Book of Abstracts

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"LSP in times of change"

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LSP at a Crossroads in the AI Era: Redefining Complexity, Mapping Trends and Augmenting Corpus-Driven Pedagogy

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Challenging traditional assumptions that tie textual specialisation strictly to advanced proficiency levels (such as the CEFR's proficiency scale), I will first present empirical findings from computational linguistic feature extraction which aimed at evaluating text types ranging from peer-reviewed research articles to accessible summaries and press releases. Based on these findings, and on the help of Generative AI (GenAI), I will deconstruct the implicit link between language specialisation and linguistic complexity and argue that communicative competence in specialised domains does not inherently require advanced-level grammatical or syntactic structures. This will lead me to suggest that LSP instruction can be integrated much earlier in the EFL curriculum than conventional framework descriptors usually tend to imply. While this highlights how digital tools can certainly serve as critical instruments for linguistic research, I will then explore how technology can transition from analytical resources to pedagogical tools for teaching through a comprehensive systematic review of the literature on technology-enhanced LSP learning and teaching. This meta-analysis maps historical trajectories and trends from decades of empirical data, evaluating how diverse digital tools have historically served the specific needs of LSP learners. Finally, I will zoom in on one particular pedagogical approach highlighted by this systematic review: Data-Driven Learning (DDL). While DDL has traditionally relied on reference and expert corpora (and, to a lesser extent, learner corpora) to drive constructivist, discovery-based mastery of discipline-specific phraseology and genre conventions, its future is rapidly evolving. I will examine how the emergence of GenAI and Large Language Models (LLMs) complements current corpus-based approaches. Rather than viewing GenAI as a replacement for empirical text exploration, I will advocate for a hybrid model where corpus tools and GenAI are leveraged in parallel. This will lead me to consider such an integrated approach as a way to provide both educators and students with the flexible and individualized tools necessary to adapt to the shifting demands of the 21st-century professional landscape.

Between Stories: An Anthropological Approach to Change and the Messy Middle

Jaanika Jaanits – University of Tartu

The field of language education, like many others, is navigating profound technological, institutional, and societal change. Roles are being redefined, structures restructured, and many professionals find themselves somewhere between what their work was and what it will become. Anthropologists have a name for this in-between time – liminality.

In this talk, I offer an anthropological framework for understanding and navigating liminal space. Liminality is not chaos. It is a recognisable phase in any major transformation, with its own logic, dangers, and possibilities. Knowing the pattern helps. Approaching change as a cultural process, rather than a management problem, shifts what becomes visible and what becomes possible.

I explore what liminality looks and feels like in practice: the disorientation, the challenge to professional identity, the wild stories that fill the vacuum when certainty disappears. I also draw on anthropological concepts – ritual, narrative and community – as resources for navigating it.

The central argument is simple: confusion is not a failure. It is what being in the middle actually feels like. And there is a difference between being lost and being beyond finding your way.

English, Imagined Futures, and Identity: European Students' Perceptions of English in Higher Education

Dace Aleksandraviča – University of Latvia

This presentation explores how European university students perceive the role of English in shaping their imagined futures, identities, and aspirations within contemporary higher education. Drawing on theories of linguistic capital, learner identity, and imagined communities, the study examines English not only as a means of communication, but also as a symbolic and social resource associated with mobility, professional participation, and future opportunities. The research is based on questionnaire data collected from 180 university students across 12 European higher education contexts. The study investigates students' perceptions of the value of English, its relationship to future academic and professional mobility, and its role in the construction of future-oriented identities. Particular attention is paid to the ways students associate English with participation in international environments, career development, and broader access to global communities. The findings suggest that English continues to occupy a privileged position within the contemporary linguistic ecology of higher education. Students frequently perceive proficiency in English as connected to social prestige, employability, and the ability to participate in transnational academic and professional spaces. The study argues that these perceptions contribute to the ongoing reproduction of English as a dominant global language within European higher education. The presentation contributes to contemporary discussions in Languages for Specific Purposes (LSP), language and identity research, and higher education studies by highlighting the relationship between language learning, imagined futures, and professional mobility in the 21st century.

