

Abstracts

83/1 et 83/2 - Automne 2006 -

Les enjeux sociaux de la linguistique appliquée.

Actes du colloque VALS-ASLA 2004 (Neuchâtel, 16-18 septembre 2004)

Tome 2

KLINKENBERG, Jean-Marie, Le Linguiste entre science et idéologie, Le Discours épilinguistique sur la féminisation comme trace d'un savoir dégradé, 11-32

Der vorliegende Beitrag zeigt auf, dass die ideale Reinheit des linguistischen Wissens – aus der sich zum Teil die Erfolglosigkeit sprachwissenschaftlicher Interventionen in öffentlichen Debatten erklärt – eine ideologische Konstruktion ist. Es wird gezeigt, wie der sprachwissenschaftliche Diskurs die Grundwerte des wissenschaftlichen Diskurses im Allgemeinen (unter anderem die Ideale der Einmütigkeit und der Objektivität) in sich aufnimmt und dass dies beträchtliche Auswirkungen hat auf den epilinguistischen Diskurs (nach Culioli), der ein verzerrtes Bild davon zeichnet. Beschrieben wird das reichhaltige *Imaginaire linguistique* – das sich namentlich durch eine Eliminierung des sozialen Subjekts auszeichnet – ausgehend von einer Abfolge von Stellungnahmen zur Feminisierung der Berufsbezeichnungen im französischsprachigen Belgien.

JOHNSON, Sally, Orthographe, légitimation et construction des "publics": débats idéologiques et linguistiques autour de la récente réforme de l'orthographe allemande, 33-52

When the recent reform of German orthography was challenged before the Federal Constitutional Court in 1998, the judges emphasised that individuals within the wider speech community were free to continue writing as they pleased, even after 2005, when the seven-year interim period for the reform's introduction came to an end. Yet in this regard the Court's ruling appeared to contradict the stated aims of the reformers that the new orthographic guidelines should serve as a 'blueprint' for usage within the wider speech community, thereby helping to preserve the unity of the written language in the longer term. In this paper, I propose that underpinning the apparent tension between the Court ruling of 1998 and the stated aims of the reformers is a complex political debate about the relationship between state and speech community that displays the classic features of a Habermasian 'legitimation crisis'. It is a tension, therefore, that can be fruitfully explored with reference to recent work in sociolinguistics and linguistic anthropology that draws on Habermasian notions of the public sphere as a site for the enactment of 'language ideological debates'. By attending to the way in which 'publics' – particularly speech (or writing) communities – are invoked in such debates, much can be learned about the means by which the state attempts to resolve problems of legitimation in areas of language policy such as this, albeit without necessarily achieving satisfactory closure.

DJORDJEVIC, Ksenija, Pratiques et représentations de l'orthographe parmi les étudiants de Sciences du Langage, 53-64

This paper deals with a set of paradoxical questions: how French students of linguistics are able to fathom their own command of French spelling rules and their metalinguistic ability in analyzing their own mistakes produced when writing graduate examination tests? How linguists teaching these students can handle discrepancies between the linguistic performance they might expect from students and actual results they get from an inquiry on students' habits in writing French? How methods initially contrived for the analysis of speech variation, such as co-variationism (the labovian paradigm.) could be applied to written forms of language in order to observe linguistic change in other fields than spoken usage? A survey of students' usage of written French, and attitudes towards written norm carried out at the University of Montpellier shows that students tend to have a fuzzy knowledge of their own command of written French and of French spelling rules, but still cling to a conservative

approach to French orthography, rejecting claims for reform (*réforme de l'orthographe*). We also address the question of what kind of linguistic change is implied in spelling mistakes, as many trends for structural change can be observed through this kind of corpora, which nevertheless have few chances to trigger real changes in the written norm of French, because of wide-spread support to maintain French spelling as much difficult as it is, regardless of how it could be made more easy and functional.

SPITZMÜLLER, Jürgen, Nähe und Distanz, Die Linguistik und der Anglizismendiskurs, 65-75

"How shall we deal with anglicisms?" This has become one of the most pressing questions in Germany's folk-linguistic discourse over the past decade. Linguists have tried to participate in the discussion, but the result has been rather disappointing. In points of principle, the non-linguist discourse participants tend to disagree on linguistic arguments and favour their own language beliefs. This article analyses the situation, sketching the reasons for the inter-discursive problems between linguists and laymen, and bringing to bear a large corpus of lay and linguistic documents. Most importantly, it shows that the public discourse on anglicisms focusses only partially on linguistic problems in the narrow sense but rather on social problems, while the linguists' arguments fail to deal with these. It is shown that there are valid (discourse-specific) reasons for both points of view.

