What are the prerequisites for constructing foreign academic knowledge through translation?

SCHOOL OF COMMUNICATION AND CULTURE
AARHUS UNIVERSITY

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JAN ENGBERG
PROFESSOR

OVERVIEW

- Introductory remarks on academic knowledge and the role of individual humans
- The Knowledge Communication Approach: Knowledge as simultaneously individual and social → the individual side and the social side
- An example: The challenges in doing comparative law studies
- Bridge to further discussions: Differences between human cognition and processes of Generative AI

IDEAS AND QUESTIONS BEHIND THE TALK

- Scientific disciplines and their knowledge are socially constructed due to needs in society (the Academic Disciplinary Game) – ideally also across linguistic and national cultural barriers, e.g., through multilingualism, translanguaging, or translation.

- Academic Disciplinary Game: The ongoing procedure consisting of researchers at different levels **proposing, exchanging, evaluating, and upholding ideas, norms, and principles** that bind together their discipline as an epistemic culture (Knorr-Cetina 1999)

- Ensuing questions:
  - → **Who constructs?**
  - → **And how?**
  - → **And where do we find the resulting knowledge empirically?**

Extremely Briefly about me

Interested in the **consequences of putting knowledge (rather than language in a narrow sense) at the heart of the description** of professional domain-specific communication

What I learnt from Following This interest

Due to the nature of human knowledge and its (multilingual) communication, it is important not to lose track of **the role of the individual knower** when investigating domain-specific discourse, i.e., experts' communication with each other and with non-experts, as **knowledge communication**

Basic claim

- Humans are able to understand insights of others, also across language barriers, because we have a cognitive ability of putting ourselves in the place of others (Theory of Mind)

- However, it only works successfully if we
  - Take the possibility of differences between ourselves and the other seriously
  - Are aware of the potential necessity of accepting differences in ways of seeing the world

Overview

- Introductory remarks on academic knowledge and the role of individual humans
- The Knowledge Communication Approach: Knowledge as simultaneously individual and social → the individual side and the social side

  Ability to understand others due to Theory of Mind
- An example: The challenges in doing comparative law studies

  Necessity of awareness of difference
- Bridge to further discussions: Differences between human cognition and processes of Generative AI

Knowledge Communication – basic characteristics

The study of Knowledge Communication aims at investigating the **intentional** and **decision-based** communication of specialised knowledge in professional settings (among experts as well as between experts and non-experts) with a focus upon the **interplay** between knowledge and expertise of **individuals**, on the one hand, and knowledge as a **social phenomenon**, on the other, as well as the **coping with knowledge asymmetries**, i.e., the communicative consequences of differences between individual knowledge in depth as well as breadth.

(Engberg 2016)

Central: Knowledge is individual, but perceived, treated, and socially existent as **shared by individuals → cultural entity**

Construction and Cognition as explainers of knowledge in epistemic cultures

The idea [of the knowledge communication approach, JE] was and is to develop an open framework built on the following three pillars:

1. expert knowledge is seen as **constructed through communication**,
2. it is empirically present in ways that reflect **conditions of human cognition**, and
3. it is expressed in a broad range of forms and formats that are **textual** in a broad sense and **contextually situated.**

Engberg, Fage-Butler, Kastberg (2024, 1)

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Engberg, Fage-Butler, Kastberg (2023, 1)

Theory of Mind as basic Motor in human understanding

The ability of a person to impute mental states to self and to others and to predict behavior on the basis of such states (Leslie 1987, 421)

”Mind-reading”

Metarepresentations (= representations of representations of others) as guiding construction of meaning and knowledge in communication

Example: Passing a gate with a dog

JOINT INTENTION – NOT YET CULTURAL THINKING

Early humans' new form of collaborative activity was unique among primates because it was structured by joint goals and joint attention into a kind of *joint intentionality* of the moment, **a 'we' intentionality with a particular other**, within which each participant had an individual role and an individual perspective.

Tomasello 2014, 33 (emphasis in original)

Collective intention – Characteristic of culture (delimiting in- and out-group)

Human thinking at this point is no longer a solely individual process, or even a second-personal social process; rather, it is an **internalized dialogue between 'what I do think' and 'what anyone ought to think'**. … Human thinking has now become collective, objective, reflective, and normative. (Tomasello 2014, 123)

… modern human individuals came to imagine the world in order to manipulate it in thought via ***'objective' representations*** (anyone's perspective), ***reflective inferences connected by reasons*** (compelling to anyone), and ***normative self-governance*** so as to coordinate with the group's (anyone's) normative expectations. (Tomasello 2014, 81; my emphasis)

→ Perception of knowledge held by individuals as shared

→ Characteristic of modern humans of being pro-social, thus always looking for the shared

SUMMING UP

- We have a cognitively wired-in interest in understanding each other – ‘rewards’ from having contact, ‘rewards’ for making sense
- This is based upon collective intention rooted in awareness of ‘everyones perspective’, accepted types of compelling inferences, and ‘anyone’s normative expectations’
- This allows the sharing of complex views of the world
- This allows us to predict what others mean with their communicative texts

IDEAS AND QUESTIONS BEHIND THE TALK

- Scientific disciplines and their knowledge are socially constructed due to needs in society (the Academic Disciplinary Game) – ideally also across linguistic and national cultural barriers, e.g., through multilingualism, translanguaging, or translation.

- Ensuing questions:
  - → **Who constructs? Humans!**
  - → **And how? By combining communicative input with existing knowledge in order to put themselves in the place of the other – Theory of Mind**
  - → **And where do we find the resulting knowledge empirically? In the communication and behaviour of individual humans – especially their perception of what is shared**

Elements of the Academic Disciplinary Game

- Academic Disciplinary Game: The ongoing procedure consisting of researchers at different levels **proposing, exchanging, evaluating, and upholding ideas, norms, and principles** that bind together their discipline as an epistemic culture (Knorr-Cetina 1999)

  - This game is played by individual but pro-social humans
  - Based on their individually constructed background knowledge
  - Built and applied in social settings and thus adapted to others and perceived as shared

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SITUATION IN COMPARATIVE LAW STUDIES

- Lawyers are used to finding law mainly by interpreting statutory text, based on their acquired knowledge of the field through education and practice
- Hence, they are used to relying upon own understanding of original texts
- When working with law in languages unknown to the legal scholar, necessary to rely upon translators
- Tendency to wanting to rely upon statutory texts – in 'uncontaminated' translation

EXAMPLE: BAAJ 2014:
– THE HOAX OF A NON-DIRECTED TRANSLATION

- Translation strategies that enhance intelligibility of target text by using terminology known to receiver ('receiver oriented strategy') run risk of **hiding information relevant for comparison**:

