English in Academic and Professional Contexts (EAPC 2026)
Book of Abstracts

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Extraposed that-clauses in academic research papers: The influence of discipline

Grammatical constructions containing the extraposition of the subject in the form of a that-clause (such as "it is interesting to note that..." or "it is important that...") have been shown to be important persuasive features of academic English. In my presentation, I will demonstrate how the frequency of these constructions – alongside it-clefts (such as "It was John that wrote the article.") and passive verbs followed by an extraposed that-clause (such as "it was suggested that...") – varies depending on the discipline of the research paper in which they appear. I will also attempt to explain the variation in their frequency through the lens of their discourse functions, arguing that the type of persuasion typical of individual disciplines plays a crucial role. Additional observations on the persuasive strategies of academic texts will also be provided.

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Disciplinary Literacies in Pre-Service Teacher Training
(See Kováčiková, Elena)

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Enhancing Learner Autonomy in Language Learning Through the Use of Metacognitive Strategies

The development of learner autonomy has become a central objective in English for Specific Purposes (ESP) instruction, where students are expected to take an active role in managing their learning processes. This paper explores the implementation of metacognitive strategies as tools for fostering greater learner independence and self-regulation in ESP contexts. Drawing on frameworks of metacognitive awareness and self-

directed learning, the study highlights practical classroom applications of strategies such as the KWL chart (Know–Want to know–Learned), self-assessment checklists, learning journals, and goal-setting activities. These approaches guide learners in planning, monitoring, and evaluating their progress, while encouraging reflection on both linguistic and professional competencies. The paper also discusses how integrating such strategies can enhance motivation, promote critical thinking, and align language learning with specific disciplinary or occupational needs. Ultimately, the study argues that a systematic incorporation of metacognitive techniques in ESP didactics not only empowers learners to become more autonomous but also supports more sustainable and transferable learning outcomes. While our focus is on teaching/learning English for specific purposes, the given methods can be applied in other contexts as well.

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The Power of Musicals in Language Learning: A Hands-On Workshop

Music is a powerful and engaging tool for teaching foreign languages. When thoughtfully selected, musical works can enhance language acquisition by fostering deeper emotional connections and increasing learner motivation — ultimately leading to improved outcomes at the end of the day. Musicals, in particular, are a unique genre beloved by people from all walks of life, including language learners and educators. If you count yourself among them, this practical, hands-on workshop may offer valuable insights and inspiration for your teaching practice. An emotional connection to a musical often sparks a strong desire to understand every word, every nuance. As educators, this gives us a significant advantage: much of the motivational groundwork is already in place. We invite you to take a break from teaching and step into the learner's shoes. Experience firsthand how musicals can be used as a dynamic and effective teaching tool. Let yourself be immersed in the music and leave the session with fresh ideas to implement or adapt in your own classroom. Who knows — you might even feel inspired to head to the theatre, or at the very least, press play on your favourite cast recording 😊

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Enhancing Learner Autonomy in Language Learning Through the Use of Metacognitive Strategies

(see **Dobrovičová** Monika)

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The Canadian Cultural Debate over Poutine

In Canada there is a tendency among politicians, journalists, academics, etc., to find some cultural and political controversy in the country to argue and write about, and any issue involving Quebec and the rest of Canada has often provided readily available fodder, even if it comes in form of a food recipe called poutine. This greasy spoon delicacy of French fries, white curd cheese and brown gravy, which originated in rural Quebec in the 1960s, has risen to become the top Canadian cultural and food icon since the 2010s, and some Quebecois nationalists are arguing that the rest of Canada has culturally appropriated a Quebecois national food. But did they?

Therefore, my paper will examine the origins of poutine in Quebec and assess whether it really is a traditional Québécois dish in comparison to other recipes in Quebec's cuisine. Then, I will discuss how poutine spread to the rest of Canada and the way it quickly rose to becoming one of Canada's top delicacies worldwide.

