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**Digital recontextualization practices in expert
knowledge communication**



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PLENARY LECTURES ABSTRACTS

The power of showing: Signs of knowledge in social media videos

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Over the past decade, video-based content has gained increased prominence in social media platforms alongside institutional media and corporate websites. Platform algorithms prioritise videos in users' feeds for their capacity to attract and generate engagement: Users are more likely to watch than read content, to stay longer with moving images than with static text or image posts, and to respond to videos through sharing, commenting, and reacting. Hence, online videos have become central for the communication and circulation of knowledge beyond traditional institutional settings and formats.

Available linguistic and discourse-analysis frameworks allow research to investigate social media video content creation in relation to knowledge communication, expertise construction, identity performance, and the shaping of relations with viewers. While acknowledging videos' multimodal meaning-making, the available frameworks and disciplinary traditions make it easier to focus on language. Hence analytical detail more readily attends to what content creators say in videos, what they write in captions, and how audiences respond in comments, in relation to what is shown or performed in the video.

My talk invites to reverse the perspective, i.e., to look at social media video as a knowledge communication format for its capacity to show, alongside telling. If videos succeed because they compel us to watch, then analysis must attend at least equally to what is shown, and how, as to what is written or said. Using the case of tutorials, do-it-yourself videos, and wellbeing advice videos as typical genres communicating knowledge by showing (and telling), I will ask which multimodal social semiotic tools and concepts can be used to examine knowledge shaped through the interplay of gesture, camera work, sequencing of action, material arrangement, visual framing, and embodied demonstration.

By foregrounding the semiotics of showing, my talk calls for a rebalancing of analytical attention in research on social media communication: To understand how expert and experienced knowledge is shaped, reshaped and circulated by asking which semiotic resources make it visible, credible, demonstrable, and actionable.

Digital recontextualization and audience construction: A cognitive pragmatic perspective

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Digital technology has made it quick and easy to communicate with indefinitely large and diverse audiences. This is both an opportunity and a challenge. How do we contextualize and recontextualize knowledge when (a) we do not know who might read our messages or when they might do so, and (b) almost all online information is available to anyone with a digital device and an internet connection?

Effective, persuasive and relevant communication achieves its aims by connecting with the assumptions that the addressees hold. Whereas in offline communication we usually know who our audience is and can tailor a message to them, in digitally mediated contexts, the audience is, at best, “imagined”, and the contexts in which we are communicating are “collapsed”. Disparate and diverse audiences each bring different assumptions to their interpretations making a “one size fits all” approach impossible. If communicators try to connect with everyone who might encounter a message online, they risk watering that message down to the point where it is relevant to nobody.

In this presentation, I discuss what cognitive pragmatics can tell us about (a) how to analyze and conceptualize online audiences and adapt messaging on that basis, (b) how to effectively navigate so-called “context collapse” in digitally mediated communication to reach the intended audience. I propose that the recontextualization of information is fundamentally an act of audience construction. Effectively “imagining” an audience is not a case of predicting or guessing who might see a particular post, but rather of recontextualizing the material so that the targeted individuals recognize themselves as addressees and thus process the content with an expectation of relevance. To “imagine” an audience involves identifying those individuals whose cognitive environments one wants to modify and constructing hypotheses about the assumptions they hold. By “imagining” an audience in this way, communicators can adapt their messaging to align with the assumptions of their target audience and simultaneously construct that audience via the process of recontextualization. This perspective has implications for how we analyze, teach, and evaluate expert communication in digital environments. I draw on examples including social media posts, online headlines, and memes to illustrate how recontextualization of information drives audience construction in digital contexts.

PAPER ABSTRACTS

(By alphabetical order)

Recontextualization of systemic thinking in the great simplification rally: A multimodal discursive analysis of a primer video

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Abstract

Many scientists are growing increasingly worried about humanity's future. Their concerns span a wide range of issues, from climate change, biodiversity loss, global instability, and artificial intelligence. The study examines the multimodal discourse of energy expert, Nate Hagens, who is on a mission to educate the public and stakeholders on the impact of complex systems, such as energy, economy, and behavior on the fate of humanity and the urgency to transition to what he calls the "great simplification" to save future generations. In his digital platforms, he promotes systems thinking and seeks to translate complex dynamics of societal and ecological systems into accessible, actionable knowledge. Drawing on Social Semiotics theory (Kress & Van Leeuwen 2001) and using tools from Multimodal Discourse Analysis (Norris 2019; O'Halloran 2015, Van Leeuwen 2008), the study looks into a feature video in Hagens' website, a thirty-minute animation described as a "start here" primer, an orientation tool for understanding systemic realities and for encouraging reflection and action in light of urgent global challenges. The study aims to elucidate the processes of recontextualization that enable the translation of expert knowledge into compelling accessible narratives about sustainability and the human predicament. In the analytical process, ELAN software was used to map the synchronization between Hagens' verbal narration and the animated content. Through a tiered coding framework, visual elements were categorized based on their semiotic function to identify how specific metaphors anchor abstract systemic ideas. The results reveal how complex specialist knowledge is recast as a linear narrative with metaphors and analogy as central in the translating strategy, all coupled with multimodal orchestration of voice, sound and tempo. This case of expert discourse recontextualization trades epistemic granularity for wider public comprehension and engagement in order to build systemic literacy and motivate culture-level reflection and preparedness for the future.

Keywords: Digital platforms, multimodal discourse analysis, recontextualization, system-thinking

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Defining disciplinary knowledge for the public: How 3MT presenters mediate through definition strategies

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Abstract

In a public-oriented academic genre such as the Three Minute Thesis (3MT), speakers are clearly expected to translate disciplinary knowledge into forms accessible and engaging for non-specialist audiences. Our study attempts to explore how doctoral presenters mediate specialised knowledge through definition strategies in 3MT presentations by adopting a contrastive corpus-based approach comparing hard and soft sciences. Here, we treat definitions not only as explanatory tools but also as attention-getting devices that guide, focus, and sustain audience engagement given the genre's demand for immediacy and accessibility to non-specialist audiences. Drawing on Triki's (2017, 2019) taxonomy of five definition types (i.e., Naming, Explanation, Classification, Function, and Composition), a corpus of 30 3MT presentations across hard and soft sciences was manually annotated using the UAM Corpus Tool. The analysis focuses exclusively on verbally realised definition strategies, excluding visual or slide-based resources. Lexical profiling via AntWordProfiler indicated that approximately 88% of words in hard sciences and 91% in soft sciences came from high-frequency (top 2,000 words) or academic word lists, reflecting strong lexical accessibility for the audience. However, the limited use of off-list vocabulary is likely to suggest that discipline-specific terms could require immediate clarification to maintain accessibility for the lay audience. Our analysis shows that the definition strategies of Explanation and Naming appears to be employed frequently for the sake of audience-friendly formulations to introduce and foreground key disciplinary concepts. Also, we find that some definition types (i.e., Function and Composition) occur rarely across our corpus, which might reflect the time constraints and immediacy of the genre. Hard sciences presenters preferred layered explanations in their presentations, whereas soft sciences employed a more balanced combination. Our results also demonstrate that definitions in 3MT could serve a dual purpose in the 3MT genre since they attempt to clarify disciplinary concepts while attracting and maintaining attention simultaneously. Pointing to such a dual interactional role, we hope to contribute to current discussions of knowledge mediation, disciplinary discourse, and public engagement in academic communication.

