Laboratory of Excellence ASLAN – Advanced studies on language complexity

June 2018
# Table of Contents

**Foreword** ......................................................................................................................... 3  
**Introduction** ..................................................................................................................... 4  
**ASLAN & Research Priorities** .......................................................................................... 4  
**Document Structure** ......................................................................................................... 4  
**Embodied Language (EMLA)** ........................................................................................... 5  
**Language Learning in Monolingual and Bilingual Populations: From Sound to Discourse** ................................................................................................................................. 5  
**Embodied Cognition: Motor Action, Language, Emotion, Enaction** ................................. 7  
**Interacting Bodies** ............................................................................................................... 8  
**Language in Society (LaSo)** .............................................................................................. 10  
**Language, Caregiving and Health** ................................................................................... 10  
**Education and Learning** .................................................................................................. 12  
**Confronting Spoken and Written Practices** ...................................................................... 13  
**Enactment of Languages and Discourse Analysis** ............................................................... 14  
**Linguistic Diversity – Endangered Languages** ................................................................. 16  
**Multilingual Societies** ...................................................................................................... 17  
**Linguistic Systems (LiSy)** ................................................................................................. 18  
**Areal Studies** ..................................................................................................................... 18  
**Diachrony** .......................................................................................................................... 19  
**Typology** ............................................................................................................................ 19  
**Usage-informed Linguistic Descriptions** ........................................................................... 20  
**“Tout se tient”?** .................................................................................................................. 22  
**Language as a Complex Adaptive System** ....................................................................... 22  
**Ecology of Human Communication** ................................................................................ 23  
**Situated Semiotics** ............................................................................................................ 24  
**Cross-cutting Considerations** ............................................................................................ 25  
**From Theory-Oriented Studies to Societal Outcomes** ....................................................... 25  
**Ethical Considerations** ...................................................................................................... 25  
**Multifaceted Phenomena Require a Diversity of Approaches** ........................................ 26  
**ASLAN in the Digital Humanities Era** ............................................................................... 27  
**Training Program** ............................................................................................................. 28  
**Overview** .......................................................................................................................... 28  
**International Mobility Program** ...................................................................................... 29  
**International Mobility Program: a Portrait** ...................................................................... 29  
**Training Activities** ............................................................................................................ 29  
**Thematic Schools** .............................................................................................................. 29  
**In Service Training** ........................................................................................................... 30  
**ELSE Seminar** .................................................................................................................. 30  
**Science with and for Society** ............................................................................................. 30  
**Introduction** ....................................................................................................................... 30  
**Inreach** ............................................................................................................................... 31  
**Communication Tools** ...................................................................................................... 32  
**Outreach** ............................................................................................................................. 33  
**Socio-Medical Domain** ..................................................................................................... 33  
**Socio-Educational Domain** ............................................................................................ 34  
**Socio-Cultural Domain** .................................................................................................. 35  
**Transversal Public Outreach Activities** ............................................................................ 36  
**Technology Transfer and Application** ............................................................................. 36
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientometrics</td>
<td>37</td>
</tr>
<tr>
<td>Methodology and Caveat</td>
<td>37</td>
</tr>
<tr>
<td>Publications (since 2011)</td>
<td>38</td>
</tr>
<tr>
<td>Research Facilities &amp; Equipment</td>
<td>39</td>
</tr>
<tr>
<td>Major events organized</td>
<td>40</td>
</tr>
<tr>
<td>Conferences &amp; Workshops</td>
<td>40</td>
</tr>
<tr>
<td>Thematic Schools</td>
<td>41</td>
</tr>
<tr>
<td>Appendices</td>
<td>43</td>
</tr>
<tr>
<td>List of Work Packages and Tasks</td>
<td>43</td>
</tr>
<tr>
<td>WP1 – Thinking Language Complexity</td>
<td>43</td>
</tr>
<tr>
<td>WP2 – Language(s): Their Origin, Evolution, and Diversity</td>
<td>43</td>
</tr>
<tr>
<td>WP3 – From the Individual to Interaction</td>
<td>43</td>
</tr>
<tr>
<td>WP4 – Education &amp; Training</td>
<td>43</td>
</tr>
<tr>
<td>WP5 – Research Promotion and Valorisation</td>
<td>43</td>
</tr>
<tr>
<td>Steering Committee</td>
<td>44</td>
</tr>
<tr>
<td>People</td>
<td>45</td>
</tr>
<tr>
<td>PhD Candidates</td>
<td>45</td>
</tr>
<tr>
<td>Postdoctoral Fellows</td>
<td>46</td>
</tr>
<tr>
<td>International Mobility Program: The participants</td>
<td>47</td>
</tr>
<tr>
<td>Staff</td>
<td>48</td>
</tr>
<tr>
<td>Sponsored Projects</td>
<td>49</td>
</tr>
<tr>
<td>2013</td>
<td>49</td>
</tr>
<tr>
<td>2014</td>
<td>50</td>
</tr>
<tr>
<td>2015</td>
<td>51</td>
</tr>
<tr>
<td>2016</td>
<td>52</td>
</tr>
<tr>
<td>2017</td>
<td>54</td>
</tr>
<tr>
<td>Acronyms</td>
<td>56</td>
</tr>
</tbody>
</table>
The *laboratoire d’excellence* program (LabEx, laboratory of excellence) was created in 2010 by the French government within the “Investment in the Future” initiative to support top research projects associating academic teams with strong scientific records. ASLAN (Advanced studies on language complexity) was a laureate of the first call for proposals in 2011 and was awarded a total of 9,000,000 € for a 9-year term (2011-2019). The project gradually began in late 2011 and rapidly built up to its projected range of research and training activities as well as projects specifically aimed at impacting the public and society.

ASLAN stemmed from the association between DDL (*Dynamique Du Langage*) and ICAR (*Interactions, Corpus, Apprentissages, Représentations*) research laboratories. ASLAN’s initial ambition was to raise the profile and visibility of their research activities both in terms of basic research and in terms of social, educational, cultural, medical, and economic impact.

This document includes factual information that can help the ASLAN community, its scientific peers, and the stakeholders to assess whether we have met their expectations. This Scientific Report thus aims at offering an overview of the most salient research activities and achievements of the 2011-2017 period. It provides a (non-comprehensive) summary of the large scope of topics addressed by the scientific community of ASLAN and how they are organized. See also https://aslan.universite-lyon.fr/

François PELLEGRINO  
*ASLAN Coordinator (2011-2017)*

Kristine LUND  
*ASLAN Coordinator (since March 2017)*
**Introduction**

ASLAN endeavors to develop a scientific program able to account for linguistic phenomena in all of their complexity, within an integrative, multidimensional and non-reductionistic approach. This Research Report provides facts aiming at showing that the LabEx has reached this goal and currently fully plays the twofold role of a catalyst boosting pre-existing research to a higher level and of a trigger for risk-taking and emerging research. A broad scope of research topics have been addressed since 2011 and ASLAN funding and actions have given birth to numerous initiatives described in this document. They tackle both frontier research and societal challenges.

**ASLAN & Research Priorities**

ASLAN takes on several of the challenges identified by the European Commission as decisive in the next decades through the H2020 program. These priorities are also emphasized in the Strategy documents of the French National Strategy for Research. More precisely, most of the projects developed through ASLAN pertain to the **Health, Demographic Change and Wellbeing** or the **Europe in a changing world – inclusive, innovative and reflective societies** challenges of the ‘Societal Challenges’ section. Other projects participate in tackling the **Information and Communication Technologies** challenge (in the ‘Industrial Leadership’ section) or contribute to the cross-cutting ‘Science with and for Society’ program.

At the French level, one should note that ASLAN addressed 3 of the 5 urgent actions identified in the recent ‘**Livre blanc de l’enseignement supérieur et de la recherche**’ (2017:60): Action 1: ‘Big data’; Action 4: ‘From the laboratory to the patient’, and Action 5: ‘Human and Cultures’, described as the necessity to grasp both individual and social aspects of human phenomena, thus echoing the ASLAN scientific program for language.

Finally, most ASLAN activities fall into one or several of the priorities mentioned by the director of the CNRS Institute for Humanities and Social Sciences (INSHS) in July 2017: Interdisciplinary research; Internationalization; Areal Studies; Digital Humanities; Education and Learning; Behavioral sciences; Modelling, and Formal and Quantitative approaches. In addition, ASLAN’s action towards societal outreach (‘Valorisation’), which has been praised both by ASLAN’s international Scientific Advisory Board and the ANR mid-term assessment committee is perfectly aligned with the INSHS innovation policy.

**Document Structure**

ASLAN covers a broad scope of research activities which can be defined according to three attractor poles: **Embodied Language** (EmLa); **Language in Society** (LaSo) and **Linguistic Systems** (LiSy).

Embodied Language argues that language is produced and understood through perception and action. Language in Society recognizes the importance of the social context of language use. And Linguistic Systems naturally views language as a system that can be described along a set of characteristics and that has particular properties.

---

1 We understand ‘interdisciplinarity’ as involving knowledge integration and synthesis and methods from different disciplines (Stember, M. (1991) Advancing the Social Sciences Through the Interdisciplinary Experience. Social Science Journal. 28 (1), 1-14).
This report is mainly structured according to these three poles, plus an additional section that deals with their most central intersections (Système où tout se tient)? One should nevertheless notice that most of the topics addressed by ASLAN pertain to two poles, being two faces of the same coin, rather than being entrenched in only one polarity. In this report, each project is thus mentioned under the pole that seems the most appropriate given its theoretical foundations and methodology, but one should keep in mind that most of the approaches developed within ASLAN range across several (sub-)disciplines, leading to cross-references in the report. It should be noted that some of the more recently funded projects, although listed in the appendices, will not have been integrated into the structured sections as work is in the early stages.

An additional section provides focuses on cross-cutting issues (digital humanities, ethical, epistemological, and methodological aspects, etc.) related to ASLAN scientific activities. More specific information on training and societal inreach and outreach activities is provided in two dedicated sections (Training Program and Science With and For Society, respectively). Several appendices are also proposed to provide additional information on scientometrics with a focus on scientific visibility and interdisciplinarity, lists of the major funded projects, as well as on the organization of large scientific events.

**EMBODIED LANGUAGE (EmLa)**

The question of language learning was addressed in several projects dealing with typically developing monolingual and bilingual populations. The shared goal was to describe and explain the learners’ linguistic trajectories in relation to biomechanical, cognitive and environmental constraints. Data from several age groups (acquiring their mother tongue(s) and/or a foreign language) were collected through various methodological designs (from natural audio-video recordings to EEG measurements).

Concerning first language acquisition, two development stages were extensively studied: the babbling and the first word stages. The work on babbling aimed at better understanding early motor development and its possible relation with speech and feeding developments (BABIROM and PhD project of L. Lemarchand). A longitudinal study on the temporal patterns of articulation in 20 French-speaking children between 8 and 14 months revealed a decrease in syllable duration around 10 months of age. This decrease can be interpreted as a sign of better mandibular articulation control for speech. The study of the
temporal pattern of articulation has currently been extended to the study of first words in collaboration with the LabEx EFL in Paris. In order to study the relations between language and food practices, parental questionnaire about food practices in children between birth and 24 months of age was built and normed on 800 French children, leading to a better understanding of the dietary practice changes. A second topic in first language acquisition was the influence of articulatory constraints and input on the production of first words in a cross-linguistic and longitudinal perspective. This work has been built on an ANR financed project PREMS previous to ASLAN. An important database (30 children in 4 different languages from 9 to 30 months of age) has been collected, transcribed, and partially made available on TalkBanK. The results confirm the importance of the articulatory constraints and the role of frequency and neighborhood density on word production (Kern, in press 2018; Kern & dos Santos, 2017). By adopting an original method of data analysis derived from ethology, the influence of context diversity on linguistic and interactional behaviours of the mother-child dyads were also examined (PhD project of L. Glas). Finally, concerning a later stage of linguistic development (children and adolescents), a corpus of chronometric data of written text production (written on a graphic tablet, connected to a computer with or without an additional eye-tracker) has been collected (PhD project of E. Ailhaud) in order to identify writing processes and to characterize writer profiles (Ailhaud, Chenu & Jisa, 2016).

The issue concerning the link between linguistic development and input was also addressed in research on linguistic development in bilingual groups of children. One project (PhD project of D. Valente) relates lexical development in a group of Portuguese/French bilingual children in France to their linguistic exposure as well as to executive functions such as selecting and monitoring behaviors to reach goals. Another project (INEXDEB) aims at exploring the relationship between linguistic exposure and receptive vocabulary size, overall oral language competence and narrative performance in a group of 50 French-English bilingual children attending a state school with international sections in France. Through cross-sectional and longitudinal data collection (five-year duration), the influence of quantity and quality of exposure on lexical, grammatical and discursive abilities is measured, according to the school level of the children (1st and 5th graders at the outset of the study). Initial results provide evidence that receptive vocabulary and certain narrative productivity measures are sensitive to exposure in each language. Most strikingly, the frequency of shared book reading predicts language performance, particularly in younger children. The study highlights the importance of working closely with teachers and parents of bilingual children in order to provide concrete recommendations to enrich oral language (Cohen, 2014).

Two other projects on foreign language acquisition are currently being conducted. The first one (PhD project of J. Krzowski) focuses on assessing the impact of perception and production training on the acquisition of the phonology of English as L2 by French learners. Evaluation is based on behavioural performances and electrophysiology. The first results seem to reveal a positive effect of perception training regarding perception and production performances, and a more restricted effect of production training (Krzowski, Ferragne, Pellegrino, 2015). The second project (Post-doctorate of Laetitia de Almeida) concerns the acquisition of the phonology of French by children who have recently arrived in France and who speak different first language(s). Through longitudinal data collection, she aims at evaluating how fast L2 French phonology is acquired by early L2 learners and how the children’s first languages impact this rate. First results suggest that children acquire French phonology (specifically, syllable structure) quite quickly, within their first year of exposure to French, and children’s L1 phonological representations seem to guide the acquisition of the L2. A third project aims at better understanding the role of the motor system in second language (L2) processing (see the “Embodied Cognition” section).

Two major conferences were organized and hosted in Lyon : the ELA2012 conference in December 2012 (120 people) was the third edition of a conference on early language acquisition generally hosted in Lyon, and IASCL2017 was the 12th edition.
of the conference of the International Association for the Study of Child Language. A regular seminar on bilingual development has also been organized every two months since 2015 with presentations given by members of the LabEx Aslan or invited speakers.

Through all of these projects, ASLAN is in close and frequent contact with early childhood institutions and/or the educational community. These contacts have allowed us to collaborate since 2015 on a large-scale interdisciplinary research project (language science, psychology, and economics) called ‘Parler Bambin’ whose purpose is the national spin-off of a program of language stimulation in nurseries and its scientific evaluation (STIMULAN). This project was nominated as one of the laureates of the Presidential Initiative ‘La France s’engage’ in 2015.

**Selected References**


**Embodied Cognition: Motor Action, Language, Emotion, Enaction**

Research conducted in ASLAN considers language as closely intertwined with the body and its interactions with the environment (e.g., Boulenger et al., 2012; Pulvermüller et al., 2014). Accordingly, the way we act with the world is assumed to shape our cognitive representations and affect language processing and use (see also the “Interacting Bodies” section). In this view, language is grounded in the brain systems for action, perception and emotions. Three grants (two doctoral and two post-doctoral) have been offered within the embodied language framework. The first project investigated the “Symphony of brain oscillations during speech perception in typically-developing children and children with Specific Language Impairment (SLI)” (PhD of H. Guiraud, 2013-2017 who is now a Research and Teaching Assistant at Paris Descartes University; see also the “Language, Caregiving, & Health” section). It aimed to examine, using MEG (magnetoencephalography), how brain rhythms align to speech rhythm when speech is naturally produced either at a normal or fast rate. One of the hypotheses was that challenging speech perception (i.e. fast rate) would resonate in the motor system involved in speech production. Results in typically-developing children confirm this prediction: they reveal that whereas oscillatory activity in right auditory cortical regions synchronizes to normal rate speech, such coupling is observed in left motor regions (hosting articulatory representations) when children listened to fast rate speech (Guiraud, Hincapié, Jerbi & Boulenger, submitted). The second project (“Promoting second language phonological and semantic learning: a new role for the motor system”, PhD of A. Breton, 2016-2017; PI: A.C. Roy & V. Boulenger) seeks to examine, using various techniques (EEG, kinematics and fMRI), whether and how exploiting the motor system during learning of a foreign language in adults can enhance 1) semantic processing (action verbs) and 2) phonological discrimination in the second language. Pilot results for the semantic study suggest that observing and imitating iconic gestures (from sign language) facilitates learning (i.e. better recall and shorter response times) of Greek action verbs in French adults as compared with mere listening to the verbs and imitation of non-iconic gestures.

