

## The Challenge of Digital and Disciplinary literacies: English for Tourism for non-expert older adults

**Marian ALESÓN-CARBONELL**  
**Universitat d'Alacant (SPAIN)**

Providing lifelong learning opportunities for older-adults, which enable them to become an active part of society, has become a priority in ageing societies (IMSERSO, 2011; WHO, 2002). According to the UNO (2019), one out of six world inhabitants will be aged 65+ by 2050. Differently from previous generations, modern older adults wish for a full, active and healthy life which may simultaneously prove meaningful and useful both for them and for the society they belong to (Bru Ronda & author, 2017; de la Torre Cruz, Luis Rico, Escolar Llamazares, & Huelmo García, 2016; Formosa & Galea, 2020). This entails the chance to reinvent themselves, so older-adult students need to acquire high-stake competencies so far unknown to them (AIUTA, 2014; Bru Ronda et al., 2016; Malwade et al., 2018; Solomon, Bowman, & Palmer, 2015). This paper describes the methodological proposal of the Heim Erasmus+ project, which provided an opportunity for older adults to learn about their heritage and to disseminate it in international settings applying linguistic, digital and professional competencies. The challenge was two-fold as, on the one hand, the Heim programme had to enable them to become efficient heritage agents, and on the other hand, they needed to master effective communicative strategies to disseminate their outcomes. ESP methodology proved to be the best approach for this demanding context, as older adults had to use the language of tourism professionals to be able to design real heritage routes. This methodology was based on previous needs analysis, experts' consultations, coordination with content lecturers, collaborative action research and a focus on digital genre literacies. Fifty older adults from different countries in Europe participated in the project and designed twenty heritage routes. The programme was assessed by a triangulation method that entailed a survey, an experts' consultation and a final evaluation by the quality committee. Results show that authentic tasks which require high-stake disciplinary and digital literacies —albeit demanding—, become feasible with adequate support, guidance and collaboration, even if learners are not moved by future professional demands. Moreover, these programmes foster active and purposeful ageing (cf. Ramírez Gómez, 2016; Sucylaite, 2015).

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## The impact of different international study abroad experiences on L2 reading, vocabulary and general proficiency

**Judith BORRÀS**

**Universitat de Lleida (SPAIN)**

Study abroad (SA) programmes have gained much popularity during the last decades because of the belief that they provide the immersion that learners need in order to boost their second language (L2) skills. The present research project investigates the effects that two different SA experiences have on participants' L2 reading, L2 vocabulary and L2 proficiency level. The two SA experiences that are investigated in this research consist of studying abroad in an English-speaking country (traditional SA) and studying abroad in a country where English is not the official language but is used as a lingua franca (ELFSA) (Koylu, 2016). Therefore, the main objectives of this project are 1) to determine whether SA experiences are positive with regard to language development and 2) to investigate whether there are major differences between the two SA contexts when it comes to L2 use and L2 learning. To address these questions, a group of 51 Catalan/Spanish bilinguals who participated in a traditional SA experience (n= 30) or an ELFSA one (n= 21) completed a variety of tests before and after their stay. These tests consisted of two reading tasks, the Updated Vocabulary Levels Test, a written task, the Oxford Quick Placement test and an online questionnaire (to measure how different individual variables affected their learning outcomes). Statistical analyses reveal three main findings: firstly, L2 vocabulary and general L2 proficiency show greater improvement than L2 reading. Secondly, the learners' English improved at a similar pace regardless of the type of SA. Finally, results demonstrate that individual differences (such as L2 usage while abroad) have a strong impact on participants' language outcomes. Koylu, Z. (2016). *The Influence of Context on L2 Development: The Case of Turkish Undergraduates at Home and Abroad*. PhD Diss., University of South Florida: The USA.