ANTOS, Gerd, Wissenskommunikation. Ein neues Arbeitsfeld der angewandten Linguistik, 77-92

Information flood and an "explosion of knowledge" are characteristics of modern societies. The paradoxical consequence is: "The amount of knowledge is increasing, while the capability of the public to participate in knowledge is decreasing" (Ludwig Jäger). Even for experts, knowledge produced in their own domain of expertise is permanently getting less manageable and processible.

Against this background, one fundamental problem is becoming more and more prevalent in globalized knowledge societies: What means have to be employed to make information available to the public in general and how can the availability of information be preserved in the long term as an offer for everybody to take advantage of?

In applied linguistics, questions like these have been discussed in recent years, e.g., in the contexts of research on special languages, on layperson-expert-communication, or in various "knowledge transfer sciences". In this paper, several fundamental questions, approaches to answer them, problems that arise along the way and preliminary solutions will be introduced and discussed.

VOGEL, Matthias, Popular Transfer of Scientific Knowledge – The Development of a Rhetoric of Science, 93-106

Wissenschaftliche Texte gelten außerhalb ihres jeweiligen Fachbereiches als ein "Buch mit sieben Siegeln". Dies gilt in besonderer Weise für Texte aus den Natur- und Technikwissenschaften. Die wesentliche Ursache hierfür liegt in der Art und Weise der Darstellung und Vermittlung der Wissenschaften. Wissenschaftliche Erklärungen müssen verständlich sein, sie dürfen den jeweils beschriebenen wissenschaftlichen Sachverhalt nicht verfälschen; sie müssen aber zugleich auch Vergnügen bereiten und Neugierde wecken. Diese Neugierde kann nur durch eine geeignete Wissenschaftsrhetorik geweckt und aufrechterhalten werden.

Der vorliegende Beitrag stellt ein Forschungsprojekt zur Entwicklung einer "populärwissenschaftlichen Rhetorik" vor. Anhand von umfangreichen korpuslinguistischen Untersuchungen von wissenschaftlichen und populärwissenschaftlichen Texten soll ein rhetorisches Modell entwickelt werden, das Empfehlungen und Richtlinien für die Erstellung von populären wissenschaftlichen Darstellungen enthält und die folgenden Bestandteile aufweist: terminologische Erklärungen von fachlichen Begriffswelten, rhetorische Techniken und Strategien der Vermittlung von Wissenschaft und grammatische "Konstruktionen". Ziel des Projektes ist zum einen, die sprachlichen Eigenschaften von populärwissenschaftlichen Texten und die Bedingungen eines erfolgreichen populärwissenschaftlichen Diskurses zu untersuchen; zum anderen, die terminologisch-begrifflichen, rhetorischen und grammatischen Eigenschaften von populärwissenschaftlichen Texten in einem "Konstruktionswörterbuch" zu erfassen und zu formulieren. Dieses Wörterbuch soll als praktische Anleitung dienen, um wissenschaftliche Sachverhalte zielgruppenadäquat und verständlich darzustellen. Gedacht ist an ein breites sprachliches Instrumentarium, das es erlaubt, bei bestimmten

Zielgruppen ohne Expertenwissen (z.B. Kindern und Jugendlichen) gezielt und nachhaltig Neugierde für wissenschaftliche Probleme zu erzeugen.

Das Kernproblem einer Wissenschaftsrhetorik ist das Paradoxon des Strebens nach Wahrheit, Exaktheit und Effektivität auf der einen und des notwendigen Wissenstransfers auf der anderen Seite. Der vorliegende Artikel versteht sich folglich als ein Beitrag zur wissenschaftsrhetorischen Diskussion insgesamt als auch zur Verbesserung des populärwissenschaftlichen Wissenstransfers.

LECOMTE ANDRADE, Gladys, Les métaphores: du savoir de la mère au savoir médical, 107-117

Our work describes the transfer of a contextualised knowledge between a group of migrant mothers and a nurse, in marginalized neighbourhood of Paris, during a medical training session. The first step recalls communication difficulties, stereotypes, misunderstanding as well as the phenomenon of "Cross talk" that the women meet within the medical milieu. To bridge that cultural and literacy gap, terminological adaptation by the use of metaphors help the nurse contextualise migrant women's knowledge. Finally, the women build images and comparisons to illustrate medical knowledge. In this process, the visual scope of the linguist must be one of inter-disciplinarity above the practician versus theorist dichotomy; migrants learn French via "reflexive practicians". It is in understanding and acknowledging these reflexive practician's semi-formal knowledge that the linguist can carry on successful and collaborative action researches. In so doing places, knowledge, and trainings are transformed. And the linguist must consider those transformations in the everyday life.