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Enhancing ESP learners' oral presentations through asynchronous telecollaboration, a study in progress

The practice and development of oral skills in English for Specific Purposes (ESP) poses a challenge, since learners often have limited opportunities for meaningful practice. This situation often occurs in large groups where providing meaningful speaking opportunities for every learner is nearly impossible. However, digital platforms can effectively support the development of ESP oral communication, as seen in Bilotserkovets et al. (2022). Not only can structured online tasks effectively support oral skills, but asynchronous tasks can offer learners additional practice beyond limited classroom interaction, and do so at a time and location that suits them (Dzięcioł-Pędich, 2021). Moreover, recent research demonstrates that asynchronous speaking tasks can promote higher-quality oral production thanks to increased reflection and self-monitoring (Ugalde Ramos, 2023) and enhance the students' confidence and willingness to communicate (Cherrez, 2022). When focusing on ESP, students have to develop specific oral skills, such as delivering presentations, and research by Prosenjak & Lučev (2020) shows that peer assessment enhances learners' self-reflection and performance in oral presentations. To this end, an international online exchange project has been designed to help Czech and Spanish ESP students develop oral presentation skills through training and asynchronous telecollaboration. The project, scheduled for a five-week period in the spring of 2026, will instruct the ESP experimental group to give presentations. Participants will then record their presentations, exchange videos with another participant from the other country, and

use a standardised rubric to provide each other with peer feedback. Their final outputs are going to be evaluated and compared to a control group without peer assistance. This project aims to examine if implementing peer assessment will enhance the ESP students' self-reflection and improve their performance in oral presentations.

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AI in Foreign Language Learning: Medical Students' Perspectives

This study examines how medical students at Palacký University in Olomouc use AI tools to support foreign language learning. A 12-question questionnaire was distributed to students, focusing on their usage patterns, language preferences, and perceived effectiveness of AI-based learning tools. The results indicate that students frequently rely on mobile apps and online platforms to enhance their language skills, primarily in English but also in Italian and Portuguese. These AI tools are appreciated for their flexibility, convenience, and low cost to provide engaging and interactive learning experiences.
Participants reported using AI for vocabulary building, grammar practice, and written communication, finding these tools particularly useful for independent learning. However, several challenges were highlighted, including technical issues, limited access to certain tools, and insufficient feedback quality, especially in conversational practice. Many students emphasized AI's inability to provide personalized guidance or desired feedback, which are critical for mastering a language not only in a medical context.
Despite these limitations, students generally perceive AI tools as effective supplementary resources that can enhance language learning but emphasized that they should not replace traditional instruction. The findings suggest that integrating AI tools with human-led teaching could offer a more balanced and comprehensive approach to language acquisition. Further research could explore how hybrid learning models combining AI and human input may address the identified gaps, particularly in feedback and speaking fluency. This study highlights the evolving role of AI in medical language education and its potential to complement conventional learning methods.

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Hedge expressions as linguistic devices in natural-science content popularization

This contribution examines academic ways of expressing and negotiating accuracy achieved through linguistic hedge expressions, functioning as a tool for basic explanation rather than for marking uncertainty. This helps facilitating academic lay understanding in which texts produced for academic laypersons relay content published by natural science practitioners. In this way, laypersons expect the academic material to be presented in a manner that aligns with their level of understanding, using hedges and metaphors to

make complex ideas digestible. Here, hedging acts as a bridge between specialized (source domain) and general (target domain) knowledge. It can transform highly specialized concepts into more relatable terms. Hedges, therefore, not only cross morpho-syntactic boundaries but also serve as tools for negotiating the borders of knowledge that persist between the academic cultures. In essence, hedging in academic prose is a linguistic strategy that aids in the diffusion of knowledge, ensuring that information is communicated effectively across different (also cultural!) levels of understanding, while also managing the inherent uncertainties and complexities of academic inquiry, which could be called, peer focusing via linguistic vagueness. This paper queries two parallel corpora of natural-science English. It provides a quantitative survey of an array of stance adverbs, approximators, approximatives, and fuzzy quantifiers in comparison. A case will be made that hedges systematically serve simplification purposes for broader understanding, to acknowledge discipline-related complexity but also to simplify complex concepts for an academic readership less familiar with the subject. Further, it can soften or accentuate the message in order to achieve a political impact.

