The New Specialized Discourse of Business Greening: A Multimodal Approach to Environmental Knowledge Communication
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To be or not to be green is no longer a question for business communities. The necessity to reduce the environmental impact of various products and production methods is an unquestionable responsibility of the contemporary business world. The challenging question is: how is business greening communicated?

This paper explores how environmental knowledge is communicated in the new specialized discourse of a series of multimodal texts existing in Arla Corporation’s website at: http://www.arla.com/closer-to-nature/from-nature-to-you/. The texts are a part of “Closer to Nature” marketing campaign promoting environmentally friendly products and positioning Arla as an eco-friendly corporation.

In order to investigate how knowledge about business greening is communicated in accordance with the potential and constraints of linguistic features and images, the paper draws upon a multimodal methodological framework. The paper intends to establish which semiotic mode is given prominence in the multimodal interplay by examining the functional differentiation of the two semiotic modes. Furthermore, as the greening of business is persuasively promoted, the paper also intends to contribute with a discussion of new multimodal processes of discursive transformation like evaluation and legitimation.

Thus, the proposed model of multimodal analysis aims to show how evaluation and legitimation are employed in novel ways in order to shape knowledge about environmental issues and the greening efforts of Arla Corporation.


From Mental Spaces to the Understanding of Compositionality and Conceptualization in Advertising Discourse
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Moscow Lomonossov’s State University, Russia

Language and communication are important sources of evidence for describing human conceptual systems and human knowledge of different kinds. In my papers I try to focus on mental lexicon, which includes three constituents: knowledge structures representing language means and links between them, knowledge of the world and knowledge of the particular communicative situation (Manerko 2000; 2001). This material is also based on the description of knowledge structures in the English discourse. The analysis is constructed on the basis of three approaches within the field of cognitive semantics: 1) Lakoff’s study of conceptual metaphor and its link to linguistic categories in socio-cultural studies; 2) Fauconnier’s idealized cognitive model in frame structure known as the theory of mental spaces; 3) Sweetser’s pragmatic rather than semantic interpretation of composite structures in different contexts. But these linguists “are not primarily concerned with the problem of assigning meaning to larger constructions” (Sweetser 1999: 134).

For me it is necessary to outline the conceptual elements corresponding to a Noun-Noun construction and those meaningful constituents and relationships, which are context dependent and involved in discourse production processes. Advertising discourse (Manerko 2007) was chosen to exemplify conceptual integration, reflecting certain linguistic categories in the human mind: this activates preexistent conceptual networks representing particular spheres of human activity. New kinds of language units are created for special occasions that require specific production and perception efforts.

The analysis including mental spaces of the basic construction (input space 1 and input space 2) and framing of additional conceptual information (certain landmarks, image schemas, emergent structures, etc.) represented in a certain piece of advertising discourse seems helpful in understanding the compositional nature of linguistic meaning since it is based on cognitive principles and represents semantic changes and shifts while making meaningful choices in nominal structures involved in human specialized interaction.

References
Minding the Gap
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North Dakota State University, USA

Some English departments with distinct Literature and Technical and Scientific Communication programs have addressed a loss in faculty lines through online certificate programs. This solution to a Technical and Scientific Communication program contraction can help re-position a program housed in English departments unwilling to blur distinctions between programs; however, when departments are too small to maintain separate programs (or create new certificate programs), it is imperative to find alternatives to creating these sub-disciplinary silos. This presentation will begin with the certificate solution and contrast it with a different way of “minding the gap” between distinct programs at North Dakota State University. Rather than creating a more streamlined online presence, NDSU has opted to blend inter- and intra-departmental resources in a more traditional face-to-face Ph.D. in Technical Communication. By finding useful overlaps in faculty expertise, department resources, and university strengths, NDSU has crafted an in-situ bridge to cover gaps in approaches and resources. Through enlistment of literature, linguistics, education, and communication department faculty, NDSU has created a blended program to address the gaps that are often left by more research-oriented Ph.D programs. In addition, this presentation will detail how the conversations between programs and departments might and can occur, so that the zero-sum calculations which cause tremendous rifts between disciplines do not end up exacerbating old antagonisms either through enforcement of the status quo or the mere flipping of power imbalances.
**Blended Learning of Law French: An Analysis of Statistical Data**

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At the Law Faculty of the Catholic University of Brussels all courses were redesigned in 2008 within the framework of (a) a new curriculum for students in need of a tutorial approach and of (b) a quality control program as urged for by the Bologna process. As to the language courses, the Board of Teaching wished to break down the traditional communicative pedagogy in favour of reading comprehension courses. At the same time, the ICT department launched a pilot project for blended learning and invited volunteers to participate in it. A new course of Law French was thus created, consisting of three parts: interactive contact teaching on text quality and reading comprehension (Belgian law texts), peer work on the e-platform for problem solving - inspired by the Canadian *cliniques juridiques* - combined with the development of a small law lexicon by means of SDL Multiterm Trados, and finally autonomous e-learning of the syntax of the compound sentences in French. In December 2008 students (N=118) were evaluated in two complementary ways: traditional expert evaluation was applied to hard copies and electronic multiple choice questions; peer evaluation was implemented as a bonus-malus system. A refined statistical analysis of the assessment results allowed to measure the effectiveness of the course and to answer the following questions:

1. What was the impact of peer assessment for peer work on the final score?
2. What do we learn in terms of progression from a comparison between the results of the compulsory and identical initial and final diagnostic tests?
3. Which is the relationship between the results of the two diagnostic tests and the results of the final examination?
4. Which is the relationship between the autonomous learning of grammar and the results of the final examination?
5. How did students evaluate this course?
Representation of Fabricated Knowledge in LSP
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LSP is actualized in the variety of types of texts including the scientific one. Traditionally scientific texts were viewed as carriers of objective knowledge. However, they may also transfer fabricated knowledge that is regarded as the product of imagination of the researcher. I argue that imagination helps to re-conceptualise the previous knowledge, to interpret a new data obtained, and to predict the further development of the theory.

The issue of fabricated knowledge in scientific texts is not sufficiently discussed, though many researchers acknowledge the importance of imagination in theory and concept creation (Lakoff 1988). Consequently, the methods for the research of this complicated phenomenon must be optimal and better elaborated.

The aim of this presentation is to consider the ways fabricated knowledge is represented in the scientific texts of the humanities. For this purpose I use the methods of cognitive and contextual analyses. These methods give the opportunity for a more comprehensive observation of scientific texts as transfers of special knowledge. Two main types of fabricated knowledge representation will be discussed in my presentation: linguistic representation (metaphors, terms, analogies, etc.) and conceptual representation (domain constructions, conceptual structures, models, etc.). In my presentation I will describe and discuss the attempt to prove that fabricated knowledge is ontologically inherent to LSP texts.

Reference
Needs-Analysis for Legal LSP Courses
Almut Meyer
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Language studies (Finnish, Swedish, English and German) have formed for five decades an integral part of the law-study programme in the Faculty of Law of the University of Turku (Finland). With reference to the European integration process, the Bologna Process and the implementation of the Common European Framework (CEF), issues of syllabus and use-value of language teaching and learning have hitherto certainly been discussed in Finnish university institutions.

LSP teaching (in this case legal German) and curriculum development have mainly been distinguished by subject-orientated research such as a legal linguistics, concentrating on intertextuality, the institutional frame, text-centered juridical work and legal theory.

Language and communication-skills are prerequisites for professional interaction for Finnish lawyers, as equally for research needs. For further development of LSP teaching, which is my prime concern, concrete up-to-date data serving professional needs is now being collected in semi-structured interviews of Finnish lawyers in Finland.

This empirical study aims to gaining explicit information about actual language needs for German in the professional context: Are there certain fields of law, which are of a significant relevance in Finnish-German relations? What kind of language proficiency is required for Finnish legal experts: Are special abilities such as reading comprehension to be emphasized? The data provides information about professional requirements, which are being reformulated as objectives for teaching.

This paper presents the results of my inquiries so far undertaken and describes the steps for implementing into the syllabus and, in general, into teaching practice.

