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Communicating Research for Academic and Public Engagement: Innovations, Insights, and Impact

DILAN SYMPOSIUM
SEPTEMBER 25TH AND 26TH, 2025
Abstracts and biographies

KEYNOTE SPEAKERS

September 25th

Raffaella Negretti & Baraa Khuder

Flexible writing for a world beyond academia

Scientific and academic writing are changing and increasingly include new genres aimed at a variety of audiences and for a variety of purposes, often beyond academic and specialist circles. After a brief introduction to this expanding ecology of genres, we will work hands-on through a guided writing task that is grounded in the participants' own research. This task will include a sequence of activities including analysis of science communication genres, discussion of readers' expectations, writing practice, and targeted peer feedback. Participants are required to bring an abstract for one of their papers (it is ok to make one up if none are available) and will leave with an initial draft of a science communication text about their research.

Bios

Raffaella Negretti is Professor in educational psychology and applied linguistics at Chalmers University of Technology, Department of Communication and Learning in Science (Sweden). Her research is interdisciplinary, spanning multilingual academic and scientific writing, genre pedagogy, and self-regulation/metacognition, appearing in

outlets such as *Journal of Second Language Writing*, *Applied Linguistics*, *Written Communication*, and *Higher Education*.

Baraa Khuder is a Senior Lecturer in the Department of Communication and Learning in Science at Chalmers University of Technology, where she teaches writing for publication for doctoral students. Her research explores interdisciplinary collaborative writing among students and EAL scholars, with a focus on power dynamics, writer identities, feedback literacy, and AI literacy. Her recent work has been published in *Assessment & Evaluation in Higher Education*, *Higher Education*, *Applied Linguistics*, and other journals.

Julio Gimenez

From research to reach: Communicating science effectively on social media

This hands-on workshop introduces doctoral researchers to practical models of science communication tailored for digital and social media. In this workshop, we will explore different strategies—from storytelling threads on Twitter to engaging visual content on Instagram—highlighting the pros and cons of each. Through discussion and real examples, participants will reflect on their own online presence and experiment with crafting compelling posts about their own research. This workshop will help participants communicate science with clarity, creativity, and confidence.

Bio

Dr Julio Gimenez is a principal lecturer in academic and professional literacies, Centre for Education and Teaching Innovation (CETI), University of Westminster. His research and teaching interests include professional communication and the dissemination of scientific knowledge. He has published in the *ESP journal*, *Text and Talk*, and *Higher Education*.

September 26th

Oana Maria Carciu

Digital writing experiences: How STEMM women scientists craft new genres

This talk explores how female scientists experience writing for science communication in the digital environment. I will begin by outlining the innovative research design that enabled the exploration of these digital writing experiences from the unique perspectives of women in science. Drawing on three compelling case studies, I will then illustrate how these scientists actively claim their expertise by crafting new genres. They use these digital forms to highlight research that traditional publication practices often obscure. This discussion will also offer insights into the specific training needs of

early career female scientists such as digital multimodal composing skills, writing processes, and digital literacies.

Bio

Oana Carciu is a Lecturer at the University of Zaragoza, Spain. Her research interests include genre analysis of scientific genres and writing pedagogy for the development of digital communication literacies. She is co-editor of the forthcoming volume *Digital Genres for Academic and Professional Communication: Mapping Research and Practice* (Routledge).

Julio Gimenez

Digital dialogues: Researching and teaching science communication for a diverse world

This session explores current approaches to researching and teaching science communication with a focus on inclusion, interdisciplinarity, and digital engagement. Drawing on case studies and classroom practices, the session examines how communicators can navigate complex online environments, reach underserved audiences, and reflect critically on the power dynamics of public science. The session offers perspectives and practical insights for shaping science communication that resonates widely and meaningfully. Participants may sign up for both days or pick the day that best fits their needs.

Bio

See bio on page 2.

