Report of the XVII European Symposium on Languages for Specific Purposes

"Methods and Aims – (Re)Conceptualising LSP Research"

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On 17–22 August, 2009, the **XVII European Symposium on Language for Specific Purposes** took place in Aarhus/Denmark. The conference's aim this year was to contribute to **"Methods and Aims – (Re)Conceptualising LSP Research"**; the following topics were discussed in separate sections:

– Pedagogical aspects
– Intercultural aspects
– Textual and genre analysis
– Construction of specialised knowledge
– Translation of specialised discourse
– Diachronic perspectives
– Business communication
– Linguistic features
– Terminology and terminography
– Specialised lexicography
– Cognitive aspects
– Theoretical and methodological aspects of specialised discourse

During the last few years LSP studies have focused on the investigation of discourse communities rather than theoretical research. As a result of this year's conference, a differentiated map of LSP interests arises, which comprises studies of Law, Medicine, Business, Engineering and Politics, and also includes central linguistic fields like translation and technical communication. The central questions addressed by the conference were:

– Where can we learn from each other or from other disciplines?
– Which problems need to be solved?
– Which research communities do we contribute to?
– Which methods do we use and for what purposes do we use them?
– Which types of knowledge are examined?

In order to indicate the extent of the research fields and methods, an overview of several selected contributions and discussions will be provided in the following. Our intention is to give a significant insight into the variety of applied methods, problems and aims identified and presented during the conference. The contributions were supported by four keynote speeches by K. Schubert, M. Eppler, F. Keil and C. Candlin, each with a specific focus and outlook. The conference report comprises thematically oriented summaries subdivided into broader main topics. The first main topic was the translation perspective on LSP, including intercultural aspects, cognitive translation processes, translation difficulties in certain domains, and pedagogical challenges. The second main topic was the construction and communication of

specialised knowledge considering methods of conceptualising knowledge, knowledge model-ling, the visualisation of knowledge, knowledge transfer, and illusions and non-knowledge. The third main topic dealt with specialised lexicography, terminology and terminography, con-sidering a diachronic perspective. The overview concludes with a consideration of issues of specialised discourse.

Translation perspectives

A keyword often used during the papers and discussions was 'awareness'; with this concept the contributors referred either to cultural differences or to problems that occur in translation processes. The Round Table on "Pragmatic Features in the Language of Cross-Cultural Virtual Teams" identified both ideas of 'awareness' as essential preconditions for international co-operation. The aim was to improve cross-cultural communication and translation processes as well as cultural awareness when working in cross-cultural virtual teams. On a pedagogic level, this implies the requirement of an intercultural communication and translation competence to work efficiently in international teams. Diverse contributions formulated different goals and methods of resolution as well as initial stages for solutions to current research questions, which all indicate a demand for a higher awareness of translation problems and cultural differ-ences. Awareness seems to be the major category for academic work in this field.

One striking aim in translation research was to make translation processes easier for translators. This can be achieved by providing a detailed lexicographic description of needed phraseology *(Fritzinger/Heid),* or by providing explanatory notes in translators' dictionaries *(Laursen).* These approaches also help to improve the naturalness of translation *(Biel)* as well as correctness and authenticity. It was shown that translation problems are often situated on a semantic level and can be summarised in the question of how to deal with words and state-ments which cannot be understood without additional explanation. For this kind of research purpose, corpus-based work was frequently favoured because of the following advantages, as mentioned by Biel: it opens up new perspectives, increases objectivity and can provide training implications in the context of translation. For translation teachers it is important to analyse the students' translation problems. In one case, an error research project in pedagogy resulted in the creation of a program to help translation teachers edit translated texts, and in an "error tree" which helps to categorise the mistakes *(Minacori).* This study and current process-oriented research into students' and professionals' translation processes by *Göpferich* showed again the importance of translation problem awareness. In her project TransComp, a multi-method approach is followed which combines think-aloud with screen recording, key-stroke logging and questionnaires to analyse the development of translation competence in students of translation over a period of three years.

An important outcome of this section was that the target text should be acknowledged as a self-contained text and not simply as the translation of the original resource. Above all, it was made clear that the whole translation topic is also a financial issue. With his cost-benefit analysis of multilingualism in Europe, *Portuese* showed that language barriers cost at least 800 billion € to the EU economy. He proposed the application of a lingua franca, which should ensure efficiency, uniqueness and stability.

