ALAPP 2021

The Ohio State University

Columbus, OH

September 14-17, 2021

ALAPP 2021 Conference Agenda: Masterclass

TUESDAY, 14 SEPT 2021 **All times are in Eastern Standard Time (EST) GMT+4**	
09:00 - 09:30am	**Welcome and Introductions**
09:30 - 11:00am	Lecture 1: The interplay of institutional and professional orders of discourse: an overview of concepts and themes
11:00 - 11:30am	TEA/COFFEE BREAK
11:30am - 1:00pm	Engaging with institutional/professional discourse data from multiple perspectives
1:00 - 2:00pm	LUNCH BREAK
2:00 – 3:30pm	Forum discussion on issues raised by participants

ALAPP 2021 Conference Agenda: Day 1

WEDNESDAY, 15 SEPT 2021 All times are in Eastern Standard Time (EST), GMT-4			
Time		**Zoom Room 1**	**Zoom Room 2**
8:30 - 9:00am		**OPENING**	
			Panel 1: Empirical Translation Process Research and Translation Analytics
9:00 - 10:30am	*Parallel Session I*	**Lubie Alatriste** Teachers as Stakeholder: Sharing research in Search of Reflexivity	**Michael Carl** The CRITT TPR-DB: A resource for Translation Data Analytics
		Bonjovi Hajan and Merry Ruth Gutierrez Macrostructures of Teacher Research Proposals: A Genre Analysis	**Devin Gilbert** CRITT TPR-DB Live Data Analysis Demo
		Sara Lahlouli A Linguistic Study of Architecture Writing in the UK	**Arndt Heilmann** Translator activity during computer assisted translation
10:30 – 11:00am	BREAK		
11:00am - 12:30pm	*Parallel Session II*	**Rose Fowler Al-Hawamdeh** Socio-cultural translatability: a comparative study of Jordanian EFL learners' awareness and application of idiomatic expressions	**Takanori Mizowaki, Masaru Yamada, Haruka Ogawa, Yuki Okamura, Yusuke Hiraoka** Syntactic cross and reading effort
		Ann Merrit Rikke and Brian Due Practices of instructing visually impaired people in new technologies: identifying applied trainables for video-learning workshops	**Longhui Zou, Mehdi Mirzapour and Hélène Jacquenet** Syntactic Complexity and Translation Performance in English – Chinese Sight Translation

		Jandira Azevedo da Silva Interaction between subjects without and with visual disabilities - discoursive and pedagogical practices	**Cristina Toledo-Báez** Qualitative approach to translation variation in three different alignments using CRITT TPR-DB data
12:30 - 1:30pm	**LUNCH**		
1:30 - 3:00pm	*Parallel Session III*	**Chiara Prosperi Porta** Building Science on Autobiographical Experience: Self-writing as an Ethical Resource in Medical Reviews	**Ali Saeedi** Comparing back-translations across different pivot languages
		Luciana Calvo, Roberto Esteves, Milena Paula de Oliveira Alonso, Guilherme de Carvalho, Letycia de Carvalho and Isabella Felipe Foreign languages in Medicine courses in Brazil: a state-of-the-art study	**Rafa Lombardino** Authors and Translators: The Recipe for a Successful Collaboration *Parallel Session IV*
		Nathan Richards, Galey Modan, Seulli Brill Treatments and Cost: Managing Expertise between biomedical and insurance discourses	**Wan Farah Wani wan Fakhruddin and Aminabibi Saidalvi** Representation of Sustainable Forest Management Practices in Malaysian Forestry Reports: A Systemic Functional Perspective on Thematic Choices by Forestry Professionals
3:00 – 3:30pm	BREAK		
3:30- 4:00pm	*Parallel Session V*	**Hadina Habil & Shafinah Salleh** Code-switching in meetings: A look into a multinational hypermarket communication	**Allison deFreese** Teaching Literary Translation: Translatability, Technique, and Ethics
4:00 – 5:15pm	*Plenary Lecture 1*	**Ulla Connor** **Indiana University Purdue University Indianapolis** Words Matter: You Can Bet Your Health On It Psycholinguistic Discourse Analysis in Service of Chronic Disease Management	

ALAPP 2021 Conference Agenda: Day 2

THURSDAY, 16 SEPT 2021 All times are in Eastern Standard Time (EST), GMT-4				
Time	**Event**	**Zoom Room 1**	**Zoom Room 2**	
8:30 - 9:00am		Announcement of ALAPP 2022 Announcement of The Candlin Research Award		
9:00 - 10:00am	***Candlin Lecture***	**Guy Cook** **King's College London** The Largest Map: the truth and falsity of taxonomic thinking		
10:00 - 10:30am	BREAK			
10:30am - 12:00pm	*Parallel Session VI*	**Polina Mesinioti and Jo Angouri** 'Do you want me to take over': displaying epistemic primacy in medical emergencies	**Valentina Ornaghi** Interpreters or mediators: the role of the mediator in Italian public services	*Parallel Session VII*
		Helen Watts Discourses of care: relational work with risks in dementia care	**Paula Trzaskawka, Aleksandra Matulewska and Joanna Kic-Drga** Teaching Legal Translation. A Case Study of Making Students Aware of Translation Risks Resulting from Pluricentrism	
		Rana Azzah Suhail, Shameem Rafik-Galea and Muhd Zulkifli Ismail Doctor-elderly patient-companion communication during chronic illness consultations	**Christian Licoppe, Sarai Kohler Ostos and Bruno Bonu** 'Embodied listening' and the treatment of gestures in consecutive interpreting. Comparing judicial and religious settings.	

12:00 – 1:00pm	LUNCH		
			Panel 2: Applied Linguistics and Applied Ethics
1:00 – 2:30pm	*Parallel Session VIII*	**Mariaelena Bartesaghi and Theresa Castor** Crisis as Professional Practice: The case of the Trump-Macron handshake	**Margaret Van Naerssen** Ethical Issues for Applied Linguistics Experts in Legal Cases
		Walter Giordano Reframing communication actors in prescription drugs commercial in the USA: discursive, linguistic and cognitive aspects	**Sarah Atkins** “We weren’t on the side of the angels but…”: Applied linguists’ discursive constructions of ‘self’ and ‘ethics’ when describing research in professional contexts
		Graham Smart Dr Fauci versus Donald Trump: Present-Day avatars for contesting discourses on science-based public health expertise	**Srikant Sarangi** Hot feedback as interpretive triangulation and formative dissemination
2:30-3:00pm	BREAK		

3:00 - 4:30pm	*Parallel Session IX*	**Claudia Torralba-Rubino** Interpreting in institutional settings: the practice of sight translation in the training process	**Muhammad Gamal** Crisis in Cairo: Translating Global Hazards to Local Cultures	*Parallel Session X*
		Rosalice Pinto, Marisa Dinis and Gorete Marques Simplification of legal language: from 'good' practices to 'real' consequences	**Catharina Nyström Höög and Anders Björkvall** Discursive systems for quality assurance at universities	
		Irati Diert-Boté Language Proficiency, self-beliefs, and emotional experiences in an English-medium instruction context in the case of two tourism lecturers	**Vângela Vasconcelos and Rosineide Sousa** Literacies and sociolinguistic education in the undergraduate course in rural education: students’ representations and transforming practices	

ALAPP Conference Agenda: Day 3

FRIDAY, 17 SEPT 2021 All times are in Eastern Standard Time (EST), GMT-4				
Time	**Event**	**Zoom Room 1**	**Zoom Room 2**	
8:00 - 9:15am	*Plenary Address 3*	**Brian Baer** **Kent State University** Translation in the Second-language Classroom: New Rationales, New Research, New Pedagogies		
9:15 - 10:45am	*Parallel Session XI*	**Marlies Whitehouse** Trust-seeking language – persuasion practices in financial communication	**Otávio Bernardo-Silva, Maria Lucia Gomes and Denise Kluge** Qualitative acoustic analysis of the consonant [p] by bilingual speakers of Brazilian Portuguese and American English: A complex incursion	*Parallel Session XII*
		Ursula Lutzky How successful are companies' responses to customer tweets	**Maria Lucia de Castro Gomes and Denise de Oliveira Carneiro Berejuk** Forensic acoustic analysis of the duration of occlusion and release phases in voiceless stop consonants in samples with and without the use of disguise in Portuguese	
		Amelie Sandoval and Katia Kostulski The dynamics of commitment and disengagement at work : a pragmatics' perspective in enunciation analysis	**Amanda Velasco, Maria Oliveira and Paulo Gago** Police violence and decision making: a multimodal study in talk-in-interaction	

10:45 - 11:00am	BREAK		
11:00- 11:30am	Poster Session	**Magdalena Zabielska** Patients with…/, in the patients with…/, during COVID… : a discourse analysis of professional medical publications about the coronavirus in Polish	**Panel 3: "This is how we apply linguistics: Doing praxis with stakeholders!"**
		Work in Progress	**Coordinator: Lubie Alatriste**
11:30am - 1:00pm	*Parallel Session XIII*	**Heidi Gilstad, Kari Sand, Berit Brattheim, Line Melby and Marit Solbjør** Breast cancer patients' experiences with communication and information exchange during Cancer Patient Pathways in Norway	**Gabrielle Kahn** Bringing Narrative Discourse to the Field
		Matthew Hume, Ulla Connor and Tamara Hannon Determining the Power of the CoMac Descriptor™ in Predicting Behavioral Intervention Choices among the Gestational Diabetes Population	**Domenica Luvera DelPrete and Catherine DiFelice Box** Navigating mother-adolescent daughter (dis)harmonious interactions
		Amy Colman, Winibert Segers and Heidi Verplaetse PIE & ATA: an innovative approach to translation evaluation	**Maureen T. Matarese** Discursive Mindfulness among Practitioners Analyzing Social Work Communication
1:00- 2:00pm	LUNCH		

2:00 – 3:00pm		**Magdalena Zehetgruber** **Attitudes towards hybrid language practices in workplace communication of a French cross-border region**	
		Fatima Alkhoradi and Hadina Habil Expressive Speech Acts in the Persuasion Strategies in Dr. Zakir Naik's Religious Question and Answer Discourse	
3:00- 3:30pm		**Final Considerations and Closing**	

ABSTRACTS

Plenary Addresses

Ulla Connor

Indiana University Purdue University Indianapolis

Words Matter: You Can Bet Your Health On It

Psycholinguistic Discourse Analysis in Service of Chronic Disease Management

The role of language is finally recognized as the key to a more effective patient-centered communication (e.g., American Diabetes Association Standards of Medical Care in Diabetes, 2019). An interdisciplinary research team at Indiana University-Purdue University Indianapolis, consisting of linguists, medical experts, and health care providers, took up the challenge in a grant-funded research project (2007-2012).

In this presentation, I describe the evolution of this research among those chronically ill with type 2 diabetes, from its discourse linguistic origins to translating the findings into implementation in health care practice. Linguistic feature systems were built from the analyses of patients' talk to illustrate psychosocial factors/worldviews related to health and self-management. A language-based patient survey and communication strategies (The CoMac Communication System) were developed and tested in use by health care providers.

The presentation highlights the importance of an interdisciplinary, as well as interprofessional, approach required for truly "applicable" linguistic discourse analysis. Language does matter. In health care communication research, patient words are paramount, of course, but so is also understanding the "languages" spoken by collaborating professionals from other fields.

Guy Cook
King's College London

The Largest Map: the truth and falsity of taxonomic thinking

The Candlin Lecture

A character in Lewis Carroll's Sylvie and Bruno Concluded suggests that the best map is "the largest map", one with a scale of 1:1. It is the same as the reality it portrays.

By presenting phenomena as static discrete units, taxonomies map, but should not be mistaken for, reality. They have been widely used in the study of language and languages. They are also central to social and political thinking, the organisation of academic enquiry, and to everyday life.

For some, however, it has become fashionable to deride taxonomies as reductionist and incapable of describing the complexities and nuances of reality. It is implied that the proper object of study should be reality itself.

I shall critically examine this derision by bridging between language study and biology. The classification of species (including our own) has a long, tangled religious, philosophical and scientific history. It too is in crisis as new knowledge and beliefs wreak havoc with old certainties. The debates around this turmoil can shed light on our own concerns as linguists.

These problems are more than abstruse technicalities. They have deep political and social repercussions, elucidating contemporary concerns such as environmentalism, identity politics, animal rights, and posthumanism.

This is why the nature of taxonomies and their relation to reality deserves thorough and continuing interrogation.

Brian James Baer
Kent State University

Translation in the Second-language Classroom: New Rationales, New Research, New Pedagogies

In 2007, the US-based Modern Language Association issued a report on the teaching of foreign languages. A reaction to falling enrollments and funding cuts, the report recommended that instructors of foreign languages replace the goal of creating native speakers with the goal of creating language mediators. The recommendation offered one of the first and most compelling rationales for re-introducing translation and interpreting into the second language curricula, from which it had been banished for decades by the communicative method. This paper discusses this and other rationales for integrating translation and interpreting into the second language curriculum, examines the growing body of research on the effects of that integration, and offers recommendations for and examples of successful pedagogical approaches at the level of curriculum design and classroom activities.

Panel Presentations

Panel 1

Empirical Translation Process Research and Translation Data Analytics

The panel aims at introducing the CRITT TPR-DB, an environment for empirically studying translation behavior. It gives a historical review of Translation Process Research, introduces the CRITT Translation Process Research Database (TPR-DB) as an up-to-data research environment and presents ongoing research. It presents a new Trados interface with which micro-behavioral translation data (keystrokes and gaze data) can be gathered during the translation process and provides a demo how the CRITT TPR-DB can be used for Translation Data Analytics. The panel presents several research projects that use the CRITT TPR-DB to conceptualize and analysis translation quality and translation effort in the light of lexical and syntactic variation.