SPEAKERS

Ana María Martín Castillejos & Silke Motl

Training Future Architects in Multimodal Communication Through Intercultural Online Projects

This pilot project aimed to enhance multimodal communication skills and raise awareness of the Sustainable Development Goals (SDGs) among architecture students through an intercultural collaboration. By connecting students from ETSAM (Madrid, Spain) and FH Münster (Münster, Germany), the initiative sought to promote professional English fluency, critical thinking on sustainable design, and intercultural competence.

During the spring semester of 2024, Spanish and German students worked in small groups to select one or more SDGs and research contemporary architecture projects aligned with those goals in their own countries. Students first created video-recorded presentations simulating professional studios, which served as initial introductions for intercultural exchange. They then engaged in synchronous online meetings to discuss their findings. For the final task, each group prepared and delivered presentations featuring sustainable architecture examples from their partner country, fostering mutual understanding. The project integrated multiple modalities: video-recorded oral presentations, visual and graphic documentation, online discussions, and written reports.

Students demonstrated improved professional English communication, heightened awareness of the role of SDGs in architectural practice, and increased intercultural sensitivity. Recordings of final presentations showed substantial growth in students' confidence and ability to convey complex sustainable design concepts across linguistic and cultural boundaries.

This project illustrates the transformative potential of integrating multimodal, project-based, and intercultural activities into English for Specific Purposes (ESP) courses in architecture. By simulating real-world communication scenarios, students developed essential skills for effectively conveying technical information to diverse audiences. Challenges related to maintaining engagement and adapting content across languages highlighted the need for clearer scaffolding. Overall, this case study suggests that embedding multimodal strategies in disciplinary language education prepares students for global professional contexts, supporting inclusive and impactful science and design communication.

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Bios

Ana M. Martín Castillejos, Senior Lecturer at the School of Architecture, Universidad Politécnica de Madrid (UPM), teaches courses on oral and written communication in English for professional settings. Her research explores the intersection of literature, art, gender, and architecture. She has coordinated international interdisciplinary projects (Leonardo, GRUNDTVIG, LINGUA, etc.) and currently plays an active role in EELISA initiatives, fostering teaching innovation and intercultural communication within the European university field.

Silke Motl (she/her) is a language professional specializing in Business Communication and Presentation Skills for a global workforce at FH Münster University of Applied Sciences. She brings expertise in corporate training, continuing professional development (CPD), and educational management, grounded in a strong background in

language teaching and pedagogy. Her work bridges academic and corporate learning environments.

Alejandro Curado

Perceptions and use of GenAI and corpora for scientific writing in L2 university contexts: A case study

Generative artificial intelligence (GenAI) tools are widely used for scientific English writing in L2 contexts. These applications tend to be received positively in fields like Health Sciences and Education (Law, 2024; Luo & Zou, 2024), but its impact on research writing across different scientific domains remains underexplored. This presentation thus focuses on 21 researchers and faculty members belonging to different scientific domains in the Social Sciences, Experimental Sciences, Engineering, and Health Sciences. These participants attended a hybrid workshop for writing skill development using GenAI and online corpus tools. After completing the course, participants' feedback was collected through an online questionnaire, assessing their perceived usefulness of GenAI and corpus tools for writing, linguistic development, and future work. The findings indicate notable differences in attitudes and their use of these tools, and some significant variations can be detected in terms of scientific disciplines even though the number of participants is small. For example, all Social Sciences participants reported significantly higher linguistic learning benefits from most tools, whereas Experimental science writers viewed non-GenAI tools more sceptically while they regarded linguistic nuances as less important for effective writing. In final writing tasks submitted by participants, some important differences were also perceived regarding their approaches to the writing process, with most Social Science and Health Science students paying more attention to linguistic details. Despite the study's small sample size, these preliminary findings suggest disciplinary differences and developmental variations in the application of GenAI and corpus tools to scientific writing contexts such as L2 university faculty and research.

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Bio

Alejandro Curado is an associate professor at University of Extremadura (Spain), where he teaches ESP (English for Specific Purposes) and Applied Linguistics. His research focuses on corpus analysis for ESP, data-driven learning, digital technologies for language learning, and professional English in business settings.