ASLAN also funded a post-doctoral project entitled “First meeting between patients and caregivers: a psychophenomenological study” (by A. Cazemajou, 2015-2017). This research lies in the larger context of the THÉSÉE project (“Theories and Explorations of Subjectivity and Explicated Experience”, 2015-2018), which gathers members of ICAR and DDL and aims to understand how people meeting for the first time experience this moment along.
different dimensions such as sensory, emotional and bodily experience as well as cognitive micro-actions (Petitmengin et al., 2015). The THÉSEE project particularly focused on first encounters between health practitioners and patients. Through first-person explicitation interviews, issues such as the unfolding of intersubjectivity and the porosity of interpersonal boundaries have been addressed. Results revealed a typology of the micro-phenomena composing the first meeting experience, structured as a matrix with four dimensions: 1) Type of act performed by the subject; 2) Mode of intersubjectivity; 3) Subject’s sense of agency and 4) Experiential modality involved (Ollagnier-Beldame & Coupé, submitted; Ollagnier-Beldame & Cazemajou, submitted). In the context of the THÉSEE project, ASLAN also supported the organization of the international workshop « The lived experience of the first encounter between health practitioners and patients » (29th-31st March 2017) for which a special issue of Anthropology and Medicine (Taylor & Francis) is planned for August 2019.

The second ASLAN funded post-doc in this theme was attributed to Claire Polo where she conjointly worked on the cognitive and communicative aspects of human interactions during socio-scientific debates. More specifically, she studied how gaze, gesture, manipulation of objects, and representational forms of knowledge interact with verbal productions in collaborative sense-making (also see the Education and Learning section).

Finally, the interdisciplinary (WP2-WP3) research project PROJECTOIRE ("Trajectoire linguistique dans les mouvements de projection du bras", 2017-2018; see also the “Typology” section) focuses on the embodiment of language in the motor system from a typological perspective. Recent findings from the (Language) Description, Typology and Fieldwork axis (DTT) of DDL suggest a primacy of the vertical axis in spatial path expression in languages whose morphosyntactic structures have little in common (e.g., Mandarin Chinese, Homeric Greek, Jakaltek Popti). Given that path inevitably implies movement, and given the close proximity between language and motor representations, the aim of PROJECTOIRE is to unravel whether this typological tendency is also apparent in the organization of biological movements. This is examined in kinematic experiments on pointing movements performed in response to 1) visual cues (targets at 45°/-45°) and 2) verbal cues that are either congruent (“en haut à droite”: top, right) or incongruent (“à droite en haut”: right, top) with typological linguistic tendencies. First data from 19 adults show that incongruent verbal cues disturb movement execution by decreasing the amplitude of the acceleration peak as compared to congruent verbal cues. However, analysis of movements along the vertical and horizontal axes in the 45° and -45° conditions suggests predominance of the vertical axis irrespective of congruence. In other words, although hearing an incongruent cue such as “à droite en haut” affects movement execution, it is not sufficient to alter the primacy of the vertical axis which seems deeply rooted in biological movements just like in verbal expression of Path.

Selected References


INTERACTING BODIES

Research on interaction and social activity from a language sciences perspective is concerned with the analysis of spoken language in a given context. However, in line with recent theories on embodied language and embodied cognition, projects funded by ASLAN highlight how spoken language is...
produced in relation to how human bodies interact. Indeed, participants mobilize linguistic, corporeal, gestural and postural resources during human interaction to build meaning and to promote mutual understanding in a given situation. They also use the material resources that are available in their environment.

Whether in learning contexts (GEDECO, ISMAEL, ForLAN), medical contexts (IAA, MALICE, REMILAS, MILSA), or contexts mediated by technology (JouESI, ITAC, SENEC, JANUS), researchers analyzed interacting bodies. This theme was part of 3 PhDs (E. Chernyshova, B. Holt, B. Ursi) and 2 post-docs (A.C. Ticca & G. Dyke). The large majority of this research was positioned within interactional linguistics frameworks (e.g. language use in real time human interaction). Although taking data from multimodal interactions, G. Dyke’s post-doc took a modeling approach, rather than a descriptive one and built temporal models and visualizations of linguistic production contexts in multimodal interaction.

The other projects, PhDs and post-docs allowed ASLAN to further explore bodies in interaction, and enabled innovative topics to emerge, for example, on the role of touching in interaction, studied by Luca Greco, a visiting scholar in the ICAR lab. New data and new investigative lines focus on how touching (persons or objects) becomes a resource in interaction. Interacting bodies have been studied, for instance in A.C. Ticca’s postdoctoral project concerning medical service encounters in a bilingual context and service encounters where multiple participants use technical resources and other artefacts. B. Ursi’s doctoral project studied the syntactic and sequential approach of negation rejection in interaction, and found patterns relating multimodal configurations and conversational resources.

In addition to the THÉSÉE project outlined in the Section on “Embodied Cognition”, two other projects focused more on the role of interacting with material resources in the environment. Janus created mixed objects (e.g. both virtually and physically present) and studied how they are used to support decision making during the construction of solutions during industrial innovation. The ISMAEL project studied online teachers’ professional identity with a focus on semiodidactic dimensions and aimed to contribute to a reflection on the training of online teachers and the definition of an economically viable pedagogical model. It gave rise to a collective book “Enseigner l’oral en ligne - Une approche multimodale” (Guichon, Tellier, 2017), thus reinforcing connections with Aix-Marseille Université. The authors take a multimodal approach to interactions by examining all the semiotic resources available to an online teacher (gestures, images, chat, and prosody) and how they are orchestrated. B. Holt drew from his PhD on the multimodality of teachers’ explanatory sequences dealing with lexicon during videoconferences in order to contribute to a chapter.

Several workshops have been organized around these topics (Eating and Cooking in interaction, Explanation, The discursive genre, Interactional activity and multimodality, Multimodality, The role of objects in collaboration, IMPECC Multimodal screen interactions). Two thematic schools have been organized (June 2012, SEQ-i: Sequences in interaction: From adjacency pairs to complex activities, co-organized by ASLAN WP3 and Univ. of Basel; a CNRS thematic school in Sept. 2015 MAINLY: Multimodal Interactions Lyon: the construction and organization of social actions), with Univ. of Loughbourough and Univ. of Bologna.

Selected Publications


Second we focus on studies on adult patients: with parasomnia (SWYS), with Alzheimer’s Disease (ALIBI, ALBINOR, and MALICE) and with aphasia (IAA). Finally we deal with projects focusing on interaction between health professionals and health professionals and patients.

Pathologies in children and young adults. The PhD project of H. Guiraud (2013-2017) investigated the processing of speech rate variations, together with its underlying neural correlates, in children with SLI. A first study revealed that children with SLI (8-13 years old) experience specific difficulty, as compared with typically-developing children, processing speech that is naturally or artificially accelerated (Guiraud et al., 2018). A second study using MEG then showed atypical synchronization of neural oscillations in auditory and premotor cortex to speech envelope (which reflects syllabic rhythm) in these children. Such atypical brain-to-speech alignment may account, at least partly, for the phonological and morphosyntactic deficits reported in SLI.

The collaboration with the Disabled Students’ Service of the University of Lyon on the issue of dyslexic students, initiated in 2013, allowed us to establish and lead a partnership between researchers and engineers of ASLAN, the Institut des Sciences de l’Homme (Plateforme PANEL), the Disabled Students’ Service, CRNL (Centre de Recherche en Neurosciences de Lyon), and hospital practitioners, giving rise to several projects involving various funding partners: ETUDYS, DYS’R’ABLE, FLEXiDYS and MADEDU (a MOOC about dyslexia). The central objective of ETUDYS was to determine the main difficulties encountered by dyslexic students at university and to compare these subjective elements with objective data from a speech and neuropsychological examination and a pilot study on textual production (Mazur-Palandre, Abadie and Bedoin, 2016). DYS’R’ABLE (2015-2016) project was initiated to focus on two specific difficulties: learning English and French textual productions. A third project, FLEXiDYS (2017-2020), also funded by Ecole Normale Supérieure focuses specifically on dyslexic students’ written and spoken difficulties during text production with the objective to better understand and to clarify the nature of these difficulties (Mazur-Palander, accepted).

The TDAH project subscribes to a re-education perspective for adults suffering from ADHD. This project ended in 2014 and showed that it is possible to collect EEG correlates of response inhibition from a Go/NoGo auditory paradigm, and to detect subtle inhibitory deficits (Marcastel & Bedoin, 2016). EEG data indeed showed how the mechanisms of inhibition of adults with ADHD are atypical (abnormalities of P2, N2, P3 components of event-related potential). This project also allowed to evaluate training proposed to ADHD adults and to elaborate adjustments to be implemented.

Adult patients. The SWYS project involves linguists (from the Labex ASLAN, University Paris 8 and University of Besançon) and physicians and aims at studying spoken language uttered while sleeping through a corpus collected from patients suffering
from parasomnia. Syntactic and morphosyntactic analyses have been dealt with and show differences between patients (Arnulf, I., Ugucioni, G. Gay, F., Baldayrou, E., Golmard, J.F., Gayraud, F. & Devevey, A., 2017), thus giving us the first elements of a generalizable model for language while sleeping. Data collection is continuing to allow more in-depth phonetic-phonological analyses.

Three projects and a Ph.D. have been funded in the framework of analyses on Alzheimer’s disease: ALIBI, ALBINOR, MALICE, and Camille Frouin’s Ph. D. The main goal of the ALIBI project and its follow-up ALBINOR is to provide adapted neuropsychological assessment tools for migrant bilingual aging populations, characterized by late bilingualism and a low socio-educational status. The ALIBI project tested 31 healthy and 13 Arabic/French bilinguals suffering from dementia. They were tested in both their first language (L1) and their second language (L2) on six language and neuropsychological tasks. The findings indicated better scores in L1, especially in the population suffering from dementia, as well as an underestimation of cognitive abilities when tested in their L2, suggesting that existing assessment tools are not appropriate for these populations. The main goal pursued by the ALBINOR project is to compensate for the lack of neuropsychological norms for this population, using four tasks which proved to be the most relevant in the ALIBI project: the standard version of the Mini Mental State Examination, the Mini Mental State Examination (adapted to educational status), and a fluency task as well as a naming task.

The MALICE project was launched in June 2015, following a request from the Hôpitaux de Fourvière and P2S lab (University of Lyon 1) for a shared experiment on 27 patients. The aims are to conduct 3 experimental tests of the Theory of Mind hypothesis applied to Alzheimer’s patients as well as to record, observe, and transcribe verbal and non-verbal communication to provide some insights for better mutual understanding between patients and their caregivers (family, health care). Transcripts of the first experimental test have been achieved and 2 Masters’ theses have been defended in 2017.

Among studies of this degenerative pathology which affects language, Camille Frouin’s thesis should be specifically acknowledged. She will defend her PhD in 2018, and her main aim is to question the retrogenesis hypothesis in Alzheimer’s disease.

A last project focusing on adult patients is the IAA project that is about interactional practices of speakers with aphasia when communicating with different institutional conversational partners and/or with his/her significant others. By drawing attention to interactional processes in aphasia (Colón de Carvajal and Teston-Bonnard, 2015), this project provides the necessary empirical ground to assess how communication practices and professional training of language and speech pathologists might become more effective.

Interactions in medical contexts. Several projects, focusing on interaction between health professionals themselves or health professionals and patients, have an important impact on the training of health professionals. The main objective of the project Meal Service on the Recovery Ward (with the Paul Bocuse Institute) is to consider food as more than a simple physiological need by taking into account the social and interactional aspects of the meal so as to create innovative care-giving models. Interaction between health professionals themselves is studied through a project about nursing replacement in a psychiatric hospital and about the transmission of information concerning patients (CIPSY with the hospital Le Vinatier). The THÉSÉE project (see the “Embodied Cognition” section), considers first encounters between “health care workers” and patients. A last example is the REMILAS project (“Refugees, migrants and their languages in healthcare encounters”) the objective of which is to understand how these multilingual and intercultural communications work (Ticca and Traverso, 2017). This project concerns the reception of refugees and migrants in France, and the issues related to language that recurrently emerge in the situations they face. The project focuses on specific types of social encounters – specifically physical and mental consultations and interviews – that such populations must face when asking for asylum visas or refugee status. Vanessa Piccoli is an ASLAN funded post-doc for the REMILAS project.

All these projects imply an increase of our collaborations with extra-academic structures: The Hospital of Le Vinatier, The Fourviere Hospital, HFME, Centre de Recherche de l’Institut Paul-Bocuse, Centre Orsperre-Samdarra, Hôpital Gériatrique des Charpennes (Lyon), CHU Purpan (Toulouse), Hospices civils de Lyon and their
Comité de Liaison en Alimentation et Nutrition, Institut Paul Bocuse, Hôpital Pierre Wertheimer, Hôpital Pitié-Salpêtrière, Association DYStinguons-nous I, the Disabled Students’ Service (UdL).

Under this theme, three Ph.D. have been undertaken among which one was defended in 2017 (the candidate is now a temporary teaching assistant at Paris 8 University).

✓ Selected References


EDUCATION AND LEARNING

The research carried out in this theme studies situations regarding teaching, training, and/or learning from the angle of the communicative interactions between the participating actors. Beyond the differences in theoretical approaches, the shared hypothesis is that knowledge transmission and learning depend strongly on communicative practices and situated semiotic processes. These are largely dependent on the material, cognitive and social characteristics of the situations. For this reason, the methodologies developed rely mostly on the production of videographic recordings, supplemented by other types of data (interviews, ethnographic observations, questionnaires, document collection). Such empirical material allows for detailed interaction analyses, while taking into account the particularities of the contexts (Suthers, Lund, Rosé, Teplovs & Law, 2013). The complex corpora produced are then analyzed using concepts and methods from different approaches: interactional linguistics, conversational analysis, ethnomethodology, sociolinguistics, psycholinguistics, and didactics.

This theme has produced 3 PhDs (C. Alcade, B. Holt, K. Pettit), and 3 post-docs (JP Maître, V. Corona, C. Polo) while supporting a large number of projects. The situations studied vary on 3 points: 1) the object of learning, which can be either language practices or skills (e.g. Petit, 2016), but also other knowledge or skills of scientific, technical or professional nature (e.g. Veillard & Lambert, 2016) the institutions in which they take place: high schools of general education, vocational high schools, universities, hospitals, associations of aid to migrants, scientific cafés (e.g. Polo, Plantin, Lund, & Niccolai, 2017), associations of popular education, etc. and 3) the physical colocation of the actors or their relations at a distance, via digital devices (e.g. Guichon, 2017).

Fundamental research includes understanding how particular competences develop over time (the GeDéCo project continues previous studies on how pragmatic competencies involving explanation evolve in children (e.g. Mazur-Palandre & Lund, 2016) and the INEXDEB project explores — over five years — the role of different exposure factors, such as the quantity and quality of input, on the development of two languages in young children in oral comprehension and production (see the Language Learning section). The term learning tends to refer to taught competences whereas the term acquisition tends to refer to competences that are learned without formal instruction, but one of the originalities of ASLAN is that we are reflecting upon how competences having to do with language that are normally acquired could possibly be taught. Another goal is to study how different communication modes interact with each other in pedagogical or training situations (the Forlan project studies the role of written texts in a school workshop in learning mechanics, in
association with teachers’ explanations through language and gestures, and the SRU project studies the complex coordination between gestures, speech, visual and sensory presentation of food during meal service for patients by nursing assistants).

In addition to fundamental research, projects supported in this theme have one or two overarching objectives. The first is to produce corpora that can be shared with other colleagues and analyzed from different perspectives, or to re-employ existing corpora for new uses. The second is to propose how to improve teaching-learning situations in terms of scaffolding methods or technology affordances. Examples of the former include 1) the Interactions Aphasia Aids project which first focuses on interactional practices of speakers with aphasia and through their analysis proposes how both communication practices and professional training of language and speech pathologists might become more effective and 2) the CLAPI (Corpus de Langue Parlée en Interaction) / FLE (Français Langue Etrangère) which provides teachers of French as a second language with extracts of natural interactions from the CLAPI database as well as pedagogical resources elaborated on the basis of our research results. Examples of the latter include 1) the ISMAEL project which first studies online pedagogical interactions between foreign language teachers and learners, and then proposes improvements to the employed platform, 2) the ETUDYS project (see the Language Caregiving & Health section) which first seeks to understand the socio-cognitive and linguistic specificities of dyslexia at the university level and then proposes ways to raise awareness among academic employees.