HAUCK, Werner, LOCHER, Clemens, LÖTSCHER, Andrea, NUSSBAUMER, Markus & ZANGGER, Alfred, Kommunikation zwischen dem Staat und den Bürgerinnen und Bürgern – linguistische Beiträge zu ihrer Optimierung, 119-173

The German Section of the Language Services in the Swiss Federal Chancellery strives to ensure the highest standards of communication between the state and its citizens. In this contribution, it will present four fields of activity that do not form part of its core business (drafting of legislation and translation) and which are consequently all the more reliant on theoretical and practical input from applied linguistics: (1) How can official letters (letters from government offices to individual citizens) be improved? (2) How does one accommodate general legal-political and media related requirements and the heterogeneous functions of political texts such as the "Explanatory Statements of the Federal Council", which are intended to explain the proposals being made to voters prior to a popular vote? (3) When giving names to government offices, how does one reconcile the need for matter-of-factness and transparency, and modernity and openness, while at the same time achieving linguistic accuracy and remaining true to Switzerland's official languages? (4) What special requirements must official information intended for Internet publication satisfy and how can one optimise such texts?

ISHIKAWA, Fumiya, Analyse linguistique des processus de (re)construction des notions de "citoyen" et d'"étranger" dans et par un discours administratif: réflexion linguistique sur des questions sociales, 175-186

The *Kôhô*, a monthly public information bulletin published by each city or prefecture in Japan, is a "description/categorizing device", which (re)constructs the concepts of "citizen" and "foreigner" in and by its discourse. By analyzing some articles in the *Kôhô of Yokohama City* from the point of view of linguistics based on ethnomethodology, we can consider the *Kôhô* as a paradoxical discourse: in order to announce the importance of "idealized" citizens (or native citizens) and foreigners living together, the *Kôhô of Yokohama City* has to begin by distinguishing the former from the latter. Through such a critical analysis of discourse, we will show that linguistics may contribute to reflections on the contemporary social issues.

NOVAKOVA, Iva, De la langue de bois à la langue des médias, ou comment une "petite" langue comme le bulgare évolue au gré des changements politiques, 187-199

This paper deals with the changes in Bulgarian after 1989. The establishment of the democratic society in Bulgaria provokes also a revolution in the language. Firstly, the features of the "official

gobbledegook" (OED) (*langue de bois*) of the press before 1989 are compared with the *new speak* after 1989. After the democratic changes in Bulgaria, the yellow press dominates the mediatical space. Secondly, I analyze the lexical and morphosyntactical marks of the new speak. The lexicon of the press is now more individual, rich, "colored". Several loan words from English or Turkish supplies the Russian borrowings in Bulgarian. The morphosyntax is also concerned: more frequent verbal phrases, causative transitivity, subject-object inversion, etc. Ultimately a brief survey is given of the social and sociolinguistical reactions in the Bulgarian society in connexion with the *new speak* of the bulgarian press.

BURGER, Marcel, L'analyse du discours appliquée à la communication médiatique: comment la presse romande parle-t-elle de l'Islam?, 201-212

Within the framework of social discourse analysis, this paper deals with the role of the headline of media information in the construction of other negative identities in the context of the Iraqi war. It focuses on the media strategies used in the French Swiss press to communicate the topic Islam. The headline is a means to attract the audience and gain economical increase. Every potential reader is attracted by the headline, but does not necessarily rethink the news critically. The data under analysis consists of 250 titles and subtitles (from May to December 2003) revealing a complex strategy: providing explicit and implicit negative references of "Islam". This state of affair could contribute to the growth of Islamo-distrust in Switzerland.

ROTH, Kersten Sven, Politolinguistik und Sprachkritik. Der öffentliche Diskurs um eine antisemitische Skandalrede als Beispiel für die Notwendigkeit einer kooperativ-kritischen Sprachwissenschaft, 213-223

In the field of politics, there are public discourses on language but, although these discussions predominate the media over days and weeks, the general public will hardly notice that they are indeed debates on language. Above all, this has to do with the fact that linguistics, i.e. the science primarily responsible for these issues, hardly ever gets involved publically in these discussions that latently always also have an aspect of 'language criticism'. Based on the concrete example of a political scandal in the Federal Republic of Germany, the paper examines the way in which public discourse should be enriched by linguistic expertise and analyses the barriers that result from the self-conception of linguists and normally prevent them from getting involved. Ultimately, the paper presents the concept of cooperative-critical linguistics, which could be used to create the methodological basis for overcoming the public silence of political linguistics.