Bibliography:


The Role of L1 in English for Specific Academic Purposes Instruction
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English for Academic Purposes (EAP) represents a special kind of English language for Specific Purposes (ESP) and its sub-branch is termed English for Specific Academic Purposes (ESAP). It is the instruction of English for Academic Purposes specially performed to students of faculties where English is not major (such as Medical Faculty). Students have an intermediate to advanced level of General English (GE) knowledge, so the question is whether the use of L1 is justified in the ESAP instruction. Opinions have been divided. There are authors who think that the whole ESAP instruction should exclusively be done in English. In this paper, the view is aired that L1 has its place in ESAP teaching. Firstly, during mastering technical and semi-technical terminology, it is necessary to establish proper understanding of terms during the translation process into L1. Secondly, the students of ESAP have weak grammar and grammatical terms’ competence in L1 and the latter is the key for understanding and mastering the English language grammar. Finally, in creating more complex oral and written tasks, the students frequently make shorter preparatory concepts in L1. It may be concluded, based on the students’ questionnaire done at the end of the academic 2008/09 at the Belgrade University School of Medicine, as well as the author’s long term practice and experience in teaching English for Specific Academic Purposes (ESAP), that a moderate use of L1 is beneficial in contributing to better mastering of ESAP.

Key words: ESP, EAP, ESAP, Medical, L1
“Show, Don’t Tell”: Promotion in Medical Conference Abstracts
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Among linguists it is now commonplace to highlight how self-promotion has become an essential part of scientific endeavour. Specifically with regard to conference abstracts, it has been suggested that these texts are ‘somewhat promotional’ and may well bear a greater resemblance to research proposals than normal research article abstracts (Swales & Feak 2000).

The aim of this study was first to analyse medical conference abstracts and determine what aspects could be considered promotional. A comparison was then made with a matched sample of research article abstracts to determine to what extent promotional features were present in both types of text.

A corpus of 200 abstracts was compiled: 100 abstracts from submissions to 5 international biomedical conferences and a second parallel corpus of 100 research article abstracts from the official journals of the respective organisations.

A framework for analysis was then established based not only on previous linguistic analyses but also on two types of study from the medical literature: articles explaining how to write successful conference abstracts and analyses of how the conference abstract review process can be made more reliable and open.

It will be argued that it is essential to take this more ‘insider’ approach as it provides not only a more ecologically valid analysis but also one which encompasses more elements than those identified using purely external linguistic criteria alone. Data will also be presented that indicate that, in the field of medicine at least, major differences do not seem to exist between the two types of abstract.

Translation Assessment: Creation of a Platform for E-Learning
Patricia Minacori
Université Paris VII Denis Diderot, France

From September 2004 to January 2006, we analysed 545 assessments of English to French translations, written by French mother tongue students, from Licence 1 to Master 2. The analysis showed that errors can be divided into five main categories: comprehension, expression, research, revision and method, which correspond to the major steps a professional translator has to respect. We also went into some details to try and imagine why students chose erroneous solutions (see the error tree). In fact if we still don’t know exactly how comprehension of a text expressed in a foreign language occurs, some hints can be found in research made on memory for example. Cognitive aspects of comprehension also helped us to create the error tree.

Our objective is to present an error tree taking into consideration the analysed errors and other potential ones in order to facilitate assessment and help students adopt a pro-active attitude. The error tree is intended to respect the French norms in universities concerning assessment but some elements can be considered a transgression to the norms.

From 2006 up to 2008 we have been testing the tree with French colleagues in different universities so we added some elements.

With the help of students in computer science (Université de Franche Comté, Montbéliard) we also created an interface for an E-learning platform and we are starting tests with our students.

Results from this research could be presented at the conference.

Thematic strand: translation of specialised discourse and translation and multimedia


Professional and Non-Professional Knowledge in Educational Discourse
Svetlana Mishlanova & Anastasia Gureeva
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Among the current trends of cognitive science it’s noteworthy to name the study of everyday phenomena. The International Baccalaureate Organisation (IBO) has obviously become the reality of present day life. The actuality of the research is caused by the fact that IBO provides three educational programmes highly recognised in 134 countries of the world and is widely observed in the internet and press. The revealing of differences in the representation of professional and non-professional knowledge in educational discourse would be rather helpful in overcoming difficulties considering linguistic aspects of the phenomenon.

The aim of the article is to reveal the peculiarities of professional and non-professional knowledge representation in educational discourse applying the comparative method.

The official internet site of IBO provides its visitors with the professional knowledge about the organisation, its programmes and other issues, while the press is regarded as the presenter non-professional knowledge considering the reading audience is very much varied.

Reference


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The Relationship Between the Vocabulary Knowledge and the Vocabulary Use
(Quantitative Findings)
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This study investigates the relationship between vocabulary knowledge and vocabulary use in an Iranian EFL context. Participants were 74 senior English majors at Urmia University in Iran. It seeks to explore the relationship between three dimensions of vocabulary knowledge, i.e., receptive, controlled productive and free productive vocabulary knowledge. The study used the Vocabulary Levels Test to measure the learners’ receptive vocabulary size, a Vocabulary Size Test of Controlled Productive Ability to assess the learners’ controlled productive vocabulary, two writing tasks to assess their quality of writing and the Lexical Frequency Profile to measure the lexical richness in free written production.

The quantitative results of the study reveal a gap between the learners’ receptive, controlled productive and free productive vocabulary knowledge. The lack of significant correlations, in general, between the learners’ receptive and controlled productive vocabulary knowledge and the learners’ quality of writing indicates that the learners did not use the full range of words they had receptive knowledge of when they were left to their own choice of lexis in free written production. Furthermore, the Lexical Frequency results demonstrate that the learners, including those with high quality of writing, mostly used vocabulary from the first 1K-word group. However, the learners with high receptive vocabulary knowledge, in general, used this range of vocabulary more efficiently in the free writing tasks as indicated by their quality of writing scores.
Following Norms, Taking Risks: A Study of the Use of Connectives in a Corpus of Translated Economics Articles in Italian
Maria Teresa Musacchio & Giuseppe Palumbo
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From a contrastive perspective, Italian is often said to make more extensive use of connectives and other text-organizing elements than English. Little empirical support exists for such a claim and vague references are made in the literature to possible differences in the way text-organizing elements are used in Italian translated and non-translated texts. In specialist translation, adding text-organizing elements to a translated text may entail the risk of making explicit the wrong kind of coherence relation between two source-text sections (e.g. two juxtaposed sentences). Our paper explores the use of intersentential connectives in a corpus of Italian translated texts in economics, comparing these both with the English source texts and with comparable Italian non-translated texts. The analysis shows that: the frequency of connectives is, overall, higher in the non-translated than in the translated texts; in the translated texts, a connective is often ‘added’ to the text, i.e. it has no ST counterpart; many ‘added’ connectives in the translations are items that are very frequent in non-translated texts. We take these findings as evidence of two related phenomena: 1) the tendency of translators to make the TTs more explicit in terms of intersentential relations; 2) the fact that, in following this tendency towards explicitation, translators are also favouring norms of text production assumed to be characteristic of the TL. This emerges, in particular, in a case study of two connectives (infatti, ‘indeed’, and invece, ‘instead’), which we investigate in terms of their position in the sentence – described as thematic, post-thematic or non-thematic. The use of these two connectives follows remarkably similar patterns in both the parallel and comparable components of our corpora, regardless of whether they have an ST counterpart. Our interpretation of this is that translators follow an initial norm inspired by ‘acceptability’ (as discussed in Gideon Toury’s theory of translation norms) and that the addition of a connective in Italian TTs is for the most part a stylistic device aimed at making the texts more idiomatic.
On New Types of Knowledge (in Communication + Diff Knowledge Section)
Marie J. Myers
Queen’s University, Canada

In this paper I present the results of a search in the literature with the formulation of a working model for the channeling of key aspects into an articulated plan. In addition I will present the results of a research study in which I implemented the different steps of the working model arrived at. I looked at the dialogues held around research and analyzed the contents in order to uncover new directions for the new globalizing learning economy (Archibugi & Lundvall, 2002) and at the same time keeping in mind the management of cultural differences (Harris & Moran, 1989).

