address a professionally diverse audience, consisting of medical professionals, patients, potential investors, and other non-specialists.

Therefore, multimodal content analysis was conducted on 20 homepages of biomedical companies across four different geographical regions to investigate the relationship between written text and visual components as well as possible effects of this interplay related to addressing specialist and non-specialist audience members. Furthermore, common themes and implications of the included images were determined using Forceville's (2014) adaptation of the Relevance Theory, which applies the notions of explicatures and implicatures to the analysis of visuals.

The analysis revealed that the majority of homepages across different geographical regions rely on a set of core strategies consisting of a close or moderate relation between images and their accompanying written text. Specifically, the popular combination of written scientific background information on a product and a visual of a patient using it successfully allows for simultaneously highlighting the company's credibility through scientific terminology as well as its patient-oriented mindset. The results, consequently, strongly suggest that multimodal strategies can be paramount for addressing a broad audience prominent in many digital genres.

Keywords: multimodality, ESP, digital genre analysis, medical discourse, corporate discourse

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Polyphonic patterns in digital science recontextualization: the case of popularizations in online magazines

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The communication of science serves many purposes (informative, persuasive, pedagogic, instructional) and takes many forms, ranging from conventional academic genres written by experts (research articles, books, critical reviews) to popularizing practices, which currently leverage digital media (publications in online magazines, social media platforms, collaborative sites like The Conversation, blog posts, etc.). Popularizing scientific discourse is typically written by science journalists or scriptwriters who mediate between scientists and the general public. These mediators recontextualize (and repurpose) the expert knowledge generated by researchers to make it accessible to lay audiences. Recontextualizing processes have discursive impacts that need to be explored and measured; one of them is the interpretation of the text as a polylogue, where different voices combine and interact. Drawing on the notions of evidentiality (Aikhenvald, 2004) and polyphony (Ducrot, 1984) we explore how the locutor's voice is combined with those of other locutors and enunciators. For this purpose, a corpus of 30 scientific feature articles on the topic of physical and mental health will serve as a database.

Three research questions will be studied:

- 1) How is the journalist's voice explicitly combined with those of other locutors and enunciators (by means of direct/indirect speech)?
- 2) How are these other locutors and enunciators (both experts and non-experts) introduced in the text? And how are hyperlinks presented as enunciators?
- 3) What is the interaction between reported speech and hyperlinks? How is this "confluence" of voices managed?

Close readings and the use of the software NVivo will allow us to generate qualitative and quantitative data that provide answers to these questions. Preliminary results reveal that the affordances of digital media are behind a variety of innovative polyphonic patterns that, together with more traditional forms of reported speech, help journalists develop their discourse, while fostering credibility and engagement.

Keywords: science communication; online feature articles; popularizing discourse; polyphony; hyperlinking

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Verbal and non-verbal realizations of persuasive strategies in video resumes

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With the rapid shift from print to digital modes of communication, new genres have emerged (Luzón & Pérez-Llantada, 2022). One example is the video resume (VR) (Hiemstra et al., 2012). This novel professional digital genre enables job seekers to enhance their visibility and connect with broader audiences through various semiotic modes (Jewitt and Kress, 2010). The VR has a clear communicative aim based on a strong persuasive component: to secure a job by convincing the audience of their qualities. The premise of this paper is that VRs are not only informative but also inherently persuasive (Valeiras-Jurado, 2017). Accordingly, the study aim is to explore the use of multimodal semiotic modes as a way of realizing persuasive strategies (i.e. attention-getting, anticipation and control of responses, rapport, emphasis and processing aids) (O’Keefe, 2015). The methodological approach uses video-based analysis and computer-aided multimodal discourse analysis (MDA) to analyze a dataset of 8 VRs from the online platform YouTube, considering the following criteria: limited duration, impact, year uploaded and editing. The results suggest that verbal and non-verbal realizations of persuasive strategies are present in the fragments analyzed, and such strategies are encoded by heterogeneous combinations of semiotic modes. Although the strategies and modes are not always consistent, they contribute to achieving the communicative purpose of the genre. As for pedagogical implications, this genre and its features can be incorporated into English for Specific Purposes (ESP) teaching materials, enhancing learners’ persuasive strategies and developing their multimodal communicative competence so that they may have an impact on the business world (O’Halloran et al., 2017).

Keywords: digital genres, video resumes, persuasion, multimodality, MDA (Multimodal Discourse Analysis), ESP (English for Specific Purposes)

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Engaging scientific digital dissemination texts? Attention-getter strategies in writer-mediated and author-mediated practices

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In our context, knowledge dissemination and circulation are as important as knowledge creation and production. New ideas must be shared widely, beyond experts and peers, due to citizens' growing interest in scientific endeavors and results, as well as increasing demands from institutions and funding bodies. This dissemination predominantly takes place online, in various forms, practices, and genres, requiring scientists, scholars, and knowledge mediators to recontextualise specialized knowledge in ways that make it accessible, understandable, and acceptable to diverse audiences. Previous research has identified two key types of strategies for recontextualising scientific knowledge: explanatory or illustrative strategies and engagement or attention-getting strategies (e.g., Luzón, 2013, 2019; Calsamiglia and Van Dijk, 2004; Gotti, 2004; Bondi et al., 2015; Carter Thomas and Rowley-Jolivet, 2020; Bondi and Cacchiani, 2021; Lorés, 2023). These strategies are expressed verbally and non-verbally, often employing diverse semiotic modes (especially visual and spatial) and leveraging specific digital affordances. This paper analyses the use of engagement or attention-getting strategies at a rhetorical, discursive, and multimodal level in a corpus of scientific dissemination texts on economic sustainability and circular economy (linked to SDG 12), a topic of significant social, scientific, and business interest. The study draws on a section of our SciDis database (Pascual & Sancho-Ortiz, 2024) consisting of 30 texts: 10 feature articles from Nature and The Smithsonian Magazine, 10 research digests from Science Daily and European Commission (writer-mediated, produced by scriptwriters), and 10 texts from The Conversation (author-generated, produced by scientists or scholars). Based on previous studies and a data-driven analysis using Nvivo, a taxonomy of engagement strategies will be proposed, and their frequency and use analysed across writer-mediated and author-generated texts. Preliminary results suggest more varied and frequent strategies in writer-mediated texts. These findings can inform the development of tools for researchers, scientists, scriptwriters, and other

knowledge mediators to communicate specialised content to diverse audiences on digital platforms.

Keywords: engagement, scientific dissemination, digital genres, digital practices, economic sustainability, curricular economy

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From pragmatic strategies to rhetorical patterns: How research groups manifest intention in their project websites

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Endorsing fast-evolving digital discursive practices and effectively conveying communicative intentions may be challenging for scientists and researchers. In the context of international projects, research groups develop digital practices to disseminate project features, updates,

and findings, while simultaneously managing self-representation, accountability, and credibility. Websites, as repositories of knowledge and output (Lorés, 2020), are convenient spaces for fulfilling these aims. Their analysis can provide valuable insights, enabling research groups to make informed rhetorical and pragmatic choices to address diverse audiences and communicate their intentions effectively. This study examines these communicative intentions through the lens of “pragmatic strategies” (Pascual, 2023), combined with insights from Bhatia’s (1993, 2002) work on rhetorical structure, by examining the EUROPRO Digital Corpus, which compiles digital practices used by research groups to communicate their Horizon2020 projects (Pascual et al., 2020). The analysis of the frequency and use of pragmatic strategies in the three most prominent sections (About, Partners, and News & Events) of 30 research project websites (RPWs) led to the identification of consistent rhetorical patterns. Thus, this study uncovers how, in a non-linear and flexible manner, the rhetorical structure of research project websites (RPWs) maps patterns of pragmatic strategies that articulate research groups’ discursive intentions. About sections include “Informing about the aim of the research”, and “Acknowledging research funding”; Partners sections consist of “Disclosing information about researchers” and “Highlighting members’ contributions to the project”, among others; and News & Events sections comprise “Giving details about events”, “Spreading a piece of output”, “Stating general background about the project” and “Fostering networks”. These findings are organised into templates for RPW sections that display rhetorical patterns and flexibility through pragmatic strategies. The proposed pedagogical applications can help research groups and scientists draw on discursive evidence to rhetorically accomplish their communicative intentions in an efficient manner regarding their project-related digital practices.

Keywords: pragmatic strategies; rhetorical structure; international research projects; website sections; pedagogical templates

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Enhancing tourism students' English writing and presentation skills with AI-powered language learning tools

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AI-powered language learning platforms and immersive technological tools are transforming education by offering innovative learning opportunities and fostering digital literacy (Pla-Ángel, 2024; Martínez-Hernández & Bellés-Calvera, 2024; Shidiq, 2023; Peñalver-Férez & Bellés-Fortuño, 2024). These tools can simulate real-world tourism scenarios, such as hotel check-in procedures, guided tours, and customer service encounters (adapted from Talwar et al., 2023). This study includes a pre-test to assess students' English proficiency and confidence in using AI for language learning. Following a training session on utilising various AI tools such as ChatGPT or Gemini, the tourism students collaboratively developed writing pieces in tourism-specific genres (descriptive texts, cover letters, review reports, travel agreements) using Google Docs. Additionally, the students employed AI image generation tools (Ideogram.ai or Leonardo) to create visuals and integrated text into images for presentations (Bellés-Calvera, 2024) on guided tours or museum/event design using Slides.ai. A post-test evaluated students' perceptions and assessed the impact of AI on their writing and presentation skills. The study suggests that integrating AI can significantly improve students' writing accuracy, structure, communication effectiveness, and creativity in tourism-specific writing genres. This research contributes to the growing body of literature on the pedagogical implications of AI in higher education, demonstrating its potential to enhance student learning outcomes in English for Specific Purposes (ESP) programmes and foster essential digital skills for the tourism industry.

Keywords: AI; ESP; Tourism written and oral skills; ChatGPT; Ideogram.ai.

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Leveraging Instagram affordances for science dissemination: A social semiotic multimodal approach to instruction on Instagram posts for physical therapy

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The rapid development of digital platforms has provided the scientific community with opportunities to promote the democratisation of knowledge by rendering it accessible to diversified audiences (Engberg, 2023). This not only involves the transmission of theoretical concepts but also the communication of discipline-specific practical knowledge. Within the diverse range of digital media available today, social media emerge as channels whose accessible technological affordances (Seargeant & Tagg, 2014) facilitate the production of user-generated content (Boyd & Ellison, 2007; Santos, 2022), thereby enhancing the recontextualisation of specialised knowledge into a multiplicity of forms.

