



Séminaire du CeRLA



Centre de Recherche en Linguistique Appliquée



LUNDI 15 DÉCEMBRE 2025

14:00-15:30

SALLE 308 MILC

Séance coorganisée par Florence SERRANO et le laboratoire CEL (Lyon 3)

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Pontificia Universidad Católica de Valparaíso / Collegium de Lyon

**“Disciplinary discourse and epistemic writing in higher education:
From linguistic description to didactic mediation in engineering”**

This presentation advances a corpus-based and rhetorical-discursive approach to the analysis and teaching of disciplinary writing in engineering. Academic and technical genres function as epistemic resources through which disciplinary knowledge is constructed, accredited, and communicated. Yet engineering students often struggle to transition from training genres to research and professional genres, which demand discipline-specific rhetorical organization, communicative purposes, and lexical-grammatical patterns. Grounded in corpus linguistics, discourse-genre studies, and genre-based pedagogy, the research models engineering discourse through large annotated corpora of technical reports and Final Project Reports. This modeling identifies rhetorical moves, steps, and linguistic patterns associated with epistemic work in engineering communication. These insights are operationalized in PEUMO (Plataforma de Escritura Universitaria con Mediación Online), an online writing platform that integrates corpus queries, genre-based feedback, and automated rhetorical analysis using NLP techniques and the Spanish BETO transformer to provide explainable support to novice writers. A quasi-experimental intervention with final-year computing engineering students demonstrates significant improvements in writing quality, metacognitive awareness, and genre control compared to traditional instruction. Findings highlight the value of linguistically-grounded, corpus-informed, and rhetorically-aware computational feedback for strengthening disciplinary literacy and supporting students' transition toward professional engineering communication.