Many voices are participating in interpretation in the context of a given audience. Diverse modalities come into play. Researchers noted that the ‘I-experience’ conjugated with the ‘we-experience’ should ultimately lead to a person identifying the ‘self-experience’. To achieve that level of understanding in a socio-semantic sense requires ‘learning how to mean’. In the new knowledge economy this component in communication is key as sought attributes are innovation, community and feelings.

A rigid gap exists between approaches at the basis for communication and the audience’s apprehension and internalization of the contents to be communicated, a bridge between theoretical research knowledge and the knowledge base brought to receivers is required (Bennis & Biederman, 1997). The words need to be situated in what constitutes a border zone between the researcher’s knowledge base and that of the audience (Rose & Kasper, 2001). Complexity theory tries to address these issues.

No gap should exist between the themes and meanings presented and active understanding. Social evaluation has to be included in the evaluative orientation taken in the specific context concerned. We need to look at where boundaries meet (Myers, 2004).

The above threads will be drawn together in an effort to seek coherence among diversified views.

References


**Différents types de connaissances**
Marie J. Myers
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Nous présentons une recherche sur les nouveaux types de connaissances face au contexte de globalisation visant une mise en séquence des aspects primordiaux découverts en une articulation pratique. Nous partageons également les résultats d’une étude, suite à l’application du modèle. Les dialogues tenus ont été examinés et leurs contenus analysés pour découvrir de nouvelles directions de recherches (Archibugi & Lundvall, 2002). Nous avons gardé à l’esprit les questions relatives à la gestion des différences culturelles (Harris & Moran, 1989).

Pour arriver à une interprétation dans un contexte donné avec des participants précis, différentes modalités entrent en jeu. Selon les chercheurs, la déclinaison de l’expérience « contenue en soi », confrontée à celle du « groupe en interaction » finira par amener chacun à identifier la perspective sur ce qu’on pense vraiment. Au niveau socio-sémantique cela requiert d’« exprimer ce qu’on s’est approprié ». Cette composante est cruciale par rapport aux qualités désirables identifiées ayant un rapport avec le degré d’innovation, la prise en compte de la communauté et le niveau de sensibilité de la personne.


Il ne devrait y avoir aucun écart entre les thèmes et significations apportées et le niveau d’accès aux notions présentées. Une évaluation sociale est à inclure dans l’orientation évaluative dans une situation donnée. Nous devons examiner les points où des rapprochements possibles existent (Myers Division).
(Yet Another) Taxonomy of Motivations
Johan Myking
University of Bergen, Norway

Despite many attempts the concept of motivation has never been unambiguously defined. My point of departure here is the paradox that, on the one hand, motivation is perceived of as a gradable property of lexical units and, on the other, that taxonomization and discrete categories are necessary conditions for a model to have analytical value.

Recent cognitive approaches (e.g. Temmerman 2000) maintain the merits of metaphor whereas traditional terminology has often emphasised the opposite, viz. morphological motivation (e.g. Drozd & Seibicke 1973). The synthesis of the two has still not been obtained, although Kocourek (1991) comes close, allowing for phenomena that do not easily fit into the morphological/metaphorical dichotomy.

In my presentation, based on Myking 2008, I propose an elaboration of Kocourek’s model, arguing that ”sub-morphology”, dynamism and interaction between different motivation types should be accepted and integrated. I suggest three main types of motivation: conceptual motivation (including metaphor as well as morphological motivation); sign-to-sign-motivation (allowing for borrowing) and formal motivation (allowing for phonosemantics and similar phenomena). The relevance of this approach is not restricted to terminology and LSP.


Immersion Students’ Subject Specific Production from a Terminological Perspective
Niina Nissilä & Nina Pilke
University of Vaasa, Finland

The present paper discusses the application of terminological methods when analysing knowledge structures in students’ second language production. Our presentation is a part of the research project Conceptual Worlds and Second Language Acquisition at the Department of Scandinavian Languages at the University of Vaasa. The project aims at investigating students’ ways of expressing and developing their conceptual worlds in different ages and in different school-related situations via a second language. The material collected comprises both written and spoken material (Swedish) produced by immersion students in grades 3 (9 years of age), 6 (12 years of age) and 9 (15 years of age) in Finland. In this paper we focus on the written project material which is based on a task concerning the use of content specific concepts and consists of 344 individual texts.

Our paper concentrates on methodological issues. By examining and modeling what kind of characteristics and what kind of concept relations immersion students express at different ages we expect to be able to contribute to a cross-disciplinary design of second language teaching. The suitability of terminological methods in a subject specific but non-expert context will thus be discussed in a new theoretical framework.


Representation of the Language Personality in LSP
Valentina Novodranova
Moscow State University of Medicine and Dentistry, Russia

Goals: compiling of the dictionary of eponyms and professionalisms in the language of Medicine, preparing of the monograph “Medicine Terminology Science”
Discussion: 1. Correlation of the language personality and the language picture of the world.
2. Professionalism and term (their status in LSP)

The problem of the language personality has been worked out since the end of the 80s of the previous century in the works of linguists, philosophers and researches of culture. A language personality is a multi-componential and multi-level structure. The concept of a language personality is represented either by a common notion of a native speaker in the social stratum or by a notion of a certain language personality – the representative of this social stratum. The picture of the world of every personality as a structured total sum of knowledge and notions is objectified in the language. The process of the formation of the language personality undergoes several stages and is reflected in the levels of the language competence.

A language personality and sometimes the whole language community play a great role in the formation of terminology. Any innovation in the language is implemented in the beginning by a separate individual and further on it is accepted or rejected by other members of the society. In the encyclopedic dictionaries one can often come across the reference to the author of this or that term. Authors’ terms reflect the primary subjectivity of the scientific language which depends on the professional and language competence of the author.

An interesting layer in the term-compiling is terms-eponyms in which there is fixed a language personality, the author’s name, the name of a scientist who discovered a phenomenon or made a certain discovery.

A more interesting representation of a language personality in the professional communication is that which is connected with both members of the communication (a scientist – a scientist, a scientist – a pupil, a scientist – a layman, etc.) as well as some communicative situations. These situations can be both official and non-official. In oral communication there are more opportunities for revealing of the language personality of the speaking person. In the official situations the neutral units - terms – are used, in non-official situations – not only terms but professionalisms are used as well; the latter depend on the valuation-goal sets of the members of the communication.

In the scientific text the representation of the language personality is none the less popular. The author’s “me” is reflected in the text structure as well as in the special devices. A language personality as an author of the text, and a discourse as the created by him/her speech work, are both the conceptual constituents of an ego-centric conception of the language.

In the report on the material of medical terminology it is shown that a category of a language personality is a key one in the term-compiling processes and is represented as a personality conveyed in the language and by the language.
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Analysis of Concept Analysis
Anita Nuopponen
University of Vaasa

This paper focuses on methods and aims of concept analysis, and is a part of an ongoing research, where terminological methods are developed as a research method. Terminological methods are sometimes used as such in academic research, e.g. in master's theses and doctoral dissertations. However, quite frequently, researchers or students do not seem to problematize or be aware of the fact that they are using these methods outside the professional context for which they were originally designed, and that the sources utilized may be manuals or text books addressed to terminologists working with practical terminology projects. In this paper, terminological methods are contrasted with selected concept analysis methods utilized in business studies (Näsi; Takala & Lämsä) and nursing science (Walker & Avant). These methods have been formulated in the context of academic research and meant for clarification and development of concepts of these disciplines.

As the result of the analysis, the paper proposes an integrated concept analysis method which can be a research method of its own, or a part of any other type of study. Terminology science and terminology work contribute with conceptual tools, i.e. classifications and descriptions of concept types, types of characteristics, concept relations and concept systems, as well as other meta-concepts. The other disciplines offer a research oriented approach and process descriptions.