## El legado del Modelo Lexemático Funcional como fuente de inspiración en el área de LFE y en el diseño de ontologías jurídicas

**Ángel FELICES-LAGO**

**Universidad de Granada (SPAIN)**

En 2020 se cumplió el 25 aniversario del fallecimiento prematuro de Leocadio Martín Mingorance (1947-1995), un lingüista visionario, creador del Modelo Lexemático Funcional y precursor de aportaciones a la ciencia lingüística que han influido notablemente en el desarrollo de modelos gramaticales compatibles con el PLN mediante la semántica profunda, tales como la Gramática Funcional de Dik, la Gramática del Papel y la Referencia de Van Valin y Lapolla o el Modelo Léxico-Construccional de Ruiz de Mendoza y Mairal Usón. Aspectos clave como la interfaz entre sintaxis y semántica, el papel central del lexicón en la ciencia lingüística y en la computacional (PLN), son únicamente algunas de sus ideas adelantadas a su tiempo. El objetivo de este estudio es presentar sucintamente cómo conceptos esenciales de su pensamiento han influido directa o indirectamente en lúcidas aplicaciones para la traducción técnica, la axiología lingüística aplicada a lenguajes especializados, la terminología y, sobre todo, para la representación del conocimiento especializado. Precisamente, en este último aspecto vamos a exponer esquemáticamente las similitudes entre las ideas pioneras de Martín Mingorance y su trazabilidad en las diversas etapas para la construcción de una ontología satélite sobre derecho penal denominada *PenalCrimeTerm* (en preparación). Esta ontología especializada se enmarca en la base de conocimiento multipropósito FunGramKB (véase [www.fungramkb.com](http://www.fungramkb.com)), en cuyo módulo conceptual se incluye un catálogo jerárquico de unidades conceptuales con propiedades semánticas en forma de "marcos temáticos" o "postulados de significado". Estas dos nociones se inspiran en gran medida en el Modelo Lexemático Funcional y para visualizarlo seleccionamos, a modo de muestra, un sendero jerárquico conceptual #ENTITY > #PHYSICAL > #PROCESS > +OCCURRENCE\_00 > y conceptos básicos o terminales conectados, tales como +CRIME\_00, \$MONEY\_LAUNDERING\_00, etc.

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## **Didactic Applications of General and Specialized Corpora to Raise Linguistic Awareness in a Language Undergoing the Normalization Process: Academic Writing in Basque**

***Itziar GONZALEZ-DIOS***

**University of the Basque Country -UPV/EHU (Spain)**

***Uxoa IÑURRIETA***

**University of the Basque Country -UPV/EHU (Spain)**

***Igonze ZABALA***

**University of the Basque Country -UPV/EHU (Spain)**

One of the research lines in Corpus Linguistics is the characterization of academic discourses. This is usually driven by a pure theoretical motivation or by an applied objective such as the elaboration of dictionaries, teaching materials and tools to assist students in academic writing. Furthermore, corpus-based research on academic writing in English, the major language in this area, has tried to exploit corpora with didactic purposes to enhance students' linguistic awareness about the use of certain lexical items, phraseology (including lexical bundles) or rhetorical functions (Floerdew 2013). Acquiring skills for academic writing in English is a challenge for university students and for learners of EAP. However, this acquisition is even more difficult for university students with Basque as instruction language, since Basque is still undergoing its normalization process. Therefore, the academic terminology and phraseology that students need to acquire are not fully developed or stabilized (Zabala et al. 2011). Written corpora are an essential tool to monitor and study the development of academic registers in the Basque language. Moreover, corpora are also a very effective tool to make future Basque professionals aware of their role in the development and stabilization of such registers (Zabala et al. 2016). This work describes how general and specialized corpora are didactically exploited within the courses of Basque for Specific Purposes (scientific-technical domain) at the University of the Basque Country (UPV/EHU). The aim is for students to learn to critically analyze the usage of lexis and patterns characteristic of academic genres, so that, when they enter the professional world, they can continue to be connected with the functional development of Basque by contributing actively and effectively to this development.