This contribution examines instruction as a dissemination practice focused on the transmission of practical knowledge, increasingly present in scientific communication on social media. To this end, it adopts a social semiotic approach to multimodally analyse 40

Instagram posts from four expert users in physical therapy (10 posts each). This paper explores how expert users leverage Instagram’s multimedia affordances to create combinations of multimedia formats through which instructional content can be delivered. Drawing on Kress & van Leeuwen’s (2020) visual grammar and conceptualising Instagram posts as cohesive units of meaning, this research considers the interaction between multimedia formats and post captions as central to achieving instructional purposes. A rhetorical analysis is thus conducted of the existing multimedia-caption layout combinations and the semiotic realisations of instructional cues associated with each of them.

Preliminary results point to video-based caption-multimedia clusters as the preferred format among physiotherapy experts to share practical knowledge. A tendency is observed within these to rely on physical embodied resources as explanatory markers, emphasising the role of experts as information providers. Similarly, physical embodied resources seem to be strategically combined with verbal and visual features (namely, imperatives, deictic pronouns, and arrow-like graphical icons) to signal transitions between exercises, thereby facilitating the comprehensibility and replicability of the practical knowledge shared.

Keywords: Instagram, instruction, format relations, science dissemination, social semiotics

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A Comparative Study on the Readability and Syntactic Complexity of Maritime Accident Reports Insights from Australia, China, the UK, and the US

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Maritime shipping accounts for ninety percent of the world's cargo transportation (Sun & Zhang, 2022). English serves as the lingua franca for international maritime communication, mandated by international law. Despite significant efforts by shipping stakeholders to enhance maritime safety, accidents at sea still occur periodically. Maritime accident reports are official documents drafted by maritime investigators, aimed at providing a detailed account of the causes, events, and safety recommendations related to accidents. However, there is no fixed, standardized structure or readability guideline for maritime accident reports across different countries. The ease or difficulty of reading these reports can affect the dissemination of lessons learned from accidents and the effectiveness of safety communication training. Currently, there is a significant lack of interdisciplinary research on the readability (Goerlandt & Liu, 2024) and syntactic complexity (Frantz et al., 2015) of maritime accident reports. This study examines 160 maritime accident investigation reports (2018-2023) from Australia, China, the UK, and the US, evaluating linguistic accessibility through readability and syntactic complexity metrics. Readability was assessed via FKGL (Flesch-Kincaid Grade Level), GFI (Gunning Fog Index), SMOG (Simple Measure of Gobbledygook), and CLI (Coleman-Liau Index) using Python-based computational analysis. Syntactic complexity was evaluated through L2SCA software across six dimensions: MLS (Mean Length of Sentence), MLT (Mean Length of T-unit), MLC (Mean Length of Clause), C/S (Clauses per Sentence), C/T (Clauses per T-unit), and DC/C (Dependent Clauses per Clause). The findings indicate that Chinese reports are the most readable, Australian reports are moderately complex, British reports exhibit higher complexity, and American reports are the most difficult to read. This research further explores the contributing factors to cross-national variations in report complexity and the cultural dynamics underlying maritime safety communication. Finally, this study provides practical and theoretical recommendations to maritime authorities, shipping companies, and maritime education institutions.

Keywords: Maritime safety; accident reports; readability; syntactic complexity; Safety communication

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Multimodal Communication on LinkedIn: Engaging Visual Strategies of European Renewable Energy Companies

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In recent years, social media has emerged as a key platform for organizations to develop and refine their communication strategies (Ogbuji & Papazafeiropoulou, 2016). Among these platforms, LinkedIn has gained increasing academic interest due to its professional nature and strategic role in corporate discourse (Utz, 2016). As digital communication evolves, multimodality - the combination of textual and visual elements - has become central to understand how meaning is constructed and conveyed in online environments (Kress, 2010). This study explores the multimodal communication strategies employed by European renewable energy companies on LinkedIn, focusing on the visual elements of their posts through a qualitative analysis of 15 randomly selected images from a corpus of 600 posts. Drawing on Pascual-Oliva et al.'s (2023) thesis, a classification system has been applied to pinpoint digitally created images and realistic images. Additionally, the present analysis utilizes the visual grammar framework established by Kress and van Leeuwen (2006), complemented by insights from Martin and Unsworth (2024), to examine the structural composition of the images, in which both narrative and conceptual elements could be identified. Moreover, the analysis incorporates interactional meaning to assess social distance, revealing the intended level of audience engagement. To understand the appeal of these visuals, the newsworthiness values taxonomy outlined by Caple and Bednarek (2016) is applied to categorize the images based on criteria such as aesthetic appeal, elite presence, and superlativeness, amongst others.

Findings suggest that organizations predominantly use realistic images, occasionally enhanced with digital elements, incorporating both narrative and conceptual elements to engage the audience. This supports Martin and Unsworth's (2024) concept of multiple structures coexistence in one image to convey complex messages. Moreover, the results showcase how visuals employ certain news values and social distance strategies to connect with its public.

Keywords: corporate discourse, multimodality, LinkedIn, social media engagement, visual strategies

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Multimodality in medical discourse: Using fiction to enhance communicative skills for ESP students

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This study aims at analysing the multimodal features of medical discourse as it is realistically rendered in cinema and television, with emphasis on spoken interactions between health care professionals and between professionals and lay audiences. The focus of the study lies in the recontextualization strategies (Luzón, 2019) employed to make content accessible for audiences with varying degrees of expertise and medical knowledge.

The use of television series and movies in educational contexts is currently gaining increasing importance. Due to privacy issues, real interactions in a hospital or healthcare centre are extremely difficult to access. For this reason, some teachers of English applied to Health Sciences advocate for the use of television series and movies in teaching (Aulia et al., 2022). These materials are considered preferable to reproductions made on purpose for pedagogical purposes, as they exhibit greater naturalness and realism. Because of this, they can help better understand the doctor-patient relationship, promote emotional intelligence, and enhance the empathy capacity of students, in addition to helping them improve listening comprehension and oral production (Miščin & Miščin, 2023; Baños & Bosch, 2015; Bosch & Fernández, 2016; Cambra-Badii et al., 2021).

A fine-grained multimodal analysis of excerpts of the TV show *The Good Doctor* (David Shore, 2017-2024) is carried out in order to unveil the defining multimodal characteristics of the spoken interactions in this context. The analysis is performed using the multimodal annotation tool GRAPE-MARS.

The results of this analysis bring to the fore the crucial role of multimodality in this specialized discourse. It also sheds light on the mechanisms used to ensure a smooth interaction with lay audiences. These findings are of particular interest to improve the communicative skills of English for Health Sciences students, as one of their major needs is to communicate fluently with non-experts. Likewise, our findings can also inform multimodal pedagogies in courses for science disseminators. Such training can foster their multimodal literacy and help them

produce more impactful materials, thus increasing their outreach to the general public and contributing to a more open and participative science.

Keywords: Multimodality, medical discourse, ESP, multimodal pedagogies, recontextualization

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Videos, images, and posts: A comparative analysis of hyperlinking and embedding in online science communication

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Digital genres have become a cornerstone of science dissemination, as researchers’ contemporary roles include making knowledge available to diversified audiences (Pérez-Llantada, 2021). Science dissemination authors, therefore, need to make the most of the affordances of the digital medium, namely hypertextuality, modularity, and interactivity (Jones & Hafner, 2012; Luzón & Albero-Posac, 2023). In particular, hyperlinks and embeddings are crucial in digital article writing since they allow readers to switch between navigation and reading modes (Askehave & Nielsen, 2005) but they also differ significantly in whether they invite readers to leave or stay on the page. Thus, this study investigates the strategic

deployment of multimedia content —specifically videos, images, and social media posts— by exploring the choices between hyperlinking and embedding within articles from The

Conversation (TC), a prominent science dissemination outlet. Methodologically, the first step involved web-scraping to compile a corpus of TC articles, followed by rule-based automatic extraction of hyperlinked and embedded elements from the articles' HTML. Data classification revealed that social media content like videos, images, and posts was present in both hyperlinked and embedded forms but in different frequencies and distributions. The second step involved the randomized selection of a sample of articles containing these elements, followed by a classification of the social media content and an analysis of its rhetorical function as evidenced by surrounding text and the overall communicative purpose of the sections in which they were found. Preliminary findings suggest that social media content is more often integrated as embeddings for illustrative and engagement-driven purposes, often serving as concrete examples or inviting audience interaction. Conversely, hyperlinked content of the types analyzed is more frequently employed to provide supporting evidence, offer additional information, or lend credibility to claims made within the main text.

Keywords: science communication, genre analysis, hypertextuality

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Exploring the pedagogical potential of Medical Education Tweetorials: An analysis of interactivity and multimodality

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The Medical Education Tweeterial (MET) consists of a series of threaded tweets aimed at discussing medical topics and educating medical learners (Breu, 2020). METs remediate interactive lectures and case presentations into a Twitter format, leveraging the interactive and multimodal affordances of the platform to enhance engagement and learning (see Gero et al., 2021; Tardy, 2023). In this study we have analyzed a corpus of 50 METs, in order to explore how interactivity and multimodality are used by medical experts to achieve the pedagogical purpose of the genre. The analysis involved two steps. First, the rhetorical structure of METs was examined to identify key components and determine whether the structure of METs mirrors that of other pedagogical genres and the sequencing of moves supports knowledge construction and retention. Secondly, multimodal and interactive elements were identified, and their functions within the threads were analyzed to understand how they contribute to the educational goals of METs. The findings indicate that METs are generally composed of three main parts, each containing several moves: the opening tweet, where the topic is introduced; the middle tweets, where the topic is explored and discussed; and the closing tweet(s), which often summarize key points or invite further engagement. Some multimodal elements, such as emoji, GIFs or photographs, contribute to attracting and sustaining readers' attention; others, such as photographs and graphical visuals, facilitate comprehension and recall through the visual representation of complex information. Interactive elements, such as reader references, questions, directives, and polls, encourage active participation. Links also facilitate learning by providing further context and information. By analyzing how these elements are employed in METs, the study demonstrates how METs function as effective digital learning resources. These findings highlight the potential of METs to complement traditional teaching methods by leveraging multimodality and interactivity to improve learning in medical education.