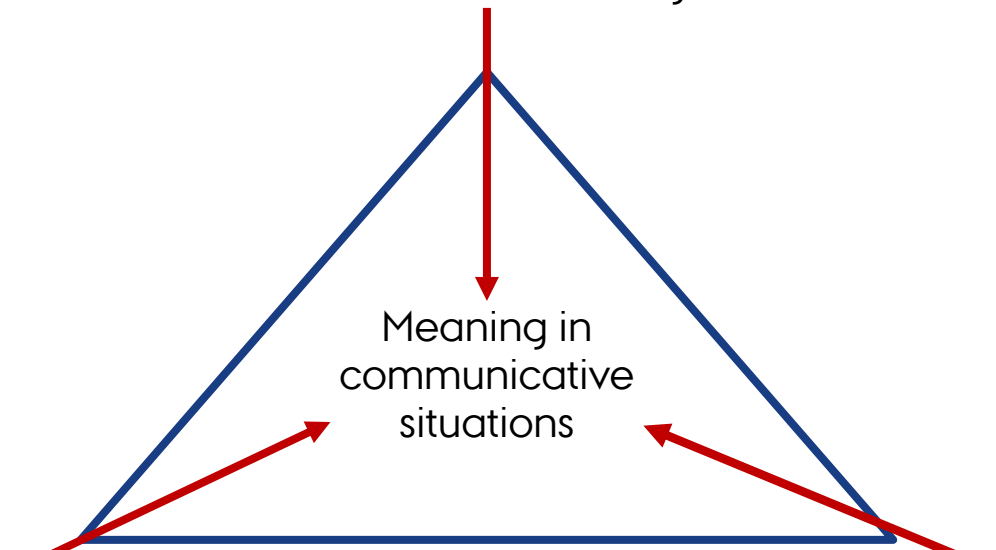
  "... the greater the cultural or contextual differences involved, the more the receiver-oriented legal translator needs to depart from the linguistic structures and legal-cultural references of the source legal text." (109)

→ Fear of translator as interpreting filter

Example: Baaj 2014

- More apt: literal or 'linguistic' translation (112-114)
- Example: Dutch "Bezit" better translated as 'Having' instead of 'Possession' due to possible overlaps with Common Law terms, although not English term (117)
- Agreed!
  - But translating it like this is receiver-oriented and presupposes knowledge of both legal systems
  - Mix-up of receiver-oriented translation strategy and instrumental translation strategy
  - Assumption of context-free, literal translation strategy and context-free understanding

TRIAD OF LEGAL MEANING



Engberg (2024)

Methodological Consequence of knowledge Communication approach

A necessary basis of carrying out comparative legal research is to assess the law of two or more jurisdictions by studying **the shared knowledge** of members of the jurisdictions through **a study of their communicative interactions as reflections of this knowledge**.

→ No one isolated text (e.g., a statute) can be the only source of study – for we cannot know how the 'foreign' experts interpret the law expressed in the text **without looking at how they communicate about the law in more settings**

Factors of relevance for comparative law

- Comparative legal studies micro level must be **comparisons of knowledge** of two or more legal systems held by persons
- This knowledge empirically only exists **distributed among authorised holders** of it, i.e., lawyers, and is shared / developed in inter-individual communication – and thus accessible by studying this communication
- The **quality of the knowledge** must depend on the breadth of the textual basis included by the comparative lawyers when generating their specific knowledge
- **For this purpose, a broad range of communicative texts is an advantage, when generating the knowledge**

Main consequence: Only when I **understand** the communication between legal experts in the investigated jurisdictions (or when I **cooperate with and trust** someone who does) can I build a relevant knowledge, i.e., concepts that have a relevant fit with those held by the foreign legal experts.

→ legal concepts as instances of abstract concepts, individually held, but perceived as shared

→ relevant types of legal translation as a tool for comparative law

SUMMING UP

- Some legal scholars' dream of understanding of legal texts as non-interpretive is actually not possible – any understanding is based upon knowledge in the mind of the receiver existing before the process of understanding

- Hence, a foreignizing or documentary strategy is sensible for the purposes of comparative legal studies in order to create relevant basis for comparative work

- However, this type of translation will also have to be oriented towards presuppositions of receiver

- Consequently, it will presuppose some **interpretation** on the side of the translator – based on a relevant level of **comparative legal knowledge**

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Loru et al. 2025: The simulation of judgement in LLMs

LLMs can produce outputs similar to those of humans in structured tasks ..., but the similarity **concerns results, not the process**. What appears as alignment at the output level may conceal a deeper epistemic shift, where **normative reasoning is replaced by surface-level approximation**. (1)

The results show that LLMs and humans **prioritize different reliability criteria**, consistent with a shift from **context—dependent, normative reasoning** - understood here as the application of explicit quality standards and contextual reasoning rather than implying perfectly rational agents – toward **pattern-based approximation**. (2)

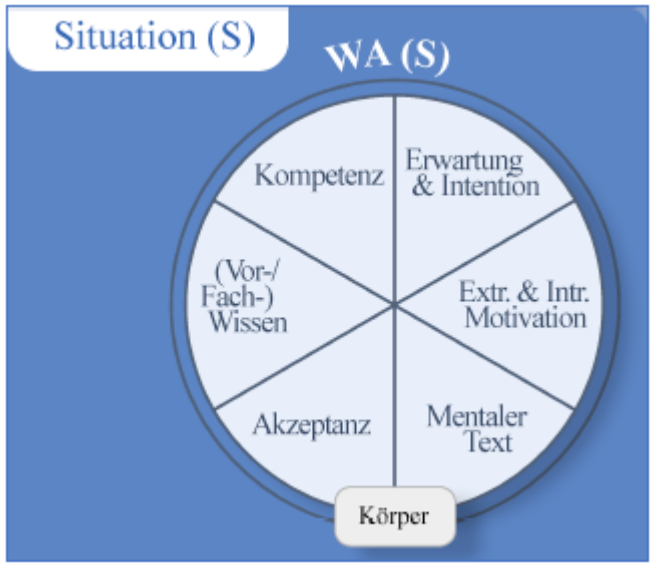
Loru et al. 2025: The simulation of judgement in LLMs

In this context, the rise of what we term **epistemia**—the illusion of knowledge emerging when **plausibility replaces verification**—illustrates the risk that statistical approximation could displace deliberative reasoning if adopted uncritically. (8)

Delegating evaluative tasks to these systems risks embedding frameworks **driven by lexical and statistical associations rather than deliberative reasoning**, amplifying existing information pathologies.