Keywords: Definition strategies, 3MT genre, attention-getting devices, disciplinary knowledge, knowledge mediation

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Audiovisual persuasion in civic communication: A multimodal analysis of governmental campaigns on gender-based violence

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Abstract

This study examines how governmental communication recontextualises expert knowledge on gender-based violence (GBV) into civic discourse through two audiovisual campaigns: the UK's 2023 Enough campaign and Spain's La violencia digital .es violencia from 2025. The research has two interconnected objectives: to contextualise and frame each campaign within its institutional environment, and to determine how persuasive strategies are realised through multimodal filmic techniques. At the macro level, the study draws on Atkin and Rice's (2013) model as an analytical framework to conduct a contextual review of each campaign's strategic intent, target audiences, message framing, and civic voice. At the micro level, the research employs a multimodal mixed-methods approach to examine persuasion as it is realised through audiovisual media, understanding persuasive meaning in film and video as emerging from the orchestration of visual, auditory, and textual modes. The quantitative analysis focuses on nine filmic modes, namely camera movement, zoom, gaze framing, cuts, sound design, voice-over, subtitles, text insertion, institutional emblem, and subtitles, measured primarily by their occurrence and registered through the GRAPE-MARS software. The qualitative analysis interprets how these filmic modes alongside the verbal mode construct persuasion through affective and cognitive dimensions, drawing on narrative transportation theory (Green & Brock, 2000) and Bandura's (1991) model of social and moral learning. Findings generally indicate two predominant persuasive configurations across levels of analysis: at the macro level, Enough adopts a downstream, action-facilitative strategy, whereas the Spanish ad operates upstream, prioritising agenda-setting and problem definition; at the micro level, these orientations are realised through distinct filmic strategies, with the UK ad employing observational modelling and didactic segmentation via diegetic camera perspectives and segmented editing, and Spanish campaign relying on narrative immersion and delayed revelation to create tension and evoke empathy. Future research could extend this analysis by examining audience reception and short-term behavioural effects of gender-based violence campaigns, thereby addressing the evaluation stage of Atkin and Rice's campaign model.

Keywords: Audiovisual campaign, gender-based violence, multimodal analysis, filmic modes, persuasion strategies

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A multimodal approach to professional science communication in reels

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Abstract

Digital science dissemination has gained increasing relevance over the past decade, both in academic and entertainment contexts. In academia, institutions and funding agencies now value public engagement and societal impact, encouraging researchers to communicate their findings to wider audiences. In entertainment contexts, professional science communicators are typically responsible for dissemination. Successful trusted communicators, although not necessarily experts in the fields they present, often work with teams of specialists to ensure the accuracy of the information they share, while “competing” for engagement of viewers (Bernad-Mechó & Valeiras-Jurado, 2023, Portman et al., 2025). This type of commercial science dissemination has the potential to shape social media trends and may influence how science communication –both general and scholarly- is carried out. Alongside these developments, social media platforms have become key tools for dissemination, offering multiple affordances (Pascual & Sancho-Ortiz, 2024), and giving rise to new, popular formats for science communication such as reels –short, vertical videos designed for platforms like Instagram, TikTok, or YouTube– which draw on a wide range of multimodal resources to condense and recontextualize information, and enhance engagement (Serrano-Hernández & Bernad-Mechó, in press). Despite their growing prominence, professionally-produced science dissemination reels remain largely unexplored. The present study seeks to define this emerging genre by analyzing the complex multimodal interactions through which they construct meaning. To fulfill this aim, 25 reels were selected from SciShow, a trusted YouTube channel disseminating science in fields such as medicine, biology, physics, etc. The sample includes the most-viewed reels that explicitly recontextualize one or more research articles –as indicated and cited in the comments–, thus ensuring that this dissemination would be comparable to that in scholarly contexts. The reels were then analyzed in terms of their move structure and multimodally annotated using the GRAPE-MARS software (Ruiz-Madrid et al., 2023), considering embodied, disembodied, and filmic modes. The expected results include the identification of a recurrent structure of moves and steps, as well as linguistic and multimodal features aimed at enhancing audience engagement, thus contributing to the description of the genre. The paper concludes with pedagogical reflections on how these findings can inform training for researchers seeking to communicate their work more effectively online.

Keywords: Science dissemination, multimodal discourse analysis, social media reels, recontextualization, digital genres

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Recontextualizing trans knowledge: Mediating expertise and accessibility in audiovisual narratives

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Abstract

This paper examines how specialized knowledge about trans identities is recontextualized in contemporary film, television, and digital media to make it accessible and acceptable to predominantly cisgender audiences. Drawing on gender and trans studies, media discourse analysis, and theories of recontextualization, it investigates how audiovisual narratives translate expert discourses related to medicine, psychology, and law into emotionally engaging and culturally legible stories. Building on Fairclough’s (1995) work on media discourse and van Leeuwen’s (2008) theory of recontextualization, the study conceptualizes screen representations as communicative practices where expert knowledge about gender diversity is adapted, simplified, and popularized within cisnormative hierarchies of authority and credibility

The main objective is to identify how media narratives reframe trans-related expertise—medical, activist, or experiential—to make it understandable and relatable to non-specialist, cisgender audiences, and to analyze how this process shapes perceptions of legitimacy and empathy. The research also explores how such representations contribute to wider communicative models of expertise and visibility circulating in digital culture, where trans experiences are often mediated through tropes of authenticity, suffering, or transformation.

Adopting a qualitative discourse-analytic approach, the study examines a corpus of recent international films and series such as *Euphoria*, *Pose*, *Disclosure*, and *Tomboy*. Each text is analyzed in terms of narrative structure, characterization, and linguistic and visual strategies that translate trans knowledge into emotionally resonant, mainstream forms. Attention is also paid to paratextual materials—such as interviews, promotional content, or social media campaigns—that disseminate these representations across digital communication channels.