The panel consists of seven talks. The main contributors are:

Michael Carl, Professor, Kent State University, Ohio
Email: mcarl6@kent.edu

Masaru Yamada, Professor, Kansai University, Osaka, Japan

Email: yamada@apple-eye.com

Cristina Toledo Báez, Assistant Professor, Departamento de Traducción e InterpretaciónFacultad de Filosofía y Letras, Universidad de Málaga, 29071-Málaga, Spain

email: toledo@uma.es

Arndt Heilmann, PostDoc, RWTH, Aachen, Germany

Email: arndt.heilmann@ifaar.rwth-aachen.de

Devin Gilbert, PhD Candidate/ Translation Studies, Kent State University, Ohio

Email: dgilbe10@kent.edu

Longhui Zou, PhD Candidate/ Translation Studies, Kent State University

Email: lzou4@kent.edu

Ali Imad Abdulazeez Saeedi, PhD Candidate/ Translation Studies, Kent State University, Ohio

Email: asaeedi@kent.edu

Michael Carl:

The CRITT TPR-DB: A resource for Translation Data Analytics

Translation Process Research (TPR) is an empirical approach to studying the process of humans translating a source text into a target language. Starting with the analysis of introspective methods, i.e., transcribed Think-Aloud Protocols (TAP) and retrospection in the 80s and early 90s, TPR has evolved in several stages with the increasing availability and usage of new sensor and advanced to recording technologies. Several aspects have contributed to the development of TPR to its current state:

- With the availability of keylogging and eye tracking devices, large amounts of micro-behavioraldata could be collected at smaller time scale with higher sampling rates and with enhanced recording precision. As a consequence new questions could be asked and quantified that werepreviously not possible to be addressed and that require automatized data preparation and statistical analysis.
- The building of large data repositories allows to compare micro-behavioral process data of numerous experiments from different studies in a seamless way across different types of texts, different language combinations, translation modes, levels of expertise, etc. This allows to draw more general conclusions and to obtain better significance values which would not be possible within smaller sets of data.

The talk gives a brief review of TPR and then focuses on the description of the CRITT TPR-DB. It provides examples of how TPR data can be recorded, processed and uploaded to the database, demonstrates analysis and visualization options and introduces the new Trados interface.

Arndt Heilmann:

Translator activity during computer assisted translation

With the help of eye tracking and keystroke logging tools such as Translog-II (Carl 2012) it has been possible to discover finely grained properties of the translation process. The tools of the trade of translation are subject to constant change, however, and an increasing number of translators relies on computer assisted translation tools like SDL Trados Studio. Studying the translation process of translators using such computer assisted translation software may help further ensure the ecological validity of translation findings because the translation with Trados matches the actual working situation of a translator more closely. With the help of Translog's Trados interface, it is possible to process user activity data collected during a translation session in Trados for subsequent analysis. On the basis of a small pilot study, I will demonstrate how the data can be prepared and analyzed in order to be of use to translation scholars. I will show which kinds of research questions can be tackled with the generated data and present a number measures that allow the researcher to characterize translator behaviour during translations with a computer assisted translation tool like Trados.

Devin Gilbert:

CRITT TPR-DB Live Data Analysis Demo

The Center for Research and Innovation in Translation and Translation Technology (CRITT) Translation Process Research Database (TPR-DB) automatically organizes text, keystroke, and gaze data from text production sessions into various data tables. Using the multiple different data tables the CRITT TPR-DB offers, researchers can examine process data at many different levels of granularity. They can examine measures at the level of the text, the segment, the alignment group, the source word, the target word, or even the keystroke.

Researchers also benefit from the fact that all of the data is housed on a centralized Unix server. Accounts on this server also come with access to a web-based Jupyter interface, which makes it very easy to load and analyze data using the python and R programming languages.

This live demo will guide attendees through some simple, yet powerful, analyses of CRITT TPR-DB data on a Jupyter notebook. Analyses at the level of the text, the sentence, and the source word will be presented, showing how large amounts of data can be visualized and processed with ease. The types of data analyzed will include translation product data (such as word translation entropy, which is a measure of translation heterogeneity among a group of multiple translations of the same text), error annotations, keystroke data (such as typing duration and pauses), and gaze data from eye-tracking experiments (e.g., fixations and fixation durations).

Cristina Toledo Báez:

Qualitative approach to translation variation in three different alignments using CRITT TPR-DB data

The aim of this talk is to present a qualitative analysis of the CRITT TPR-DB English-Spanish corpus of translated and post-edited texts using three different alignment methods (uncoordinated manual alignment, consistent manual alignment and automatic alignment). The uncoordinated alignments lead to considerably higher inconsistencies than the other two methods. To investigate the impact of the different alignment methods, we focus on two measures: word translation entropy (HTra) to quantify the observed variation of word or phrase translations and the word distortion entropy (HCross), which quantifies the amount of translation reordering in the target language. In a previous study (Toledo-Báez and Carl, 2020) carried out with the uncoordinated, inconsistent manual alignment, it was hypothesized that particular source text features lead to variation in the target and are thus the cause for typical, associated HTra and HCross values. In the framework of this project, we have replicated Toledo-Báez and Carl (2020) study using the consistent manual alignments and an automatic alignment in order to confirm or refute the hypothesis formulated previously. We show that inconsistent alignments do not seem to have a real impact on both HTra and HCross values. Most source text linguistic features identified as being the cause for typical HTra and HCross values have been confirmed. We show however that noise due to inconsistent alignments has an impact on translation entropy measures (HTraand HCross), but this noise does not necessarily negatively impact the predictive power of word translation entropy.

Takanori Mizowaki, Masaru Yamada, Haruka Ogawa, Yuki Okamura, Yusuke Hiraoka: Syntactic cross and reading effort

A ‘linear translation strategy’ or ‘junokuri yaku’ in the case of English-to Japanese translation is a translation strategy commonly used by simultaneous interpreters which reproduces the word order of the source texts. This strategy is used to account for and overcome the differences between English and Japanese syntactic structures (i.e. head-final construction in Japanese contrasts with the head-initial of English) which would otherwise complicate and delay the interpretation process. The degree of linearity in the target texts with regard to the source texts can be numerically quantified by drawing on notions based on the Cross value (Carl et al., 2016: 27). Generally, smaller (absolute) Cross value indicate more similar syntactic structure, larger cross values more syntactic reordering in the target language. It has been shown that Cross values correlate with cognitive effort during the translation process. In this study, we carry out a recipient evaluation to examine the cognitive effort for the readers of translation.

Participants are asked to read two types of translated texts: linear translation and non-linear translation in two conditions: 1) participants read only the translation without looking at the source, and 2) perform a 'revision' task by comparing the source and target texts to find errors in the target texts. The gaze data of the participants during reading are collected and compared. We compare differences in efforts as measured by total reading time and regression for linear vs. non-linear translations. Our pilot experiment results indicate that linear-translation may lower the reading effort of the Japanese translation product.

Longhui Zou, Mehdi Mirzapour, Hélène Jacquenet:

Syntactic Complexity and Translation Performance in English – Chinese Sight Translation

Complex syntax may lead to increased cognitive efforts during translation. However, it is unclear what kinds of syntactic complexity pair have more significant impact on translation performance. In this paper, we explore the impact of syntactic complexity on quality in English-to-Chinese sight translation. By looking into the IMBst18 dataset, available at the CRITT TPR-DB, we operationalize syntactic complexity by Coh-Metrix analysis scores. We pay special attention to left-embeddedness and number of modifiers before nouns. Three professional translators have manually annotated translation errors using an MQM-derived error taxonomies, which includes accuracy, fluency, and style errors, each as critical or minor errors. We assess inter-rater agreement by adopting a Translation Error Evidence and Kappa scores. We find that there is a moderate negative correlation between left embeddedness and style errors and a moderate positive correlation between number of modifiers before nouns and critical errors. The relationship between gazing pattern and sight translation performance is also discussed in this paper.

Ali Saeedi:

Comparing back-translations across different pivot languages

This study compares human and machine back-translation with monolingual paraphrasing. Six short English text with a total of 847 words and 41 sentences were first translated into Arabic and Chinese. The two sets (each six texts) were then back-translated into English by 8 Arabic and 4 Chinese translation students respectively. In addition, the English original was parphrased by 10 computer sciences students and the Arabic and Chinese (forward) translations were also back-translated with two NMT systems, bing and google. This left us with 25 versions of the six texts: the English original plus 10 (monolingual) paraphrases, and the 2 NMT, 8 Arabic, and 4 Chinese back-translations. We assessed the 'quality' of the 24 reproduced versions on a segment level by comparing each of them with the English original, using two automatic measures (BLEU and COMET) as well as a manual evaluation. While BLEU is a well-known n-gram based MT evaluation metric, COMET is new method that is based on neural network technology. To asses translation effort, we also correlated the three evaluation scores (BLEU, COMET, manual) with behavioral data (keystrokes and gaze data) that we collected during the manual translation/paraphrasing sessions. Our findings indicate that COMET correlates better with the manual evaluation as compared to BLEU. The NMT back-translation achieved similar COMET, BLEU and manual assessment scores as compared to the human back-translations, which suggests human-machine parity among the different modes of back-translation.

Panel 2
APPLIED LINGUISTICS AND APPLIED ETHICS

COORDINATOR

Srikant Sarangi

Aalborg University, Denmark / Cardiff University, UK
Email: sarangi@hum.aau.dk

This panel continues the discussions from last year's ALAPP conference. The primary aim is to reflect critically on the ethical challenges in conducting project-based applied linguistics research in the arena of professional practice. These challenges are broad-ranging as well as situation-specific and they permeate the entire research process encompassing ethics of access, ethics of participation, ethics of interpretation and ethics of dissemination (Sarangi 2015, 2019). Individual researchers or a team of researchers routinely weigh up the risks and benefits emanating from their research environments in a contingent manner, while remaining sensitive to the uniqueness of the very domain of professional practice they are engaged in, including relationships built on mutual trust and expectations. In this sense, it becomes necessary to approach the emergent ethical issues in the conduct of 'applied' research both in terms of established principles and material practices.

Although there is an emerging body of literature addressing ethical issues in professional-client and interprofessional communication settings, there is a void with regard to how, in practical terms, applied linguistics researchers orient to and solve nuanced ethical issues at different stages of the research process, including ongoing collaboration with practitioners and other stakeholders. Drawing upon their professional and personal experiences, the contributors variably address relevant issues of interest, including the language expert's dilemma in mediating the vulnerability of non-native language speakers in the legal process; the discursive construction of an 'ethical self' in a relational sense; and the role/positioning of the researcher in the management of 'hot feedback'. What is shared across the contributions is the tension between regulatory principles and mundane practices relating to (inter)professional standards and parameters of research ethics. The settings range from law and healthcare to the instrument of the research interview itself.

References

Sarangi, S. (2015) Experts on experts: Sustaining 'communities of interest' in professional discourse studies. In M. Gotti, S. Maci, & M. Sala (Eds.), *Insights into Medical Communication*, 25-50. Bern: Peter Lang.

Sarangi, S. (2019) Communication research ethics and some paradoxes in qualitative inquiry. *Journal of Applied Linguistics and Professional Practice* 12 (1): 94-121.

Margaret van Naerssen
margaret.vannaerssen@gmail.com

Ethical issues for applied linguistics experts in legal cases

Applied linguists may face ethical issues as expert witnesses on live legal cases. The focus here is cases involving non-native speakers of the working language of the legal system. Ethical issues include (a) court standards and human language; (b) principles of protecting human subjects; (c) professional distancing; (d) the scope of legal questions; and (e) the effects of adversarial court systems.

The context is the US legal system. English is generally assumed to be the working language. US expert witness rules may differ from those in other countries. Still, underlying ethical issues can be recognized.

Live case reports are not academic research studies. For applied linguists in forensic contexts, *each live case becomes a mini-research project with a single subject.* Sometimes across cases there are common issues, building bases of knowledge and practice.

Each case has linguistic questions, leading to a key legal issue. Cases involving non-native English speakers commonly involve a defendant's English proficiency.

The linguistic expert brings professional training, from the experts' field(s), including standards and ethics. The expertise is applied in judicial contexts which have their own standards and ethical systems. The expert then has to weigh the two sets of standards and ethics.

For example, judges, in federal and many state courts, use the Daubert Standard to assess whether an expert witness' testimony is "based on scientifically valid reasoning which can be properly applied to the facts at issue." Regarding methodology, judges may consider "known or potential error rate", which is very problematic in analyses of human language.

Sarah Atkins

Aston University
s.atkins@aston.ac.uk

"We weren't on the side of the angels but…": Applied linguists' discursive constructions of 'self' and 'ethics' when describing research in professional contexts

Research ethics guidance and oversight have become increasingly prominent, but there is less understanding of how researchers themselves make sense of their roles in relation to an understanding of ethics. This is a particularly important area to understand for applied linguistic research in professional settings, where researchers manage complex relationships and ethics in establishing their roles alongside other professionals, from the early stages of deciding on a research question, through to data collection, analysis and dissemination of findings.

The paper reports on an interview study with twelve researchers conducting applied linguistic work in professional settings. Taking a constructivist view of the interview, in which identities and perspectives are jointly achieved through the interaction, the paper analyses the discursive constructions of self and other in relation to concepts of 'ethics' within the transcripts. Two common themes are identified and explored across the interviews:

(1) a perceived disconnect between 'regulatory ethics', as enacted through applications to university research ethics committees and data protection legislation (GDPR in the UK and EU), and the 'ethical self' of the researcher as a professional, who makes decisions on the conduct and outcomes of research on an ongoing basis, throughout the life of a project and beyond.