Selected References


CONFRONTING SPOKEN AND WRITTEN PRACTICES

In order to describe a linguistic system, while taking into account all its dimensions, the work mentioned in this section focuses on different uses of ‘spoken’ phenomena in a variety of settings involving written language. These settings are concerned both with exclusively written language (language practices online and involved in digital communication, in literature, in poetry, in note-taking etc.), and written language expressed orally (the ‘oralized’ appropriation by actors of written texts in cinema, theatre, novel dialogues etc.). Furthermore, other settings such as children’s development of oral and written productions are also considered, as well as human-machine and machine-machine communication. ASLAN projects in which such work has been carried out include IAA, MALICE, CIPSY, and Men’Hir, but also the projects around dyslexia.

Studies focusing on the description of spoken language in different social situations (imposed, formal, small talk, professional, private, etc.) provide an accurate account for these ‘spoken’ phenomena. Experts in this field apply an inductive methodology based on the study of naturally occurring spoken language data, but also conduct experiments in order to determine what influences language development (e.g. Jisa, et al, 2016). To give some examples regarding inductive methods, studies of spoken French have namely described phenomena like discourse particles (bon ben volô quoi je veux dire tu sais tu vois....), reprises, (re)formulations, repetitions, word fragments, truncated normative constructions (such as the deletion of the particle ne in the negation construction or the deletion of neutral subjects as in faut que, n’empêche, etc.), interrogatives
without subject-verb inversion (*tu vas où?*), dislocations and double-marking (*ça/elle marche cette machine / cette machine elle marche*), concise constructions (*je te raconte pas ; parce quel ; je te dis pas ; tu m’étonnes l etc.*), the particularity of the uses of *on* (which is not always equivalent to *nous*), long pre-nuclei (*i.e.* topical periods), digressions etc. Experimental studies have differentiated between oral and written language in children, adolescents, and young adults (Mazur-Palandre, 2015).

Within the extended syntax, the ‘spoken’ phenomena appear to be syntactically organized. For instance, this is what emerges within our reference model, the Pronominal Approach (Approche Pronominale, AP), which distinguishes two modules: the microsyntax and the macrosyntax. Syntactic analyses in this perspective, along with studies conducted in the domain of interactional linguistics, show that all the particularities of the spoken language are part of a systemic linguistic organization.

Furthermore, non-verbal phenomena specific to spoken language can also be accounted for in this perspective. As a matter of fact, multimodality, gestures, postures, mimics, gazes (see the “Interacting Bodies” section), but also noises, laughter, gasps, etc., can be shown to follow an orderly functioning (Colon de Carvajal, Markaki, & Teston-Bonnard, 2015).

More broadly, the activities undertaken during an interaction and the possible use of objects shape the roles of the participants, but also the language that is progressively co-constructed. Despite the different configurations that appear during the interaction in different contexts and situations, an orderly system can always be identified (e.g. Teston-Bonnard, Baldauf-Quilliatre, Traverso, 2013).

The addressed issues relate to what happens in a represented fictional situation, or in a written text of any other kind produced within a particular activity. More particularly, would a written text conceived, composed and elaborated within a particular situation – within an activity, using artefacts, etc. – take into account linguistic characteristics and patterns that can also be found in spoken language in a similar situation?

As a matter of fact, many cues can be found to illustrate this assumption. For instance, many elements indicate that the linguistic organization shown for spoken language in interaction can also be found in settings featuring written language such as written interaction (epistolary communication, e-mails, social media, forums, blogs, texts), no interaction at all (solitary writing), interaction between actors (who ‘recite’ a text), and even digitally or screen mediated interaction, such as collaborative note-taking. This latter was studied in the context of G. Dyke’s post-doctoral project where being able to observe the precise temporal link between an oral utterance and a written production allowed us to examine the syntactic transformations that operate during the oral-written passage and analyze the factors that declench and influence note-taking (Dyke, Teston-Bonnard, & Lund, 2014).

Selected References


Enactment of Languages and Discourse Analysis

The Landes group (Language, Discourse, Enunciation, Semiotics), within the Cedilles team (Corpora, Enunciation, Discourse, Computer Science, Linguistics, Languages, and Semiotics) at the ICAR laboratory develops work at the junction of discourse analysis and a pragma-enunciative
approach of enunciation. Research is divided into three essential domains.

The first domain focuses on the analysis of both direct and indirect expression of emotions in discourse. Approaches involving fading enunciation and Ducrot’s disjunction of locutor and enunciator are used with the objective of describing diverse enunciative sources or points of view. In this way, it becomes clear that actors that are internal to the utterance express the emotion or the locutor of the utterance expresses the emotion (Hekmat, Micheli, & Rabatel, 2013). Research in the LIS group (Languages, Interactions Situations) within the InSitu team (Interactions: situations, practices and tools) is also relevant here. For example, Plantin (2011) questions the reigning dichotomy of reason against emotion. In doing so, he illustrates the extent to which arguments are emotion laden through the use of numerous examples.

The second domain uses the enunciative approach of viewpoints to characterize the notion of figure, understood as figurative work that surpasses literary tropes (Rabatel, 2017). The analysis of discursive phenomena such as lexical repetition and reformulation come into play (Magri-Mourgues & Rabatel, 2015).

The third domain uses discourse analysis to study interactions that are filtered by different media and then used in a pedagogical context. Collaborations have been carried out with Geneva University (L. Filliettaz, K. Baslev) and Haute École Pédagogique de Lausanne (R. Gagnon). Pierre Halté’s post-doctoral work within ASLAN takes this theme further (Halte, 2018).

Another domain concerns visual enunciation and in particular the polemical tensions between images in public spaces such as museums, urban areas, and the Internet. This praxeological vision that contrasts and puts enunciative profiles into competition is also articulated with an investigation of the dialectic between how text is interpreted and appropriated. An international conference with publication of proceedings, entitled L’appropriation: l’interprétation de l’altérité et l’inscription du soi ( Appropriation: the interpretation of alterity and the inscription of self) was financed by ASLAN (Basso Fossali & Le Guern, 2018).

All of these domains are federated by a critical and heuristic reactivation of the notion of paradigm (Basso Fossali & Colas-Blaise, 2017) within language sciences and concerning the study of corpora within different forms of Discours Programmateurs. This concept was coined by Jean-Michel Adam (2001) and is defined as “texts which say to do and how to do”. They belong to a “very large family that begin with injunctive and procedural texts and move to different forms of advice”. The apparent monovocal version of “programming discourse” hides a major elaboration of intersubjective relations. Notably one moves from strategies of interlocution strongly linked to injunctions (prescriptions and interdictions) to modal nuances that are more like recommendations or even suggestions. An international conference on programming discourse was partially financed by ASLAN on October 20-21, 2017.

Programming texts call for on the one hand, an articulation between the strategic intelligence of action and the syntagmatic legibility of the discourse that presents it. On the other hand, they call for a paradigmatic intelligence that through a division into sequences leads to accounting for a technical mastery and a separation of the prototypical operations to accomplish (Rossi-Gensane, 2016).

✓ **Selected References**


Halté P. (2018), Les émoticônes et les interjections dans le tchat, Limoges,


Lambert-Lucas.

The objective of Task 2.3. of ASLAN was to develop “critical thinking of the issues concerning endangered languages” in the areas of the description, documentation and revitalization of un(der)-described languages, all essentially today minority endangered languages (EL). Its two aims have been to train and accompany individual fieldworkers facing the extremely challenging field situations of very endangered languages, and to pursue the intellectualization of the most critical issues linked to language endangerment, both based on a contrastive analysis of long term expertise in very varied field situations.

To make sense of the often indecipherable dynamics of EL fieldwork and revitalization projects, we propose a schema of spheres of ideologies (international, national, regional and local, as well as academic) in which all types of actors intervene (Grinevald & Bert 2014). It is within this schema that LED TDR has conceptualized how to build the sociolinguistic profile of any target EL to better cope with the expected complexity of changing dynamics in the field (see first chapters of DDL theses of descriptions of EL).

In parallel, LED TDR has questioned the nature of language revitalization dynamics in the specific context of very endangered languages, considering them as basically social movements and developing the notion of postvernacular revitalization dynamics (Pivot 2014, Grinevald & Pivot 2013) and its impact on how to think about language transmission and teaching in such circumstances.

Part of the LED TDR experience and theorization has come from the role as experts of its main members (Bert, Costa, Grinevald, Pivot) in institutions at all levels: international (UNESCO), national and regional (DGFL -Grinevald, Martin, Costa & Bert 2013), Région Rhône-Alpes in France; GTR-K, SEAR and URACCAN in Nicaragua (Grinevald & Pivot 2013), as well as their role in training local actors of language revitalization projects (in France, Nicaragua and Oregon, USA). All along, a major concern of LED TDR has been the issue of ethics to be considered by field linguists, with respects to all actors of all spheres of ideology, from community members, particularly speakers and other actors, to professional colleagues and institutional partners (Grinevald & Sinha 2016).

A dozen doctoral students from both DDL and ICAR have received support from ASLAN for LED TDR fieldwork, conference participation, and research stays abroad for most of them. Several now have permanent positions (Dotte, New Caledonia; Meyer, Grenoble; Costa, Sorbonne, Paris; Pivot, Montpellier). The link to ICAR was also developed through joint sessions of the ELSE seminar (cf. Training program). ASLAN has also financed post-doctoral researchers (Ponsonnet and Vallejos) who have shared their fieldwork experience on EL. The support from ASLAN has nourished transversal relations within DDL, as with all units of “linguistic systems (LiSy), “Ecology of human communication”, “From theory-oriented studies to societal outcomes”, and “Ethical Considerations”, as well as “Multifaceted phenomena requiring a diversity of approaches”.

ASLAN support has also contributed to the establishment of a large active network of (inter) national researchers working in different continents. ASLAN has financed important international events in Lyon, the major one being the 2012 4th international “3L Summer School: from documentation to revitalization”, and its closing conference “Twenty years on with EL”, both with the participation of major figures of EL studies (such Austin and Sallabank from ELDP London, Muñwene and Grenoble from Chicago) (cf Training program). In 2014, ASLAN also financed the Workshop and Conference of LED TDS (Langues En Danger: Transmission Didactique et Standardisation de Langues Post-vernaculaux), with the participation of major actors from Latin America. The most recent development of LED TDR supported by ASLAN has been the establishment of a collaborative research and fieldwork program with the University of Oregon NILI (Northwest Indian Language Institute: Underriner & Elliot), with a focus on the ’reawakening of sleeping languages’. It has included LED TDR participation (Bert, Grinevald, Pivot) to NILI summer schools in 2016, 2017, and joined participation in European international conferences (Barcelona March 2017,
Warsaw November 2017), as well as international workshops in Lyon (Avril 2017, December 2017).

As noted by the Scientific Advisory Council of ASLAN, the work of LED TDR has high international visibility, in particular for its controlled risk taking and innovative research in themes of science with and for society, and in complex societal challenges.

✓ Selected references


Multilingual Societies
Today’s societies are characterized by mobility and, as a consequence, by different forms of multilingualism, spanning from what Blommaert calls “multilingualism of the poor” to “elite multilingualism”\(^4\). From the linguistic perspectives covered by the Labex ASLAN research, multilingualism in societies has been dealt with in various fields and according to various methodologies.

In the field of development and school education first of all, multilingualism has been examined at the stage of foreign language acquisition by children (project INEXDEB), and at that of the loss of the previously known foreign language by elderly people suffering from Alzheimer’s (Barkat-Defradas et al., in press). This latter concerned the projects ALIBI and ALBINOR - see also the Language, Caregiving, and Health section).

Two other projects have concerned multilingualism on the basis of teaching French as a Foreign Language. CLAPI FLE and INTERVALLE have developed a website for teaching/learning French as a Foreign Language, on the basis of video recordings of naturally occurring data (http://clapi.ish-lyon.cnrs.fr/FLE). In the field of education and multilingualism, ASLAN has funded the ELSE seminar, which deals with the problem of the construction of disciplinary knowledge and linguistic knowledge in second and foreign languages.

Multilingualism has also been studied as a consequence of migration. ForLAN project showed how the presence of migrant students in vocational training involves occasional uses of other languages than French. These languages represent local resources for the expression of solidarities or exclusion, for the contestation of authority, or for the modification of relations of power. The MILSA project dealt with how medical consultations, in which migrants are involved during their asylum request procedure, are managed by professionals, with or without interpreters. This project was the basis for the REMILAS Project (ANR FLASH Asile) (http://www.icar.cnrs.fr/sites/projet-remilas/).

✓ Selected References


Ticca A.-C., Traverso V. (eds), 2015 Interprétation, traduction orale et formes de médiation dans les situations sociales, Langage et Société 153.

✓ Sites
CLAPI FLE, http://clapi.ish-lyon.cnrs.fr/FLE

Linguistic Systems (LiSy)

Areal Studies

ASLAN has been deeply implicated in areal studies since its inception. A very strong focus is in Latin America, especially in the domain of fieldwork undertaken with the goal to describe aspects of poorly documented and often highly endangered languages. Thus, ASLAN has funded fieldwork on the Cariban language Ye’kwana (Venezuela), on the language isolates Tikuna and Kamsá, the Tukanoan language Tanimuka, and the Arawakan language Yukuna, all spoken in Colombia, the Takanan language Araona spoken in Bolivia and the Barbacoan language Awa’pit of Ecuador, as well as the Chibchan language Rama spoken in Nicaragua.

The field trips to the Kamsá and the Araona were pilot projects that have led to two applications for Independent Postdoctoral Fellowships (submitted to ELDP in January 2018 by Noellie Bon and Adam Tallman, respectively). While Noellie Bon’s application was unfortunately declined, Adam Tallman’s project was accepted for a starting date in January 2019. Further description projects situated in Latin America, though not necessarily entailing fieldwork funded by ASLAN, are the PhD project of Noé Gasparini on the description of Siriono, a Tupi-Guarani language of Bolivia and the transfer of an annotated corpus of texts in the Arawakan language Mojeño Trinitario spoken in Bolivia from Toolbox to Fieldwork Language Explorer (FLEx). Finally, the project “Corpus YouTalk!” collected data on discussions among students in France, the USA, Mexico and Brazil.

A further region that has become more prominent among the activities of ASLAN is Asia, especially South and Southeast Asia. Here, we have funded descriptive fieldwork on Stieng, a Mon-Khmer language spoken in Cambodia and Vietnam and on Mopiu, a Hmong language spoken in North Vietnam, as well as fieldwork in China aimed at collecting data on dynamic deixis in Mandarin Chinese for the PhD project by Jin-Ke Song, whose doctoral research is being funded by the China Scholarship Council. Furthermore, the PhD project of Krishna Parajuli on motion events in Nepal is being funded, as well as a project to archive highly important field data from Burma collected by Denise Bernot, one of the leading French linguists of Burmese languages, between 1951 and 2005 (see for example Bernot 1965, 1980).

Two projects in Africa were funded: first of all, the description of Hamar, a South Omotic language spoken in Ethiopia, was the topic of the ASLAN-funded PhD project of Sara Petrollino (Petrollino 2016), currently a lecturer in African linguistics at the universities of Leiden and Utrecht. Secondly, ASLAN supplemented a public outreach project in Botswana and Namibia, for which partial funds were provided by the Wenner-Gren Foundation, which aimed at returning the results of a large-scale molecular anthropological investigation to the communities who had participated in the study (http://blog.wennergren.org/2016/08/eag_pakendorf/).

Lastly, two other projects in Australia and Europe have been the target of ASLAN activities. The postdoctoral project by Maïa Ponsonnet, member of DDL from 2013-2015 and now a Senior Lecturer at the University of Western Australia, focused on investigating the expression of emotions in an Aboriginal language of Australia and the creole that is now replacing it (Ponsonnet 2018a, b). Within Europe, a large-scale project involving the Université Grenoble3, the Centre de Dialectologie de Neuchâtel, the Université Nice Sophia Antipolis, and the Université de Toulouse2, is being led by Michel Bert of DDL. It aims at digitizing a dialectal atlas of Francoprovençal, spoken in the Rhone-Alpes region of France, and also contains some fieldwork to record further material.