Preliminary findings suggest that popular audiovisual narratives often hybridize trans expertise, combining activist authority with affective and pedagogical appeal. Gender and cisnormativity emerge as key forces in determining who is recognized as a “credible” trans expert and how expertise itself is aestheticized. These results indicate that film and television operate as central arenas for the recontextualization of trans knowledge, transforming expertise into a communicative and culturally negotiated performance that mediates the accessibility and legitimacy of trans voices in the digital public sphere.

Keywords: Trans studies, gender representation, recontextualization, media discourse, digital communication

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The use of exemplificatory markers on law blogs

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Abstract

It has long been acknowledged that the Internet serves as a repository of digital resources for knowledge dissemination addressing the lay public (e.g., Bondi & Cacchiani, 2021), and platforms such as blogs have long proved to be leading tools for the public communication of specialized knowledge (e.g., Luzón, 2013; Diani, 2021). The focus of the present paper is on legal knowledge communication from expert to non-expert on law blogs. Within the framework of recontextualization strategies in popularization, the aim is to investigate the use of exemplification serving to tailor information to readers' knowledge and needs by offering concrete examples of broader issues, clarifying general topics, and adapting them to the intended audience. The study is based on the analysis of two small comparable corpora of posts (and comments) from individual blogs managed by two English-language law professors. The professors under examination, despite having an institutional and academic affiliation, maintain a very successful personal webpage where they blog freely about legal issues of their own interest. The analysis of exemplification is conducted by identifying the different forms of exemplificatory markers, focusing particularly on the two main components of exemplification: the general element and the exemplifying element (Bondi & Sezzi, 2025). Keeping in mind the often-mentioned distinction (e.g., Su et al., 2021) between exemplifying superordinate categories and illustrating propositions (such as arguments, observations, findings, etc.), we study different ways in which exemplification can contribute to the development of the argument. The analysis shows that both law professors use exemplifications as a means of increasing knowledge accessibility but the informativity of exemplifications may vary, and so can their centrality in the development of the blogger's argument and in the construction of the reader's knowledge. The paper seeks to offer additional insights into effective computer-mediated legal discourse, addressing the interests of both legal professionals and linguists.

Keywords: Specialized knowledge communication, exemplifications, law blogs, English-language law professors

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Law for non-experts on YouTube: Recontextualisations, reactions and responses

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Abstract

The law affects people's everyday lives, but legal information is notoriously difficult for non-experts to understand. Various UK-based NGOs use digital media to explain important aspects of the law to ordinary people. This paper reports a discourse-analytical study of six 30-minute YouTube videos produced by "AdviceNow", intended to communicate essential information about issues such as housing or family law to a non-expert public. The analysis encompasses the three levels of participation identified in Dynel (2014), namely (expert)speaker-speaker, (expert)speaker-audience, audience-audience, and examines the discursive strategies used on each level to communicate about specialised information.

Speaker-speaker interaction on the video consisted mainly of questions and answers, but sometimes included supplementary information and references to resources. Legal experts addressing the audience used discursive strategies classified as cognitive (specifically deployed to facilitate comprehension of the subject), organisational (to help the reader follow the explanation), and interpersonal (to engage the audience). Cognitive strategies included denomination/description, definition, reformulation/paraphrase and exemplification (Calsamiglia & van Dijk, 2004), scenarios and metaphor/analogy (Cavalieri, 2018), and explication/expansion (Cavalieri, 2018). Organisational strategies included discourse markers to signal textual organisation. Interpersonal strategies included questions, directives, politeness markers, personal deixis, attitude markers, humour, hedging and boosting (Hyland, 2005).

This analysis showed: 1) the prominence of organisational strategies in expert communication to structure intrinsically complex material; 2) the interplay between expert-speaker and visual support, with principled back-and-forth movement in routines such as denomination-reformulation, or denomination-exemplification; and 3) the role of scenarios to explain and expand the message. Although experts used personal deixis, attitude markers and directives, their explanations maintained a sober tone.

Interaction within the audience forum was analysed using Bou-Franch et al. (2012), revealing turns such as thanking, agreeing/disagreeing, but also asking and answering questions, narrating experiences, and giving advice. Reactions to expert explanations and comments were often expressed in strong language, and

were both positive and negative, including moral judgements, emotions, and political opinions.

This study shows the potential of YouTube for providing expert information, but also points to the potential of the audience forum as a venue for clarifying information and understanding audience needs.

Keywords: Legal English, expert-lay communication, YouTube, discussion forum.

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Recontextualizing scientific knowledge on Instagram: A comparative analysis of Italian and English reels

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Abstract

This paper examines the digital recontextualization of scientific knowledge in short-form video content, focusing on science communication practices on Instagram Reels in Italian and English. Drawing on studies of popularization discourse and knowledge dissemination in digital environments (Calsamiglia & Van Dijk, 2004; Gotti, 1996; Bondi & Cacchiani, 2021; Maier & Engberg, 2021), the analysis explores how expert knowledge is reformulated and pragmatically repositioned for non-specialist audiences within a highly multimodal and platform-constrained genre.

The study adopts a contrastive, corpus-based methodology, analysing two comparable corpora of 30 Reels per language produced by six established science communicators. Using tools from genre and discourse analysis, the Reels are examined qualitatively with respect to content organization, reformulation strategies (e.g., definitions and exemplifications), audience positioning (including pronoun use and rhetorical questions), and the coordination of verbal and visual resources.

The findings indicate that, while both Italian and English Reels exploit the multimodal affordances of the platform, they display partially divergent discursive configurations. English-language Reels more frequently combine explanatory aims with an interactionally oriented, platform-aware style, whereas Italian Reels tend to favour more elaborated narrative structures and culturally situated analogies. Across both datasets, recontextualization emerges as a process of intralingual translation shaped by platform affordances and by the performative identities of individual science communicators.

Overall, the study suggests that digital recontextualization in social media environments involves not merely linguistic simplification but strategic discursive redesign, highlighting the interplay between genre conventions, communicative cultures, and individual styles in contemporary science communication.