Intercultural aspects

The intercultural perspectives of LSP are as various as the discipline itself. On the one hand, there were presentations which dealt with communication problems due to earlier globali-

sation and equalisation processes like the Bologna Process *(Budin)*. Unclear concepts, vague expressions and terms emerge from such processes and can cause confusion and communication problems. This is due to the fact that the processes are transnational, but the way of thinking – and therefore also the language – remains on a national level. As a consequence, one important approach of LSP in this intercultural context seems to be the reflection, the analysis and the observation of such trans- and international processes, where language for specific purposes plays a key role in successful communication. On the other hand, there were contributions which revealed conceptual and translational challenges, for example how concepts of culture can be explored and how culture is constructed as a concept in the context of workplaces *(Askehave/Holmgreen)*. The outcome was the hypothesis that discourse structures have certain effects on social practice.

The intercultural perspective was also considered in relation to translation processes. *Parianou's* presentation can be considered as summarising the section's papers; its aim was to explore how attitude determines language and the approach of the translator. Parianou's idea was to develop a translation attitude culture as a logical result of translational and intercultural perspectives.

Domain-specific difficulties: juridical texts

Translation problems do not only result solely from cultural differences. Instead, there are numerous error or problem sources, which can occur on a lexical, semantic or syntactic level, or are due to the specific domain and context of the source text. One of the major discussion topics dealt with problems within the translation of juridical texts. Many contributors looked at the conventions of expressions in legal texts and their indeterminacy. Against the common critique that legal language must not be vague, *Chang* for example argues that vagueness is a characteristic of language and is needed for proper jurisdiction. In addition, vagueness of expression allows for changes in society, which one can see in the example of heresy. Moreover, it enables judges to interpret an expression's vagueness with respect to the particular context, which is essential for decision-making *(Simonnæs)*. The panel on "Exploring Discourses and Practices of International Commercial Arbitration" complemented the translational perspectives on juridical texts. It provided a general overview of the work processes in arbitration and the arbitrators' language use. It became obvious that its use in arbitration processes and in legal discourse is highly culturally coded. Apparently, even the meaning of arbitration is dependent on the cultural environment. This means among other things that decisions in arbitration are not questioned by clients because they are embedded in a social-religious structure and society.

Pedagogic challenges

Translation and culture studies are also investigated by pedagogy. When it comes to foreign language acquisition it is important to develop one's vocabulary and simultaneously to learn something about its conventional (culturally determined) use. In an Iranian LSP context *Mohammadi* compared vocabulary knowledge and vocabulary use and stated that there is a big gap between the learners' receptive, controlled productive and free productive vocabulary knowledge. He came to the conclusion that teachers should use more communicative approaches to language teaching, and should encourage learners to use new words – a conclusion that has often been drawn before. Still, practical implementation suggestions are not forthcoming. Obviously, the didactic and pedagogic implications of language and culture teaching are not always clear or concrete, and they sometimes have a political dimension. In order

to handle cultural and social demands countries introduce policy guidelines. These dictated policies often do not work, as was shown by *El-Hussari* in a Lebanese context. His study makes clear that cultural awareness cannot be used as a general means of problem solving – it can only offer tools or facilities to the students.

The dominant insight is – to summarise the contributions on translation and culture – that only a combination of cultural and translation awareness can ensure accurate text-production and appropriate behaviour in each different cross-cultural teamwork constellation. This requires the development of a concrete methodology, which has only recently begun to appear.

Construction and communication of specialised knowledge
Another central research interest was the construction and communication of specialised knowledge. Knowledge gain, processing and correct memory as well as knowledge modelling form a research area, which is based on the concepts and knowledge of cognition science. Some contributions in the section made clear that knowledge representation – particularly in models – is often incorrect or shortened and indicates a clear need for improvement. Moreover, the following knowledge types play an important role: knowledge about social structures (e.g. differences in language use, conventions), power (e.g. suasion tactics), cognitive characteristics (e.g. different knowledge levels in fact, process and narrative knowledge) and cultural awareness.

With his overview of the development and the research strands of LSP, *Schubert* offered an integrative perspective on the closely intertwined LSP and translation studies. He not only considered linguistic features of communication, but also content, technical medium and work processes. The overall research perspective is to model the internal and external process of LSP (monolingual and translingual, oral and written, self-initiated and mediated). In his view we should rather speak of specialised communication studies than of *LSP*, because the former is broader and includes more facets than the latter term. Specialised communication also takes cultural aspects, the correlation between cognition and communication, and the different applied methods into account. According to Schubert, research should focus on processes, for example how internal, mental and external processes can be described. As one of his future objectives he identified the development of comprehensive specialised communication studies.