As can be seen from the above, Colombia constitutes a clear focus of the areal studies, with four fieldwork projects having been supported in this country. This focus is partly due to a long-term close collaboration between DDL and Prof. Tulio Rojas-Curieux of the Universidad del Cauca. It is also evident that linguistic fieldwork is the most important domain of our areal studies. This is due to the strong emphasis in DDL on fieldwork-based descriptions of underdocumented and endangered languages (see Section on “Usage-informed linguistic descriptions and grammars”).
Selected References


Gasparini, N., 2016, “Table ronde Corpus en langues amérindiennes et humanités numériques”, Temps, espace et société dans les langues autochtones d’Amérique du Sud à l’époque coloniale, Université Sorbonne Nouvelle Paris 3, 8-9 février 2016


DIACHRONY

In the domain of diachronic linguistics a variety of projects that cover diverse angles of language history and change have been funded. In the domain of ‘classical’ historical linguistics, the classification of Tupi-Guarani languages using state-of-the-art computational phylogenetic approaches was supported both via a post-doctoral fellowship awarded to Natalia Chousou-Polydouri as well as by funding awarded to Francoise Rose to further collaboration with Lev Michael from the University of Berkeley. This research, which also included the PhD student Noé Gasparini, has resulted in an article (Michael et al. 2015) and has furthermore been presented at various international conferences, such as the SLE annual meeting in Leiden and at the LSA annual meeting in Portland, both in 2015. Similarly, the historical-comparative analysis of a Saliban reference lexicon was undertaken by Jorge Roses Labrada, now an Assistant Professor at the University of Alberta, with the support of ASLAN.

Another post-doctoral project with a diachronic focus dealt with the study of semantic change of abstract nouns encompassing a corpus of texts from the 16th-21st centuries. This postdoctoral project has been supplemented with a research engineer contract for one year to improve the automatic labeling of this corpus.

A very different perspective on language change is taken in the project MEN’Hir ("Le MENu au restaurant: Histoire, Interaction, Représentation"). This project, which combines a cultural heritage dimension with linguistic/semiotic diachrony, focuses on the evolution of the physical, visual, and linguistic dimensions of restaurant menus from the 19th and 20th centuries. In the domain of language evolution the PhD project of Lea de Carolis on sound symbolism aims at elucidating the development of linguistic conventionalization by studying the non-arbitrary association between sounds and meanings (see the section on “Ecology of Human Communication” for more details). This work has already resulted in an article in Language and Communication (de Carolis et al. 2017). These aspects of research are in line with other work on the influence of cognitive biases on language change (see Section on “Embodied Cognition”).

In addition to supporting research projects studying language change and evolution, diachronic aspects have been supported widely through funding of various workshops and conferences. These include support for two workshops on the “Evolution of Semantic Systems”, one focusing on Balto-Slavic (2014), the other on Romance languages (2016); support for a meeting on bilingual corpus analysis of the transition from French to Latin (2014); funding for a workshop on “Diachronic morphosyntax in South American languages” (2014), which resulted in a special issue of the Journal of Historical Linguistics (Guillaume & Gildea 2018); support for a workshop entitled “Towards Proto-Niger-Congo” (2016); as well as substantial support for the international conference “Triggers of change in the language sciences” (2017).

Selected References


TYPOLOGY

One doctoral grant and four post-doctoral grants have been offered for research projects on various
The grantees have played an important role in the structuration of the “Description, Typology and Fieldwork” research axis at DDL. They have shared their expertise to introduce and develop new research themes, notably in the domain of semantic typology, a field in need of reinforcement (cf. DTT quinquennial project 2016-2020). The postdoctoral grantees have been particularly active in leading thematic seminar series (e.g. “The language of emotions” by M. Ponsonnet, “Epistemics” by M. Bruil and “Imperatives and command” by M. Vuillermet) and organizing international workshops (e.g. “MorphÉm : L’encodage morphologique des émotions à travers les langues” by M. Ponsonnet).

Among the various publications that have resulted from the grantees’ research activities is a special issue of Studies in Language on ‘Morphology and emotions across the world’s languages’ (Ponsonnet & Vuillermet 2018a) which includes, among other articles, seven papers by ASLAN/DDL members (Guillaume 2018, Németh & Sőrés 2018, Ponsonnet 2018a,b, Rose 2018, Vuillermet 2018). A final important result of the typology grants offered by ASLAN is the subsequent success of the grantees in finding jobs after completion of their projects. Among these jobs, one counts one international postdoc (U. Sydney in Australia for M. Ponsonnet) and two academic positions (lecturer at U. Leiden for M. Bruil and tenure-track assistant professor at U. Western Australia for M. Ponsonnet). Note that the other grantees, C. Voirin, M. Vuillermet and S. Easterday, are still in the beginning or middle of their projects.

Besides funding doctoral and postdoctoral research projects, ASLAN has also supported the organization of a number of important events aimed at developing the field of typology. These include the organization of a summer school and an international conference in Dakar (Sénélangues2015) and a European Summer School in Linguistic Typology (ESSLT 2016 (Porquerolles, France). For more information on these events, see the report sections of the WP4 and the thematic schools.

Finally, ASLAN funded an interdisciplinary research project (PROJECTOIRE) at the interface between linguistic typology and motor cognition. The project, conducted by researchers of the DDL DENDY axis, aims at determining whether certain results obtained by the typologists of DDL (DTT axis) in the domain of spatial path encoding are also observed in motor action in kinematic experiments; for more information see the report section on embodied cognition.

Selected References


Rose, F. (2018). The rise and fall of Mojeño diminutives through the centuries, Studies in Language (Special issue on ‘Morphology and emotions across the world’s languages’, edited by M. Ponsonnet & M. Vuillermet), 42:1, pp. 146-181


Usage-Informed Linguistic Descriptions

Many ASLAN research projects are based on the study of language in use. Corpora of language in use have been built for a variety of purposes: description of under described languages, descriptions of specific speech situations, descriptions of particular types of linguistic
interactions, and descriptions of multilingual speech situations.

Description of under described languages is a core thematic within DDL, with a major objective being the publication of reference grammars, such as that of Hamar, an Omotic language of Ethiopia (Petrollino 2016). One key aspect of these studies lies in the grounding of the description in a corpus of natural texts collected in the field with a variety of speakers representative of the community and its speech practices. These corpora are not only seen as tools for linguistic descriptions but also serve to document and archive the speech practices. In particular, several ASLAN students and post-docs have been involved in documentation projects funded by the ELDP documentation program and have archived their data at ELAR (N. Gasparini, L. Serrano, M. Ponsonnet, M. Bruil, R. Vallejos). On the basis of these corpora, various aspects of the languages are described: phonology, morphology, syntax, semantics and pragmatics, like the post-doctoral project on information-structure in Kokama (Vallejos, 2014) and that on emotions in Dalabon and Barunga Kriol (Ponsonnet 2017). Several dissertations focus on the expression of motion events in a typological perspective, like that of Parajuli on Nepali.

Other studies deal with better-studied languages but focus on specific speech situations, like menus in restaurants (the Men’HIR project), French variability in tweets (SoSweet), language in sleep (SWYS), or interactions with aphasic people (IAA). See respectively, the sections on Confronting Spoken and Written Practices, Digital Humanities, Language, Caregiving, & Health. Those specific field studies in conjunction with other corpora collected and structured in the CLAPI database foster fine-grained description of complex phenomena occurring in interactions e.g. repetitions (Teston-Bonnard, 2017), or syntactic and multimodal expression of rejection (Ursi, 2017).

A particular type of linguistic interaction often studied in ASLAN is the argumentative interaction. Plantin (2016) and Plantin & Blair (2018) for the English version have produced a dictionary of argumentation, where argumentation is presented as a linguistic-cognitive activity, and argumentation studies are posited as a multidisciplinary field. Among those usage-based descriptions, some focus on multilingual speech situations to study contact phenomena in various perspectives. In the case of Ponsonnet's post-doctoral study, focusing on the expression of emotions in Dalabon, a dying aboriginal language of Australia, and Barunga Kriol, spoken by Dalabon speakers among others, there is both a historical and a cognitive perspective (Ponsonnet 2018). In the case of De Almeida's post-doctoral project on the acquisition of phonology by children recently arrived in France, the perspective is the acquisition of bilingualism. Bilingualism has also been quite thoroughly investigated from the interactional point of view in the MILSA project (funded by ASLAN; see also the section on Language, Caregiving & Health) and its subsequent ANR grant REMILAS with additional ASLAN support of two post-doctoral positions (A.-C. Ticca and V. Piccoli). These projects specifically address the communicative issues of migrants when facing social and health services in their host country, and interactional resources and practices such as non-professional interpreting processes (Traverso, forthcoming).

Selected References


Since its inception, ASLAN has been has guided by viewing language as a complex adaptive system: biological, cognitive, social and cultural. Research funded by ASLAN has focused on all of these aspects, in various configurations, aiming to understand the reciprocally causal nature of language production, as it interacts with the biological, cognitive, social, and cultural planes.

In addition to being analyzed at the above levels of granularity, language is fundamentally dynamic — regardless of level — and given this, lends itself quite well to concepts that are usually mobilized in the science of complexity. These concepts include emergence, self-organization, feedback, novelty, non-linearity, adaptation, and indeterminism. While mobilizing these concepts in some way, research on complexity and language has taken a cognitive science approach (e.g. using language as a complex adaptive system to pinpoint commonalities in research on cognitive linguistics, sociolinguistics, first and second language acquisition, historical linguistics, psycholinguistics, and language evolution: Beckner, et al. 2009) as well as examined other disciplinary contributions to the study of language (e.g. the impact of mathematics on theoretical linguistics, semiotics, discourse analysis and philosophy of language: La Mantia, Licata & Perconti, 2017).

Throughout most of the literature, however, if these concepts are studied in relation to language, it is usually done with an etic view rather than an emic view. The differences between an etic and emic view have been extensively studied, in for example, linguistics, anthropology, psychology, and philosophy. But simply put, behavior can be described from two different standpoints, leading to results that shade into one another. “The etic viewpoint studies behavior as from outside of a particular system, and as an essential initial approach to an alien system. The emic viewpoint results from studying behavior as from inside the system” (Pike, 1967:37).

ASLAN’s contribution to the study of language complexity aims to give more visibility to the emic view as well as to views that combine both emic and etic approaches, while not neglecting more traditional etic approaches, such as the quantitative studies achieved by Yoon-Mi Oh and Geraldine Walther during their PhD and postdoc, respectively (Yoon-Mi Oh cross-linguistically studied the relationship between Shannon information and phonological/morphological complexity (e.g. Oh et al., 2015) while Geraldine Walther quantified the structural complexity of typologically diverse morphological systems). In order to publicize this innovative approach to complexity, we are putting together an edited volume that showcases our work in this direction. In addition to positioning themselves in an emic, etic, or mixed approach, each contribution will also speak to at least one of the concepts within the sciences of complexity, referred to above. Each contribution will also specify how language is connected in some way to the biological, cognitive, social, and cultural planes, for example by showing how the individual plays a role in the group. We are currently looking at a double volume. The first one will give the reasoning behind a two volume edition (i.e. epistemological foundations and etic versus emic views) and finish with a conclusion for the first volume with pointers to the second. The second volume will also have an introduction, more specifically oriented towards the emic work and contain a more general conclusion, with

---


perspectives for further work. The current proposals for contributions are grouped in volume sections, in the following manner:

**Introduction to the first volume**

1. Epistemological views on complexity (section organizer: Kristine Lund)
   - La contribution de la sémiotique à la théorie de la complexité: théorie des systèmes et gestion du sens – Pierluigi Basso
   - Ce que la connaissance doit à l’expérience : Complexité et épistémologie en première personne - Magali Ollagnier-Beldame
   - An interdisciplinary model of the co-construction of knowledge: connecting cognitive, linguistic, social and interactional systems – Kristine Lund

2. Synchronic and diachronic complexity in linguistic systems (section organizer: Christophe Coupé)
   - Complexité et variation en français vernaculaire : le cas des relatives – Pierre Larrivée & Marie Skrovec
   - La complexité cachée des langues d’Asie, Une complexité à l’interface entre syntaxe et pragmatique – Alice Vittrant & Noëlle Bon
   - Plural et classes nominales en kobiana, un système compliqué et complexe – Sylvie Voisin

**Conclusion to the first volume**

---

**Introduction to the second volume**

3. Complexity, pragmatics and discourse (section organizer: Pierluigi Basso)
   - Proposition pour rendre compte simplexement de la complexité des discours grâce à la théorie pragma-énonciative du point de vue – Alain Rabatel
   - Fonction narrative, faculté esthétique et complexité sémiotique : une reconnaissance épistémologique sur l’émergence du langage – Antonio Bondi
   - Dialogisme pour l’interaction quotidienne – Aleksandra Nowakowska & Hugues Constantin de Chanay

4. Complexity in interactional and multimodal forms – (section organizer: Audrey Mazur-Palandre)
   - Multimodalité et médiation conceptuelle et sémiotique du savoir en café scientifique – Claire Polo & Jean-Marc Colletta
   - Group Reasoning as the Alignment of Self-Identity Individual Footings: Multi-Level Analysis of Talk in an International Corpus of School Debates. - Claire Polo, Christian Plantin, Gerald Nicolai, Kristine Lund
   - Multimodalité, adaptation, émergence : l’interaction à l’œuvre de la complexité- Elizaveta Chernyshova, Vanessa Piccoli & Biagio Ursi

5. Complexity regarding linguistic, corporal, gestural, & material resources – section organizer: Peter Griggs
   - Jouer et regarder jouer aux jeux vidéo. Pour une approche interactionnelle de la complexité des cadres de participation – Heike Baldauf Quilliatre & Isabel Colon De Carvajal
   - Second language use and development in an immersion class considered as a complex adaptive process - Peter Griggs & Nathalie Blanc
   - Complexité du système des modalités dans les interactions via t’chat – Pierre Halté

**Conclusion to both volumes and perspectives**

**ECOLOGY OF HUMAN COMMUNICATION**

Far from referring to a unified field of research, the notion of ecology of language is characterized by its diversity and heterogeneity. While the term has often been used to connect language usage to the social environment in which it is spoken, the approaches developed in ASLAN encompass the more general – and reciprocal – influences of an environment (in its social, but also cognitive, biological, and physical dimensions) on a linguistic system, seen as a communal convention. The studies reported here aim at understanding language in its broad context and from different angles. They thus contribute to the elaboration of the notion of language as a biocultural niche (Sinha, 2009).

As a communication system relying largely on the acoustic channel, human language may be shaped by the evolutionary pressures that impact acoustic communication. Testing this hypothesis, Maddieson and Coupé (2015) showed that in areas where dense vegetation, high temperatures and humidity degrade acoustic transmission especially in the higher range of frequencies used by speech signals, languages tend to rely less on obstruent consonants and complex syllabic structures, with respect to other ecological environments.

Sound symbolism refers to the existence of non-arbitrary associations between sounds and meanings found across languages. Such associations suggest that arbitrariness of the linguistic sign may be challenged and raise questions on the existence of universal vs. population-specific (or language-specific) associations. They also shed new light on the connection between perception and language. These issues are currently addressed by Léa de Carolis (ASLAN PhD 2015-2018) through experimental and lexicon-based quantitative analyses. Results of recent experiments show that while French participants exhibit sound symbolism in explicit association tasks, the effect is absent in an implicit task that involves faster cognitive processing. These results suggest that sound symbolism may take place at later stages of
cognitive processing, and they also stress that visual saliency and attentional focus must be considered in order to understand behavioral results (De Carolis et al., 2017, De Carolis et al., submitted).

Our research on speech rate and phonological complexity has led us to postulate the existence of an attractor in terms of average information rate along speech communication (Pellegrino et al., 2011). This hypothesis, assessed in Yoon-Mi Oh’s dissertation (ASLAN PhD 2012-2015) elaborates on the idea that each language occupies its own linguistic niche, potentially leading to large differences in terms of information coding, but that those differences are modulated by speakers to fit in the more general ecological niche occupied by the human language communication system.

See also: Section on endangered languages for activities related to the social environment.

✓ Selected References


Situated Semiotics

Situated semiotics is a heterogeneous field of study, which aims at understanding and describing the complex semiotic behaviours, the social and semiolinguistic interactions and the management of cultural heritages. For this purpose, situated semiotics adopts an epistemological framework based on aspects of complexity theory and on the enactive account of the social and semiotic experience. The approaches developed in ASLAN focus the ecological stratification of any semiotic experience, and explore the dynamical and economic flows and values of cultural signs, objects, texts and performances. They were explored in a regular seminar on complexity that was organized by A. Bondi, ASLAN funded post-doc.