Keywords: Digital recontextualization, science communication, Instagram reels. Multimodality, contrastive discourse analysis

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Performing identity through multimodal recontextualisation in social sciences and humanities video abstracts

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Abstract

The video abstract has emerged as a remediated multimodal digital genre allowing scientists to present their research in a personalised and media-rich way to diversified online audiences (Bondi & Cacchiani, 2021). Due to the non-conventionalised character of this evolving genre, the recontextualisation process aiming at bridging the potential knowledge asymmetries between the scholars and their audiences is marked by hybridity, variability and negotiability, as researchers construct a multimodal identity in response to the challenges of 'context collapse' in an online environment (Linell, 1998). Recent research has explored the video abstracts of hard sciences, focusing on generic structure and rhetorical strategies for recontextualising scientific knowledge. However, video abstracts in the social sciences and humanities have not been researched, and disciplinary variation has not been studied to date.

This study aims to fill this gap by exploring how scholars in social sciences and humanities perform their identities in video abstracts while recontextualising scientific knowledge for an online audience. The corpus under analysis comprises 40 video abstracts published online between 2020 and 2025 on YouTube and the websites of eight academic journals representing four disciplines in the domain of social sciences and humanities, namely sociology, management, philosophy, and applied linguistics (10 video abstracts per discipline). The investigation draws on the situated-identity approach, Ivanić's (1998) identity model and multimodal discourse analysis (Kress & van Leeuwen, 2021) to study the presentation patterns, rhetorical strategies and multimodal metadiscourse resources employed for balancing the personal, authorial and multimodal discursal selves of the researchers. It considers discipline-specific aspects of performing identity through multimodal recontextualisation in the four disciplines of humanities and social sciences.

The findings indicate that researcher-talking videos and PowerPoint presentations are the main presentation patterns used in video abstract across all disciplines. The analysis has revealed both similarities and cross-disciplinary differences in rhetorical strategies, such as engaging with the audience and enhancing credibility through showing expertise and friendliness, conveyed by multimodal metadiscourse resources (self-mentions, boosters, attitude markers, and engagement markers) used to recontextualise the researcher's identity in an online context by integrating personal experience, evolving genre conventions, and authorial voice.

Keywords: Recontextualization, video abstract, rhetorical strategies, multimodal metadiscourse

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Multimodal resources in TED talk videos

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Abstract

Research on scientific popularisation genres has been conducted by numerous scholars (Enberg 2023, Lorés 2025) to elucidate how scientific knowledge is recontextualised for diverse audiences with varying levels of expertise. Popularisation simultaneously aims at the transmission of expert knowledge to non-experts and at “building personal bridges and creating emotional bonds” (Enberg 2023: 166) with audiences. One such digital popularisation genre is the TED talk, which is considered a “digitally mediated video genre” (Xia 2023: 71) consisting of video recorded presentations post-processed by a production team and made accessible through the TED webpage. TED talks constitute a hybrid genre that draws on multiple semiotic resources to communicate scientific knowledge and foster audience engagement. Accordingly, this research adopts the perspective of Multimodal Discourse Analysis (MDA) which argues that all discourse is inherently multimodal (Kress & van Leeuwen 2001), and therefore requires the joint analysis of linguistic and non-linguistic aspects.

The aim of the present study is the identification and analysis of multimodal resources used in TED talks for the recontextualisation of scientific knowledge. This ensemble of semiotic modes includes the linguistic mode in interaction with embodied modes associated with the speaker’s performance, such as kinesic and paralinguistic features, as well as visual modes that encompass the use of slides, including written text and images, and filmic elements of video production, such as type of shot (Bernard-Mechó & Valeiras-Jurado 2023). These resources function both as explanatory strategies that enhance comprehensibility and as engagement strategies that acknowledge and connect with the audience. For this purpose, the study involves a qualitative close analysis of two TED videos, on the topic of Autism Spectrum Disorder. The videos were annotated for linguistic and non-linguistic aspects by means of the ELAN multimodal annotation tool, which allows for synchronised transcriptions and annotations of audio and video data. The study is expected to show how explanatory and engagement strategies in TED talk videos are realised through multimodal choices.

Keywords: Popularisation practices, TED talk videos, multimodality

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The use of Instagram for didactic purposes in English and Spanish: Recontextualizing English phraseology with a multimodal approach

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Abstract

Digital genres have become a major trend in the dissemination of knowledge of any kind. Online platforms and social media allow experts and non-experts to communicate worldwide and share knowledge in different formats with broad and diverse audiences (Bondi & Cacchiani, 2021). One of the rapidly growing phenomenon is teaching and learning foreign languages through these sites, where different modes—such as gestures, images, emoji, and text—are used to enhance meaning and engagement, adapting specific contents to the general public (Lorés, 2023). Instagram, the focus of this presentation, is now a medium to share and recontextualize knowledge of varied areas, amongst which English as a Second Language (ESL) teaching is a predominant one (Nasution, 2023).

This presentation offers a qualitative and quantitative contrastive analysis of English L1 and Spanish L1 accounts disseminating English phraseology on Instagram. Its purpose is to examine how visual resources, together with text, are employed to achieve the intended communicative purposes and to connect with the audience. For this analysis, thirty posts corresponding to six accounts have been selected as a sample, following a set of criteria to achieve representativeness. First, a pragmalinguistic analysis of the captions has been carried out through the identification and classification of three main discursive strategies that are common in the posts. The format of the publications—i.e., single image, single video, cluster of images or videos, or combinations of these—has been considered afterwards. Then, the different multimodal elements have been explored, specifically the use of linguistic, figurative, and scriptural resources, among other elements (Luzón & Albero-Posac, 2025).

The combination of these three variables in the two L1 subcorpora allows us to spot common and divergent patterns in the discourse used on Instagram. It brings an in-depth understanding of how the platform is used nowadays to teach English as a Second Language (ESL), and the way different modes enrich the meaning and coexist in an attention-getting environment.

Keywords: Digital genres, multimodality, discourse analysis, recontextualization

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Recontextualizing human rights: the Summaries of EU legislation as a case study

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Abstract

Since 1948, the Universal Declaration of Human Rights (UDHR) adopted by the UN has become a milestone of national and supranational jurisdiction. Since then, human rights law has gained much importance and continues to be updated in order to fit the 20th and 21st century cultural changes. Specifically, the European Union (EU), in addition to its Charter of Fundamental Rights (2000), has issued a series of human rights directives and regulations that draw on the principles of the UDHR. Effective communication on human rights is of paramount importance for the EU, as it ensures that both citizens and Member States understand and uphold these rights. Within this context, the study of popularization of legal knowledge becomes extremely relevant in order to explore expert-to-lay communication within the legal system (Engberg et al., 2018). Thus, in an attempt to contribute to research on EU institutions' communication with citizens, the present study aims to analyze how the Summaries of EU legislation on human rights recontextualize their source legal texts for lay people. The Summaries are defined as “short, easy-to-understand explanations of the main legal acts passed by the EU – intended for a general, non-specialist audience. Most cover the main types of legislation passed by the EU: directives, regulations and decisions” (<https://eur-lex.europa.eu/browse/summaries.html>). By combining corpus linguistics and discourse analysis approaches (Partington, 2010), the Summaries of EU legislation will be compared with their source legal texts, so as to explore the popularization strategies employed to accommodate legal information to the knowledge base of lay people (Calsamiglia & Van Dijk, 2004; Anesa, 2016; D’Avanzo, 2018). This comparative study will shed light on the strategies adopted to re-conceptualise legal concepts and communicate effectively with EU citizens.

