

5TH INTERNATIONAL ELT CONFERENCE
NEW TRENDS IN ENGLISH TEACHING, LEARNING AND EDUCATION

UNIVERSITY OF BRESCIA, ITALY 2-3 OCTOBER 2026

ENGLISH(ES) FOR ACADEMIC AND PROFESSIONAL PURPOSES



BOOK OF ABSTRACTS

2 – 3 October, 2026

Università degli Studi di Brescia

Dipartimento di Economia e Management



**Università
di Brescia**



Dear Colleague,

Welcome to the 2026 ELT conference, hosted at the University of Brescia. This letter aims to minimize announcements of housekeeping matters during the conference. Please read it at your earliest convenience.

The University of Brescia is a young university with strong roots in one of the richest and most innovative areas in Europe. It contributes to the sustainable development of a territory in search of a balance between industrial development, environmental sustainability and quality of life. It is a “free learning community” which expresses its social responsibility by committing itself to promoting a peaceful and open society through the inclusion and integration of the many diversities within it.

To learn more about our university and its vision, visit <https://www.unibs.it/en/university/about-us/our-vision>

To learn more about our university's rankings, visit <https://www.unibs.it/en/university/about-us/ranking>

Finding Places

The conference will take place in the Department of Economics and Management. Established in 2012 and combining the Departments of the former Faculty of Economics, it is located at the very heart of the city of Brescia, a ten-minute walk from Piazza Loggia and Piazza Vittoria, and just minutes from the “San Faustino” underground station.

The rooms where the conference will be held are located in the cloisters of San Faustino (Chiostri di San Faustino, hereinafter referred to as “S. Faustino”).

Address

Università degli Studi di Brescia

San Faustino building

[Via San Faustino 74/B](#)

25122 Brescia (BS)

The opening and closing sessions, the ELT open forum as well as three plenaries will be held in the San Faustino building in the Main Hall (Aula Magna). The library (“Sala Biblioteca”) and meeting room (“Sala Riunioni”), as well as the cloisters of the San Faustino building, will also be used during the conference. The “Sala Studio” (study room) on the first floor of the S. Faustino building is also at our disposal as an extra room for the duration of the conference. Please note that the space is unattended, so we kindly request that you do not leave any valuable belongings.

Registration/Help Desk

The Registration/Help Desk is located in the main cloister of the San Faustino building.

Registration opens on Friday 2nd and on Saturday 3rd October at 8:15 AM at the entrance of the S. Faustino building and will remain open for the entire duration of the conference. Please direct any requests you may have to the personnel at the Registration/Help Desk.

Abstracts and Programme Book

The individual abstracts are divided into keynote speeches and presentations and alphabetically organised for your convenience.

Programme Update

It is possible that there may have been some last-minute changes and cancellations following the publication of the present book of abstracts. We will make necessary announcements during the “welcome remarks” sessions at the beginning of each day.

If you would like your presentation to be uploaded upon your arrival, please send the electronic file (PowerPoint and PDF) of your presentation slides to elt2026@unibs.it by **October 1st**.

ELT Open Forum

The ELT Open Forum is scheduled as the final session in the programme and will take place in the Main Hall (Aula Magna). It is primarily an audience-driven Q&A, discussion session where participants are free to share their reflections about the conference. This is also an opportunity to take stock of emergent themes and research challenges in the interdisciplinary field of English as a Foreign Language (EFL) teaching and training, especially in relation to English Linguistics for Academicians and Professionals (ELAP).

Chairing of Sessions

Chairs have been allocated for each session consisting of three papers. The main function of the chairs is to ensure strict time-keeping (20 minutes presentation + 10 minutes Q&A for each presenter). A 5-minute intermission has been planned after each presentation to allow participants to change rooms. A folder with necessary instructions is available in each room. Please do not remove the folder.

Lunch and coffee breaks

Morning and afternoon tea/coffee, as well as lunch, as indicated in the conference schedule, will be served in the San Faustino cloister. If you have specific dietary requirements and already indicated this on your registration form, please refer to the catering staff during lunch and coffee breaks.

WIFI networks

The **eduroam network** provides free WIFI and may be accessed using the full academic e-mail address as the username and the password used to access the academic e-mail address as the password.

ELT 2026 Contacts

Conference-related enquiries: elt2026@unibs.it

Registration-related enquiries: info@whitepageevents.com

ELT 2026 website: <https://www.unibs.it/it/ateneo/organizzazione/centro-linguistico-di-ateneo/bandi-ed-eventi-di-interesse-linguistico/seminari-e-convegni-cla-unibs/5th-elt-conference-2026>

Useful websites, emails and telephone numbers

For essential information about transportation, accommodation, and local attractions in Brescia, please visit our dedicated page: <https://www.unibs.it/it/ateneo/organizzazione/centro-linguistico-di-ateneo/bandi-ed-eventi-di-interesse-linguistico/seminari-e-convegni-cla-unibs/5th-elt-conference-2026/travel-and-accommodation>

Additional useful contact numbers

Medical emergencies / Police: 112

Brescia tourism: <https://www.bresciatourism.it/en/>
<https://www.visitbrescia.it/en/>

Patronage

AIA - Associazione Italiana di Anglistica

AICLU – Associazione Italiana Centri Linguistici Italiani

ANILS – Associazione Nazionale Insegnanti Lingue Straniere

ELC – European Language Council

Sponsorships

Pearson Education

Oxford University Press

ELT 2026 Local Organising and Scientific Committee

Roxanne Barbara Doerr, University of Brescia, Department of Economics and Management (DEM)

Nicola Pelizzari, University of Brescia, Department of Medical and Surgical Specialties, Radiological Sciences, and Public Health (DSMC)

Annalisa Zanola, University of Brescia, Department of Economics and Management (DEM)

KEYNOTE SPEECHES

Ofelia Palermo, Nottingham Trent University (Nottingham Business School)

<https://www.ntu.ac.uk/staff-profiles/business/ofelia-palermo>



What a description authorises: Language and interpretative authority in organisations

Friday, October 2nd, 9:30-10:30, Aula Magna S. Faustino

Professional expertise is expected to clarify complex situations and support responsible action. It also carries interpretative authority. Expertise shapes what a problem is taken to be, what counts as relevant evidence, and which responses appear reasonable. Drawing on research in relational leadership and organisational practice, this keynote examines the point at which a provisional interpretation acquires enough authority to organise other people's work and possibilities.

Much of that work is done before a decision is announced, and it is done in language. Familiar terms assign responsibility, narrow participation and make particular courses of action seem self-evident before the assumptions behind them have been examined. A concern named as resistance positions the person who raised it. A contested change described as implementation announces that the substantive decision has already been taken. Descriptions do not simply report a situation; they help establish the terms on which that situation can be questioned.

Organisational research can identify these effects, and it depends on linguistic scholarship to describe the resources that produce them. Whether an account can still alter a judgement, or may only respond to one, turns on how agency is attributed or withheld, how a question is designed, and whether a contribution is taken up or merely acknowledged. The same holds for recognition. Where English is the shared working language of a profession, fluency, pace and familiarity with a dominant register are readily mistaken for competence, so that interpretative authority follows communicative style rather than the quality of a contribution.

The consequences of this outlast the decision. Once a description has settled, it continues to govern what can be raised, by whom and with what standing, while workloads, opportunities and forms of

participation are redistributed by an interpretation whose provisional basis is no longer visible. Responsible professional judgement therefore depends on keeping that basis open to scrutiny before decisions harden into necessity, and on remaining answerable for what the interpretation sets in motion. The language in which all of this takes place is the specialist English that professionals are taught.

Keywords: interpretative authority, relational leadership, organisational discourse, English for academic and professional purposes, professional judgement

Ofelia Palermo, PhD, PFHEA, is Associate Professor of Relational Leadership at Nottingham Business School, Nottingham Trent University. Her research is informed by a wider interest in organisational behaviour, especially questions of socio-ideological control, emotion, and relational dynamics in institutional life. A sustained strand of her research extends relational and leaderful approaches to organisational dynamics not conventionally regarded as leadership, particularly those emerging in the 'uncontrolled' spaces of leadership experience. From this position, she examines how institutional practices configure experience, identity, participation, and recognition across professional contexts, and how particular interpretations acquire the authority to delimit what others can claim, contest, and question in the workplace.

David Tual, University of Cambridge

<https://www.eng.cam.ac.uk/profiles/dhpt2>



Beyond English, Between Worlds: Reimagining the Role of Language Centres in Higher Education

Saturday, October 3rd, 11:20-12:20, Aula Magna S. Faustino

Over the past decade, the role of language centres has evolved in response to changing expectations from students, academic disciplines and institutions. This evolution is perhaps particularly visible when a language centre is embedded within an engineering department, where language learning is inseparable from disciplinary practice and professional development.

This plenary reflects on how such a context has shaped the development of approaches that move beyond language teaching towards supporting students as communicators, collaborators and reflective professionals. Through examples including project-based learning, communication embedded in disciplinary contexts and reflective portfolios, it considers both the opportunities and the tensions that arise from working at the intersection of languages and disciplines.

Rather than proposing a definitive model, the talk offers a reflective perspective on the changing identity and positioning of language centres and invites discussion about how language professionals might embrace a more hybrid role in preparing students for increasingly complex, multilingual and interdisciplinary environments.

David Tual is Professor of Language Education and the Director of the Centre for Languages and Inter-Communication (CLIC) at the University of Cambridge's Engineering Department. Building on over two decades of experience in language education, David has developed an expertise in language for specific purposes, curriculum development and innovative teaching methods. David's scholarship is primarily situated at the intersection of language learning and engineering education, promoting global communication skills essential for future engineers.

Helen Xanthaki, University College London

<https://profiles.ucl.ac.uk/55791-helen-xanthaki>



Let the linguists teach the drafters: Easification as a tool for better legislation

Friday, October 2nd, 15:30-16:30, Aula Magna S. Faustino

Easification is a well-documented principle in the field of language. However, it has not been incorporated in the legislative studies debate, at least not fully. Yet, applied to legislative drafting, easification can revolutionise the way in which legislation is drafted. The concept of pitching communication to the topical and legal sophistication of legislative audiences demands identification of the legislative audiences, prioritisation of legislative messages as per the legislative audiences, and adaptability of linguistic expression to these audiences. Combined with the empirical results of the good law initiative in the UK and the revelation, that legislation is read mainly by lay users, and also by the regulated professions, plus lawyers and judges, easification leads to better legislative design via a layered structure in legislation, and easified language in each of the three parts of legislative provisions for a better understanding amongst audiences.

Prof. Dr. Helen Xanthaki is Dean of Postgraduate Laws Programmes at the University of London Worldwide and the first UK Professor in Law and Legislative Drafting. She is one of the top experts in legislation, legislative drafting, legislative quality in the UK, the Commonwealth and the EU, and serves as Honorary President of the International Association for Legislation and Co-Editor in Chief of the Statute Law Review. She has authored leading legal texts, including recent editions of Thornton's Legislative Drafting and Drafting Legislation. She is now leading projects on legislative scrutiny in the Kingdom of Saudi Arabia. Her research on statutory effectiveness drives the basis for drafting manuals as well as her activity as a consultant to governments, international and regional organisations, both as a trainer and a drafter.

INDIVIDUAL PRESENTATIONS

Enza Giuseppa Acquaro

Centro Linguistico di Ateneo (CLA), University of Palermo, Italy

Friday October 2nd, 11:00-11:30, Sala Biblioteca

Integrating Authentic Professional Communication Tasks into ESP Courses: Best Practices from Higher Education Contexts

The increasing internationalisation of higher education and the evolving communicative demands of contemporary workplaces have significantly influenced the teaching of English for Specific Purposes (ESP). In academic, institutional, and professional environments, learners are increasingly required to develop communication skills that extend beyond grammatical competence and include effective interaction in authentic workplace contexts. Consequently, English language teaching in higher education must adapt its methodologies and pedagogical practices to prepare learners for professional communication needs (Anthony, 2018; Basturkmen, 2010).