Keywords: multimodality, interactivity, Tweeterials, medical education

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Genre networks for public engagement with science: An analysis of knowledge transformation processes in an online crowdfunding proposal

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In the current online landscape, scientists can draw on a myriad of digital genres to disseminate research, get international visibility, and encourage public participation in scientific issues. These digital genres, as Pérez-Llantada and Luzón (2023) argue, need to be conceptualised in conjunction with other genres with which they form complex genre networks or, in Bazerman's (1994) words, "genre systems". A genre network representative of public engagement with science is the crowdfunding proposal (Mehlenbacher, 2019), used by scientists to prompt online donations for financing their research projects. On the platform Experiment.com, this network results at a glance from the embedding of several modular texts and multimodal elements (i.e., images and video) within a preestablished layout, plus their connection with other genres or related texts on the Web through hyperlinking (Myers, 2010). In view of these remarks, the present paper aims to examine the processes of remediation, embedding, hybridisation, and resemiotisation that give rise to this genre network, for which little research has been documented. To do this, we selected a research project on experimental Biology from Experiment.com as a case study. First, we analysed and critically assessed the rationale for the rhetorical organisation of both textual and multimodal genres in the network. Second, we observed how those genres support each other to recontextualise and adapt contents to Internet audiences. To fulfil both aims, we relied on seminal rhetorical and EAP genre studies (Miller, 2015; Swales, 2004) to specifically examine the rhetorical strategies scientists use to get funding. The results show that the network presents generic hybridity (Herring, 2013), since it adopts rhetorical conventions of traditional genres such as grant proposals and advertisements. Moreover, the video constitutes the most attention-grabbing genre of the network and uses a more accessible language than the text does to recontextualise specialised scientific discourse to all types of audiences.

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Multimodal identity construction in science demonstration YouTube channels: The case of Explosions & Fire

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Digital media have transformed science communication by expanding public access to scientific knowledge and creating new multimodal opportunities for eliciting positive responses to science (Burns et al., 2003). At the same time, online environments, with their diverse audiences, challenge science communicators by blurring social contexts and role identities (Davis & Jurgenson, 2014). This study investigates how multimodal resources shape identity construction in online science communication, focusing on a YouTube channel targeting a special interest audience.

Following a case-study design and building on previous research into multimodal strategies in online science communication (Xia, 2023a, b) and digital identity (Bennett, 2017; Fox & Bird, 2017), this study analyses episodes from Explosions&Fire, a chemistry channel focused on explosive science, hosted by a chemistry enthusiast, PhD holder, and publishing scholar. Since the channel emphasises experiments and high-energy chemical reactions over concept-driven explanations, it exemplifies science demonstration, a format more often studied in formal science education (Howell et al., 2023; Milne & Otieno, 2007). This study is guided by the following questions: What multimodal resources are used to express various aspects of the host's identity? How are they combined into a coherent message? How have these multimodal resources evolved over time? The material for analysis includes five early and five recent episodes, focusing on selected shots featuring the host. Following Xia (2023a), the study examines language (spoken and written), image (graphics, gestures, and objects), and sound (paralinguistic elements and sound effects) to identify intersemiotic configurations that express the host's multiple identities, such as expert, educator, entertainer, and chemistry

fan. The analysis is conducted using ELAN (2024), an open-source annotation tool for audio and video recordings. Preliminary results indicate that the interplay of semiotic modes conveys enthusiasm and expertise, establishes recognisability, and reduces the knowledge and power imbalance often associated with science demonstrations.

Keywords: science communication, science demonstration, YouTube video, identity, multimodal strategies

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A multimodal (?) SSH scholar: attitudes and choices towards multimodal knowledge dissemination

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The research of multimodality in communicating the results of scientific research is part of the current debate, as well as a series of studies on the phenomenon of the emerging trends in disseminating research results (Collins et. al., 2016; Hara et. al. 2019; Perez-Llantada, 2021a; Perez-Llantada, 2021b). In the case of scholars working in the hard sciences, the situation appears to be quite clear: multimodal knowledge dissemination often constitutes part of a given research project and is imposed by the research funders. However, opposite to hard sciences, multimodal scholarly communication is fairly new, among scholars representing social sciences and humanities, and is very often imposed by external and internal factors (e.g. science policy, research funding, university incentives promoting science, governmental acts) determining scholars' development, career opportunities, and finally (desired) visibility in both the world of academia and popular science.

The following paper presents scholars' reflections on multimodal knowledge dissemination and publishing practices gathered from interviews (carried in 2023, 2024 and 2025) with selected SSH researchers at two universities: one in Czechia and one in Poland. The interviews aimed at answering the following questions:

- (i) What is the digital literacy and repertoire of tools (in terms of genres, channels, and modes) in the process of knowledge dissemination and scholarly communication among these scholars?
- (ii) What tools and channels, in terms of knowledge dissemination, are most popular and why?
- (iii) What is the role of digital knowledge dissemination in the research work?
- (iv) What are the attitudes towards digital knowledge dissemination?

The preliminary results suggest a potential correlation between career advancement opportunities, engagement in multinational dialogue, and the pursuit of visibility in the academic community, along with the needs of contemporary participants in academic and non-academic settings.

Keywords: multimodality, knowledge dissemination, digital literacy, multimodality, knowledge dissemination, digital literacy,

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Innovation and digital technologies

Professional communication in healthcare: what do practitioners really need?

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In the field of healthcare, English has become the lingua franca for international communication, and it is essential for research dissemination, patient care, and professional collaboration. As healthcare professionals increasingly interact with international patients and colleagues, English for Specific Purposes (ESP) can be regarded as a fundamental subject in undergraduate programmes in the field. In this context, understanding the specific tasks that are performed in English in each job is crucial for tailoring ESP courses to the students' potential needs. Although needs analysis is a time-consuming, complex task that involves data collection from different instruments and sources (Long, 2005), it plays a vital role in the development of any ESP course (Basturkmen, 2010). This study investigates the use of English in the professional practice of healthcare workers in Aragón (Spain), focusing specifically on four regulated healthcare professions recognized by professional associations in the region and taught at our university: Nursing, Pharmacy, Physiotherapy, and Psychology. We designed an online questionnaire which was validated by domain experts, and then administered to registered nurses, pharmacists, physiotherapists and psychologists to identify the tasks they perform in English within their work environments. Tasks were used as the unit of analysis, as they can be easily identified by different stakeholders (health professionals, learners and

linguists). The results of this research will contribute to the improvement of ESP course design, aligning instructional content with real-world communicative demands.

Keywords: Needs analysis, ESP, healthcare communication, task-based learning, English for healthcare professionals

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Multimodal gamification for marine English learning with Genially and generative AI

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The teaching of Marine technical English can be challenging due to the specialized vocabulary and the need for practical application. The present study explores the role of gamification tools in enhancing students' linguistic competence along with their motivation and learning engagement when studying Marine English technical vocabulary. In this experiment, 30 students of Marine Engineering at the Technical University of Madrid were randomly selected for participation and instructed technical marine English vocabulary through the platform Genially along a three-week module. The aim was to determine the extent to which the created games could enhance student motivation and learning performance. We draw on the theoretical assumptions that a mixed, multimodal and gamification approach is necessary for more effective and motivating learning for students (Bursset, Bosch, & Pujolà, 2016; Van Leeuwen, 2015). The experiment consisted of three stages. The first involved building a visually engaging marine-themed interactive activities using Genially game templates, namely Language Breakout and Branching interactive scenarios. Activities included team-based challenges focused on the troubleshooting of simulated Marine Engineering problems. In the second stage, participants were instructed to do the in-class activities and were tasked to use vocabulary within real-world problem-solving contexts. In the final stage, data is collected on students' badges, points, and visualizations of the gamification elements to determine the level of engagement, while grades and performance evaluation served as a measure for learning. The results indicated a significant increase in student engagement and motivation. Pre- and post-tests showed improved retention and understanding of technical terms. Gamification, through the use of Genially proves to be an effective method for teaching technical Marine English. This multimodal approach can be adopted by maritime academies to improve the teaching and learning experience.

Keywords: gamification, Genially, learning, multimodality, Technical English

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Reappraising the direction of LSP educational initiatives in a multilingual and multimodal era

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The changing landscape of LSP educational practices in an era characterized by increased globalization and digitally mediated practices calls for the reappraisal of the direction of educational initiatives. Based on a view of LSP connected to the communities it serves, and reviewing current studies on the evolution of LSP, this paper will identify key areas that need to be addressed in LSP teaching and research in a multilingual and multimodal era: (i) multilingual landscape in LSP, especially the growth of Spanish for Specific Purposes in different world regions (Curado Fuentes, 2024; Sánchez-López et al., 2025); (ii) genres, discourse and corpus approaches to LSP research (Marimón Llorca & Pano Alamán, 2025; Natale & Castro Azuara, 2025; Pérez-Paredes & Curry, 2025); (iii) emerging multimodal communication practices and pedagogies across LSP domains, especially in connection with experiential and service learning (Arnó Macià, 2025; Pirini 2017; Rodgers, 2019; Ruggiero, Myers & Lafford, 2025); (iv) LSP teacher development through communities of practice (King Ramírez & Bocanegra-Valle, 2025). By highlighting specific examples from studies depicting the development of LSP in different world regions, this paper will analyse current directions in LSP practice in a multilingual and multimodal era. The main discussions raised will relate to the emergence of digital and multimodal genres across domains, as LSP researchers and practitioners working in different languages and coming from different parts of the world connect to share knowledge and practices, reflecting the needs of LSP students in a changing global landscape. After identifying common challenges in different LSP contexts, and considering the affordances of technology for creating virtual communities of practice, this paper will point to certain recommendations for LSP teacher development, such as furthering connections across world regions, enhancing collaborative projects involving LSP teachers and learners, and creating common databases and repositories for the exchange of LSP teaching and research practices. As LSP faces multiple challenges in a digital and evolving landscape,

suggestions will be proposed to adapt LSP teaching to the demands of both global and local communities.

