

Abstracts

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Les enjeux sociaux de la linguistique appliquée.

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Tome 1

EHLICH, Konrad, Mehrsprachigkeit für Europa – öffentliches Schweigen, linguistische Distanzen, 11-28

The paper discusses one of the most outstanding paradoxes of the linguistic situation of the European Union: Notwithstanding numerous official declarations proclaiming multilingualism as the linguistic objective of the Union, there is a continuous decline of foreign language knowledge throughout the Union. The paper characterises the European language situation (§ 2), discusses the various phases of European unification and scenarios of the future "euroglossy" (§ 3), and it analyses the reluctant position of European linguists with regard to nearly all issues of language policy (§ 4). It ends with an open question and a proposal regarding Europe's linguistic future.

CALVET, Louis-Jean, Les fractures linguistiques, 29-38

Gegenüber der "Sprache der Vorstädte" (*langue des banlieues*) können wir zwei Typen von Reaktionen beobachten: Faszination und Abwehr. Dabei zeugt dieser Sprachgebrauch in erster Linie von einer Ausgrenzung, der die Sprecherinnen und Sprecher zum Opfer fallen. Auch wenn der Bruch (*fracture*) zwischen der Mehrheit der Französischsprachigen in Frankreich und den Jugendlichen der Vorstädte *in der Sprache hörbar* wird, so wird doch nicht von der Sprache verursacht, denn hier ist das Soziale bestimmend.

Daraus ergibt sich für die Linguistin, den Linguisten eine zentrale Frage: Kann man über die Sprache auf solche Situationen einwirken? Und was können oder sollen Linguistinnen und Linguisten tun? – Vielleicht begreiflich machen, **dass man mit Identitäten nicht zwingend ein Nullsummenspiel spielt**, das heisst, dass man nicht auf der einen Seite in der Masse verlieren muss, wie man auf der andern gewinnt, dass man also zugleich französischer Staatsbürger sein und zwei Kulturen angehören kann. Für die Schule bedeutet das, dass sie sich der Sprache der Migrantinnen und Migranten annehmen sollte.

SIMEU, Simplicie Omaire, Partenariat entre langues européennes et langues africaines: la place des langues maternelles dans le contexte sociopolitique camerounais, 39-48

This paper examines the unequal relationship between European languages and African languages in general and Cameroonian languages in particular, in a context where linguistic diversity and fragmentation no longer need to be demonstrated. It brings out the stakes involved in this relationship at both the education and media levels. These two instances are recognised as the paths, par excellence, for the promotion and use of a language.

The objective pursued here is to demonstrate that in a pluralistic and liberalistic context, the productivity of an educational system (nursery and primary school for example) and the vitality of the media (audio-visual and written press) are tributaries of numerous factors, thus the language they use. In effect, a distinct and precise language policy or good language planning determines the productivity of a school system and the capacity of the media to satisfy its public; that is to educate and inform them.

DI MEGLIO, Alain, COMITI, Jean-Marie & CORTIER, Claude, Evolutions des théories linguistiques et détermination des choix normatifs de la langue corse, 49-58

Despite its historical lack of legal status, the Corsican language has never left linguists indifferent; since the end of the 19th and into the 20th Century, it has been the subject of two linguists atlases and an electronic database. Numerous studies, from the oldest to the most recent, have resulted in a

variety of linguistic classifications in which Corsican has sometimes been used as an ideological tool: some have wished to pull Corsican into the Italian fold and others to draw it into the French linguistic sphere. It was not until the seventies that new and more objective descriptions of Corsican emerged, many written by Corsican researchers. The critical and theoretical framework that emerged from these studies proved useful for the way that Corsican language pedagogy has been conceptualized.

LAGARDE, Christian, Assurer le "sauvetage" d'une langue: les conditions nécessaires sont-elles suffisantes?, 59-70

As Joshua Fishman demonstrate in *Reversing Language Shift*, saving a language would be possible working in two ways: from the half upper part of Fishman's "Graded Intergenerational Disrupting Scale" or from its half lower part. Saving from the upper part means developing language planning from State power or self-governing power on corpus and status. Power is considered as the right and necessary place to make it work, spreading language imposing laws and rules to speaking-citizens and/or inciting them to do it. However, many examples show that imposition doesn't work without individual and collective speaker support: linguistic consciousness and loyalty based on social and intergenerational transmission. Both analysis are right and completing each other: political national(ist) consciousness and loyalty is the right base of fighting for reaching power. So, do necessarily saving a language and nationalism go hand in hand?

BURBAN, Chrystelle, Les langues minoritaires ou le sauvetage impossible. Le cadre politique de la revitalisation, 71-81

A great number of languages is about to disappear, but if language shift conditions are well known by the sociolinguists, the reversing language shift ones are not so clear. The valencian, Lluís Aracil, and Joshua Fishman have tried to outline a theory in which language maintenance passes through political independence. Effectively, many examples show that, first, many countries have saved their language thanks to independence and, secondly, that even a more or less large autonomy of dominated communities is unable to definitely secure threatened languages. But now, the achievement of political independence is almost impossible and unsuitable, and neither is a total guarantee for language maintenance. That means that complete reversing language shift is mainly impossible, that probably many threatened languages will disappear, and that sociolinguists still have to investigate the best conditions to save at least partially the languages that can still be so.