CIGADA, Sara, Les applications du différentiel sémantique en marketing, 225-233

Semantic differential as a technique was first elaborated by the psychologists Osgood & Suci & Tannenbaum in 1957, who aimed at "measuring" the semantic effects of words in social groups. This methodology has a linguistic basis in that it requires to rate one's emotional reactions towards each tested word by associating it to a pair of adjectives. In linguistics, even if sometimes criticised, Osgood's work is often referred to as the first research about connotation. The empirical and psychological approach, nonetheless, does not allow such a quick conclusion. On the other hand, Osgood *et al.* 1957 has become a shared methodology for marketing research, both in branding / naming and in product positioning. We outline the central elements of this question both in its historical development and in its theoretical implications, which give some relevant hints again on the controversial notion of connotation.

DE STEFANI, Elwys, L'apporto della linguistica interazionale alla ricerca sui consumatori. La presa di decisione nei punti vendita, 235-247

Consumer behavior has traditionally been studied by marketing researchers, who often understand decision making as a result of a subjective assessment process determined by consumer's intentions. In this paper it will be argued that the description of informal decision-making sequences cannot solely rest on concepts such as intention or intentionality as used in traditional pragmatics, because they are hardly observable on the basis of ethnographically collected data. Instead I propose a conversational approach to consumer behavior showing how social actors employ verbal resources within a space they structure with gestures and movements of their bodies. Particular attention will be drawn to the manipulation of the products to which the decision-making sequences relate. The proposed analysis will permit to distinguish five phases that structure a decision-making sequence in an informal environment.

84 - Hiver 2006 – La notion de compétence: études critiques

PEKAREK DOEHLER, Simona, Compétence et langage en action, 9-45

This paper discusses the notion of language competence in the light of recent developments, emanating from a social-interactionist perspective, that invite us to rethink established conceptions of language, cognition and (inter)action. The paper presents a critical reconceptualization of language competence as rooted in action – *a competence-in-action* –, and hence as socially situated, collaboratively established and contingent with regard to other competencies. Based on analyses of first and second language interactions, the paper develops empirical arguments that corroborate such an understanding. It then shows in how far this understanding is in line (a) with a situated view of cognition according to which cognitive processes are structured within courses of practical activities – and hence bear traces of these activities –, and (b) with an emergentist view of language according to which language is an adaptative system whose systematicities emerge – at least partially – from its situated use within courses of practical activities.

NUSSBAUM, Luci & UNAMUNO Virginia, La compétence sociolinguistique, pour quoi faire?, 47-65

In multilingual communities, competent individuals have the capacity to interpret the significance of language choice and code-switching and to make use of such procedures purposefully. This capacity, like the ability to recognise other forms of variation in a society, constitutes part of the speakers' sociolinguistic competence and is learned by taking active part in speech events that offer participants opportunities to interpret how linguistic resources are being used in talk-in-interaction. In our data, collected in the context of Catalan school, where three languages are learnt, the process of acquiring sociolinguistic competence starts when learners participate in interactions by using mixed or hybrid communicative forms. That creates the ground upon which they will build monolingual competences in the languages they are in contact with.

CRUZ, Fernanda, L'analyse de la compétence dans les conversations entre aphasiques et non-aphasiques: une approche interactionnelle, 67-82

This article discusses the concept of "competence" and its observability in linguistic practices on the basis of videotaped interactions between aphasic and non-aphasic speakers. Within the framework of an interactional vision on competence, we suggest an analysis of the diversity of the resources mobilized by aphasic participants in the organization of social practices. This paper presents an analysis of the aphasics' conduct that shows how they participate in interaction as competent speakers. Instead of treating them as participants being characterized by a lack of linguistic competences or as speakers simply developing compensatory strategies, this analysis illustrates that the use of some types of sequences (notably repair sequences) is not a resource which is only available to non-aphasic speakers. We aim to show that those fundamental mechanisms for organizing social interaction are also used by speakers affected with aphasia.

MONDADA, Lorenza, La compétence comme dimension située et contingente, localement évaluée par les participants, 83-119

This paper aims a critical revision of the notion of "competence" within an interactionist perspective. It shows the way in which conversation analysis and ethnomethodology can inspire the approach of cognition and acquisition; it defines the "interactional competence" on the basis of forms of participation emerging from social interaction. This notion of participation is explored within a sequential and multimodal analysis of a videotaped corpus of interactions during a surgical operation. In the course of the operation, an audience composed by advanced trainees has the possibility of asking questions to the chief surgeon. The paper analyses the environments in which questions are inserted and the ways in which they are dealt with by the participants: they define the appropriate character and position of the question and locally evaluate the competence of the person who asks it.