We study language activity and semiotic behaviour as the complex abilities and the joint activities by which the speakers or the social actors harmonize with each other and at the same time co-construct shared cognitive and cultural niches (Basso Fossali 2016). We suggest a phenomenological, dialogical and distributed approach to semiotic objects and events. Building on the idea that meaning (sense) is a co-built phenomenon, continuously shaped by dialogical modes, it is not necessary to presuppose the existence of a pre-existing sense before expression and comprehension of linguistic forms really pronounced in interactional contexts (Bondi 2015). On the contrary, social actors who are always immersed in a subtly permanent potential of sense, constantly shape this potential in a shared and jointed way; thus, a temporary and always negotiable sense can emerge. Communicative action is no longer analysed in terms of a series of mental states, but in those of an endless interactional story, during which social actors co-shape semiotic forms towards a full semiotic status. Semiotic shape of interactions unfolds by the whole body of subjects (and not only their central nervous system) and the material objects establishing the conversational milieu as soon as well semiolinguistic forms themselves.

Therefore, the semiotics of culture is a modality of description and interpretation of interactions and cultural heritages and transmissions. It points out three interdependent levels that characterize the complexity of semiotic events: a) the systemic complexity (any form or type of dynamical organisation); b) the complexity of cultural systems (the anthropic “forms of life”); c) the complexity of semiotic mediations that qualifies the anthropic linguistic games (Basso Fossali 2017a).

Adopting this epistemological framework, Basso Fossali (Basso Fossali 2017b) claims that there are a series of structural and dynamical homologies between different typologies of complexities (systemic, anthropic and linguistic). The cultural forms of life grow starting from a tension between a material opening by the porous borders and the inter-organic cohabitations, and the closing of internal organization.
Thus, it seems necessary to consider the role of culture as transindividual phenomenon in cognitive processes, without making an epistemological break with the inner world of subjective experience and its semiotic and existential complexity. These issues are currently addressed by Bondi (Bondi 2017, 2018), which focuses on the relations between perception and language, and on conceptual device including the dimensions of language (language/parole, praxis, myth, rituality, performative acts) as a part of a semiotic anthropology. The perceptive theme is used here to prepare a double transition: on one hand to a theory of expression and semiogenesis, and on the other hand, toward an analysis of construction of the semiotic subject and the production of semiolinguistic values. Social cognition must not only be described in terms of a shared attention that orients behaviour and ontogenesis but must also be included in terms of semiotic participation of subjects, socialization and subjectification as simultaneous processes of expressivity and construction of environments.

Selected References


Cross-cutting Considerations

From Theory-Oriented Studies to Societal Outcomes

ASLAN has made the articulation of its research with societal issues a priority. In the previous sections we mostly adopted a “basic science” standpoint, searching for a better understanding of the mechanisms underpinning different aspects of human language(s), but we often mentioned substantial connections to patients, care-givers, or simply speakers and communities of speakers because they are at the heart of our strategy. Since 2011, these strong ties between basic and applied science have extended beyond what was expected and a full section (Science with and for Society) is dedicated to showcasing the “applied science” facet of this activity.

Ethical Considerations

The data collected and used by the laboratories ICAR and DDL of the LabEx ASLAN can be considered “sensitive” since they are collected in the framework of research on humans. The data that we collect are of different kinds (audio/video recordings, written production data, functional imaging data, behavioral data, questionnaires, and kinematic data). In order to be conducted, any biomedical interventional or non-interventional research conducted in France and involving persons must obtain prior agreement from an ethical committee (Comité de Protection des Personnes). Furthermore, any collection and processing of personal data requires a prior filing with the Commission Nationale de l’Informatique et des Libertés. With regards to projects focusing on the documentation and description of underdescribed and endangered languages, these are conducted in accordance with the accepted standards in the field. We have also worked with the judicial department of the CNRS in order to develop practices that respect the right to one’s image, for example. In addition to the two procedures above, we pay specific attention to the three following points in order to protect the identity and privacy of the participants and institutions and the people involved in our studies:

1. Signature of an informed consent form: Each data acquisition has to be accompanied by the signature of an informed consent form by all participants, or their legal representatives in
cases of minor children or protected adults. When the data are collected through an institution (e.g., school, hospital), the authorization of the institution is also required. The consent forms include complete information about the general aims of the research and the uses of the collected data (e.g., scientific communication, teaching or training). These consent forms also clearly explain that participants can withdraw their participation at any time, during and even after data recording, as requested by law.

2. **Data anonymization**: Collected data are anonymized in any case unless participants/institutions gave their explicit and written consent of using their data in the aims of a public communication without such anonymization. If an institution wishes to be recognized, the protection of the participants’ identity has priority over the wishes of the institution. Anonymization is done by attributing a code to any participant data. In the particular case of audio/video recordings, all explicit personal data (e.g., names, telephone numbers, or addresses) or any element allowing one to recognize a person are beeped. For video recordings, faces and bodies can be blurred in the case of particularly sensitive data (e.g., migrant populations, medical consultation).

3. **Secure storage of the data**: The data, metadata and documents collected are stored in a secure place, accessible only to a very limited number of persons belonging to the research teams, with the exception of data specifically collected for open access broadcasting.

### Multifaceted Phenomena Require a Diversity of Approaches

The fields studied within ASLAN are rich and complex. For example, embodied language considers how the body, the environment, and language mutually constitute thought. In language and society, one of the foci is on how language practices and social institutions are co-constructed. Finally, the emergence of linguistic systems can be studied according to historical and geographical constraints. ASLAN focuses mainly on empirically based research, so we analyze a particular object of study within some cross section of these three fields and the object of interest can be of different levels of granularity. For example, using an increasing zoom lens within language and society, we can look at the conceptual construct of transmission of knowledge (Bécu-Robinault, 2016), at the role transmission of knowledge plays in becoming a professional (Veillard, 2017), or at a still more microscopic level, how transmission of knowledge is co-constructed in human interaction (Baldauf-Quilliatre, 2016), doing so through the use of ethnographic methods.

In ASLAN, we choose methods that shed light on particular facets of objects of study at specific levels of granularity. These facets illustrate what researchers see as relevant and important; they are in alignment with the epistemological and ontological assumptions researchers make about the world (Lund, Rosé, Suthers, & Baker, 2013). It’s important to note that in one research project the facet studied is at one analytical level, in another, the focus is on one aspect of that facet or how that facet functions with other facets. This is why we speak of multifaceted phenomena and ASLAN illustrates the diversity of approaches that we mobilize to answer our research questions.

For instance, regarding embodied language, we have used methods, in part, within interactional linguistics to consider how observable multimodal indicators of emotion within transcripts of socio-scientific debate illustrate the facet of emotional positioning of argumentation (Polo, Plantin, Lund, & Niccolai, 2017). Similar methods that analyze gesture, gaze, and the manipulation of artifacts have been used to track how physics students disentangle conceptual notions during argumentation (Lund & Bécu-Robinault, 2013). Other studies examine the relationship between language and bodily action from a neurocognitive perspective, using methods such as EEG/MEG, fMRI or kinematics. This is done in order to understand the facet of conceptual change, still within embodied language. Regarding language in society, we have studied the facet of intersubjectivity and the subjective lived experience of being with others using a psychophenomenological method (Petitmengin, Bitbol, & Ollagnier-Beldame, 2015). We especially considered first encounters between healthcare practitioners and patients and led guided
retrospective introspections. We also studied intersubjectivity through empathy and communicative skills during interactions between Alzheimer’s patients and their caregivers. We led a qualitative analysis of interactions between the patient-caregiver dyad and the healthcare practitioner. Finally, regarding linguistic systems and for instance their typology or evolution, ASLAN fosters connections between qualitative, thorough analyses of specific languages and broader – but coarser-grained – quantitative approaches.

ASLAN provides opportunities to illustrate how methods illuminate different facets of phenomena and objects of study. Methods are like lamps whose rays of light illuminate particular facets of an object in a precise manner, leaving others in the shadow. Recognizing the limits of our methods points us towards alternative approaches so that we can gain a broader understanding of our conceptual constructs (Lund, et al. 2013). In ASLAN, this has led to reconsidering the assumptions we make about our own research practices and the theoretical frameworks we employ. ASLAN has therefore been a favorable context for productive interdisciplinarity, leading to innovations amongst researchers around shared terrains such as in interactions concerning health or education, where language plays an important role.

✔ Selected References


Lund, K., Rosé, C. P., Suthers, D. D., & Baker, M. (2013). Epistemological encounters in multivocal settings. In D. D. Suthers, K. Lund, C. P. Rosé, C. Teplovs & N. Law (Eds.), Interaction, a mulGmedia database that gathers languages of Africa. Icar is at the origin of lexicons; and DEEPER, a database of reconstructed proto-lexicons; and REFLEX, a REFerence LEXicon of the languages of Africa. Icar is at the origin of Visa (Viséos de situation d’enseignement et d’apprentissage), a database and a research network dedicated to learning studies. Icar also hosts Clapi (Corpus de langue parlée en interaction), a multimedia database that gathers corpora of spoken language recorded in real and establishment of a new transversal team, the Complex Corpora Cell (CCC), attached to ICAR. The CCC consolidated knowledge and best practices concerning the description, development, and management of diverse data collection and related analytical issues. The processes covered include data collection, articulation, reduction, archiving, annotation and analysis, initially concentrating on corpora dominated by audio-visual documents, but increasingly integrating other tools and techniques that focus on human interaction in digital spaces. Among its activities, the CCC promotes the use of databases and analysis tools through training and technical support.

The database culture that irrigates ASLAN is very visible in numerous DDL and ICAR productions. At DDL, the Lyon-Albuquerque Phonetic and Syllabic Database (LAPSyd), publicly realized in 2013, is unanimously recognized as a major achievement. The DiaDM project hosts three databases, each surveying the type of hypotheses emitted during the reconstruction process. UniDia, a database for historical sound change; DiaLS, a database of reconstructed structural properties; DEEPER, a database of reconstructed proto-lexicons; and REFLEX, a REFerence LEXicon of the languages of Africa. Icar is at the origin of Visa (Viséos de situation d’enseignement et d’apprentissage), a database and a research network dedicated to learning studies. Icar also hosts Clapi (Corpus de langue parlée en interaction), a multimedia database that gathers corpora of spoken language recorded in real and

June 2018
diverse situations. The Men'Hir project hosts a database of menu items, digitized and indexed with technical, material and plurisemiotic metadata.

Not only have these databases been supported by ASLAN and contribute to its national and international visibility, but they also provide an ecosystem in which other projects supported by ASLAN have flourished. For example, the Intervalle project (Les interactions et leur valorisation pour une linguistique appliquée à l’enseignement) is based on the Clapi database to promote research on interaction through transforming research findings into educational content.

Software development is also a characteristic of ASLAN. Even if the group Corpus en diAChronie, Textométrie, Usages (CACTUS), responsible for textometrics, has now left ICAR, the development of TXM has been a substantial achievement of the lab. This software designed for statistical analysis of text has been used, among others, to study the representation of spoken language in medieval texts, the diachrony of the organization of polysemy in French between the 16th and 21st centuries, or the characteristics of war correspondence during World War 1.

Beyond textometry, quantitative and statistical approaches are part of the DNA of Aslan. During her Aslan-funded PhD thesis at DDL defended in 2015, Yoon-Mi Oh has taken the view of languages as complex adaptive systems to investigate how information density is modulated across linguistic levels in 18 languages. More recently, the SoSweet project, which has received an ANR grant after initial Aslan support, uses computational approaches to propose a variational sociolinguistic account of the varieties of French used on Twitter through the analysis of massive linguistic and sociodemographic data.

The involvement of ASLAN members in quantitative and computational approaches is manifested through their participation in research networks. Carole Etienne is a member of the steering committee of the CORLI (Corpus, Langues, Interactions) consortium of the Huma-Num infrastructure, which is a member of the Dariah and Partenos projects. She is also directly involved at the international level in the Transcription of speech group of the TEI consortium. Until 2015, Jean-Philippe Magué was the leader of the Building and Developing Collections of Digital Data for Research working group of the ESF-funded Nedimah project. Taken together, all these various approaches demonstrate the strong involvement of Aslan members in Digital Humanities.

Selected References

TRAINING Program

The training program of ASLAN focuses on education, training and transdisciplinarity. Its scope was designed as transversal, transpositional, international and innovative. It is active through two types of instruments: financing incoming mobility for students and organizing/supporting various training activities.

We combine two aspects of the literature on transdisciplinarity. The first highlights the extended collaborative (conceptual and methodological) work of researchers from different fields that has the potential to produce “transcendent theoretical approaches” whereas the second emphasizes “trans-sector, problem-oriented research involving a wider range of stakeholders in society” (Klein, 2008, p. S117).
**INTERNATIONAL MOBILITY PROGRAM**

Twenty-two international students have received grants to spend between 2 and 6 months in Lyon within the DDL or ICAR research teams (see the list in the appendix). These mobility grants aim at enabling international graduate students (master or doctorate level) to benefit from ASLAN research and training facilities, and at facilitating and creating new research collaborations. More specifically, incoming students can attend research seminars, present their doctoral research, and get trained in special research methodologies used within the two research units, or also benefit from being in France to collect new data for their study. The grant covers the student’s travelling costs plus 1000 euros per month for living expenses.

These 22 students:
- came mostly from non-European countries: Colombia, Algeria, Turkey, the USA, Russia, India, Canada, Bolivia, Congo, Nepal, Turkey, and 3 European countries: Italy, the Netherlands, Germany,
- 15 worked in DDL and 7 in ICAR
- 18 were PhD students, 3 were Master students, and 1 a Bachelor student
- spent 110 months in total in Lyon, for an average stay of 5 months.

In many cases, these grants led to an institutional relationship with ASLAN for the candidate’s PhD studies. Among the visitors at DDL, two grantees prepared their dissertation under a co-tutelle agreement under the supervision of an ASLAN member (co-tutelle is an agreement between a French university and a university abroad to deliver to a particular PhD student a PhD diploma in each country); in two other cases, a member of ASLAN was chosen as a dissertation co-adviser (outside of a co-tutelle agreement between the universities); three other grantees chose Lyon2 as their primary University with their dissertation adviser being an ASLAN member.

**INTERNATIONAL MOBILITY PROGRAM: A PORTRAIT**

Sara Pacchiarotti was a PhD student at the University of Oregon at Eugene when she spent 4 months in Lyon in 2016. Her PhD dissertation then focused on verbal deponence, and a chapter was supposed to be devoted to deponence in Tswana, a Bantu language spoken in Botswana and South Africa. During her stay, she worked under the supervision of Prof. D. Creissels, a specialist of Tswana. The major result from this collaboration is that, after her stay in Lyon, Sara Pacchiarotti changed her dissertation topic to work on the Bantu applicative construction involving *-ID. ASLAN has also benefitted from Sara’s stay in Lyon. She gave two talks on an indigenous language from Central America called Bribri: one in the Intermediate Area Workshop (organized by C. Grinevald and N. Chevrier at DDL) and the other in a DDL Lab Seminar along with N. Chevrier, a local PhD student working on the phonology of the same language. Sara Pacchiarotti defended her PhD dissertation in 2017 at the University of Oregon. Denis Creissels (DDL) was in her committee. She has just obtained a four-year post-doc at the University of Ghent, Belgium, to work on a project in Bantu linguistics.

**TRAINING ACTIVITIES**

Various innovative training activities have been designed and developed based on ASLAN research outcomes, in different forms (workshops, summer schools, training courses, from one day to 2 weeks of duration), for different target audiences (national and international; master, doctoral and post-doctoral students, researchers and practitioners), and combining different research fields (linguistics, education, other sciences).

**Thematic Schools**

ASLAN has been the promoter or partner of 10 thematic schools organized either in Lyon or elsewhere (e.g. Sénélangues in Dakar, Senegal), with 81 days of training in total gathering about 676 participants (see the Major Events Organized below). Such events are extremely fruitful, but their organization is costly and it often requires a joint effort from several partners. The ASLAN investment (both financial and in terms of human resources) was often critical for the balance of the school. This commitment was worth it: these thematic schools are very efficient in linking professionals from inside and outside academia and in sharing and spreading innovative approaches, at the local and international levels. Some of these activities have become recurrent,
like the IR Video Thematic School (2013/2015/2018, and the ELSE seminar (2013-present) see below). As a consequence they are becoming well known in academic and professional fields. We also funded an international conference and symposium (OPEEN & ReFORM 2016 in Nantes) organized by a federative research structure covering 10 research units, whose goal was to reflect on why and how research outcomes from observing learning, teaching and professional training activities can nurture innovative frames in education and professional development. Moreover, the symposium on Multimodality that we have organized will result in a collective book publication and, most probably, another thematic school.