Keywords: LSP innovation, multilingualism, communities of practice, LSP teacher development

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ChatGPT in the classroom: Pedagogical limitations in the absence of digital knowledge

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This study investigates the pedagogical limitations of artificial intelligence tools like ChatGPT in Language for Specific Purposes (LSP) contexts when digital knowledge is unavailable. The objective of this research is to explore how the absence of digital data influences students' research skills, critical thinking, and multimodal literacy.

To achieve this, we conducted a case study in a second-year Tourism course at the Universidad Complutense de Madrid. In this course, students were tasked with promoting and documenting a little-known pilgrimage route in the Sierra Norte of Madrid. Since no digital information was available on this route, students relied exclusively on primary sources, archival materials, and direct fieldwork. Additionally, we employed a mixed-method approach to evaluate learning outcomes. Two different groups from the same course participated: one group worked on the undocumented pilgrimage route, relying on primary sources and fieldwork without AI support; the other group worked on a different route with existing digital information, where ChatGPT could be consulted. Data collection included student reflections via Google Forms, qualitative feedback on research strategies, and a comparison of both groups' project outcomes and academic performance. This scenario exposed a key limitation of ChatGPT: its inability to assist in tasks that require original data collection and source validation (Memarian & Doleck, 2023).

Our analysis examined students' inquiry processes, assessing how they adapted their strategies in the absence of AI-generated content. Findings indicate that the absence of pre-existing digital knowledge compelled students to engage more deeply in critical inquiry, refining their research methods and strengthening their multimodal literacy skills through the integration of textual, visual, and geospatial data. Previous research underscores that

students tend to engage in more critical thinking when AI cannot supply immediate answers, reinforcing the value of traditional research skills (Chen et al., 2025).

This study emphasizes the pedagogical value of inquiry-based learning and multimodal literacy in LSP education. By showcasing how students adapted to knowledge gaps through traditional research practices, we highlight the need to balance AI integration with human-driven inquiry. Our findings contribute to ongoing discussions on the intersection of multimodal communication, technology integration, and pedagogical strategies in LSP contexts. We invite reflection on how educators can design activities that leverage AI's strengths while fostering essential research skills when digital data is insufficient.

Keywords: LSP, artificial intelligence, critical thinking, multimodal literacy

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GenAI and BDDL for research writing across scientific domains: Attitudes and strategies

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This study examines the use of generative artificial intelligence (GenAI) tools, such as ChatGPT, for academic English writing in higher education, highlighting a range of student responses and learning outcomes. Although GenAI's application for academic skills has seen positive results in fields like Health Sciences and Education (Law, 2024; Luo & Zou, 2024), its impact on research writing across different scientific domains remains underexplored. This presentation discusses a case study involving 21 researchers and faculty members at the University of [anonymized]. Participants from three major scientific domains—Social Sciences and Humanities, Experimental Sciences and Engineering, and Health Sciences—attended a 9-hour hybrid course in October 2024. The course included a four-hour in-class seminar on GenAI's background and academic writing implications, a four-hour online workshop for skill development, and one hour of autonomous online work where participants applied GenAI to their own research writing. The course also integrated Broad Data-Driven Learning (BDDL) tools as online corpus interfaces designed to assist with linguistic comparison and writing

development (Pérez-Paredes, 2024). After completing the course, participants' feedback was collected through an online questionnaire, assessing the perceived usefulness of GenAI and BDDL tools for writing, linguistic development, and future work.

Results indicate notable differences in the use of these tools across disciplines. For example, Social Sciences participants reported significantly higher benefits from BDDL tools, while all groups valued GenAI more positively for its contribution to linguistic competence. Additionally, participants from Social Sciences and Health Sciences were more likely to explore linguistic nuances in their use of GenAI for research writing. This aspect was also revealed in the final tasks submitted by these participants. Despite the study's small sample size, these preliminary findings suggest disciplinary differences and developmental variations in the application of GenAI and BDDL tools for academic writing in ESP and EAP.

Keywords: GenAI, research writing, BDDL, LSP, disciplines

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Reflective practices in action research: Enhancing genre pedagogy and teacher wellbeing in an ESP course

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This study investigates an action research (AR) in an English for Specific Purposes (ESP) course which focuses on improving teaching methods by means of genre pedagogy and on enhancing teacher wellbeing through a sustainable teaching environment. Action research (AR), a form of practitioner inquiry (Pithouse et al., 2009), provides a structured process for teachers to address areas needing improvement by a process of planning, acting, observing, and reflecting (Kemmis & McTaggart, 1988). The paper centers on the AR's reflective stage where three ESP teachers discussed teaching practices, material adaptation challenges, and changes in an ESP Media course via online journals and discussions. Collaborative autoethnography (CAE), “a methodological process of documenting, sharing, and interpreting personal reflections, visions, and stories” (Herron & Douglas, 2021, p.158), complements AR by encouraging researchers to reflect on their experiences and contexts (Chang, 2016; Lapadat, 2017). The objectives of the AR were to enhance the teaching-learning experience through genre pedagogy teaching as well as lecturer wellbeing. Therefore, the study aims to assess the impact of AR participation on teachers' genre pedagogy application and to understand its effects on their wellbeing. The research questions are: How does teachers' participation in the AR influence their awareness and application of genre pedagogy in the ESP course? What insights can be gained into the complexity of teachers' wellbeing in the ESP course, based on their experiences and perceptions? Findings suggest that reflective practices significantly increased teachers' genre pedagogy awareness and implementation, thus professionalizing the course, which, in turn, boosted student satisfaction. Additionally, reflections on teacher wellbeing reveal substantial stress due to large class sizes and diverse student needs, with individual teaching styles further affecting personal wellbeing and job fulfillment. Overall, the study highlights the importance of structured, reflective approaches in AR for enhancing teaching quality and teacher wellbeing.

Keywords: action research; collaborative autoethnography (CAE); English for Specific Purposes (ESP); genre pedagogy; teacher wellbeing

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Mapping undergraduates' engagement through multimodal composing

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The widespread use of digital technologies has made multimodal composing quite common among students these days. The use of technology to manage students' learning and create their output has been found to increase their engagement, interest, choice and cooperation. Critical examination of multimodal texts and effective representation skills in the design of multimodal compositions are increasingly important in today's classrooms. All this leads to research into the different and meaningful ways students can best benefit so that they can distinguish how verbal and non-verbal modes articulate discourse in digital screen-based texts, where the boundaries between modes become less and less clear, and the dynamics of meaning making come to the fore (Jewitt, 2006). The design of students' slides positions them as designers of new and dynamic multimodal ensembles with different types of meaning-making combinations that form a coherent whole (Kress, 2010). This study reports on a qualitative study that explored the experiences and perceptions of four students who participated in a classroom presentation. The study focused on students' engagement through multimodal composing of presentation slides and on their strategic use of different non-verbal modes. To advance understanding of how the discursive choices in undergraduates' multimodal composing processes can foster L2 engagement, we aimed to address the following research questions: (1) Did students perceive multimodal composing useful to communicate discipline-specific language more confidently? (2) How did the design of presentation slides engage students with the L2?

The research data were collected during a four-week course period and through a combination of classroom observation, interviews and the Google slides designed by the four students. Classrooms observations took place during the sessions students started to work on the oral presentations in the classroom. Observation data was useful to provide perspective into students' affective reactions related to their engagement in the multimodal composing process. The main aim in conducting the individual, semi-structured interviews with the four focal participants was to allow them to identify specific design decisions and to detail the rhetorical implications of their modal choices. Another objective was to obtain a closer look at how students' choices in the design of Google slides influenced their learning experiences and contributed to projecting agency and engagement. Interviews were conducted after the group oral presentations had finished. Thematic content analysis (Dörnyei, 2007) was conducted without a pre-existing coding scheme. Different steps for thematic analysis included: familiarisation with the data, initial coding and reworking themes until these were completely defined. Data was coded manually line by line to obtain closer familiarity with the

overall organisation. Different categories were assigned. Special attention was given to nouns, adjectives and adverbs that conveyed students' engagement and self-confidence with the design of the multimodal product. Expressions and utterances that expressed discipline-specific terminology were highlighted. Expressions that conveyed participants' modal preferences were singled out. Participants' responses that were closely related were grouped (Loewen et al., 2009). To ensure coding quality, an independent coder was invited to confirm the accuracy of the themes. Three major themes emerged as significant for understanding undergraduates' engagement and agency: 1) effectiveness of images as a means of conveying better students' discipline-specific terminology; 2) role of the verbal mode in student presentations; 3) agency and engagement in students' multimodal compositions.

The results revealed that students perceived multimodal composition as motivating and useful for communicating discipline-specific language in a more confident and empowering way. Factors that influenced students' engagement included cooperation, curiosity, control and peer recognition. Knowledge of the different ways in which students can express themselves authentically can help L2 teachers to design pedagogical frameworks that include digital composition skills.

Keywords: Multimodal composing; nonverbal modes; authentic self-expression; digital technologies

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Artificial Intelligence (AI) in workplace multimodal communication: Research-based insights for teaching and training

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AI is becoming an integral part of the communication practices of most professionals (Lane, Williams & Broecke, 2023). Professionals in fields as diverse as education, business, media, design and finance seem to be incorporating AI tools into their multimodal practices (Jiang, 2024; MIT Technology Review, 2023). However, little is known about how this significant technological advancement is actually being used in the workplace to create multimodal communication artefacts such as websites, teaching materials and lab reports. Understanding the processes and purposes of using AI for multimodal communication at work would provide us with a basis for the design of research-informed materials for students as well as new professionals.

This presentation reports on an exploratory study that adopts a trajectorial lens (Gimenez et al., 2024, 2020) to trace the processes by which AI-informed multimodal communication artefacts are created, thus revealing a more detailed picture of how and for what purposes AI tools are used in the workplace. Six professionals working in business, education, graphic design and media participated in the multi-data study, involving an online survey, multimodal artefacts samples, and talk-around-text (Ivanič, 1998) interviews. Preliminary findings reveal that participants differ on several dimensions such as frequency of use, levels of trust, and degree of satisfaction with AI. Most notably, participants follow distinct trajectories in creating multimodal artefacts, which appear to be influenced by their professional fields.