This paper presents teaching practices developed within Business English, Professional English, and Legal English courses delivered in higher education and professional training contexts at the University of Palermo. The teaching experience included Legal English courses for Faculty of Law students, Business and Professional English courses, including Open Badge programmes, for administrative staff at the Faculty of Engineering, and English courses for public administration employees. The courses addressed the communicative needs of university students and adult professionals involved in international communication contexts.

Particular attention was devoted to developing productive skills through authentic communicative tasks reflecting workplace situations. Task-based and communicative approaches were integrated to foster learner engagement and professional communicative competence (Ellis, 2003). Activities included writing professional emails and memoranda, participating in simulated meetings, role-playing workplace interactions, and analysing authentic professional documents. AI-assisted tools supported the adaptation of authentic teaching materials. These activities encouraged learners to apply language skills in professional scenarios while developing confidence, accuracy, and effectiveness.

This paper argues that integrating authentic professional communication tasks into ESP courses represents an effective pedagogical strategy for higher education contexts (Basturkmen, 2025). Such practices not only support language development but also help bridge the gap between academic learning and professional practice, contributing to professional development, lifelong learning, and the acquisition of communication skills that are increasingly required in contemporary professional environments.

Keywords: ESP; Professional Communication; Higher Education; Task-Based Learning; Lifelong Learning

References

Anthony, L. (2018). *Introducing English for Specific Purposes*. Routledge.

Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Palgrave Macmillan.

Basturkmen, H. (2025). *Core Concepts in English for Specific Purposes*. Cambridge University Press.

Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.

Martina Alí & Anna Serpente

Osservatorio di Terminologie e Politiche Linguistiche (OTPL), Università Cattolica del Sacro Cuore, Milano, Italy

Saturday, October 3rd, 9:00-9:30, Sala Biblioteca

From Needs Analysis to Teacher Education:

Developing an AI-Enhanced ELAP Framework for Professional Contexts

English for Academic and Professional Purposes (ELAP) is increasingly recognised as essential for preparing learners to operate effectively in specialised professional environments (Zanola, 2023). Nevertheless, language instruction in higher and vocational education often remains insufficiently aligned with the communicative demands of specific professional sectors (Zanola, 2014). This paper presents a preliminary analysis to start a long-term project which aims at developing pedagogical guidelines for ELAP teachers working with students from specialised domains.

The project originates from two distinct educational contexts associated with Università Cattolica del Sacro Cuore: an ELAP course for Biotechnology in personalized medicine students at the Rome campus and a course in Leather Technology delivered within the IFTS programme in Milan. The preliminary phase consists of a systematic needs analysis designed to identify the actual linguistic and communicative requirements of learners and professionals (Zanola, 2024). Particular attention is devoted to specialised terminology, technical documentation, professional writing, and digitally mediated workplace interactions.

Building on these findings, the project will develop an ELAP teacher education framework aimed at supporting needs-based course design and the integration of authentic professional communication tasks. A further objective is to explore how AI literacy can become a core component of ELAP teacher preparation, enabling language trainers to critically and effectively integrate generative AI tools into materials development and feedback practices (Doerr & Zanola, 2023).

The expected final outcome is a practical booklet providing pedagogical guidelines and recommendations for AI-enhanced ELAP instruction. By shifting the focus from learner needs to teacher training, the project contributes to current debates on ELAP and professional communication (Zanola & Conceição, 2024), thereby maximizing the professional payoff for both educators and future professionals. The project creates a virtuous cycle that maximizes the professional payoff for both language trainers and students:

For SLTs: Developing AI literacy enables teachers to provide expert feedback on complex technical documents and efficiently design authentic, needs-based materials. For Students: Focused training in

specialized terminology and technical documentation ensures market readiness and direct alignment with industry communicative demands. This synergy ensures that teachers evolve into technologically advanced specialists, while students graduate with the exact skills needed for high-level professional environments.

Keywords: ELAP; teacher education; needs analysis; AI literacy; professional communication.

Selected references

Doerr, R. B., & Zanola, A. (2023). *Computer-based self-assessment as a customised tool for the strategic implementation of an updated circular teaching model*. In W. Fiorucci et al. (Eds.), *Language education during the pandemic: Rushing online, assessment and community* (pp. 61-83). Palgrave Macmillan.

Zanola, A. (2014). La comunicazione professionale in inglese: Fattori di successo e insuccesso nella produzione orale di parlanti italofofoni. *Iperstoria – Testi, Letterature, Linguaggi*, 4, 127-131.

Zanola, A. (2023). *La lingua inglese per la comunicazione scientifica e professionale*. Carocci Editore.

Zanola, A. (2024). Oral proficiency in English for scientific and professional purposes (ESPP): New paradigms in teaching English as a foreign language (EFL) to Italian professionals. *Mosaic*, 15(1), 171-198.

Zanola, M., & Conceição, M. C. (Eds.). (2024). *Languages in European university alliances: Challenges and issues*. EDUCatt.

Paola Attolino

University of Salerno, Italy

Saturday, October 3rd, 9:00-9:30, Aula Magna

Reimagining the Past and ELT: Alternate History, AI, and Critical Thinking in ELAP

What if history had taken a different turn? This question lies at the heart of Alternate History (AH), a narrative genre that can serve as an effective interdisciplinary methodology for innovative English Language Teaching (ELT) in Higher Education. This paper explores the pedagogical potential of AH in English for Academic and Professional Purposes (ELAP), particularly within Political and Social Sciences courses, where language learning can be integrated with the development of critical, analytical, and intercultural skills relevant to contemporary professional contexts (Fraser, 2026).

By encouraging students to reimagine historical events and political trajectories, AH-based activities promote active engagement with the mechanisms through which historical and ideological narratives are constructed, disseminated, and legitimised (Fairclough, 1995). Through task-based learning modules (Ellis, 2003), students analyse fictional counterfactual scenarios, compare them with factual historical accounts, and discuss the political, social, and cultural implications of narrative manipulation. In doing so, learners develop awareness of bias, propaganda, misinformation, and fake news, while strengthening their ability to interpret complex discourses critically and reflectively (Luke, 2012).

The paper also examines the guided integration of Artificial Intelligence tools in classroom practice. Generative AI can support brainstorming, scenario-building, collaborative writing, and discourse analysis, fostering interactive, student-centred, and reflective language learning environments (Godwin-Jones, 2023). Rather than replacing critical thinking, AI-assisted activities are presented as opportunities to enhance students' linguistic, digital, analytical, and intercultural competences through supervised and ethically informed pedagogical practices.

Drawing on interdisciplinary approaches combining ELT, media literacy, political discourse analysis, and digital humanities, this study argues that Alternate History provides a valuable framework for connecting language education with the evolving communicative and analytical demands of academic and professional environments. The proposed approach encourages learners to engage with English not merely as a communicative medium, but as a means to critically interpreting the narratives through which contemporary realities are constructed.

Keywords: Alternate History; Interdisciplinary ELT; AI-enhanced learning; Critical Literacy; ELAP

References

Ellis, Rod. 2003. *Task-Based Language Learning and Teaching*. Oxford University Press.

Fairclough, Norman. 1995. *Media Discourse*. London: Edward Arnold.

Fraser, Mark. 2026. *Teach English with AI*. New York: Routledge.

Godwin-Jones, Robert. 2023. Emerging Spaces for Language Learning: AI Bots, Ambient Intelligence, and the Metaverse. *Language, Learning and Technology*, 27 (2), pp. 6-27.

Luke, Allan. 2012. Critical Literacy: Foundational Notes. *Theory Into Practice*, 51(1), pp. 4-11.

Monica Barni, Gerardo Fallani & Christopher King

Sapienza University of Rome, Italy

Friday October 2nd, 11:00-11:30, Aula Magna

Less Is More: Speaking Less, Teaching Better in Faculty Upskilling for EMI

What if the very challenge that makes university lecturers uneasy about teaching in English – the need to operate in a language they do not fully command – could become a catalyst for better teaching? As English-medium instruction (EMI) expands across Italian higher education (Mastellotto & Zanin, 2021), lecturers are increasingly required to demonstrate C1-level proficiency (MUR, d. d. 2711/21, lett. c). Faculty language development is therefore often perceived as a remedial process (O'Dowd, 2018; Ackerley, Guarda & Helm, 2017; Di Sabato & Mezzadri, 2023), a linguistic gap to close before teaching can begin. We propose the opposite: upskilling is not a prerequisite for EMI but a driver of pedagogical transformation.

Our argument rests on a productive paradox. Lecturers working in a second language tend to speak less and can do so more deliberately, favouring clearer discourse organisation, more selective academic vocabulary, and simpler syntax. Rather than reducing effectiveness, this economy lowers teacher talking time and opens space for student participation. The constraint often perceived as a weakness thus aligns

with competence-based, student-centred learning and encourages a shift towards active learning (Freeman et al., 2014; Council of Europe, 2020).

This principle informs a faculty-development project: two MOOCs created at the Sapienza Language Center and delivered on the Sapienza ALMA platform, supporting the transition from B2+ to C1 proficiency and certification. Each course uses single-focus Digital Learning Units alternating between metacognitive-strategic components (exam preparation and academic text-handling strategies) and linguistic components (vocabulary, grammar, and register). Reusable interactive materials provide automated formative feedback (Fallani, Penge & Tettamanti, 2019), while an AI language tutor (Kohnke, Moorhouse & Zou, 2023) supports speaking and writing practice, offering guidance on interaction and academic register. An introductory module reframes language anxiety as a pedagogical resource rather than an obstacle. More broadly, a stronger command of academic and professional English equips lecturers – and, through them, their students – for the international communication their future professions demand (Zanola, 2023).

Ahead of its launch in autumn 2026, the paper presents its conceptual foundations, instructional architecture, and evaluation framework. EMI upskilling and certification can thus serve as an induction into more active, learner-centred teaching.

Keywords: English for Academic and Professional Purposes; upskilling and reskilling in higher education; competence-based learning; AI-assisted language learning; EMI readiness.

References

Ackerley, K., Guarda, M., & Helm, F. (Eds.) (2017). *Sharing perspectives on English-medium instruction*. Bern: Peter Lang.

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing, Strasbourg.

Di Sabato, B., & Mezzadri, M. (2023). EMI (English Medium Instruction) all'università: occasioni di confronto tra docenti disciplinaristi e linguisti educativi. In P. E. Balboni, F. Caon, M. Menegale, & G. Serragiotto (Eds.), *La linguistica educativa tra ricerca e sperimentazione. Scritti in onore di Carmel Mary Coonan*. Edizioni Ca' Foscari, 93–104. <https://doi.org/10.30687/978-88-6969-683-1/009>

Fallani, G., Penge, S., & Tettamanti, P. (2019). An agnostic monitoring system for Italian as second language online learning. *Journal of e-Learning and Knowledge Society*, 15(3), 13–26. <https://doi.org/10.20368/1971-8829/1135041>

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415. <https://doi.org/10.1073/pnas.1319030111>

Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for language teaching and learning. *RELC Journal*, 54(2), 537–550. <https://doi.org/10.1177/00336882231162868>

Mastellotto, L., & Zanin, R. (Eds.). (2021). *EMI and beyond: Internationalising higher education curricula in Italy*. Bozen-Bolzano University Press. <https://doi.org/10.13124/9788860461827>

O'Dowd, R. (2018). The training and accreditation of teachers for English medium instruction: An overview of practice in European universities. *International Journal of Bilingual Education and Bilingualism*, 21(5), 553–563. <https://doi.org/10.1080/13670050.2018.1491945>

Zanola, A. (2023). *La lingua inglese per la comunicazione scientifica e professionale*. Roma: Carocci.