Jakub Krzosek

Personification and objectification in metalinguistic conceptualizations of Korean bug names as a means to communicate science

Even though bugs are encountered on a daily basis, they remain largely foreign entities, often enticing the feeling of disgust or fear. Therefore, communicating scientific knowledge on entomology and arachnology may at times prove challenging. Authors of popular science texts on bugs in Korean seem to implement the strategy of conceptualizing the vocabulary related to these fields of expertise. For instance, they convey certain facts about insects and spiders through interpreting their often obscure names as metaphorical and thus referencing every-day view of the world relatable to the target readership. There are two major tendencies displayed within such acts of metalinguistics conceptualizations: personification and objectification. Such ontological metaphors within the framework of the great chain of being are known to bestow value judgements and various connotative meanings onto their targets. With this in mind, one can assume that the aforementioned two interpretative directions may serve as a means to establish the attitudes of identification/empathy and appreciation towards bugs and foster the sense of partnership with the author as a knowledgeable peer. This would link the strategy to the CUSP (critical understanding of science in public) model of science communication. The aim of this study is to showcase instances of personification and objectification in metaphorical interpretations of Korean bug names as possible tools for facilitating comprehension of scientific knowledge. Special focus will be put on cultural specificity, and positive and negative value judgments within the metaphorical interpretations. The referenced linguistic material has been gathered to represent various subgenres of popular science texts in Korean and various target readerships.

Bio

Jakub Krzosek is an assistant professor at SWPS University in Warsaw, Poland. He received a Ph.D. in Korean Linguistics from the Graduate School of Korean Studies (Seongnam, South Korea) in 2021. His research interests include the role of metaphorical thinking in communication, linguistic and metalinguistic conceptualizations, and language as knowledge representation.

S. Perez-Gaviro & Miguel A. Vela-Tafalla

Bridging the Gap: Enhancing Scientific Communication Skills in Undergraduate and Master's Programs

This study addresses the critical need to equip university students with robust scientific communication skills, a common deficiency observed in undergraduate and master's programs. The **objective** was to develop and implement a practical approach to bridge this training gap. Our **method** involved a multifaceted educational intervention focusing on key communication modalities: the effective design and interpretation of **infographics**, compelling **oral presentation** techniques, and broader strategies for impactful **scientific communication**. These elements were integrated into existing coursework, providing students with hands-on experience. The **results** were highly encouraging; students consistently reported a positive evaluation of the experience, particularly noting its direct benefit in the defense of their final projects for course assessment. This positive feedback underscores the immediate and tangible impact of such training. In **conclusion**, these findings strongly advocate for the formal integration of dedicated courses on scientific communication within university degree programs to better prepare students for their future academic and professional endeavors.

Bios

S. Perez-Gaviro is a Senior Lecturer in Physics at the Faculty of Sciences, University of Zaragoza, Spain. His teaching is connected with Physics, Mathematics and Computation. His research background is on Statistical Physics and Computational Physics.

Miguel A. Vela-Tafalla is an ESP lecturer at the Faculty of Education, University of Zaragoza, Spain. His teaching is connected with oral communication, pronunciation and presentations in professional settings, while his research background is on specialized communication of science in video and digital format.

Rob Playfair

What can a better understanding of context do for EAP course development?

Science communication investigates how academic knowledge and practices are reconfigured for public audiences. Though targeted at students and researchers rather than the public, EAP shares this goal through its focus on teaching and understanding academic discourse. As a teaching activity EAP is diverse, taking place across a variety of national systems, institution types, at different educational levels, for different disciplines and being done by teachers with heterogenous backgrounds. EAP is also a research activity, with its own journals, conferences and academic posts. This diversity

of practice has led to a tension between the fields of EAP teaching and research. Within both fields, the concept of 'context' is often signalled as important, but it remains underdefined and therefore can mean many things for many people. While attention has been paid to context in the literature on teacher cognition (Mori, 2011) and EAP (Bruce & Bond, 2022; Tao & Gao, 2017), by e.g., exploring contextual factors such as professional associations, neoliberalism or national educational systems, rarely do these studies attempt to make a systematic link between context and its shaping effect on EAP practice.