Keywords: Popularization, legal discourse, human rights, corpus linguistics, discourse analysis

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Dialogicity in the recontextualization of digital science dissemination for adolescents: Analyzing the role of directives and reader references.

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The internet has become a globally accessible platform through which scientists can communicate their findings to diverse audiences, fulfilling the desire and need to disseminate their work (Lorés, 2023). However, the existence of knowledge asymmetries (Maier and Engberg, 2015) between experts and non-experts requires the recontextualization of complex research and the deployment of engagement strategies that can contribute to knowledge popularization.

While considerable research has examined scientific dissemination practices, relatively few studies have explored how this knowledge is recontextualized for teenage audiences. This particular audience is still being educated and accesses websites to be informed and to build their own informed criteria, so further bridging of such knowledge asymmetries may be needed. In this context, dialogicity plays a fundamental role in understanding the persuasive purposes of authors and the reactions texts intend to cause in readers (Pascual, 2025). This study aims to analyze the contribution of directives and reader references as dialogic markers to the recontextualization process and popularization of expert knowledge for adolescent audiences. It also examines the extent to which these features are employed to generate engagement (Mur-Dueñas, 2011) and are used by authors to create their own stance (Hyland, 2005).

The analysis is based on the SciDisTA corpus (Scientific Dissemination for Teenage Audiences), which consists of 30 texts on Natural Sciences and Health from three websites addressed to adolescent readers. SciDisTA is part of the SciDis database compiled by the InterGEDi research group. Data on dialogic markers were examined, combining quantitative frequency analysis using AntConc and NVivo software with qualitative discourse analysis.

The study will contribute to the understanding of the role of dialogic markers in the recontextualization of expert scientific knowledge. It will clarify how directives and reader references function in digital science dissemination and how they support the popularization of scientific discourse. The analysis will show how these are employed by expert authors to foster engagement, guide readers' interpretation, and convey authorial stance in ways that are persuasive, comprehensible, and credible for adolescent audiences.

Keywords: Dialogicity, recontextualization, directives, reader references, engagement strategies.

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Digital recontextualisation in Spanish academia: Researchers' reported practices in online science dissemination

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Abstract

With the recent advances in digital media, the emergence of new modes and platforms for communication has significant implications for academic contexts, which are increasingly shaped by the collaborative and participatory dynamics of what has been referred to as the “social web” (Heyd, 2016, 90). In line with the new media age, contemporary science dissemination practices frequently rely on digital genres that are dynamic, multimodal, and continuously evolving (Jones et al., 2015), allowing specialised knowledge to be recontextualised for non-specialist audiences (Beltrán-Palanques, 2023; Ruiz-Madrid and Valeiras-Jurado, 2023; Valeiras-Jurado and Bernad-Mechó, 2022). While previous research has examined the multimodal characteristics of digital genres used for science communication, less empirical attention has been paid to researchers' own accounts of which digital genres they prioritise for online dissemination and how they report using these genres. This study examines the reported digital science dissemination practices of a sample of 30 researchers working in Spanish higher education across different knowledge fields and with diverse levels of experience in online outreach. Data were collected through a 23-item Qualtrics survey combining multiple choice, dichotomous, and open-ended questions. The survey elicited quantitative and qualitative data on participants' perceptions of digital dissemination, the genres and platforms they use, and their reported multimodal choices when communicating scientific content online. Findings reveal that there is a clear preference for modally dense digital genres and short-form audiovisual formats (e.g., Instagram reels and YouTube shorts), which participants associate with greater accessibility, audience engagement, and online visibility. Respondents report using the multimodal affordances of these genres to adapt expert knowledge to non-specialist audiences, align dissemination practices with pedagogical intentions, and enhance their professional visibility in digital environments. Rather than claiming representativeness of Spanish academia as a whole, the study offers exploratory insights into current tendencies among a diverse group of researchers, contributing empirical evidence to ongoing discussions on digital recontextualisation and multimodal communication in academic outreach. The results also suggest pedagogical implications for postgraduate training programmes, particularly regarding the inclusion of genre awareness and multimodal strategies for effective online science dissemination.

Keywords: Digital genres, science dissemination, recontextualisation practices, multimodality, engagement strategies

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Multimodal recontextualization of specialized information in marine engineering corporate websites

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Abstract

This study investigates the complex semiotic shifts involved in the multimodal recontextualization of specialized engineering knowledge as it is translated for public and commercial audiences via corporate marine engineering websites. The theoretical framework is grounded in Systemic Functional Linguistics (SFL) and Social Semiotics (SS), leveraging Kress and Van Leeuwen's framework (2006) to analyze the affordances and choices made across linguistic and visual modes. Crucially, we employ Bernstein's recontextualization theory (1996) to map the transformation from technical field knowledge (the source domain) to promotional market discourse (the target domain).

The primary objective is to systematically identify and describe the multimodal strategies—specifically, the processes of simplification, condensation, and dramatization—used to adapt highly complex engineering specifications and project details for persuasive online consumption. A secondary objective is to correlate these semiotic choices with underlying corporate goals of establishing brand authority, trust, and capability.

The methodology employs a Multimodal Critical Discourse Analysis (MCDA) of a selected corpus of ten major international marine engineering corporate websites, focusing on high-value information pages (e.g., 'Technology,' 'Projects'). The analysis (Djonov, 2005; Machin & Van Leeuwen 2018; Machin & Mayr 2025) involves three integrated steps: 1) Linguistic analysis of specialized terminology reduction; 2) Visual analysis of imagery, infographics, and 3D renderings to determine their rhetorical and affective function; and 3) Comparative mapping of the interplay between modes to understand the functional distribution of meaning.

Expected results indicate a consistent pattern of radical semiotic distillation. Technical information is predominantly recontextualized through visual dominance, prioritizing sophisticated motion graphics and high-impact imagery (Affective Mode) over dense, complex linguistic description (Cognitive Mode). This shift prioritizes relational meaning (trust-building and brand authority) over detailed ideational meaning (technical accuracy), condensing months of R&D into simplified, consumable statements of performance.