Based on these findings, the presentation introduces the IORU model (Input > Output > Reformulation > Use) —a four-stage trajectory model. This model can inform the design of training and teaching materials and interventions to support early-career professionals and soon-to-be graduates when having to produce AI-integrated multimodal communication at work. The presentation will provide access to the dataset of the study and will demonstrate practical applications of the IORU model.

Keywords: AI at work, multimodal communication, teaching/training materials

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ChatGPT as an innovative tool to enhance English writing in higher education

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The increasing integration of artificial intelligence (AI) in education is transforming language learning methodologies. ChatGPT, an AI-powered chatbot, has the potential to support students in developing academic writing skills, but its effectiveness remains an open question (AI-Sofi, 2024; Sallam, 2023). This study investigates the impact of ChatGPT on English as a second language (L2) writing among undergraduate History students at the Complutense University of Madrid (UCM), specifically examining its influence on written production, learner autonomy, and research-related writing skills.

The study follows a mixed-methods approach, combining quantitative and qualitative data collection. A structured intervention was designed, consisting of several sessions in the classroom and at the computer lab. Activities included AI-assisted writing tasks, iterative text revisions, and linguistic analysis. Data was collected through pre- and post-writing assessments, student surveys, observation logs, and semi-structured interviews, ensuring a triangulated analysis.

Results indicate that, following the AI-assisted intervention, students demonstrated notable improvements in coherence, grammatical accuracy, and lexical variety. Additionally, students reported at the end of the course increased motivation and engagement in writing tasks,

suggesting that the structured use of ChatGPT contributed to these positive outcomes. However, some concerns emerged regarding over-reliance on AI tools and the potential impact on critical thinking and originality (Cotton et al., 2023). The study highlights the importance of structured guidance to maximize the pedagogical benefits of AI while minimizing risks.

This research contributes to the discussion on AI-driven language learning, suggesting that ChatGPT can be an effective instructional resource when implemented thoughtfully. Future research should explore its long-term impact on L2 proficiency, its application to oral communication skills, and comparative studies with other AI-driven educational tools. The findings align with existing theories on computer-assisted language learning (CALL) and emphasize the need for ethical and pedagogical considerations in AI integration.

Keywords: Artificial intelligence, academic writing skills, proficiency, CALL,

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Utilizing multimodal resources in cross-border e-commerce English: A study on student-composed business communication tasks

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The rapid expansion of cross-border e-commerce (CBE) demands professionals to leverage multimodal resources in business communication (Deng & Feng, 2024). This study examines how students utilize multimodal resources in CBE English contexts and the pedagogical impact of multimodal assignments. Conducted in a university course in southern China with over 40 students, the research analyzed three tasks: marketing posters, RedNote social media posts, and live-streaming sales videos.

Using genre and multimodal analysis, the study identified informative, persuasive, and interactive discourse features in students' texts (Bhatia, 2010). Multimodal elements, including visuals (images, emojis, fonts), auditory features (speech tone, background music), and interactional aspects (eye contact, gestures), were strategically employed to enhance communication (Kress, 2001). Students also integrated intertextual materials such as AI-assisted refinements and influencer-inspired strategies.

Findings highlight the effectiveness of multimodal assignments in fostering digital literacy and business communication skills but reveal challenges in balancing creativity with linguistic accuracy and managing teamwork. The study underscores the need for explicit instructional support in genre-specific multimodal composition for ESP courses in CBE English.

Keywords: genre analysis, multimodal analysis, Cross-Border E-Commerce English, multimodal assignments

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Implementing Collaborative Platforms (Padlet) for Assessing Multimodal Competencies in LSP

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Integrating multimodal literacy into assessments is essential to align with international, European, and national education policies. Frameworks such as OECD's PISA, UNESCO's Global Competency Frameworks, CEFR (2020), and DigComp 2.2 emphasize the need for students to engage with diverse digital and multimodal texts. In Spain, LOMLOE (2020) and Royal Decree

157/2022 promote competency-based learning, incorporating digital and media literacy. As modern professions require multimodal proficiency, assessments must reflect real-world tasks while ensuring inclusiveness through Universal Design for Learning (UDL).

The paper proposes a comprehensive framework for assessing students' abilities to understand, navigate, and produce multimodal texts within Language for Specific Purposes (LSP) contexts. Traditional assessment methods are often insufficient for evaluating multimodal competencies; therefore, the framework integrates components of linguistic proficiency, visual literacy, auditory comprehension, and synthesis of diverse media types – including text, images, audio, and video. This approach aligns with the need for dynamic assessment methods that consider the final product and the learning process, as highlighted by Rodgers (2019).

The methodology uses a framework with rubrics to evaluate multimodal production, assessing content accuracy, integration of modes, and the production of professional-quality texts adherent to field-specific conventions. These rubrics evaluate technical language skills, visual and design competence, and ability to integrate multiple modalities in specialized domains, e.g. educational or architectural contexts. This ensures students can combine different communication forms to engage with and produce professional-level texts meeting real-world standards.

This was achieved employing Padlet as a collaborative tool for creating and assessing multimodal projects in LSP courses. Padlet's interactive features foster real-time collaboration, making it ideal for evaluating technical skills and teamwork in multimodal communication. Further, the paper explores dynamic assessment methods—including peer review, self-reflection, and formative feedback—that not only evaluate students' final outputs but also track the processes by which they engage with multimodal content.

Keywords: Multimodal competencies, LSP (Language for Specific Purposes), dynamic assessment, collaborative platforms, padlet

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Teaching English for Specific Purposes through Youtube: self-branding, pedagogy and multimodality

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The rapid growth of the gig-economy in the English language teaching industry has given rise to a large number of online teachers marketing themselves on social media platforms such as TikTok, Instagram, and YouTube (Curran & Jenks, 2023). Among these, YouTube is built for longer-format video content, permitting more elaborate demonstrations of teaching styles, pedagogical approaches, and indeed, personal branding. Through all the modes available to them on this platform, teachers aim to curate their online presence and establish their credibility. This study explores how they navigate this digital space and use multimodal resources to construct their identities and engage with their audience. With this in mind, we ask the research question: how do English teachers on Youtube engage in identity-making practices in the multimodal realm? The content creators Rachel (Rachel's English) and Marina (LinguaMarina) were selected. Employing the framework by Bernad-Mechó and Valeiras-Jurado (2023), the different semiotic modes employed by the youtubers in their videos have been analysed. This analysis has been completed with an analysis of their profiles, YouTube homepages, and engagement metrics – namely comments, likes, and shares. The findings show that the two English teachers fall under two different categories based on their approach to content creation and self-presentation. The first category comprises educators who prioritize entertainment and visibility, leveraging the platform's algorithmic preferences to garner comments, likes, and views, consequently engaging in celebrity-seeking behaviour. The second type of educators are those who focus on high-quality, pedagogically-sound instructional content demonstrating teaching expertise but potentially lacking in the viral appeal of the former category. This division reflects ongoing tensions in digital teaching spaces between performativity and substantive education value. The nature of the comments to the videos reinforces this categorisation.

Keywords: gig economy, ELT, teaching styles

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Reimagining Multimodal Literacy in Global Education: Instagram Reels for Future Learning

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Digitalisation allows for complex semiotic ensembles that have shaped students' communicative competence (Iyer & Luke, 2010). However, the potential of multimodal communication remains underexplored in educational contexts, primarily due to its novelty and therefore insufficient awareness of its importance. Globally, various educational frameworks have been developed to enhance students' multimodal literacy. For example, the Singaporean secondary education context is characterised by the implementation of a multimodal pedagogic metalanguage (Lim, 2023), as well as for the teaching of critical watching and representing procedures (Lim et al., 2023). Additionally, multimodality studies have established its importance within Latin American teaching institutions (Pérez-Arredondo & Cárdenas-Neira, 2023). By the same token, the presence of multimodality within the current European education agenda has also received notable attention (Sindoni, 2017), as can be seen through the design of textbooks that emphasise multimodality in Italy (Kaliska, 2022) or the design and implementation of multimodal literacy courses in Greece (Papadopoulou et al., 2018). This study offers a critical review of multimodal literacy practices in different academic environments. Based on this review, two examples are provided of how multimodal literacy can be integrated into Spain's educational system. They report a teaching proposal implemented in Castellón's OSL, using Instagram reels to engage students in multimodal composing, demonstrating its effectiveness (Mena-Alba, 2025; Serrano-Hernández, 2025). By developing skills in creating such videos, English as a Foreign Language (EFL) students can improve their digital communication abilities from a multimodal pedagogy approach. The results of this study can inform future English for Specific Purposes (ESP) practices and pedagogical proposals, particularly by adapting successful multimodal strategies to meet the needs of diverse ESP domains.

Keywords: multimodality; multimodal literacy; Instagram reels; digital genres; ESP

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AI vs Human: Linguistic Differences in Scientific Writing

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As generative AI systems increasingly contribute to scientific discourse, questions arise regarding the linguistic quality and stylistic authenticity of AI-generated academic texts. This study compares 11 human-written research articles from the Cell Journal (February 2020) with 11 AI-generated counterparts produced using ScholarGPT. The AI was prompted with only the original article titles and target word counts, and instructed to follow the IRDaM structure (Introduction, Results, Discussion, Methods). This ensured a controlled comparison of texts written on identical scientific topics but produced by fundamentally different authorship processes.

To uncover linguistic differences, we conducted both manual and corpus-based analyses of each text type (AI and human). Our approach combined close reading with quantitative methods, examining sentence length, lexical density, repetition, grammatical categories, and word class distributions. We also used Sketch Engine to extract keyword frequency, multiword expressions, ngrams, and POS-on-right patterns following determiners.

The preliminary results indicate clear stylistic divergence. AI-generated texts showed higher lexical variety but lower cohesion, with demonstrative determiners (e.g., this, that, such) frequently used without clear antecedents. AI also overused abstract nouns (mechanism, strategy) and general-purpose scientific verbs (suggest, reveal), whereas human texts relied more on concrete empirical reporting (perform, find, figure). Repetition of key terms (e.g., microbial, structure) was significantly higher in AI texts, suggesting a formulaic writing strategy. Human-authored articles displayed tighter narrative flow, denser referential phrasing, and more balanced distribution of noun-to-verb ratios.