Conceptualising knowledge
The Round Table on "Methods of Accessing Specialised Knowledge in Texts" focused on two main interests, namely how a mental approach to specialised language can be found, and how knowledge can be traced in texts. It was common ground that understanding and knowledge are dynamic and variable, and that language is the main tool of knowledge representation. Furthermore, texts were considered as achievements of knowledge communication processes, since they contain the information and the history of disciplines. The different methods and approaches of specialised language were mentioned, for example the user's analysis, knowledge framework, a multilingual and multicultural approach and an approach considering the contexts of a text (linguistic, situational and cognitive). Two hypotheses about how knowledge is situated were predominant: *Temmerman's* position was that knowledge is not personal but shared in a community. Knowledge is assessed through mental, dynamic models. In

contrast to this *Engberg* claimed that knowledge is predominantly individual and inherently constructed by individuals, but also has a collective side. The discussion of these two positions showed that there is a need to distinguish the term *knowledge* more clearly, because people understand and mean different things by their use of the term. In order to answer the question of how knowledge can be traced in texts the statement that knowledge is meaning was discussed. Meaning itself was considered as a precondition to shared knowledge and to knowledge communication. One of the points of interest was the question of what individuals have in their mind compared to the so-called common knowledge, especially if it is assumed that knowledge is shared and co-constructed through individuals, but can only be analysed through the collective side of knowledge. This implies the necessity of a method to detect the individual knowledge within texts representing also a collective side of knowledge: the suggestion was a text oriented, inductive analysis of knowledge (semantic network), or a deductive and text based access through conceptual frames. In addition, the discussion raised general underlying questions, e.g. whether knowledge should be labelled differently in order to contribute to the different meanings and understandings of knowledge. Is it enough to mention what we understand by the term *knowledge*? How should we use the term in general? Especially in the context of LSP, where various disciplines work with the term *knowledge*, a transparent use is absolutely essential.

Knowledge modelling
Another key topic in this section was knowledge modelling. *Heine/Schubert* gave an overview of new and old models in specialised communication theory. They pointed out that models are always schematic, simplified and idealised. Models can give an internal or an external perspective, they can be declarative or indicative and their purposes can vary between didactic, research and practical implications. When talking about new vs. old models it is important to ask if they are only built on theoretical views or if they include databases. In these categories Bühler's Organon Model and Shannon's Mathematical Model of Communication can be counted as old models as well as Jakobson's, Revzin's/Rozencvejg's and Kade's models. In contrast, Göpferich's didactically orientated writing process model can be counted as a new model: among other aspects it takes the writer's knowledge and cognitive processes as well as cultural differences into account; thus, internal (cognitive) aspects are included as well as the external aspects of the writing process (the environment). Other new communication models which also stress the process character of communication, production or knowledge processes are developed by Grünwied, Rothkegel, Schubert and Heine. In connection with this, *Perrin-Taillat* pointed out that there is a high error potential implied when creating new or using existing models: errors can consist in ill-used methods to gather data, in ill-used models, or in inadequate sampling. She showed for example that knowledge cannot be presented in a two-dimensional space. The conclusion is that each discipline should state its models clearly – this is not a new demand but it aims at a higher awareness when models are used in scientific research.

Visualisation of knowledge
Working on the communication of specialised knowledge there is a common understanding that specialised knowledge is difficult to share. *Eppler* spoke about visualisation techniques and pointed out how they could catalyse LSP research, especially when problems like information overload or pre-shaping are taken into account. This latter problem means that we always see what we already know, based on our prior knowledge. Eppler showed with his case study

(management) that visual practices in knowledge work can significantly improve knowledge communication in groups. Visualisation was presented as a new stream of knowledge communication because it is flexible and dynamic, but also persistent. As potential implications for LSP he mentioned four different perspectives: a) substantially: positive impact of graphic schemes, b) pragmatically: real time knowledge visualisation improves knowledge communication, c) conceptually: objects of knowing/boundary objects are useful conceptualisations to support knowledge communication, d) methodically: employment of experiments to isolate the positive and negative effects of knowledge communication interventions. Knowledge integration via real-time visualisation is still under-explored, but the findings clearly prove its viability since it supports knowledge gain and memory. This underlines the point that the LSP community should expand its methods and concepts through interdisciplinary cooperation and exchange, and can also generate new handling practices and perspectives.