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Delving Democratized: How LLMs Change the Language of Students' Theses

Since the advent of large language models (LLMs), AI tools have been influencing the use of language ever more profoundly. This tendency is also observable in academia: for instance, a study by Galpin, Anderson, and Juzek (2025) shows an increase in the frequency of words such as "delve" or "crucial" in medical research article abstracts. The shift is especially remarkable in non-native students' writing, in particular because it creates a discrepancy between the students' on-site and off-site language performance. Some evaluating teachers view this with suspicion – all the more so because tools designed to determine the involvement of AI in text production such as ZeroGPT are not considered reliable. This paper sets out to explore the relevance of these concerns about this shift towards correct, but inauthentic language. Analyzing final theses from three Czech university programmes in English teaching or philology, and from three different periods (roughly delimited as before Grammarly, before LLM, after LLM), it examines the shift in frequency of use of a selected set of words, as well as grammatical constructions notoriously underused by Czech students, e.g. participle clauses. To provide ethnographic context, the findings are also considered with regard to the respective institutions' regulations concerning the use of AI, and with the presence of written acknowledgements of the use of AI in the theses.

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Enhancing ESP learners' oral presentations through asynchronous telecollaboration, a study in progress

(See **García**, Silvia Puig)

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Students' Opinions on New Methods of Teaching Foreign Languages at Universities

Innovative approaches to teaching foreign languages at the university level are essential for improving students' language competence and equipping them with the skills required in the global job market. This presentation explores university students' attitudes toward three modern methods of English language instruction: Blended Learning (BL), which combines traditional classroom teaching with online components; Project-Based Learning (PBL), which emphasises solving authentic, real-world tasks; and Content and Language Integrated Learning (CLIL), which merges language learning with subject-specific knowledge. The research was carried out in two stages: an initial pilot study with 19 students and a subsequent main study involving 97 students from the Faculty of Business and Management of the Brno University of Technology, all of whom had previously experienced traditional English instruction. Data were collected through an electronic questionnaire that examined the students' previous exposure to these teaching methods and their interest in applying them in university courses. The results revealed that the students had very positive views on the integration of technology into English language learning, demonstrating a strong enthusiasm for BL, likely due to their familiarity with it. In contrast, limited experience with PBL and CLIL led to more neutral opinions, although students expressed a slightly stronger preference for CLIL over PBL.

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Adaptation of Myths and Legends in Novels, Movies, and Songs

Myth has been a foundation of literature, art, and music since the beginning of human culture. Epics, comedies, romances in poetry and prose from Ancient Greek, Roman, Anglo-Saxon and other cultures still form the basis of many novels, films, tv series, and songs that are popular today. The myth of Pygmalion, the artist who tried to bring his creation to life, was adapted by Mary Shelley into the tale of *Frankenstein; or, The Modern Prometheus* (1818), the scientist who brought his creation to life. I will explore modern versions of these myths, and show how these themes in stories, films, and songs reflect real issues and concerns in our society. Twenty-first century Pygmalion and Prometheus are the tech companies that are developing AI, promising to make our lives easier, while critics, and artists, point out that the first goal of corporations will be to replace humans with AI.

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Using Structured Peer Feedback to Scaffold Medical Reflective Essay Writing

This presentation reports on the design and implementation of a structured peer review system developed to enhance students' reflective writing skills. The system is intended as a formative assessment tool that combines a detailed peer review checklist, a 'Glow and Grow' feedback framework, and a post-review questionnaire designed to capture students' perceptions of the peer feedback process. The project was introduced in reflective writing seminars where students evaluated their peers' essays using a checklist aligned with the key reflective stages ('What?', 'So what?', 'Now what?'). The 'Glow and Grow' element encouraged balanced, actionable feedback by prompting students to highlight both strengths and areas for improvement. Following the peer review, students completed an anonymous questionnaire assessing the usefulness and challenges of the process. Preliminary findings suggest that structured peer feedback promotes deeper engagement with reflective writing conventions and develops students' awareness of effective writing and self-assessment skills, thereby supporting the development of learner autonomy in language learning. The presentation will outline the rationale behind the design of these tools, share sample materials, summarise student responses, and discuss practical implications for integrating peer review into academic writing courses.