FILLIETTAZ, Laurent & DE SAINT-GEORGES, Ingrid, La mise en discours du temps en situation de formation professionnelle initiale: le cas du trempage de l'acier, 121-141

This paper explores situated interactions in the field of vocational training. It examines how trainers elaborate and share knowledge related to time during moments of teaching of professional practices. Analyzing video-recorded sequences of interactions in a training center, we describe how trainers make this temporal knowledge accessible to apprentices. More specifically, we show how they progressively construct *sequential order*, *rhythm* and *duration* of specific gestures as relevant categories for performing actions in a professional way. We conclude with showing what the analysis has to bear on issues regarding the linguistic and non linguistic dimensions of professional competencies.

BULEA, Ecaterina & BRONCKART, Jean-Paul, La saisie des compétences dans l'interprétation de l'activité du travail, 143-171

The first part of this article analyzes the contexts in which the notion of competence first emerged, namely those of professional practice and of the scientific study of work processes; given that in the latter's different theoretical frameworks the problem of competence is intimately linked to that of action, the analysis extends to the way competential dimensions have been conceptualized in the theories of action in philosophy and the social sciences. The second part presents the results of empirical analysis of interviews with nurses on the subject of an occurrence of their nursing practice. A first approach brings out the different action figures put forward by the nurses, as well as the dependence of these figures on the discursive choices operated during the interviews. A second approach focuses on the nurses' representations about competence; it shows that the nurses always refer to it in the context of a global analysis of their practice situations, and that they conceive it as a dynamic mobilisation of resources, oriented by the search of increasing coherence and meaning in their professional activity.

LÜDI, Georges, De la compétence linguistique au répertoire plurilingue, 173-189

Standards and forms of evaluation used in European educational systems for communicative competences progressively rely on unambiguous, transparent and internationally recognised criteria. There is, however, a risk of reification, of restriction to what is easily measurable and of lack of specificity that can lead to abuse in selection processes. In addition, the correlation between language tests based on monolingual ideologies and the communicative success in multilingual situations is far from optimal. A case study will help us to understand that social actors do not mobilise stable sets of variants and varieties, but reconfigure and modify their competences during the practical activity. The validity of language exams and certificates must thus be questioned as long as they isolate the competences in each of the languages of a plurilingual repertoire. The paper addresses also the ethical problems related to language testing.

LENZ, Peter, Überlegungen zur Sprachkompetenzbeschreibung und testvalidierung im Projekt HarmoS/Fremdsprachen, 191-227

The Swiss Conference of Cantonal Ministers of Education (EDK/CDIP) intends to harmonize the cantonal school systems. One of the means to achieve this goal is to define educational standards for

a number of school subjects, among them French, German and English as foreign languages (the exact combination of L2's varies between the parts of the country). The EDK/CDIP has entrusted consortiums of experts with this task. The article first describes the exact mission of the L2 Consortium in more detail and provides an overview of the specific conditions in which it is carried through. The article then focuses on issues regarding models of foreign-language proficiency, as well as the operationalisation of such models as tests. Fundamental considerations on practicable models and research design are given special emphasis; at the same time information is provided on the concrete work undertaken by the L2 Consortium.

85 – été 2007 – Regards sur la langue. Les données vidéo dans la recherche linguistique

Die Sprache betrachten. Videodaten in der sprachwissenschaftlichen Forschung

Sguardi sulla lingua. I dati video nella ricerca linguistica

Looking at language. Video data in linguistic research

FILLIETTAZ, Laurent, "On peut toucher"? L'orchestration de la perception sensorielle dans des interactions en formation professionnelle initiale, 11-32

This paper addresses general questions regarding the role of perception and materiality in the field of vocational education and training. It consists in a detailed analysis of a videorecorded sequence of interaction in a vocational school, in which a trainer demonstrates to a small group of apprentices the treatment of heating steel. The analysis consists in stressing the importance of materiality in teaching and learning activities and shows how apprentices access to professional knowledge and skills by seeing, hearing, smelling, touching and even tasting material objects. On a methodological level, this case study underlines the complementarities between language use and other semiotic modes of human interaction. It brings arguments for the use of videotaped data in the field applied linguistics in general and research on vocational education in particular.