LAMOUREUX, Sylvie, La transition de l'école secondaire à l'université par des jeunes francophones bilingues en Ontario: pour une perspective sociolinguistique, 83-92

This article explores how a sociolinguistic perspective is useful when exploring students' experiences during the transition to university. The author investigates how issues related to identity of French first language students might be highlighted using a sociolinguistic ethnographic approach to study this transition. The author supports her statements drawing on preliminary findings from her Ph.D. dissertation research. The data analysis presented in this article pertains to the students' experiences during the first few weeks at university with regards to their linguistic identity.

NOYAU, Colette, Linguistique acquisitionnelle et intervention sur les apprentissages: appropriation de la langue seconde et construction des connaissances à l'école de base en situation diglossique, 93-106

This paper discusses the main factors underlying the acquisition and mastery of French as a second language by schoolchildren in Togo, on the basis of a bilateral study of L2 acquisition from the beginning of schooling up to secondary school. We expand in particular on the influence of assessment practices on the acquisitional setting. A systemic approach shows the consequences of assessment on every level of the acquisitional situation and on cognitive development. From there, we aim at making explicit the involvement of acquisitional research on improving teaching and learning of French and the quality of school education in a L2.

BOUCHARD, Robert & CORTIER, Claude, L'intégration scolaire des enfants étrangers: du français de scolarisation à la compétence scolaire (l'exemple de l'histoire /

géographie), 107-120

Teaching curriculum-based French ("français de scolarisation") to migrant children is not the only solution to their integration in the French educational system. But, considered from a praxeological point of view as an academic communicative skill, this hypothesis globally aims at enabling children to cope with their tasks as pupils within the framework of the French scholastic culture as such. Specifically dealing with history and geography in junior secondary schools, the focus of this study is teachers' and pupils' verbal and non-verbal actual behaviour. Its aim is to identify and systematise the kinds of interactional behaviour which are likely to strengthen migrant children's successful communication in French schools and subject-based activities.

STRATILAKI, Sofia, *Et si on jonglait un peu avec les langues? Construction et gestion des répertoires plurilingues chez les apprenants franco-allemands*, 121-132

Few characteristics of multilingualism have inspired as much academic research as the conceptual notion of plurilingual repertoire and its role and function in language use. Based on a qualitative analysis of oral data, this contribution examines the issue of language contact and focuses on the relationship between social representations of languages and the development of plurilingual repertoire in French-German learners in the school environment of Freiburg (Germany). The working hypothesis developed for this investigation assumes that there is an important place for focusing on the learners' representations and processing of interactions between languages, namely on the role of *discourse strategies* in language use. The findings support three themes: the connection between the development of plurilingual repertoire and learners' awareness of intersections of languages; their strategic skills in combining knowledge across languages; and the school's ability to leverage such skills.

DINVAUT, Annemarie, *Le répertoire des comptines et de chansons en maternelle: quelles langues, quelles cultures?*, 133-145

This paper explores how far the linguistic and cultural diversity of French society is reflected in the rhymes and songs used in pre-elementary classes. The cultural and linguistic universe of the children can bridge the gap between school and the families nurture the school cultural background and contribute to learning. A survey in three schools shows that French primary teachers may not be aware of these possibilities. This leads us to consider some training tools that could be helpful.

STOTZ, Daniel, *Die Dynamik einer Reform: soziolinguistische Implikationen des Zürcher Englischexperiments*, 147-158

The experimental introduction of English as a foreign language into a dozen primary schools in the Swiss Canton of Zurich has had nationwide repercussions. The paper discusses the results of an evaluation study with respect to the societal problems that an earlier onset of language learning is aiming to solve. It deals with the motivations and intentions of the actors in this so-called School Project 21. The choice of English rather than a second national language, French, is supposed to increase the young people's chances of participating in the globalising economy at the same time as it is intended to facilitate access to language learning more generally.

In the field of practice, the innovative approach of language and content integration (CLIL) is meeting with resistance. Analysis of classroom interaction suggests that structuring patterns such as teacher-dominated interaction influence the learning success (Büeler *et al.*, 2001).

The paper goes on to discuss a second evaluation study which points to ways in which the struggle for resources and educational success may be resolved. One of the more striking insights emerging from the project is the degree of reflexivity (Giddens, 1990) that various actors bring to bear on their practices. Teachers, students and project leaders take part in the reform discourses, thereby becoming experts of practice. Linguists and educational politicians are thus expected to consider the social and political contexts of language reform. They must take seriously not only the performance and progress of children and teachers, but also their voices.

BLEICHENBACHER, Lukas, *Sprachenwahl im Schweizer Frühfremdsprachenunterricht:*

(Folk-)linguistische Argumente in der öffentlichen Diskussion, 159-167

In recent years, a number of German-speaking Swiss cantons have decided to introduce English, rather than the second national language, French, as a first foreign language in primary school. This paper offers an analysis of how the arguments in favour of the different options available to Swiss policymakers are represented in the public folklinguistic discourse of letters to editors to both German- and French-speaking newspapers. A majority of letter writers from the influential Zurich area clearly prefer English, whereas most French speakers favour the second national language. Crucially, only a minority of letter writers subscribe to the official policy, based on linguists' recommendations, which plans to teach both foreign languages at an early stage. However, an in-depth discourse analysis of the letters to editors reveals that if the linguists manage to partake more actively in the public debate, the high aims of the new plurilingual policy may turn out not to be as far-fetched after all.