This lightning talk will present my attempt to do this in my ongoing doctoral research which uses ethnographic methods to gain insight into how context shapes the work of EAP teachers developing courses for specific disciplines in a UK university. I am combining a sociocognitive approach to analyse context (Van Dijk, 2009) with document analysis and will present some initial findings. Knowing better how context shapes practice can help those of us involved in EAP to influence its contexts to achieve the kinds of outcomes we want. Understanding how EAP teachers construct and navigate these contexts can contribute to EAP teacher education courses and provide guidance for EAP researchers towards areas that could more directly influence practice. For practitioners of science communication who share the same third space as EAP teachers (Whitchurch, 2015), this study provides a perspective of interpreting and recontextualising scientific practices within, rather than beyond, the academy.

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Bio

Rob Playfair teaches EAP for STEMM at Imperial College London, and is a PhD researcher at Birkbeck, University of London. His research interests include ethnography, teacher knowledge, institutional contexts and EAP course development. He has published on teacher development, EAP pedagogy and social theory.

Eleftheria Sofroniou

Communication repertoire and dance pedagogy through multimodality

My presentation aims to show the differences between embodied and disembodied pedagogy within two dance settings in London's Greek Cypriot diasporic context, examining the dance teachers' communicative repertoires. My in-depth investigation into how Greek Cypriot speaker-dancers construct their ethnolinguistic identities, along with my rich data pool (which included semi-structured interviews and video recordings), revealed information about their communicative repertoires, modes and modalities, and multiple resources (gestures, gaze, posture, proximity, laughter, humor) that two dance teachers from two different dance schools employ to construct their rehearsals and deliver their instructions.

Through a multimodal approach, I aim to present two video recordings captured at the Kefi and Calypso Dance schools, examining their modern and traditional approaches respectively, stepping away from the notion that "language always plays the central role in interaction" (Norris, 2004: 3). The Kefi dance video emphatically demonstrates the modern, student-centred pedagogical approach of the school, pushing the boundaries of more rigid and prescriptive traditional methods, including the hierarchical structures associated with them. These conclusions are examined through the description and analysis of the speaker-dancers' communicative modes and the video's modal density in terms of complexity and intensity.

While Zephyros adopts a more traditional, knowledge-centered and teacher-centered pedagogical approach, which is evident in his distant, disembodied behavior toward the learners, Menelaos embraces an embodied pedagogy characterized by proximity and physical touch. The conclusions could help enhance our understanding of how lessons, in general, can be engaging and effective within educational settings.

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Bio

Eleftheria Sofroniou is a PhD researcher in Sociolinguistics at the University of Westminster. The title of her project is “Making up (for) lost heritage: an ethnographic study of dance, language and identity in the London’s Greek Cypriot diaspora”. She has studied Greek Philology in the University of Crete and she holds two Masters, one in Global Journalism from the University of Coventry and one in Contemporary History and Politics from the Birkbeck’s College, University of London. Her project aims to explore folk dancing as a form of constructing one’s cultural, ethnic and national identities, and how it may contribute to the continuous use of heritage languages, that is, the languages spoken by ethnolinguistically minoritised groups of immigrant origin.