These findings offer insight into the strengths and stylistic limitations of current AI-generated scientific writing, and point to areas requiring further refinement before broader academic integration.

Keywords: AI-generated writing, scientific discourse, linguistic comparison, lexical repetition, multimodal analysis

*Teaching methodologies and CLIL***Discourse functions and multilingual multimodality in CLIL Primary Education: A
multicompetence perspective**

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Multilingual educational contexts are increasingly favouring an integrated approach to language use, supported by research on the flexibility of speakers' communicative abilities (Creese & Blackledge, 2010; Nordstrom, 2015; Stenliden & Nissen, 2021). This adaptability in communication is closely linked to cognitive processes (Cummins, 2021). Linguistic integration and the use of the entire communicative repertoire has been found beneficial in Content and Language Integrated Learning (CLIL) settings for the affordance of multiple communicative and interactional resources in the classroom (Moore & Nikula, 2016; Williams & Tang, 2020). Moreover, communication is multimodal, as multimodality alludes to the integrated use of various sensory and communicative modes, such as sight, audio, print, pictures, video, music, texts, etc., that create meaning within a given message (Dressman, 2019). However, despite the extensive research on CLIL, there is a notable gap in studies examining CLIL teachers' multimodal discourse, particularly in terms of how they use diverse modes of communication to fulfil specific discourse functions. Adopting a multicompetence perspective (Wei, 2016), this presentation examines the discourse of a primary CLIL teacher, focusing on stakeholder interactions (Amondarain-Garrido et al., 2018; Amondarain Garrido, M. & Ruiz de Zarobe). Set in a Basque public school, the study uses a multimodal mixed-methods approach, with multilingual and multimodal episodes annotated in ELAN software (2024). Our research shows that the flexible use of Spanish and Basque facilitates the ability to raise questions and provide explanations, which fosters negotiation of meaning, improves understanding and boosts learner performance in the CLIL classroom. This paper also examines the communication strategies needed to express particular discourse functions from a multicompetence perspective and the multimodal patterns used during classroom interaction.

Keywords: multicompetence, discourse functions, CLIL, translanguaging, multimodality

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Finding common ground with EMI and reappraising ESP

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This research-based contribution investigates the common ground between English-medium instruction (EMI) and English for specific purposes (ESP) from the perspective of ESP teachers. It addresses the interface of these drivers of internationalisation at universities, and, after reviewing the complementarity of both streams, explores the role of ESP, oftentimes overshadowed by EMI. Collaboration between ESP and EMI instructors is recognized as a means of enhancing the integration of language and subject content (Macaro, 2022; Galloway et al., 2024), aiming at cross-fertilisation. The contribution examines the ways in which ESP and EMI interact in higher education, identifying three forms of collaboration in: (1) research and publishing, (2) teaching, and (3) EMI training within professional development. Although collaboration between ESP and EMI may be in its infancy, favourable conditions can result in effective practices and help to develop this cooperation towards its adolescence (Galloway & Rose, 2022; Lasagabaster, 2018; Wingate & Hakim, 2022).

Many EMI teachers may see language as a mediator of content, thus not catering for the linguistic quality of students' written or oral output (Airey, 2012; Wozniak, 2017). We claim that ESP can fill the gap by not only focusing on the linguistic aspects of professional and academic communication but by approaching it from a sociolinguistic perspective. The study highlights the broader impact of ESP courses beyond their key concern of teaching specialized discourse and language. First, ESP can equip students with intercultural open-mindedness and critical thinking, essential for effective and appropriate communication in increasingly internationalized universities. ESP can also support EMI teachers with guidelines on how to incorporate effective translanguaging, plurilingual, and multimodal practices. Finally, in the era of artificial intelligence, ESP courses can deepen students' understanding of linguistic nuances, emphasizing the importance of context, purpose, and audience, and foster autonomous skills in organizing, writing, and revising texts critically and ethically.

Keywords: ESP, EMI, interface, collaboration

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The role of language in the development of EMI teacher identities

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The growth of EMI (English-Medium Instruction) as part of Spanish university internationalisation has led to tensions in the position of ESP (English for Specific Purposes) courses, on the grounds that EMI leads to disciplinary language learning. At the same time, it has been proposed that there should be greater collaboration between EMI and ESP teachers (e.g. Lasagabaster, 2023). From this latter perspective, and more specifically from that of ESP teachers as EMI teacher trainers (cf. Sánchez-Pérez, 2020), the authors of this study set out to explore how EMI content teachers developed their EMI teacher identity. Using a narrative

enquiry methodology (Sahan & Sahan, 2023), this paper aims to provide an insider perspective on different profiles of EMI teacher development, which can help provide more personalised teacher training opportunities for L1 teachers that become involved in EMI. Therefore, through narratives that tap into EMI teachers' lived experiences as subject matter specialists and users of academic English, this study reveals the voices of EMI teachers as they shift to EMI and act as role models for students in an international disciplinary domain. These narratives reveal the details of the different profiles of three EMI engineering teachers, especially as they express their confidence emerging from their use of English in academic settings, an utilitarian view of English as a tool for students' enculturation, and their commitment towards teaching quality and innovation. Regarding the linguistic domain, they express certain tensions between institutional expectations of EMI to develop students' English language skills and mixed feelings about the incorporation of explicit focus on language as part of their teaching. Another important factor in depicting these complex identities is that of the teaching context, which depicts a complex picture that needs to be addressed by universities in the deployment of EMI policies and practices.

Keywords: narrative inquiry, EMI teacher identity, EMI teacher training, academic English

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Validating a rubric for assessing clinical communication in an ESP-COIL initiative

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This study describes a Collaborative Online International Learning (COIL) initiative in the ESP classroom designed to enhance clinical communication skills among healthcare undergraduate students from different continents and educational systems, more specifically

at Universitat Jaume I (UJI, Spain), and Universidad de Santiago de Chile (USACH, Chile). Given the growing demand for healthcare professionals to communicate effectively across cultures and languages in a globalised world, this initiative aimed to develop patient-centered communication skills through the SPIKES protocol (Von Blanckenburg et al., 2020; Dos Santos et al., 2021; Ou & Ho, 2022), interprofessional collaboration, and cultural competency in healthcare settings. Students from both institutions were paired in virtual collaborative teams and engaged in a series of online streaming activities, including role-play simulations and discussions. These experiential learning sessions not only enhanced their clinical communication abilities but also provided valuable insights into diverse healthcare practices and cultural perspectives. A key component of this initiative was the development and implementation of a specialised rubric to assess spoken communicative competence in clinical settings. The primary objective of this study is to validate this rubric to accurately evaluate students' oral performance in alignment with curricular standards while providing targeted corrective feedback during clinical communication activities (Bellés-Calavera et al., 2024). This study examines both the conceptualisation of the rubric and its practical application within the classroom environment. Additionally, we discuss the pedagogical approach, learning objectives, assessment strategies, and technological tools employed throughout the COIL initiative. It addresses challenges encountered during the articulation and implementation phases, such as the need to combine linguistic and disciplinary aspects in the assessment, scheduling conflicts between the two institutions and connectivity issues. Preliminary outcomes indicate significant improvements in cultural sensitivity, communication skills, and global awareness among the participants. The study concludes by reflecting on the rubric's validation process and exploring its potential for future applications in internationalised healthcare education, thereby fostering further online collaborations in the ESP curriculum.

Keywords: ESP in the Health Sciences; COIL, clinical communication; SPIKES protocol.

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Improving multimodal competence through the use of trans-semiotising: A pedagogical proposal for EMI teacher training

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Globalisation has contributed to establishing English as the lingua franca of academic research and, substantially, of teaching practices, with the rise of English-Medium Instruction (Lasagabaster, 2022). In this setting, lecturers can struggle to convey disciplinary content effectively to diverse and multilingual groups of students. Given that meaning-making emerges from the interplay between language and other semiotic resources (He & Lin, 2020), it is crucial for lecturers to recognise the potential of orchestrating multiple languages and semiotic modes (i.e., trans-semiotising), and to implement it in the EMI classroom. This study presents a pedagogical proposal aimed at increasing EMI lecturers' awareness of multimodal strategies while addressing misconceptions about integrating diverse languages in EMI settings. This proposal builds on data from a prior study analysing trans-semiotising episodes in an EMI Business course with the objective of examining their pedagogical function and multimodal nature. The data obtained in that study serve as elements for observation, reflection, and analysis for the development of this proposal. On this basis, and through a multimodal and interactive approach, this proposal encourages and guides lecturers to explore how language interacts with other semiotic resources to create a richer learning environment. The proposal consists of a workshop comprising two sessions. EMI lecturers will first complete a questionnaire on their views of multimodality and multilingualism, attend a theoretical and practical session on trans-semiotising, record and peer-review mini-lessons, and participate in a second session to discuss and analyse multimodal strategies using labeled video examples. Therefore, through awareness-raising hands-on tasks and reflective discussions, lecturers could gain practical insights into how multimodal practices can enhance student engagement and comprehension while fostering more inclusive teaching strategies. Ultimately, this approach seeks to empower EMI lecturers to integrate multimodal strategies effectively while embracing trans-semiotising as a valuable tool for creating more dynamic learning environments.

Keywords: English-Medium Instruction; teacher training; higher education; multimodal competence; trans-semiotising

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Integrating multimodal assessment in ESP for construction and building engineering

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In construction and building engineering, professionals must communicate complex technical information using a combination of textual, visual, and oral modalities. However, English for Specific Purposes (ESP) assessment in this field has traditionally focused on linguistic accuracy rather than multimodal competencies. This presentation explores an ESP course designed for construction and engineering students, focusing on the integration of multimodal literacy and assessment strategies that mirror real-world professional communication (Palmour, 2024; Kress, 2010).

Drawing from the ESP curriculum implemented at Universidad Politécnica de Madrid, this study examines the use of multimodal assessment tools such as digital portfolios, technical report writing, oral project presentations, and site simulation tasks. Students are evaluated not only on linguistic proficiency but also on their ability to effectively integrate technical drawings, schematics, and visual aids into their communication (Palmour, 2024; Royce, 2002). The assessment model includes rubric-based evaluation, self-assessment, and peer feedback, ensuring a comprehensive approach to measuring students' abilities in multimodal professional communication.