Sources:
Ethnography and Corpus for the Analysis of Personal Pronouns in Academic Speech Based on an Interview with John Swales and the Analysis of the Michigan Corpus of Academic Spoken English
Akiko Okamura
Takasaki City University of Economics, Japan

In academic speech, analysis of “you” has not been popular as it was thought to be employed to show a distance between the speaker and the audience (Rounds 1987a,b; Fortanet 2004). However, the Michigan Corpus of Academic Spoken English (MICASE) has shown “you” to be the most frequently used personal pronoun in academic speech (Fortanet 2004). It seems necessary to examine “you” in that context.

Therefore this study investigated the functions and references of personal pronouns (we, you, I) in academic speech with special attention to plural “you” through an interview with John Swales about his use of personal pronouns in his speech transcript and the analysis of MICASE. In MICASE, personal pronouns and their collocates were analyzed in two types of monologic academic speech (9 undergraduate lectures and 9 public lectures).

Corpus analysis showed that “you” was the most frequently used personal pronoun in the undergraduate lectures. “You” preceded “if” much more often than “we” and “I” in both lectures, but in particular in undergraduate lectures, making “if you were/are” the most frequent collocate there.

The interview clarified the functions and references of “you” in undergraduate lectures. First although “you” was originally categorized into vocative-you and generic-you, the interview revealed that the reference of “you” can work on a continuum of specific to general. Second, “if you are” is to draw attention and explain the story by putting the students in a personal but hypothetical condition. Combining the two approaches seems beneficial for the analysis of “you”.


LSP and Minor Languages: Some Proposals for a Translation Attitude Culture
Anastasia Parianou
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Translators working in a major-minor language pair, in our case, German-Greek, consider that German has a higher language status than Greek.

There are different reasons for this language attitude:
Political, economic and cultural forces determine the status of a language;
Greek as a minor language depends much on the translation activity;
Translation relationships depend on whether a language is target-language intensive (German), or source-language intensive (Greek) (see Cronin 2003: 145f.).

The higher language/translation status of German LSP is also due to the instrumental orientation, which when translating into a minor language implies that translation products interest the target-language public more for socioeconomic reasons. On the other hand, as Greek surveys show (Siskou 2005, Ioannidou 2006), translation from Greek into other minor or else major languages, has increased. Greek as a source and target language amounts to 59.09% and 95.45% respectively (Ioannidou 2006: 3f.). Following the methodology of the functionalist approach and concentrating on the minor-major language pair we propose to develop a translation attitude culture in regard to minor languages, in particular Greek. The status of Greek as a minor national language will be strengthened if, apart from the creation of more numerous and more reliable reference books, internet tools, and parallel texts, the constitution of fora for translators and translation scholars and a state-coordinated language planning institution will be constituted. We express the hope that TS research will develop a public branch and focus on the TS service for the general public (see Koskinen 2007 in Pokorn 2008: 7).

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Dialogue in Business Communication
Anne Grethe Pedersen
University of Aalborg, Denmark

This paper presents the results of a linguistic analysis focusing on the use of the word dialogue in annual reports from 2008 published by German and Danish chemical companies.

In the context of increasing focus on Corporate Social Responsibility, transparency and openness, the word dialogue has become a buzzword in corporate communication. It is expected that companies engage in dialogue with different stakeholder groups in the surrounding society and that they, to a certain extent, report on their dialogue activities. Among others, the UN Global Compact promotes dialogue between business and stakeholders around critical sustainability issues. The paper argues that dialogue may be seen as a useful factor in relation to shaping corporate identity and differentiating the company from its competitors.

The study investigates how chemical companies choose to respond to these expectations and how this is reflected in their annual reports. It offers linguistic insights into the way the companies construct themselves as dialogue oriented, including the dialogue partners, dialogue issues, purposes and results of the stakeholder dialogue they describe and evaluate.

The methodological framework of the study is based on systemic functional linguistics (Halliday/Matthiessen 2004). Within the interpersonal metafunction, lexical choices and evaluation are in focus, the ideational metafunction deals with the choice of processes and participants and the textual metafunction looks at the information structure where the word dialogue occurs.

LSP and Modern Technologies: Towards a Unified Theory of Knowledge
Michèle Perrin-Taillat
Luxembourg

LSP is at the juncture of language and specialized knowledge. To introduce the possibility of a general approach, attention is drawn to (a) the universality/variety paradox, (b) the relationship between structure and change, and (c) pragmatics (language and knowledge in use).

(a) Language and Knowledge are seen as universal biological processes.
(b) Language and Knowledge are seen as structures (theories) and as dynamic processes (use) that inevitably change those original structures.
(c) Linguistic theories and other domain specific theories are idealizations that are used and tested in context (Pragmatics).

Theories of the physical sciences are generally constrained by an unambiguous mathematical model and tested against the “world out there” whereas theories of the human sciences, including Law, are tested against other types of discourse that often assign terms very different meanings. Moreover, these are generally not constrained by an unambiguous mathematical model, and if they are, it is a probabilistic model, the only available option. Yet all specialized knowledge theories are mediated by language, and therefore present some degree of meaning indeterminacy – a bigger problem in the human sciences.

In order to address the issue of variability-related problems, stochastic models should be implemented more widely in LSP research with a view to developing tools to assess synchronic variation (across domains in the same language, across languages within the same domain) and diachronic change (how a domain has evolved over time).

References:


Reducing Language Knowledge Asymmetries in a Temporary Setting
Margrethe Petersen, Tim Caudery & Philip Shaw
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The ERASMUS program was introduced (under a different name) in 1987 with the aim, among others, of furthering multilingualism (Coleman 1998). Given that this phenomenon was expected to be realized at an individual level, the aim of the program was clearly not merely multilingualism but, in fact, plurilingualism (Spolsky 2004) and, by implication, a program intended to strengthen the building at an individual level of the specialized knowledge that the learning of any second or foreign language requires. Recent research has shown, however, that the motivation of students whose disciplinary fields are not language or philology and who go to Denmark or Sweden on exchange does not necessarily lie in an interest in learning the official language of the host country (Caudery et al., 2008). On the basis of semi-structured individual interviews, picture description and basic vocabulary tests, this paper reports on a longitudinal study of 240 incoming non-language exchange students in Scandinavia. It analyses a few exceptional cases of students whose level of performance in the Scandinavian language of their host country was higher than the average performance of the cohort. The paper investigates the characteristics of these cases and, drawing on Hornberger’s continua of biliteracy model, it relates them to factors arguably influencing the relative achievement of the aim of plurilingualism. In so doing, it seeks to contribute to our understanding of individuals’ motives for reducing language knowledge asymmetries.


Markers and Knowledge-rich Contexts to Study Short-term Evolution in Corpora: Elements for a Methodological Framework in French
Aurélie Picton
Université Toulouse 2, France

Knowledge evolution is a central and rapid phenomenon in specialised domains, and particularly in technologically advanced sectors such as space research. Learning to detect it over short-time spans (approx. 10 years) is highly necessary for several applications such as terminological bases updating, competitive intelligence, etc. To detect such an evolution, one possibility is to define markers of knowledge evolution in specialised corpora.

Markers of knowledge evolution can be for instance adverbs (today, recently), adjectives (new, promising, old), nouns (prototype, innovation), comparison patterns (more Adj than) and can convey an idea of novelty as well as an idea of obsolescence, replacement, etc. Once the markers are defined, it is possible to identify larger portions of texts - such as paragraphs - where they tend to gather. These paragraphs are called knowledge-rich contexts. The terms occurring in these contexts can then be collected as they are likely to be in a process of evolution. For instance, in the context below, the term that may have gone through changes is “technologies BiCMOS”:

On constate que les [technologies BiCMOS] ne sont qu'une amélioration des technologies CMOS existantes./ (One can note that [BiCMOS technologies] are an improvement of the existing CMOS technologies.)