GALATOLO, Renata & TRAVERSO, Véronique, Analyse multimodale d'une activité professionnelle: l'utilisation des bons de commande dans un restaurant, 33-58

In this paper, we analyze the organization of a collective activity in a professional setting: a restaurant kitchen. The analysis proceeds by examining the functions of order forms. The restaurant activity is dealt with as a situated activity system, i.e. as a set of heterogeneous elements - including persons as well as artifacts - brought together by the activity and by a socially organized distributed or common perception. The multimodal video data analysis makes it possible to examine in detail how participants integrate the order forms in local contextual configurations on which they rely in order to organize their activity.

PITSCH, Karola, Unterrichtskommunikation *revisited*: Tafelskizzen als interaktionale Ressource, 59-80

Drawing on video-recordings of immersive classroom interaction, this paper investigates the ways in which blackboard inscriptions are used as interactional resources in face-to-face interaction. It furthers current understandings of multimodality by exploring the functional role of material structures within interaction – an aspect of multimodality which is, as yet, neglected. Specifically, the article addresses the following research questions: How are inscriptions introduced and used as a resource for dealing with communicational problems that arise? And, how can the functional role of material resources be described analytically? The analysis examines the interplay of talk, body-display, and the creation and/or manipulation of material resources. Moreover, on a theoretical level, it introduces the notion of "intermediary objects" (Jeantet, Vinck) to the level of sequential analysis. In so doing, the intended contributions of the analysis are twofold. Firstly, it advances the use of the conversation analytic perspective for research on teaching and learning settings. And secondly, by presenting the study of

'classroom interaction' as an example of a highly complex interactional scenario, it offers new impetus for the inclusion of multimodal aspects within conversation analysis and linguistic studies.

PEPIN, Nicolas & STEINBACH, Fee, Multimodalité, stabilisation de ressources linguistiques et émotionnalité en classes FLE. Les travaux en groupes: une étude de cas, 81-105

The aim of the present paper is to illustrate the potential contribution of the multimodal approach, that is based on authentic video data, to second language classroom research (e.g. the French second language classroom). Our main questions are concerned with the interactive emergence, negotiation, and stabilisation of linguistic resources as well as with the role of emotionality in these processes. Our analysis are developed in what is called a socio-interactionist approach to cognition and emotion, on the basis of a case study of a particular but recurrent activity in the classroom, that is peer-group interaction (e.g. the preparation of a dialogue between three girls).

VERONESI, Daniela, Movimento nello spazio, prossemica e risorse interazionali: un'analisi preliminare del rapporto tra modalità in contesti didattici accademici, 107-129

How do academic instructors use space in their lectures and in classroom environments which may imply a clear physical separation between instructors and students? To what extent are instructors' varying positionings in space exploited for pedagogical purposes? Based on such research questions, the paper compares the exploratory analysis of space management in four university lectures held in Italian, German and English and examines a set of examples both for monological speech and dialogic phases. It thus formulates the hypothesis that body movement, position and orientation can be considered as an extra-linguistic set of resources to visibly display the organization and development of the lecture on the one hand and to enhance student's intervention on the other.

DE STEFANI, Elwys & MONDADA, Lorenza, L'organizzazione multimodale e interazionale dell'orientamento spaziale in movimento, 131-159

The analysis of spatial orientation has mostly concentrated on descriptions of itineraries based on interactions occurring between a speaker asking his way and an interlocutor delivering the required information. Our paper focuses on the way in which moving couples – either walking or advancing in a car – reorient themselves without the aid of a third person. We will show to what extent the analysis of these accomplishments can benefit from taking into account the multimodal details of interaction. We stress the dynamic temporality of the multimodal actions which constitute this spatial navigation e.g. as couples (re)arrange themselves as vehicular units and (re)position themselves within the interactional space. Participants orient visibly to this temporality of spatial action, as can be seen, e.g., in the way they shape their turns at talk as well as in the sequential order of the interaction.

STREBEL, Ignaz, Text und Interaktion im Strasseninterview: eine geographische Untersuchung, 161-180

Based on video recordings, this article discusses how interviewers deliver a questionnaire to passers-by in the largely uncontrolled and uncontrollable setting of the street, and how this text is used to 'translate' everyday experiences and practices into a scientific framework. Written by a geographer, this article asks how participants locally administrate the questionnaire as a mobile and distributable text that, once filled in, can be sent back to the research centre where survey data is centralised and evaluated. Two instances will be discussed in which this geographical order of the questionnaire text is accomplished. Firstly, the article describes how an interviewer achieves the requirement of an interview for standardised oral questioning by reading from the questionnaire sheet. Secondly, the paper focuses on how another interviewer, together with her interview partners, formulate and identify the objects of interest for the interview in order to make adequate entries on the questionnaire, so that they can be used for further scientific investigation.