Knowledge transfer

Interdisciplinary research demands knowledge-sharing, which means that knowledge asymmetries must be addressed. As a consequence, knowledge transfer is required. The notable knowledge asymmetries in our society and the understanding that the world is complex, diffuse and therefore hard to describe were taken as a starting point by *Kastberg/Lauridsen* to discuss the role of universities as institutions to improve knowledge communication. In their ongoing project MOLAN they observe and discuss the role of universities in the 21st century with the aim to create a positive attitude among young Europeans in formal education towards the learning of foreign languages as well as towards other people and cultures. Problems that accompany this challenge are for example to find a fitting form or setting to create knowledge for the addressees and to deal with European institutional structures, while opening up European universities to American university models. Knowledge asymmetries were also analysed in the context of economical communication. The main question in *Ditlevsen's* paper was how specific knowledge of companies is or can be communicated in such a way that it is useful for investors. Knowledge communication was defined as a strategic and goal oriented action. Ditlevsen is developing a multilayered model to analyse the different dimensions (construction, representation, communication) of Investors Relation communication. The specific challenge is not to examine the three dimensions separately, but to find a fitting method for all dimensions as a unit. This contribution showed again that in the context of LSP, the mediation of understanding across knowledge asymmetries and the development of better understand structures, instances and processes are relevant.

A general need to transfer knowledge – or rather to "integrate" knowledge, as stated by Eppler – to other experts, to part-experts, or to amateurs is noticeable. This implies careful text production, focusing on the recipients' comprehension abilities and previous knowledge. An interesting perspective on knowledge transfer was given by *Jüngst*. She analysed non-fictional books for children and adults, which use genre parodies for the presentation of knowledge. But she also outlined the restrictions and limitations of parody use: parodies cannot be the general medium of knowledge transfer; they can only be used in specific contexts, and only make sense when they facilitate knowledge communication and reception. Also, authors should be careful with the parody of genre, especially if the text is translated into a language in which the genre is not accepted or does not exist. *Christoffersen/Møller* closed a gap in Denmark's research on the communication of specialised knowledge when they explored manuals for elderly people. They applied controlled language principles to the writing of technical manuals

for the elderly in order to create a higher level of comprehension. These principles are to be complemented by controlled content, as was pointed out in the discussion. Thus, knowledge communication should not only depend on the topic but also on the recipients' (assumed) comprehension abilities to ensure successful knowledge transfer.

The workshop "Physics Meets Politology – Collaborative Writing in Transdisciplinary Projects" by *Janich/Zakharova* explored further aspects of knowledge communication, in this case in transdisciplinary projects. In such projects people from different disciplines try to solve real-world problems. One of the main challenges for all the participants is the collaborative production of texts, which is also affected by knowledge asymmetries. The goal of the workshop was to analyse those texts in order to observe how the degree of mutual knowledge integration progresses from the first disciplinary text to the final transdisciplinary presentation. The finding of the analysis was that in all versions of the project draft each discipline only studies its own research interests; the level of transdisciplinary knowledge integration is insufficient.

Illusions and non-knowledge

Another perspective on specific knowledge was presented by *Keil*. He stated that it is sometimes hard to tell whether one really knows or only has a vague idea of something. This often only appears if one is asked to explain a certain fact or procedure, when knowledge has to be retrieved. Keil revealed illusions of understanding and showed with an example that most people think they have far more mechanistic understanding than they actually have. In general, he distinguished between different grades of knowing; that is, between factual, procedural and narrative knowledge. The advantages of illusions might be seen in being able to deal with information overload and in avoiding "diving too deep" into detail.

In addition to different types of knowing, concepts of not-knowing must be considered. The question is which role non-knowledge plays in knowledge communication, whether it is conscious or deliberately hidden. In their contribution, *Janich/Rhein/Simmerling* focused on the communication of non-knowledge in scientific discourse. The contribution not only identified the reasons for the general neglect of focus on the communication of non-knowledge, but also indicated recurring problems. Especially in times of widespread trust in scientific research it seems to become more relevant to communicate the level of certainty and un-certainty of results more clearly. In order to close the non-knowledge research gap in the study of LSP, methods of fields like Cognitive Linguistics, Discourse Analysis, Text Production/Writing Research, and Stylistics seem to be appropriate in order to trace, detect, describe, of fields and value uncertainty and non-knowledge in scientific texts.