Scott E. Solomon

Developing a program in science communication and public engagement at a US University

Increasingly, scientists, health care workers, and other professionals trained in the sciences need to engage with the public to foster an open dialog informed and energized by accurate, compelling, and accessible information. Yet, many academic programs in STEM fields in the United States do not include formal training in science communication. Rice University in Houston, Texas is developing a program in Science Communication and Public Engagement (SCOPE) to help train students to be effective communicators and to promote and encourage meaningful exchanges between scientists and the public. The goal of the SCOPE program is to become a regional hub for science communication and outreach and to help train the next generation of scientists to be effective communicators. Currently, our program includes an annual seminar series on public science communication featuring guest speakers, a series of events including talks and workshops, and an endorsement program in science engagement that recognizes students who attend a minimum number of events and complete a short assignment for each. We are seeking to expand the program by developing additional educational opportunities (including both credit and non-credit options), a certificate program for undergraduate and graduate students earning STEM degrees, and additional programming available to students, faculty, and other members of the university community. An additional component of the SCOPE program will be working with community partners, for example to offer internship opportunities for students. We are interested in learning about effective ways to develop these programs and are eager to collaborate with other faculty and institutions who have already established similar programs or that are in the process of developing them.

Bio

Scott Solomon is a Teaching Professor of Biosciences at Rice University in Houston. He is the host of the podcast Wild World with Scott Solomon and is the author of "Future Humans: Inside the Science of Our Continuing Evolution" and a forthcoming popular science book about humanity's future in space.

Luminița Steriu & Andreea Simion

Learning to Speak Digital Science: Insights from an Online Scientific Communication Course

In the era of the knowledge society and the digital circulation of knowledge, the ability to communicate science effectively is no longer merely a supplementary aspect of research, but a key lever for its dissemination, social legitimization, and impact (Demaizière & Grosbois, 2014; Barzman, Gerphagnon, & Mora, 2020). The development of scientific communication competence thus emerges as a transversal requirement for researchers, particularly in a multilingual and interdisciplinary context. This competence entails not only mastery of specialized discourse genres, but also the ability to adapt to new digital genres and the expectations of non-expert audiences (Hyland, 2015; West et al., 2020; Luzón & Pérez-Llantada, 2019, 2022; Belcher, 2023; Birch-Bécaas et al., 2023; Pérez-Llantada, 2024).

In this presentation, we propose to analyze our participation, as learners, in the online training course developed within the framework of the DILAN project (*Digital Language and Communication Training for EU Scientists*). Our approach adopts a reflective perspective and aims to qualitatively assess the formative scope of this innovative digital tool in developing science communication competence.

The proposed analysis will follow several lines of inquiry: the organization of the theoretical content offered in the OSC, the degree of interactivity and engagement promoted by the implemented pedagogical modalities (forums, peer feedback, collaborative activities) and our subjective experience of the training pathway, considered as a space for cultivating a metacognitive and critical stance towards our own discursive practices.

Through this analytical and reflective process, we aim to provide insight into training modalities and innovative digital tools that can support the development of digital and communication skills essential for researchers operating within a globalized and interdisciplinary academic environment.

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Bios

Luminița Steriu holds a PhD in the Humanities and is an Assistant Professor at the Faculty of Letters of Ovidius University of Constanța. Her areas of interest include discourse analysis, linguistics, academic literacy, and the didactics of French as a foreign language. Her research focuses on the interplay between others' discourse and

one's own in the writing of scientific texts, as well as on the mastery of scientific discourse genres within the academic context.

Andreea Simion is a second-year PhD candidate in the Humanities at the Doctoral School of Ovidius University of Constanța. She teaches French for Specific Purposes (FSP) at the Faculty of Law and Administrative Sciences, the Faculty of Economic Sciences, and the Faculty of Mathematics and Computer Science at the same university. Her research focuses on dissemination discourse produced by early-career researchers, particularly doctoral students. She is especially interested in the discourse genres employed and their specific features.

Monica Vlad & Alina Buzatu

Critical Reflection and Knowledge Validation in Doctoral Research: Between Autonomy, AI, and Digital Genres

Aims/Objectives. This lightning talk investigates how early-career researchers validate, challenge, and critically engage with the specialized knowledge they produce or circulate. It explores the shifting dynamics of autonomy, epistemic responsibility, and agency in academic knowledge dissemination—especially within digital genres and through the use of AI tools. The aim is to illuminate the role of discourse in shaping how emerging scholars understand their position in knowledge production.