BOVET, Alain, Donner à voir le débat politique. La réalisation en direct d'un débat télévisé, 181-202

Television debates can be approached as the filming of talk in interaction. The TV crew creates a live representation, which is witness to, and utilizes, the ordinary intelligibility of speech exchanges. The paper proposes the analysis of the filming of a short sequence. A first participation framework is made visible on the screen through a succession of shots presenting the panellist currently talking and his opponents. An alternative participation framework emerges when a new shot shows the host of the debate, who has not appeared on screen during the panellist's turn at talk. That shot makes visible the host's impending turn-taking. The resources for such an anticipation of participation frame shifting lie in the design of the panellist's turn. The turn moves from a critique of his adversaries to an accusation of partiality addressed to the host. During that sequence, the right to talk becomes what is at stake. Professional (TV) filming of talk appears then as liable to align with and make visible one of the alternative participation frameworks.

MALBOIS, Fabienne, *Doing gender au journal télévisé: approche ethnométhodologique d'un récit médiatique*, 203-231

Doing the ethnomethodology of a French TV news, this article aims to highlight some of the typical features of news story, and the way that one mobilizes sex categories for broadcasting. Taking into account the discursive components provided by the audiovisual text (talk, picture, caption and sound), I look at first into the means displayed for producing the facticity, the reality, the "publicity" and the "newsworthiness" of the event which is reported. Afterwards, in relation to the representation of a "doing gender" which ends the "recognition-type description" of the main protagonist of the story, I focus on the issue of the televisual accomplishment of an identity which is both professional and sexual. Actually, I will show that that character is not an authentic stockbreeder as far as it is a woman too. Raising that point, I will bring finally some clarifications concerning the analysis of sex categories, the question of their saliency in interaction more particularly.

**86 – retardé – Langues étrangères précoces – enjeux politiques, observations empiriques et possibilités de pratiques
Fremdsprachen früh lernen – Bedingungen, Analysen, Praktiken**

**87 – été 2008 – Perspectives de la linguistique des médias: multiplicité des langues et mondialisation médiatique en Europe...
Perspektiven der Medienlinguistik: sprachliche und mediale Globalisierung in Europa...**

TOPHINKE, Doris & ZIEGLER Evelyn, Junktionsstrategien in deutschen und englischen Online-Hilfen für Softwareprogramme, 7-25

From a comparative perspective this article will focus on instructions as a key feature in manuals and examine how they are encoded in German and English online-manuals for the software application SAP for Higher Education & Research. In chapter 1 we will give a detailed text-type description and discuss external and internal text characteristics. Chapter 2 describes the English and German online-corpus. In chapter 3 we will present Raible's "model of conjunction" (1992) as an appropriate model to analyse the syntax of instructions. The quantitative analysis shows (chap. 4) that a preference for conditional relations between two propositions is evident in both corpora. Furthermore, the data reveal that subordination is the clearly favoured technique in both online-manuals. From this we conclude that a more verbal style is preferred by which two propositions are expressed in an explicit manner. Finally, the comparative approach indicates that the English online-manual serves as a model for

choices in the lexical and pragmatic domain of the German online-manual (chap. 5). This is especially the case, where text understanding and information retrieval is made easier.

ROWE, Charley, Hyper-formality and Ultra-casualness: Native and Non-native English Style on the Ask-A-Linguist Web-based Bulletin Board, 27-54

Die Studie diskutiert quantitative und qualitative Unterschiede der englischsprachigen Anfragen an Ask-a-Linguist, die von Muttersprachlern und Nicht-Muttersprachlern formuliert wurden. Die Untersuchungen konzentrieren sich dabei in erster Linie auf die Formalität bzw. Informalität und die Verwendung von Höflichkeitsformen in diesem asynchronen Forum. Insgesamt machen die Fragesteller von einer ganzen Spannweite linguistischer Formalitäten Gebrauch, und verwenden sowohl "überformelle" als auch "überinformelle" Anfragen, um sich in diesem durch stilistische Vagheit gekennzeichneten Forum zurecht zu finden. Dabei sind bemerkbare Unterschiede zwischen Muttersprachlern und Nichtmuttersprachlern festzustellen, insbesondere in Bezug auf die verwendeten Höflichkeitsstrategien, die bei Anfragen, Dankesbezeugungen, sowie Begrüßungen und Verabschiedungen angewendet werden. Die Ergebnisse der Untersuchung veranschaulichen ausserdem die Komplexität der stilistischen bzw. pragmatischen Mechanismen, die Nichtmuttersprachler des Englischen verwenden, wenn sie sich in dem relativ unpersönlichen und informellen Forum bewegen.