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## Scholarly communication and Twitter: Multilingual practices of Spanish research groups

**María José LUZÓN**

**Universidad de Zaragoza (SPAIN)**

Individual scholars as well as research groups are increasingly using Twitter as a tool for self-promotion, information sharing, networking and public outreach (Mahrt, Weller and Peters, 2014; Veletsianos, 2012). Multilingual scholars, in particular, use their Twitter accounts to reach diverse local and global audiences (peer researchers, students, interested publics). This collapse of context, i.e. the flattening of multiple audiences into one (Marwick and Boyd 2011), affects the content, the choice of language and the way language is used in tweets written by these scholars. When writing a tweet multilingual scholars take into account their audience(s) to choose between English (the lingua franca of academia), their first language, and other languages in their linguistic repertoire.

Previous research on Twitter in scholarly communication has focused on its use by individual scholars or in the context of academic conferences, with no attention to how this social media platform is exploited by research groups. The aim of this research is to analyze the multilingual practices of research groups affiliated to Spanish institutions when using Twitter. More specifically, in this study I address the following questions: (i) what are the purposes for which research groups use Twitter?; (ii) what are the language choices of Spanish research groups in their Twitter accounts in relation to their audiences and the purposes for which they write the tweets?; (iii) how are these groups using Twitter to connect with diversified audiences? To answer these questions I combine content and discourse analysis of 320 tweets taken from the Twitter accounts of 8 Spanish research groups. Each tweet post will be coded for: (i) the language of the tweet; and (ii) the main communicative purpose. Tweets will then be examined to analyze how language choice is used strategically to engage diverse audiences and achieve these purposes.

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## Language Blogs for Specific Purposes: teaching stylistic appreciation and lit crit

**Liam MURRAY**

**University of Limerick (IRELAND)**

Nowadays, tech comfy and blended learners of a foreign language may easily access a huge variety of media to express and share their thoughts and opinions with others, be it in a classroom or virtual setting. Such media may include typical blog websites such as [WordPress.com](https://www.wordpress.com) or indeed other kinds of Social Networking Sites (SNS) such as *SnapChat*, *Instagram*, *Facebook* or *Twitter*. All of these continue to encourage self-expression on the part of the users, being known as User Generated Content (Levina & Arriaga, 2014). More importantly, the effective employment of such tools by tutors to teach stylistic appreciation (Argamon et al., 2007; Tungesh, 2011) and target language literary criticism (Francis, 2017) and by learners to practise writing and analysis skills in a literature class requires further examination by researchers in the LSP and the CALL (Computer-Assisted Language Learning) community. It may, most notably, be also used for investigating the potential for raising critical thinking from an individual to a collaborative basis (Murray & Giralt, 2019). This paper aims to add to this ongoing debate and will describe the pedagogical impact, effectiveness and viability of using blogs to enhance both student learning and peer collaboration in a literature class with final year learners of French. Emphasis will be placed on the need for applied researchers to examine adequately the quality of the learning experience for student bloggers within their writing environment so that they may justify the integration of blog writing tools in their teaching of stylistic appreciation and lit crit. Within our own longitudinal study, which began with the introduction of writing blog tasks some 14 years ago (Murray & Hourigan, 2008; 2010), the student participants were questioned about the quality of their blogging experience and the results will be related in conjunction with a presentation on our analysis of their writing performances.

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## English language testing and assessment of e-learning in Mongolia

*Myagmarsuren OROSOO*

**Mongolian National University of Education (MONGOLIA)**

The purpose of this paper is to discuss the results involved in language testing and assessment of e-learning. Assessment and language testing are necessary not only for testing language proficiency, but also for achieving the program's objectives and aims. With the rapid development of modern science and technology, and in the aftermath of the global pandemic, there is an ever increasing need to expand the use of e-learning in education. Several studies have been done comparing the assessment and effectiveness of e-learning with traditional classroom training, but it is highly questionable since many have not recognized the effectiveness of e-learning. Therefore, this paper seeks to examine the current trends in English language teaching in Mongolian Universities and the results and evaluation of a course based on e-learning at the Mongolian National University of Education (MNUE). Focus group discussions (online), document content analysis, and direct observation were used to identify the realities of English language teaching in the universities, the challenges faced in the training, and to analyze the questionnaires on e-learning evaluation.