We present a list of approximately 40 markers extracted semi-automatically from a diachronic corpus of space optics (made of the first three editions of a technical course from the French National Space Agency). We discuss the definition of markers and contexts, their accuracy as clues of knowledge evolution and the diversity of the aspects of evolution that can be traced back. Finally, different analyses of markers and contexts illustrate how they can help “draw” the evolution of terms and concepts of a domain.


Surveying the Opinions of Finnish Delegates in the EU: a Tool of Social Sciences in Linguistic Research

Aino Piehl
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The European Union’s impact on the Finnish language has been a focus of debate since Finland became a member 1995. In order to find out what the Finnish officials thought of quality of texts produced by EU, a questionnaire was sent to civil servants in Finnish central government departments in 1998. The result was that they found the Finnish language Community Law statutes hard to understand. The survey also raised other questions that seemed relevant to the result: Does the choice of working language have an effect on the officials’ opinion? What do they understand by a good translation of the Community statutes? How do they see their role in the process of producing a Finnish version?

These questions were given more attention to, when a second survey was conducted in 2006–2007. The purpose was to get useful information for EU translators about the opinions of the most important readers of their texts. Another aim was to look into the language choices and other practices of the delegates.

Survey is an attractive method: with modern technology, it is very handy, and it often gives more information than asked for. However, linguists are usually not trained to use it, and the users should be aware of its limitations.

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A Diachronical Overview of the Italian Constitutional Language
Maria Laura Pierucci
University of Macerata, Italy

The present paper investigates the Italian Constitutional language focusing on its diachronic evolution through all its changes (1948-2008), i.e. a comparative analysis between the text enacted in 1948 and its following amendments till nowadays.

Our method is basically multidisciplinary, allowing a different approach to the language of the law: the study examines the main syntactic and textual realizations which differentiate the style of original constitutional drafting from the contemporary one, thanks to an analysis of the most relevant microstructural aspects as well as the pragmatic strategies of the text at issue, that is to say the main dimensions of statutory expression (syntactic complexity and sentence length in terms of parataxis vs hypotaxis; thematic development devices aiming at cohesion; lexical repetition vs variation, punctuation vs tabulation etc.). The study is qualitative and descriptive in nature, supported by quantitative data (e.g. percentage of readability).

It will highlight the relationship between the Italian Constitutional language used in the amendments and the more contemporary language of bureaucracy. In fact, the finding of this study contribute to outline in successive amendments to the Italian Constitution the increasing presence of typical features of bureaucratic language, often against Plain Language principles.

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Multidisciplinary Specialized Writing and Translation Facilitation
Morten Pilegaard
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Textual and communicative competence lies at the heart of the skills of a professional linguistic mediator in general. Such skills are particularly important in specialized writing, which requires deep conceptual and contextual knowledge. Specialized writers entrusted with the task of intra-, inter- or extradisciplinary communicating often find themselves challenged when communicating knowledge for strategic purposes to recipients who have less profound subject knowledge.

This paper presents concepts and systems for multilingual terminological and textual knowledge codification, representation, validation, management and sharing. The concept-representation system in the form of a dynamic, multilingual specialized ‘web-dictionary’ operationalizes the different stages of the virtuous knowledge cycle proposed by Nonaka and Takeuchi (1995), creating a sectoral ‘terminology knowledge cluster’. Structured around the notion of genre following Bergenkotter & Huckin 1995; Bhatia 1997a; and Swales 1990, the text-representation system takes the form of a multilingual, genre-based, untagged corpus of medical text (genre) hierarchies (Bazerman 1994).

The paper discusses the design, implementation and use for research and for business of these concepts and systems in general and the multilingual corpus in particular as applied within the Danish health care, pharmaceutical and translation sectors.


A Non-verbal Communication Model
Maria Cecilia Plested & Gloria Vallejo
University of Antioquia, Medellín, Colombia

Non-verbal language was studied as specialized terminology for some sports, both in psycho-motor and social-motor practices. This allowed the generation of a communication model that takes into account the non-verbal aspects of specialized communicative contexts as conceptual units. In most cases the non-verbal language in a specific sport art, i.e. its specific terminology, replaces the verbal language when the latter is insufficient or inappropriate to describe an action or movement of great precision, not only in circumstances of distance or acoustic interferences.

It was vital to trace the non-verbal language of specialized communication among trainers, instructors, sports groups or teams in some sport arts and dancers, which implies contextual and extra-linguistic conditions that lead to the production of “texts” with specific non-verbal characteristics. On the one hand the case of diving, where the non-verbal communication determines the team interaction and to the other hand the case of gymnasts who have to execute a maneuver that satisfies the technical and aesthetic requirements that the experts will evaluate.

It was verified that most non-verbal communication units covered and replaced semantic contents of verbal communication. In other words, whether it is intentional or not, the system of gestures becomes the communication channel par excellence. As a communicative function, it was found that the non-verbal language of trainers and instructors replaces verbal language when the latter is insufficient or inappropriate for verbally describing a motor action of great precision or when the sport frame, as in diving, is mandatory.


Self-training Techniques on Interpreting
María Cecilia Plested & Victoria Higuita
University of Antioquia, Medellín, Colombia

This paper is based on work carried out at the University of Antioquia for the training of students in some aspects of interpreting from 2006 to 2008. It is also derived from the research project titled “Quality Improvement by Self-training” carried out by the authors, as members of the Research Group for Terminology and Translation – GITT, School of Languages, University of Antioquia, Medellín, Colombia. The paper discusses what should be taught to future interpreters of specialized discourses, as derived from the student-trainer relationship implemented in the interpreter training. The fundamental basis of the training focuses on the self-knowledge that the interpreter-to-be gradually acquires about her own body, her memory capacity and ability, as well as the conceptual proficiency that she should have about the conceptual units of the specific subject field of any given interpretation text. In addition, the authors analyze some specific work situations that require quality ad hoc solutions, especially in cases where the discourses are in specific subject fields that demand neologisms in the target language. The paper also provides brief descriptions of a number of self-training techniques that aim to develop key skills for any interpreter. The conclusions present some useful guidelines and exercises that can be used for professional self-preparation and to keep oneself up-to-date.


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Logical Thinking Abilities: Software of the Mind
Kathem Qattous
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This paper suggests that when Western writers write ESP programs, which appear to be culture-free, for non-native English learners, they inject implicit Western cultural dimension whether they like it or not. Furthermore, the research argues that there is a Western cultural dimension in a representative ESP program called VELT, a Vocational English Language Training program that was designed by Western writers for Saudi employees working for ARAMCO (The Arabian American Oil Company). The methodology used in this research is content analysis of the common core component of the VELT program.

The paper argues that thinking abilities are considered a cultural aspect of the software of the mind in organizational cultures. Low level education trainees need this software of the mind to function efficiently in their organizations. An ESP program written by Westerners can provide the needed logical software of the mind.

The logical thinking processes of reasoning, problem solving and analysis and synthesis handled in VELT come from the Western writers mind, and their importance lies in their use in everyday activities and their expression in everyday language. The paper also demonstrates that VELT socializes Aramco workers into these logical thinking processes, by teaching the logical relationships and expressing the logical thinking in the topics and procedures used in the material. Logical thinking is presented as one of the higher level concepts that is related more to thinking about relationships of actions and practices. This is particularly significant in this context where trainees have a low level of education but need to adapt to a highly industrial environment involving the highest technology in the world, where they have to work safely and productively in oil production work sites.


Translation of Corporate Websites in a Globalisation Perspective
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Today, most enterprises are present on the web, often with bilingual or multilingual sites. For a global audience, English is often used, for instance by Norwegian companies. In this situation, texts are transferred from one language and culture to be read by a multicultural audience in an English language that is disconnected from any national culture. Instead of a “cultural filter” (House 2003), the translator will have to use a “globalisation filter” to make adaptations, albeit not always with high-standard English as a result (Kalverkämper 2008). The question then is whether and to what extent translation and adaptation of source texts to a global audience affect the role of the translator in the sense that the fields of writing and translating are merging (Kramasz 2003).