(2) the difficulties of fulfilling what has been described as an 'emancipatory ethos' in applied linguistics (Lawson and Sayers, 2017) when working in professional contexts, where research partners and participants are not always viewed as less powerful and questions of who should benefit from the research become difficult to navigate.

Srikant Sarangi
Aalborg University, Denmark / Cardiff University, UK
Email: sarangi@hum.aau.dk

Hot feedback as interpretive triangulation and formative dissemination

In this presentation I flesh out the concept of 'hot feedback', which I have used over the past decades in much of my writing and consultation work. In adopting an interactionist perspective, I characterise 'hot feedback' as synchronic conversations between researchers and participants in the research process, resembling 'informal' longitudinal ethnographic fieldwork. Such ongoing conversations routinely include the exchange of opinions, insights, critiques and doubts between the researcher and the research participants. In this sense, the researcher is not merely a passive recorder of events during the research process or a disseminator of findings after the research has been completed. Instead s/he displays active involvement in offering relevant feedback while, simultaneously, making himself/herself available before, during and after the research process for input from participants, akin to 'affordable presence'.

I offer a two-phase characterisation of hot feedback (HF) – while the first phase, triangulation, concerns the exchange activities surrounding data collection and interpretation, the second phase, dissemination, concerns research output and impact with a formative dimension. Having had considered the latter aspect previously (Sarangi 2015) – seen as feedback from the practitioners which provides necessary checks and balances for the researcher-analyst concerning interpretive procedures, especially relating to written drafts of papers prior to wider dissemination (cf. 'respondent validity') – here I focus on the former aspect. With regard to interpretive triangulation, HF does mutate into many genres and occur in many instances through various modalities across the research process. HF can be volunteered by the researcher, especially when s/he notices something that needs to be accounted for, although any feedback packaged as advice rather than information elicitation might be resisted and even deemed unethical. Of particular significance is elicited HF – when the practitioner-participant solicits the researcher's opinion/advice, but overt compliance with such requests is not without ethical transgressions, at times blurring the researcher and consultant roles.

With illustrative exemplars, I draw attention to one key aspect of HF – the contingent framing of HF vis-à-vis the role/positioning of the researcher when engaging in the feedback activity. I conclude by suggesting that HF is a form of altruism on the part of the researcher, which embodies a commitment to the 'here and now' and might appear as being 'against the grain' in terms of the conventional wisdom of research ethics. For me, HF is relationally tied up with the notions of trust and gift exchange, in that the researcher returns the gift (of having been given access) with informed opinion (HF as counter-gift), while allowing for appropriate 'interval'.

Panel 3
“This is how we apply linguistics: Doing praxis with stakeholders!”

Lubie Alatriste
Gabrielle Kahn
Domenica Luvera Delprete
Catherine Box
Maureen Matarese

This panel addresses the questions of applying language research by interacting with the places of practice. Four research teams engage various practitioners aiming to share their research findings from larger studies conducted in home, social services settings, and in the educational settings. Each study’s research method is discourse analysis in combination with other methods, making each eclectic in design. The Framework for Application (Grujicic-Alatriste, 2015) provides the unifying theme for all panelists as they discuss their experiences while doing outreach to the places of practice, sharing their research findings and inviting collaboration with other stakeholders. A specific set of tools was applied for outreach in each study in order to establish a connection with the professional setting. Then, a two-phase approach was used to share the data and generate feedback from the practitioners and other stakeholders (following Grujicic-Alatriste 2015) framework of dissemination. In each presentation, this relationship with stakeholders is examined through an honest prism of challenges and ethical concerns as well as validity of sharing research results and negotiating application with on-the-job stakeholders is evaluated. Specifically, Kahn’s presentation examines the role of ESL students’ and teachers’ stories in bringing about self-understandings that can lead to change. She puts forth a model for praxis that involves a collaboration between applied linguists and L2 educators drawing upon Vygotksyan Sociocultural Theory and Conversation Analysis to record, transcribe, interpret their classroom-based stories. DelPrete & Box showcase an academic case study of mother-adolescent daughter interaction adapted and presented outside of academia to au pairs, continuing their education experience, and parents seeking work-life balance. Both relevant and reflexive, this study chronicles a journey of recontextualizing intellectual work and engaging purposeful practices with local communities. Materese, using feedback from a guest lecture for seventeen students in a masters-level social welfare policy course in a Master’s program at a private New York City university, examines where social work interaction research best fits into disciplinary curricula. Understanding integration challenges, she offer “discursive mindfulness” as a strategy.

Gabrielle Kahn:

Bringing Narrative Discourse to the Field

While telling stories is a universal human experience, materials for second language learners have prioritized grammar-based activities over work with discourse structures such as narrative. This presentation examines my exploration with other educators of narrative discourse data elicited from my work as a second language instructor and researcher. The objective in examining excerpts from these narrative data was to model how Vygotskyan Sociocultural Theory (SCT) (1978, 1986) might be used as a guide for instruction (Lantolf &

Poehner, 2014; Poehner, 2017). For the original study, I drew upon SCT to create open-ended storytelling tasks for my adult ESL students, and studied the emerging task-based discourse using conversation analysis (CA). Data found the students' narratives to be joint rather than independent productions, developed through supportive means provided by their teacher and classmates. This presentation explores the steps I took to share this research with other educators by applying Grujucic-Alatriste's (2015) dissemination framework, including procedural tools such as emails to administrators and handouts from two workshop sessions with second language teachers and tutors. I examine a central issue that challenged the project—time—from scheduling workshop sessions to providing enough time to explore topics raised by workshop participants. I conclude by calling for a bottom-up approach to application, in which applied linguists collaborate with second language educators to record, transcribe, and interpret their stories from the classroom using SCT concepts at their places of practice (Grujicic-Alatriste, 2015).

Domenica Luvera DelPrete & Catherine DiFelice Box:

Navigating mother-adolescent daughter (dis)harmonious interactions

This presentation shows how data and findings from an academic case study of mother-adolescent daughter discursive interaction were adapted and presented to audiences outside of academia. The larger study, which delved into conversations between a mother and her adolescent daughter recorded over a two-week period, identified discursive strategies that diffuse or ignite conflict. Findings were presented to wider audiences in two veins: (1) workshops for au pairs as part of their continuing education experience in the United States, in order to improve communication between caregivers and children, and (2) talks with working parents, mostly in the business world, looking to maximize familial harmony. We adapted the data transcripts to eliminate the original, more technical conversation analytic symbols, and heightened the prominence of the discursive features discovered in the academic study with visual support and verbal scaffolding. The claims and conclusions, originally shared with experts within our field, promoted sustained dialogue and inspired meaningful exchanges among the participants. Along with these practical implications, our work proposes the opportunity for what we have termed discursive consciousness raising. This increased awareness of the micro-aspects of talk raised participants' consciousness of how discourse features enhance, or conversely, hinder mother-daughter communication specifically, and interpersonal communication more generally. Lastly, we demonstrate how our work is both relevant and reflexive because it enables us, as applied linguistics, who are also clinicians interested in practical solutions (Grujicic-Alatriste, 2015; Sarangi & Candlin, 2003, 2011) to re-contextualize our intellectual work and engage in purposeful practices with individuals in local communities.

Maureen T. Matarese:

Discursive Mindfulness among Practitioners Analyzing Social Work Communication

Applied linguistics has a long-standing relationship with education and health disciplines. Despite prolific research generated by social work interaction scholars, developing a similar relationship with the field of American social work presents challenges, making disseminating social work interaction research difficult. In social work, the dissemination debate is divided between proponents of Evidence-Based Practice (EBP) and knowledge transfer/exchange. In Applied Linguistics, Sarangi (2016) argues for collaborative, interdisciplinary research relationships as a means to ethical research and more practical implementation, and Grujicic-Alatriste (2015) created a framework for dissemination, which this study utilizes.

Using feedback from a guest lecture for seventeen students in a masters-level social welfare policy course in a Master's program at a private New York City university, this presentation reflects on how best to disseminate my research into disciplinary curricula. Before class students read the introduction to the book Analysing Social Work Communication: Discourse in Practice and one of my articles. During class, students learned features of discourse and stance analysis, applied them to data, and reflected on the utility of discourse analysis and my research findings for their Master's program. I utilized pre- and post-class qualitative surveys to ascertain students' reactions to the material.

Findings revealed students enthusiastically and overwhelmingly found discourse analysis useful, and many wanted to include discourse in social work process recordings, a comprehensive note-taking system in the field. The presentation reviews the strengths and weaknesses of discourse-oriented process recordings, concluding that "discursive mindfulness" is perhaps the approach to generate awareness without additional work strains.

Oral Presentations

Lubie G. Alatriste

“Teachers as Stakeholders: Sharing Research in Search of Reflexivity”

City University of New York, College of Technology
Email: lubie.alatriste@gmail.com; lalatriste@citytech.cuny.edu

Translating research into practice has been a long-sanding effort, although with mixed results. In particular, translation of research into practice in educational contexts has been complex and ridden with challenges, in part due to multiple elements to be considered (Slavin, 2004). Furthermore, educational research also tends to be top down, positing researchers as powerful decision-makers whereas the practitioners, the classroom teachers, are rarely involved in reflexive practice. Similarly, many linguists use daily classroom for data gathering, but they rarely return to share those results with stakeholders. The lack of reflexivity and sharing of results is concerning and invites closer review (Candling & Sarangi, 2010). This presentation focuses on building the relationships between the researchers and practitioners by bringing back the research results to the classroom teachers. Following Candlin and Sarangi (2010), this study focuses on active and equitable engagement of knowledge dissemination with different stakeholders and includes thoughtful examination of data-sharing opportunities. It reports on the series of data sharing sessions where the researcher, herself a scholar and a practitioner,engaged the Framework for Application of Research Findings (Grujicic-Alatriste, 2015)in an effort to understand how valid and relevant the findings would be for the classroom practitioners. The data-sharing sessions were based on the research findings of a larger study of student writing using genre analysis, involving these steps: establishing contact with practitioners, agreeing on mode of sharing, selecting most sharable data, and conducting collaborative data-sharing sessions. Findings uncover differences in priorities and data understanding, pointing to deeper need for reflexive practices.

Works Cited

Grujicic-Alatriste, L. (2015). Framework for application of research findings: An introduction. In L. Grujicic-Alatriste (Ed.), *Linking discourse studies to professional practice* (pp. 1-22). Bristol, UK: Multilingual Matters.

Sarangi, S. & Candlin, C. N. (2010). Applied linguistics and professional practice: Mapping out future agenda. *Journal of Applied Linguistics and Professional Practice7*(1), 1-9.

Slavin, R. E. (2004). *Translating research into widespread practice: The case of successfor*

Rose Fowler Al-Hawamdeh

Socio-cultural Translatability: A comparative study of Jordanian EFL learners' awareness and application of idiomatic expressions

The main objective of this socio-cultural / applied linguistics comparative field study is to explore the extent to which direct exposure to the target language culture affects non-native speakers' ability to comprehend and translate socio-cultural linguistic elements. In particular, the study explores the difference in idiomatic knowledge between EFL Jordanian Linguistic master's degree holders who have livedor studied in either the US or UK ('exposed'), compared to those who have only acquired English, whilst living and studying in their home country, i.e. Jordan ('non- exposed'). Empirical data are collected through the use of a closed questionnaire, from ten exposed and ten non-exposed individuals, as well as from qualitative interviews with university professors. The findings reveal that direct exposure to the target language culture facilitates the acquisition and translatability of idioms, as well as thefact that opaque idioms are more problematic than transparent ones for EFL learners as a whole, whether exposed or not. Furthermore, idioms given in context are easier for learners to decipher, than those only provided in isolation.

References

Al-Hakim, Ghaith. (1998). The limits of socio-cultural translatability. *Les Approaches*, (1): 147-150.

Alrishan, Amal and Oqlah Smadi. (2015). Difficulties EFL Jordanian university learners encounter in translating English idioms into Arabic. *Journal of Education andPractice*, 10 (6), 124-133.

Al-Safi, Abdulbaki. (2006). Translation of Arabic literary works: Taha Hussein's Du'aAl-Karawan (The Call of the Curlew): A case study. *Atlas for Studies and Research*, 1(1): 19-33.

Al-Salman, Saleh and Raja'i Al-Khanji. (2002). The native language factor in simultaneous interpretation in an Arabic / English context. *Meta*, 4: 607-625.

Al-Shawi, Muna A. and Tengku S. T. (2012). Strategies for translating idioms from Arabic into English and vice versa. *AMARABAC,* 3 (6): 139-147.

Al-Shunnaq, Abdullah. (1993). Lexical incongruence in Arabic -English translation due to emotiveness in Arabic. *Turjuman*, 2 (2): 37-63.

Bassnett, Susan. (1994). *Translation Studies*. New York: Routledge.

Bataineh, Ruba and Rula Bataineh. (2002). The difficulties Jordanian graduate learners of English as a second language face when translating English idioms into Arabic. *RASK*, 16: 33-83.

Cacciari, Cristina and Roberto Padovani. (2012). The development of figurative language. In Spivey, Michael J., Ken Mcrae and Marc F. Joanisse. (eds.), *The Cambridge Handbook of Psycholinguistics,* 505-522. New York: CUP.