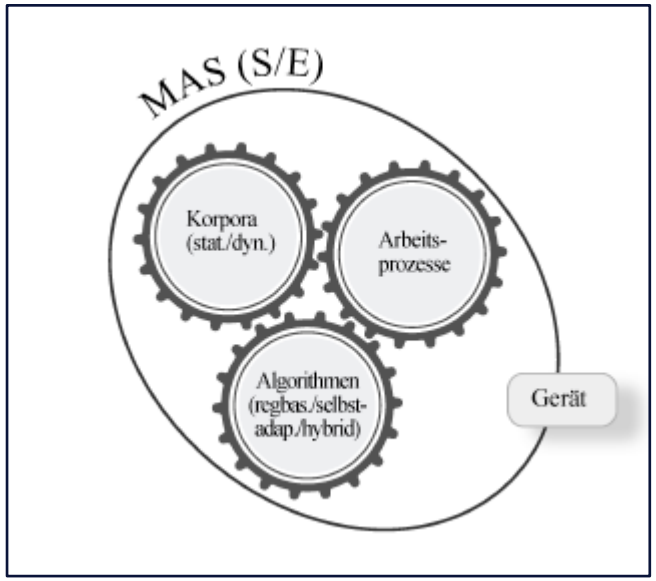
Alexander Holste (2023): Automatisierte Wissenskommunikation. Berlin: Frank & Timme

Situated Knowledge Agent



Holste 2023, 258

Machine

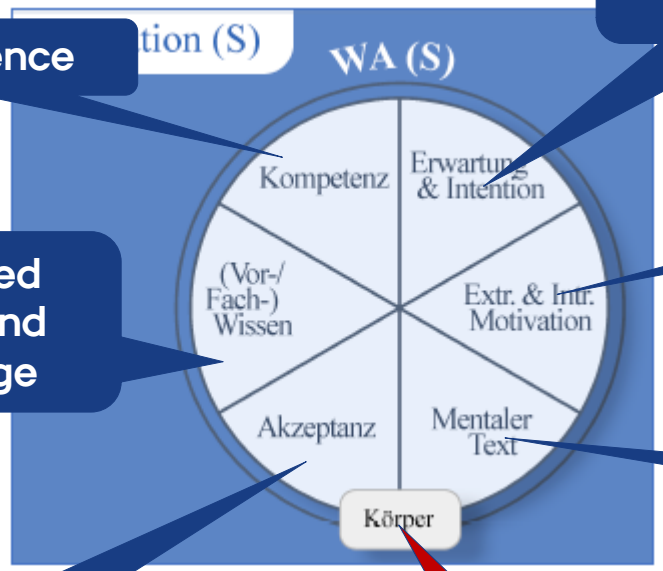


Holste 2023, 268

Constructs knowledge

Calculates information

Situated Knowledge Agent



Competence

Expectations and Intentions

Specialized background knowledge

Motivation

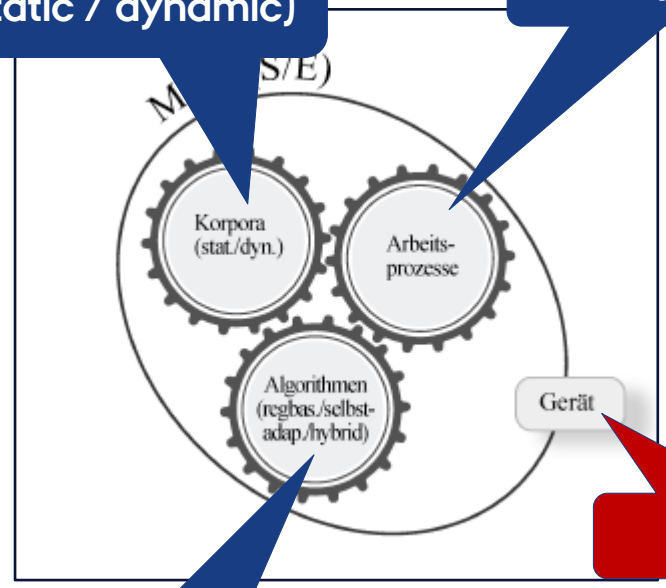
Acceptance

Mental text

Body

Holste 2023, 258

Machine



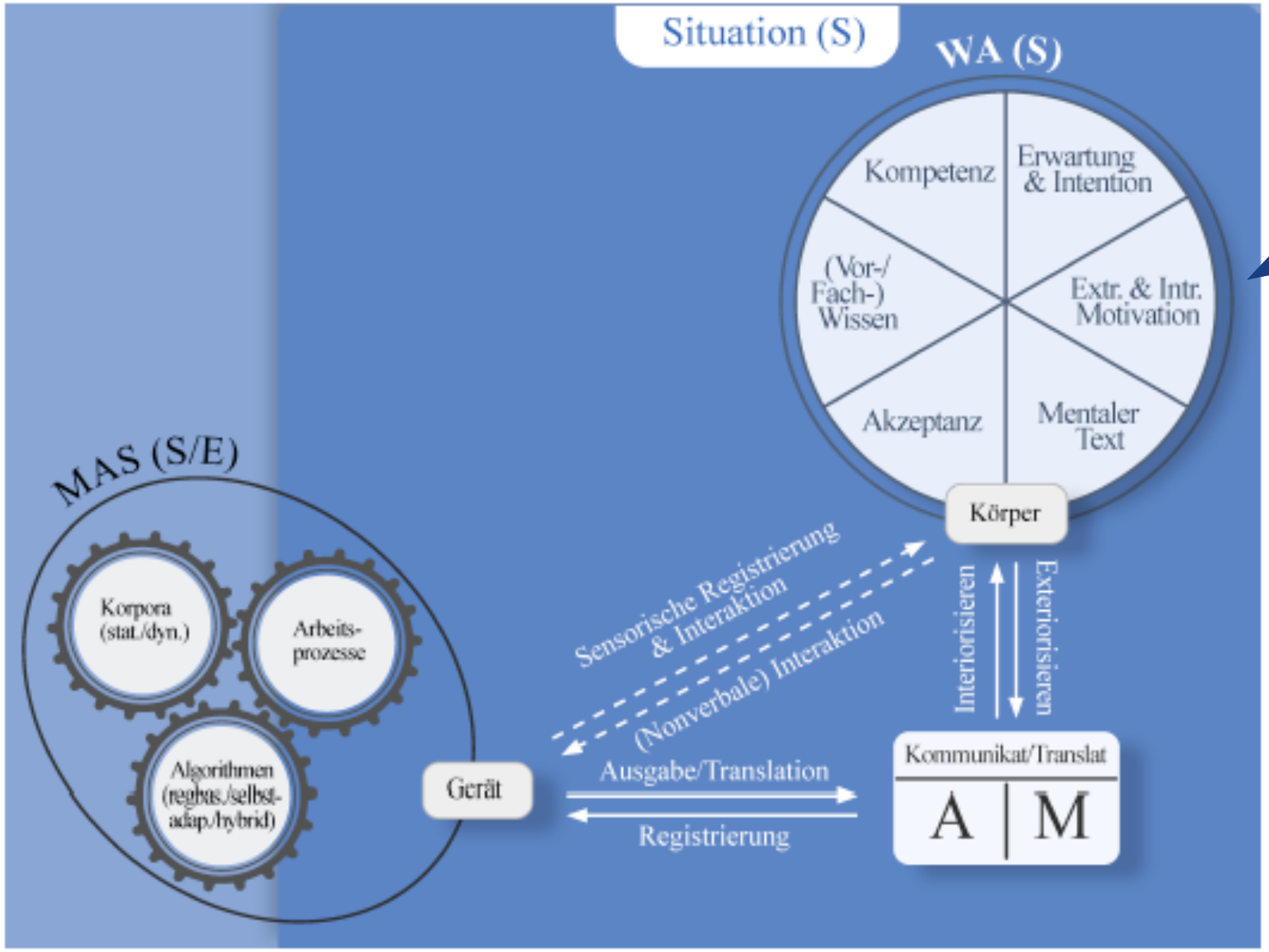
Corpora (static / dynamic)