This presentation will discuss the challenges and benefits of implementing multimodal assessment in ESP for construction and engineering, including how digital tools and AI-assisted assessment can enhance student engagement and learning outcomes (Jewitt, 2008). The findings contribute to the growing need for field-specific assessment models in LSP education, ensuring that students are equipped with the communication skills required for success in the global construction industry.

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Los errores comunes del léxico médico de los alumnos chinos (B1,B2,C1)

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Después de hacer revisión bibliográfica, hemos observado que casi no existe enseñanza-aprendizaje del léxico médico en ELE en China. Una de las razones principales es porque en los manuales más utilizados por los alumnos sinohablantes no hay contenidos dedicados al tema sanitario. Sin embargo, para poder llevar a cabo una consulta médica eficaz en España, es imprescindible la adquisición del vocabulario sanitario. Entonces, para los aprendientes chinos, ¿cómo los estudiantes chinos dominan el léxico médico? ¿Cuáles son los errores comunes y los obstáculos mayores a la hora de aprender el léxico médico?

Para alcanzar este doble objetivo, hemos hecho una investigación realizando encuestas a 100 alumnos sinohablantes que residen actualmente en España. La muestra está estratificada por nivel de español, sexo, nivel académico, tiempo de residencia en España y el país donde está realizando o realizó el grado. Mediante esos cuestionarios, hemos recopilado una gran cantidad de errores.

En síntesis, los estudiantes chinos no tienen conocimiento básico respecto a las palabras del tema sanitario. Los errores más frecuentes coinciden los estudios previos (Cortés, 2009; Méndez Marassa, 2009; Santos Rovira, 2011; Blanco Pena, 2013; Ortiz Cruz, 2024), entre ellos). Como, por ejemplo, confusión entre los sonidos sordos y sonoros (dendista en lugar de dentista), escasos conocimientos de la morfología derivativa (un ginecología en lugar de un ginecólogo), abuso del calco de L1 (vivir en el hospital en lugar de ingresar al hospital), etc. La interferencia de la lengua materna y la traducción como estrategia principal del aprendizaje del léxico hacen que los aprendientes chinos presenten ciertas deficiencias en el aprendizaje del conocimiento léxico. Por eso, en las clases de ELE, a partir de niveles bajos, es

indispensable proporcionar los contenidos del lenguaje médico basándose en los métodos adecuados para facilitar a los alumnos sinohablantes a hacer consulta médica.

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A conceptual framework of multimodality for/as learning and CLIL

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The concepts of multimodality for/as learning describe the application of multimodality in education (Lim, 2024). Multimodality for learning involves using multimodal resources to facilitate the learning of language and subject content. Multimodality as learning refers to multimodal literacy, which extends the concept of literacy beyond language to a multimodal scope. The application of multimodality for/as learning has also been reshaping CLIL (Content and Language Integrated Learning) programs and approaches, including “soft CLIL” which are driven by language learning goals (e.g., English for academic/specific purposes (EAP/ESP)) and “hard CLIL” which are driven by content learning goals (e.g., English medium instruction (EMI), immersion). In this paper, we propose a conceptual framework to discuss the possible intersection between multimodality for/as learning and CLIL. The intersection can be placed on a coordinate system, with the x-axis representing a continuum of CLIL programs and approaches with different extents of language and content focus, and the y-axis representing a continuum view of multimodality for/as learning. Based on this framework, we review studies from around the world addressing various degrees and ways of integration of content,

language, and multimodal literacy and discuss the application of multimodality for/as learning in soft CLIL and hard CLIL contexts. Through this discussion, it is hoped that the framework can provide implications for theory-informed, strategic integration of content, language, and multimodal literacy to foster diverse ways of effective content and “language” integrated learning in the digital age.

Keywords: conceptual framework; Content and Language Integrated Learning (CLIL); multimodality; multimodal literacy

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Collaborative Online International Learning for Mechanical Engineering Students: Expanding LSP Education

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In an increasingly globalized world, mechanical engineers must develop not only technical expertise, but also communicative and intercultural skills essential for professional success. (Handford et al., 2019; Isroilova, D. M., 2022; Rico-García & Fielden Burns, 2019; Bellés Fortuño et al., 2021; Mota Babiloni, A., & Martínez Hernández, 2022; Вікторія Шабуніна et al., 2020). Collaborative Online International Learning (COIL) offers a unique opportunity to integrate Language for Specific Purposes (LSP) education into engineering curricula, facilitating real-world communication, collaborative methodologies that integrate content and language seamlessly, and problem-solving across different modes, all boosted through interdisciplinary approaches. This study explores the implementation of a COIL-based initiative within courses included in the 4th year of the Bachelor’s Degree of Mechanical Engineering at Universitat Jaume I (UJI, Spain) and the Engineering Degree in HVAC Execution at Universidad de Santiago de Chile (USACH, Chile), focusing on how students engage with specialized language in authentic, cross-cultural interactions. The project involved UJI and USACH students using English to learn about topics related to Refrigeration and Air

Conditioning Systems for one session. The initiative consisted of a virtual exchange in discussions, presentations, and problem-solving activities, and the resulting data was collected through open-ended questionnaires eliciting students' perceptions of their linguistic and communicative development, their confidence in using technical English, and the challenges of cross-cultural collaboration in CLIL-based environments. The results obtained were analyzed thematically to identify key patterns in the students' experiences. Findings indicate that COIL-CLIL practices foster students' confidence in technical English, enhance intercultural competence, and strengthen collaborative skills in multimodal communication. This research also highlights the value of integrating LSP education into engineering programs through COIL-CLIL, reinforcing the need for interdisciplinary pedagogical approaches in higher education.

Keywords: COIL; intercultural competence; Mechanical Engineering; LSP

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Multimodal EMI faculty training in STEM: A persona-based approach

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As higher education becomes increasingly internationalized, the need for innovative faculty development programs to enhance lecturers' competencies in English-Medium Instruction (EMI) has grown. This study presents a case of multimodal EMI training conducted in January 2025 at the Department of Civil Engineering at an Italian university, as part of a broader EMI training initiative.

A persistent challenge in EMI training is low faculty engagement, often due to generic or theory-heavy approaches that fail to address lecturers' diverse experiences and classroom realities (Weissova et al., 2024). To bridge this gap, the workshop adopted an andragogical approach (Knowles, 1980; Chaipidech et al., 2021), integrating multimodal teaching methods and user-centered design principles through the Persona Methodology (Cooper, 1999). Originally developed in user-centered design (UCD), this methodology has recently been applied in education research to tailor training to learners' real needs (Farooq et al., 2025). Persona profiles were qualitatively developed based on EMI research and previous data (Picciuolo & Johnson, 2020; Johnson & Picciuolo, 2024), incorporating factors such as lecturers' past EMI training, linguistic proficiency, teaching experience, and classroom demographics.

Using a multimodal approach, lecturers engaged with videos, infographics, and scenario-based simulation tasks to analyze persona-specific challenges, identify effective communication and engagement strategies, and apply student-centered EMI teaching methods. Data collection included lecturers' responses to thematic prompts, recorded through worksheets completed during structured group discussions, as well as qualitative feedback from a post-workshop survey. Responses were transcribed and analyzed using thematic analysis (Braun & Clarke, 2006) to identify patterns in lecturers' reflections on challenges, pedagogical needs, pedagogical adaptation, and multimodal instructional strategies. Findings suggest that Persona-based multimodal EMI faculty training promotes active engagement, collaborative reflection, and practical strategy application, aligning with adult learning principles.

This study underscores how integrating user-centered multimodal approaches bridges EMI theory and practice, fostering realistic learning scenarios, and equipping lecturers with practical multimodal communication skills for professional development.

Keywords: English-Medium Instruction (EMI), multimodal literacy, persona method; professional development; STEM education

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Reflexive practice and semiotic awareness in online EMI teacher training

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Classroom interaction is an indicator of teaching quality in EMI programmes (Lasagabaster & Doiz, 2023). However, classroom interaction seems to be conspicuous by its absence in higher education (Sánchez-García, 2018). In view of this, Lasagabaster (2022) urges EMI teachers to implement student-centred approaches and claims the growing importance of the use of multimodal resources, among other practices. A student-centred approach may enhance interaction by engaging learners, easing the cognitive load, and fostering participation; and multimodal resources might facilitate communication, making interaction more effective. This study presents a pedagogy to develop teachers' multimodal interactional competence through a personalised coaching intervention focused on guided observation and video-enhanced reflective practice. In this context, personalised coaching is a tailored, collaborative process that helps EMI teachers set goals, find solutions, and grow through adapted support based on the RE-GROW model (Grant, 2011). The study's guiding question is: to what extent does the pedagogy raise teacher semiotic awareness of classroom interaction? To answer the question, a case study approach that focuses on an EMI teacher was adopted. The teacher delivered a course in an online international MBA programme with weekly live lectures. The pedagogy was developed through four sessions that took place throughout the course. Five questions guided the sessions to raise the teacher's semiotic awareness and promote reflection on their own teaching practices regarding classroom interaction. All sessions were audio recorded (approximately four hours), and the data was analysed from a qualitative perspective. Discourse fragments that captured the teacher's transforming points of view from session to session on semiotic awareness in classroom interaction were identified and analysed. The study suggests that the pedagogy may support transformative learning in EMI educators, potentially contributing to the development of multimodal interactional competence. Personalised coaching is presented as a key driver for professional development in multimodal literacy.