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Bi- and Multilingual Disciplinary Literacies in the Context of ESP: Case Study of ESP Courses at Two Slovak Faculties

The concept of Bi- and Multilingual Disciplinary Literacies (BMDL) looks at the subject content education, developing students' disciplinary literacies, from the perspective of language education, since it promotes the development of the ability to effectively use multiple languages to read, write, discuss, and think like experts within different disciplines. This approach also fosters a deeper understanding of disciplinary concepts across languages, enhances cognitive flexibility, supports critical thinking, and strengthens academic language proficiency. Recent research conducted within the COST framework has advanced the conceptualization of disciplinary literacies by refining their scope and dimensions. This article analyses ESP (English for Specific Purposes) course materials and classroom practices that support these COST-defined dimensions, focusing in particular on the multi-semiotic, bilingual and translingual, critical, functional, and technological aspects. Analyses of ESP courses at two Slovak faculties – the Faculty of Natural Sciences, Comenius University Bratislava, and the Faculty of Wood Sciences and Technology at the Technical University Zvolen demonstrate that ESP lessons can significantly contribute to the development and practising BMDL across all dimensions.

This is achieved through a variety of student-centred, multimodal activities tailored to the specific needs of each discipline. This article illustrates how the development of disciplinary literacies in higher education can also be supported in ESP contexts where the major focus is placed on the active use of the academic English language rather than the academic content itself.

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Disciplinary Literacies in Pre-Service Teacher Training

The growing emphasis on bi- and multilingual disciplinary literacies within European education systems highlights the need to prepare future teachers to engage learners in cognitively rich, subject-specific communication. Drawing on data generated within the COST Action's CLILNetLE (CA21114), this study examines how disciplinary literacies are currently conceptualized and implemented in Slovak CLIL contexts and explores implications for pre-service teacher education. The analysis is informed by existing frameworks of disciplinary literacy (Airey, 2011; Shanahan & Shanahan, 2008, 2012) and by the construct of Cognitive Discourse Functions (Dalton-Puffer, 2016) as a pedagogical tool for making subject-specific thinking and communication explicit. Findings reveal persistent challenges in operationalizing disciplinary literacies in content subjects, including differing levels of teacher awareness, uneven integration of linguistic objectives, and limited use of scaffolding strategies aligned with CDFs. At the same time, ongoing European research (e.g., Guzmán-Alcón & Lorenzo, 2024; Hüttner & Dalton-Puffer, 2024; Lorenzo et al., 2024) offers clear pathways for implementing disciplinary literacy development within teacher preparation. Based on these understandings, the paper proposes a model for pre-service teacher training that integrates explicit disciplinary literacy awareness, structured engagement with CDFs, and opportunities for future teachers to analyze, design, and implement CLIL tasks that elicit subject-specific ways of knowing and communicating. The findings argue that systematic, early embedding of disciplinary literacies in pre-service teacher education is essential for preparing future teachers to support multilingual, cognitively demanding classroom practices.

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Lessons Learned: How to Write an ESP Book – English for Crisis Management

Developing a professional English coursebook for Crisis Management students represents both a linguistic and pedagogical challenge. This article presents lessons learned from the process of designing, writing, and piloting English for Crisis Management — a tailor-made ESP textbook that integrates authentic materials, professional contexts, and the development of transferable skills.

The coursebook combines subject-specific language instruction with Job Labs – project-based learning units that simulate real-life professional situations and foster collaboration, decision-making, and problem-solving. These units encourage students to use English not merely as a foreign language but as a professional medium for communication, reflection, and teamwork.

The article outlines the main stages of the development process, including needs analysis, text and task design, and visual layout. It discusses how principles of Bloom's revised taxonomy, content-based learning, and competence-oriented education were applied to align linguistic objectives with professional competencies in the fields of crisis management and security.

Particular attention is given to challenges encountered during material development, such as balancing linguistic accuracy with authenticity, motivating technically oriented students, and integrating soft skills into a discipline-focused syllabus. The paper concludes with practical recommendations for ESP practitioners and material developers seeking to design modern, visually engaging, and pedagogically sound ESP resources that bridge the gap between university learning and professional practice.