Common findings of the difficulties in e-learning include internet access and students' preference for speaking their mother tongue in English classes. However, the majority of professional language students who participated in the study learned better through e-learning and suggested that foreign language courses could be based on e-learning. As a sample, in the classroom, proficiency testing was done for 40 students who are studying General English II (pre-intermediate) and an assessment revealed 87.5% of them failed (B2 level). Then they were assessed again by online testing and 80% of the students passed. This sample study suggests that we should improve our assessment of e-learning. E-learning has to be given its due credit and acknowledged.

## Teaching and Mobile Learning in International Contexts

*Therese PENNELL*

**Tarleton State University (USA)**

This paper explores a mobile learning pilot project used in an international teaching context. The original course, ENGL 3155 Technical Writing, was offered in a traditional (face-to-face) format. For purposes of reaching students in other parts of the country, enrolled at other sites/branches of the university, a mobile learning section was created.

In international contexts, technical writing instructors should consider offering their seated courses in other forums. The courses are usually specialized and unique, so technical communication students and practitioners would find them useful, but the timing may not be practical. A distance learning section allows individuals who cannot attend the course sessions, because of a variety of reasons, to be able to participate in the course. This paper shares a case study of adding a distance learning aspect to a traditionally taught course. The case study, taught at the University of Belize, presents the distance learning aspect using a mobile learning platform. The case study illustrates that for technical communication learning partnerships the distance learning element is crucial both for technological awareness, experience, practice and for accessibility to members of the community unable to complete traditional courses.

The paper shares the content and pedagogy utilized in the mobile learning platform and a critique of the practice. The mobile learning platform is both new and dynamic, so this audience-oriented forum requires the input of students, the paper also shares student feedback before and after the completion of the course.

As technical communication instructors prepare for these courses, researchers like Herrington (2008) and Mousten et al (2008) alert instructors coming from developed countries to check for biases. This concept is highlighted, but from a different perspective. For instructors returning “home,” inherent biases develop from exposure to new knowledge and experiences and these too need to be realized and avoided in designing and teaching distance learning courses.

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## Revising with *translationQ*: Technology and its Impact on the Revision Process and the Development of Thematic Competence in LSP

**Carla QUINCI**

Università di Padova (ITALY)

*TranslationQ* is a computer-assisted revision tool developed by the Belgian company Televic Education in collaboration with the KU Leuven Faculty of Arts Campus St-Andries Antwerp. Similar to computer-assisted translation tools, the software can automatically detect translation errors by identifying any possible matches between the target segments and the items saved by the human reviser in a revision memory. This is aimed at speeding up the revision work, reducing the task repetitiveness and increasing the consistency of revisions (van Egdom, 2021, pp. 214–215), especially for large volumes of translations, and ultimately objectify the translation assessment (Akbari & Shahnazari, 2019). The University of Xxxxxx is one of the first to have implemented this software for the revision of MA-level specialised translations. Drawing on this preliminary empirical testing, this paper will report on the implications of using *translationQ* for the (summative) revision (Hatim & Mason, 1997, p. 166; Durieux 1998, cited in Saridakis & Kostopoulou, 2003) of large volumes of translations. More specifically, the adaptation of the revision procedure to the software architecture will be examined, with special reference to the advantages and limits resulting from the implementation of technology in the revision workflow for academic purposes. Also, the paper will outline how the software can be successfully integrated in the specialised translation class to help trainees develop thematic competence (EMT Expert Group, 2009) through the discussion and analysis of terminological and phraseological errors.

Keywords: translationQ; revision; thematic competence; translation quality assessment; translator training.