Needs Analysis for Defining Military Survival LSP

Helena Metslang & Lea Kreinin – University of Tartu

This paper discusses the development of *Ajateenistuse ellujäämiskeel* ("Survival Language for Conscripts") (Estonian Defence Forces, 2025), an Estonian language learning set for conscripts with limited Estonian proficiency. The presentation focuses on the needs analysis process used to define the linguistic and communicative requirements of beginner-level military service and to translate the results into LSP syllabi and learning materials.

Classical LSP research often assumes that learners already possess at least intermediate general language competence before entering professional language training. Basturkmen (2025) argues for re-evaluating this assumption in light of modern, heterogeneous learning contexts. Many conscripts entering Estonian military service operated at A2 level. Existing military language-learning models available to us did not adequately support this learner group, whose primary goal was not professional fluency but immediate functional coping in a stressful training environment.

The needs analysis drew on a 500-page mini-corpus compiled from authentic military training recordings, conscript instructional materials, as well as learner feedback, interviews, and consultations with army staff and language teachers. The analysis combined frequency analysis in Sketch Engine with situational mapping and linguistic analysis of communicative routines.

The paper tentatively proposes the analytical term survival LSP for describing low-proficiency, high-stakes learning of language or specific purposes focused on immediate communicative functionality (cf. Nation & Crabbe 1991). It is designed for learners who must, in limited time and often under stress, understand instructions, ask urgent questions, report problems, orient in space, and perform elementary roles safely.

From 'Expert' to 'Call to Action': Shaping Authorial Selves in SciComm Genres Online

Carmen Pérez-Llantada – University of Zaragoza

Over the past decades, the diversification of digital and participatory science communication ecologies has forced researchers to move beyond constructing an expert identity in professional scientific genres. They must now learn to reshape their identity in order to engage with a wide audience, who are not necessarily experts, in scientific research. In this presentation, I apply Genre Network Theory (Pérez-Llantada, 2025), a recent conceptual and methodological development of seminal genre theory (Swales, 1990), to examine identity construction in two SciComm genres online, namely, citizen science projects and their hypertextually linked research group websites. Using CAQDAS, I compare the use of self-mentions (as defined by Hyland, 2011, 2018) in these two genres.

Preliminary results show that the genres act as rhetorical nodes that shape 'authorial

self/selves' in multiple ways. While researchers construct expert identities to build credibility and trust, they also adopt more visible and personable personas to establish proximity and encourage citizen participation. More broadly, the results indicate that the network exhibits hypertextually cohesive identities, which unveils the collaborative dynamics of the networked nodes.

From an LSP pedagogical perspective, the analysis recommends training for researchers that raises their rhetorical awareness of the interactions that genres establish in digital ecosystems. As many scientists today are still unfamiliar with digital participatory genres, LSP practitioners should also support their competence in shaping multiple selves in complex forms of SciComm online. This would enable them to anticipate the multiple ways in which Internet audiences access and navigate the web when participating in scientific research.

Learning to Fail and Learning to Lead

Anna Hainoja & Katri Sirkel – Estonian Military Academy

Making mistakes is an inevitable part of foreign language learning. For adult learners, this can be a particularly challenging experience, especially when they are accustomed to acting confidently and being perceived as competent in their professional roles. At the same time, learning to cope with mistakes, uncertainty and limited competence may offer developmental opportunities that extend beyond language acquisition. This study explores how former military students perceive their experiences of uncertainty and making mistakes in foreign language learning, and whether they associate these experiences with changes in self-confidence and their professional role as leaders. The study is part of the research project *Military Leadership Skills Development during Foreign Language Practice* and focuses on self-confidence as one of the competencies identified as relevant to military leadership.

The empirical data consist of retrospective responses from former students who graduated between 2023 and 2026. Their reflections provide insight into experiences of uncertainty, attitudes towards mistakes, factors supporting continued participation despite limited language competence, and the perceived relevance of these experiences beyond the language classroom.