Cutting, J Cooper. and Kathryn Bock. (1997). That's the way the cookie bounces: Syntactic and semantic components of experimentally elicited idiom blends. *Memory* & *Cognition,* 25 (1): 57-71.

Dweik Bader and Maisa Suleiman. (2013). Problems encountered in translating cultural expressions from Arabic into English. *International Journal of English Linguistics,* 3 (5): 47-50.

Fernando, Chitra and Roger, H. Flavelle. (1981). *On Idiom: Critical Views and Perspectives*. Exeter: Exeter University Press.

Gibbs, Raymond. W., Nandini P. Nayak, and J Cooper Cutting. (1987). How to kick the bucket and not decompose: Analyzability and idiom processing. *Journal of Memory and Language*, 28: 576-93.

Hamdan, Jihad M., and Smadi, Ala M. (2021). Comprehension of Idioms by Arabic-Speaking Children. *Journal of Psycholinguistic Research.* https://doi.org/10.1007/s10936-021-09773-4

Hockett, Charles F. (1958). *A Course in Modern Linguistics*. New York: Macmillian.

Hussein, Riyad, Raja'i Al Khanji and Khalaf Makhzoumi. (2000). Idioms: Transfer or what? *Language and Translation Journal*, 12: 23-34.

Jasser, Amal, Raja'i Al-Khanji, and Betty Lou Leaver. (2005). A demographic analysis of Arabic-speaking learners who achieve native-like levels in English-writing skills. *Journal for Distinguished Language Studies*, 3: 41-62.

Jaroslaw, Krajka. (2000). Verbal idioms in focus - towards the continuum ofidiomatic expressions. *International Review of English Studies,* 35: 217-231.

Langlotz, Andreas. (2006). *Idiomatic Creativity*. Amsterdam: John Benjamins Publishing.

Leah, Claudia. (2011). *Idioms - Grammaticality and Figurativeness*. Accessed on the 17th of December, 2016 from: www.http://pdfdrive.net

Liontas, John I. (2002).Vivid phrasal idioms and the lexical-image continuum. *Issuesin Applied Linguistics*, 13(1): 71-109.

Makaai, Adam. (1972). *Idiom Structure in English*. The Hague: Mouton.

Al Mubarak, Amin A. (2017). The Challenges of Translating Idioms from Arabic into English: A Closer look at Al Imam AL Mahdi University – Sudan. *InternationalJournal of Comparative Literature & Translation Studies.* 5(1): 53-61.

Smaid, Olqa and AlRishan, Amal. (2015). Strategies Used by Jordanian EFL University Graduate Students in Translating Idioms into Arabic. *Journal of Education and Practice.* 6 (6): 45-55.

Ren, Chi and Hao Yu. (2013). Translation of English idioms from the perspective of cultural context. *Cross-Cultural Communication*, 9 (5): 78-81.

Strouse, Sara. (2016). *Idioms*. Accessed on the 17th of December, 2016 from:

Taber, Charles R. and Eugene Albert Nida. (1974). *The Theory and Practice of Translation.* New York: UBS.

Trantescu, Ana-Maria (2010). Semantic transparency and opacity in fixedexpressions. *Editura Universitaria Craiova*, (2): 375-384.

Vanderniet, Kyle H. (2015). Idioms as a measure of proficiency. Masters Dissertation. Brigham Young University: Utah.

Vega Moreno, Rosa E. (2003). Relevance Theory and the construction of idiom meaning. *UCL Working Papers in Linguistics*, 15: 83:104.

Vega Moreno, Rosa E. (2005). Idioms, transparency and pragmatic reference. *UCL Working Papers in Linguistics*, 17: 389-426

Rana Azzah Suhail
Al-Amerat Secondary School for Girls,Baqubah, Diyala, Iraq

Shameem Rafik-Galea
SEGi University, Malaysia

Muhd Zulkifli Ismail
Universiti Putra Malaysia, Malaysia

DOCTOR-ELDERLY PATIENT-COMPANION COMMUNICATION DURING CHRONIC ILLNESS CONSULTATIONS

Most elderly patients are always accompanied by a companion provider on their hospital visits. The triadic encounter of doctor, elderly patient- companion is a common phenomenon in doctor- patient communication with the elderly. But much has yet to be understood about how physicians' talk including how their communicative strategies affect the doctor elderly patient–companion consultation, apart from the roles of companions in the Arabic elderly patient encounters. Very often one sees companion providers speaking for or on behalf of the patients rather than the patient himself or herself during medical consultations/encounters. Thus, causing the elderly patient to be unhappy or frustrated. Triadic communication in doctor –patient communication during consultations involving a companion provider can at times complicate the consultation process and leads to the elderly patients asking 'why do you talk on my behalf ?" This presentation shares insights into triadic interaction of Arab doctors-Arab elderly patient-companion communication drawn from a sample of elderly Arab adult patients suffering from chronicillnesses. The presentation will highlight the companion's participative role in providing information to the doctor and the decision making strategies used during chronic illness consultations. Data was collected via audio-recordings and were translated and transcribed from Arabic into English. Both conversation and discourse analysis approaches were used in analyzing the data. The findings show companions often anticipated playing a more direct communicative role during the consultation visits and would use varying communicative strategies to talk on behalf of the patients during discussion of the chronic disease and treatment.

BIODATA :

Rana Azzah Suhail is presently an English teacher at the Al-Amerat Secondary School For Girls,Baqubah, Diyala, Iraq. She obtained her MA in Discourse Studies at the Faculty of Modern

Languages and Communication, University Putra Malaysia. Her research interest is in Languageuse and discourse studies in healthcare settings in the context of Languages for Specific Purposes. Rana's present research work is on general practice doctor patient communication in Iraq. Email: ranaizat76@gmail.com

Shameem Rafik-Galea (PhD) is a Professor of Applied Linguistics at SEGi University Malaysia.She was previously a Professor at Universiti Putra Malaysia before retiring in 2017. Her researchinterest is in the area of second language learning, language use , discourse and communication in the workplace. Email: shameemgalea@gmail.com; shameemkhan@segi.edu.my

Muhd Zulkifli Ismail is a senior lecturer in Arabic Literary Studies in the Department of Foreign Languages, Faculty of Modern Languages and Communications, Universiti Putra Malaysia. His research interests focus on comparative literature, Arabic literature and Arabic language studies.Email: zulismail@upm.edu.my

Interaction between subjects without and with visual disabilities - discursive and pedagogical practices

jandaazevedo@gmail.com

This study presents some reflections on the subject in a dialogical perspective, based mainly on Bakhtin's dialogical process (BRAIT, 2005; BAKITHIN, 2012); in the social and discursive practices of Fairclough (2019), in the ideas of Freire (2011). Its focus is directed to the interaction between subjects / social actors, with or without visualimpairment, presenting the following question outlining the study: What should be doneto reduce barriers still experienced in the daily lives of students with this disability so thatthey can interact in the classroom on an equal basis with other students? Its objective is to offer theoretical-practical subsidies to families with visually impaired children studentsfrom the regular school system, to teachers who teach classes to these students, the community in general, with the intention of informing, suggesting, clarifying about the reality of these subjects. In the study, in addition to bibliographic research, fieldwork wascarried out, with qualitative methodology, which allows for the interpretation of the analyzed data, since such research modality allows the researcher to cover a wider rangeof phenomena than that which he could research directly (MENDES, 2008), directing hisfocus to the social context in which his participants are inserted, which, in the conceptionof Demo (2008), the research effort aimed at social reality, means to highlight its qualitative faces. Its corpus of analysis was based on narratives by the two groups, families and teachers, who provided information about the reality still experienced by students with visual impairments in family and school life.

Marielena Bartesaghi and Theresa Castor

Crisis as professional practice: The case of the Trump-Macron handshake

In May 2017, US President Donald Trump and French Prime Minister Emmanuel Macron began a series of handshakes that were timed, analyzed, and deemed, much like Trump's presidency, a "deviation" (Garber, 2020). The first, dubbed "a moment of truth" by Macron himself, led to a professional reading of Trump's "performative glad-handing" (Garber, 2020) with Macron as embodied interpretables of political crisis in the United States by members of the media, psychologists, academics and psychiatrists. The term "Presidential handshake" made the urban dictionary and made sense within Ashcroft's (2016, p. 217)) "tentative diagnosis of Donald Trump" in the journal Psychotherapy and Politics International. Though crisis " has been variously understood as an event, a moment of history, a turning point, a problem, a set of challenges, [and] a paradox "(p. 33), we draw from a crisis-as-social-practice-perspective" (De Rycker, 2018, p. 34) to examine how crisis is manifest in discourse when "similar elements are repeatedly linked together in similar ways (Shove, Pantzar & Watson, 2012, p. 241). This allows us to examine crisis as a phenomenon that is discursively materialized and recontextualized across genres of professional and institutionalized discourse. Accordingly, we examine multimodal data from traditions of bodily measurement, news stories, psychology journals, and psychiatric texts about Trump to trace the "textual trajectory" (Lillis & Maybin, 2017) of the Trump-Macron handshake as measured and interpreted by professional practices of crisis-making, and specifically in the context of other handshakes, measurements of Trump's bodily features (e.g. , and readings of the body as a means to draw boundaries (e.g. Barad, 2007) between the pathological and the "healthy," or crisis and its putative alternatives.

Otávio Bernardo-Silva[1] , Denise C. Kluge[1], Maria L. C. Gomes[2]

[1] Universidade Federal do Paraná, Brazil

[2] Universidade Tecnológica Federal do Paraná

Qualitative acoustic analysis of the consonant [p] by bilingual speakers of Brazilian Portuguese and American English: A complex incursion.

This study departs from a Complex Adaptive Systems (Larsen-Freeman *et al.*, 2013; Verspoor *et al.* 2008) point of view and aims to perform qualitative acoustic analysis of the consonant [p] in the parameter of occlusion and VOT duration in Brazilian Portuguese and American English. The subjects were fourteen female bilingual speakers from the south of Brazil and the northeast ofthe United States of America. The data was collected from a text (read once ineach language) and sentences (read three times in each language). The words *pie/pai* were chosen for the similarity of pronunciation in the two languages. Complex features such as disruptive events that prevent the linguistic systems from being too similar were observed. Furthermore, it is important to acknowledge the importance of the findings for the forensic field related to language (Nolan,1997; 1999; Hollien, 2002). In phonetics, finding out potential individualizing features collaborate to the speaker recognition area, focusing on identifying or comparing speakers. We could find interesting cuessuch as the variable voicing bar status and the different instances of occlusion and VOT periods in the spectrograms. It is also important to note that a qualitative analysis does not exclude the importance of quantitative measures and statistics, that are fundamental to give light to possible great generalizations: we believe that both qualitative and quantitative research are needed and complement each other. A quantitative analysis of the durations was also carried out, but we present the qualitative one due to its contribution to theforensic field.

References:

FREEMAN, D. Complexity Theory: A New Way to Think. RBLA, Belo Horizonte, Brazil.,v.13, n.2, p.269-373, 2013

HOLLIEN, H. Forensic Voice Identification. Academic Press, United Statesof America. 2002.

NOLAN, F. Speaker identification evidence: its forms, limitations, and roles. University of Cambridge, United Kingdom. 2001.

NOLAN, F. Speaker Recognition and forensic phonetics. Em The Handbookof Phonetics Science. Blackwell Publishers, MA, United States of America. 1999.

VERSPOOR, M., LOWIE, W., & Van DIJK, M. Variability in second language development from a dynamic systems perspective. Modern Language Journal, 92, 2008.

Luciana Calvo, Roberto Esteves, Milena Paula de Oliveira Alonso, Guilherme de Carvalho, Letycia de Carvalho and Isabella Felipe

Foreign Languages in Medicine Courses in Brazil: A State of the Art Study

This interdisciplinary work is part of an ongoing research project which aims at understanding the development of foreign languages initiatives in undergraduate Medicine courses in Brazil. So, this presentation focuses on the results of a state-of-the-art study carried out in three national academic databases between 2010 and 2020. All the works found had English as the target foreign language which may indicate that English is the lingua franca of Medicine courses (WEEDIE; JOHNSON, 2018; AMERY; TWEEDIE; JOHNSON, 2019) in Brazil. Those studies were classified according to the following categories: experience reports about English in Medicine courses both in curricular and extracurricular contexts; reviews of English proficiency of students and tutors as well as curricular initiatives. Most of the reports highlighted positive outcomes of the experiences described and some of the reviews pointed out gaps and aspects to be further developed. This study may contribute to a theoretical and local understanding of how languages have been considered in this context taking into account the national curricular guidelines (BRASIL, 2014) for Medicine courses. Also, the findings will serve as a basis for the future steps of the project. Finally, this work can relate with other local and global researches and practices which consider languages in their professional and academic scenarios.

Maria Lucia de Castro Gomes

Universidade Tecnológica do Paraná

Denise de Oliveira Carneiro Berejuk

Polícia Científica – Instituto de Criminalística de Curitiba

Forensic acoustic analysis of the duration of occlusion and release phases in voiceless stop consonants in samples with and without the use of disguise in Portuguese.