Gabriele Basile

Università degli Studi di Napoli Parthenope, Italy

Saturday, October 3rd, 9:35-10:05, Sala Riunioni

Choice-Driven Narrative Environments as Innovative ELAP Learning Spaces

English Linguistics for Academicians and Professionals (ELAP) increasingly calls for innovative approaches to teaching and learning capable of preparing users of English for the communicative demands of contemporary academic and professional contexts. Beyond linguistic accuracy, these contexts require the ability to interpret multimodal information, negotiate interpersonal meaning, adapt communication to changing situations and make context-sensitive decisions. Within this perspective, choice-driven narrative video games constitute rich multimodal discursive environments in which language is experienced as situated social action rather than as a decontextualised system of grammatical and lexical forms.

This paper explores the potential of *Life is Strange* and *The Dark Pictures Anthology* as learning environments aligned with the aims of ELAP. Adopting a qualitative multimodal discourse-analytic approach informed by Gee's theory of situated learning, the study examines selected interactional sequences to investigate how branching dialogue, player agency and the interaction of verbal, visual and auditory semiotic resources contribute to the development of communicative practices relevant to academic and professional discourse.

The analysis demonstrates how these environments foster pragmatic flexibility, interactional competence, inferential reasoning, multimodal literacy and context-sensitive decision-making through sustained engagement with authentic communicative scenarios. Rather than treating video games as motivational tools or examples of gamification, the paper argues that their educational value lies in the sophisticated learning principles embedded within their discourse and narrative architecture. By requiring players to evaluate alternative interpretations, anticipate the communicative consequences of linguistic choices and negotiate socially complex interactions, choice-driven narrative environments simulate discourse practices increasingly characteristic of higher education and professional communication.

The paper concludes that choice-driven narrative environments offer transferable principles for innovative ELAP pedagogy, illustrating how narrative-based multimodal interaction can contribute to preparing users of English for the communicative challenges of contemporary academic and professional settings.

Keywords: English Linguistics for Academicians and Professionals; educational gaming; choice-driven narrative environments; multimodality; communicative competence.

References

Beltrán-Palanques, V. (2024). Assessing video game narratives: Implications for the assessment of multimodal literacy in ESP. *Assessing Writing*, 60, 100809.

- Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. Palgrave Macmillan.
- Mawer, K., & Stanley, G. (2025). Digital game-based language learning in the young L2 learner classroom. *ELT Journal*, 79(4), 583–596.
- Sykes, J. M. (2018). Digital games and language learning. *Foreign Language Annals*, 51(1), 219–224.
- Zhou, S. (2024). Gamifying language education: The impact of digital game-based learning on Chinese EFL learners. *Humanities and Social Sciences Communications*, 11, 1518.

Khadija Balhouh & Jane Simone Tagliani

Ufficio Servizi e-learning e multimediali & Centro Linguistico di Ateneo, Università degli Studi di Ferrara, Italy

Friday, October 2nd, 14:20-14:50, Sala Riunioni

Supporting Speaking Practice in Asynchronous Online English Learning through AI-Based Conversation

A major limitation of asynchronous online English language teaching in tertiary education appears to be the lack of speaking practice for academic and professional purposes. Students can listen, read and complete exercises, but rarely have opportunities to speak and receive immediate feedback on their pronunciation and delivery. The absence of real-time correction and teacher presence may leave online learners feeling isolated and unsupported. Swain's Output Hypothesis emphasises the role of spoken production in language acquisition, while Baddeley's model of working memory suggests that repeating language aloud can support vocabulary retention through the phonological loop. Based on these principles, a Moodle course was designed for students from a range of degree programmes at the University of Ferrara, situated within ELAP (English Linguistics for Academicians and Professionals) it aims to develop skills relevant to academic and professional contexts, including interacting in English, presenting information clearly and using specialised vocabulary appropriately.

The course incorporates an AI tool based on Google Gemini Gems, configured by the teacher to guide students through topic-based listening and speaking activities. The Gem provides corrections and immediate feedback, offering support during asynchronous learning. The course will be introduced in the next academic year, so empirical results are not yet available. The pilot phase will examine tool use, student perceptions, engagement and possible improvements in spoken language skills.

In this study, an additional objective is to understand whether AI-based conversational tools may offer effective benefits for L2 language learners by reducing speaking anxiety, as the absence of human judgement may help to create a psychologically safe learning environment.

Keywords: Asynchronous online learning; AI-supported speaking practice; Immediate feedback; Speaking anxiety.

References

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235–253). Newbury House.

Baddeley, A. D., & Hitch, G. J. (1974). Working memory. In G. H. Bower (Ed.), *The psychology of learning and motivation: Advances in research and theory* (Vol. 8, pp. 47–89). Academic Press.
[https://doi.org/10.1016/S0079-7421\(08\)60452-1](https://doi.org/10.1016/S0079-7421(08)60452-1)

Kohnke, L. (2023). L2 learners' perception of a chatbot as a potential independent language learning tool. *International Journal of Mobile Learning and Organisation*, 17(1/2), 214–226.
<https://doi.org/10.1504/IJMLLO.2023.10053355>

Zhang, D., Wu, J. G., & Fu, Z. (2024). From shy to fly: Facilitating EFL learners' willingness to communicate with an AI chatbot and an intelligent tutoring system. *System*, 127, 103501.
<https://doi.org/10.1016/j.system.2024.103501>

Ballıdağ, M., & Aydın, S. (2025). A comparison of the effects of AI-based chatbots and peer interactions on speaking anxiety among EFL learners. *Future in Educational Research*, 3(2), 224–238.
<https://doi.org/10.1002/fer3.70005>

Caterina Bocchi

Università IULM, Milano, Italy

Friday, October 2nd, 14:20-14:50, Aula Magna

Professional Writing in the Age of AI:

Comparing AI-generated and Student-produced Texts Across Three Professional Genres

As generative AI becomes increasingly integrated into workplace communication (Bondi, 2025), educators responsible for training future communication professionals within English for Professional Purposes (EPP) programmes are confronted with a fundamental question: what should Professional English courses teach when AI systems can already produce competent professional texts?

This paper addresses this question by examining the capabilities of two widely used generative AI systems, ChatGPT and Claude, in the production of three genres commonly taught in Professional English courses: professional emails, press releases, and company profiles (MacRae, 2019). Using identical communicative briefs, both chatbots will be prompted to generate texts for the same tasks. The study will also investigate the sensitivity of AI outputs to prompt formulation by comparing responses generated from minimal and detailed prompts.

The AI-generated texts will be analysed in terms of syntactic complexity, lexical choices, register appropriateness, task fulfilment, and authorial or brand voice. They will then be compared with a corpus of 50 equivalent texts produced by BA university students without AI assistance. By identifying the most significant similarities and differences between human- and AI-generated writing, the study seeks to determine which dimensions of professional writing are already effectively handled by generative AI and which remain difficult to automate, particularly authenticity and authorial voice (Shahbazi et al., 2025; Goolam Hoosen & Kehinde, 2024).

Rather than focusing solely on the performance of AI systems, the paper uses this comparison as the basis for a broader pedagogical reflection on the future of EPP and Professional English Writing education. The findings will inform a proposal for curriculum redesign aimed not only at developing students' ability to use AI effectively, but also at fostering those competencies that enable future professionals to differentiate themselves from AI-generated communication. In a workplace where AI-assisted writing is becoming commonplace, these competencies may distinguish effective communicators from efficient text generators.

Keywords: Professional writing; Generative AI; Authorial voice; Professional English teaching; AI literacy.

References

- Bondi, M. (2025). AI and writing: Challenges and opportunities for ESP and professional communication. *International Journal of Language Studies*, 19(2), 51–74.
- Dodds, T., Zamith, R., & Lewis, S. C. (2025). The AI turn in journalism: Disruption, adaptation, and democratic futures. *Journalism*. Advance online publication.
- Goolam Hoosen, T., & Kehinde, C. (2024). *Using artificial intelligence tools for academic writing, the right way*. FHS Writing Lab, University of Cape Town.
- MacRae, P. (2019). *Business and professional writing: A basic guide* (2nd Canadian ed.). Broadview Press.
- Oley, S. *Writing with AI? Here's what to do – and what to avoid*. Centre for Continuing Education, University of Sydney.
- Shahbazi, Z., Mohammadkarimi, E., Yousefiazar, S., & Othman, K. (2025). The role of artificial intelligence in transforming the writing process. *Journal of Digital Educational Technology*, 5(2), ep2516.
- Suciati, P., Maulidiyanti, M., & Wiwesa, N. R. (2021). The public relations acceptance towards press release application with artificial intelligence. *Communicare*, 8(1), 20–40.

Paola Brusasco

“G. d’Annunzio” University of Chieti-Pescara, Italy

Saturday, October 3rd, 10:10-10:40, Aula Magna

ELT-Specific Microcredentials for Upskilling Teachers in GenAI Literacy:

An Example from English for Architecture

The widespread use of AI by students requires greater awareness and constant upskilling by teaching staff in order to take advantage of the tool in their profession, provide informed guidance, and challenge the widespread belief that AI can replace human instructors. Building on existing literature on AI and teaching (Kohnke & Zou 2026; Bhagoji 2025; Miao & Cukurova 2024; Moorhouse & Kohnke 2024; Mishra & Koehler 2006, among others), and focusing on English for Architecture, this contribution proposes an ELT-specific set of microcredentials consisting of discrete competence areas in language pedagogy and AI literacy within the framework of English Linguistics for Academicians and Professionals. Five

interconnected modules are envisaged: prompt design, critical evaluation of AI-generated text, ethical considerations, AI-mediated task creation, and reflective practice. Each area is self-contained and can be completed independently or combined to obtain a cumulative certification. Here I focus on the first two modules, exemplified through the creation of materials on urban voids and urban regeneration. Module 1 explores activities and inputs for effective prompts that include indications of the desired CEFR level, linguistic constraints such as sentence length, grammar structure(s), objective(s), context, genre, and topics or lexis needed to produce, for example, reading materials in preparation for pitching regeneration proposals. Module 2 focuses on the suitability of the output: accuracy, bias, and reliability, as suggested by existing frameworks like UNESCO's (Miao & Cukurova 2024) are examined together with linguistic elements like CEFR-level correspondence, register, specialised terminology, as well as cultural ones – such as stereotypes and pragmatic dimensions –, and methodological ones, e.g. “Is the material functional to the learning outcome?”, “Can it be used by all or does it need to be adapted?”, “Is it suitable for an academic and/or professional context?”. This set of ELAP-oriented microcredentials could then be tailored to other ESP domains to support professional development.

Keywords: ELAP; ELT-specific microcredentials; AI literacy; upskilling; higher education.

References

- Bhagoji, M. D. (2025). Prompt Engineering for ELT: Empowering Teachers and Learners Through AI Literacy. *ELT Voices*, 15(1), 77-87.
- Kohnke, L., Zou, D. (2026). From Pedagogy to Practice: Using Microlearning to Prepare Teachers for GenAI and Digital Multimodal Composition. *TESOL Journal*. <https://doi.org/10.1002/tesq.70156>
- Miao, F., Cukurova, M. (2024). *AI Competency Framework for Teachers*. UNESCO. <https://doi.org/10.54675/ZJTE2084>
- Mishra, P., Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, 108(6), 1017-1054. <https://rediee.cl/wp-content/uploads/Mishra-Koehler.pdf>
- Moorhouse, B. L., & Kohnke, L. (2024). The effects of generative AI on initial language teacher education: The perceptions of teacher educators. *System*, 122. <https://doi.org/10.1016/j.system.2024.103290>

Salvatore Maria Ciancitto

University of Messina, Italy

Friday, October 2nd, 12:10-12:40, Sala Biblioteca

Reconceptualising the Teaching of the History of English through Interactive Online Learning: A Design-Based Case Study in Higher Education

The increasing focus on English Linguistics for Academicians and Professionals (ELAP) has prompted Higher Education institutions to re-evaluate the role of linguistics-related subjects in cultivating transferable competences for academic and professional settings. Instead of presenting the History of the English Language as a standalone theoretical discipline, this study positions historical linguistic

knowledge as a foundation for developing metalinguistic awareness, academic literacy, and digital learning skills essential for future language professionals, such as teachers, translators, editors, and technical communicators.