Work processes

Algorithms

Apparatus

Holste 2023, 268



Focus on substan-tiating knowledge claim

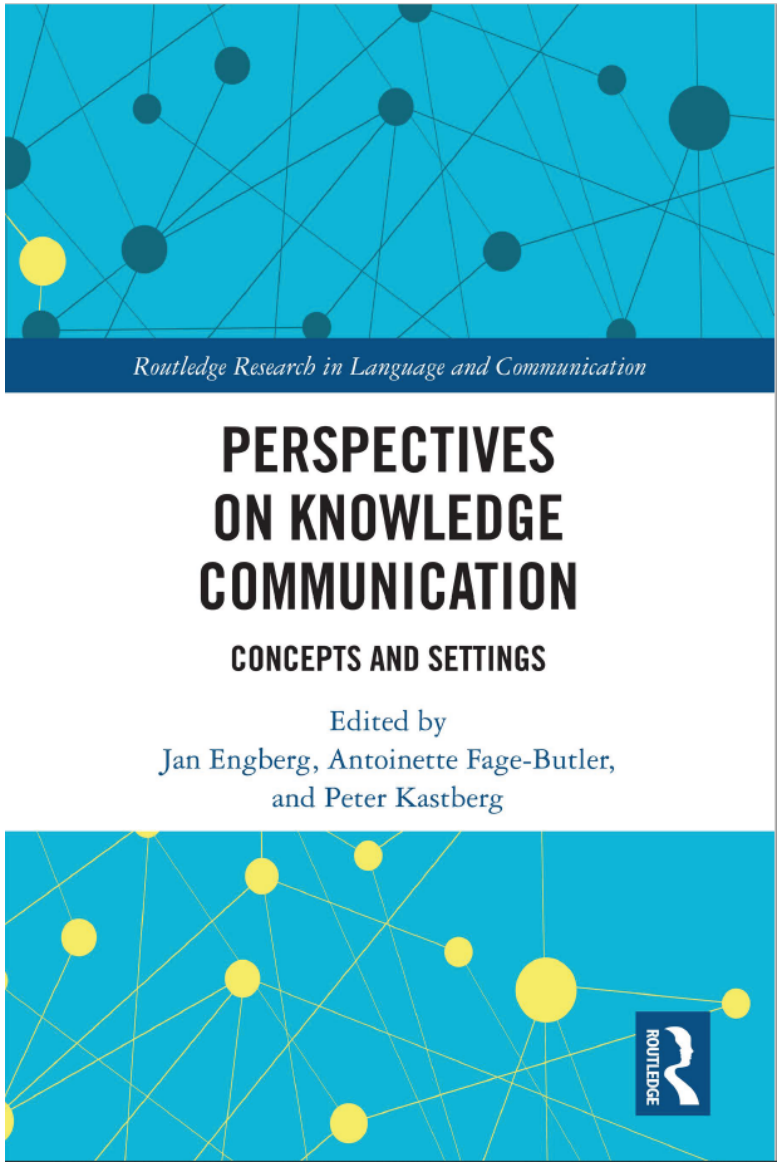
Holste 2023, 271

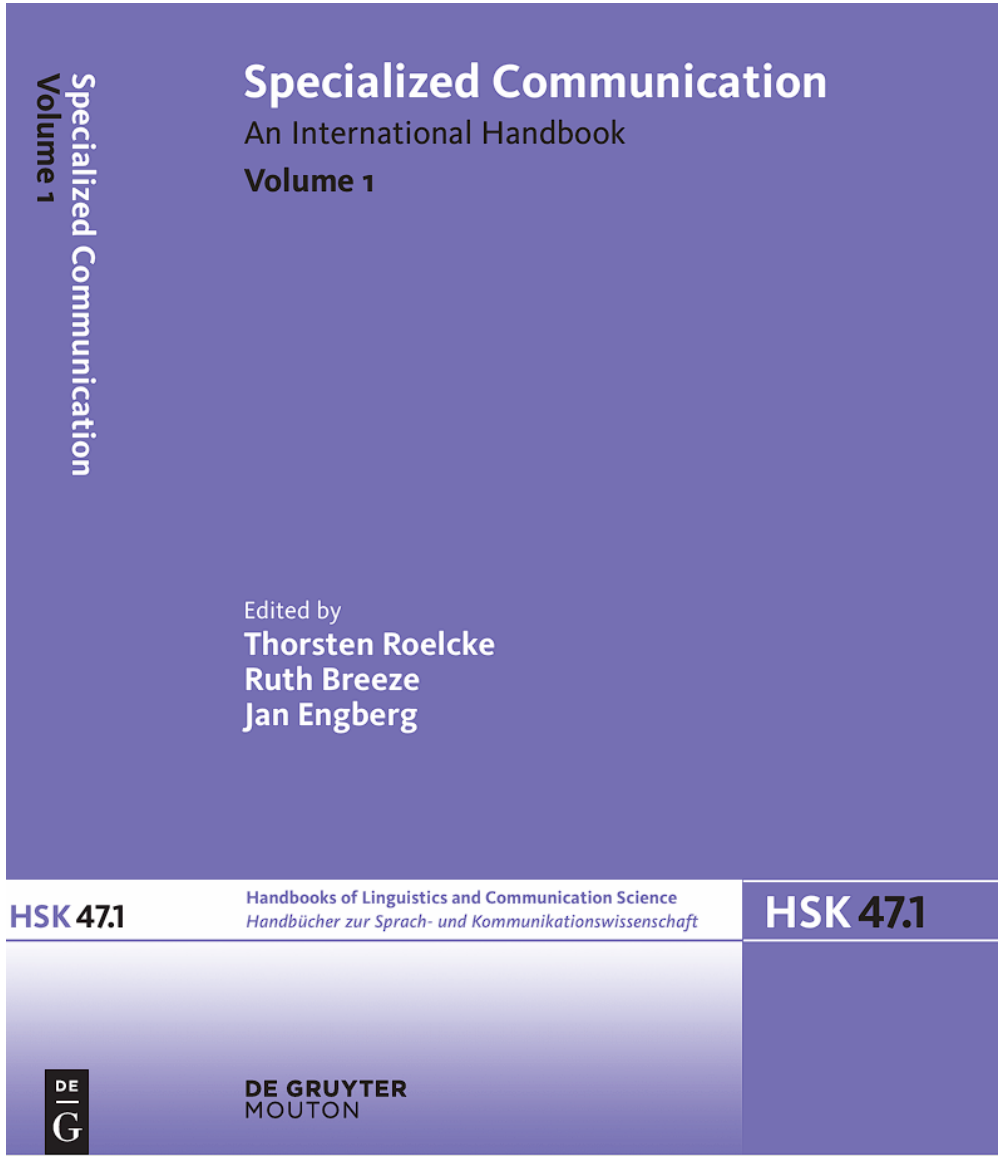
Summing up

- Communication of knowledge between humans, also across languages, involves individual knowers

