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DYLAN PhD THESES

The DYLAN Project is about to enter its last year, before its completion on 30 September 2011. The shorter the time still available, the more we see project results appearing. Among the many direct outputs of the DYLAN project, one consists of the PhD theses of doctoral students whose research work is fully integrated in the project. This fourth issue of our periodical newsletter therefore focuses on their dissertations. This work is still in progress, but in the following pages, readers will find a brief abstract of their respective research topics, as well as contact information for additional detail. Enjoy reading!

- Borràs Riba Eulàlia, Page 6 /*
- Cifuentes Sylvie, Page 1 /*
- Gazzola Michele, Page 2 /*
- Höchle Katharina, Page 3 /*
- Markaki Vassiliki, Page 6 /*
- Merlino Sara, Page 2 /*
- Moore Emilee, Page 3 /*
- Oloff Florence, Page 5 /*
- Sylvin Jenny, Page 5 /*
- Taquechel-Chaigneau Roxana, Page 4 /*

>> Social representations of foreign languages and language learning in the Danish corporate context.





The aim of my thesis is to explore the nature and the discursive construction of the social representations of not only specific foreign languages, but language learning itself. A social representation is understood as a type of knowledge which is developed and shared by a social group (Jodelet 1989) or more specifically as a “network” of ideas, metaphors and images” (Serge Moscovici 2000, p. 152), which serves for communicating and behaving within that group. Social representations are central to Social Representation Theory (SRT) (developed by Serge Moscovici 1976 (1961); 2000), which is a particularly attractive analytical framework for this investigation given its focus on common sense knowledge and interest in everyday communication and discourse as one of the privileged contexts for exploring social knowledge. This investigation hopes to contribute to the understanding of how lay knowledge about specific languages and about language learning in particular is constructed. The languages under scrutiny are German, French, Spanish and Chinese; although English is the predominant foreign language in Denmark, it was felt that more knowledge is needed about how other foreign languages are viewed. The database consists of 37 interviews collected from 12 Danish companies, which has been subjected to qualitative analysis using Atlas.ti software, ensur-

ing a grounded working process. Two related aspects of social representations are of particular interest. Firstly, the contents of the representations, their discursive construction and their interrelationships as a network of ideas are explored. Secondly, the processes of anchoring and objectification will be addressed. These are fundamental for the emergence and transformation of social representations (Serge Moscovici 2000), through categorizing and naming (anchoring) and making the abstract concrete by, for example, using figurative language (objectification). From the perspective of anchoring, the data are analysed in terms of the classifications used by the interviewees in their discourse as well as their self-positioning within the group(s) they perceive themselves to be members of. From the perspective of objectification, metaphorically used words are identified and analysed using a discourse dynamics approach (Cameron, Maslon, Todd, Maule, Stratton & Stanley

2009). The results of this investigation will provide insights into common sense knowledge about foreign languages as well as language learning and will be of use especially for those making decisions on language within corporate, political and academic domains, as this information offers the knowledge which comes from “the man and woman of the street”.



Sylvie Cifuentes 
 PhD directed by Sharon Millar
Sylvie@language.sdu.dk 

University of Southern Denmark 
 Research Task 1.6: analysis of representations of public and private actors with respect to the languages in contact, and examination of the relationship between these and language policies, both national and at company level.



Sara Merlino

PhD directed by Lorenza Mondada

Sara.Merlino@univ-lyon2.fr



CNRS / Université Lyon 2

Research Task 1.1: Analysis of the ways in which social actors engaged in collaborative work in professional settings cope with their asymmetrically distributed language competences and transform rules and guidelines in a situated way.