Utilizing a design-based research framework (Wang & Hannafin, 2005), this paper details the development and implementation of a fully asynchronous Moodle module on the History of the English Language for a first-year undergraduate Foreign Languages course. Guided by the principles of constructive alignment (Biggs & Tang, 2011) and active learning, the module incorporates multimedia resources, formative quizzes, and interactive *LearningApps* activities to facilitate self-paced learning, ongoing feedback, and independent knowledge construction. This instructional approach transforms a traditionally content-heavy subject into an engaging online learning experience that advances both disciplinary understanding and the professional competences aligned with ELAP, such as digital literacy, critical reflection, and lifelong learning.

This paper examines the pedagogical rationale underlying the module, the structure of learning sequences, and the integration of accessible digital technologies. It presents descriptive results from the final online assessment, completed by 73 students, of whom more than 93% achieved at least 13 out of 15 points. Although these findings do not establish causality, they indicate that the proposed design effectively supported disciplinary learning, while offering students recurring opportunities to practise the digital and self-regulatory skills relevant to their future professional profiles. More generally, the study demonstrates how theoretically oriented linguistics courses can be redesigned through digital pedagogy to enhance academic and professional competences, providing a transferable model for ELAP-focused Higher Education.

Keywords: Design-Based Research; ELAP; Professional Digital Literacy; History of the English Language; Lifelong Learning

References

- Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university (4th ed.)*. Open University Press.
- Mayer, R. E. (2009). *Multimedia learning (2nd ed.)*. Cambridge University Press.
- Wang, F., & Hannafin, M. J. (2005). Design-based research and technology-enhanced learning environments. *Educational Technology Research and Development*, 53(4), 5–23.

Paola De Lumé

University of Bari Aldo Moro, Italy

Friday, October 2nd, 17:00-17:30, Sala Biblioteca

From Beliefs to Practice: a Theoretical Framework for AI-Aware, Profession-Oriented EFL Teacher Education within Italian Teacher Education Programmes

The recently established Italian initial teacher education pathways represent a significant structural opportunity to reconceptualize EFL teacher formation. However, without a grounded theoretical

framework for language education modules, these pathways risk reproducing a classic epistemologic gap between general pedagogical competences and the situated, sustainable, and profession-oriented linguistic knowledge required to prepare learners for their future professions.

To bridge this gap, this article proposes an innovative theoretical framework, AI-Aware Profession-Oriented Teacher Education, that critically synthesizes four research strands and illustrates their practical integration into initial teacher education curricula through a specific three-phase instructional design model focused on learners's professional identities. Drawing on Borg (2006) and Lortie (1975), the framework foregrounds pre-service teachers' belief systems as the primary barrier to pedagogical innovation. Grounded in Dudley-Evans and St John's (1998) needs analysis and Swales' (1990) genre theory, it roots teacher preparation in systematic engagement with authentic professional repertoires and the linguistic requirements of English Linguistics for Academicians and Professionals (ELAP). Guided by Wenger's (1998) communities of practice theory and Johnson's (2009) sociocultural framework, it positions interdisciplinary collaborative design as the core structural mechanism for developing profession-oriented curricular competences focused on learners' future career domains, while simultaneously framing Large Language Models as complex epistemological objects whose integration into EFL pedagogy requires theoretically-grounded preparation, empowering future teachers to model responsible and reflective digital literacy for their students.

The framework is operationalized through a three-phase instructional model: trainees first undergo a critical deconstruction of their pedagogical beliefs; they then engage in interdisciplinary co-design aimed at mapping ELAP genre requirements within specific professional domains; finally, they engineer prompts for AI systems to simulate authentic communicative tasks in English for academic and professional purposes, developing data-driven assessment frameworks. This progression illustrates how initial teacher education can become the structural site for the inception of sustainable, inclusive, and AI-aware EFL pedagogy tailored to the needs of learners entering the job market.

Keywords: EFL teachers' beliefs; profession-oriented language education; AI literacy in Teacher Education; English for Academic and Professional Purposes; English Linguistics for Academicians and Professionals (ELAP)

References

- Borg, S. (2006). *Teacher cognition and language education: Research and practice*. Continuum.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: a multidisciplinary approach*. Cambridge University Press.
- Godwin-Jones, R. (2002). *Partnering with AI: Intelligent writing assistance and instructed language learning*. *Language Learning & Technology*, 26 (2), 5-24.
- Johnson, K. E. (2009). *Second language teacher education: a sociocultural perspective*. Routledge.
- Lankshear, C., & Knobel, M. (2008). *Digital literacies: concepts, policies and practices*. Peter Lang.
- Lortie, D. C. (1975). *Schoolteacher: a sociological study*. University of Chicago Press.
- Italian Ministry of Education (2022). *Law no. 70 of 29th June 2022: conversion into law, with amendments, of Decree-Law no. 36 of 30th April 2022*.
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

Valentina Di Francesco

University of Ferrara, Italy

Friday, October 2nd, 13:45-14:15, Sala Biblioteca

From Text to Image and Back:

A Task-based Proposal for Multimodal ESPP Activities for Engineering students

This paper explores the integration of multimodal tasks into English for Scientific and Professional Purposes (ESPP) teaching for B1 students enrolled in an online Management Engineering degree programme.

Drawing on Zanola's (2024) needs-oriented perspective on ESPP, the proposal links language learning with communicative practices relevant to production management, logistics and quality control. Generative Artificial Intelligence is used to support activities reflecting the multimodal aspects of professional communication. The proposal is also informed by Beseghi's (2026) use of AI-generated images in audio description and by Zanca's (2026) notion of "Artificial Deficiency", which emphasises the critical discussion and verification of AI-generated outputs.

The activities include text-to-image and image-to-text reformulation, conceptualised as a bidirectional process of intersemiotic translation (Jakobson, 1959) and multimodal meaning-making (Kress, 2010). The teacher selects or adapts a short technical text describing, for instance, a production process, a warehouse layout or elements of an engineering system, and uses it as a prompt to generate an image. Students see the image but not the source text and write an English prompt describing its main content (i.e., specific elements, actions, processes and spatial relationships). They then compare their versions with the source text to identify differences in lexical choice, terminological accuracy and possible ambiguity.

The tasks are aligned with CEFR B1 descriptors for written production, the communication of factual information, planning, and monitoring and repair (Council of Europe, 2020). Learners organise essential information into a linear sequence, use simple descriptive structures, and practise language functions that they may find in professional contexts, such as describing workflows and operational relationships, as well as reporting factual information. Their outputs are revised according to criteria of communicative clarity, terminological accuracy and informational relevance.

As AI-generated images may be unstable or inaccurate, they are not treated as reliable representations or measures of linguistic success. Instead, they are interpreted as provisional multimodal outputs and critical literacy resources.

Overall, the proposal argues that this form of intersemiotic reformulation can support lexical noticing, attention to syntactic choices, multimodal mediation and critical engagement with generative technologies. Although primarily designed for students, the proposed activities may also be adapted

for employees attending workplace English courses, particularly in contexts where professionals need to interpret and communicate technical information through written texts, diagrams and other visual representations.

Keywords: ESPP; multimodality; innovative ELT; online courses; AI-supported learning activities

References

- Beseghi, M. (2026). "From Words to Images: Using AI-Generated Visuals in Didactic Audio Description" in *Artificial Intelligence and Audiovisual Translation International Conference*, University of Palermo (23-24 April 2026).
- Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*, Council of Europe Publishing, Strasbourg, available at www.coe.int/lang-cefr.
- Jakobson, R. (1959) On Linguistic Aspects of Translation. In R. A. Brower (ed.), *On Translation*. Massachusetts: Harvard University Press, pp. 232-239.
- Kress, G. (2010). *Multimodality. A Social Semiotic Approach to Contemporary Communication*. London: Routledge.
- Zanola, A. (2024). Oral proficiency in English for Scientific and Professional Purposes (ESPP): new paradigms in teaching English as a Foreign Language (EFL) to Italian Professionals, *Mosaic*, 15(1). 171-198.
- Zanca, C. (2026). "L'Einstein in Cantina e l'Arte della Deficienza: Strategie di Autonomia Umana nell'Era dell'IA Totale" in *XIV Convegno Internazionale AICLU*, University of Venice (25-26 June 2026).

Micheal Joseph Ennis

Language Centre, Free University of Bozen-Bolzano, Italy

Friday, October 2nd, 13:45 – 14:15, Aula Magna

Teaching the Conventions of Abstract Writing in Mixed-Discipline Classrooms

The research article (RA) abstract is a highly conventionalized academic genre organized around five *rhetorical moves* (Swales, 1990, 2004), commonly denoted *introduction*, *purpose*, *method*, *result*, and *discussion* (Hyland, 2004a; Santos, 1996). Although this rhetorical structure has proven stable across multiple studies, the frequencies at which these five moves occur in samples and especially their linguistic realization—including stance, register, and grammar—vary depending on disciplinary conventions, research methods, journal of publication, and authorial/rhetorical choices (Amnuai, 2019; Can, Karabacak, & Qin, 2016; Cross & Oppenheim, 2006; Darabad, 2016; Lorés, 2004; Pho, 2008; Samraj, 2005; Tseng, 2011).

Genre-based pedagogy advocates explicit instruction of conventions, modeling of authentic examples, and extensive writing practice and revision (Hyland, 2004b, 2007; Swales and Feak, 2009). However, the literature on teaching RA abstract writing, albeit informed by genre analysis research and extensive classroom experience, is largely prescriptive. Few studies have empirically described the application of genre-based pedagogy for teaching abstracts and fewer still have sought to evaluate the effectiveness of these prescriptions at improving learners' abstract writing. The instruction of disciplinary variation and authorial choice in mixed-discipline and multilingual classrooms, in particular, has been neglected, while the rise of generative AI in ELT and academic publishing necessitates revisiting established teaching practices.

If the purpose of teaching abstract writing is to prepare current or future academics for successful careers in academia, then variation across and within disciplines and the emerging role of AI in academic writing should be addressed in the classroom.

This presentation describes a genre-based approach to teaching RA abstract writing developed over six iterations of an academic English course open to all doctoral students at a multilingual university. The approach combines reflection on genre expectations across languages, inductive and deductive instruction of conventions and choices, student-led genre analysis of examples, discussion of observed variations, guided writing practice, and peer and instructor feedback. The presentation will highlight the integration of generative AI into the most recent iteration of the course and reflect on the effectiveness of the approach considering student feedback and instructor observations.