  - with typified, but individual background knowledge
  - With capacity for embodied cognition, i.e., understanding based on the conditions of being a human in the world
  - With cognition based on understanding, not only probabilities
  - With intentions and motivations for achieving understanding

"I don't see much sense in that," said Rabbit. "No," said Pooh humbly, "there isn't. But there was going to be when I began it. It's just that something happened to it along the way."
-- Winnie the Pooh


Routledge Research in Language and Communication
PERSPECTIVES ON KNOWLEDGE COMMUNICATION
CONCEPTS AND SETTINGS
Edited by
Jan Engberg, Antoinette Fage-Butler, and Peter Kastberg
ROUTLEDGE


Specialized Communication
Volume 1
Specialized Communication
An International Handbook
Volume 1
Edited by
Thorsten Roelcke
Ruth Breeze
Jan Engberg
HSK 47.1
Handbooks of Linguistics and Communication Science
Handbücher zur Sprach- und Kommunikationswissenschaft
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POSSIBLE QUESTIONS FOR DISCUSSIONS HERE AND FURTHER

- If Holste is right in perceiving the difference between human and machine as presented, is there then a problem? Can we stick to the idea of saying that the machines do not construct knowledge?
- Is it thus mainly a challenge to us of conceptualising the output of the machine correctly?
- Can the machine output help us as members of a discipline construct better and more insightful knowledge?
- What impact does it have on the Disciplinary Game if a part of the communication process gets 'outsourced' to Generative AI? In the game, we already build upon insights from others that we develop (cf. the use of references)

QUESTIONS DRIVING MY INTEREST – AND THE TALK

- Scientific disciplines and their knowledge are socially constructed due to needs in society (the Academic Disciplinary Game) – also across language barriers.
  - → **Who constructs?**
  - → **And how?**
  - → **And where do we find the knowledge empirically?**

- Tools of generative AI are included in the processes of scientific knowledge construction that drives the Academic Disciplinary Game
  - → **What is the impact on the generated knowledge if human brains are less involved in processes of writing and of categorisation and classification?**
  - → **Can machines construct knowledge?**
  - → **Or what is their role in the process?**

CLAIM

- Choosing a **knowledge-focused approach** to specialized communication
- opens an avenue for a **meso-level perspective** on the communication of specialized knowledge
- Which may give us better insights into
  - the basic forces governing the processes of understanding concepts (at micro level) and
  - The development of specialized meaning (at macro level)

CLAIM

- Human experts involved are aware of this state of affairs
- They know where there is agreement and where there is disagreement
- They also know what to their personal mind is the correct position – but they do not agree within the disciplinary community
- This drives the development of the disciplinary knowledge, **based on the pro-social characteristic of the human cognition**
- **Does the machine have that – or will it even out the differences, looking for the standard?**

Overall interest in talk (Abstract)

"We use terms like 'Artificial Intelligence' and 'Deep Learning' for the operations of powerful computers that build algorithmic banks like the large language models and perform generative tasks in the form GPTs. This indicates a **high degree of equality** between powerful computers and humans. But are they equal? And if so, **in what ways**? That will be the overall topic of my talk, in which I want to investigate this perceived equality or perhaps rather degree of equality."

OVERVIEW

- Introductory remarks on knowledge, humans and machines
- The Knowledge Communication Approach: Knowledge as simultaneously individual and social → the human side and the social side
- An example of the Disciplinary Game
- Consequences of seeing knowledge as personal: Tacitness and shareability
- Back to the start: Differences between human cognition and processes of Generative AI

Knowledge as Parcially Tacit and always rooted in person

Basic position (Polanyi 1958, 1966)

- Knowledge can be expressed and formalised to a great extent thus allowing us to have access to this knowledge as members of a collective (**knowledge management, knowledge constituting a discipline**)
- But knowledge has an **inherent tacit side** – some part of any knowledge will be inaccessible to explicitation
- This is due to the fact that knowledge is always held by individual persons without full insight into the experiential and perceptual processes that created the knowledge

Knowledge as Parcially Tacit and rooted in person

”But can it not be argued, once more, that the possibility of teaching these appearances by practical excercises proves that we can tell our knowledge of them? The answer is that we can do so **only by relying upon the pupil’s intelligent co-operation for catching the meaning of the demonstration**” (Polanyi 1966, 5) → assessing (= building) the tacit, inexpressed knowledge

- Can AI do this? Does it have the kind of intelligence that allows it to infer knowledge from few instances (Theory of Mind)?

Knowledge as Parcially Tacit and rooted in person

”The declared aim of modern science is to establish a strictly detached, objective knowledge. … But suppose that tacit thought forms are **an indispensable part of all knowledge**, then the ideal of eliminating all personal elements of knowledge would, in effect, aim at the destruction of all knowledge.”

Polanyi 1966, 20 (my emphasis)

- Formalised knowledge, focusing only on (selected) characteristics cannot fulfil purpose
- Necessity of holistic (and complex) knowledge of the studied object
- This will be partly tacit (as cannot in general be explicated) and rooted in person (as built upon experience)

→ Does the same danger exist with AI?

Example: Criminal Liability of Corporations

Corporate criminal liability refers to the legal doctrine **that allows a corporation to be prosecuted and punished for criminal acts**. While a corporation is a legal entity, not a person, the law in many jurisdictions recognizes that **organizations can act through their employees, agents, or executives** — and thus can be held accountable for misconduct.

[...]

In the United States, the **doctrine of respondent superior** permits criminal liability when:

- An employee commits a crime,
- Within the scope of their employment,
- With the intent to benefit the corporation.