My PhD project is part of the research conducted by the team of Lyon, which, within the Dylan project, explores language use in international companies (WPI). Founded on the methodology of Interactional Linguistics, namely Conversation Analysis, my research is based

>> Interagir dans la langue de l'autre : la gestion du plurilinguisme dans des interactions institutionnelles



on the video-recording, the transcription and the analysis of naturally occurring interactions taking place in institutional contexts, such as multinational and international European meetings. The focus of the research is the activity of oral translation which is a practice used quite frequently in multilingual contexts. Translation can be realised "officially" by professional interpreters (Wadensjö, 1998; Mason, 1999; Bolden, 2000; Roy, 2000; Davidson, 2001; Apfelbaum, 2004; Gavioli, 2009) and/or, more informally, by bilingual speakers who produce it spontaneously and occasionally (Müller, 1989; De Stefani et al., 2000; Greer, 2008; Margutti, 2009). My PhD focuses mainly on the latter "type" of translation, which has not been extensively investigated in the literature: it has sometimes been identified as "natural translation" and it is inextricably tied to the "owning" of two or more languages (Harris, 1977) and therefore to plurilingual practices. The study investigates the way translation affects, and eventually reconfigures, the organisation of the overall activity conducted by participants in interaction. It takes into account different types of interactional sequences where translation occurs, for example, as an occasional event ("functional" for the resolution of practical problems, such as word

searches initiated in the lingua franca of the interaction) or as an activity in itself, installed in longer units of talk (cf. "ad-hoc" interpreting, Müller, 2001; Bühlig & Meyer, 2004; Traverso, forthcoming). Following a praxeological perspective which conceives translation not only as an "instrument" to handle the linguistic difference (that is, as just an accessory feature characterising and allowing multilingual interaction) but as a specific type of multilingual interaction, and, more specifically, as a "situated and locally organised activity" (Bolden, 2000), the thesis aims at describing in a detailed way translation sequences, taking into consideration the multimodal dimension (that is both audible and visible resources) which characterizes them.

>> The evaluation of efficiency and fairness in the management of multilingual communication.

Linguistically diverse institutions and organisations face the challenge of finding policies to manage linguistic diversity, for both internal and external communication. Just like any other policy, also for language policies we need a base for comparing, evaluating and choosing policy alternatives. This thesis develops an analytical

framework for the analysis of language policies aimed at managing multilingual communication in international institutions. The framework relies mainly on economics and policy analysis, and it is based on the evaluative concepts of efficiency and fairness, which are then operationalised through indicators. The general framework is then used for a comparative analysis of language policies aimed at managing multilingual communication (or "language regimes") in two or



three international institutions working in the area of intellectual property rights. The goal of this comparative analysis is twofold: (i) testing the hypothesis according to which efficiency in linguistic diversity management implies a positive but finite level of diversity, and (ii) assessing if a trade-off between efficiency and fairness exists (as often happens in economic policies).



UNIVERSITÉ DE GENÈVE

Gazzola Michele

PhD directed by François Grin


Michele.Gazzola@unige.ch





Université de Genève

Research Task 4.1: develop analytical tools for the identification and measurement of the allocative (efficiency) and distributive (democracy and fairness) consequences of various forms of deliberate intervention in language issues through public policies and private-sector strategies.



Emilee Moore 
PhD directed by Luci Nussbaum

Emilee.Moore@uab.cat 

Universitat Autònoma de Barcelona 

Research Task 3.1: analysis of how context changes modify language policies and strategies and affect language learning practices and representations of multilingualism in educational institutions of secondary and higher education.

My PhD thesis is provisionally entitled *Interactive practices at a Catalan university: Internationalisation, multilingualism and the construction of knowledge*. It is a case study aiming to explain the what, when, how and why of multilingual-

>> Interactional practices at a Catalan university: Internationalisation, multilingualism and the construction of knowledge.




ism as it emerges in everyday practices at one particular university undergoing internationalisation. Links will be sought between these practices 'on the ground' and university policies, and especially between the use of multilingual verbal repertoires and the construction of (L2) professional communicative competences and subject knowledge. The corpus includes primarily interactional data from diverse university settings, including official ceremonies, conferences, service encounters, lectures, group work sessions and informal student-student talk. Policy documents and other text sources have also been collected. Conversation analysis is drawn on as a window into how talk is locally organised. Its methods are complemented by the theoretical insights offered by previous work on conversational code-switching (in the tradition initiated by John Gumperz and advanced by Peter Auer, among others) and Vygotskian approaches to situated cognition. Explorations of the data thus far suggest divergences between practices and policies; the former being far more complex and polyglossic than is reflected in the latter. Furthermore, they lend support to the DYLAN hypothesis that multilingualism is a resource for the local construction of knowledge.