Keywords: artificial intelligence, English for academic purposes (EAP), genre analysis, multilingual higher education, research article abstracts

References

- Amnuai, W. (2019). Analyses of rhetorical moves and linguistic realizations in accounting research article abstracts published in international and Thai-based journals. *SAGE Open*, 9(1). <https://doi.org/10.1177/2158244018822384>
- Bui, L. T. K. (2022). Move-step analysis of research article abstracts. *World Journal of English Language*, 12(6), 204–214. <https://doi.org/10.5430/wjel.v12n6p204>
- Can, S., Karabacak, E., & Qin, J. (2016). Structure of moves in research article abstracts in applied linguistics. *Publications*, 4(3), Article 23. <https://doi.org/10.3390/publications4030023>
- Cross, C., & Oppenheim, C. (2006). A genre analysis of scientific abstracts. *Journal of Documentation*, 62(4), 428–446. <https://doi.org/10.1108/00220410610700953>
- Darabad, A. M. (2016). Move analysis of research article abstracts: A cross-disciplinary study. *International Journal of Linguistics*, 8(2), 125–140. <https://doi.org/10.5296/ijl.v8i2.9379>
- Donaghue, H., & Adams, G. (2026). An embedded genre-based writing pedagogy for early-stage doctoral students. *Studies in Graduate and Postdoctoral Education*, 17(2), 223–240. <https://doi.org/10.1108/SGPE-08-2024-0086>
- Hyland, K. (2004a). *Disciplinary discourses: Social interactions in academic writing*. University of Michigan Press. <https://doi.org/10.3998/mpub.6719>
- Hyland, K. (2004b). *Genre and second language writing*. University of Michigan Press. <https://doi.org/10.3998/mpub.23927>
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16(3), 148–164. <https://doi.org/10.1016/j.jslw.2007.07.005>
- Lorés, R. (2004). On RA abstracts: From rhetorical structure to thematic organization. *English for Specific Purposes*, 23(3), 280–302. <https://doi.org/10.1016/j.esp.2003.06.001>
- Pho, P. D. (2008). Research article abstracts in applied linguistics and educational technology: A study of linguistic realizations of rhetorical structure and authorial stance. *Discourse Studies*, 10(2), 231–250. <https://doi.org/10.1177/1461445607087010>
- Samraj, B. (2005). An exploration of a genre set: Research article abstracts and introductions in two disciplines. *English for Specific Purposes*, 24(2), 141–156. <https://doi.org/10.1016/j.esp.2002.10.001>

- Santos, M. B. D. (1996). The textual organization of research paper abstracts in applied linguistics. *Text*, 16(4), 481–499. <https://doi.org/10.1515/text.1.1996.16.4.481>
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- Swales, J. M. (2004). *Research genres: Explorations and applications*. Cambridge University Press.
- Swales, J. M., & Feak, C. B. (2009). *Abstracts and the writing of abstracts*. University of Michigan Press. <https://doi.org/10.3998/mpub.309332>
- Tseng, F.-P. (2011). Analyses of move structure and verb tense of research article abstracts in applied linguistics journals. *International Journal of English Linguistics*, 1(2), 27–39. <https://doi.org/10.5539/ijel.v1n2p27>
- Watinee, S., & Siriluck, U. (2013). Research article abstracts in two related disciplines: Rhetorical variation between linguistics and applied linguistics. *English Language Teaching*, 6(2) 84-99. <https://doi.org/10.5539/elt.v6n2p1>
- Wei, H. Y., Razali, A. B., & Samad, A. A. (2022). Writing abstracts for research articles: Towards a framework for move structure of abstracts. *World Journal of English Language*, 12(6), 492–505. <https://doi.org/10.5430/wjel.v12n6p492>

Francesca Filograsso

University of Bari Aldo Moro, Italy

Friday, October 2nd, 17:35-18:05, Aula Magna

FAIR ISLE: An Interdisciplinary Framework for AI-Mediated, Gender-Sensitive Language Education

The increasing incorporation of artificial intelligence into language education calls for psychological frameworks that integrate technological innovation with critical awareness, ethical responsibility, and context-sensitive communication (Holmes, Bialik, & Fadel, 2019; Miao, Holmes, Huang, & Zhang, 2021). This paper presents FAIR ISLE (Female Artificial Intelligence Resource for a Safe Learning Environment), an interdisciplinary project located at the intersection of English Language Teaching, applied linguistics, gender studies, educational psychology, and critical AI literacy. The project centers on a bilingual Italian–English platform that uses natural language processing and corpus-assisted discourse analysis to identify gendered, stereotypical, and potentially discriminatory patterns in learners’ written production (Gillings, Mautner, & Baker, 2023). Its writing assistance provides context-sensitive reformulations designed to foster comparison, metalinguistic reflection, and informed linguistic decision-making. Learners are encouraged to assess the appropriateness of AI-generated alternatives, identify the cultural assumptions embedded in linguistic choices, and consider their implications in academic, educational, and professional contexts. Particular attention is given to how language contributes to the construction of professional identities, occupational roles, and perceptions of competence, authority, leadership, and suitability for specific careers. By analyzing professional genres, learners examine how gendered assumptions may shape the representation of professions and the distribution of visibility, responsibility, and prestige. This approach aligns with conceptions of AI literacy that emphasize the

ability to understand, evaluate, and critically engage with algorithmic systems rather than merely use them instrumentally (Long & Magerko, 2020). Following the platform's development, the school-based implementation involved approximately 86 upper-secondary students and combined a cross-sectional mixed-methods survey with six integrated language-learning and psychoeducational modules. These addressed gender stereotypes, hate speech, affective relationships, consent, digital violence, emotion regulation, and responsible communication. Preliminary findings indicated limited participation in structured affective education, substantial reliance on peers and social media as sources of information, and recurrent lexical and semantic patterns associated with normative pressure, masculinity, equality, and respect. These findings informed the development of bilingual, scenario-based tasks through which students analyzed and reformulated problematic statements in both Italian and English. Within the framework of English for Academic and Professional Purposes, FAIR ISLE proposes a transferable, interdisciplinary methodology for developing linguistic competence, ethical judgment, critical AI literacy, and gender-sensitive professional communication, while preserving the centrality of contextual interpretation and human agency (Brutt-Griffler & Kim, 2018; Maglie, 2012).

Keywords: English language education; critical AI literacy; gender-sensitive communication; AI-mediated writing; language teaching.

References

- Brutt-Griffler, J., & Kim, S. (2018). In their own voices: Development of English as a gender-neutral language: Does learning English promote gender equity among Asian international students? *English Today*, 34(1), 12–19.
- Gillings, M., Mautner, G., & Baker, P. (2023). *Corpus-assisted discourse studies*. Cambridge University Press.
- Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.
- Long, D., & Magerko, B. (2020). What is AI literacy? Competencies and design considerations. In *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems* (pp. 1–16). Association for Computing Machinery.
- Maglie, R. B. (2012). Immigration and English teaching/learning in the twenty-first century: Promoting cross-cultural awareness and social justice through a textbook. In *Early foreign language learning in educational contexts: Bridging good practices and research* (Vol. 1, pp. 130–143). Cambridge Scholars Publishing.
- Miao, F., Holmes, W., Huang, R., & Zhang, H. (2021). *AI and education: Guidance for policy-makers*. UNESCO.

Maria Freddi & Jolana Tluková

Vita-Salute San Raffaele University, Italy & Brno University of Technology, Czech Republic

Friday, October 2nd, 17:35-18:05, Sala Biblioteca

Insights into the ESP/EAP teacher's feedback: Assessing core presentation skills for the professions

Presentation skills are now considered essential professional communication skills in all disciplines and are equally required by traditionally academic education, e.g. architecture, as well as formerly vocational education such as nursing. In both contexts, students are expected to present their own work—whether a literature review or experimental thesis or a design project and its critique—to audiences that may be mixed in terms of disciplinary expertise and professional background, and may include listeners with little or no prior knowledge of the topic. However, the ability to give a good presentation is a complex, interactive, and stratified process that involves developing multiple abilities, among which an “intersemiotic awareness” (Martin 2023) that is especially demanding as it includes speech-text-image integration, delivery, and time management. This study compares the assessment criteria and feedback given by two ESP/EAP lecturers, an English for nursing course instructor and a shadow instructor of English for architecture, during an assessment session of 3rd year undergraduate nursing students close to finishing their degree and required to present their Bachelor's thesis project in English. To compare the feedback, we use Legitimation Code Theory (LCT), particularly specialization and semantics (Maton 2013; van Heerden et al. 2017; Wang et al. 2017), to identify common expectations (prevailing code) and individual principles by which the presentation is assessed, suggesting core principles of a good presentation. Results show that the feedback provided tended to converge on logical organisation, including bullet point structure and hierarchy of information, progression, transitions and cohesion, both within and across modes, and features of delivery (e.g. pronunciation and pace) and slide composition (e.g. font size). The comparative analysis helped teachers deconstruct the presentation event for the students and meet the professional communication needs of graduates in a variety of professions, not only nursing. Whereas, the LCT-informed approach helped identify patterns of meaning in the feedback with relevant implications for assessment practices.

Keywords: presentation skills, teacher feedback, Legitimation Code Theory (LCT), assessment practices.

References

- Martin J., 2023, The problem of presentations: An EAP lecturer's approach to teaching presentation skills. *BC TEAL Journal*, 8(1), 29-42.
- Maton, K., 2013, Making semantic waves: A key to cumulative knowledge-building, *Linguistics and Education*, 24(1), 8-22.
- Van Heerden, M., Clarence S., Bharuthram S., 2017, What lies beneath: exploring the deeper purposes of feedback on student writing through considering disciplinary knowledge and knowers, *Assessment and Evaluation in Higher Education*, 42(6), 967-977.
- Wang, B., Teo, T., Yu, S., 2017, Teacher feedback to student oral presentations in EFL classrooms: a case study, *Journal of Education for Teaching*, 43(2), 262-264.

Antonella Giacosa

University of Turin, Italy

Friday, October 2nd, 18:10-18:40, Sala Biblioteca

Negotiating Teacher Identity in the Age of AI Through EFL Teacher Trainees' Metaphors

In today's digital era, research suggests that the pervasive use of AI in education is a pedagogical double-edged sword, generating tensions between the opportunities it offers teachers and the risks it poses to the human dimension of the teaching profession (Ghiasvand and Seyeri 2025; Guan et al. 2025).

This mixed-methods study uses a qualitative and descriptive quantitative design to examine how EFL teacher trainees, as future members of the teaching profession, conceptualise AI through metaphor and negotiate their emerging professional identity. Metaphorical responses were elicited through a prompt embedded within a broader anonymous online questionnaire on AI for educational purposes administered during an MA ELT lecture at the University of Turin. The responses were analysed by combining Conceptual Metaphor Theory (Kövecses, 2023) with Critical Classroom Discourse Analysis (Rogers et al., 2005; Rymes, 2015) to explore how AI shapes prospective teachers' perceptions of professional agency, expertise, responsibility, and professional growth.

The findings reveal dynamic tensions rather than fixed positions in how a sample of teacher trainees (N = 100) conceptualise AI and its implications for the teaching profession. Participants' metaphors provide rich insights into their creativity, professional aspirations, ethical concerns, and anxieties about the impact of AI on their future work as teachers. These perspectives, often expressed by the same respondent, suggest that future professionals are negotiating complex and sometimes contradictory understandings of what it means to be an EFL teacher in an AI-mediated educational landscape. Although based on a relatively small sample, the study contributes to understanding how prospective teachers construct their professional identity and offers implications for teacher education programmes seeking to prepare future professionals for the mindful, effective, and ethical integration of AI into educational practice.

Keywords: Teacher identity, Teacher Agency, AI in education, English Language Teaching, Metaphor Analysis

References

- Ghiasvand, F., & Seyri, H. (2025). A collaborative reflection on the synergy of Artificial Intelligence (AI) and language teacher identity reconstruction. *Teaching and Teacher Education*, 160, 105022.
- Guan, L., Zhang, Y., & Gu, M. M. (2025). Pre-service teachers preparedness for AI-integrated education: An investigation from perceptions, capabilities, and teachers' identity changes. *Computers and Education: Artificial Intelligence*, 8, 100341.
- Kövecses, Z. (2023). Metaphor and discourse: A view from extended conceptual metaphor theory. In *The Routledge Handbook of Discourse Analysis* (pp. 170-183). Routledge.
- Rogers, R., Malancharuvil-Berkes, E., Mosley, M., Hui, D., & Joseph, G. O. G. (2005). Critical discourse analysis in education: A review of the literature. *Review of educational research*, 75(3), 365-416.
- Rymes, B. (2015). *Classroom discourse analysis: A tool for critical reflection*. Routledge.