GNACH, Aleksandra & PERRIN, Daniel, Dire et faire. Analyse des relations entre normes et pratiques de la langue au sein d'une société publique de radiotélévision multilingue: le cas SSR idée suisse, 55-71

This article presents the key concepts and outcomes of the ethnographic research project "idée suisse: Language policy, norms, and practice as exemplified by Swiss Radio and Television". The research question was whether and how the Swiss broadcasting company, caught between public service demands and market forces in a multilingual country, should, can, and actually does fulfil language policy requirements (see section 1). Four research modules were combined: module A focused on external language policy expectations; B on organizational-hierarchical internal rules; C on text production, and D on quality control follow-up communication (2). The synthesis of the results of the four modules shows that policy makers, management, chief editors, and journalists turn out to have very different views of what public broadcasting should be and what language has to do with that (3). Four possible frames for the interpretation of these results will be discussed: the consonance/dissonance frame, the hypocrisy frame, the functional dysfunction frame, and the hidden knowledge frame (4). The discussion of the four interpretation frames will reshape a core problem of Applied Linguistics: providing adequate knowledge transfer between research and application fields – one of the ways for us Applied Linguists to bring together our own talk and action (5).

BRALA, Marija, Language, Policy and Identity: Perceptions of and Expectations for (Non)anglicized Language on the Web. The Case of Croatian Blogs, 73-94

Questo articolo esplora il rapporto tra lingua, identità e politica linguistica, dal punto di vista dei blog creati in lingua croata. Le questioni esaminate includono: a) le tendenze linguistiche osservate nei blog croati; b) la percezione dei blog croati e di quelli 'anglicizzati'; c) le possibili implicazioni che le caratteristiche linguistiche osservate (e in particolare le preferenze degli autori di blog croati per l'inglese, ovvero per il lessico, la sintassi e le strategie di discorso anglicizzati) potrebbero avere per la politica linguistica in Croazia. Alla discussione generale del rapporto lingua-identità-politica nella parte introduttiva (sezione 1) segue una caratterizzazione delle blogosfere croate (2), un'analisi del linguaggio dei blog croati (3), un confronto tra i blog croatizzati e quelli anglicizzati (4) e, nella parte finale dell'articolo, una discussione delle osservazioni (5).

LUGINBÜHL, Martin, Kulturalität und Translokalität. Zur Frage nach einem translokalen Nachrichtenstil in Europa am Beispiel europäischer und amerikanischer Fernsehnachrichten, 95-126

Cultural characteristics of texts are a central issue in contrastive textology and in the debate about Americanization or globalization of TV news. Nevertheless, the meaning(s) of the term "culture" often remains unclear. In this article I will discuss the concept of "culturality of text types" and the question

of national characteristics of text types in a first part (chapter 1). I will further explicate the focus on the stylistic form of texts that comes along with this concept (2), afterwards I will briefly discuss the relationship between language, culture and nation (3). In a first step I will take a look at the common conceptualization of "culture" in the works of contrastive textology. In this context, results of a diachronic comparison of the Swiss "Tagesschau" and the American "CBS Evening News" are presented (3.1), then I compare the coverage of six European public TV stations and three American network news shows about an air crash in Brazil (3.2). I will argue that the concept of "journalistic cultures" of single TV news shows is the most promising to understand and explain the differences found. Further explanations focusing on single aspects (like nation, language or media system) are not sufficient and neglect that TV news shows are cultural artifacts (3.3). In addition, the analysis suggests that there is a translocal TV news style of public TV stations in (central and north) Europe; there seems to be regional facets next to local and global ones and the according regional cultures are translocal and regionally not homogeneous (4). Summing up, I will subsume the arguments for the assumption of a translocal journalistic culture as a key site for the style of TV news texts (5).

BURGER, Marcel, Analysing the Linguistic Dimension of Globalization in the Media: the Case of Insults and Violence in Talk Shows and Debates, 127-150

Cet article porte sur quelques aspects du phénomène de globalisation qui affecte les médias contemporains, plus précisément les pratiques du débat et des talk shows télévisés. Situé dans une perspective interactionniste de l'analyse des discours et de la communication (§1), le propos porte sur le rôle des unités langagières dans la construction des cultures médiatiques états-unienne et européennes (§2). Après avoir défini les propriétés discursives de trois genres de débats et talk shows (§3), je propose une analyse qualitative et comparative détaillée de deux émissions à succès relevant de l'un de ces genres: "The Jerry Springer Show" états-unien, et l'un de ses pendants européens: "ça va se savoir", diffusé en langue française (§4). En conclusion, je reviens sur les enjeux des performances langagières des animateurs de ces émissions (§5).