Keywords: Multimodality, systemic functional linguistics, social semiotics, recontextualization, corporate websites, engineering communication.

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Projecting sustainability: A corpus-informed multimodal analysis of transparency in airline YouTube videos

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Abstract

In the aviation sector, CSR transparency is increasingly framed as a resource for building stakeholder trust, yet visibility does not necessarily entail verifiability or responsibility (Schnackenberg & Tomlinson, 2016). In digital contexts, transparency operates along a continuum: claims may look clear and accountable while remaining only partially accessible or weakly evidenced. While corpus-based research has examined disclosure and opacity in textual genres and caption-centred social media, far less attention has been paid to how transparency is performed in audiovisual institutional communication.

This paper addresses this gap by analysing environmental commitments in airline YouTube videos and examining how credibility is negotiated through language, image, voice, editing and evidential cues. The dataset consists of climate-related videos (2023–2025) from four airlines (ITA Airways, British Airways, Delta Air Lines and China Southern Airlines). Methodologically, the study adopts a corpus-informed multimodal discourse approach informed by Systemic Functional Linguistics and social semiotics (Kress & van Leeuwen, 2006). Videos are segmented into analytically coherent sequences and coded for the co-articulation of verbal and audiovisual resources, focusing on (i) thematic focus (e.g., values, projects, targets), (ii) agency and responsibility framing, (iii) future-projection cues (targets, timelines, modal patterning), and (iv) evidential anchoring and clarity work realised through voiceover, on-screen text, imagery, editing, numerical overlays, and standards or certification markers. Coding is supported by light quantification (frequency counts and cue distribution across sequences) to compare how evidential cues are staged across the video's sequence structure.

Semiotic processes of iconization, recursivity and erasure (Irvine & Gal, 2000) are used to interpret how cross-modal repetition, symbolic condensation and strategic backgrounding reinforce, qualify or constrain evidential support. Findings from the coded patterns are synthesised through a previously developed Soft–Semi-Hard–Hard continuum (Notari, under review), grounded in signalling-based distinctions of evidential cost (Spence, 1973). This mapping captures sequence-level CSR transparency as symbolic projection, partially checkable support, or externally validated evidence. In conclusion, the continuum provides an operational bridge between textual approaches to disclosure and multimodal analyses of audiovisual transparency, offering a diagnostic basis for identifying

where evidential support is strengthened through multimodal staging and where transparency remains primarily performative.

Keywords: CSR transparency, environmental discourse, corpus-informed multimodality, future-oriented communication, airline YouTube videos

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Multimodal trust-building in CEO video statements: A case study of promotional business communication

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Abstract

This paper explores the evolving nature of promotional business communication through the lens of multimodal discourse analysis (MDA), focusing on CEO video statements as a genre that blends verbal and nonverbal elements to foster trust and engagement. Drawing on a specific case study (Hugo Boss's 2023 CEO statement), our research pays attention to the transition from traditional written formats to multimedia presentations, highlighting the way multimodal ensembles (comprising embodied, disembodied, and filmic modes) enhance both transparency and audience connection.

The study is grounded in a theoretical framework that combines MDA (Norris, 2004; O'Halloran, 2011) with recent developments in corporate communication and digital storytelling (Valeiras-Jurado & Bernad-Mechó, 2022; Ruiz-Garrido & Palmer-Silveira, 2025). Our objectives are to identify those multimodal strategies used in video statements, as well as assess and explore their potential role in fostering trust-building. Methodologically, the research employs a comparative analysis of written and video CEO statements using tools such as GRAPE-MARS, Diffchecker (to compare written and oral statements), and manual coding. Our dataset includes transcripts and video content, analysed for modal coherence and communicative intent.

Preliminary results show a reduction in content (over 30%) in the video version of the statement, using a more simplified language, increasing the emotional appeal, and enhancing the strategic use of nonverbal cues (such as gestures and voice modulation). The video format emphasizes positive messaging and advocates for a more humanized, audience-directed approach. Findings suggest that multimodal communication is not only more accessible but also holds greater potential for building corporate credibility.

Keywords: Multimodal discourse analysis (MDA), CEO statements, business communication, trust-building, promotional video

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Experts producing and consuming science online: A netnographic approach to attitudes and patterns of use towards scientific knowledge

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Abstract

The relationship between science (in its broad conception) and citizenship has become increasingly bidirectional and close in the present decade. Scientists have increased their efforts towards knowledge communication and research dissemination (Bondi and Cacchiani 2021; Plo-Alastrué and Corona 2023), and heterogeneous users are now more interested in accessing scientific information about topics of societal relevance. Against this backdrop, the present paper seeks to investigate the attitudes and usage patterns of users who consider themselves “experts” in relation to scientific knowledge via digital media.

Drawing on netnographic approaches (Kozinets 2010), an online survey was designed to unveil the digital practices of both experts and non-experts in relation to scientific knowledge. It was revised by a group of researchers, piloted at an initial stage with external collaborators, and administered in October 2025 through social media profiles and e-mails to professional associations, institutional organizations and distribution lists. Therefore, the study relies on a non-probability convenience sampling strategy (Patton 2002). Six main disciplinary fields were purposefully targeted: economy, history, psychology, medicine, engineering, and linguistics. Emphasis was placed upon prominent digital dissemination practices included in the SciDis Database, comprising feature articles, research digests, knowledge-sharing platforms like The Conversation, Ask-an-Expert websites, explainers, podcasts, lay summaries, and social media like microblogging and image-based platforms (Pascual and Sancho-Ortiz 2024). Although the survey covered both experts’ and non-experts’ views on their practices regarding the consumption and/or production of science online, the focus of this presentation is placed on the responses of approximately 200 experts.

Results reveal that respondents most often turn to feature articles and The Conversation for English-language scientific content. On social media, YouTube leads as a source to enjoy dissemination efforts, followed by Instagram, X, and LinkedIn. Yet, most participants remain passive “lurkers”, interacting only by liking, sharing, or reposting. When it comes to publishing, feature articles and The Conversation again prevail, complemented by scientific podcasts and explainers of specialized topics. Respondents aim to boost the visibility and impact of their research and promote open science, whereas those who abstain mention time

constraints and limited institutional or disciplinary recognition as the main factors. Overall, the findings reveal selective consumption and cautious, purpose-driven engagement with scientific content, alongside contextual constraints, which can help us understand the current landscape of digital scientific practices and how specialised knowledge is distributed online.