Liviana Galiano & Federico Gaspari

San Raffaele University of Rome, Italy

Friday, October 2nd, 14:55-15:25, Aula Magna

**First Aid: Can AI support the personalisation of academic and professional texts
in English for Italian L1 students and professionals?**

Teaching English involves unprecedented challenges and opportunities in today's highly internationalised and digitalised academic and professional environments. In particular, the potential role of Generative Artificial Intelligence (GenAI) is still largely underexplored, especially with regard to the possibility of creating *ad hoc*, personalised teaching and learning resources for individual students, graduates and professionals (cf. Bui & Chau 2026).

This paper explores the support offered by GenAI in the ELFentextualisation (Iaia & Capone 2020; Iaia 2023) of English academic and professional texts to be used as materials for continuing learning and professional development (Friedman 2023). ELFentextualisation is a linguistically-based method of textual adaptation which involves a detailed analysis of a text (i.e., Antext) in order to produce a retextualisation in English (i.e., Retext) that preserves its core information (i.e., gist, Seidlhofer 1995) and communicative purposes (Nord 1997), while making the structure and, where applicable, the lexis (Daelemans et al. 2004) more comprehensible.

The study addresses two related research questions, i.e.:

- 1) How effectively does GenAI support the ELFentextualisation of academic and professional texts in English for L1 Italian learners?
- 2) Can GenAI produce differentiated outputs that match the level of the learners' English knowledge?

Through structural and semantic analyses, the study evaluates the ELFentextualisations produced by ChatGPT, focusing on its adaptation strategies, such as explicitation and positive transfer, in two genres, namely expert blogs and research articles as texts that can support lifelong learning practices for students and professionals. The work also considers the extent to which ChatGPT tailors its output to the different levels of English knowledge of individuals.

The results indicate that ChatGPT can support the effective personalisation of English texts, thereby contributing to creating engaging and accessible teaching, learning and training resources, although careful expert supervision still remains essential.

Keywords: Generative AI; personalisation; ELFentextualisation; continuing professional development; lifelong learning

References

- Bui, T.T.T. & Chau, H.T.H. (2026). Generative Artificial Intelligence (GenAI) in Language Education: Current Trends and Perspectives. In H.P. Bui & L.P.H. Huong (eds.), *Artificial Intelligence in Education and Academic Research* (pp. 3–13). Cham: Springer.
- Daelemans W., Höthker A. & Tjong Kim Sang E. (2004). Automatic Sentence Simplification for Subtitling in Dutch and English. In M. T. Lino, M. F. Xavier, F. Ferreira, R. Costa & R. Silva (eds.), *Proceedings of the Fourth International LREC* (pp. 1045–1048). Paris: European Language Resources Association (ELRA).

Friedman, A.L. (2023). Continuing professional development as lifelong learning and education. *International Journal of Lifelong Education*, 42(6), 588–602.

Iaia, P.L. (2023). The ELFentextualized legal discourse and its accessibility to international recipients. *Testi e Linguaggi*, 17, 192–207.

Iaia, P.L. & Capone, C. (2020). La riformulazione in inglese del discorso legale italiano come processo di 'ELFentextualisation'. *Lingue e Linguaggi*, 39, 221–234.

Nord, C. (1997). A Functional Typology of Translation. In A. Trosborg (ed.), *Text Typology and Translation* (pp. 43–66). Amsterdam: John Benjamins.

Seidlhofer, B. (1995). *Approaches to Summarization: Discourse Analysis and Language Education*. Tübingen: Gunter Narr Verlag.

Ornella Guarino & Zoia Brunova

University of Palermo, Italy

Saturday, October 3rd, 9:35-10:05, Aula Magna

Reading CSR Reports with and against AI: Developing ELAP Skills for Emerging Professional Communication

Corporate Social Responsibility (CSR) reports are complex professional genres through which companies communicate sustainability performance, future commitments, stakeholder relations, and corporate identity (Bhatia 2012; Bondi and Yu 2018). As sustainability and ESG-related communication become increasingly relevant across professional contexts, the ability to interpret and produce such discourse constitutes an emerging communicative competence for graduates entering fields such as corporate communication, sustainability reporting, stakeholder relations, and responsible business. From an English Linguistics for Academicians and Professionals (ELAP) perspective, CSR reports therefore offer authentic materials through which language education can address workplace-oriented needs rather than specialist vocabulary alone (Catenaccio 2022; Zanola 2023).

This paper presents an exploratory comparison between human expert and AI-generated analyses of selected CSR excerpts. A purposive dataset is examined through a theoretically informed framework focusing on agency, modality, corporate commitment, claim specificity and textual verifiability, evaluative language, and stakeholder representation (Halliday 1970; Hyland 2005; Fuoli 2018). The same excerpts are subsequently analyzed by a large language model through a standardized prompt. Human expert analysis serves as a reference for examining whether the AI identifies, partially identifies, overlooks, or misinterprets the relevant linguistic and discursive features.

The resulting discrepancies are transformed into proposed ELAP-oriented learning activities requiring learners to evaluate AI interpretations against textual evidence, distinguish achievements from targets and aspirations, reconstruct obscured agency, assess stakeholder representation, and rewrite vague claims in more transparent and professionally appropriate terms. These tasks target transferable

professional skills including critical reading, evidence-based interpretation, sustainability communication, genre awareness, and critical AI literacy (Ng et al. 2021).

Rather than treating generative AI as an authoritative source, the framework positions it as a professional tool whose outputs require informed linguistic evaluation. The study thus proposes an interdisciplinary ELAP approach connecting Business English, sustainability communication, and AI-supported learning, while addressing emerging workplace demands for professionals able to navigate specialized discourse critically, ethically, and effectively.

Keywords: ELAP; Business English; CSR reports; critical AI literacy; professional communication

References

- Bhatia, Aditi. "The Corporate Social Responsibility Report: The Hybridization of a 'Confused' Genre (2007-2011)." *IEEE Transactions on Professional Communication* 55.3 (2012): 221-238.
- Bhatia, Vijay K. "Critical Genre Analysis: Theoretical Preliminaries." *Hermes – Journal of Language and Communication in Business* 54 (2015): 9-20.
- Bondi, Marina, and Danni Yu. "The Generic Structure of CSR Reports: Dynamicity, Multimodality, Complexity and Recursivity." *Discourse, Communication and the Enterprise: Where Business Meets Discourse*. Edited by Giuliana Garzone and Walter Giordano. Newcastle upon Tyne: Cambridge Scholars Publishing, 2018. 176-205.
- Catenaccio, Paola. *Understanding CSR Discourse: Insights from Linguistics and Discourse Analysis*. Milan: Arcipelago Edizioni, 2012.
- Catenaccio, Paola. "Teaching CSR Discourse: A Critical Approach to Business English." *The Research-Practice Interface in English for Specific Purposes: Past, Present and Future: A Festschrift in Honour of Rita Salvi*. Edited by Ersilia Incelli, Renzo Mocini and Judith Turnbull. Bern: Peter Lang, 2022. 229-244.
- Fairclough, Norman. *Critical Language Awareness*. London: Longman, 1992.
- Fuoli, Matteo. "Assessing Social Responsibility: A Quantitative Analysis of Appraisal in BP's and IKEA's Social Reports." *Discourse & Communication* 6.1 (2012): 55-81.
- Fuoli, Matteo. "Building a Trustworthy Corporate Identity: A Corpus-Based Analysis of Stance in Annual and Corporate Social Responsibility Reports." *Applied Linguistics* 39.6 (2018): 846-885.
- Halliday, Michael A. K. "Functional Diversity in Language as Seen from a Consideration of Modality and Mood in English." *Foundations of Language* 6.3 (1970): 322-361.
- Hyland, Ken. *Metadiscourse: Exploring Interaction in Writing*. London: Continuum, 2005.
- Ng, Davy Tsz Kit, Jac Ka Lok Leung, Samuel Kai Wah Chu, and Maggie Shen Qiao. "Conceptualizing AI Literacy: An Exploratory Review." *Computers and Education: Artificial Intelligence* 2 (2021): 100041.
- Palmer, Frank R. *Modality and the English Modals*. 2nd ed. London: Longman, 1990.
- UNESCO. *Guidance for Generative AI in Education and Research*. Paris: UNESCO, 2023.
- Zanola, Annalisa. *La Lingua Inglese per la Comunicazione Scientifica e Professionale*. Roma: Carocci, 2023.

Zahra Talebi Gharemanlouy Olya & Rehab El Gamil

Istanbul Gelisim University, Turkey

Friday, October 2nd, 11:35-12:05, Sala Biblioteca

Developing Tourism-Specific Communicative Skills Through CLT in EFL Context

The tourism field increasingly requires English-speaking professionals, yet there remains a persistent mismatch between workplace language demands and formal English education programs (Alhumaidan & Alghamdi, 2023; Putra & Mulyawan, 2024). In response to this gap, this study **examined** the influence of implementing Communicative Language Teaching (CLT) on developing EFL learners' communicative competence in a Tourism English classroom. Communicative Language Teaching, grounded in learner-centered pedagogy, authentic interaction, and meaningful communicative tasks, has been widely recognized as an effective approach to developing learners' communicative competence (Richards & Rodgers, 2014; Ho, 2021). In addition, task-based and experiential learning approaches can provide learners with opportunities to use English in realistic professional contexts (Ellis, 2003; Nunan, 2004; Vasconcelos, 2024). A mixed-methods research design was employed to capture both quantitative outcomes and qualitative learner perceptions. Seventy EFL learners participated in pre- and post-tests. Quantitative data were analyzed using paired-samples *t*-tests and descriptive statistics, while qualitative data were examined through thematic analysis. Findings indicated significant improvements in students' communicative competence following the CLT implementation. Students demonstrated enhanced fluency, greater linguistic confidence, and increased willingness to engage in simulated tourism dialogues and interactions, skills that are directly transferable to professional settings (Ho, 2021). Moreover, learners reported that interactive activities, task-based role-plays (e.g., hotel check-in and travel inquiries), and collaborative dialogues enhanced both their communicative proficiency and self-confidence in using English in tourism-specific situations. Such authentic and experiential learning practices are particularly relevant to tourism education, where students need to develop practical communication skills for diverse professional and intercultural contexts (Trang & Phuong, 2023; Tran, 2024; Vasconcelos, 2024). The study also highlights broader pedagogical implications for EFL contexts. Given that the tourism profession requires effective practical communication across various cultural and professional settings, EFL curricula should incorporate authentic communicative tasks, role-playing activities, and learner-centered approaches that reflect real-world workplace situations. Such instructional practices can help learners develop the linguistic competence and professional confidence needed for successful interaction in the tourism industry. Additionally, integrating technology-enhanced and collaborative learning activities may further support students' ability to communicate appropriately in dynamic international environments.

Keywords: Communicative Language Teaching (CLT), Tourism English, English as a Foreign Language (EFL), EFL Learners, Communicative Skills, Communicative Competence

References

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.

Ho, Y.-Y. C. (2021). Communicative language teaching and English as a foreign language undergraduates' communicative competence in Tourism English. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 100311.

Trang, T. T. T., & Phuong, V. T. (2023). Needs analysis about intercultural communicative competence among undergraduate tourism students. *Journal of Psycholinguistic Research*, 52, 2599–2620.

Alhumaidan, G. S., & Alghamdi, A. M. (2023). The English language needs of hospitality and hotel management students at a Saudi university: Integrating Agile philosophy into ESP. *International Journal of English Language Education*, 11(1).