Instrumental analysis of speech is one of the methods used in speaker identification. Thus, acoustic analysis constitutes an important tool for analyzing voice records stored in media that require speaker comparison in Forensic Phonetics. Studies involving the analysis of acoustic parameters and disguise verify the resistance of certain parameters with the use of disguise, that is, they check how much a certain parameter can remain unchanged when the speaker disguises his or her voice (Wolf, 1972; Figueiredo, 1994; Eriksson and Wretling, 1997). In this presentation we intend to demonstrate some results of a research project that consisted of analyzing the duration of two phases of the production of voiceless stop consonants in Portuguese language, occlusion and release, in text reading with and without disguise by 20 Brazilian speakers, 10 men and 10 women. In interspeaker comparison, there was a significant result in the production of [p] when followed by high vowels. In comparisons that considered place of articulation, back consonants were produced with longer VOT (voice onset time) duration. Regarding occlusion, the results were significant in comparisons of [t] vs [k] in accordance with previous research (Lousada, 2006; Melo et al., 2014). Intraspeaker comparison that examined voice with and without disguise, results confirmed the hypothesis that there would not be significant differences between productions with and without disguise. The confirmation of that hypothesis points out to the relevance of the analyzed parameter for forensic use as a resistant parameter to disguise.

References

Eriksson, A.; Wretling, P. (1997). How flexible is the human voice? – a case study of mimicry. Target, v. 30, n. 43.20, 29.90.

Figueiredo, R. M. (1994) Identificação de falantes: aspectos teóricos e metodológicos.Tese de Doutorado em Linguística - IEL, UNICAMP, Campinas.

Lousada, M.L. (2006). Estudo da produção de oclusivas do português europeu. Dissertação de Mestrado em Ciências da Fala e da Audição. Universidade de Aveiro, Aveiro.

Melo, R. M.; Mota, B. M.; Mezzomo, C. L.; Brasil, B. C.; Lovatto, L.; Arzeno, L. (2014) Acoustic characterization of the voicing of stop phones in Brazilian Portuguese. Revista CEFAC, v. 16, n. 2, p.487-499.

Wolf, J. J. (1972) Efficient acoustic parameters for speaker recognition. The Journal ofthe Acoustical Society of America, v. 51, n. 6B, p. 2044-2056.

Irati Diert-Boté

Language proficiency, (self-)beliefs and emotional experiences in an English-Medium Instruction context: the case of two Tourism lecturers

The internationalization of higher education has resulted in an increase in the number of courses taught in English in countries where it is not an official language. Subsequently, teachers are forced to improve their proficiency in English, a situation which tends to contribute to a sense of insecurity, tiredness, burnout and demotivation (Doiz and Lasagabaster, 2018). The aim of this paper is therefore to analyze the emotions and (self-)beliefs of two Tourism lecturers from a Catalan university regarding their linguistic competency as English language users and as English Medium Instruction (EMI) lecturers. An analysis has been performed of the teachers' accuracy and fluency rates, of their classroom performance (of one session each), and of four interviews (two with each lecturer at different timespans). Findings show differences in accuracy and fluency measures, which can also be perceived in the interview data and in their classroom performance, particularly in their interactions with students. One lecturer makes extensive use of the interactional space very comfortably, and appears to enjoy interacting with students, as she engages in spontaneous conversations and improvises and solves doubts, even language-related ones. Conversely, the other lecturer appears to be more anxious and self-conscious, sticking to the supervisory space (although interacting sporadically), and rejects the role of language teacher. Altogether, findings suggest that the EMI teacher's emotional experiences are connected to their actual proficiency in the language, but also to their self-beliefs about their own linguistic abilities.

Police violence and decision making: a multimodal study in talk-in-interaction

Amanda Dinucci Almeida Bühler Velasco
Pedro II Federal School
amandadinucci@hotmail.com

Maria do Carmo Leite de Oliveira
Catholic University of Rio de Janeiro
mcleitedeoliveira@gmail.com

Paulo Cortes Gago
Federal University of Rio de Janeiro
pcgago@letras.ufrj.br

The ethical use of force in police approaches has received increased prominence in the discussion about police violence in Brazil and in the world. Based on ethnographies, interviews and focus groups, studies in the field of Brazilian social sciences reveal that the police nurture the belief that traits of Brazilian culture, such as authoritarianism and hierarchy, and police culture, such as that of the warrior and that of the subject-man, contribute to a level of use of force that violates the criteria of convenience, legality, necessity and proportionality. In this work, we propose to examine police violence in action. To this end, we analyzed in the light of the Multimodal Conversation Analysis, an amateur video-complaint, posted on YouTube, that documents the use of an immobilization technique, popularly known as rear-naked choke, during an approach in a slum in Rio de Janeiro. Based on the video analysis, we intend to demonstrate that the decision to use force results from an interpretative work of verbal and embodied actions performed by the participants from moment to moment of the interaction. The results show that the advance of embodied conduct of coercion by the policeman who controlled the subject

was related to the verbal challenges of the subject, which aggravated the situation of contempt of authority and the subject-man before his partners present on the scene. They also reveal that the interactional analysis materializes the cultural models put into action in the conduct of the police. We thus claim the relevance of an interactional approach to police violence as an analytical key and its potential for the formation of more reflective and critical police officers about their own practice.

Wan Farah Wani Wan Fakhruddin

Universiti Teknologi Malaysia

Representation of Sustainable Forest Management Practices in Malaysian Forestry Reports: A Systemic Functional Perspective on Thematic Choices by Forestry Professionals

wanfarah@utm.my

Despite the establishment of numerous goals related to sustainable forest management (SFM),to date, its implementation and ineffective management of forest areas are seen to be problematic. To investigate the current scenario of SFM practices in Malaysia, this study explores the linguistic representation of SFM practices and forestry-related agendas conveyedin forestry annual reports (FAR) issued by forestry professionals serving the Forestry Department of Peninsular Malaysia (FDPM). As FDPM has been mandated to protect and manage 4.8 million hectares of forest areas in Peninsular Malaysia, analysing the practices andagendas conveyed in FAR is indispensable in understanding how SFM practices are implemented and documented. This study identifies forestry-related agendas presented in FARthroughout ten years (2009 – 2018) and how the agendas are realised linguistically to explicate thematic choices in FAR. Document analysis following a Systemic Functional Linguistics perspective on theme selection and thematic choices was adopted to analyse the representation of theme choices in FAR. This study found that the FAR genre centrally focuses on presentingfactual information regarding forest areas rather than establishing interpersonal relevance. It was also found that thematic choices in the FAR genre primarily serve an experiential meaning, representing the world of things and activities. Thematic choices in the reports also relate to forestry-discipline practices and material needs rather than on human participants. The study's findings are hoped to enrich literature in professional forestry discipline from a linguistic perspective to better understand how sustainable forest management practices affect thediscipline and other aspects of human lives.

Collaborating Authors:

Aminabibi Saidalvi (Universiti Teknologi MARA)

Yasmin Hanafi Zaid (Universiti Teknologi Malaysia)

Hanita Hassan (Universiti Teknologi Malaysia)

Allison A. deFreese

Teaching Literary Translation: Translatability, Technique, and Ethics

This presentation will examine strategies for teaching literary translations courses for translators working out of diverse languages into English or out of English into other languages. We will explore how to create and monitor literary translation workshops, as well as take a closer look at key concepts for teaching literary translation, such as register, equivalency, and avoiding translatese. The panel will also address translation ethics, social justice, and ways to promote equity and inclusion in world literature. Following the panel discussion, presenters will take audience questions.

Speaker Bio:

Recipient of a 2021 National Endowment for the Arts Literature Translation Fellowship, Allison A. deFreese (MA, MFA, MAIT) coordinates literary translation workshops for the Oregon Society of Translators and Interpreters.
She has previously held a James A. Michener Writing Fellowship in Poetry and Playwriting, won the 2020 Pub House Books (Montreal) International Chapbook Manuscript Contest, and was a Finalist for Poetry International's 2021 International Chapbook Prize. Allison has published books in translation (with both national and international publishers and presses), among them translations of María Negroni's Elegy for Joseph Cornell (Dalkey Archive Press, 2020); Verónica González Arredondo's I Am Not That Body (Pub House Books, 2020) and Jose M. Herandez's Soaring to New Heights, Memoir of a Migrant Farmworker Who Became a NASA Astronaut (Renuevo, 2020). Her translations also appear in Asymptote, Arkana, Arkansas International, Banglore Review, Copper Nickel, Columbia Journal, Crazyhorse, Gulf Coast, Harvard Review, and Waxwing.

Muhammad Gamal

Crisis in Cairo: Translating Global Hazards to Local Cultures

Translators, throughout history, have played a crucial role in building bridges between different cultures and languages. And yet, translation is never easy nor automatic not even when the notion appears simple, agreeable or universal.

The United Nations Conference on Population and Development held in Cairo in September 1994 is a good example that illustrates the failure to communicate a global hazard in a way that is linguistically correct and culturally appropriate. The UN Conference attempted to link development to the problem of overpopulation and by so doing had its focus on women encouraging them to play a more active role in facing the challenges of overpopulation. The Conference worked hard for three years before it held its final sessions in 1994 in a bid to celebrate the endorsement of its fifteen principles. Today, Egypt has a population of over 100 million living on only 6% of the total land of the arid country. Overpopulation is a term that generations of Egyptians have been growing up with as can be seen not only in TV dramas and films but also in songs, stamps and coins all designed to attract attention to the silent hazard that is undermining development and progress.

What happened in Cairo was a crisis: cultural, diplomatic and linguistic. For example, the Vatican sought the support of Muslim nations to oppose veiled calls for legalised abortion, third world countries opposed the UN for trying to impose “western values” of progress and Arab nations challenged the principles for its apparent propagation of promiscuity, loose morals and obsession with teen sexuality. The Conference was almost derailed after the Arabic version of the final report was examined by Al-Ahram newspaper in Cairo. It was revealed that the Arabic version was indeed riddled with translation errors. The media feasted on the translation errors (Albandari 1994) and the Conference Secretariat conceded that the translation could be better. This event did not receive the attention it deserves by Egyptian translation scholars despite the high relevance to their professional context particularly during the COVID-19 pandemic. There are reasons for this oversight which points to serious flaws in the way translation studies is framed and examined not only in Egypt but in the entire Arab world (Gamal 2019).

The paper revisits the Crisis in Cairo and reflects on the complex process of translating global hazards to a wide variety of cultures. In this respect, it argues that although the hazard is global, it is seen differently in different parts of the world. This fact needs to be taken into consideration both at the macro (drafting) and the micro (translating) stages. The UN Population Conference offers an instructive case study to translation studies and particularly in the Arabic context (Gamal 2020).

References:
Albandari, S. (1994) Translation errors betray the source text. Al-Ahram Daily, 4 September 1994.
Gamal, M. (2019) The earth turns. Arab Media and Society Journal. No 26. AUC, Cairo.
Gamal, M. (2020) Context, Field and Landscape of AVT in the Arab world. ESSACHESS, Vol. 13(1).

Walter Giordano

Reframing communication actors in prescription drugs commercial in the USA: discursive, linguistic and cognitive aspects

Advertising prescription drugs in the USA is authorized and controlled by the Food and Drug Administration (FDA) that issues guidelines and limitations to the communication of such drugs. This study investigates the discourse that renders the perception of the disease's knowledge and the way the role of the physician is conveyed in the commercials aired on TV in the USA. The diseases range from diabetes to some forms of cancer, cholesterol control, heart diseases and depression and more. The corpus consists of 72 commercials, from 2008 to 2018, advertising different drugs. The analysis is carried out, on the one hand, on the way the linguistic and rhetorical strategies lead promotional discourse (Bhatia 2005; Glinert 2005): it intertwines and aligns with the sensitiveness of the underlying product's selling point. On the other hand, the investigation spreads over the relationship physician\patient: drawing on the theory of prototypes (St.Amant 2015, 2017),prescription drugs commercials may represent a deviation from the prototypical image both patients and physician have. The information and knowledge of symptoms, conditions, side effects and compositions are then provided to patients by advertising and no longer by the doctor. Such a change, suggests a change in the physician's role, revealing interesting aspects in terms of an implicit loss of his\her scientific independence in the treatment of the diagnosis.

https://www.fda.gov/Drugs/ResourcesForYou/Consumers/PrescriptionDrugAdvertising/ucm076768.htm

V. Bhatia, Generic patterns in promotional discourse, in Persuasion Across Genres: A Linguistic Approach, (2005) edited by Helena Halmari, Tuija Virtanen, John Benjamins Publishing Company, Amsterdam, (213-228)

Glinert, I. 2005, TV commercials for prescription drugs: A discourse analytic perspective in Research in Social and Administrative Pharmacy, Volume 1, Issue 2, June 2005, pp. 158-184

St.Amant, K. (2017). Of scripts and prototypes: A two-part approach to user experience design for international contexts. Technical Communication, 64(2): 113-125.

St.Amant, K. (2015). Culture and the contextualization of care: A prototype-based approach to developing health and medical visuals for international audiences. Communication Design Quarterly, 3(2), 38–47

Bonjovi H. Hajan

Philippine Normal University, Manila, Philippines

Merry Ruth M. Gutierrez
Philippine Normal University, Manila, Philippines

Macrostructures of Teacher Research Proposals: A Genre Analysis

The research proposal as a genre has been extensively studied in recent years. However, research into the move structure of teacher research proposals remains relatively underexplored. This study aimed to describe the macrostructures of 15 purposively selected teacher research proposals. The corpora were collected through a researcher- designed, expert-validated research proposal writing task from 15 research teachers at three publicsenior high schools in the Philippines. A top-down move analysis following Swales' (1990, 2004) Creating A Research Space (CARS) Model and Peacock's (2011) Move Structure was performed to explore the macrostructures of the research proposals' introduction and methods sections respectively. Main findings showed that the macrostructures of the teacher research proposals varied considerably, with some proposals characterized with move recurrence and use of additionalmoves and steps. Specifically, nine move patterns were unearthed from the introduction analysis with *Establishing a territory* as the only obligatory move and *Presenting the present work* as quasi-obligatory. Furthermore, 13 move patterns surfaced from the methods analysis with *Overview, Subjects/materials,* and *Procedure* as the quasi-obligatory moves. The study concluded that research teachers employ a variety of move patterns in writing a research proposal, which may beinfluenced by their idiosyncratic writing styles as individuals or a group of writers and the academic writing expectations of their respective discourse communities. Based on the findings ofthe study, implications for teacher professional development were discussed.