IN SERVICE TRAINING

Some activities bridge the training program and communication with the wider public since they address training for audiences consisting of both academic and non-academic professionals, and in particular in-service teacher training activities. We can mention, as an illustration, the collaboration between Aslan & IFE (Institut Français de l’Education), especially the Alain Savary Center (CAS) dealing with priority education. Recurrent in-service training workshops are organized in Lyon (2 to 5 workshops per year) on language diversity and inequalities in education, in association with the ELSE seminar. A new action-research project is also emerging from this collaboration with IFE/CAS through a partnership with the French Guyana territory, dealing with in-service teacher training in priority education areas, on the role of oral language in multilingual school contexts. This shows the impact of ASLAN on the interaction between research and education.

ELSE SEMINAR

The ELSE seminar is an illustration of the type of event that ASLAN initiated. This seminar offers researchers and practitioners from the education world an opportunity to meet on a regular basis to discuss Multilingualism in Education. Its audience grew and diversified through the years: an average of 25-30 participants come to each of the 5 to 8 sessions per year. It attracted so far over 80 different persons, but reaches even more people through the presentations posted on the website and the film on the thematic school. The seminar is now part of locally and nationally recognized research-based training activities. It is linked to 3 organizations (from Lyon, Paris and 1 based in Lyon representing the world-wide French speaking community). It is also now part of the in-service teacher training activities offered within the academic school board. This seminar has had some educational and societal impacts: as an illustration, a paper written by a school teacher has been published in a professional journal on education. In this paper, the teacher related her experimentation on language diversity in class, an experimentation built after attending the ELSE seminar.

June 2018

SCIENCE WITH AND FOR SOCIETY

INTRODUCTION

The LabEx ASLAN has, since its inception, made innovation and the articulation of its research with social issues a priority among its highest priorities. As such, in addition to the three scientific work packages, ASLAN established and staffed a valorization and research promotion work package to promote and coordinate a coherent program aimed at facilitating interdisciplinary or pluriprofessional collaborations. This program was built around general frameworks of “inreach” and “outreach”. Inreach activities involve communication and coordination activities within the academic community (or at the scale of an interdisciplinary research team), whereas outreach covers a wide variety of activities ranging from public promotion of research to the coordination of partnerships around targeted actions in our priority domains (socio-medical, socio-educational and socio-cultural domains). These actions are varied, including public events, action-research and research valorization. Several extra-academic collaborations have been developed and some are under development, notably in the areas of service, health, social cohesion and the associative and educational domains at the interface of science and society.
INREACH

Since interdisciplinary or extra-academic activity can require non-routine and supplemental modes of communication or collaboration, they are possible only if the individual researchers are motivated, and thus our very first inreach activities were specifically targeted at informing the ASLAN community of the rich opportunities afforded by outreach and interdisciplinarity. While we recognize that transfer and exploitation considerations should not predominate the activity of public sector researchers, we firmly believe in the importance of the transfer dimension of academic research activity both as a complement to academic approaches to research and as a necessary element of education for our students and junior researchers, many of whom are later employed outside of public research institutions, but who lacked awareness of the applied aspects of our research domains at this early stage in their career. Thus, we initiated two lunch-hour seminar cycles to address this gap in our professional training. Details of each seminar are available on the ASLAN website. The “Rencontres Pro ASLAN” series is addressed principally to doctoral students; we invite professionals who have gone from doctoral research in the social sciences to careers in the private sector to discuss their experience and the value of their doctoral training in their respective jobs. The goal of the “Cycles Valorisation ASLAN”, conceived for the ensemble of the ASLAN community, is to: (1) invite external partners of ASLAN to present their experience of collaboration with a public laboratory (ICAR or DDL) and (2) invite extra-academic structures that contacted us to explore scientific collaboration or that we found interesting for our community.

These programs also had unexpected knock-on effects. Among the fifteen seminars organized over a four-year period, several resulted in active consideration of new collaborative or applied studies between the labex and the invited partner (for example, the Janus Project on collaborative innovation with the domestic electronics manufacturer, SEB or the LIPsTIC project between ICAR and a professional training company, Kestio9). In both cases, ANR proposals were submitted, and although not funded, the experience gained in the process forms the base for future discussions not only with these companies but also with other partners.

The WP5 project manager also plays a gatekeeper and guiding role for outreach and technology transfer activities within the ASLAN community. Thus, she represents the labex at institutional meetings concerning valorisation organized at both the regional (IDEX, SATT, CNRS) or national (INSHS) levels, and is the reference person within the labex for individual researchers who wish to participate in valorisation or outreach activities, accompanying when necessary the researcher through the first steps of the realisation of a project or new partnership.

Moreover we are strengthening our identity in the professional domains of both science inreach and outreach as well as the social valorization of science by participating in specialized professional meetings (Pacifichem 2015, “Innovatives SHS” in 2012 and 2015; Journée Innovation sociale 2015; Science in Public, 2016; Science of Team Science 2016;2017).

The WP5 work package supports the strategic effort of the labex to build wider networks by developing common activities with other labex at the University of Lyon and by close thematic interactions on the national level around language sciences, notably by building interlabex and institutional collaborations for general public dissemination of science and scientific issues. For example:

- In 2016, we assumed a permanent role in the successful LabEx Cortex (neurosciences, Lyon), joining the editorial committee of their web magazine (www.cortex-mag.net) and suggesting appropriate subjects related to ongoing

9 LIPsTIC seeks to analyze and rethink the tools currently employed for workplace communication training, and propose novel methods to describe, using the observation of authentic situations, both real-time and differed instances of the intelligence collective action, the complexity of work (and workplace communication), and networking among professionals.
ASLAN research. Three articles have been produced.

- We have also organized general public events with CORTEX in 2015 and 2018, and given the success of these events (450 participants) the program is widening to include the LabEx IMU (urbanism, Lyon).

- In 2017, we had an organizing role in the one-day colloquium “Réparer l’Homme”, where internationally recognized keynote speakers spoke in the morning to issues further developed in four afternoon parallel workshops: 1) cognitive and language deficits, 2) repairing movement, 3) repairing or regeneration? and 4) assisting the surgical gesture. The scientific content was organized under the auspices of three Academic Colleges of the University of Lyon: Life Sciences and Health, Engineering and Technology and Education, Cognition, Language. This latter is co-led by an ASLAN researcher. The colloquium attracted over 100 participants and a second colloquium was held in order to consolidate perspectives for future collaborative work, such as a shared need to better communicate and collaborate between researchers, patients, and relevant organizations outside of academia.10

**Communication Tools**

In an effort to improve visibility of ASLAN research and share knowledge developed by our research with society, we have designed and opened several new channels of communication between our structure and researchers with larger audiences.

The collective communication of ASLAN with both academic and non-academic audiences revolves around a totally redesigned web site, which offers clear and appropriate portals to current information for each of these audiences. The site also consists of a repository of communication items, for external referencing by the individual researchers who can link their individual activity with the ASLAN institutional accounts (Facebook, and Twitter). These social network anchors, together with the ASLAN projects and press pages of the website, centralize and annotate other previously established tools, notably the project summary collection, local press articles (15 articles mentioning ASLAN in the last 14 months), video clips (the DISAL project, Master Class about phonology), teasers for open events (IMPEC 2016, MOOC dyslexia, REMILAS), videos reports (For instance, Véronique Traverso and Julien Thiburce) or participation in national radio programs (for instance, Colette Grinevald, Christophe Coupé or Pierre Halté). Moreover the site also links to an ASLAN video playlist (9 videos) within the YouTube channel of the University of Lyon, greatly increasing the potential audience of our productions compared to independent distribution.

This systematic archiving and referencing of all of our communication productions in an accessible manner greatly facilitates the relay of these activities by our institutional partners (UdL, ENS Lyon, Université Lyon 2, CNRS), our collaborators (including both academic and non-academic entities) and individual researchers. We have seen considerable increases in Facebook sharing and re-tweeting of labex activities by each of these types of partners over the last two years. In order to increase our editorial capacity and reactivity, we have extended editorial privileges to the Facebook and Twitter accounts to selected members of the LabEx who can thus directly diffuse information on a day-to-day basis.

Recently we have revised and updated the various internal tools (notably contact directories and event calendars) that the WP5 team uses to track communication and general public outreach activity. These tools greatly simplify the WP5 team’s role of connecting researchers to the events and people most suited to the communication of their research interests to extra-academic publics.

---

OUTREACH

Of course, both the inreach activities targeted at our own LabEx and the communication tools we have developed have the ultimate goal of facilitating contact between our researchers and larger communities, between our science and the public needs that it serves. Such efforts are collectively known as outreach, and ASLAN has been particularly active in a variety of outreach activities since its inception. Early on, we were confronted with an essential problem: the LabEx program was developed under the "Investments for the future" government program in which economic stimulus figured importantly among its principal goals. Valorisation of public research is all too often associated with the creation of private sector activity that can be measured by monetary or economic indicators: jobs created, royalties and license fees, or capital gains. For ASLAN, and the language sciences in general, this narrow definition of valorisation is insufficient, as much of the value produced by the application of our research is not directly measurable in monetary terms, but rather in terms of higher quality and/or efficiency domains where, again, economic measures of outcomes are not necessarily applicable.

ASLAN has had significant success in the economic valorisation of research, which will be treated in the following section (Technology Transfer). In this section, we related ASLAN’s activities with extra-academic partners to produce qualitative value based on our research (quality of life, quality of care, educative quality, social cohesion, etc.). We provide examples of our activities in three principal domains, the socio-medical domain, the socio-educational domain and the socio-cultural domain. We will also include examples of transversal efforts (for example, the European Researchers’ Night) and events that are not easily fitted into these strategic domains.

SOCIO-MEDICAL DOMAIN

The socio-medical domain occupies an important place in our research and valorization activity. In the last two years, we have expanded studies of several pathologies or disorders in their social context. Close collaboration between the practitioners and the researchers are necessary so that our valorisation efforts remain pertinent to the needs of the actors and their patients, and also so that professional constraints that we may not be aware of are always satisfied. Several important collaborations have emerged, both with structures such as university health services, hospital teams and non-profit groups (see list in Section 7) as well as with motivated individual health professionals (neuropsychologues, psychologues, orthophonistes, etc.).

The high impact of collaborative outreach can be illustrated in the case of our ongoing collaboration with the Handicapped Students’ Service of the Université de Lyon on the issue of dyslexic students. The project began at their request in 2013, and since has spun off several new research-action projects involving various funding partners under the leadership of WPS, always around themes related to dyslexia at the university level (dyslexic students’ needs and difficulties, English and dyslexia, text production by dyslexic students).

Each of these projects puts particular emphasis on the transfer of resulting knowledge to actors in the field in very practical forms: publication in professional literature, remediation tools, and training, including both in-person workshops as well as a MOOC for university lecturers (more than 6000 individuals enrolled).

ASLAN researchers have had impact on professional practice in another sociomedical domain, that of cognitive disorders such as Alzheimer’s. For example, in a pluridisciplinary collaboration with a hospital group and a clinical psychology laboratory, we are studying the impact of Alzheimer’s disease on attachment, empathy and communicative skills, developing tools for health care personnel as well as others involved in patient care (residential assistants, family, etc.). A second domain of study concentrates on bilingualism, a particular concern given the demographic phenomenon of arabophone migrants in France reaching the age of high Alzheimer’s risk. Our studies on the asymmetrical language impairment, which exhibits the preferential preservation and use of the first acquired language, assesses the relevance of existing neuropsychological tools for these populations and contributes to the elaboration of culturally and linguistically adapted tools for diagnosis and remediation. We also hope to raise
Sensitivity to this issue through the publication of a book-length report for both researchers and practitioners and by contributing to the development of norms for diagnosis and treatment that take into consideration the particular effects of bilingualism on the course of Alzheimer’s.

Another research-action project involving migrant populations was initiated with ASLAN project funding and now continues under a national priority research call for studies on asylum-seekers. The pluridisciplinary project (linguistics, sociology, psychology, medicine) studies interactions between care-givers and non-francophone patients in difficulty (refugees, homeless, migrants) and seeks to observe, understand and describe how intercultural communication is handled. Particular attention is paid to the point of view of the different participants involved in the described situation (healthcare practitioners, interpreters, and patients), and explore in detail the constraints and benefits of including interpreters in the interactions. On an applied level, revealing the know-how of the social actors involved and identifying the (successful and less successful) resources used to cope with the difficulties faced in such interactions has enabled us to develop training courses and awareness campaigns to orient both practitioners and interpreters. The project has also produced a popular general public “hands-on” workshop (in collaboration with a university theatre group) produced at several events wherein the visitor is placed in the situation of the asylum seeker - a medical visit where strange alphabets and incomprehensible languages encumber the patient-visitor in his quest for care.

Some of our projects are not necessarily directly related to language pathologies of the patients, but also can deal with professional practice, efficiency, and well-being. For example, a project about the food in the hospital: its objective is to consider the food as more than a simple physiological need by taking into account the social and interactional aspects of the meal in order to create innovative caregiving models (“Meal service on the recovery ward” with the Paul Bocuse Institute). A second example is the CIPSY project. It focuses on nursing replacement in a psychiatric hospital and the information transmission about patients, in collaboration with Le Vinatier hospital.

**Socio-educational Domain**

ASLAN has developed many projects in the sphere of the socio-educational domain, and some of them are based on collaboration with educational structures. Taken together, ASLAN funded education projects run the gamut from primary and secondary schools through to vocational training, continuing education, and informal education frameworks.

For example, the INEXDEB project is a five-year longitudinal study is to characterize the role of several exposure factors, such as the quantity and quality of input, on the development of two languages in young children in oral comprehension and production. The project is developed in close collaboration with the teaching staff at a public international school (Cité Scolaire Internationale de Lyon) and with the families of the children participating in the project which should facilitate one of the principal objectives of this project, to propose concrete aids for teachers and families of bilingual children that have difficulties.

In a pedagogical development focused on middle-school students, ASLAN supported the creation of the YouTalk youth debate, in which the scientific café format was adapted for middle-school aged audiences as a means of exploring sustainability issues. In this context, ASLAN supported training and data-taking missions to Mexico (2011), the USA (2012), and Brazil (2014) with goals of developing the format as well as contributing to a doctoral thesis on students’ spontaneous argumentative practices (Claire Polo, 2014, financed by the Rhône-Alpes Region).

Another obvious example of primary and secondary school research valorisation is to be found in the ELSE seminar and training series, which was fully described in the WP4 section of this report.

Online tools for language teaching at various levels has been supported through the ForLan project which aims to study online teachers’ professional identity with a focus on semiodidactic dimensions and to examine the tensions between the choices made by the designers of Speakplus, the webconferencing foreign language learning platform and the teachers’ actual uses. The project aims to contribute to a reflection on the training of
online teachers and the definition of an economically viable pedagogic model.

The ISMAEL project concerns the language dimensions (discursive, interactional, literacies) of initial vocational training in the use of visioconference platforms for language teaching. The general objective is to identify the sociolinguistic and educational problems posed by the characteristics of secondary education in the state sector. The team, which is multidisciplinary (language sciences, education sciences), will rely for this purpose on a collaborative and multisite ethnographic approach focused on observing different courses of various vocational training colleges, with a main focus on school workshops.

Finally, work on the topic of early language acquisition has led to a program to raise awareness and train childcare professionals.

In a transversal project related to STEM education, ASLAN is founding partner and a principal organizer in an annual event which seeks to raise awareness of scientific careers among highschool girls. The event is held on International Women’s Day (March 8). The program brings together high-school aged girls and scientific mentors (drawn from all levels of scientific work, from lab technician to Nobel Laureat) for a day of conferences and workshops. Registration for the first event in 2017, with room for 300 girls, quickly became overbooked and was generally considered a great success by the participants and their teachers. The program was expanded by 50% for 2018. Success was such that we are now committed to hold the event every year.

**Socio-cultural domain**

ASLAN has supported several projects in different linguistic areas that seek to preserve cultural diversity and to further progress in integration and social cohesion. We have also provided expertise to emerging programs coming from the non-profit sector concerning the public debate of and popular education of science.