Textual and genre analysis

The presentations dealing with textual and genre analysis examined different text types in order to detect differences between disciplines concerning text conventions, and to show how discourse can be influenced by choosing specific wording and positions. *Dahl* for example carried out a contrastive analysis of conclusion sections written by linguists and economists. She showed the different positions of both groups in their academic environment and their different publication pressures and pointed out that conclusions are included either to open new knowledge research fields or to promote one's own work. It emerged that there is also a pedagogical aspect implied: when authors write conclusions they have to think more broadly about their topic and point out further considerations; in teaching this can also help students

to take new perspectives in their writing tasks. Another view on textual and genre analysis was opened by two other research groups who used the financial crisis as a case study. In their analysis, *Ahmad/Musacchio* showed the direct correlation of economics and politics by looking at politicians' and bankers' speeches during the credit crunch and analysing the influence of the speeches on the stock market by using the methodology of notion of return. With the help of sentiment analysis, which in this case correlates news with market movement, they gain knowledge about the power and persuasion tactics used by different parties during the crisis. *Alexander* revealed the ways in which American and British politicians spoke about and tried to influence the financial crisis in the autumn of 2008, focusing on language and discourse. Combining corpus based empirical data and discourse analysis he not only revealed slight differences between the American and British ways of influencing financial discourse, but also the extent to which their language use sustains their own power.

Specialised lexicography, terminology and terminography
In the field of specialised lexicography, terminology and terminography a frequent aim was to develop a new kind of dictionary for specific purposes, including collocations and phraseology. In the dynamic field of aviation for example, it is important in the pilot-controller communication to stick to a standardised terminology: improperly used language can cause misunderstanding and ambiguity and result in disasters. *Bratanić/Anić* collected collocations, phraseology and vocabulary lists and made the expressions accessible online in a term bank in order to meet user needs (i.e. the needs of pilot and controller trainees at the beginning of their education). Another example, where collocational knowledge is needed, was given by *Cacchiani*. In the context of legal texts she examined different dictionaries under the perspective of the debate on the genuine purpose, cognition and knowledge-oriented functions of dictionaries. Her exemplary study of English legal dictionaries revealed that collocational information is needed to assist reception, production and translation. That LSP research must also reflect on the fact that non-specialists use expert terminology was shown by *Schopp*. He explored how terminology has changed in expert and public discourse. The problem has occurred that the terminology of non-specialists and experts mingles and can be misunderstood. It remains uncertain whether a term should be open for new or broader meanings, or if this only destroys the term's meaning. A connected but more theoretical perspective on terminology was given by *Leonardi*, who discussed the question of how the term *ontology* can be placed in relation to the term *schema* and how ontology can be understood. The term *ontology*, which originally occurred in Philosophy, is nowadays used in different fields: for example in computing, artificial intelligence, and in terms of the representation of knowledge. One outcome of the contribution and discussion was that ontology can be understood either as a theory or as an object. It was questioned whether the different contextual understanding makes the term obsolete and if it would be more adequate to use another term instead, for example *schema*. The whole discussion showed the complexity of terminological questions and led to a more general discussion of the ongoing development of universal quality criteria for ontology, and whether they really have to be universal.

The fact that a change of meaning or even the disappearance of a term is a quite normal phenomenon was shown by *Dury/Drouin*, who chose to adopt a diachronic perspective on LSP. They examined the disappearance of a term or a part of it *(necrology)* and observed changes in its grammatical use. Based on a corpus linguistic method the abnormal absence of terms

was compared over decades and filtered out. The challenges of such a project are not only to find linguistic clues to necrology but also to explore computational tools to extract them. The project not only revealed different types of necrology (semantic, lexical and grammatical disappearance), but also acknowledged that the language of ecology has changed dramatically over the last decades. The essence of such projects could be the updating of lexicons and ontologies especially in translation contexts. Such projects also stress the importance of dealing with LSP from a diachronic perspective in order to notice changes in LSP and to give concrete advice for improvement, for example in the case of lexica or institutional texts. This was also underlined by *Pierucci's* diachronic contrastive analysis of an old and an amended version of the Italian constitution. She noticed that there are longer articles, and syntactic discontinuities caused by a frequent use of parenthesis and an absence of structure in the amended version. Her findings revealed that the leading concepts for understanding constitutional texts, namely readability and comprehensibility, are not sufficiently implemented in the amended version. Therefore, modifications are necessary in order to increase comprehensibility and reduce complexity.