Keywords: Netnography, experts, digital practices, scientific knowledge

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Bridging worlds and audiences: Digital recontextualization in museums of art and science

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Abstract

In recent years, museums have redefined their communicative practices, shifting from authoritative repositories of specialized knowledge to dynamic spaces of mediation tailored for diverse and globalized audiences. This transformation has been accelerated by digital innovation, which compels institutions—such as art galleries, science museums, royal palaces, and natural history museums—to address new challenges in knowledge dissemination, accessibility, and engagement.

This paper compares communicative strategies and recontextualization processes across the websites of two different types of museums, namely art galleries and science museums. While science may be perceived as a complex subject, but immediately relevant to present-day life, the world of art is often considered as distant, belonging to the realm of intellectuals and scholars. The theoretical framework of the study integrates Critical Discourse Analysis (Fairclough, 1995; Turnbull, 2020), multimodal approaches (Jewitt, 2012), and pragmatic models of engagement (Hyland, 2010) to evaluate expert-public relationships and the interplay between traditional and digital modes of interaction, with a view to investigating how expertise is adapted and rendered meaningful in digitally mediated contexts.

Methodologically, the study adopts a contrastive, corpus-based approach: a selection of texts taken from the websites of major European institutions—the Rijksmuseum and the Nemo Science Museum (Amsterdam), the National Gallery and the Science Museum (London), the Vatican Museums (Rome) and the Museo Nazionale della Scienza e della Tecnologia “Leonardo da Vinci” (Milan), the Cité des Sciences et de l’Industrie and the Louvre (Paris) —are analyzed, with a focus on presentation texts, object descriptions, and interactive digital formats (e.g., virtual exhibitions). By focusing on institutional websites rather than social media platforms, the study privileges contexts where communication is more deliberately curated and institutionally representative, enabling a clearer observation of how museums articulate authority, expertise, and engagement in officially sanctioned digital environments.

Preliminary findings suggest continuity and divergence both within and across museum genres: in some cases a more conservative and authoritative stance can still be found, which is in contrast with increasingly dialogic, participatory, and

transparent modes of digital engagement that leverage technologies such as virtual collections and immersive experiences.

Overall, the study shows that digital museum communication is shaped not only by museum type, but also by national communicative cultures. Effective recontextualization emerges where specialised knowledge is strategically reshaped, in ways that reflect nationally embedded preferences in expert–lay interaction and levels of explicitness. This reconfiguration enables museums to preserve domain expertise while making knowledge more transparent, accessible, and meaningful for diverse digital audiences.

Keywords: Digital museums, recontextualization, specialist communication, engagement, multimodality

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Constructing expertise in digital dementia support groups: The CODEx Model

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Abstract

Background: Social media have become an important arena for health-related discourse. As neurocognitive diseases such as dementia become more prominent, digital spaces increasingly serve as sites where knowledge is shared and expertise is constructed and negotiated among individuals living with dementia, care partners, and medical staff.

Aim: This paper proposes the Construction of Online Dementia Expertise (CODEx) model to capture the collaborative formation of expertise based on a multifaceted body of knowledge in dementia-related online support groups.

Methods: The CODEx model builds on findings from previous empirical studies of two datasets, a message board for individuals living with dementia and a care partners' support group (Bös & Schneider 2021, 2022). Data triangulation and a qualitative approach grounded in interpersonal pragmatics (cf. Davis, 2010; Locher & Graham, 2010) reveal the diverse perspectives of stakeholders in dementia-related digital discourse, which are integrated into our model.

Results: The CODEx model illustrates how dementia-related expertise emerges through iterative, interactive processes that transcend the boundaries between online and offline contexts. In the discursive space of online support groups, users impart explicit propositional knowledge and articulate tacit experiential and procedural knowledge (cf. De Cock & Figueras Bates 2023, Cianciolo & Sternberg 2018).

Discussion: The CODEx model helps to explore the diverse social roles and knowledge facets discursively constructed in dementia-related online support groups. It shows how different resources of expertise are mobilized, contested, and redefined in discourse, offering insights into the negotiation of participation rights, epistemic authority and the boundaries of knowledge in mediated health discourses.

Conclusions: The CODEx model provides a framework for understanding the complex discursive co-construction of expertise in dementia-related online support groups and has potential applications in other areas of mediated health discourse.

Keywords: Expertise, positioning, dementia, online support groups, digital health communication

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“Your gut is a busy city for bacteria”: Knowledge dissemination through metaphors on science websites for children

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Abstract

The dissemination of scientific knowledge can be viewed as a process of translation and recontextualization of expert discourse (itera alia Calsamiglia & van Dijk 2004). In recent years, the dissemination of science for children has expanded beyond the classroom and traditional educational materials such as textbooks or information books. Digital environments now play a central role in this process, particularly through websites designed specifically for young audiences, who differ from adults in both cognitive development and background knowledge. In these web-based educational hypermedia, education and entertainment increasingly converge, drawing on multimodal and multisemiotic resources. The resulting genre, often referred to as edutainment, represents one of the primary ways in which children today encounter scientific knowledge.

The need to communicate complex knowledge effectively to young audiences has gained increasing recognition in recent years, resulting in a growing body of research on this topic (e.g., Bianchi et al., 2022). Nevertheless, from a linguistic perspective, relatively few studies have focused on how specialized knowledge is disseminated to children, and even fewer have investigated the specific role of metaphors in this process (see, for instance, Deignan et al., 2019). Yet, as Vosnadiou observes (1987: 882), “[M]etaphorical thinking may play an important role in the child’s attempts to acquire new knowledge”.

The small corpus (202,860 tok.) under analysis is composed of informative web texts drawn from four educational science websites: two websites entirely dedicated to the human body and related topics (<https://humanbodylearning.com/#organ-systems>; <https://kidshealth.org/en/kids/center/htbw-main-page.html>), and two more general educational platforms (<https://www.ducksters.com/science/bones.php>; <https://kids.nationalgeographic.com/>).

Specifically, this study investigates how metaphors contribute to the popularization of scientific discourse addressed to children. Drawing on a cognitive approach to metaphor, it combines a quantitative analysis based on metaphor tagging using UAM software with a qualitative analysis grounded in Conceptual Metaphor Theory (CMT) (Lakoff & Johnson, 1980) and Calsamiglia and van Dijk’s (2004) framework of explanatory strategies. The analysis follows a bottom-up approach, allowing patterns and tendencies to emerge directly from the data.