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Using Structured Peer Feedback to Scaffold Medical Reflective Essay Writing
(See **Kibalnikova**, Tetiana)

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Factors influencing university students in their choice of learning strategies

The presentation discusses how students' choice of learning strategies of English is affected by various factors, primarily by their preferred learning styles, as well as other intervening forces, and how a combination of such factors determine either positively or negatively students' motivation to learn languages. A mixed-methods research on learning styles was conducted to explore how students of a technical university learn English and what learning strategies they employ. The presentation summarizes primarily the results of the qualitative part. Interviews were conducted with selected students representing the most frequent combinations of learning styles of English, established by the quantitative part results. In the interviews, students discussed their preferred ways of learning. Their answers were analysed by a thematic analysis, with the aim to discover student learning strategies and factors intervening in their choice. The presentation describes the interplay amongst learning styles, learning strategies and external and internal influences determining affective attitudes to learning languages in general, which has a significant impact on students' motivation to learn a language. Furthermore, pedagogical implications resulting from the research results are suggested.

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'Step In, Step Out': Inclusive and Intersectional Art Practices for EDI and Intercultural Understanding

The arts possess the power to foster understanding, empathy, and communication across cultural divides, thereby creating inclusive communities. Art interventions enhance a sense of equality, inclusion, and social connectedness (Bublitz et al., 2019; Kristensen et al., 2024). Furthermore, the arts, when integrated with poetic inquiry and prioritising personal meaning-making over prescribed interpretations, affect personal change and transform reflective practice around social justice (McPherson & Mazza, 2014; Mazza, 2017). This research illustrates the potential of art- and poetry-based workshops, grounded in Slow Looking – a method of learning through observation (Beene & Thompson, 2022).

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Enhancing ESP learners' oral presentations through asynchronous telecollaboration, a study in progress
(See **García**, Silvia Puig)

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Lessons Learned: How to Write an ESP Book – English for Crisis Management
(See **Kulla**, Albert)

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Diplomatic Discourse in Action: A Project-Based Approach to Language Learning through Model United Nations

This paper presents the design and implementation of a project-based language course centered on the simulation of Model United Nations (MUN) as a vehicle for developing advanced English communication skills in an international academic setting. Rooted in experiential pedagogy, the course challenges learners to adopt the roles of UN delegates representing different countries and engage in structured debates, resolution writing, and multilateral negotiations on global issues.

The course is framed around four key milestones: a position paper that initiates research and rhetorical positioning; a mid-term resolution debate that introduces collaborative drafting and persuasive oral argumentation; a reflective group report that fosters critical metacognition of language use and strategic interaction; and a final full-scale MUN simulation in which students demonstrate their accumulated linguistic and diplomatic skills in an authentic performance setting.

Through this approach, learners develop not only fluency and formality in spoken English but also master specific discursive functions essential for global communication, such as hedging, diplomatic politeness, rebuttal, consensus-building, and cross-cultural sensitivity. The course prioritises process-based learning, integrating journaling, peer feedback, and guided reflection to help students internalise their linguistic development and communicative choices.

This paper will outline the pedagogical rationale for adopting MUN as a framework for language instruction, provide a breakdown of the course structure and assessment design, and evaluate student outcomes based on classroom observation, reflective writing, and student feedback. It argues that MUN provides a rich, high-stakes, and motivational context for language learning that not only improves proficiency but also prepares learners for the complexity of intercultural, professional communication in globalized environments.

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Peculiarities of the 49th Parallel: Anomalies Along the US–Canada Border

For most of its length, the US–Canada border follows the 49th parallel and was long considered the longest unprotected border in the world. Often described as stable and uncomplicated, this straight line has nevertheless produced a number of geographical oddities and exclaves, such as Point Roberts, Angle Inlet, Derby Line, Vermont, and Campobello Island, with unexpected effects on everyday life in the affected areas.

The focus of this paper is on Derby Line and Campobello Island as places where the border strongly shapes daily life. In Derby Line, VT, the border cuts through streets and buildings, creating a shared space that depends on cross-border movement. Campobello Island, while Canadian, hosts a national park founded by a US president and relies heavily on connections to the United States, making access and mobility central issues, especially in times of crisis.