Tran, T. T. T. (2024). Teaching intercultural communicative competence in English for Tourism classes in Vietnam: Teachers' practices and perceptions. *Journal of Social Sciences and Humanities*.

Putra, I. N. T. D., & Mulyawan, U. (2024). Problems and challenges in designing ESP course for hospitality and tourism students of STP Mataram. *Jo-ELT: Journal of English Language Teaching*, 11(1)

Vasconcelos, S. (2024). Exploring the potential of English for Specific Purposes and experiential learning in fostering tourism and hospitality students' soft skills: An experience report. *PUPIL: International Journal of Teaching, Education and Learning*, 75–76.

Elisabetta Pavan

Università di Padova, Italy

Saturday, October 3rd, 9:00-9:30, Sala Riunioni

**Re-Anchoring ELAP via Socio-Pragmatic Schemas:
Using Proverbs and Generative AI for Workplace Readiness**

Traditional English for Specific Purposes (ESP) and English as a Foreign Language (EFL) instruction often isolate language training into discrete disciplinary skills, ignoring the highly contextualized, socio-cultural, and interactive demands of the workplace (Basturkmen, 2006). Viewing language merely as a culturally neutral medium obscures its function as a dynamic social practice (Pennycook, 1997, Pavan, 2018). This presentation introduces an innovative pedagogical framework for English Linguistics for Academicians and Professionals (ELAP) that uses proverbs as cognitive anchors to bridge academic delivery and professional needs.

Drawing upon Schema Theory, this approach argues that professional communicative competence relies heavily on shared mental frameworks rather than on isolated vocabulary (Nassaji, 2002). Proverbs act as pre-packaged, universal cognitive frameworks that both supply missing schemas and map abstract business realities, such as risk management (“don’t put all your eggs in one basket”) and opportunity costs (“you can’t have your cake and eat it too”), onto accessible linguistic structures. From a pragmatic standpoint, mastering the language of proverbs equips learners with indirect speech acts (Searle, 1979),

a crucial discourse strategy needed to navigate workplace hierarchies, manage conflict, and mitigate face-threatening situations without causing offence (Norrick, 1985; Spencer-Oatey & Franklin, 2009).

To satisfy the modern demand for technological integration, this methodology implements Generative AI within a blended Higher Education curriculum. AI tools are first utilised during the course-planning phase to mine authentic corporate texts for high-frequency metaphorical frameworks. During delivery, the AI is programmed, through strict system-role prompting, to simulate complex, culturally fluid, international business clients. Students engage in interactive, low-stakes digital roleplays where they must deploy proverb-anchored schemas to negotiate, persuade, and receive immediate formative, pragmatic feedback from the AI. This paper seeks to demonstrate that cultivating such metalinguistic awareness provides human professionals with premium intercultural competencies (Kramsch, 1993) that transcend literal machine translation. (297 words)

Key words: English Linguistics for Academicians and Professionals (ELAP); socio-pragmatic competence, paremiology; generative AI simulation; English for Specific Purposes (ESP); English as a Foreign Language (EFL).

References

- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. Lawrence Erlbaum Associates.
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford University Press.
- Nassaji, H. (2002). Schema theory and knowledge-based processes in second language reading comprehension: A need for alternative perspectives. *Language Learning*, 52(2), 439-481.
- Norrick, N. R. (1985). *How Proverbs Mean: Semantic Studies in English Proverbs*. Mouton Publishers.
- Pavan, E. (2018). English for specific purposes and proverbs for cultural understanding. *Mosaic*, Vol. 12, 4, 432-456
- Pennycook, A. (1997). Vulgar pragmatism, critical pragmatism, and EAP. *English for Specific Purposes*, 16(4), 253-269.
- Searle, J. R. (1979). *Expression and Meaning: Studies in the Theory of Speech Acts*. Cambridge University Press.
- Spencer-Oatey, H., & Franklin, P. (2009). *Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication*. Palgrave Macmillan

Raffaele Pizzo

University of Naples "L'Orientale", Italy

Friday, October 2nd, 13:45-14:15, Sala Riunioni

**AI-Assisted Subtitling for the Development of Professional and Pragmatic Competence
in English for Academic and Professional Purposes**

The increasing integration of Artificial Intelligence (AI) into educational and professional environments is reshaping the ways language competence is taught, assessed, and applied in Higher Education (Kohnke *et al.* 2023; Warschauer and Xu 2024). Within the framework of English Linguistics for Academicians and Professionals (ELAP), this study investigates the pedagogical potential of combining Audiovisual Translation (AVT) and AI-assisted subtitling to foster pragmatic competence, metalinguistic awareness, and professional communication skills. Building on research that identifies subtitling as a productive, multimodal, and task-based activity capable of enhancing language learning (Talaván 2019), the study examines how AI-generated outputs can function as reflective tools rather than as mere translation solutions.

The research was conducted with first-year LM-38 students. Drawing on authentic audiovisual material from the television series *Adults* (FX/Disney+ 2025), participants engaged in a four-stage pedagogical sequence involving subtitle creation, interlingual translation, comparison between professional and AI-generated subtitles, and reflective revision. Particular attention was devoted to context-dependent language, sociocultural references, and digitally mediated discourse, requiring learners to negotiate meaning beyond formal equivalence and engage with the symbolic and pragmatic dimensions of communication (Kramersch 2006).

Findings suggest that AI-assisted subtitle revision promotes critical engagement with language by encouraging learners to evaluate alternative solutions, justify translation choices, and reflect on linguistic variation, inclusivity, and sociocultural appropriateness. The interaction between human and AI-generated outputs supported the development of multimodal literacy, learner autonomy, and decision-making processes that closely resemble contemporary professional translation workflows (O'Brien 2022). The study argues that AI can be effectively conceptualised as a cognitive partner that enhances ELAP-oriented instruction by bridging language learning, translation pedagogy, and professional communication practices in increasingly technology-mediated contexts.

Keywords: ELAP; Artificial Intelligence; Audiovisual Translation; Pragmatic Competence; Higher Education

References

- Díaz-Cintas, J., & Remael, A. (2021). *Subtitling: Concepts and Practices*. Routledge.
- Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for Language Teaching and Learning. *RELC Journal*, 54(2), 537–550.
- Kramersch, C. (2006). From Communicative Competence to Symbolic Competence. *The Modern Language Journal*, 90(2) 249–252.
- O'Brien, S. (2022). Theoretical training for post-editing. In D. Kenny (Ed.), *Machine translation for everyone: Empowering users in the age of artificial intelligence* (pp. 105–120). Language Science Press.

Talaván, N. (2019). "Using Subtitles for the Deaf and Hard of Hearing as an Innovative Pedagogical Tool in the Language Class." *International Journal of English Studies*, 19(1), 21–40.

Warschauer, M., & Xu, Y. (2024). "Artificial Intelligence for Language Learning: Entering a New Era." *Language Learning & Technology*, 28(2), 1–4.

Francesca Ripamonti

University of Milan, Italy

Friday, October 2nd, 14:20-14:50, Sala Biblioteca

GenAI and Prompt Literacy: Co-Constructing Disciplinary English for Environmental Professions

English training for academic and professional contexts often stops at generic disciplinary competence, leaving a gap with job-market demands in environmental and territorial-management professions (Hyland, 2022; Balboni, 2000). This study explores how Generative Artificial Intelligence (GenAI) can be embedded across course planning, delivery, and professional application to strengthen disciplinary understanding and workplace-ready academic communication in English (Godwin-Jones, 2023). The study involved 42 second-year undergraduates in the bachelor's degree in Human Sciences of Environment, Landscape, and Territory (University of Milan), spanning geography, anthropology, environmental studies, and spatial planning, where English is the medium through which future professionals process specialized texts, master field terminology, and produce linguistically precise communication (Flowerdew, 2015). A semester-long intervention using prompt engineering and iterative GenAI co-writing addressed the gap between students' generic disciplinary English and the specialized communication skills required in environmental and territorial-management professions (Barrot, 2023). Through scaffolded workshops, students crafted discipline-informed prompts, analysed model texts, identified specialized lexicon and syntax, and critically revised AI outputs — treating AI as a mediator to interrogate and correct, not a shortcut (Othman, 2025). Qualitative and quantitative analysis of pre/post writing samples and focus discussions showed marked gains in communicating complex disciplinary knowledge. Authentic capstone tasks — a Project Work presentation and multimodal e-tivities assessed via integrated content-and-language rubrics — revealed stronger subject-specific vocabulary, greater coherence in territorial and environmental analysis, and sharper awareness of how language shapes disciplinary meaning. Learners also developed stronger metacognitive and metalinguistic skills, becoming more capable of judging AI accuracy and using GenAI critically as a professional partner rather than a substitute for reasoning, consistent with a scaffolded, mediated model of skill development (Chaiklin, 2003). This study offers ELAP a replicable framework for preparing graduates for the linguistic and technological demands of environmental and territorial professions, contributing new evidence on AI-integrated approaches within English Linguistics for Academicians and Professionals (Thaweesak & Chanpradit, 2025).

Key words: Generative AI, prompt literacy, ELAP, professional communication, environmental studies

References

- Balboni, E. P. (2000). *Le microlingue scientifico-professionali: Natura e insegnamento*. UTET.
- Barrot, J. S. (2023). Using ChatGPT for second language writing: Pitfalls and potentials. *Assessing Writing*, 57, Article 100745. <https://doi.org/10.1016/j.asw.2023.100745>
- Chaiklin, S. (2003). The zone of proximal development in Vygotsky's analysis of learning and instruction. In A. Kozulin, B. Gindis, V. S. Ageyev, & S. M. Miller (Eds.), *Vygotsky's educational theory in cultural context* (pp. 39–64). Cambridge University Press. <https://doi.org/10.1017/CBO9780511840975.004>
- Flowerdew, L. (2015). Corpus-based research and pedagogy in EAP: From lexis to genre. *Language Teaching*, 48(1), 99–116.
- Godwin-Jones, R. (2023). AI and language learning: From chatbots to generative AI. *Language Learning & Technology*, 27(2), 1–15.
- Hyland, K. (2004). *Disciplinary discourses: Social interactions in academic writing* (Michigan Classics ed.). University of Michigan Press.
- Hyland, K. (2022). English for Specific Purposes: What is it and where is it taking us? *ESP Today*, 10(2), 202–220.
- Othman, A. (2025). *The ethical and pedagogical implications of AI-assisted writing in academia*. <https://doi.org/10.13140/RG.2.2.18805.28644>
- Thaweesak, C., & Chanpradit, N. (2025). Generative artificial intelligence in academic writing in higher education: A systematic review. *Edelweiss Applied Science and Technology*, 9(4), 889–906. <https://doi.org/10.55214/25768484.v9i4.6128>

Thomas William Sneddon

Pearson Milan, Italy

Saturday, October 3rd, 9:35-10:05, Sala Biblioteca

Building Communicative Capability in the Age of AI: Empowering Future Professionals Through Effective Communication

Abstract

Effective communication in English increasingly enables future professionals to participate confidently in international workplaces, collaborate across cultures, articulate specialist knowledge and exercise influence. At the same time, artificial intelligence, English-Medium Instruction (EMI) and digital learning are transforming how university students engage with English. Recent developments in higher education have dramatically expanded students' access to English-language content and AI-enabled learning environments. However, engagement with English remains predominantly receptive, while many language-related activities, including reading, listening and writing, are increasingly supported by AI tools. Consequently, communicative capability can no longer be assumed to result simply from increased exposure to English.

This challenge is particularly relevant in higher education. EMI primarily uses English to deliver disciplinary content, while language development is rarely established as an explicit learning outcome, despite being widely expected by students (Cicillini, 2023). Similarly, extensive engagement with English-language media may strengthen exposure and receptive competence without necessarily providing structured opportunities for active communication (Ghia, 2024). Generative AI may widen this divide by enabling learners to complete language-related tasks without always undertaking the cognitive and linguistic effort required for lasting development (Pearson, 2026).