Preliminary results indicate that these educational resources employ a wide range of metaphors, ranging from highly conventionalized and cristallized ones (Knudsen, 2005), such as the genetic code, to more original and creative metaphorical expressions, including similes and extended analogies. These metaphorical strategies contribute not only to the comprehension of scientific concepts, but also to the engaging and entertaining character of the discourse.

Keywords: Knowledge dissemination, metaphors, educational websites, edutainment

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Recontextualisation and knowledge translation in digital research dissemination: A move analysis of research digests across disciplines

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Abstract

Recently, the growing visibility of academic discourse and knowledge dissemination in online spaces has led to the emergence of various digital genres that both promote and recontextualise specialized knowledge for broader audience, especially for non-specialist audience. Among many of these new genres, research digests could represent a distinctive form of knowledge translation in which expert academic discourse is recontextualized (i.e., condensed, reframed, and mediated) through hybrid academic as well as popular conventions. Much as recent studies (e.g., Lorés, 2024) have explored the pragmatic and interpersonal strategies employed in this recontextualization process, the macro-rhetorical organisation of research digests remains underexplored. Here, we conduct a corpus-based move analysis of 30 author-generated digests published in *The Conversation* spanning a range of disciplines (i.e., Health, Education, and Business & Economy). Drawing on Swales' (1990) genre framework, we attempt to identify obligatory, conventional, and optional moves and examine the lexico-grammatical patterns that can accompany these moves. Our results indicate a recurrent schematic structure dominated by certain moves, including Establishing the Territory, Reporting Results, and Commenting on Results, with minimal disciplinary variation. We suggest that this particular digital genre could perform a dual communicative function. First, the original authors of the articles recontextualise disciplinary knowledge through selective condensation for the sake of re-framing knowledge to suit a new context, purpose, and audience. Secondly, the authors translate their research into accessible narratives by combining informative and engaging rhetorical strategies. To the best of our knowledge, the value of this emerging genre can be linked to the evolving ecology of digital academic communication and knowledge dissemination, through which researchers promote the accessibility of content and research for marketization purposes. In addition to its role in fostering the communicative and discipline-specific literacy required in an open science context, we also stress the pedagogical potential of research digests as authentic materials for EAP/ESP and teacher education contexts. This can be quite significant in terms of fostering student awareness of genre hybridity and discourse of public science communication, which takes the form of a blend of

scholarly, journalistic, and conversational elements to accommodate audience engagement and accessibility.

Keywords: Research digests, digital communication, recontextualization of research articles, genre analysis

Lorés, R. (2024). Mediating expert knowledge: The use of pragmatic strategies in digital research digests. *Journal of Pragmatics*, 232, 26–40. <https://doi.org/10.1016/j.pragma.2023.102573>

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Recontextualisation through dialogue: The role(s) of a science show host

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Abstract

Science festivals offer opportunities to make science relevant, engaging, and credible to the public by creating spaces for interaction between scientists and diverse audiences (Rose et al., 2017). These encounters often take the form of mediated dialogue, where scientists act as primary sources of information and hosts moderate content delivery. When video-recorded and disseminated as replicated or variant cybergenres (Shepherd & Watters, 1998), such events reach audiences beyond the festival venue, gaining additional opportunities for impact. Given the popularity and flexibility of the hosted science show format, a question arises: What role(s) do hosts play in mediating expert knowledge for diverse audiences?

This study is guided by the following research questions: How do the host's turns shape the event to make the content comprehensible, engaging, and relevant to the audience? How do various semiotic modes contribute to this effect? To explore these questions, the study analyses transcripts and video recordings of six host-moderated events from the 2023 and 2024 editions of the Silesian Science Festival Katowice (Śląski Festiwal Nauki Katowice), made available to digital audiences via the Festival's YouTube channel. These events present expert scientific content through dialogues with specialists from a range of disciplines. Hosted by science journalists, they are conducted in Polish, the assumed language of the Festival's primary audience. Selection criteria include format (dialogue-based), host (three science journalists, each moderating two events), disciplinary diversity, time frame, and popularity.

The study combines a pragmatic approach (following Lorés, 2024) with multimodal analysis (following Bernad-Mechó & Valeiras-Jurado, 2023). It begins with a data-driven exploration of pragmatic strategies employed by the hosts in mediating expert knowledge for broad publics. Next, it examines the multimodal resources used to implement these strategies, including linguistic choices, paralinguistic features, gestures, and stage movement. The analysis is conducted using ELAN (2024), an open-source annotation tool for audio and video recordings. Preliminary findings indicate that hosts play a key role in reformulating expert content, maintaining cohesion, pacing the event, and engaging the audience.

Keywords: Science communication, science festival, science journalist, recontextualisation, multimodality

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Disability accessibility in and through websites and AI: A linguistic case study on sustainable tourism

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Abstract

Within the field of accessible tourism research, increasing attention has been paid to the importance of effective communication about the (in)accessibility of tourism facilities and hospitality services by local authorities and accommodation providers, particularly for people with disabilities. In the European context, this imperative is further reinforced by the recommendations of the European Accessibility Act (European Union, 2019). Websites still play a key role in the communication of accessibility information (e.g., Mills et al. 2008; Shi 2006; Williams/Rattray 2005). Within tourism discourse, they may also function as tools through which technical and regulatory accessibility information is recontextualized to fulfil both informative and persuasive communicative purposes. Despite this growing relevance, linguistic studies investigating how accessibility for people with disabilities is recontextualized and communicated remain scarce, as does research examining whether specific linguistic resources contribute to compliance with accessibility information. Furthermore, in light of the increasing use of Artificial Intelligence (AI) for the (re)writing of specialised texts, including tourism-related content (Kırtıl/Aşkun 2021), there is currently no research assessing if generative AI may enhance the clarity and effectiveness of existing texts on disability accessibility.

Against this background, this research focuses on the context of route tourism as a case study and examines two exploratory corpora. The first corpus consists of accessibility information retrieved from websites of local institutions promoting some of Europe's most renowned walking trails, as identified by the ranking of international walking tour organizations. The second one contains the same texts re-written by different AI text generators (e.g., ChatGPT and Gemini), using prompts that explicitly incorporate disability accessibility guidelines as input instructions aimed at producing more inclusive and accessible content. Corpus-based and driven methods (Tognini-Bonelli 2001) are adopted to analyse the dataset, with the aim of shedding light on the linguistic and communicative strategies employed to recontextualize and inform users about disability accessibility, and to assess the effectiveness of AI tools in improving such content.

Keywords: Disability accessibility, artificial intelligence (AI), route tourism, local institutions, recontextualisation

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