>> Les échanges/stages d'apprentis dans le cadre de mesures de gestion des langues des entreprises.



Mon projet de thèse porte sur les échanges/stages d'apprentis dans la région transfrontalière du Rhin Supérieur et se situe dans le cadre du travail de l'équipe UNIBAS dont la tâche principale est d'analyser et de comprendre la manière dont des entreprises élaborent des mesures de gestion des langues. Parmi ces mesures de gestion figurent la politique d'embauche (avec le focus sur les compétences langagières requises), la formation continue des employés en langues étrangères, mais aussi les efforts que les entreprises et les systèmes éducatifs fournissent ensemble dans la formation initiale des apprentis. Un exemple sont les échanges/stages, c'est-à-dire la possibilité pour les jeunes d'aller travailler dans un pays voisin pendant un certain temps. Dans ce cadre, un certain nombre de questions se posent : (a) Quelle est la place que les entreprises attribuent aux répertoires plurilingues voire aux profils linguistiques de leurs employés en général et de leurs apprentis en particulier ? (b) Quelles sont les raisons pour lesquelles certaines entreprises favorisent et facilitent les échanges/stages et d'autres, au contraire, les considèrent avec scepticisme? Pour ma thèse, je travaille dans la région du Rhin Supérieur, une région trinationale et trilingue (allemand, français et, de plus en plus, l'anglais) avec une forte mobilité entre les trois pays et donc favorable à des échanges/stages. A l'intérieur de cette région, j'ai trouvé une entreprise régionale



Katharina Höchle 
PhD directed by Georges Lüdi

Katharina.Hoechle@unibas.ch 

Universität Basel 

Research Task 1.3 : analysis and comprehension of the manner in which companies form linguistic strategies; measurement of the impact of the latter and confrontation of these with actual practices in these same companies.

qui organise des échanges/stages. Elle est fortement implantée dans la région et exploite ces relations transfrontalières mais aussi plus généralement ses contacts internationaux pour profiter, dit-elle, de la possibilité de réunir des gens de langues et de cultures différentes afin d'augmenter la créativité et la flexibilité sur les marchés. Il y a vingt ans,

l'entreprise a commencé à offrir des échanges/stages professionnels à ses apprentis dans la région. Cette offre a abouti à la création d'un véritable programme d'échanges/stages dont les entreprises de toute

la région peuvent profiter, connu sous le nom de Certificat Euregio (www.euregio-zertifikat.de). Mes données sont qualitatives et consistent en premier lieu d'entretiens semi-directifs menés avec des apprentis, des étudiants, les responsables de la formation au sein de l'entreprise ainsi que leurs homologues dans la région. Il est également prévu d'enregistrer des interactions au travail pour pouvoir confronter ce que disent les acteurs avec ce qu'ils font réellement au travail.

La recherche effectuée jusqu'à présent montre d'une part que le cadre régional éclate : aujourd'hui, les destinations sont devenues plus internationales, voire intercontinentales, et le public cible inclut aussi des étudiants étrangers. D'autre part, les objectifs visés ne sont pas d'abord linguistiques, mais concernent bien plus la formation professionnelle et le développement de la personnalité.

>> La gestion du plurilinguisme dans l'espace professionnel: ressource ou obstacle pour l'accomplissement de l'activité ?



A partir d'une approche inspirée de l'analyse conversationnelle (Sacks, Schegloff, Jefferson, 1974) et dans un esprit ethnométhodologique (Garfinkel, 1967), ma recherche se penche sur la diversité de ressources plurilingues et multimodales intervenant dans l'accomplissement collaboratif des activités en situation professionnelle. Je m'intéresse à l'analyse des événements de parole où la co-existence de plusieurs « répertoires verbaux » (Gumperz, 1964) devient une ressource pour l'organisation de l'action, la fabrication hic et nunc de décisions toujours négociées entre les parties, ou une ressource sur laquelle se dirige l'attention des participants qui la traitent comme un problème auquel ils font face de façon située. En tenant compte de deux dimensions d'analyse des interactions plurilingues, où le plurilinguisme fonctionne à la fois comme une ressource et comme un problème exploité localement pour assurer l'intercompréhension entre les partenaires, j'essaie de rendre compte des 'méthodes' utilisées par les membres dans l'élaboration de l'intelligibilité de leur échange conversationnel en plusieurs « langues ». Les avancées de ma recherche me permettent d'esquisser deux configurations différentes du plurilinguisme en situation de travail :