The study aims to contribute to a broader understanding of foreign language learning as a developmental environment in which adult learners can experience and manage uncertainty, learn through mistakes and reflect on their ability to act despite imperfect competence. Particular attention is given to the conditions that may support this process and to its possible relevance for self-confidence and leadership development.

The Myth of Professional English: Rethinking LSP From the Global South

Sachin Wanniarachchi & Sayed Karim – University of Ottawa

This research critically investigates the concept of "professional English" within Languages for Specific Purposes (LSP), arguing that it is not a neutral or universally applicable construct but one fashioned by colonial histories and ongoing global power asymmetries. Drawing on critical pedagogy and postcolonial theory, particularly the work of Paulo Freire, Gayatri Chakravorty Spivak, and Edward Said, the paper interrogates how dominant LSP frameworks privilege Western norms of clarity, directness, and neutrality while marginalizing alternative communicative practices. Using Sri Lanka as a conceptual lens, the study illustrates how English functions simultaneously as a tool for socioeconomic mobility and a marker of elite identity within a multilingual, postcolonial context. The paper engages in a critical discourse analysis of LSP materials, professional communication guidelines, and AI-generated texts to underscore how standardized notions of professionalism often erase linguistic diversity and reinforce prejudiced hierarchies. In response, the paper proposes a decolonizing framework for LSP that emphasizes pluralizing standards of professional communication, integrating translanguaging practices, and fostering critical language awareness among learners. It advocates for context-sensitive curriculum design that aligns more closely with the sociolinguistic realities of postcolonial settings. By challenging dominant assumptions about what counts as "professional," this paper contributes to ongoing debates on LSP pedagogy in times of global change and calls for more inclusive, equitable approaches to language education in the 21st century.

Teaching English for a Diverse Group of Adult Production Workers: Combining Terminology and Soft Skills

Valentyna Afanasyeva – Tallinn Pelgulinna State Secondary School, NGO Centre "Just Speak It"

In the era of AI and rapid technological development, a significant part of the Baltic region's economy still relies on manufacturing facilities and traditional industry. Highly integrated into the global economy through networks of customers and suppliers around the world, production companies are engaged in international and intercultural communication. This includes not only managers and engineers but also production workers such as welders, fitters, and electricians.

In addition to performing their daily duties, these workers are often involved in communication with customer representatives. They may need to describe work processes, explain safety requirements, discuss the causes of accidents, and present action plans. In such situations, English proficiency requires more than knowledge of specific technical terminology. Workers also need soft skills to communicate production-related issues effectively while supporting the positive image of their employer.

Therefore, English language training should include, in addition to industry-specific

terminology, several cultural and professional aspects that are part of modern business communication. These include presentation skills, documentation management (such as accident reports and daily reports), negotiation skills, intercultural communication, and the use of Business English in an international environment.

Based on these curriculum principles, the core of a specially developed course for adult production workers should be active oral communication. This presents a particular challenge for teachers. Many production workers are accustomed to performing their tasks with minimal communication, focusing primarily on routine activities. Therefore, teachers should encourage active speaking as much as possible, first developing basic communicative competence and then introducing language structures and vocabulary specific to the production environment.

Practice and Exercises – Current Challenges in Terminology Teaching

Henrik Nilsson – CAG Consoden/EAFT & Linnaeus University

The terminologist landscape is changing, and new skills are needed for terminologists, which should be reflected in the teaching and training of future terminologists. Last year a survey of university courses at Swedish HEI's using the terms fackspråk [eng. LSP] and terminology [eng. terminology] was done (Bani-Shoraka, Nilsson & Norberg 2026), resulting in a categorization of the courses into three groups: language courses, courses within professional programs, and theoretical courses. The courses of the last of these groups consider terminology as a discipline and a working method, not only as a domain-specific vocabulary. That study, however, did not look into didactic issues, i.e. how the actual teaching is performed. One of the included theoretical courses (Terminology in theory and practice, 15 credits) has a part dedicated to practical work, and in this paper, we (teachers of that course) will present the challenges and solutions chosen for that practically oriented part. It will also treat general challenges of teaching terminology (see e.g. Budin, Costa & Roche, Guedra & Nuopponen, Stetting), challenges related to distance-teaching (Kristiansen, Nilsson), and future aspects to consider, e.g. the incorporation of AI (which was allowed in the course used as an example) (Heinisch, San Martín). Experiences from the Nordic terminology teaching conference, organized in May 2024 by the Swedish Association for Terminology, will also be included.