This standard is **broad**, often allowing corporations to be charged **even if upper management was unaware** of the crime.

https://lawvs.com/articles/understanding-corporate-criminal-liability

Example: Legal concept in the disciplinary game

Core assumptions

Legal concepts are seen as elements of knowledge situated in the mental contexts of individual legal specialists, but with collective aspect

These concepts are subject to potential changes (also at collective level) due to their role in ongoing communicative meaning-making processes in dialogue (discursive interactions)

Factors influencing stability and change in these concepts may be studied linguistically on the basis of assessing the expressed knowledge of individuals

CORPUS OF STUDY

- 18 articles from US law journals
- On Criminal Liability of Corporations
- Issued between 1988 and 1993
- Chosen from database on the basis of key words – all relevant articles in accordance with key words
- Idea: Population of articles treating relevant concept within limited period
- Approach: manual, interpretive, qualitative study → quantification of tendencies

Analytical Tool: Frames

Model of an assumed element of organisation of knowledge in memory (cognitive linguistics, schema theory)

Network character, associative structuring

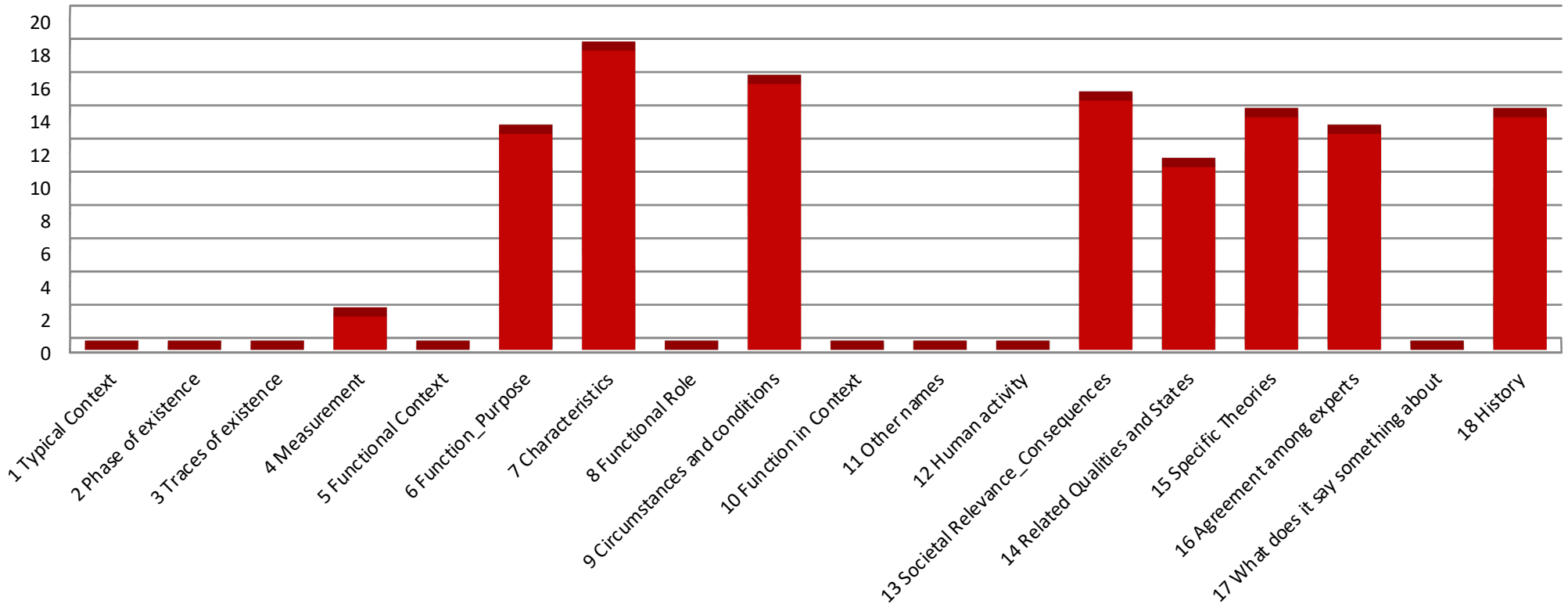
Helps to systematically access background knowledge relevant for understanding words in context adequately

Example: House – frame (the roof, the door, shelter, cosy, family, investment …)

Busse 2012, Ziem 2008, Nazarov 2024

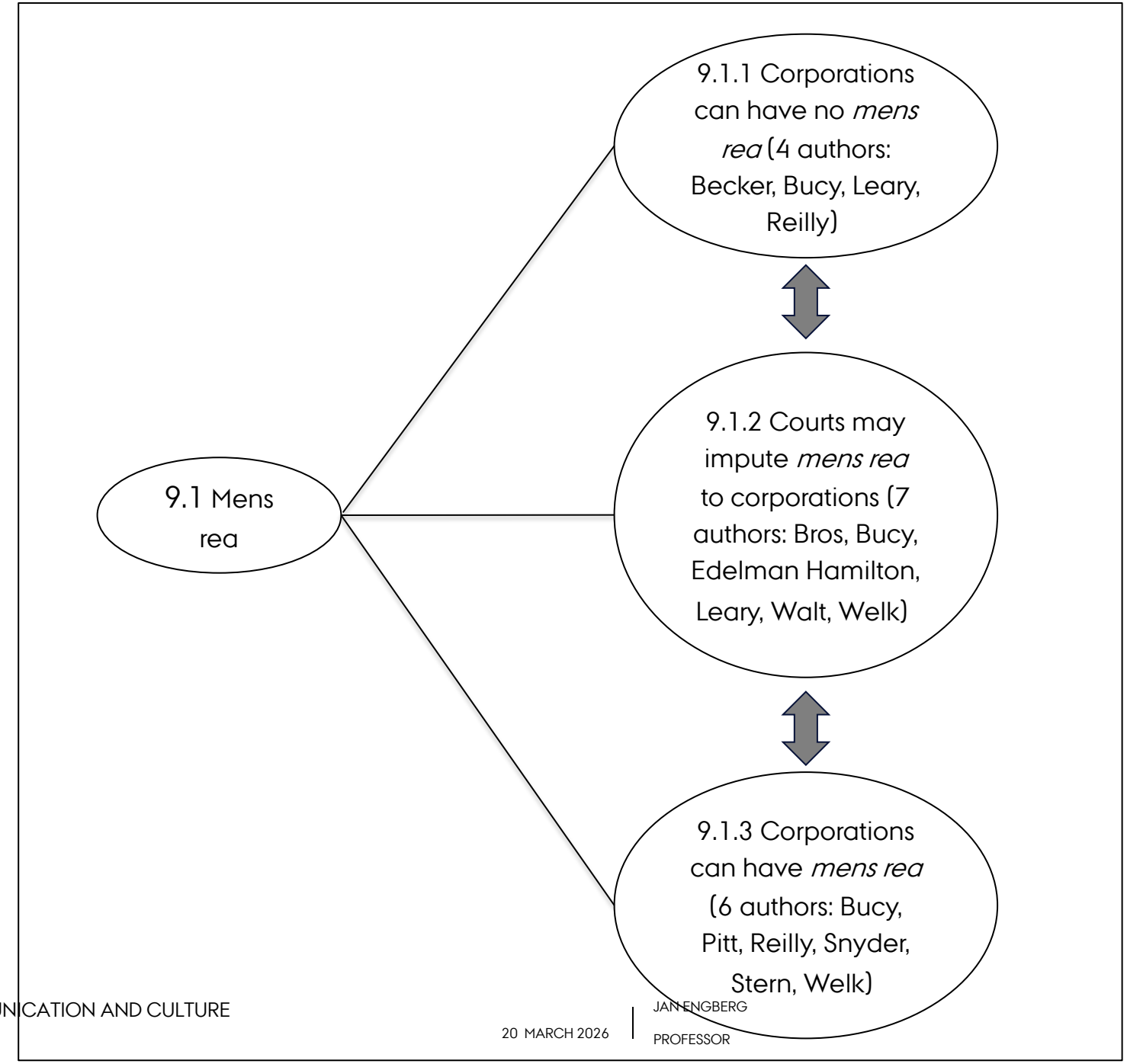
AUTHORS REPRESENTING SLOTS (QUESTIONS)