The author examines how these communities have been affected by changes in border policies after 9/11 and during the COVID-19 pandemic, as increased security measures and temporary border closures disrupted routines, social relationships, and local economies.

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The Power of Musicals in Language Learning: A Hands-On Workshop
(See **Dobrovolná**, Alena)

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Praise as a face-threatening speech act in dissertation reviews

The main function of the dissertation review is to inform the home institution whether or not the dissertation displays characteristics of high-quality scientific research and to recommend or discourage awarding of the PhD degree to the candidate. In short, dissertation reviews evaluate—and evaluation, especially public evaluation, is always a risky business from the perspective of politeness theories. In this paper, we focus on praise, i.e. positive evaluation, as expressed in a sample of 32 English-medium reviews of dissertations submitted for defense at a Czech technical university. We discuss the various politeness considerations associated with praise within this genre, analyze which features of dissertations typically get praised, and examine hedging and boosting expressions employed by the reviewers to modulate the impact of their compliments given that praise, as unintuitive as it may seem, is not a speech act devoid of face-threatening aspects (Brown & Levinson, 1987).

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AI in Foreign Language Learning: Medical Students' Perspectives
(See **Glogarová**, Veronika)

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Bridging Disciplines: Interdisciplinary Study Programmes in Higher Education

This paper aims to examine the increasing role of interdisciplinarity in contemporary higher education, with a particular focus on study programmes offered at Czech universities. In accordance with established theoretical frameworks—especially Klein's typologies of multidisciplinarity, interdisciplinarity, and transdisciplinarity—the conceptual, methodological, and institutional dimensions of cross-disciplinary

collaboration is outlined, along with current developments within broader international context. The research in this field so far indicates the increasing role of interdisciplinarity, which is in line with the changes that our society, technology and education has been undergoing in the recent years. With this in mind, we analysed existing interdisciplinary programmes in the Czech Republic, focusing particularly on those bridging traditionally distant fields such as engineering and natural sciences on the one hand and humanities and social sciences on the other. Unlike those connecting the "related" fields, these are rather rare and present a specific challenge, which may hopefully become less demanding as more information and instances of good practice are identified and shared. The results therefore reflect emerging interdisciplinary efforts even in areas where various constraints remain significant.

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Bi- and Multilingual Disciplinary Literacies in the Context of ESP: Case Study of ESP Courses at Two Slovak Faculties
(See **Kordíková**, Barbara)

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Gradual writing technique: enhancing task-based ESP course

The emergence of advanced AI tools launched a new education era of "beautiful" AI-generated texts and effortless writing assignments. Also, the trend of using AI tools for generating school assignments has undermined the value of student writing in ESP lessons, although writing has been considered, together with speaking, a productive skill whose improvement ESL manuals require as an indicator of language skill development (see CEFR descriptors) and assessment. In order to keep writing a tool of thinking and expressing human ideas while learning the technical terminology in ESP course, the traditional 1-page written home assignments were replaced by a series of short, 50-200 words long paragraphs that students developed directly during the ESP lessons. All these "micro-assignments" targeted architectural projects that the students were developing during the same semester, thus the outcome writing was a form of diary of student thinking process and served as preparation material for their final written assignment that was graded. As a result of this writing experiment, much lower number of students reported using AI tools for generating the short and topic-focused writings. This paper reports on employing this emergency /experimental writing technique in the course of technical English for architects FA BUT and summarizes the main factors leading to student centered writing component in ESP lessons.

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Emotions and Evaluation in Language Learning Histories: Remembering the Teacher

In recent years, emotions have been recognised as a crucial component of language learning and teaching. This paper discusses the role of emotions and teacher representations in learners' narratives of their language learning. Personal stories have become an important way of studying how language learners understand their experiences and how they build their identities over time. Among different kinds of learner narratives, Language Learning Histories (LLHs) are especially valuable because they show not only what happened during learning but also how learners feel about these experiences and how they describe the people who influenced them. LLHs often include emotional memories and reflections on teachers, who play a major role in learners' success or frustration. Teachers' emotional influence can determine whether students feel encouraged, anxious, or resistant. Understanding how learners talk about such emotions is therefore essential for developing more supportive and empathetic learning environments. Using the Appraisal Theory (Martin & White, 2005) framework, 150 LLHs written by the author's university students were analysed for expressions of attitude, engagement, and graduation. The analysis shows that positive portrayals of teachers usually co-occur with narratives of enjoyment, progress, and confidence, while negative ones are linked with frustration or even feelings of rejection toward the language. The paper concludes that emotional experiences with teachers leave lasting traces in learners' attitudes to language study and may influence their long-term motivation and self-perception as language users.