**Linguistic diversity.** ASLAN continued its basic support of several projects related to language diversity, most notably the Rama Language Project in Nicaragua and the Sorosoro project (http://www.sorosoro.org). More specifically, several initiatives connecting linguistics and ethnobotanics have been carried out in the last two years, both in Nicaragua and France. These initiatives, such as the trilingual edition of a catalogue of edible plants used by the Rama community and the ongoing process of documenting traditional farming knowledge, contribute to the more general issue of sustainable development for fragile communities, in relation with local partners. ASLAN has also been identified by the City of Lyon and by the Musée des Confluences as a referent for questions of language diversity and endangered languages, and so our participation in a number of events and official visits has been solicited (notably during COP21 events in 2015). For example, we organized a scientific café on the topic of linguistic diversity and we had organised a public event on Yupik language and culture (officially recognised as a COP21 event) The latter was cancelled as it was to take place in the days following the Paris terrorist attacks). Another example of our efforts in this domain is ASLAN’s participation in “The Citizen’s Caravan against Discrimination” organized by the national non-profit group SOS Racism in 2013. ASLAN was present at the event on a public square in Lyon organizing an activity regarding intercultural communication and offering “flash language courses” to passers-by, both in common languages like Italian and in more exotic or endangered languages, such as Maya, Cuwabo and Stieng.

**Scientific Cafés.** ASLAN also funded a potential extension of our socioscientific debate programs for young adult audiences. Our goal was to develop events, that mix socio-scientific debate and live music, with scientific content from this very multidisciplinary network. We successfully produced editions of this new event-type, including one debate that was transformed into a 40 minute radio emission in partnership with a student radio station (Radio Brume). However, we found that while this framework has much potential, its continued production is at the limit of our operational capacity. Despite active interest expressed by some of our collaborators (for example the LabEx CORTEX), we are not currently pursuing the project independently.

**Popular education.** In 2012, ASLAN established a partnership with the “Association des Petits Débrouillards”, a non-profit group that produces
innovative pedagogies for science and citizenship education for youth. Work with this group includes, for instance, the deployment of game-based school activities for teaching interculturalism (the intergalactic game). The intergalactic game has been especially used for the 2nd French-American Science Festival in 2012 and an “SOS Racisme” event in 2013. The goal of this game, initiated and supervised by the Petits Débrouillards, is to raise awareness of cultural and linguistic differences.

**Transversal Public Outreach Activities**

In an effort to improve the visibility of ASLAN’s research and its impact on knowledge and society, we spend time and resources on transfer activities by participating in major events for large audiences, by organizing our own events, by meeting the demands of training and awareness-raising, by participating in specialized professional meetings, and by creating different types of support to various socio-economic actors. Increasingly, we have taken the initiative in the organisation of major events. For instance, we organize training (e.g. Comprendre la dyslexie pour mieux aider les étudiants dyslexiques (Understand dyslexia in order to better help dyslexic students), 2016), large conferences (e.g. Langage et Cerveau (Language and the Brain), 2015 ; Le menu en tant qu’objet culturel (The Menu as a Cultural Object), 2017 ; La dyslexie à l’âge adulte (Dyslexia as an adult), 2018).

Concerning the participation in major events for a large audience, ASLAN has a significant presence in several local and national events. We participate annually in the European Researchers Night, la Fête de la Science (Science Week), Semaine du Cerveau (Brain Week), Journée Des Dys (Dyslexia Days), Forum des langues (Language Forums), Les Sciences de L’ingénieur au féminine (Engineering Sciences and Women), etc. Moreover, our partnership with the University of Lyon’s communication team led the recent cycle of public events “Soigne ton langage !” (figuratively translates roughly as “Watch your language!”) (1,000 visitors in 3 weeks).

Greater visibility for ASLAN has led to considerable and varied requests for training programs and conferences for different contexts and audiences. We have developed a considerable catalogue of these: child language development, language disorders, bilingualism and multilingualism, best linguistic and interactional practices for communication in different fields (health, food service industry, etc.), teaching practice in classroom, linguistic diversity, young girls’ awareness of scientific professions, etc. Our experience in these diverse circumstances has provided us with a wider view of non-academic learning and training programs. The WP5 is thus better able to advise and guide our researchers through the process of the translation of research and expert knowledge into useful, real-world training experiences. WP5 was also central to the organisation of a Master Class, designed mainly for academic audiences, about phonology of African languages and on the morphosyntactic typology of sub-saharan languages.

ASLAN also has developed a large range of dissemination support or teasers (e.g. Fête de la science Franco-américaine (Franco-American Science Festival), 2012, IMPEC 2016, Et Si on en parlait (And what if we talked about it), 2016, Communication Impossible, 2017), short movies (e.g. Language development, 2015), graphic novel short reads (dyslexia, 2016 and Femmes et Sciences (Woman and Science), 2017), games (intergalactic and linguistic diversity), scientific Café, etc. Moreover we are always on the lookout for new collaborations and how to create new supportive activities. We have, for instance, attended Parisciences (2017) to discuss the creation of scientific movies. The integration of such multimedia productions into our website, into the communication plans of events we organize, into institutional aggregators (such as PopSciences) and into the personal web pages of individual researchers is underway.

**Technology Transfer and Application**

The constituent laboratories of ASLAN have a long history of academic-private sector transfer partnerships, notably through the creation of three research related start-ups (CogniK, Techlimed and ARADIC) but also through the production and distribution of tools in various language related or educational domains, either through for-profit distribution via established editors, or through
open licensing of computer programs. Two of the start-ups, CogniK and Techlimed, and the project IFDC (Inventaires Français du Développement Communicatif – adapted from the MacArthur-Bates Communicative Inventories), were selected to participate to the national “Salon Innovative” (organized by the CNRS in May 2013). The first stand focused on the start-up CogniK that provides innovative solutions for media companies in order to highlight their content. CogniK presented the world’s first personalization tool used for children’s programming by the channel Nickelodeon Kids. Personalization algorithms allow programming content to be adapted to subscribers based on previous viewing, user evaluations, and parental educational goals. CogniK has since partnered with MTV in order to personalize musical choices through an analysis of acoustical characteristics and video ambiance that may lead to particular emotions. Techlimed, a winner of the national OSEO Innovation Prize, presented its unique information services and systems for natural language processing of Arabic. The third stand focused on the IFDC project and was intended for speech therapists, pediatricians and scientists. Technology developed within ASLAN was central in the development of an outside start-up enterprise, SpeakPlus, in which the pedagogical and analytical interface for online language tutoring is the principal tool for a growing online service.

In 2016, ASLAN funded engineering in the "ambisonics" domain lead to a anteriority search on to potential inventions dealing with the application of ambisonics (a technique in which one uses multiple microphone arrays to record a "soundscape" in which spatial structure of the recorded sound is retained. Two applications were studied, the first pertaining to the automatic generation of analytically useful flat screen video from an the analytically challenging 360° "fishbowl" video generated by immersive video cameras and the other using the association of video and audio cues to ameliorate the soundtrack for automatic transcription. The first was found to be similar to existing cinematographic patents (thus not inventive) and the latter, while inventive, was not protected due to the lack of market for the intellectual property. The researchers associated with the project are seeking support for the fundamental work necessary to the study, if only to ameliorate the research tools for immersive sound and video use in linguistic study.

Beginning in 2014, ASLAN has been working with the local semi-public technology transfer agency (SATT Pulsalys) to develop an idea for a start-up derived from the Complex Corpus Cell activities. Generally speaking, the entity would offer services, expertise and training in the general domain of the application of video-based ethnographic methods to a broad variety of activities (academic research, marketing studies, workplace dynamics, physical therapy, etc.). A preliminary study in 2014 defined the broad outlines of potential activities of the entity, and these ideas will be refined on the basis of several practical proof-of-concept studies in 2015.

Another facet of the ASLAN technological outcome lies in the development of corpora (in underdocumented languages), databases (e.g. LAPSyD, ViSA, Clapi) and related software (including TXM). During Interspeech 2013, LAPSyD was unanimously awarded “Best Show and Tell” by a mixed academy-industry committee (including Microsoft, IBM and Orange Labs) because this contribution ‘has a strong impact on speech science AND technology and proposes a public access to important resources for the community’. This award illustrates that such resources are definitely relevant for the present and future development of language technologies.

Scientometrics

Methodology and Caveat

Given that the majority of bibliometric studies are carried out using databases with searchable metadata that enable the quantification of citations (e.g. Web of Science (WOS); Scopus) and that the research published there concerns for the most part journal articles in the exact sciences, it is more difficult to produce systematic bibliometrics in the human and social sciences, especially in domains where books may carry more scientific weight.
We have nevertheless carried out such a study for ASLAN, through the use of software developed specifically for researchers in the human and social sciences. Harzing’s Publish or Perish uses Google Scholar which account for some of the research that is absent from WOS and Scopus and thus offers a different coverage, in terms of publications and citations. At any rate, measuring research impact is problematic for many reasons but we do not have the space here to address them. But given that one of the currently recognized indicators is the impact factor of journals, in a context such as ASLAN, there is some evidence that boundary pushing interdisciplinary work may take longer to start getting cited.

**Publications (since 2011)**

ASLAN conducted a bibliometrics report using Harzing’s Publish or Perish software on author names listed within Google Scholar. Publications by researchers affiliated with ASLAN had approximately 6,400 citations (requested on 7/06/2018) and this accounts for all publications cited at least once.

163 publications were cited 10 times or more and this includes 73 publications cited 20 times or more, 18 publications cited 50 times or more, 6 publications cited a 100 times or more, and 4 publications cited more than 150 times. That said, there are many problems with using citation statistics as a proxy for impact. Citing is done for many reasons and they do not all have to do with providing the intellectual foundation for the argument being made in the article that is doing the citing. In addition, if one looks for a way to measure journal quality, it’s well established that a journal’s yearly Impact Factor (IF) is problematic for a number of reasons involving publication types, journals that are (not) included, self-citations, and statistical difficulties. An IF is the mean citation rate during that year of the papers published in that journal during the previous 2 years. Recently, it’s been shown using 29 million papers and 800 million citations, that contrary to the period from 1902 to 1990 where the relationship between paper citations and journal IF was getting stronger, since 1990, it’s been getting weaker and has dropped to the levels in 1970s. This means that top journals are no longer the exclusive depositories of highly cited research. Individual papers are getting publicity in different ways, such as through blogs.

Therefore looks to additional methods for providing evidence that our research is generating interest. A first example involves the extent to which research and training revolves around maintained language-based databases. CLAPI-FLE (for French as a Foreign Language) is the didactics branch of CLAPI (Corpus of Spoken Language in Interaction), and has obtained multiple funding grants from ASLAN. CLAPI itself has 60 corpora on line, 46 hours of downloadable data, under a Creative Common 4.0 license, 63 hours of searchable data with downloadable search results. In addition, transcriptions are available in TEI in order to facilitate use in different domains. CLAPI is accessed between 50 and 200 times a day, excluding the home page. Future corpora will come from an ever extending variety of contexts, including the ITAC project (intergenerational use of digital artifacts), video game playing, visits to the information booth at the wine salon, invitations by telephone, youth and culture association interactions and telephone calls implicating insurance agents. CLAPI-FLE has 40 contextualized corpus extracts on line with modular transcriptions, including an online dictionary and suggestions for pedagogical use. A network of

---


13 [https://im2punt0.wordpress.com/2013/11/03/nine-reasons-why-impact-factors-fail-and-using-them-may-harm-science/](https://im2punt0.wordpress.com/2013/11/03/nine-reasons-why-impact-factors-fail-and-using-them-may-harm-science/)

researchers in language learning, and language teachers are regularly solicited in order to understand their needs for professional development, to evaluate and discuss CLAPI-FLE resources, and to collaboratively produce presentations and publications.

In addition to databases of language-based corpora, we are building up our ASLAN YouTube channel and have 18 posted videos. They target a large audience for topics such as the origin of languages, with 1,163 views, or deal with scientific outreach (e.g. a short animated film on psycholinguistics, with 957 views). We also produce teasers for conferences (IMPEC, with 246 views) and have also organized a master class (e.g. 581 views for the Phonology of African languages).

One project that has had a large societal impact is the MOOC on dyslexic students at university (Étudiants dyslexiques dans mon amphi : comprendre et aider). Over 6,500 people registered from 86 countries, 25% of which viewed the entire course. Sixteen percent of registered participants obtained a grade, thus validating the course. We evaluated satisfaction through a questionnaire after the course was concluded and only obtained only positive comments. 302 people responded and we were given a grade of 8.63 out of 10. In future runs we will include the evaluation as part of the course to get a better response rate.

Facebook and Twitter also can give an indication of the extent to which we are reaching people. We can mention two events, in particular. During the month of our 2018 Women in Science event during International Women’s Day, we had 68 tweets, viewed 49,900 times, and 821 visits to our profile. Thirty new people subscribed to our updates. Subscriptions will cumulate, as this event will be continued on a yearly basis, increasing our visibility. Our best tweet regarding the MOOC on dyslexic students at university had 3499 views, 50 interactions (of which 14 were “loves”), and 14 retweets. These numbers show that although we are still shy in tweeting, the tweets that we do send are given much attention.

The program "Sorosoro, so that the languages of the world live" has been financed by ASLAN, in partnership with the World Languages Conservancy association every year since 2015. The website www.sorosoro.org, obtains 35,000 to 40,000 visits per month worldwide and the YouTube channel SorosoroTV approaches 2 million views for all uploaded videos.

Finally our new ASLAN website is now available: https://aslan.universite-lyon.fr/.

Research Facilities & Equipment

EEG – Electroencephalography (or EEG) is a physiological technique to record brain electrical activity with excellent temporal resolution. It is a method of choice for the study of language as it allows examining the chronology of brain responses during different stages of language processing, from acoustical or phonological processes to more complex processes such as semantics or syntax. EEG can even be used to examine interactions during communication between speakers (brain-to-brain coupling). Different research projects using EEG are in progress thanks to ASLAN. One of them is using event-related potentials to investigate the acquisition of phonological contrasts in a second language (L2) and to evaluate how native-like brain mechanisms involved in the perception of L2 speech sounds can be (“Acquisition of the phonology of English as L2 by French learners: perceptual training and event-related potentials”, PhD of J. Krozowski since 2014; supervisors: E. Ferragne & F. Pellegrino) Another project, within the embodied cognition framework, aims at analyzing brain oscillations during semantic processing of action verbs in a foreign language (“Promoting second language phonological and semantic learning: a new role for the motor system”, Principal Investigators: A.C. Roy & V. Boulenger).

Sound-proof booth – The DDL laboratory is equipped with a sound-proof booth allowing the recording of high-quality speech signals used for psycholinguistic experiments. Thanks to the quality of the recordings, this facility appears as a true asset for the study of fine speech acoustical parameters. This room can also be used for the
recording of any kinds of audio material intended for various uses. Finally, it is used as the EEG experiment room as it offers optimal conditions in terms of acoustic and electromagnetic isolation.

Optotrak – The Optotrak certus is an infrared motion capture facility that allows the tracking of motion with excellent temporal and spatial accuracy. Two main projects currently benefit from this system: 1) the first one aims at experimentally illustrating the link, often evidenced by clinicians, between early development of feeding behaviors and that of speech in infants from 8 to 14 months old (PhD of L. Lemarchand since 2014; Principal Investigators: M. Canault and S. Kern); 2) the second project, previously mentioned, aims at better understanding the role of the motor system in the processing of a foreign language (Principal Investigators: A.C. Roy & V. Boulenger).

The Complex Corpus Center (CCC) is structured around a core group of qualified engineers doing corpus processing and research experts representing different research themes within ICAR teams. Areas of expertise include data collection, treatment and preparation of corpora, analysis tools, and software and databases.

The CCC gives technical and methodological training, and performs field engineering, coaching, and project management. It coordinates resources and databases, keeps up to date on the state of the art in relevant technology and scientific advances and disseminates this information within ASLAN and during thematic schools, workshops, and conferences, locally (e.g. Digital Humanities seminars), nationally (e.g. the CNRS CORLI: Practices and Tools for Corpus Linguistics and the CNRS MATE-SHS: Practices and Tools for Social and Human Sciences), and internationally (e.g. the Text Encoding Initiative (TEI), in order to improve guidelines for Spoken Corpora Encoding).

Indeed, the CCC develops best practices in all of the above areas and has given over 40 different training sessions since 2012. Two examples of specialized software were developed by the CCC. The first is TransICOR. TransICOR is based on Transcriber, which is dedicated to transcription of speech with sound alignment. It was formerly developed at the University of Paris Sud Orsay (France) but is no longer supported. As it is still quite widely used in France, M. Quignard (CCC) developed TransICOR, a version of this software adapted to the transcribing conventions (ICOR guidelines) at the ICAR lab, implemented for all ICAR ASLAN projects that transcribe interactions. He also improved the processing of overlapping speech. M. Quignard maintains good functioning of TransICOR across the successive releases of MacOS X operating systems.