Representation of Cultural Elements in an Undergraduate ESP Coursebook

Aleksandra Janković, Marija Meršnik, & Jelena Anđelković – University of Belgrade, Faculty of Organizational Sciences

As language education nowadays increasingly values intercultural competence alongside linguistic proficiency, coursebooks play a central role in shaping learners' understanding of both local and global professional cultures. When it comes to Language for Specific Purposes (LSP), teachers need to ensure that the learning materials they select properly align with their learners' professional needs. By using a coursebook which contains

various cultural elements, perspectives, and contexts, learners develop intercultural awareness and competence, which may be particularly important for business or management students in their future careers.

This study will thus examine the representation of cultural elements in "Organize Your English for Management" coursebook, which is used with first-year students of management and organization at the University of Belgrade, Faculty of Organizational Sciences, Serbia. The study will employ content analysis in order to identify and categorize cultural references, themes, and contexts appearing throughout the coursebook. Drawing on established frameworks in intercultural communication and LSP materials evaluation, the analysis will focus on visible cultural elements such as names, places, business practices, social conventions, communication styles, values, and professional interactions. Additionally, it will examine the portrayal of local culture in comparison with dominant international or Anglophone cultures represented in management-related scenarios and tasks.

The findings are expected to reveal whether the coursebook promotes intercultural awareness through a balanced inclusion of diverse cultural perspectives. This may have important implications for curriculum development, coursebook selection, and future materials design.

Towards a Systematic and Collaborative Approach to Developing Aviation Terminology in Estonian

Ere Saar – Estonian Aviation Academy

Although aviation is an inherently international field dominated by English-language communication, the systematic development of aviation terminology in Estonian remains essential. As the Estonian Aviation Academy is legally required to provide education in Estonian, the limited availability of standardised Estonian aviation terminology presents practical challenges in both teaching and academic writing. Instructors frequently rely on English terminology due to the absence of established Estonian equivalents, while students often encounter difficulties when searching for appropriate Estonian terms for use in graduation theses and other academic work.

Efforts to develop aviation terminology in Estonian have been ongoing since 2008, led primarily by a small group of terminology enthusiasts. However, this work has been intermittent. In 2025, renewed attention to the issue emerged following the defence of a graduation thesis at Estonian Aviation Academy, which, inter alia, addressed terminology organisation and development in the field of principles of flight. This research acted as a catalyst for revitalising terminology work and prompted the academy to take a leading role in coordinating further activities.

In 2026, a new terminology committee consisting of representatives from the Estonian Aviation Academy and Estonian Transport Administration was established. The initiative has introduced a more systematic and collaborative approach to the development of aviation terminology in Estonian, creating new momentum for future terminology work.

Accordingly, this presentation will focus on the approach adopted by the committee, highlighting the practices used to foster collaboration and ensure systematic terminology development.

Languages for Specific Purposes in Higher Education: Student Perspectives on Professional Relevance and Learning Practices

Vesna Prodanovska-Poposka & Marija Todorova – University St. Kliment Ohridski-Bitola / Goce Delčev University of Štip