Through a comparison of the Norwegian and English websites of a number of manufacturing companies, mainly, I will try to establish whether and in what respects a “globalisation” filter has been applied. Primarily, additions, omissions and retentions in the target texts will be quantified and categorised to discover how the texts have been adapted from a local to a global outlook.

The ultimate aim will be to heighten the awareness among both translators and enterprises of the use of English in global communication. Consequently, the study has a pragmatic aspect while at the same time shedding light on communicative and linguistic aspects of English as a lingua franca.

References


LSP and EU Legal Language
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One of the central legal-linguistic problems of EU law concerns the task of constructing EU legislative texts in such a way that they can be readily understood and transposed into the national legal framework of each of the Member States. EU law represents a distinctive legal, but also linguistic, entity which is significantly different from the legal and linguistic contexts of each of the constituent Member States, each of which themselves are distinctive legal and linguistic entities. In a context that aims at equality and non-discrimination across borders and the creation of closer cross-border integration, language, in particular legal language, is of crucial importance. LSP studies oriented towards legal language have a role to play to highlight methods and strategies as well as to provide conceptual tools for analysis and comprehension of the underlying problems and processes involved in this legislative activity. These studies can be of benefit to legal and linguistic experts, policy-makers, laymen and students.

This paper looks, in particular, at: (1) how legal EU language differs from national language; (2) problems that arise in EU multilingual legislative drafting; and (3) difficulties that arise in the transfer of information from the EU context to the national context, which involves, in effect, translation within the same language(s), so that the task is similar to translating between closely related dialects having different cultural references; how effectively can the initial message be retained and transmitted?

This paper is based primarily on professional experience working with national and EU legislative texts over many years.
You say ‘timer buzzer alarm’, I say ‘buzzer’: From Consistency to Motivatedness in the Use of Terms in Specialised Translation
Margaret Rogers
University of Surrey, UK

The conventional wisdom of technical writing manuals, of standards relating to specialised translation, and of normative terminology work is that the use of terms should be (Soll-Norm) consistent not only within an ‘originally’ authored text but also in translated texts. Building on existing references in the scholarly literature which suggest a more problematised view (e.g. Göpferich 1998:191), this paper will challenge the unreflected advocacy of regulated consistency from a number of text-linguistic and interlinguistic perspectives including lexical cohesion, functional sentence perspective and textual synonymy/concept perspectivisation. It will be argued that a more nuanced model of terminological use can be developed around the concept of “motivatedness”, a more complex notion than consistency but also a more satisfactory reflection of the constraints and possibilities of text construction within and between languages.

Reference
The “As If” Game of Textual Hyperreality: A Case Study
Simona Sangiorgi
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Today, amusement theme parks represent one of the most profitable tourist resources of the West, which, despite the uncertainties of the global economy, are maintaining a steady growth and are attracting annually millions of visitors. Their attractions, aesthetics, and “products” have been analyzed in detail in order to identify the reasons for such a success, and to interpret the needs, desires and expectations of an increasing number of tourists. Surprisingly, one of the most significant manifestations of such places, i.e., the “discourse” that they produce when communicating to the public, has not yet been taken into consideration by scholarly investigation as a further revealing indicator of sociocultural change within contemporary tourism and leisure.

With this paper I would like to offer an exploration of what may be defined as an example of the “theme park discourse”, which may provide interesting insights into the sphere of today’s tourism both in terms of communication and sociocultural dynamics. To this purpose, I will examine a sample collection of promotional/informational brochures which have been published by European and American theme parks according to a specially constructed analytic framework based on the principles of discourse analysis, semiotics and contrastive rhetoric.

In particular, I will illustrate the multi-level, interdisciplinary analytical grid I have constructed, which is based on the theories of Teun A. Van Dijk (2001), Guy Cook (1992), Norman Fairclough (2003), and Ulla Connor (1996), and involves three main phases: the search for a shared “communicative prototype”; the analysis of how theme parks present themselves and their attractions, and the investigation of the “promises” that theme parks make to potential visitors. Finally I will discuss the findings and will inscribe them into the more general scenario of tourism and communication.

From Term to Concept or Vice Versa?
Some Remarks About the Influence of Laypeople on the Language of Typography
Jürgen F. Schopp
University of Tampere, Finland

Until the 1980s, the technical terms of typography were known and used by experts in the graphic industry and by some other related professionals. However, the introduction of desktop publishing in the 1980s established the computer as the primary tool for writing and this had the immediate effect of increasing the general public's awareness of these technical terms. Since laypeople did not have a strong command of these technical terms of typography, some terms were misunderstood, and some were defined on an ad hoc basis, built from the users' own concepts of the words and from the characteristic features in the common language. As a result, today the following problem has emerged: 1) some cases in which one typographic term is used by laypeople and experts for different concepts, and 2) one concept for which laypeople use different terms than the experts, which results in a terminological tangle. This paper will present the ongoing development in the German terminology of typography and I will provide examples on the influence that translators have on this development.

The paper will be presented in German.
Incidental Learning From Reading in One Language: Enhancement From Lectures in Another
Philip Shaw, Aileen Irvine, Hans Malmström & Diane Pecorari
Stockholm University, Sweden, Edinburgh University, United Kingdom, KTH & Mälardalens Högskola, Sweden

It is a common practice in Scandinavian universities to set English-language reading for lecture courses otherwise conducted in the local language. Students are thus required to learn two LSPs at the same time and reportedly fail to make connections between the English and, for example, Swedish forms and the intended single well-defined meaning. Anecdotal evidence suggests that students fail to acquire English forms by incidental learning and invent their own translation equivalents for productive work in English. This calls for an investigation of the process of acquiring an LSP, an area rather understudied in the past. We have recorded lectures and interviewed students on their reading and vocabulary acquisition practices and will report preliminary results on the nature and extent of the problem, highlighting supportive conditions for acquisition of terminology and general technical vocabulary.


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Multiple Motivations in the Denomination of Concepts
Sabela Fernández Silva, Judit Freixa Aymerich & M. Teresa Cabré Castellvi
Universitat Pompeu Fabra, Barcelona, Spain

Terms are par excellence the most prototypical units of representation of concepts, through which special knowledge is commonly represented, transferred and understood. Usually, there is a conceptual motivation in term formation, since many terms directly display part of the concept’s content. This is due to the mechanism of term formation, which aims at establishing a straightforward reference with the concept by presenting its most informative characteristics in morphologically complex terms (Sager 2000).

By studying specialised discourse, we observe that a concept is often expressed via several motivated terms which can emphasise different facets or characteristics of the concept (Freixa 2002). This phenomenon of denominative variation in specialised texts suggests that there are multiple motivations underlying term formation.

In this paper we show partial results of an ongoing research on denominative variation in which sets of denominative variants referring to the same concept are analysed with a view to understanding the causes of the flexibility of term formation that apply in real communicative contexts. With data from a bilingual (Galician-French) corpus of texts about fishing and shellfish farming, we will examine the effect that the conceptual category, the language and the context of occurrence play in term formation. With respect to the former, the correlation is examined between the conceptual category and the preference for certain conceptual patterns in term formation (Kageura 2002). With respect to the language, we explore the different culturally-rooted motivations in French and Galician (Diki-Kidiri 2008). Finally, as for the context, we examine the effect of the sender’s perspective in the choice of terms (Freixa et al. 2009).


Teaching English for Social Sciences: Making it Content-based and Culturally Relevant
Isabel Simões-Ferreira
Lisbon Polytechnic Institute & Lisbon Technical University, Portugal

Henry Widdowson states that “Communication …is not simply a matter of issuing semantic tokens of fixed meaning but of using the resources of the language code indexically, to indicate […] shared schematic knowledge of ideational patterns of conceptualization […], that is to say, aspects of a common culture which define particular discourse communities.” (Widdowson, ESP, vol.17, nº 1, 1998: 9)

Bearing in mind the concept of “discourse community” and my ESP teaching experience in the field of English for Social Sciences, this paper will focus on the importance of a content-based curriculum, in which the basic organizational unit is a theme or topic that addresses the cultural interests of particular academic discourse communities.