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Specialised knowledge dissemination through research news articles vs science podcasts: Recontextualisation strategies depending on the audience, medium and its affordances

Public funding of research realised by universities and public research institutes leads to the necessity of informing about research outcomes and making them generally available, as expected of a democratic and open science. As the public is composed of experts as well as non-experts, research outcomes need to be presented in a manner appropriate for each cohort of recipients. This paper deals with variety within digital dissemination of specialised knowledge depending on the chosen genre, semiotic modes and the target audience. The online genres of research news articles and science podcasts, both available on institutional websites, serve as two contrastive ways of knowledge dissemination. Communication aimed at science insiders employs different means and strategies from

that aimed at mostly non-expert audiences. With research papers (and research highlights) at one end of the cline and science podcasts at the other. research news articles occupy its middle as their readership is obviously mixed. Four news articles and four podcasts from the same discipline are examined with respect to the employed verbal and non-verbal recontextualisation strategies, particularly focusing on interdiscursive recontextualisation and explanatory strategies. Verbal strategies such as elaboration of key concepts, exemplification and comparison, enumeration, and non-verbal ones, such as layout, incorporation of voices and multimodality, illustrate the differences determined by assumed needs of diverse audiences.

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Resonant Language: Embodied Sound and Liberation in Only Revolutions

Only Revolutions (2006) by Mark Z. Danielewski is often regarded as a manifestation of postmodern radical pluralism, offering nearly infinite interpretive potential and entrapping the reader within swirling layers of textual signification. This presentation seeks to challenge that view by exploring how the sonic shape of language—its embodied, affective dimension—can liberate emotion and co-create meaning, ultimately allowing the reader to step off the endless carousel of interpretation.

The protagonists of Only Revolutions are passionate, sensual, and sexual, and the language they speak radiates with the same inner fire. In this light, I argue for an understanding of language as embodied: no longer functioning as a mere automated tool for communication, but as a living, vibratory form that invites the reader to become not just a user, but an active listener and responder, the one who configures and is configured by a reanimated body of words. Through a phonosemantic analysis of key expressions employed by the protagonists, we discover that emotion reveals the body and infuses itself into the textures of language.

Attentive listening to the body, to our own emotional resonance, turns us inward and renders visible our role as resonant chambers, constantly harmonizing our inner rhythms with the outer world—whether the storm within the text, or the presence of others like the reader and the characters themselves. In this sense, embodied language ceases to operate as a manipulable linguistic object and instead becomes a vibratory soundscape— a field of relational intersubjectivity where meaning is not decoded but co-created.

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Intercultural Communication and Teaching English as a Lingua Franca to Pre-service Teachers

In recent years the teaching of English to pre-service teachers has witnessed an innovative approach which treats English as a tool for international and intercultural communication with a wide range of users from a variety of diverse linguistic and cultural backgrounds (Kiczkowiak & Lowe, 2018; Matsuda et al., 2017). Adopting the English as a Lingua Franca (ELF) perspective as one of models of language teacher education along the lines of intercultural communication may help resolve the teaching profession some of challenging issues which it currently faces. With this development in mind, the goal of the paper is to explore how the ELF approach can be incorporated to the teacher education curriculum. To achieve that, the paper examines the design and content of the course 'Teaching English as an International Language' aimed at first-year Master's pre-service teachers. Attention is paid to developing intercultural competence and building intercultural skills as part of the teacher training professional development. The preliminary results of the research show that it is critical to make students aware of the distinction between essentialist, i.e. cultural difference (cross-cultural) framework, and a more context-specific approach stressing how cultures come into contact and cooperate.

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