In professional contexts, success depends not only on what learners know, but on their ability to communicate that knowledge effectively. Furthermore, research suggests that language proficiency alone does not necessarily translate into communicative action; learners also require the confidence and willingness to use English in authentic situations (MacIntyre et al., 1998). As AI increasingly supports many aspects of language learning and production, speaking emerges as a particularly important capability for future professionals, requiring individuals to interpret context, exercise judgement, collaborate with others and communicate effectively in real time. These capabilities reflect emerging definitions of AI readiness, which combine functional AI proficiency with critical human skills such as communication, adaptability and judgement (Pearson & Amazon Web Services, 2026).

This presentation proposes an integrated framework combining courseware and EMI with personalised AI-enabled speaking practice, formative feedback, assessment and recognised outcomes. By using AI to enable guided practice rather than bypass learning, universities can empower future professionals to transform English-language knowledge into confident, demonstrable and professionally relevant communication.

Keywords: Artificial intelligence, communicative capability, EMI, employability, guided speaking practice, higher education, professional communication skills

References

- Cicillini, S. (2023). Reflecting on the role of English in English-medium instruction degree programmes. *International Journal of Linguistics, Literature and Culture*, 10(1), 55–65. <https://doi.org/10.19044/llc.v10no1a55>
- Ghia, E. (2024). What drives L2 viewers' informal access to English? A case study on audiovisual input. *Lingue e Linguaggi*, 66, 43–73. <https://iris.unipv.it/handle/11571/1512615>
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in an L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545–562. <https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- Pearson. (2026). *Assessment evolved: Formative assessment in a generative AI era: ELT edition*. Pearson
- Pearson, & Amazon Web Services. (2026, April). *AI readiness: Building the bridge from higher education to work*. Pearson

Emanuela Tenca

Saint Camillus International University of Health and Medical Sciences, Rome, Italy

Friday, October 2nd, 17:00-17:30, Aula Magna

GenAI-assisted materials writing for English for medical purposes (EMP): Testing Claude in the design of an inclusive and accessible task-based unit on speaking skills for physiotherapy consultations

Recently, numerous studies have been published which consider the implementation of Generative AI in ELT, also highlighting possible critical issues, e.g. accuracy and reliability (see Cogo et al., 2024; Crompton et al., 2024; Neupane et al., 2025). This paper presentation contributes to ELAP from a practice-based perspective by discussing the potential and limitations of GenAI when writing materials for a course in English for medical purposes (EMP), targeting physiotherapy students attending an international university.

The presentation will focus on the implementation of GenAI chatbot Claude when developing a unit targeting speaking skills for physiotherapy consultations. Prompts were designed in line with a task-based approach (Willis, 1996; Ellis et al., 2019), as it motivates students to use English in meaningful, real-life communication scenarios in their professional field. Indeed, the rationale was to create materials which foster learner agency and investment (Norton, 2013) by meeting the students' learning needs for acquiring the ability to interact effectively with patients.

The task consisted in role-playing an interview with a patient and taking their history. The pre-task phase presented students with models of physiotherapist-patient interactions, thus preparing them for the main task, while the post-task phase consisted in both teacher-learner and peer feedback. In order to ensure accessibility and inclusivity, the prompts integrated the principles of Universal Design for Learning (UDL), namely engagement, representation, and action and expression: these help remove barriers and provide students with meaningful learning options (CAST, 2024).

The presentation will delineate the process of adopting GenAI to integrate UDL within a task-based approach, offering practical examples of prompting the chatbot, evaluating its output against UDL principles, and ensuring the preservation of task features. Attention will be devoted to the ways in which the GenAI output should be adapted by the instructor to ensure accuracy and reliability and thus adequately equip students with interaction skills in English which are at the core of their profession when operating in international environments.

Keywords: EMP; GenAI chatbots; task-based language teaching; Universal design for learning; ELAP

References

- CAST (2024). CAST Universal Design for Learning guidelines version 3.0. <https://udlguidelines.cast.org>.
- Cogo, A., Patsko, L., & Szoke, J. (2024). Generative artificial intelligence and ELT. *ELT Journal*, 78(4), 373-377. <https://doi.org/10.1093/elt/ccae051>.
- Crompton, H., Edmett, A., Ichaporia, N., & Burke, D. (2024). AI and English language teaching: Affordances and challenges. *British Journal of Educational Technology*, 55(6), 2503-2529. <https://doi.org/10.1111/bjet.13460>.
- Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2019). *Task-based language teaching: Theory and practice*. Cambridge University Press. <https://doi.org/10.1017/9781108643689>.

Neupane, B. P., Paudel, P., Dahal, N., Karki, S., Paudel, G. R., Ghimire, P., & Thapa, B. (2025). English language teaching in the age of artificial intelligence: Tools, techniques, and methodologies. *Advances in Mobile Learning Educational Research*, 5(1), 1356-1369. <https://doi.org/10.25082/AMLER.2025.01.011>.

Norton, B. (2013). *Identity and language learning: Extending the conversation*. Multilingual Matters.

Willis, J. (1996). *A framework for task-based learning*. Longman.

Nesrine Triki

University of Turin, Italy

Friday, October 2nd, 11:35-12:05, Aula Magna

Towards AI literacy building in EAP courses:

Suggestions from an emerging grammatical pattern across disciplines

Teaching English for Academic or Specific Purposes (EAP/ESP) in the aftermath of the GenAI revolution might be judged a meaningless endeavour. Graduate and postgraduate students are taking advantage of the affordances provided by LLM models to help draft and edit essays and dissertations, likewise, teachers and researchers are using the same models to write and publish scientific research (Kasneci et al., 2023). As publishing in English constitutes one of the core professional activities of academics across disciplines, ELAP (English Linguistics for Academicians and Professionals) (Zanola, 2023) courses need to adapt their core educational content to explain how AI may be reshaping the disciplinary conventions reflected in the very research articles academicians read and emulate. Yet, the growing assumption, presumably, is that EAP and ESP courses risk becoming less relevant as AI assumes many of the linguistic tasks traditionally associated with ELAP. This study will argue against this assumption by suggesting a shift towards the integration of explicit instructions on developing future academics and professionals' literacy in disciplinary writing conventions (Hyland, 2022) alongside critical AI-mediated disciplinary communication. To contribute to this discussion, the study builds on quantitative and qualitative corpus-based methods investigating a recurrent grammatical construction in academic writing, namely 'by + V-ing' (e.g., *by examining*, *by addressing*), which could be a potential indicator of changing rhetorical preferences in contemporary academic English. For this, a diachronic corpus of 480 research articles has been compiled to represent 6 disciplines covering the so-called hard and soft sciences. The articles are collected from leading journals in the disciplines and cover pre and post GenAI launch (2019-2020 vs. 2025-2026). Using Sketch Engine, occurrences of 'by+V-ing' are automatically extracted, then manually checked and compared across periods and disciplines. Preliminary findings point towards marked preferences for 'by + V-ing' in sentence initial position in the recent publications (2025-2026) together with varying functional differences across disciplines. The implication of such an investigation is to contribute to the emerging body of research on AI-mediated writing conventions (Reinhart et al., 2025; Shaib et al., 2024; Zhang & Crosthwaite, 2025) and to inform ELAP pedagogy for future academics and professionals.

Keywords: academic writing, AI writing literacy, changing disciplinary writing, diachronic corpus

References

- Hyland, K. (2022). English for Specific Purposes: What is it and where is it taking us? *ESP Today Vol. 10*(2) pp 202-220. <https://doi.org/10.18485/esptoday.2022.10.2.1>
- Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günnemann, S., & Hüllermeier, E. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences, 103*, 102274. <https://doi.org/10.1016/j.lindif.2023.102274>
- Reinhart, A., Markey, B., Laudenbach, M., Pantusen, K., Yurko, R., Weinberg, G., & Brown, D. W. (2025). Do LLMs write like humans? Variation in grammatical and rhetorical styles. *Proceedings of the National Academy of Sciences, 122*(8), e2422455122. <https://doi.org/10.1073/pnas.2422455122>
- Shaib, C., Elazar, Y., Li, J. J., & Wallace, B. C. (2024). Detection and measurement of syntactic templates in generated text. In Y. Al-Onaizan, M. Bansal, & Y.-N. Chen (Eds.), *Proceedings of the 2024 Conference on Empirical Methods in Natural Language Processing* (pp. 6416–6431). Association for Computational Linguistics. <https://doi.org/10.18653/v1/2024.emnlp-main.368>
- Zanola, A. (2023). *La lingua inglese per la comunicazione scientifica e professionale*, Carocci.
- Zhang, M. & Crosthwaite, P. (2025). More human than human? Differences in lexis and collocation within academic essays produced by ChatGPT-3.5 and human L2 writers. *International Review of Applied Linguistics in Language Teaching, 64*(2), 733-760. <https://doi.org/10.1515/iral-2024-0196>

Federico Valente

Università di Cassino e del Lazio Meridionale

Saturday, October 3rd, 10:10-10:40, Sala Biblioteca

Teaching English for the Age of Generative AI:

ELAP, Emerging Professions, and Human-Centered Professional Communication

The rapid expansion of generative Artificial Intelligence (AI), digital communication technologies, and emerging professions is transforming the linguistic and communicative competencies required in academic and professional contexts. As workplaces increasingly demand skills related to AI-mediated communication, remote collaboration, digital entrepreneurship, intercultural interaction, and continuous reskilling, English Linguistics for Academicians and Professionals (ELAP) must respond to evolving professional needs and increasingly complex forms of workplace communication. This study investigates how AI-enhanced approaches to ELAP can support the development of professional communicative competence, digital literacy, disciplinary language awareness, and learner autonomy while preserving meaningful human interaction, ethical responsibility, and intercultural competence. The research addresses the following question: How can ELAP integrate generative AI technologies and innovative pedagogical approaches to prepare students and professionals for emerging digital professions while maintaining human-centered, ethical, and effective communication practices? Grounded in sociocultural theory, technology-enhanced language learning, and English for Specific Purposes (ESP), the study explores the integration of generative AI chatbots, adaptive learning systems,

automated feedback, project-based learning, and multimodal communication practices into English for Academic and Professional Purposes (Godwin-Jones, 2021; Kohnke et al., 2023). Using a mixed-methods approach, the research combines curriculum analysis, classroom-based experimentation, learner interaction analysis, and qualitative interviews with teachers and students in higher education and professional training contexts. Particular attention is given to emerging professional domains, including digital marketing, AI-mediated communication, and global online collaboration. Preliminary findings seem to suggest that AI-supported ELAP approaches could enhance personalized learning, immediate feedback, communicative flexibility, and readiness for professional language use. However, ethical concerns, algorithmic bias, overreliance on automated systems, and unequal access to technology remain significant challenges. The study argues for an adaptive, interdisciplinary, and human-centered ELAP framework that aligns English teaching with emerging professional practices, new workplace skills, and the evolving linguistic demands of academic and professional communication.

Keywords: AI; ELAP; emerging professions; digital literacy; communicative competence

References

- Godwin-Jones, R. (2021). Emerging technologies: Artificial intelligence and language learning. *Language Learning & Technology*, 25(3), 5–15.
- Holmes, W., Bialik, M., & Fadel, C. (2022). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.
- Huang, X., Zou, D., Cheng, G., & Xie, H. (2024). Artificial intelligence in language education: A systematic review of research and practices. *Computer Assisted Language Learning*, 37(2), 215–239.
- Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for language teaching and learning. *RELC Journal*, 54(2), 537–550.
- Zou, D., Xie, H., & Wang, F. L. (2024). Digital technologies and innovation in English language teaching: Trends and future directions. *Computer Assisted Language Learning*, 37(1), 44–67.