Special attention will be given to the role of extensive reading and the use of authentic materials, the dialogic interactivity between text and context, the saliency of vocabulary and higher-order thinking skills of summary-analysis, interpretation and evaluation.

By presenting some practical examples, drawn from my teaching activity, on how the learning-teaching process occurs, this paper tends to bridge the gap between theoretical thinking about these issues and some of its likely pedagogical practices in order to boost students’ linguistic and text-decoding competencies in a higher-education context.


Comparison of NS and NNS in Research Presentations and Its Pedagogical Implications
Miki Suehiro, Naomi Backes Kamimura & Keiko Hattori
Ishikawa Prefectural Nursing University & Kinki University, Wakayama, Japan

The purpose of this study was two-fold. The first part was to elucidate the differences between a professional native English speaker and a non-native speaker, when selecting vocabulary and functional grammar in written and oral work that were related in topic. The second part was to illustrate how to apply these results into pedagogical context.

To attain these goals, we first analyzed the professional native English speaker’s use of vocabulary and functional grammar in written and oral work. Then, the non-native speaker’s use of vocabulary and functional grammar in written and oral work was compared with that of the native speaker’s. West’s General Service List of English Words (GSL), and Coxhead’s Academic Word List (AWL) were both used to analyze the data. We also used computer software (antconc 3.0.1) to observe and classify vocabulary and grammatical features specific to written and spoken texts.

As a result, it was found that the professional native English speaker selected vocabulary and functional grammar according to their audiences’ comprehension level. On the other hand, the non-native speaker used technical terminology no matter what their audience comprehension level tended to be.


"Sustainability" As a Rhetorical God Term
Dale L. Sullivan
North Dakota State University, Fargo, USA

Rhetorical theorists Kenneth Burke and Richard Weaver theorized the way high-level abstractions, which they referred to as "ultimate terms," "god terms," and "devil terms," invoke a constellation of associations. Michael McGee suggested that they be thought of as ideographs, terms that generate and reinforce ideologies.

In this paper, I explore the term "sustainability" as a god term. It is now commonly deployed in various fields, including economics, agriculture, sociology, ecology, education, and politics, but it is also a term that is still undergoing philosophical definition (Thompson, Alroe and Kristensen, Ikerd). I report the results of a rhetorical analysis of the word "sustainability" and of its cognates in two settings: the public rhetoric of Monsanto Corporation and the public and internal rhetoric of the Northern Plains Sustainable Agriculture Society. I use cluster analysis as a rhetorical method that explores the clustering of terminology around the term being studied in order to uncover the way it has been contextualized in rhetorical performances and texts and to analyze its function as an ideograph (Foss, Burke, Chaim Perelman and Lucy Olbrechts-Tyteca).

My analysis shows that both organizations embrace the term's positive connotations and make extensive use of it for the purposes of public relations but that the term resides in antithetical conceptual constructs and value systems and inhabits different hierarchical positions within these constructs, showing the limits of each organization's commitment to the term and its various associations and uncovering the organizations' ideological underpinnings.

The Semiosis of Electronic Entertainment
Gianna Tarquini
University of Naples Federico II, Naples, Italy

This presentation sets out to explore conceptual representation levels used in electronic entertainment software. While a number of modern media have been explored from various angles, video games represent an emerging sui generis medium which has only recently gained academic attention. Firstly, we will single out the semiotic dimensions involved in entertainment software. Not unlike television broadcasts or DVDs, video games combine the audio and the visual channel to create meaning. Moreover, they share visual, textual and interaction techniques typical of websites and software applications, combining such elements as graphics, sound, interface, gameplay and story. Taking a number of video game scripts and their final versions as our object of enquiry, the aim is to single out a number of linguistic and extra-linguistic forms of conceptual representation relevant to video game semiosis. From this point, we will move to inherent practical issues, regarding terminography, terminology management and the problem of transfer of meaning in a monosemiotic translation environment.

A Dual Translation Problem: Embodied Metaphorical Naming in Multiword Units
Rita Temmerman
Erasmus University College, Brussels, Belgium

Our first observation is that not only in everyday language but also in technical language multi-word units (also referred to as formulaic sequences, chunks, collocations, conventionalized forms, formulas, ready-made utterances, etc. (Wray, 2002; Schmitt 2004)) are used frequently to express ideas and categories that cannot or need not or will never be compressed into a single word or term.

Our second observation is that quite a few technical terms in e.g. French and English are coined based on body parts metaphors and that these metaphors are ubiquitous in technical multi-word units.

These metaphorical multi-word units tend to be one of the challenges for technical translators. How does a translator find out that in the domain of ‘electricity’ gorge d’isolation thermoplastique is translated into thermoplastic insulating throat, whereas in the domain of ‘automotive industry’ gorge de segment de piston needs to be rendered as piston ring groove.

Le Grand Dictionnaire Terminologique (GDT) is an online terminological database containing nearly 3 million French, English and Latin technical terms in 200 industrial, scientific and commercial fields. This resource is very important for translators working from English into French and vice versa in Canada and abroad.

In this paper we use examples from GDT to illustrate a dual translation problem in technical language: terminology based on body part metaphorical naming occurring in multiword units.

We formulate propositions on how to deal with multi-word units in technical dictionaries and on how to familiarize student-translators with this problem.

Schmitt, N. 2004 *Formulaic Sequences: Acquisition, Processing and Use.* Amsterdam: John Benjamins

Motivation of English and Danish Medical Terms – a Contrastive Analysis
Birthe Toft
University of Southern Denmark, Denmark

A large number of Danish clinical terms have been reviewed and modified over the past four years in the framework of the Sundterm Project, conducted by the Danish National Board of Health. The aim of the project was to create a Danish version of SNOMED, an American/British nomenclature of clinical terms which will be used for the electronic health records planned by the Danish regions.

Having participated in the project in question as a terminology consultant, I find that the resulting corpus of English and Danish terms deserves in-depth theoretical analysis and discussion from a motivation point of view, in particular in the light of the appearance of Myking 2008.

I shall perform a contrastive analysis of a carefully selected set of English-Danish term pairs within SNOMED, and on this basis I shall discuss the following theoretical issues, inspired by Myking 2008 and Høy 2000:

1. What types of motivation (according to Myking’s definitions) are predominant in the English and Danish terms, respectively?

2. What influence, if any, have the guidelines for term formation in Danish laid down by the editorial board of the project exerted on the types and the degree of motivation found in the Danish terms analysed?

Bibliography


Discourse Features of Maritime Institutional Texts and their Implications for Translation
Sandra Tominac
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The main aim of this paper is to provide a brief overview of some of the most significant discourse features of maritime institutional texts and their implications for translation. For this purpose an analysis has been carried out of a comparable corpus consisting of two institutional texts and their translations; one originally written in English and translated into Croatian (Maritime Labour Convention (2006)) and the other originally written in Croatian and translated into English (National Programme for the Integration of the Republic of Croatia into the European Union (2005)).

The paper adopts a genre-based approach to discourse analysis. In other words, it serves to describe some aspects of generic integrity of maritime institutional texts by analysing examples of intertextual and interdiscursive patterning within the discourse (in both SL and TL texts) in order to show how it is used to serve the general function of text-cohering and how it serves generic and disciplinary functions of making institutional (legal) texts clear, precise, unambiguous and all-inclusive. Assuming that the source text possesses the aforementioned generic qualities, one of the translator’s tasks is to make all necessary adaptations to the target text to preserve them. Therefore, some of the major textual strategies and translation universals aimed at promoting generic integrity of institutional texts are also dealt with in the paper. This consideration of generic characteristics of maritime institutional texts may serve to enhance effectiveness in translation of maritime institutional texts and help elucidate some of the issues translators may face in dealing with this particular type of discourse form.