Sara Lahlouhi

Coventry University

Email: lahlouhs@uni.coventry.ac.uk

A Linguistic Study of Architecture Writing in the UK

The linguistic features of Architecture writing have not yet been investigated as the majority of works published so far are based on the personal experiences of architects or architecture lecturers (e.g. Wiseman, 2014; Schmalz, 2014; Spector and Damron, 2017). Moreover, these generally relate to practice in the USA and Canada, leaving the British context entirely unexplored. In my presentation, I will present my initial findings on the attitudinal and evaluative language of Architecture across two groups (students and practitioners). That is, how these groups express their emotions, approve of/or criticise architectural phenomena and people around them, as well as how they negotiate these positions with conventional partners. The section of “Case Studies” in 10 students’ dissertations and the section of “Proposals” in 10 practitioners’ Design and Access Statements were analysed in terms of the Attitude system within the Appraisal Theory (Martin & White, 2005) using the UAM Corpus Tool (O’Donnell, 2011). Substantial modifications were made to the Appraisal Framework Annotation Scheme to fit the nature of Architecture writing. The analysed texts are part of the first version of BCAW (British Corpus of Architecture Writing), which I am still developing. Despite the difference in the communicative function/purpose of the selected documents, initial analysis revealed that students’ and practitioners’ use similar Attitude strategies/markers to pass judgments and associate emotional/affectual responses with participants/processes. The findings are of potential interest to researchers in the field of Corpus Linguistics and Academic Writing and those interested in developing teaching materials that target Architecture students writing needs.

References:

Martin, J. R. and White, P. R. R. (2005) The Language of Evaluation: Appraisal in English [online] 1.publ. edn. Basingstoke [u.a.]: Palgrave Macmillan

O'Donnell, M. (2008) The UAM CorpusTool: Software for Corpus Annotation and Exploration [online] available from <http://www.corpustool.com/index.html> [10/04/ 2021]

Wiseman, C. (2014) Writing Architecture. San Antonio: Trinity University Press

Schmalz, B. (2014) The Architect's Guide to Writing for Design and Construction Professionals.:Mulgrave, Vic: The Image Publishing

Spector, T. and Damron, R. (2017) How Architects Write.: Taylor and Francis

Christian Licoppe
Sarai Kohler Ostos
Bruno Bonu

« Embodied listening » and the treatment of gestures in consecutive interpreting. Comparing judicial and religious settings.

In this communication, we study the different ways in which interpreters may treat multimodal contributions, in particular in situations in which gestures are a crucial component of the talk to be interpreted, necessary to its understanding. We discuss two different institutional settings, judicial (asylum court hearings in France) and religious (Evangelical Christian preaching in France and Venezuela). We show how the interpretation retains traces of the gestural activity, albeit in different ways in both settings. In the first case, gestures are produced in the courtroom consecutive interpretation, though in a partial or attenuated way, as if their full reproduction was normatively inhibited. In the second, we observe an orientation of interpreters in evangelical churches to mimic as close as possible the articulation of talk and gesture observable in the source preaching. On the one hand, this shows how consecutive interpreting must be understood as a strongly embodied activity, attuned to the multimodality of the source talk, and on the other, how different normative constraints may be operative in different institutional settings, regarding the (re)production of relevant gestures-in-interaction.

Rafa Lombardino

Authors and Translators: The Recipe for a Successful Collaboration

Since the advent of digital publishing, translators are now able to collaborate directly with authors—whether working on self-publishing efforts or with small publishers. This session will explore the different aspects of this collaboration and learn how to reach out to copyright holders to complete book translation projects.

Ursula Lutzky

Vienna University of Economics and Business

ursula.lutzky@wu.ac.at

How successful are companies' responses to customer tweets?

Today, users engage on social media platforms to share everyday activities and thoughts with their friends and followers, but also to talk to each other about their experiences with products and services. At the same time, they use these media to address businesses directly when they encounter an issue and want to voice a complaint. As a consequence, recent years have seen an increase in research into webcare, which refers to businesses' responding to their customers' feedback online. While research has found that customers want companies to respond in an appropriate and timely manner, few studies have addressed the nature of businesses' responses from a linguistic perspective.

This study aims to do exactly that. It is based on a corpus linguistic analysis of tweet exchanges between passengers and social media managers of four British and Irish airlines, two national and two budget airlines. The customised corpus comprises a total of 5.2 million words addressed to and tweeted by the airlines Aer Lingus, British Airways, Ryanair and EasyJet. By combining the study of collocation and concordances, this paper focuses on uncovering customers' perceptions of airlines' responses to their tweets: how do customers react to the answers they get from social media representatives on Twitter? The results indicate the kind of response behaviour customers appreciate and which thus leads to positive customer attitudes, but also underline the specific features they miss or evaluate negatively. This study therefore provides additional linguistic insights into the persuasive effects of webcare response strategies.

Polina Mesinioti,

University of Warwick, UK

p.mesinioti@warwick.ac.uk;

Jo Angouri

University of Warwick, UK

‘Do you want me to take over↑'; displaying epistemic primacy in medical emergencies

This paper reports on the ways in which healthcare professionals display and negotiate epistemicprimacy through the use of questions and positioning in the material space in the context of medical emergencies. We bring together two high-risk, high-pressure emergency contexts, obstetrics and major trauma, and explore the nuances of ad hoc multidisciplinary teams. Taking an Interactional Sociolinguistics approach, we zoom in on the role of the institutionally defined team leader while special attention is also paid to the ways in which institutional power asymmetries are negotiated across the team in leadership enactment.

Drawing on eight different teams from a larger sample of twenty, we present the emerged typology of questions in our data and position those in a spectrum from a not knowing (K-) to a knowing (K+) status. Our analysis illustrates consistent patterns in displays of epistemic primacy, with team leaders raising most of the questions indicating a K+ status across contexts. We argue that verbal claims of epistemic primacy are conditioned upon team leaders’ positioningat certain material zones of the emergency room as integral part of *doing* their role. For the last part of our paper, we turn to the ways epistemic primacy is locally challenged and/or negotiated and alternative epistemic rights are claimed by more junior professional roles.

Catharina Nyström Höög

Anders Björkvall

Discursive systems for quality assurance at universities

One main task of Swedish Higher Education Authority (Swe. UKÄ) is to uphold quality in research and education at universities. However, since 2017 the UKÄ is not assessing outcomes of research or education, but focuses solely on the universities' own systems for quality assurance. This major change in their Institutional review of HEI's rests on the assumption that if a university has a good system for quality assurance in place, its main activities – education and research – will, in turn, uphold acceptable standards. This shift in systems for scrutiny and quality assurance has been referred to as ”governance by trust” (swe tillitsbaserad styrning), but, paradoxically, academic teachers and researchers report an increasing lack of trust under current conditions. Importantly, these systems are discursive systems, employing a number of semiotic resources and construing complex intertextual and dialogic structures in order to maintain and promote high 'quality'.

At the conference, we will present a critical discourse analysis of the UKÄ documents describing the current system for assessment of quality assurance systems, focusing particularly on the use of the key concepts trust, quality and system. The analysis of these steering documents is a first step towards a larger study of the discursive processes and systems of quality assurance at universities in Sweden, in which we will include approaches from Critical Genre Analysis to understand the professional culture of quality assurance.

Rosalice Pinto

Marisa Dinis

Gorete Marques

Simplification of legal language: from 'good' practices to 'real' consequences

Directive (EU) 2019/1151, of the European Parliament and of the Council, on 20th June 2019, amending Directive (EU) 2017/1132, as regards the use of digital tools and processes in company law. There are many advantages associated with the execution of Acts Online (no need to travel, speed of the process, convenience, and simplicity). The European legislator, aware of this new reality, has legislated in order to compel all Member States to offer adequate solutions to its citizens. In this scope, he has created procedures for the online creation of companies. In Portugal, the simplification of the processes for the formation of a company (private, limited liability, and private company by shares) has been existing for more than 15 years, since the implementation of the "Empresa na Hora" and of the “on-line formation company process”. However, there are dangers that do not emerge immediately. In fact, both mentioned processes imply the existence of pacts that are real legal contracts full of highly technical concepts which are still not very clear to their addressees. Based on this background, this paper, which combines a theoretical and linguistic framework, aims at analyzing how procedural and formal simplification in documents produced in "Empresa na Hora" and in the “on-line company creation process” may compromise the legal security of the parties involved. Six models of companies´ articles of association will be analyzed. The results indicate that, although the processes under analysis simplify and make it less bureaucratic to open a business, it does not fulfill its original purpose

Chiara Prosperi Porta

Building Science on Autobiographical Experience: Self-writing as an Ethical Resource in Medical Review

The aim of this paper is to investigate the role played by personal narrative in a corpus of medical reviews published in specialised journals from 2000 to the present day.
It is commonly understood that the goal of knowledge specialisation is to disseminate effectively medical research and practice, so as to shape the literature of the field, affect the ethical behaviour of the community of practice and its professional education/formation (Garzone and Sarangi 2007). In this respect, medical reviews are an interesting example of how the acquisition of scientific knowledge among specialists creates shared knowledge (Myers 1991), that may be personalised through an authoritative experiential approach through the re-reading of existing knowledge; accordingly, autobiographical scientific experience may become a 'value' to be narrated and an 'ethical' resource to engage the community's participation in the stream of evidence-based knowledge (Graham 2004, Smith and Watson 2010, Klepper 2013, Summa Knoop 2017, Goodhall 2019).
The linguistic strategies used in these texts according to the rhetorical circumstances are examined, through a corpus linguistics approach combined with discourse analysis, with a focus on narrative (Labov 2001). The reason for the analysis lies in the fact that the employment of narrative may variously personalize knowledge in the reviews, eliciting scientific acceptance and recognition through the discursive role of the texts as a repository of knowledge.
The findings may be related not only to the phraseology adopted within the scientific community which shares knowledge (Sarangi 2005); they may show the use of other communicative strategies which are quite unexpected in evidence-based discourse.

References

Garzone G. and Sarangi S. (eds.) 2007, Discourse, Ideology and Ethics in Specialised Communication, Peter Lang, Bern.
Goodhall H.L. jr. 2019, Writing Qualitative Inquiry. Self, Stories and Academic Life, Routledge, London.
Graham L. 2004, Scientific autobiography: some characteristics of the genre, in ''ASP'' 43-44, pp.1-13.
Klepper M. 2013. "Rethinking narrative identity", in M. Klepper & C. Holler (eds.), Rethinking Narrative Identity. Persona and Perspective, John Benjamins, Amsterdam, pp. 1–31.
Labov W. 2001, "Uncovering the event structure of narrative", in Tannen D., Alatis James E. (eds.) Georgetown University Round Table, Georgetown University Press, Georgetown, pp. 63-83.
Myers G. 1991, ''Stories and Styles in two molecular biology review articles'', in C. Bazerman & J.Paradis (eds), Textual Dynamics of the Professions: Historical and Contemporary Studies of Writing in Professional Communities, The University of Wisconsin Press, Madison, pp.45-75.
Sarangi S. 2005, The Conditions and Consequences of Professional Discourse Studies, in "Journal of Applied Linguistics" 2[3], pp. 371–394.
Smith, Sidonie A. and Watson J. (eds.) 2010 2nd edition, Reading Autobiography: A Guide for Interpreting Life Narratives, University of Minnesota Press, Minneapolis.
Summa-Knoop, L. 2017, ''Critical autobiography: a new genre?'', in ''Journal of Aestetics and Culture '' 9[1], pp. 1-12.

Nathan Richards

Galey Modan

Seuli Brill

The Ohio State University

Treatments and Cost: Managing Expertise between Biomedical and Insurance Discourses

In this paper, we analyze examples from routine medical appointments between chronic illness patients and their primary care physicians to examine the ways that uncertainties about patient's insurance coverage bring negotiations into the interaction. Insurance negotiations are repeated across the data set as both parties navigate the multiple comorbidities present for the patient, their corresponding and, at times, conflicting treatments, as well as adjustments to the treatment plan. In these negotiations, physicians are required to construct their responses within competing sets of specialized knowledge: biomedical knowledge and insurance knowledge. Because coverage often differs among patients, they, too, must draw on knowledge of their plans to help inform the decision. However, uncertainty about specific treatments and transitions in insurance create moments where neither party has the relevant information. Here, negotiations begin at the interactional order (in the appointment) while being shaped by a considerable amount of constraints from the institutional order (insurance coverage) (Sarangi and Roberts, 1999). At times, proposed treatments align with a patient's coverage, thus making treatment and patient follow-through easier. However, isolating moments where cost is a critical barrier for patients and neither party knows what is specifically covered reveals a complicating factor to the decision-making process and nuances the understanding of power negotiations occurring between physicians and patients. In these moments, the traditionally understood power dynamic where physicians are the institutionally empowered interlocutor is unsettled. In the face of this uncertainty, both physicians and patients are disempowered as treatment decisions are deferred until coverage information is clarified.