Keywords: EMI, professional development, personalised coaching, reflexive practice, semiotic awareness, multimodal interactional competence

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From static visuals to embodied motion: Multimodal approaches to teaching

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Disciplinary Concepts in EMI Aerospace Engineering English-medium instruction (EMI) and multimodality have emerged as two rapidly expanding areas of research. While multimodality itself is not a new phenomenon, its pedagogical relevance within EMI contexts is a relatively recent yet increasingly explored field (Lim, 2024). By integrating visual, auditory, and gestural modes, teachers enhance comprehension and engagement to disciplinary content (Moncada-Comas & Diert-Boté, 2023) particularly in engineering fields, where abstract and technical concepts often require visualization. In this study, we examine how an engineering professor independently utilizes individual modes of communication including speech, gestures, visuals, and body demonstrations (Jewitt et al., 2016), to contribute to partial meaning while constructing a holistic understanding of intricate disciplinary concepts in aerospace engineering (AE). To this end, we conducted a Multimodal Conversation Analysis (MCA), triangulated with stimulated recall interviews, on six hours of video-recorded classroom interaction in AE, drawn from a broader corpus of EMI lessons compiled at a state university in Türkiye. The findings revealed that the teacher's multimodal teaching strategies -combining representational gestures with body movements, visuals, and speech- jointly constructed the meanings of core disciplinary concepts fundamental to the lessons. While visuals provided two-dimensional representations, gestures, and body movements transferred them into dynamic three-dimensional enactments. Hand gestures and body movements were found particularly to be effective in demonstrating the movement and direction of concepts (e.g. shear force, bending moments, etc.) compensating for the limitations of static visuals. These findings highlight how gestures create motion and aid in interpreting visually presented concepts, offering evidence-based insights into improving multimodal practices in EMI classrooms. The pedagogical value of teacher gestures is

discussed in terms of establishing a common ground and enhancing the teaching of complex disciplinary concepts.

Keywords: English-Medium Instruction, multimodality, teacher gestures

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Nursing Students as Global Health Communicators

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This case study focuses on an approach to English for Nursing designed for Spanish undergraduate students that goes beyond effective communication in nurse-patient interactions and tasks (Bosher, 2013; Huang & Yu, 2023; O'Hagan et al., 2014) and adopts an international perspective on the discipline and profession. It highlights the role of nurses in helping patients understand and navigate healthcare systems while safeguarding global health (World Health Organization, 2020). It also emphasises the importance of clear, accessible communication in disciplinary English to prevent epidemics and pandemics and to guarantee the right to health and equitable access to accurate health information and education (Harsch & Santos, 2024; Warde et al., 2018). Since first-year students lack practical experience with patients and nursing procedures, this course serves as an introduction to disciplinary language and communication in English (Basturkmen, 2025; Woodrow, 2018), considering digital communication for a global audience (Hafner & Miller, 2022), as well as current nursing realities and the skills needed for collaboration in pursuit of worldwide healthcare (Lee et al., 2024). As part of the course workload, students engage in a multimodal group project aimed at mediating texts to produce awareness-raising materials on neglected tropical diseases (NTDs) that primarily affect impoverished and marginalized communities with limited access to health services (World Health Organization, 2020). The project is

supposed to target residents of endemic areas as well as tourists and visitors, exploring intersections between disciplinary language, linguistic mediation and multimodal literacy to enhance health literacy. The presentation concludes with preliminary findings from a research study conducted alongside the project to analyse students' understanding and organization of resources and their engagement with different literacy types. The study examines how these factors can contribute to overcoming language, cultural and health literacy barriers, ultimately improving health outcomes for the intended audience.

Keywords: English for Nursing, disciplinary literacy, linguistic mediation, multimodal communication, global health

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Corpus Linguistics, Terminology and Translation

MTIC: an online telecollaborative course on machine translation and intercultural communication

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Telecollaborative translation activities, apart from allowing trainee translators to connect with people from different linguistic and cultural backgrounds, may help students get used to working in virtual teams (Kiraly, 2000; Kiraly & Massey, 2019), receiving peer-feedback, discussing translation strategies, and negotiating meaning to achieve the purpose of producing an acceptable translation (Ogie et al., 2022; Omar & Salih, 2023). When adding to these the use of machine translation and post-editing (MTPE), students are given the possibility of preparing for a future in which artificial intelligence will play an increasingly significant part (Kenny, 2020). Combining telecollaboration and MTPE may also widen their translanguaging practices (Malmkjær, 2022) and help them acquire a higher level of intercultural communicative competence (ICC) (Byram, 1997, 2021; Omar & Salih, 2023), a key ability when mediating between languages and cultures. The aim of this paper is to present a telecollaborative translation course developed between the Universidad de Las Palmas de Gran Canaria, Spain, and the University of Sheffield, United Kingdom. The course was designed as a professional development activity to support student transition to the global market. It was offered to final-year undergraduate and postgraduate students studying languages and translation at both universities. We will explain the reasons behind the design of the course, discuss its benefits and reflect on the results achieved. Action-research was chosen as a methodological framework. Due to the main object of research being the individual perspectives of the participants as well as the holistic analysis of their translated products investigated through the collection of open-ended, non-numerical data, the study is based on a qualitative methodological paradigm. The preliminary findings presented are gleaned from the qualitative content analysis of responses to the reflection questions following on from the telecollaborative sessions. Such questions focused on the areas of technology, ICC, the translation process. The responses were then coded according to the categories 'Development of ICC' and 'Development of Translation Competence'.

Keywords: Translator training, collaborative translation, telecollaboration, machine translation and post-editing, intercultural communication

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A Comparative analysis of autopsy terminology in Germany and Hungary

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Research has shown that medical records often contain insufficient detail for accurate forensic assessment of injury mechanisms and weapons, particularly in the case of soft tissue injuries in Hungary, Austria and Germany (Fogarasi, 2014; Walz et al., 2023; Gyenes et al., 2024). In order to identify best practices in injury documentation, a study of forensic autopsy reports was conducted. It was found that these reports provide more detailed descriptions of injuries than clinical records due to time constraints in medical settings. Despite the fact that autopsy reports document postmortem injuries, the types and characteristics of injuries are consistent with those observed in living patients.

The present study examined 375 forensic autopsy reports from the Johannes Gutenberg University Mainz and 243 reports from the Department of Forensic Medicine, University of

Pécs. The relevant data were processed in Microsoft Excel and numerical codes were assigned to injury characteristics and injury types. A comparative analysis of the terminology used in the injury descriptions was conducted, focusing on the number of injury characteristics recorded for each type of soft tissue injury. The German and Hungarian terminology was compared using chi-squared and t-tests performed in IBM SPSS Statistics 26 software. The study assessed whether the level of detail in forensic autopsy reports was consistent across cultures by type of injury. The results show country-specific differences in injury documentation, particularly in the use of terminology and the level of detail provided.

This study identifies the forensic use of soft tissue injury terminology and its defining characteristics. The results suggest that the number of characteristics per injury is higher in German reports. A clear understanding of each country's standards makes it easier to conclude what level of detail would be expected in clinical documentation in order to standardise the description of injuries on a European level. The findings of this study, if implemented, could improve the quality of clinical documentation for forensic purposes and bridge the gap between medical and forensic assessment by improving the curriculum, textbooks and teaching materials for medical students.

Keywords: comparative terminological analysis, soft tissue injury, forensic autopsy reports, injury characteristics, medical documentation

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**Instagram as a multimodal platform for the recontextualization of English phraseology:
Metadiscursive strategies in teaching English as a Second Language (ESL)**

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In this era of fast-evolving technologies and globalization, English has become a key tool in many areas of communication worldwide. Digital genres have facilitated the recontextualization of knowledge shared with diversified audiences (Bondi & Cacchiani, 2021). Initially launched in 2010 as an entertainment source based on image-sharing, Instagram has evolved into a multimodal medium used for a wide variety of purposes, and the number of educational accounts is growing rapidly (Nasution, 2023). In this presentation I will focus on exploring the recontextualization of English phraseology (Stubbs, 2007; Dickins, 2020)—phrasal verbs, idioms, and collocations— on Instagram, a process whereby experts in the field of English as a Second Language (ESL) share grammatical and lexical knowledge. My corpus selection consists of four sample accounts, two English-speaking accounts and two Spanish-speaking ones. I aim to explore their similarities and differences through a contrastive qualitative and quantitative analysis of five posts per account. Thus, I examine the linguistic elements and metadiscourse features found in post captions, divided into two macro-categories, according to Hyland's (2005) classification, and combined with the explanatory strategies proposed by Mur-Dueñas (2024). Interactive resources guide users through the text: code glosses and explanations, topicalisers, endophoric markers, etc. Interactional features include hedges, self-mentions, attitude and engagement markers, among others. I have also followed the adapted taxonomy provided by Mur-Dueñas & Pascual (2023), who explore metadiscursive markers in academic tweets. The text in the Instagram post captions combined with emojis, images, videos, and overlay text helps provide a better understanding of the explained concepts. Furthermore, in the analysis, I take into account other indicators such as metrics and engagement rates, since features like comments, likes, and followers serve as makers of the users' level of achieved engagement. The results obtained identify common patterns and practices that enhance effectiveness in the process.

Keywords: Instagram, metadiscourse, phraseology, recontextualization.

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The role of explanatory strategies in the recontextualization of scientific knowledge for adolescent audiences in digital media.

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The Internet is an open gate to knowledge for curious adolescents, who now live exposed to information regarding scientific topics of their interest. Climate change, the quest to find renewable sources of energy or aspects related to their mental and physical health are among their worries. In this context, websites match knowledge generators' desire to popularise science and knowledge users' (adolescents among them) to find reliable sources of information (Lores, 2023).

When expert content is communicated to general audiences, recontextualization plays a key role. This study focuses on the process of recontextualizing expert science content for teenage audiences. In particular, it aims to analyse the frequency of use and function of explanatory strategies (Mur-Dueñas, 2024), drawing on the framework of cognitive discourse functions (Dalton-Puffer, 2023) and how these contribute to giving reasons or providing causes for certain scientific phenomena. It also examines to what extent visual elements act as an extension or elaboration on these strategies to assess the impact of multimodality on recontextualization (Van Leeuwen, 2005).

The analysis is based on the SciDisTA (Scientific Dissemination for Teenage Audiences) corpus, part of the SciDis database compiled by the InterGEDI research group. SiDisTA consists of 30 texts regarding Natural Science and Health, which come from three different adolescent-targeted websites. To ensure credibility, all texts contain links to the original academic papers,

with proper acknowledgement of authorship. Texts have been analysed using Nvivo and Antconc software to find frequency patterns and linguistic realisation of these explanatory strategies, both verbal and non-verbal.

Results will shed light on how these explanatory strategies, as cognitive discourse functions, are used in the process of recontextualization and if visual and multimodal elements can be considered as supportive elements for this purpose. They will provide deeper insights into how effective science dissemination is delivered to teenage audiences.

Keywords: recontextualization, scientific dissemination, multimodality, explanatory strategies, adolescent audiences

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