Methods. The talk draws on doctoral research conducted at Ovidius University of Constanța, combining discourse analysis with methodological observation of doctoral writing practices. Case studies of digital academic genres are examined alongside interviews with PhD candidates. The analysis focuses on how researchers negotiate credibility, authorial stance, and critical distance in their digital outputs.

Results. Findings suggest that early-career researchers are increasingly engaging with digital tools and platforms to both establish and scrutinize their scholarly voice. Many adopt a hybrid stance, balancing traditional norms of epistemic caution with the affordances of open, reflexive dialogue enabled by digital genres. AI tools are often seen as both supports and challenges to epistemic responsibility—helping with structure and clarity, while raising concerns about originality and critical engagement.

Conclusions. The study reveals that digital academic communication encourages new forms of epistemic agency, where early-career scholars assume more responsibility not just for knowledge creation, but also for its ethical mediation.

Our proposal argues for critical / metacognitive literacy in navigating these emerging landscapes and highlights the need for doctoral training that addresses not just writing skills, but also reflective judgment and ethical knowledge circulation.

Bios

Monica Vlad is a Professor in the Department of Modern Languages, Literatures, and Communication Sciences at the Faculty of Letters, Ovidius University of Constanța, Romania. She teaches courses in Linguistics, Didactics, and French language. Since 2020, she has served as the Director of the Doctoral Studies Institute at the university.

Alina Buzatu is an Associate Professor in the Department of Romanian Philology, Classical and Balkan Languages at the Faculty of Letters, Ovidius University of Constanța, Romania. She teaches courses in Literary Theory and Romanian Literature. Since 2020, she has served as the Dean of the Faculty of Letters.

Karin Whiteside

Engagement, Attitude and Graduation Across Genres: Using SFL APPRAISAL to Teach Science Blog Writing

The proposed talk will detail how APPRAISAL (Martin & White, 2005) was used in a contrastive cross-genre analysis to develop materials to teach international researchers to communicate their research to non-specialist audiences.

APPRAISAL is a sub-system of the Interpersonal Metafunction in Systemic Functional Linguistics (SFL), which provides a useful explanatory framework for linguistic realisation of evaluative meanings within a text, comprising resources for *Engagement*, *Attitude*, and *Graduation*. *Engagement* introduces other voices into a text creating dialogue, *Attitude* expresses values through *affect* (emotions), *appreciation* (evaluation of things), or *judgement* (evaluation of people or behaviour), and *Graduation* adjusts the intensity of the *force* and *focus* of meanings.

Effective use of evaluative resources is central to successful communication of a research project's value and meaning (e.g. Xuan & Cheng, 2024), and this is arguably equally true across traditional research genres such as the peer-reviewed research article (RA) and genres aimed at a broader, less-specialised readership, such as the scientific blog. However, with different audiences and purposes, how APPRAISAL is used will differ quite markedly across these two genres. To give some - but by no means comprehensive - examples, regarding *Engagement*, RAs will often contract dialogic space through authoritative claims, while blogs often expand it with questions, speculation, and conversational tone, and regarding *Attitude* and *Graduation*, whilst RAs tend to minimise explicit expression of attitude and intensify only through measured graduation, blogs often more freely express *affect*, *judgment*, and *appreciation* and amplify meanings for emotional and rhetorical impact.

The talk will outline results from a close contrastive APPRAISAL analysis of three sets of RAs and blogs about the same projects in Psychology (Schubert, et al., 2020; Hale, 2020), Ecology (Sinno et al., 2024; Silva, 2025), and Astronomy (Teiser et al., 2025; Metcalfe, 2025), and provide extracts from the pedagogical materials subsequently created.

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Xuan, W. W., & Chen, S. (2024). Writing to evaluate: A synthesis of appraisal studies at different levels of EAP writing. *Australian Review of Applied Linguistics*.

Bio

Karin Whiteside is Head of English for Academic Purposes at the University of Reading, and teaches research writing in the Doctoral & Researcher College.