1. L'interaction plurilingue exhibe, par les membres eux-mêmes, la diversité des répertoires verbaux structurés en langues signifiées par le marquage de « frontières » à l'aide de procédés particulièrement observables dans des « séquences latérales » (Jefferson, 1972) ou des séquences de thématization des ressources linguistiques employées. Dans un certain nombre de données, on trouve également des « séquences de réparation » (Schegloff, Jefferson et Sacks, 1977) hétéro-initiées (other-initiated repair). Les réparations hétéro-initiées ont été repérées en suivant les procédés mobilisés par les participants pour l'identification des problèmes (trouble-source) - par exemple, des réparations utilisant des dispositifs soit interrogatifs du type « ah/ », « what/ », « comment/ », etc., soit métadiscursifs comme « je n'ai pas compris ». En outre, j'ai réuni une série d'occurrences de réparations initiées par des procédés d'hétéro-correction avec répétition du 'réparable'.

2. L'interaction plurilingue ignore toute structuration du répertoire concerné en langues. Cela a été reconnu au travers de l'identification des ressources multimodales, largement mises à contribution, et de la mobilisation des ressources conversationnelles utilisées dans leur continuité linguistique. Dans certains de mes corpus, « l'alternance de langue » se produit dans son imbrication avec la manipulation d'artefacts technologiques (ex. outils téléphoniques et informatiques) permettant de réaliser, par exemple, deux actions au sein d'un espace de travail, ou lors de modifications concernant le positionnement d'un participant par rapport au point de vue d'un autre. L'un des propos généraux de cette recherche est d'une part, montrer la variété des configura-

tions dans lesquelles peut s'organiser la diversité des langues et d'une autre part, permettre de concevoir les « langues » comme des ressources mobilisables, disponibles selon les spécificités de l'action à réaliser et les contingences du contexte dans lequel elles se situent.



Roxana Taquechel-Chaigneau
PhD directed by Patrick Renaud



Rtaque@yahoo.es


Université Sorbonne Nouvelle - Paris 3

RT1.4 : observation of forms of multilingual interaction in the workplace and measurement of their effects on decision-making processes.





Jenny Sylvin 
PhD directed by Tom Moring
Jenny.Sylvin@helsinki.fi 

University of Helsinki 

Research Task 3.4: examination of the impact of language policies on institutional strategies in universities at European, national and regional levels. Identify inefficiencies in existing policies and strategies of educational systems.

Swedish-language students in bilingual Finland are in a constant cross fire of linguistic influences. The university environment is often primarily Finnish, which is the majority language spoken by 94% of the population, while most of the

>> Bilingual and knowledgeable. Swedish-language students' professional linguistic proficiency.



Jenny Sylvin

relevant academic literature is written in English. However, the bilingual universities are responsible by law to educate Swedish-language experts within various fields, in order to cater for the needs of the bilingual society of Finland. Texts written by Swedish-language students show traces of Finnish and English in terms of terminology, structure and expressions. The language of instruction and course literature influence choices the students make: they choose to read books in the language in which they are more proficient if there are no books in Swedish, and the selection of courses in different languages influence their choice of courses. In my dissertation I will describe the linguistic goals and the linguistic environment of the bilingual (Finnish and Swedish) University of Helsinki and the monolingual (Swedish) Åbo Akademi University, and study how well Swedish-language students communicate in their native language in their various disciplines at the end of their studies. I will evaluate how well these universities succeed in their tasks of educating Swedish-language experts in various fields. The backdrop to this evaluation is an examination of the language policies and practices at the universities of Helsinki and Åbo Akademi.

>> Contribution to the systematic study of turn organization: Overlaps in French and German.