Ann Merrit Rikke Nielsen
Brian Due

Practices of instructing visually impaired people in new technologies: identifying applied trainables for video learning workshops

This paper is concerned with how ICT-consultants are instructing visually impaired people (VIP) in the use of AI-fused mainstream technologies like e.g. Google Home Assistant (GHA). The applied perspective of this research is to outline what needs to be reflected on during video learning workshops with consultants regarding their instructional practices. Choosing what clips to show the practitioners during these workshops – the “trainables” in CARM (Stokoe, 2014) and ViRTi (Due & Lange, 2015) – requires in the first place a detailed analysis of just what kind of practices regularly occurs during instructional sequences.

Based on ethnomethodological multimodal CA analysis (Streeck et al., 2011) of video recorded instructions we have identified five instructional practices of particular relevance for practitioners: We focus on three of these which relates to the VIP’s epistemic stance: i) practices of uncovering what knowledge the VIP already have about the technology; ii) practices of assessing how much knowledge about the technical ecology of the technology is sufficient for the VIP to utilize its features and iii) practices of determining which of the GHA’s many features are relevant for the VIP in his or her everyday life.

The presentation will show excerpts of these practices and discuss the perspectives for application in video learning workshops. This research thus contributes to EM/CA research in instructional practices (Macbeth, 2011) and epistemic stance (Heritage, 2012) by showing how in particular visual resources are used and suspended in the context of visual impairment, and it also contributes new knowledge to practitioners in and during the actual workshops.

Due, B., & Lange, S. B. (2015). Videobased Reflection on Team and employee Interaction. Circd Working Papers in Social Interaction, 1 (3), 1–38.

Heritage, J. (2012). Epistemics in Action: Action Formation and Territories of Knowledge. Research on Language and Social Interaction, 45(1), 1–29. https://doi.org/10.1080/08351813.2012.646684

Macbeth, D. (2011). Understanding understanding as an instructional matter. Journal of Pragmatics, 43(2), 438–451. https://doi.org/10.1016/j.pragma.2008.12.006

Stokoe, E. (2014). The Conversation Analytic Role-play Method (CARM): A Method for Training Communication Skills as an Alternative to Simulated Role-play. Research on Language & Social Interaction, 47(3), 255–265. https://doi.org/10.1080/08351813.2014.925663

Streeck, J., Goodwin, C., & LeBaron, C. (2011). Embodied Interaction: Language and Body in the Material World. Cambridge University Press.

Shafinah Md Salleh
Universiti Teknologi MARA, Kedah Branch Malaysia
shafinah_salleh@yahoo.com

Hadina Habil
Universiti Teknologi Malaysia
hadina@utm.my

Code-switching in meetings: A look into a multinational hypermarket communication

Malaysia is a country that is not only multi-racial but also multilingual. Many Malaysians code-switch whether at home or at work. This paper examined the type and functions of code-switching particularly used in workplace meetings. The participants of this study are superiors and subordinates of a multinational hypermarket in Malaysia. It is highly important to investigate the language use of the superiors and the subordinates as they are in an industry that requires daily them to coordinate and report before the next business day. The data was collected through audio recordings of the actual meeting that took place at the workplace. Two team meetings were analyzed. It was discovered that one of the reasons for code-switching is due to the routinized or nativized English. The speakers preferred English as opposed to their mother tongue. It is hoped that the findings of this study would shed light on code-switching used in the communication between superior and subordinate to complete their daily work.

Amélie Sandoval and Katia Kostulski
Center for Research on Work and
Development Cnam, Paris, France

amelie.sandoval@lecnam.net
katia.kostulski@lecnam.net

The dynamics of commitment and disengagement at work: a pragmatics' perspective in enunciation analysis

Our contribution deals with the topic of commitment and disengagement at work, which can take on various forms in workplace activities. Primarily, we will focus on the possibility of analyzing those processes, using dialogues with professionals on their work.

It originated with an *intervention in the clinic of activity approach* (Clot, 2008; Kostulski, 2010) in a municipal waste collection department with first line managers and their immediate supervisors. The objective of this intervention was to experiment cooperative frameworks that would enable to collectively find resources in order to develop new ways of working between hierarchical levels and colleagues in this department.

The intervention revealed variations of commitment among workers and the delicate balance between commitment and being not adequately committed – which looks like as a paradox in the workplace. It was observed that being engaged and disengaged took place in a parallel fashion, even though they are opposites. And the possibility of them occurring in varying degrees was quite possible. We sought to understand these various situations by confronting our empirical data with theoretical contributions from occupational psychopathology and different clinical approaches in work analysis. This study led us to define commitment and disengagement as dynamics of self-mobilization in an activity, which can vary according to situations and people (Sandoval, 2020). A linguistic analysis of dialogues based on pragmatics' perspective in interpreting enunciations supports this proposition (Kostulski, 2011; Rabatel, 2008; Vion, 2004, 2011). This enables us to concretely identify some of these dynamics, their construction in the activity as well as their subjective implications and effects on the work. This is what we aim to discuss through this contribution.

Claudia Torralba-Rubino

Interpreting in institutional settings: the practice of sight translation in the training process

The aim of this paper is to identify the most problematic aspects of interpreting when training students in sight translation. Taking studies by Moser-Mercer (1995) and Lee (2012) as a starting point, the performance of experts and students are compared across six sub-components of simultaneous interpretation with text: reading speed, production speed, omissions, additions, errors and pauses. Two professional interpreters and six translation and interpreting students participated in the study. All were bilingual (Basque-Spanish), and had to translate a fragment of an inaugural parliamentary speech from Basque into Spanish.
Generally, the professionals achieved better results in both reading and production speed. Visual interference and grammatical errors were identified among the students, which could be a result of these bilinguals having two coexisting mother tongues. Nevertheless, two of the students obtained similar results to the experts. Likewise, one of the trainees outperformed one of the experts in the pauses sub-component. This leads us to believe that the performance of professionals does not always live up to expectations, and that students need to be trained in strategies that will foster their source text comprehension and reading skills.

Paula Trzaskawka

Aleksandra Matulewska

Joanna Kic-Drgas

Teaching Legal Translation . A Case Study of Making Students Aware of Translation Risks Resulting from Pluricentrism

The authors examines the phenomenon of pluricentrism in languages for legal purposes in the contexts of legal translation teaching. The purpose of the research is to discuss the teaching problems stemming from the coexistence of different language varieties of pluricentric languages in a legal setting, and how this can affect translation decisions. The research focuses on English and German. The authors apply the method of comparative law analysis and the parametric comparison to identify differences and similarities in legal terminology, in order to develop the resulting didactic implications for legal translation courses. The methods used in the article encompass: the analysis of comparable texts, the terminological analysis of research material (the method of comparative law analysis and the parametric comparison of terminology), the theory of skopos, and an analysis of the relevant literature. The research material mostly consisted of civil law documents of countries where the languages under discussion are spoken. The research hypothesis is that if a given language is an official language in more than one country, the legal languages are not uniform and vary in respect to national legal language variants (similar to general language), and consequently there is a risk of making an error. Thus, the students of translation studies must be made aware of the resultant differences in order to solve translation problems more efficiently and to reduce the number of errors in specialized translation. The analysis of the source text through the prism of terminology should be related to the legal system of the country concerned. Students of translation courses should be aware of the semantic differences between legal terms in order to find proper equivalents.

Vângela Vasconcelos

Rosineide Sousa

Literacies and sociolinguistic education in the Undergraduate Course in Rural Education: Students' representations and transforming practices

This article is part of the ongoing doctoral research entitled “Sociolinguistic education and multiple literacies: reflection and action in teacher training for quilombolas and peasants” at the University of Brasília, Brazil. The objective is to analyze the representations of students and graduates of the Undergraduate Course in Rural Education (LEdoC) on the campus of Planaltina-DF, with a focus on multiple literacies and sociolinguistic education. In Brazil, we face a situation of growing misery and social exclusion that points to the fragility of the educational system, especially in relation to rural education. In this sense, LEdoC plays a fundamental role in the struggle for quality education with a focus on initial and continuing education for rural educators. For the research, data generation took place through interviews and video recording in a virtual environment, based on the theoretical-methodological concepts of Interactional Sociolinguistics (HYMES, 1972, GUMPERZ 1982) and Bakhtinian Theory (BAKHTIN, 2003) . The results point to the importance of sociolinguistic education and academic literate practices that contribute to the development of communicative competence of (future) rural educators and to the transformation of the rural reality, through counter-hegemonic and resistance activities that demand students a more critical, participative and interventional academic performance.

Helen Watts

Discourses of care: relational work with risks in dementia care

Care and relational work as a care practice are marginalised, unrecognised and unrewarded. Meanwhile at least 850,000 people have a dementia diagnosis in the UK. There is currently no cure. Care homes provide much of the long-term care to residents living with dementia. This article analyses social interactions during routine tasks between two care workers and four residents living with dementia, and suggests that interactional risks taken by both parties can assist to build caring relationships. The data includes 20 audio-recordings with care workers, Orla and Tessa, and residents Harold, Queenie, Nora and Yvonne and discourse-based interviews with the care workers. The data aligns to widely accepted dementia care models, and principles of care. Methodologically I take a discourse analytic and appreciative inquiry approach.The data and findings come from a larger research study.

Here I discuss relational work highlighting face work, mock impoliteness and the consequent interactional risks, paying attention to linguistic manifestations of familiarity. Relational work with risks is practised by care workers and residents. I note that such interactional risks enhance rather than threaten the on-going relationship, whilst acknowledging the complexity of and skilfulness required by care workers in these interactions. I argue that these findings highlight relational work as a legitimate care practice to be recognised and rewarded.

Marlies Whitehouse
Zurich University of Applied Sciences
marlies.whitehouse@zhaw.ch

Trust-seeking language – persuasion practices in financial communication

The global financial markets are influenced by rational and irrational factors. In their attempt to guide investors through the volatile and erratic markets and to forecast developments in various industries, financial analysts play a key role. Their opinions influence the share prices around the globe; their recommendations and assessments are wanted by investors, cited by the press, feared and pushed by the companies; andtheir texts serve as guidance in financial crisis, market turbulences, or as basis for fundallocation. Despite the huge influence of their recommendations that aim to persuadethe investors to trust in them, both the analysts as writers and the texts themselves are widely under-researched.

Based on a context-annotated corpus of roughly 1500 financial analysts' company reviews (in German, English, and Japanese), I investigate the cultural, organizational, and individualvariety of financial analysts' text production.

In my presentation, I focus on *how* and on *when* equity analysts use trust-seeking language in their recommendations for investors (part 1). Based on a qualitative Japanese, English andGerman sub-corpus (part 2), I use pragmatic text analysis (part 3) to explain what implications these persuasive language elements can have on the investors and on the financial markets (part 4). I conclude by discussing how insights from this research can
contribute to a deeper scientific and professional awareness regarding financial analysts'writing and its trust-related aspects (part 5). By doing so, I draw on principles of transdisciplinary action research.

Work in Progress

Fatima Alkhoradi

Hadina Habil

Expressive Speech Acts in the Persuasion Strategies in Dr. Zakir Naik's Religious Question and Answer Discourse

Even though his speeches have been the target of many researchers, Dr. Zakir Naik's persuasive speeches were not examined solely in terms of Naik's expressive speech acts in his discourse. This paper aims to investigate the types and functions of expressive speech acts in Zakir Naik's persuasive appeals. After transcribing Zakir Naik's videos manually, the coding process was done via NVivo software and Microsoft Excel. Applying Searle's (1969-1979) categories of speech acts and Guiraud et al.'s (2011) expansion of expressive speech acts in the codification process, different expressive speech acts are revealed. An important finding shows that Naik's expressive speech acts were mostly repeated in Credibility appeals. They were also frequent in Affection Strategies as they described a psychological state. Expressives were also found to be least frequent in Rationality Appeals. Some subtypes of expressive speech acts had emerged upon analysis. Naik used such acts to show confidence in his answers, pride in his faith, and achievements as a Muslim daiya. Furthermore, Zakir showed morality, with expressive speech acts, at the end of every answer, by hoping that his answer would satisfy the questioners. This paper has found that generally, Zakir Naik has effectively developed and promoted his arguments via the extensive use of expressive speech acts that show his and his fans' emotional state to attain a mutual relationship. This paper also argues that a fruitful approach to explore expressive speech acts of language is the expanded categorization of Guiraud et al.'s (2011) model as a powerful tool in discourse analysis

Amy Colman

Winibert Segers

Heidi Verplaetse

PIE & ATA: an innovative approach to translation evaluation

Evaluation in professional translation and certification poses multiple challenges in terms of objectivity and transparency. The authors propose an innovative method that aims for greater transparency and objectivity, and can be automated. This method combines PIE (Preselected Items Evaluation) with the ATA Framework for Standardized Error Marking.

PIE is a criterion- and norm-referenced analytical method used to evaluate translations based on a set of preselected items only. These items, as well as the correct and incorrect solutions for each item are established a priori, preferably based on an intersubjective consensus. The test takers' raw scores are calculated and subsequently, the difficulty (p-value) and discrimination index (d-index) of each item is calculated. Only the items with a good p-value and d-index are retained. The final scores are then recalculated based on these items.

The ATA Framework for Standardized Error Marking is an analytical method used for certification purposes. It consists of an assessment grid with detailed error categories.

An experiment has been successfully conducted combining these two methods in translator training. Following the PIE evaluation, errors are categorised in accordance with the ATA error categories. No weighting is used, as this compromises the objectivity of the evaluation. The result is a time-efficient and transparent method that can easily be automated and used in a professional setting.