Matrix Frame: State



Example: Slot from concept 'Corporate Criminal Liability'

- Circumstances and Conditions (= what are the requirements and the context for a corporation to be criminally liable?)
  - 'mens rea' → Example next slide
  - Causation
  - Responsibility for agents
  - Corporations as persons
  - Public trust
  - Possible defenses


9.1 Mens rea
9.1.1 Corporations can have no *mens rea* (4 authors: Becker, Bucy, Leary, Reilly)
9.1.2 Courts may impute *mens rea* to corporations (7 authors: Bros, Bucy, Edelman Hamilton, Leary, Walt, Welk)
9.1.3 Corporations can have *mens rea* (6 authors: Bucy, Pitt, Reilly, Snyder, Stern, Welk)

Convergence - Divergence

Slot	No. of sources	No. of slots/subslots without disagreement	No. of slots/subslots with disagreement	Subslots
4	2	1		
6	13	14		
7	18	19	3	7.3.4, 7.3.5, 7.4
9	16	23	3	9.1, 9.3.4, 9.4.1
13	15	11	5	13.1.1, 13.1.2, 13.1.3, 13.1.4, 13.2.1
14	11	1		
15	14	3		
16	13	11		
18	14	15		
Total		98	11	

DISCIPLINES AS CONSTRUCTED AND BASED ON SHARED KNOWLEDGE

"When experts from different disciplines or subdisciplines work with the same object, each of them thus **constructs their respective (disciplinary) object**.

They pose their own questions, think in characteristic models, follow learnt pragmatic schemata, use specific methods and do this looking from a specifically chosen perspective and within the framework of **(silently presupposed) common background knowledge**."

(Adamzik 2018: 95; my translation)

- but based on knowledge distributed among individual experts – AI?

Overview

TOWARDS THE MIND: GROUNDED COGNITION (BARSALOU 2010)

- **Grounded** = cognitive operations are not carried out independently of the external world and the brain systems connecting the mind to the external world

- This is especially true about the type of higher-level cognitive operations that interest us, like **understanding text** and **interacting communicatively** with others – these are not 'amodal', i.e., independent of the perceptual system that took in the concepts on which this works

- Connected to this: Memory is not a storage, but a **reconstruction of experiences** based on **combinations of concepts**, **connected in the concrete situations**

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Alternative: Cognition as Embodied, Embedded, Enacted and Extended (= 4E cognition)

SITUATED CONCEPTS

Concepts

Within the framework developed here, a concept acquired from experience is the **accumulated information in memory extracted for a category** via selective attention, where a category is a set of things, perceived as the same type for one of many possible reasons. (JE: expert concepts, expert genres, move structures, moves, steps, ...)

Situations

Within the framework developed here, a situation is **a region of perceived space that surrounds a focal entity** over a temporal duration, perceived from the subjective perspective of an agent.

Barsalou 2008, 243

Situated concepts - Background

- Concepts are **abstracted from experience**, which is based on **embodied** perception, which is multimodal (visual, aural, …) and thus always consists of elements **embedded in a situation**

- Barsalou claims that it is possible to empirically demonstrate that these **situational elements have not been dropped in the abstracting process** – e.g., when people are asked to think about a hammer, the parts of their brain engaged in clutching a hand to hold a hammer are activated – the brain simulating / preparing possible action

- Hence, concepts are **inherently situated**

→ Difference to AI?

Overview

COMMUNICATING LAW ACROSS KNOWLEDGE ASYMMETRIES

- Background knowledge of the interlocutors is **different**.
- Interaction is typically motivated by the **needs of the laypeople** seeking support from the expert.
- Knowledge is **exchanged** between the interlocutors (experts must understand the problem and then deliver knowledge in the form of an advice).
- Hence, **common ground** must be established.

Bromme and Jucks (2018: 222-223)

→ 'knowledge is exchanged' = members of audience construct knowledge to allow them to understand to some degree what experts' knowledge looks like (based on prosocial character of human cognition, Evans 2015)

COMMUNICATING LAW ACROSS KNOWLEDGE ASYMMETRIES

- ”Establishing common ground” may be understood as inviting non-experts into the disciplinary expert community **to a (hopefully consciously) chosen limited degree**, i.e., (hopefully) according to a plan by the expert author.

- In this connection, it is relevant to distinguish between **different types of communities** connected to disciplinary communication

Communities (Anesa 2024)

High degree of symmetry in knowledge in depth and breadth

- Expert community

- **Discourse communities** (Swales 1990, 2016):
  - **a common public goal**
  - a mechanism of intercommunication
  - provision of feedback and information
  - genre/s for continuation of the communication
  - a lexis referring to a particular discipline
  - a minimum number of members, with **some essential knowledge** pertaining to a given field
  - the development of shared understanding ("**silential relations**")
  - **Similar horizons of expectation**

Communities (Anesa 2024)

Some degree of symmetry in knowledge, high degree of symmetry in problem solving

- Practice expert community

- **Communities of Practice** (Lave & Wenger 1991):
  - Oriented towards acquisition and management of knowledge
  - In order to **collaboratively solve given problems**
  - Often informal, aiming at overcoming formal organisational boundaries
  - „members remain bound by what they do together and by what they have learnt through their mutual engagement in a range of activities." (Mitchell 2001 in Anesa 2024, 236)

Communities (Anesa 2024)

High degree of symmetry in interest, heterogeneity in knowledge in depth and breadth

- Expert / non-expert community

- **Communities of Interest** (Henri & Pudelko 2003)

> "a gathering of people assembled around a topic of common interest. Its members take part in the community to exchange information, to obtain answers to personal questions or problems, to improve their understanding of a subject, to share common passions or to play."