This study examines student perspectives on Languages for Specific Purposes (LSP) courses in higher education at St. Kliment Ohridski University and Goce Delcev University in North Macedonia, focusing on English and Spanish for Specific Purposes. The research addresses the evolving role of LSP in higher education and examines how LSP instruction supports learner autonomy, professional communicative competence, and readiness for changing workplace demands. A questionnaire is conducted to students from the Faculties of Biotechnical Sciences, Law, and Technology and Technical Sciences at St. Kliment Ohridski University, as well as the Faculty of Law and the Faculty of Tourism and Business Logistics at Goce Delcev University. The study explores student perceptions of LSP course relevance to their field of study, perceived usefulness for future careers, incorporation of real-world tasks, promotion of independent learning, and integration of technology and AI-supported resources in language learning. Particular attention is given to how students evaluate the extent to which LSP courses foster learner autonomy, support communication in professional contexts, and contribute to long-term language development beyond formal education. Open-ended responses further enrich the analysis by providing insight into students' views on effective learning practices, particularly in relation to communication-oriented activities, authentic professional scenarios, and digital tools that facilitate autonomous learning. The study aims to identify strengths and challenges in current LSP practices and to contribute to discussions on curriculum development and pedagogical innovation in higher education. By examining student perspectives across English and Spanish LSP contexts, the research offers practical insights for developing more responsive, communication-oriented, and practice-focused LSP courses in times of educational and technological change.

Translation Awareness in AI-Driven Contexts: Rethinking Language Teaching for Professional Purposes

Jekaterina Maadla – Tallinn University

The rapid integration of machine translation and generative AI into professional communication calls for rethinking language teaching for specific purposes. Although AI tools increase efficiency, they can produce fluent but misleading outputs, especially in specialized fields where terminological precision and conceptual accuracy are essential. This talk argues that translation awareness (Escudero et al., 2023) — seen as the level of recognition of the nature, role, and effect of translation — must become a core competency in LSP/ESP pedagogy in the AI era.

Drawing on a terminology task with ESP social work students at Tallinn University, the presentation exemplifies the challenges students face while mapping concepts across languages, disciplines, and socio-cultural contexts. Students identified Estonian equivalents for specialist terms, consulted parallel corpora, used MT and AI tools, and reflected on gaps. Their work reveals systematic problems that such tools may conceal rather than solve. Research on MT literacy highlights the need to help learners assess machine-generated translations critically, identify domain-specific distortions, and post-edit effectively (Bowker, 2020; Kenny, 2022; O'Brien & Ehrensberger-Dow, 2020).

The talk therefore proposes embedding translation awareness and MT literacy in LSP/ESP curricula through pedagogies informed by plurilingual and mediation competence frameworks (Council of Europe, 2020; González Davies, 2017; Koskinen & Kinnunen, 2022). Dialogue interpreting, concept mapping, and corpus-based terminology work are presented as practical ways to build these competencies (Maadla, 2023). By linking ESP pedagogy with translation-informed approaches (Borsatti & Riess, 2024), educators can better prepare learners for precise, responsible, and context-sensitive communication in multilingual, technology-mediated professional environments. Translation awareness thus emerges as a foundational competency for navigating the complexities of AI-driven language education.

Teaching Textual Genres to Future Mediators Learning Portuguese – the CV, the Letter and the Interview

Cláudia Alexandra Moreira da Silva – Sapienza University of Rome

Given the importance of the discursive competence and the scarcity of strategies based on textual genres in coursebooks of Portuguese as a Foreign Language, we created activities focusing on the comprehension and production of various textual genres, namely the CV, the letter and the interview, for our Linguistic and Intercultural Mediation Studies course. This course trains students for the profession of mediator in the fields of international cooperation and integration of immigrants. As its goal is for students to acquire skills in interpreting and translating (specialised) texts, it is essential to learn about different textual genres, like the CV, the interview and the formal letter. Moreover, mastering the interview will improve their general performance as a mediator.

We propose a teaching sequence involving these three textual genres for the A2 level: an activity matching Curricula to the respective cover letters; the creation of a personal CV, followed by a role play simulating a job interview. We also suggest strategies for addressing each genre individually at more advanced levels. Regarding the letter, we begin by reflecting on register and then suggest activities involving informal and formal letters. Concerning the interview, we intend to study the phases and characteristics of interactive discourse and propose activities with native speakers in real-life situations through the use of digital platforms. We also carry out role plays in which the students act as journalists for different magazines. For the CV, students can start by analysing *Curricula*

published online, and continue by creating a CV based on a biography or a book character, in addition to their own personal CV.

Therefore, these textual genres will give students relevant tools for their work as language mediators, namely, to help in the integration of immigrants in contexts like hospitals, schools and job centres.