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## The World Café and flipped class technique as collaborative learning methodologies in a Translation Course. A case study

**Laura SANTINI**

**University of Genova (ITALY)**

When discussing translation, often theory and practice seem to be at opposite ends. However, translation scholars are often professional translators; and those translators that are not scholars strongly rely on translation theory as well as other disciplines, such as linguistics, comparative and cultural studies and various approaches for instance corpus or discourse analysis to discuss their work, techniques, and strategies. A mediation between theory and practice seems thus crucial in designing and planning a postgraduate translation course that is willing to invest in innovative teaching and learning practices. Translation teaching is a relatively recent field and traditional methods have produced manuals providing some language teaching alongside translation activities as in Newmark's (2001). Authors like Vinay and Darbelnet (1995) favour a contrastive linguistic approach while Nord (2009) encourages learning through simulation of real practice. Tackling translation teaching also means increasing awareness around the intrinsic collaborative nature of the job; the need to challenge preconceptions, stereotypes, certainties; the idea of dealing with deadlines and time pressure as well as being prepared to support personal choices and strategies showing sound understanding and competence in both the Source and Target language and culture. In order to move away from a standard translation class and promote a more interactive learning approach that stimulates students' participation, collaboration, and an active sharing of their knowledge in group and pair tasks, a 30-hour theory and practice module has been designed on flipped class activities and the *World Café* technique aiming at dealing with short translation tasks from various text typologies (practice) alongside a focus on theory through a selection of historically crucial academic contributions, among which Jakobson's 1959 essay 'On Linguistic Aspects of Translation', Nida's "Principles of correspondence' (1964) and Catford's 'Translation shift' (1965). This research makes a case for the effectiveness of World café, a collaborative learning methodology, as 'the realm of collective intelligence'. Some of the World Café assumptions, i.e. discuss, listen, share, trust, dismiss precepts - are conceived as tools to stimulate learners through lively and dynamic class table rounds of conversations, presentations and Q&A sessions, aimed at boosting trust, solidarity, accountability among students and simultaneously critically work on theoretical approaches and methodologies. This paper intends to describe the implementation of the World café as a teaching/learning technique applied to a translation class, analyse guided assignments, and discuss the impact of such learning experience.

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## The role of multimodality in student engagement: the students as creative authors in ESP

*Mélanie WHITE*

Université de Bordeaux (FRANCE)

Multimodality is at the core of the wide range of digital skills that higher education students need to foster within a variety of curricula. As interdisciplinary skills, digital skills can help students develop communication skills in general, and disciplinary communication in a foreign language in particular. What this paper sets out to show is that in the context of an ESP class, a multimodal task is an efficient tool to encourage student engagement through the authoring of multimodal texts. Indeed, as Christopher Williams writes, “The opportunity of authoring multimodal texts by coherently integrating different digital media elements (texts, graphics, sound, animation and video) is becoming a popular practice among the net generation. (...) developing multimodal communicative competence now needs to be at the forefront of ESP.”<sup>1</sup> This paper will focus on two pedagogical examples: the creation of a video abstract in a class of scientific English for biology students at Master’s level and the use of a vlog as a final assessment task in a class of ESP for Sports Sciences students who are trainee Physical Education teachers. I will analyse what is at stake in such tasks, through the concepts of code-switching, genre flexibility and creative authoring. Focusing specifically on the Scientific English course, this paper will present the shift that takes place between the genres of the research abstract and that of the video abstract. This shift can be an important didactic tool, allowing students to experience genre flexibility while developing linguistic skills specific to their discipline. The analysis of the vlog exercise will exemplify how such a multimodal task fosters student engagement and encourages students to reflect on their own learning, making it a relevant task as their identity evolves from that of a student to that of a teacher. As active participants in the authoring of their video artefacts, students’ digital skills and disciplinary skills develop at the same time, exemplifying the idea that “digital literacies are critical to fully access the literacies required for disciplinary learning.”<sup>2</sup>

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<sup>1</sup> Williams, C. (2014). The future of ESP studies: building on success, exploring new paths, avoiding pitfalls. *Asp*, 66, 137-150.

<sup>2</sup> Manderion, M. and Castek, J. (2016). Digital Literacies for Disciplinary Learning: A Call to Action. *Journal for Adolescent and Adult Literacy*, 60(1).