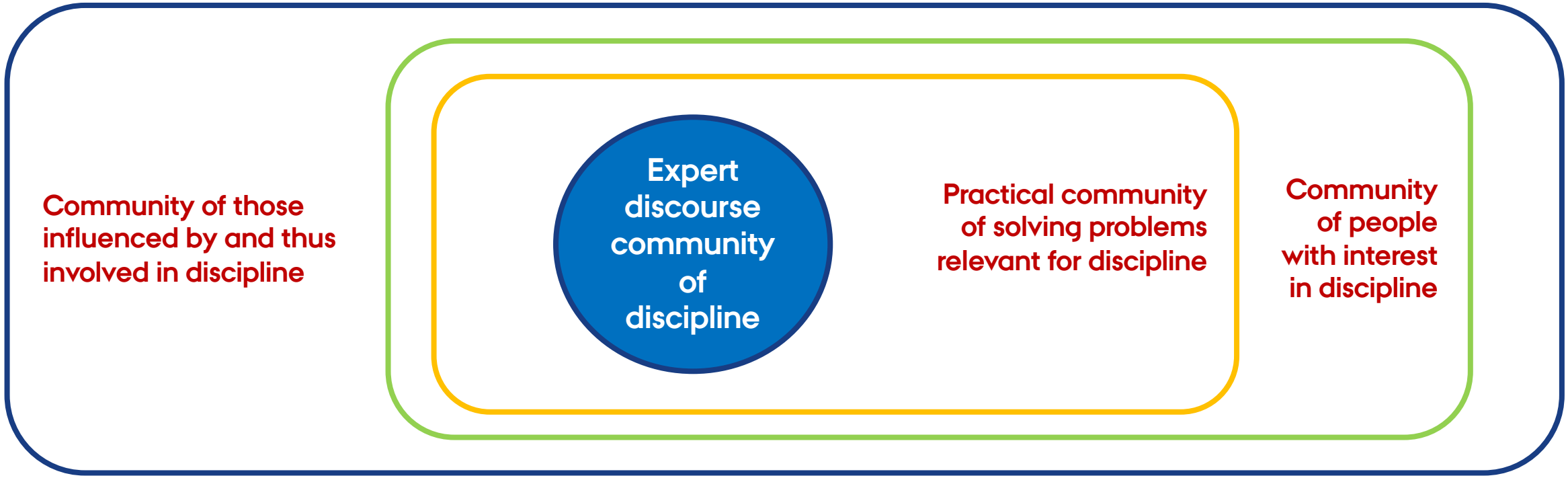
Communities (Anesa 2024)

Heterogeneity in interest and purpose, heterogeneity in knowledge in depth and breadth

- Expert / non-expert community

- **Extended Community of Involvement** (Anesa 2024, 237)
  - draws largely on that of a Community of Interest but **aims to introduce future potential participants** more explicitly
  - open category which includes **different** (temporary?) **levels of involvement**
  - the need for **identity consensus** may be potentially transcended in that it is **not an essential requirement** for the existence of this type of community
  - participants may also have **divergent purposes** while still being engaged in common social processes and co-actions
  - An ECI is not an idealized or utopian entity, and its conceptualization accounts for the possibility of discord.

COMMUNITIES RELATED TO DISCIPLINE



Communities (Anesa 2024)

Heterogeneity in interest and purpose, heterogeneity in knowledge in depth and breadth

- Expert / non-expert community

- **Law as Extended Community of Involvement** (Anesa 2024, 239-244)
  - Community of people with a stake in law (i.e., all citizens)
  - Seeing law as this entails a duty to cooperate communicatively despite different interests
  - Conceptualising the field of law as an ECI does not imply that everyone has the same purpose or status, but it **implies attempts to enable all members to participate** to some degree in the KC process – but at the same time **requires effort from all members to do so**
  - Making law accessible means working on form, but also purveying opportunities to **construct a relevant basis for knowledge construction** – to enable involvement

Is the website of the Danish Ministry of Justice perceivable as an instrument for this?

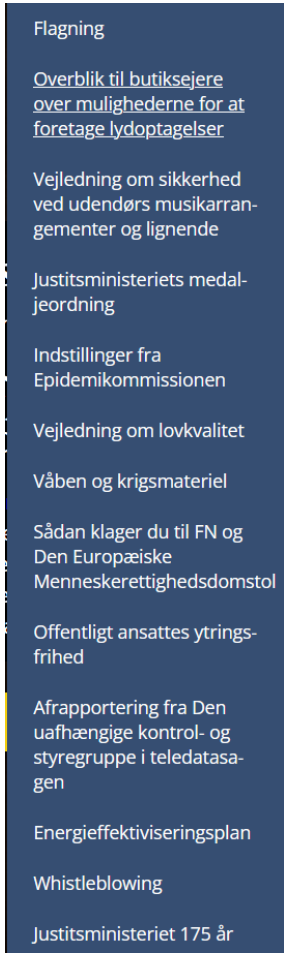
Example: Website of Danish Ministry of Justice

Luttermann / Engberg 2025, 116-118

https://www.justitsministeriet.dk/

”Topics”

- Flying the Danish flag (rules)
- Overview for shop owners for making sound recordings (link to text)
- Guide on safety at outdoor music events (link to text)
- The medal regulation of the ministry (for employees)
- Decisions of the epidemic committee (last: June 2021)
- Guides on legislative quality (for employees of the ministry)
- Permissions for producing, importing and transporting weapons
- How to file a case at the UN and at the European Court of Human Rights
- Right of freedom of utterance for civil servants (legal guide and course advertisements)
- Plan for achieving better energy efficiency the ministry buildings 2022-2024
- Legal guides on whistleblower arrangements (link to three texts)
- 175 years ministry of law (online text)



Elaboration of ideas presented here

Engberg, Jan. 2023. "Frame approach to legal terminology: Consequences of seeing terms as legal knowledge in long-term memory." In *Handbook of Terminology. Vol. 3: Legal Terminology,* edited by Lucja Biel and Hendrik Kockaert, 16-36. Amsterdam: John Benjamins.

Engberg, Jan 2025. "Specialized Communication and cognition." In *Specialized Communication,* edited by Thorsten Roelcke, Ruth Breeze and Jan Engberg, 67–86. Berlin, Boston: De Gruyter Mouton.

Resulting levels of Analysis

Micro level: Studies of the language of individual experts (e.g., John Swales' research articles, Hyland 2010) – Ideolects as focus

Macro level: Studies of the language of a domain or a genre, without focus upon the contribution of individuals (e.g., conventionalised signals for speech acts in German and Danish court decisions, Engberg 1997) – abstracted socio/functiolect (Kalverkämper 1998) as focus

Meso level: Studies of the (linguistically expressed) **knowledge** of a group of experts with focus upon the contribution of individuals and upon **convergence** and **divergence** between their knowledge – in order to describe the actual **complexity** of the knowledge underlying discourse in the group