Florence Oloff

Le chevauchement, c'est-à-dire la prise de parole simultanée d'au moins deux locuteurs, est un phénomène omniprésent dans la conversation. Inscrit dans le cadre théorique de l'Analyse Conversationnelle et de la linguistique interactionnelle, notre travail se penche sur la parole simultanée considérée comme un phénomène systématique et ordonné qui appartient aux pratiques routinières de l'alternance des tours de parole. Nos analyses se fondent sur des transcriptions d'enregistrements vidéo de données interactionnelles naturelles, des conversations ordinaires en français et en allemand. Nous ne portons pas uniquement un regard sur le chevauchement en tant que phénomène audible, mais le concevons comme une pratique incarnée en interaction, qui est également implémentée par des ressources visibles. À l'analyse séquentielle s'ajoute donc une analyse multimodale, qui nous permet de tenir compte des constellations participatives dynamiques lors du chevauchement. Le travail analytique se focalise sur trois phénomènes spécifiques dans lesquels la parole simultanée intervient de manière significative: d'abord l'auto-répétition faisant suite au chevauchement, ensuite l'abandon de tour de parole d'un locuteur lors de la parole simultanée et enfin la complétion

différée, la continuation retardée d'une prise de parole en chevauchement avec l'intervention d'un interlocuteur. Cette thèse contribue à une compréhension approfondie de ces trois phénomènes et démontre que l'organisation de la parole simultanée est étroitement liée à la gestion de trajectoires d'action complexes et de cadres participatifs dynamiques.



Florence Oloff 
PhD directed by Lorenza Mondada
Florence.Oloff@ens-lyon.fr 

CNRS / Université Lyon 2 

Research Task 1.1: analysis of the ways in which social actors engaged in collaborative work in professional settings cope with their asymmetrically distributed language competences and transform rules and guidelines in a situated way.



Universitat Autònoma de Barcelona.

Research Task 3.1: analysis of how context changes modify language policies and strategies and affect language learning practices and representations of multilingualism in educational institutions of secondary and higher education.

>> Managing Multilingualism in Higher Education.

Case study: Implementation of L3 classes at a University in Catalonia.



ment is utilized. Questions that are being raised include: What discourses are present in the university's new policies? Are language changes perceived by the different actors in the university community as a threat (concern over losing Catalan identity, global vs. local approaches...) or as an opportunity in an increasingly globalized world? Are there any discrepancies between policies and practices encountered in classrooms? How are practices informing policies and vice versa in our current linguistic environment? The thesis analyses which strategies are being deployed by lecturers and students alike to manage language changes (i.e. multilingualism/ELF) in the classroom. Qualitative research is currently being conducted to analyze data from five scientific and engineering courses. The data derive from classes with different interaction formats, such as teacher-centered classes vs. group work, and classes with or without Erasmus students. The data also show varying degrees of multilingualism and code switching, thus refuting the perception that classes are conducted in unilingual mode. The research draws from socioconstructivism, interactional linguistics, ethnomethodology, and conversation analysis to determine how multilingualism affects learning on different levels. In this vein, other issues that are being explored include use of ELF (observed in classes with Erasmus students) versus CLIL (observed in classes where no exchange students are present) and how the L3 can enhance content learning.



This thesis offers a fine-grained analysis of a series of interactional phenomena accomplished within international professional settings. On the basis of more than one hundred hours of videorecorded data (the Corpus collected by the Lyon's team within the Dylan project), we explore different kinds of occupational activities, such as meetings, presentations, training sessions, etc. This helps us to understand and describe the communicative techniques (Sacks' and Garfinkel's

members methods) that enable participants to collaborate in order to negotiate, take decisions, manage disagreements, seek for agreements, categorize themselves and others in terms of expertise, professional and personal affiliation, and so on.

Within the conceptual and methodological framework of Conversation Analysis, I consider the linguistic and multimodal features of professional interactions. Moreover, by observing collaboration and professional relationships in context, I describe situated communication not only between individuals but also between groups. Finally, culture and plurilinguism at work are considered within the activity in progress as a continuum of various available resources that participants constantly adjust and (re)configure for the ongoing interaction purposes.

>> Analysis of the ways in which social actors engaged in collaborative work in professional settings cope with their asymmetrically distributed language competences and transform rules and guidelines in a situated way.



CNRS / Université Lyon 2

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