Varo, Enrique Alcaraz and Hughes, Brian 2002. Legal Translation Explained. Manchester: St. Jerome
Cognitive Foundations of Mythological Terms in the Clinical Psychology Language
Tatiana Tritenko
Moscow State University of Dental Medicine, Russia

Methods
Cognitive linguistics (levels of measurement, conceptualization, integration, linguistic consciousness)

Aims
Making of a mythological vocabulary as a handbook for medical students

Questions for discussion
Mythology and terminology
A term and a word
Word including a mythological image

The cognitive bases of mythological terms are examined from the point of view of theories and techniques of conceptual integration. It allows to reveal some steps of transition of mythological concepts into sphere of terminology of clinical psychology. These steps are connected with transformation of structures of knowledge and their specialization in the language of medicine.

A mythological concept is one of the parts of the general conceptosphere. The last is a mental representation which defined how things are connected with themselves and how they are categorized. A verbal reflection of a mythological concept is a mithologeme. It is timeless (how a myth), but, on the other hand, is characterized by mobility and changeableness. It is used very often in the modern lexicons of various branches of sciences, in particular in the medical terminology. A primary nomination reflects the ordinary consciousness which is combined with ordinary experiences and a perception. A secondary nomination takes place during the transition of a mythological concept into scientific knowledge. In that transition ordinary and scientific knowledge are bound up with one another. The process can be observed by making and functioning of medical terms, especially of a large group of the clinical psychology terms based on names of mythological personages (for example, Oedipus complex, thanatophobia, nymphomania etc.). We can observe a process of confusion of diverse knowledge levels, an ordinary one (mythological concept) and a scientific (special) one. This penetration of a result of mythological thinking into special medical knowledge is efficient and possible thanks to specific character of forming of medicine as a science as a whole and of making its terminology in particular.
The Translation of the Commercial Invoice: A Teaching Proposal
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The purpose of our study is to develop translation competence among students by using a methodology proposed by Socorro (2002) for the translation of mercantile papers which is focussed on the textual analysis and considers the theoretical approach basic for the translation of this and other specialized text types. Therefore, we will focus our study on the translation of the commercial invoice which is one of the documents used for business transactions in foreign trade. So, firstly, we will locate the genre in the text typology of this field of discourse developed by Socorro (2008). Then, we find out about the genre purpose or social function and lay down the difference between the commercial invoice and the pro-forma invoice (Alvarez: 1996). Once we have done this, we will focus on the study of the textual conventions of the commercial invoice, taking for granted the intertextuality as a feature of this text type. We then, offer the basic sources of information for the translation of the commercial invoice (Mayoral: 1996). And finally, we will make a textual analysis from a graphical, lexical, grammatical and cultural level following Crystal’s proposal (1969) of a textual analysis but adapted to translation purposes because we do not only intend to select the translation problems but also to offer solutions in the form of glossaries, textual compared analysis, etc. Once students have followed all these steps they will be able to provide a Target Text.


Harvesting the Blue Field: The Spanish and Norwegian Terminology of Aquaculture
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Aquaculture is a knowledge field which can be characterized as crossdisciplinary with concepts originating from not only technology and hard sciences but also law, economics and ethics (Våge 2008). A feature of investigations in aquaculture is the fact that they are conducted to solve practical problems. However, both nature and society are affected by the solutions proposed. The environmental and societal consequences of aquaculture have led to a dynamic relationship between science and society. Or, as Giddens et al (1994) put it, in the new production of knowledge, society becomes a stakeholder and speaks back to science. This will affect both questions regarding what is a knowledge field, and the concepts which constitute it.

Now if society has a stake in the formation of concepts in aquaculture, it would be expected that cultural differences between two societies would, as a consequence, also lead to divergences in the dynamics regarding which problems are articulated in sciences and the concepts which are produced. In my project I will discuss how biological, technical and legal concepts in aquaculture in Norway and Chile show similarities and differences based on different societal and epistemological forces. A model based on Nuopponen’s satellite system will be proposed to address these questions.

Authoritative Intervention and (In)directness in Legal Discourse: A Genre-based Study of Judgements and Arbitration Awards
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It is generally accepted that professional genres are better understood and analysed in terms of the professional practices that they invariably co-construct in specific contexts; however, in ESP literature genres are often analysed in isolation, thus undervaluing the role and function of interdiscursivity in professional genres. In this paper two legal genres that are the ultimate outcomes of litigation and arbitration (judgments and arbitrations awards) are compared, taking into consideration text-external factors, such as the traditional legal role of judges and the newer alternative role of arbitrators.

Following Bhatia’s multidimensional and multi-perspective model of analysis (Bhatia 2004, 2008), it is argued that both genres can best be described and explained in terms of judges’ and arbitrators’ institutional positioning in both genres, constituted by their linguistic and discursive practices, and distinguished in terms of the degree of authoritative stance, and the kinds of directness and indirectness expressed. This final aspect is investigated by drawing attention to the frequency of use and function of interactional devices, such as hedges and boosters, in a small sample of arbitration awards and judgments.

Key words: Genre, judgements, arbitration awards, interdiscursivity, hedges, boosters, authoritative positioning
Revision Policies in Danish Translation Companies - Current Situation and Future Challenges
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Like other service industries operating in a global market with a vast number of competitive suppliers, the translation profession is increasingly in need of reliable and cost-effective quality assurance. A major component of translation quality assurance is of course the revision of translation, which is the topic of our paper. Translators, translator trainers and translation students need to keep abreast of developments within the translation profession, and yet translation studies still lacks empirical studies that can document professional revision policies and practices.

In this paper, we shall first briefly review previous research on professional translation revision essential to our study. We shall then discuss current revision policies in Danish translation companies based on the results of an on-line questionnaire which was sent to the managers (decision-makers) of major Danish translation companies. We shall concentrate on the respondents’ answers to the following questions:

- Are all translations to be revised?
- If all translations are not revised, what are the selection criteria?
- Is revision comparative?
- Are guidelines established and what are the revision parameters?
- Who are the revisers and what is the status of the corrections?
- What is the underlying perception of translation quality?

Finally, on the basis of the answers to the above questions, and the respondent’s answers to questions included in the questionnaire concerning current and future problems relating to translation quality and quality assurance we shall discuss possible solutions to the challenges that Danish translation companies are facing in the form of increased competition and increased pressure on delivery and prices, etc.

Keywords: Translation revision, translation quality assurance, procedures, revision guidelines, translation quality.

Bibliography


Legal Language From a Linguistic Pragmatic Perspective
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The paper presents the state-of-the-art picture of micro- and macro-pragmatic methodologies (from armchair linguistics to corpus studies) applied in the analysis of LSP, and especially legal language. Its main aim is to offer an evaluation of the linguistic pragmatic explanatory potential in this context. The discussion focuses on the notions related to the theory of speech acts and the variegation of approaches to investigation of legal language which subscribe to the Austinian tradition and its treatment of the relation between form and meaning. Discussed issues include criteria such as operative elements in speech acts and conditions under which they operate (e.g. convention, intention, iterativity). The analysis includes functional units of different rank at the lexical, syntactic and discourse levels. The discussion is illustrated with examples culled from a corpus of legal normative texts in English and Polish.


Terminological Activities at the Academy of Persian Language and Literature (APLL)
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The article deals with a description of the current terminology stream which flows at the Academy of Persian Language and Literature (APLL). However, on occasion, the author points some problems out to the readers to draw their attentions to some inconsistencies, brings up some challenging questions and sometimes suggests solutions based on the usual terminological approaches.

The article begins with a brief introduction to the history of the Persian Academies in Iran, spanning a period of around 70 years. Then it goes into details about the terminology department activities at the present Academy:

1. structure: terminology groups, coordination council, technical committee and terminology council and process: how terminological activities proceed along these parts;
2. products;
3. some other endeavors such as running seminars, offering training programs and doing outsourcing.

All examples have been extracted from the real context, terminology records and Færhæng-e Važeha-ye Mosævvæb-e Færhængestan 1997-2006 (2008).

Finally it ends with a conclusion that, owing to a lack of coherent terminology planning, the inconsistencies have creeped in the terminological activities and it refers to some neglected potentialities as well.

Key words: terminological activities, terminology planning, Persian terminology, Persian Academy