Issues of specialised discourse

In the section on theoretical and methodological aspects of specialised discourse *Kastberg* focused on the ontogenesis of instructional texts. The underlying idea was the assumption that we have to leave the text and observe the production, and use, etc., to be able to understand the text. Due to the lack of an adequate method to observe such a process, a new methodological design is necessary. Following Kastberg, the design must consider the context as well as qualitative and quantitative data. He applied e.g. text linguistics to examine the different stages of text production with ethnography to get an idea of the production context. But it was shown that problems are inherent in an ethnographical approach: the results can be influenced by the fact that the observer is present. What people say and how they behave depends on their opinion of the observer. Kastberg also mentioned the more general problem of patterning which occurs if too much data is gathered in the observing process. *Kalverkämper/Baumann* illuminated another theoretical and methodological aspect of LSP research, namely how to document and organise research results. With the goal to condense the HSK-Series and publish it in one volume they will not only outline the general research fields, but also make research gaps and desiderata objects of discussion.

Conclusion

The contributions to the conference showed that LSP and the research on its use, conventions and problems are essential in many professional contexts (e.g. for the pilot, teacher, interpreter, musician) and in various domains like academia, the economy, media, medicine, humanities, science and politics. Due to the fragmentation of LSP research, an increased grade of professionalisation and separation is perceptible – research is often restricted to very specific domains (e.g. linguistics, sociology, communication science, computer science, cognition, law and economic science, and didactics).

With this broad variation of possible research fields, a variety of methods, topics and aims are inherent. The Symposium provided the opportunity and the challenge to find common aims, concepts and problems of LSP research in general, besides the specific aims of each research strand. It was notable that LSP increasingly sees itself as an observatory, analytical, accompanying and attending instance, which aims at improvement by revealing and solving

problems. This can be achieved with the development of standardised procedures or with concrete support and assistance, e.g. in the form of consulting, in the provision of collocation dictionaries or computer templates. For this purpose, diachronic perspectives on objects of research are as important and helpful as synchronic analyses.

Nearly all LSP research has general goals in common, which are optimisation and standardisation. The contributions this year showed that LSP research aspires to increase the efficiency of work processes, to standardise and conventionalise text and language use in specific work fields in order to ensure optimal, error-free processes, and to improve intercultural communication, cooperation and translation. In addition, LSP also strives for a higher level of text comprehensibility and semantic understandability, especially in translational contexts. Attention was also paid to intercultural aspects, especially where terms and concepts are involved. In many discussions the importance of defining terms was stressed, to communicate the underlying concepts and applied methods in order to ensure a successful communication of results. This necessity was particularly proven in discussions about knowledge, the term *knowledge* and its mental representations.

Methodological problems predominantly seem to occur if we try to understand and analyse internal processes of communication or the different levels of a communication process as a unit. One attempt to face these problems seemed to be the frequent combination of methods, in order to manage the complexity of LSP in its different contexts and to gain access to different levels of research. Most of the research was corpus-based and often combined with discourse analysis. Some other combinations were:

– interaction discourse and evaluation, e.g. to discover textual conventions in certain domains
– sentiment analysis, notion of return, e.g. to detect the correlation of news and developments in economy and society
– think-aloud, keystroke logging, screen recording, questionnaires to analyse translation problems and awareness
– ethnographical and text-linguistic approaches, e.g. to understand the ontogenesis of a text
– ethnographical approaches, interviews and discourse analysis in order to reveal the role of knowledge about language in didactic contexts.

Nevertheless, the combination of methods is not always a sufficient solution for the existing problems in LSP. *Candlin* emphasised among other issues the importance and the necessity of aligning research and knowledge gaining processes with practical issues e.g. in the form of case studies. This implies the assumption that professional knowledge is usually mediated through specific cases. Referring to this he identified some key recurring themes, e.g. the need to identify, interpret and explain critical issues and critical moments in the "contact zone" of workplace practice (joint problematisation) or the challenge of bringing the discourse of applied linguistics together with the discourses of the workplace (recontextualisation, recategorisation). He also stated that researchers should be aware of the nature of analytical processes and respect the workplace's characteristics when proposing changes (reflexivity). As future themes for professional communication research, Candlin inter alia suggested the need to look even more closely at negotiation processes, e.g. in order to gain more information about how people reach agreements and how they share decision making. Furthermore, LSP research

should consider the inter-discursiveness of professional communication, and discourses of trust, risk, quality, and expertise, e.g. the role played by inter-professionalism.

All in all, the Symposium showed that interdisciplinary work and the (re)conceptualisation of methods and aims is an ongoing and dynamic process, which is essential and needs to be continued in LSP research, and in all the disciplines involved.   •

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