Heidi Gilstad, Kari Sand, Berit Brattheim, Marit Solbjør, Line Melby

Breast cancer patients' experiences with communication and information exchange during

Cancer Patient Pathways in Norway

In 2015, the Norwegian health authorities introduced cancer patient pathways (CPP), with the aim of making diagnosis and treatment predictable for patients in terms of time, participation and decision making (1). Communication and information exchange is crucial for patient participation.
In a study on online information about breast cancer in 2017 (2), we found that the online information available from national authorities and interest organisations had unclear addressees; contained undocumented medical claims; and included complicated health language and medical terms. A study on online information about CPP in 2016 (3) indicated that there were more directives to health personnel than health information to patients.
In an interview study with breast cancer patients, we found that they were generally satisfied with healthcare in standardised trajectories. They pointed out what they meant was important: the need to be taken seriously; the need for immediate action; the evolving information needs across stages of treatment; and the need of the right network (4). In a recent interview study on decision-making in CPPs, we found that women felt that CPPs represented quality, and thus trusted the health professionals to make decisions for them about treatment (5).

The objective of the present study was to provide insights about breast cancer patients experiences with the communication with health professionals during the CPP, and how they related to information available about CPP on the internet.

The theoretical approach in this study was Rhetorical Discourse Analysis (6). Seven women were interviewed, and the following topics came up: I) communication with health personnel about diagnosis and risk, II) worries and concerns based on information or lack of information, III) Information needs and information seeking behavior.

We found that the women had obtained good knowledge of their own diagnosis and condition, and they were satisfied with the opportunities to discuss with health personnel, be that the medical specialists or the nurses. There where individual differences as to how they talked about the diagnosis and risks. While some referred mostly to more general terms, such as "lump in the breast" and references to the medications and consequences, others were able to express quite detailed diagnostic specificities. The women shared their experiences on worries and concerns, for example related to risk or death, pain, kind of treatment, and general health issues, and how they dealt with these issues communicatively with healthcare professionals and through communication with next-of-kin, or other cancer patients in organised groups, training groups or online. The information needs and behavior varied: while some only read information provided by the health personnel and followed expert advice, others attended social media peer groups.

References:

(1) 1. Melby L, Håland E. Speedy, predictable and secure cancer care? Introducing cancerpatient pathways in Norway. European journal of public health. 2019;29(Supplement_4)doi:10.1093/eurpub/ckz185.052

(2) Gilstad H, Sand K, Brattheim BJ (2017): Online Patient Information about Breast Cancer −A Discourse Analysis. CEUR Workshop Workshop Proceedings. http://ceur-ws.org/Vol- 2001/paper8.pdf and https://forskning.no/sykdommer-sprak-forskningspolitikk/kronikk-hvor-forstaelige-er-nettsidene-om-brystkreft/1160702

(3) Gilstad H (2016): Online Information about Cancer Patient Pathways (CPP) in Norway eTELEMED 2016: The Eighth International Conference on eHealth, Telemedicine, and SocialMedicine.

(4) Brattheim BJ, Sand K, Gilstad H, Stalsberg R, Lundgren S, Reidunsdatter RJ (2017): Breastcancer patients' experiences with information and communication in cancer disease trajectories, CEUR Workshop Proceedings. https://ntnuopen.ntnu.no/ntnu-xmlui/handle/11250/2487167

(5) Hollekim T, Sand K, Gilstad H, Das A, Melby L, Solbjør M (2021): Shared decision makingin standardised cancer patient pathways in Norway − narratives of patient experiences (WiP)

(6) Arribas-Ayllon, M., Sarangi, S., & Clarke, A. (2011). Rhetorical discourse analysis. I Genetic testing. Accounts of autonomy, responsibility and blame (s. 55−77). Routledge.

Matthew Hulme, Ulla Connor and Tamara Hannon

Determining the Power of the CoMac Descriptor™ in Predicting Behavioral Intervention Choices among the Gestational Diabetes Population

Poor adherence to healthy behaviors is a significant contributing factor to the high monetary and human costs associated with chronic illness. A study of language's role in revealing attitudes towards healthy behaviors found that patients speak differently and that patient speech reveals distinctive differences in worldview (Connor et al., 2012). The CoMac Descriptor™ survey leverages these psycholinguistic differences, revealing patients' underlying psychosocial profiles in terms of control orientation, agency, and emotion, to determine the likelihood of adherence to behavioral interventions. The survey has been shown in previous studies to reliably produce adherence clusters that predict both self-reported adherence (Connor et al., 2015; Sandy & Connor, 2015), and clinically significant health outcomes, such as lower A1c in populations with type 2 diabetes (Connor et al., 2019).

This work-in progress presentation will first examine the steps taken to adapt the Descriptor survey for use in a study of women with previous gestational diabetes diagnosis. Using the baseline data from the study, we will show that the survey successfully identified different adherence clusters among the 120 participants, consistent with previous studies. Based on preliminary statistical analysis, we will show how the survey may predict the kinds of behavioral health interventions that individuals with a history of gestational diabetes are most likely to choose to support better health outcomes. Finally, we will present analysis of correlations between adherence clusters and selected explanatory variables, especially A1C levels, and suggest the types of positive health outcomes one would expect with this population in a tailored intervention.

Valentina Ornaghi

Interpreters or mediators: the role of the mediator in Italian public services

This work in progress is aimed at defining the profile and role of linguistic and cultural mediators in today's Italian society, and especially in the public services. In spite of the increasing importance of such figures, there is not a univocal definition of their identity and roles. There is an ongoing debate on the difference between public service interpreters or community interpreters and linguistic and cultural mediators. The first are believed to be neutral and detached, while the second are seen as social actors, active participants in the communication as well as creators of new meanings. They take part in the dialogue between the immigrant and the representatives of the local institution, often transforming the dialogue into a "trialogue". However, the difference between public service interpreters and mediators is not so clear-cut and the two definitions often overlap.
As far as mediators' training is concerned, there are no definite guidelines either. The duty of training mediators is taken up by local institutions on the one hand, and Universities on the other. The first mainly focus on the practice while lacking a real language training, whereas the latter mostly focus on the development of language skills, but often neglect the acquisition of practical skills.
After a review of the state of the art, in my contribution I will clarify the respective roles and duties of interpreters and mediators and propose some suggestions for mediators' training.

Graham Smart
Carleton University
gsmart@connect.carleton.ca

Dr. Fauci versus Donald Trump: Present-Day Avatars for Contesting Discourses on Science-Based Public-Health Expertise

Science and its related forms of expertise have a history of being both venerated and disparaged by different segments of the public, a current example being belief and skepticism regarding the legitimacy of science-based public-health institutions and their expertise. The proposed paper examines conflicts, both contemporary and historical, between two opposing discourses—one reflecting trust in science-based public-health expertise and the other voicingrejection of this expertise. The paper focuses, primarily, on how this discursive conflict played out in a series of White House press briefings on VOVID-19 held by Donald Trump from Marchto June 2020.

Notable in these press briefings were frequent contradictions between Trump's assertions about COVID-19 and statements by Dr. Anthony Fauci, Director of the National Institute of Allergy and Infectious Diseases and a member of the Task Force. The aim of the research is toinvestigate the clash between two discourses—what I call 'trust in public-health expertise,' exhibited by Fauci, and 'denial of public-health expertise', displayed by Trump—during a widespread public controversy. To provide context for an analysis of Trump's and Fauci's conflicting statements about science-based public health, I consider the origins, history, and contemporary expression of the two discourses.

Data for the study include Trump's public-health-related assertions in press briefings, on his Twitter account, in interviews, and in campaign speeches along with Fauci's statements in interviews. As theoretical grounding, I draw on Sociology of Knowledge (Collins & Evans, 2017);Argumentative Discourse Analysis (Hajer, 2005); and Rhetorical Genre Studies (Artemeva & Freedman, 2006).

Magdalena Zehetgruber

Vienna University of Economics and Business
magdalena.zehetgruber@wu.ac.at

ATTITUDES TOWARDS HYBRID LANGUAGE PRACTICES IN WORKPLACE COMMUNICATION OF A FRENCH CROSS-BORDER REGION

In my doctoral study, I am seeking to explore hybrid language practices inworkplaces situated in the recently created *Collectivité européenne d'Alsace*, a French border region particularly characterized by cross-border relations where language contact phenomena such as translanguaging, receptive multilingualism and translation occur on a daily basis. Using a mixed-methods approach, I intend to describe how workers make use of their linguistic repertoire in professional communicative situations, whether they follow rules on corporate language, if existing, and what effects this usage has on communication processes within an organization or company.Another objective of the project is to find out which measures are taken bycompanies in the region in order to deal with linguistic diversity of the staffas well as of their partners. Which language needs do they express and in which way does national and/or regional language policy, potentially relatedto questions of regional identity, account for these measures? Apart from that, given the prescriptive and, in some ways, restrictive French languagepolicy, I am interested to investigate representations of and attitudes towards such language use, especially in human resources management. To what extent could language awareness and its promotion have an impacton measures and decisions in HRM regarding translingual practices and competences? Finally, I wish to look into what kind of economic benefits hybrid language practices could have in terms of efficiency and returns of acompany, especially in the given cross-border and language sensitive context.

References (selection):

Angouri, J. (2013). The multilingual reality of the multinational workplace: Language policy and language use. *Journal of Multilingual and Multicultural Development*, *34*(6), 564–581.

Blanchet, P. (2016). *Discriminations: Combattre la glottophobie*. Textuel.

Busch, B. (2017). Expanding the notion of the linguistic repertoire: on the concept of Spracherleben - the lived experience of language. *Applied Linguistics*, *38*(3), 340-358.

Chidlow, A., Plakoyiannaki, E., & Welch, C. (2014). Translation in cross-language international business research: Beyond equivalence. *Journal of International Business Studies, 45*(5), 562–582. JSTOR.

Dewaele, J.-M., & Wei, L. (2014). Attitudes towards code-switching among adult mono-and multilingual language users. *Journal of Multilingual and Multicultural Development*, *35*(3), 235–251.

Dompmartin-Norman, C., & Thamin, N. (2013). Pratiques plurilingues dans une entreprise internationale à Grenoble: Le prévu et l'imprévu de la mobilisation des ressources linguistiques. *Synergies Italie*, *9–2013*, 101–114.

Dompmartin-Normand, C., & Thamin, N. (2009). Poids des normes, représentations et attitudes envers les langues en contexte professionnel plurilingue. *Cahiers de l'Institut de linguistique*, 35.

Gaibrois, C. (2018). „It crosses all the boundaries“: Hybrid language use as empowering resource. *European J. of International Management*, *12*(1/2), 82.

Grin, F., Sfreddo, C., & Vaillancourt, F. (2010). *The economics of the multilingual workplace*. Routledge.

Hünerberg, R., & Geile, A. (2012). Language awareness as a challenge for business. *Language Awareness*, *21*(1–2), 215–234.

Lejot, E. (2015). *Pratiques plurilingues en milieu professionnel international: Entrepolitiques linguistiques et usages effectifs* (AC12165317). Peter Lang Edition.

Lüdi, G. (2020). Plurilingual speech as legitimate and efficient communication strategy. *International Journal of Bilingual Education and Bilingualism*, *23*(1), 36–48.

Lüdi, G., Höchle, K., & Yanaprasart, P. (2010). Plurilingual practices at multilingual workplaces. In B. Apfelbaum & B. Meyer (Hrsg.), *Multilingualism at work: From polices to practices in public, medical and business settings* (S. 211–234). John Benjamins Publishing Company.

MacSwan, J. (2017). A Multilingual Perspective on Translanguaging. *AmericanEducational Research Journal*, *54*(1), 167–201.

Meyer, B., & Apfelbaum, B. (Hrsg.). (2010). *Multilingualism at work: From policies to practices in public, medical and business settings*. John Benjamins Pub. Co.

Vigier, M., & Spencer-Oatey, H. (2017). Code-switching in newly formed multinational project teams: Challenges, strategies and effects. *International Journal of Cross Cultural Management*, *17*(1), 23–37.

Wenger, E. (1998) *Communities of practice: learning, meaning, and identity*. New York:

Wolfe, J., Shanmugaraj, N., & Sipe, J. (2016). Grammatical Versus Pragmatic Error: Employer Perceptions of Nonnative and Native English Speakers. *Business and Professional Communication Quarterly, 79*(4), 397–415.

Poster Presentation

Magdalena Zabielska

Adam Mickiewicz University
magdalena.zabielska@amu.edu.pl

Patients with…/, in the patients with…/, during COVID… : a discourse analysis professional medical publications about the coronavirus in Polish

As reported by *Nature* (2020), around 4% of research publications worldwide in 2020 concerned the COVID-19 disease, so it appears that not only doctors but also scientists are on the frontline of the pandemic, describing novel aspects of its diagnosis or treatment.

The aim of the current poster proposal is to present initial results of the analysis of the specialised medical discourse about COVID-19 on the basis of scientific articles in Polish. Special attention will be paid to the textual representation of such phenomena as virus and other pandemic-related aspects/concepts as well the agency of doctors and patients. The data constitute fifty-one scientific publications from Polish medical journals and the methodology adopted follows the principles of qualitative discourse analysis. Some insights are also obtained from the computer-aided exploration of the texts with the help of SketchEngine®, which allows identifying patterns in a language. It will be shown that the discourse of the publications at hand bears features of contemporary professional medical discourse which abstracts from the patient as a subject of treatment. Also, the representation of the way the virus works is similar to the representation of disease in specialised medical discourse, e.g. military metaphors or its impersonal character, yet some characteristic features have also been identified, e.g. selected lexical fields. The current analysis offers an insight into the textual construction of the SARS-CoV-2 virus in scientific discourse and is meant to contribute to the body of literature regarding the discursive construction of the virus in professional communication.