The second software is Frieze, also developed by M. Quignard. Frieze is a prototype framework for the study of multilevel annotated corpora. Using a temporal representation of a chronological frise, it helps to figure out how different levels combine with each other. A javascript library provides a way to interact at various levels with the annotated material (transcription, audio, annotations) with zoom-in/out operations or selective insights. For example, Frieze allows a researcher to take an annotated transcript of interaction, and visualize co-occurrences of particular phenomena. We combined the use of Frieze with Epistemic Network Analysis in order to discover what types of micro level multimodal indicators of emotion (e.g. rapid speech, overlapping speech, exclamations) characterized larger phases of interaction.15

**MAJOR EVENTS ORGANIZED**

**Conferences & Workshops**

Here is a list of conferences or workshops in which ASLAN commitment was strong, either in terms of funding, human resources or both (only events with more than 50 attendees are listed).

- **3rd Congrès Mondial de Linguistique Française (CMLF) 2012**
- **14th International Conference Interspeech 2013**
- **Atelier Conference Bantu 2013**

• Conference IMPEC On Screen Multimodal interactions 2014
• ASLAN Complexity meeting 2016
• Conference Observe in order to train & Symposium Multimodality in educational situations 2016
• Conference IMPEC On Screen Multimodal interactions 2016
• Holistic Approach of Interactional Phenomena 2016
• International Conference: Analysis of Morphological Systems 2016
• Conference Towards Proto-Niger-Congo: Comparison and Reconstruction 2016
• 14th International Congress for the Study of Child Language 2016
• Egocentrism and anthropocentrism in language and discourse 2017
• ICODOC ICAR Conference for PhD students and recent PhDs – 2nd edition 2017
• 2nd Conference XLanS: Triggers of language change in the Language Sciences 2017
• Conference PopLang Populations effects on languages: Modelling population dynamics and language transmission from the perspective of language learning, contact, and change
• Conference RUNED Uses of Digital content in education 2018
• Co-elaborate knowledge in small groups: interdisciplinary views on Robert Plèty’s pedagogical work and research 2018

**Thematic Schools**

- **SUMMER SCHOOL 3L ENDANGERED LANGUAGES (2012; 13 days; 12 300 €)**
  *Endangered Languages: from Documentation to Revitalization – 4th Edition*

  121 participants (researchers + 64 students) ; 26 countries, in 3 languages.

- **SUMMER SCHOOL SEQ-I (2012; 4 DAYS; 4500 €)**
  \*Sequences in Interaction*

  35 participants (researchers and doctoral students) in 2 languages.

- **WORKSHOP ON INTERACTION (2012; 2 DAYS; 2000 €)**
  \*Database on Oral Language Interaction for Teaching Languages*

  20 participants (researchers, associate professors and PhD students); in 3 languages.

- **THEMATIC SCHOOL ELSE (2014; 3 days; 14.000 €)**
  \*Education in second and foreign languages*

  120 participants (researchers, teachers, mentors, inspectors, school managers). 4 conferences, 2 round tables, 20 workshops, 20 flash’coms, 1 valorisation film of the event.

- **THEMATIC SCHOOL IR VIDEO 1 (2013; 5 days; 5.000 €)**
  \*Instrumentation of research for the analysis of educational practices Video-data (VISA data-base) – 1st Edition*

  60 participants (researchers and PhD students), data sessions with G. Kress, L. Filliettaz, G. Sensevy, data cross-analysis, technical and methodological workshops.

- **THEMATIC SCHOOL IR VIDEO 2 (2015; 5 days; 11.000 €)**
  \*Instrumentation of research for the analysis of educational practices Video-data (VISA data-base) – 2nd Edition*

  45 participants (researchers and PhD students), data sessions with N. Mercer, C. Jewitt, and B. Buob, data cross-analysis, technical and methodological workshops.

- **THEMATIC SCHOOL SENÉLANGUES (2015; 13 days; 12.000 €)**
  \*Description of West African languages*

  63 participants (master and PhD students, teachers), 13 professors, in Dakar (Senegal), classes in general linguistics, Atlantic languages, regional languages, and technical and methodological workshops on field linguistics and data management.

- **SUMMER SCHOOL SSS7 (2016; 4 days; 1.500 €)**
  \*Sociolinguistics Summer School 7*

  40 participants. 7th edition of a medium-scale summer school designed for PhD students and young researchers on 4 thematics: Linguistic landscape, New speakers in multilingual Europe, Endangered Languages and Linguistic policy for the 21st century.

- **SUMMER SCHOOL TYPOLOG (September 2016; 2 weeks; 16.470 €, with WP2, incl. 2 grants)**
  \*The European School of Linguistic Typology 2016*

  120 participants, 12 classes and 3 workshops (5 sessions a day), a student presentation session. Classes dealt with different domains in general linguistics from different perspectives and on areal linguistics, and were taught by a selection of international professors.

- **MAINLY SUMMER SCHOOL (2015; 6 DAYS; 11 000 € with WP3)**
  \*Multimodal (inter)actions: the construction and organisation of social actions*

  30 participants.

---

June 2018
APPENDICES

LIST OF WORK PACKAGES AND TASKS

WP1 – THINKING LANGUAGE COMPLEXITY
  ● Task 1.1 Rethinking language(s) in the frame of the science of complexity

WP2 – LANGUAGE(S): THEIR ORIGIN, EVOLUTION, AND DIVERSITY
  ● Task 2.1 Articulating linguistic description and linguistic typology
  ● Task 2.2 Developing an interdisciplinary approach to the history and the ecology of languages
  ● Task 2.3 Critical thinking of the issues concerning endangered languages

WP3 – FROM THE INDIVIDUAL TO INTERACTION
  ● Task 3.1 Understanding language development and impairments
  ● Task 3.2 Modelling language use and interactions in context
  ● Task 3.3 Processes of acquisition and learning

WP4 – EDUCATION & TRAINING

WP5 – RESEARCH PROMOTION AND VALORISATION
**STEERING COMMITTEE**

This table provides the composition of the steering committee in December 2017.

<table>
<thead>
<tr>
<th>NAME</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pierluigi BASSO</td>
<td>WP2 coordinator</td>
</tr>
<tr>
<td>Michel BERT</td>
<td>Committee Member</td>
</tr>
<tr>
<td>Nathalie BLANC</td>
<td>WP4 Coordinator</td>
</tr>
<tr>
<td>Véronique BOULENGER</td>
<td>WP3 Coordinator</td>
</tr>
<tr>
<td>Linda BRENDLIN</td>
<td>Administrative cell coordinator</td>
</tr>
<tr>
<td>Lucie BUJON</td>
<td>ICAR administrative head</td>
</tr>
<tr>
<td>Florence CHENU</td>
<td>WP3 Coordinator</td>
</tr>
<tr>
<td>Isabel COLÓN DE CARVAJAL</td>
<td>WP3 Coordinator</td>
</tr>
<tr>
<td>Christophe COUPÉ</td>
<td>Former Member</td>
</tr>
<tr>
<td>Peter GRIGGS</td>
<td>Former Member</td>
</tr>
<tr>
<td>Colette GRINEVALD</td>
<td>Committee Member</td>
</tr>
<tr>
<td>Antoine GUILLAUME</td>
<td>Committee Member</td>
</tr>
<tr>
<td>Serge HEIDEN</td>
<td>Former Member</td>
</tr>
<tr>
<td>Jean-Marie HOMBERT</td>
<td>Former Member</td>
</tr>
<tr>
<td>Harriet JISA</td>
<td>Former Member</td>
</tr>
<tr>
<td>Sophie KERN</td>
<td>DDL director</td>
</tr>
<tr>
<td>Kristine LUND</td>
<td>WP3 coordinator</td>
</tr>
<tr>
<td>Jean-Philippe MAGUE</td>
<td>WP1 Coordinator</td>
</tr>
<tr>
<td>Gerald P. NICCOLAI</td>
<td>WP5 coordinator</td>
</tr>
<tr>
<td>Brigitte PAKENDORF</td>
<td>WP2 Coordinator</td>
</tr>
<tr>
<td>François PELLEGRINO</td>
<td>WP1 coordinator, WP5 coordinator</td>
</tr>
<tr>
<td>Mathieu QUIGNARD</td>
<td>WP1 Coordinator</td>
</tr>
<tr>
<td>Françoise ROSE</td>
<td>WP4 Coordinator</td>
</tr>
</tbody>
</table>

| Sandra TESI NICARDI          | ICAR director                               |
| Véronique TRAVERSO           | WP3 coordinator                             |
| Lolke VAN DER VEEN           | Committee Member                            |
| Laurent VEILLARD             | Committee Member                            |
| Denis VIGIER                 | Former Member                               |
### PhD Candidates

<table>
<thead>
<tr>
<th>Session</th>
<th>Project</th>
<th>WP</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Complexité et information linguistiques : approches quantitatives</td>
<td>WP1</td>
<td>Yoon-Mi OH</td>
</tr>
<tr>
<td>2012</td>
<td>Grammaire du hamar, langue sud-omotique d’Ethiopie</td>
<td>WP2</td>
<td>Sara PETROLLINO</td>
</tr>
<tr>
<td>2012</td>
<td>Approche incrémentale et &quot;online&quot; de l’action dans l’interaction: pour une pragmatique interactionnelle</td>
<td>WP3</td>
<td>Biagio URSI</td>
</tr>
<tr>
<td>2013</td>
<td>Synchronie œil-main-cognition en production écrite de textes chez les adolescents</td>
<td>WP3</td>
<td>Émilie AILHAUD</td>
</tr>
<tr>
<td>2012</td>
<td>Grammaire du siriono: obsolescence d’une langue tupi-guarani en Bolivie</td>
<td>WP2</td>
<td>Noé GASPARINI</td>
</tr>
<tr>
<td>2012</td>
<td>Influence de la langue ambiante sur le développement des premiers lexiques chez l’enfant typique et atypique</td>
<td>WP3</td>
<td>Ludivine GLAS</td>
</tr>
<tr>
<td>2013</td>
<td>Ontogenèse et rétrogenèse du langage dans la maladie d’Alzheimer</td>
<td>WP3</td>
<td>Camille FROUIN</td>
</tr>
<tr>
<td>2013</td>
<td>Oscillations cérébrales lors de la perception de la parole chez les enfants à développement typique/atypique (dysphasie)</td>
<td>WP3</td>
<td>Hélène GUIRAUD</td>
</tr>
<tr>
<td>2013</td>
<td>Grammaire du hamar, langue sud-omotique d’Ethiopie</td>
<td>WP2</td>
<td>Sara PETROLLINO</td>
</tr>
<tr>
<td>2014</td>
<td>Teaching gestures in videoconferenced exolingual interaction</td>
<td>WP3</td>
<td>Benjamin HOLT</td>
</tr>
<tr>
<td>2014</td>
<td>Influence of Irish immersion camps on the learners’ language, motivation and identity</td>
<td>WP3</td>
<td>Kevin PETIT</td>
</tr>
<tr>
<td>2015</td>
<td>Sociolinguistique des médias sociaux : étude de la variabilité linguistique sur twitter</td>
<td>WP1</td>
<td>Clément THIBERT</td>
</tr>
<tr>
<td>2015</td>
<td>Aspects linguistiques, cognitifs, neurophysiologiques, culturels et évolutionnaires du phonosymbolisme</td>
<td>WP2</td>
<td>Léa de CAROLIS</td>
</tr>
<tr>
<td>2015</td>
<td>Motion events in Nepali</td>
<td>WP2</td>
<td>Krishna PARAJULI</td>
</tr>
<tr>
<td>2015</td>
<td>Les contenus implicites en interaction</td>
<td>WP3</td>
<td>Elizaveta CHERNYSHOVA</td>
</tr>
<tr>
<td>2016</td>
<td>A grammar of Yukuna, an Arawak language of Colombian Amazonia</td>
<td>WP2</td>
<td>Magdalena LEMUS</td>
</tr>
<tr>
<td>2016</td>
<td>Étude typologique de l’expression (a)symétrique de la Trajectoire</td>
<td>WP2</td>
<td>Clément VOIRIN</td>
</tr>
<tr>
<td>2016</td>
<td>Optimiser l’apprentissage phonologique et sémantique en L2 : un nouveau rôle pour le système moteur</td>
<td>WP3</td>
<td>Arthur BRETON</td>
</tr>
<tr>
<td>2016</td>
<td>Acquisition des premiers mots chez le bilingue franco-lusophones en France</td>
<td>WP3</td>
<td>Daniela VALENTE</td>
</tr>
</tbody>
</table>
## Postdoctoral Fellows

<table>
<thead>
<tr>
<th>Session</th>
<th>Project</th>
<th>WP</th>
<th>Name</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Information-structure and its morphosyntactic correlates in two languages from northwest Amazonia: Kokama and Secoya</td>
<td>WP2</td>
<td>Rosa VALLEJOS (PhD USA)</td>
<td>2012</td>
</tr>
<tr>
<td>2012</td>
<td>Temporal models and visualisations of linguistic production contexts in multimodal interaction</td>
<td>WP3 &amp; WP1</td>
<td>Gregory DYKE (PhD France)</td>
<td>2012</td>
</tr>
<tr>
<td>2012</td>
<td>Entretien médecin-patient en présence d’un traducteur-médiateur : processus interactionnels dans une clinique du Yucatan indigène</td>
<td>WP3</td>
<td>Anna Claudia TICCA (PhD Italy)</td>
<td>2012</td>
</tr>
<tr>
<td>2013</td>
<td>The language of emotions in Barunga Kriol: towards an Australian typology</td>
<td>WP2</td>
<td>Maïa PONSONNET (PhD Australia)</td>
<td>2013</td>
</tr>
<tr>
<td>2013</td>
<td>Les processus d’implicitation et de tacitation : instruments pour l’étude de la dynamique du processus d’enseignement/apprentissage en sciences</td>
<td>WP3</td>
<td>Jean-Philippe MAITRE (PhD France)</td>
<td>2013</td>
</tr>
<tr>
<td>2014</td>
<td>Comparer la distribution de la complexité linguistique entre langues proches</td>
<td>WP1</td>
<td>Géraldine WALTHER (PhD France)</td>
<td>2014</td>
</tr>
<tr>
<td>2014</td>
<td>Co-construction multimodale du savoir dans les interactions entre élèves</td>
<td>WP5</td>
<td>Claire POLO (PhD France)</td>
<td>2014</td>
</tr>
<tr>
<td>2014</td>
<td>Polysémie et organisation sémantique de la classe des noms abstraits : analyse diachronique et textométrique</td>
<td>WP2</td>
<td>Vannina GOOSSENS (PhD France)</td>
<td>2014</td>
</tr>
<tr>
<td>2014</td>
<td>Linguistic phylogenetics of Tupi-Guarani: integrating morphology and lexicon</td>
<td>WP2</td>
<td>Natalia CHOUSOU-POLYDOURI (PhD USA)</td>
<td>2014</td>
</tr>
<tr>
<td>2014</td>
<td>Linguistic practices of student-apprentices in a context of vocational training: An ethnographic and participative approach</td>
<td>WP3</td>
<td>Victor CORONA (PhD Spain)</td>
<td>2014</td>
</tr>
<tr>
<td>2015</td>
<td>A semantic typology of egophoricity and discourse pragmatic functions: studying Awa Pit, Cha’palaa and beyond</td>
<td>WP2</td>
<td>Martine BRUIL (PhD Netherlands)</td>
<td>2015</td>
</tr>
<tr>
<td>2015</td>
<td>La première rencontre entre soignant et soigné : étude psychophénoménologique</td>
<td>WP3</td>
<td>Anne CAZEMAIJOU (PhD France)</td>
<td>2015</td>
</tr>
<tr>
<td>2016</td>
<td>Énaction, complexité et sémiotique expérimentale. Modèles dynamiques et approches de la communication et du dialogue comme action conjointe</td>
<td>WP1</td>
<td>Antonino BONDI (PhD Italy)</td>
<td>2016</td>
</tr>
<tr>
<td>2016</td>
<td>Typologie et atlas des morphèmes grammaticaux de la peur</td>
<td>WP2</td>
<td>Marine VUILLERMET (PhD France)</td>
<td>2016</td>
</tr>
<tr>
<td>2016</td>
<td>Évaluation de la phonologie d’enfants bilingues nouvellement arrivés en France</td>
<td>WP3</td>
<td>Laetitia de ALMEIDA (PhD Portugal)</td>
<td>2016</td>
</tr>
</tbody>
</table>

June 2018
2017 | Social Network Complexity and the Ontogeny of Communicative Competence in Human’s Closest Living Relative, the Bonobo.
| Elisa DEMURU (PhD Italy) |

2017 | A typological investigation of the role of morphology in syllable complexity
| Shelice EASTERDAY (PhD New Mexico) |

2017 | Intercompréhension linguistique et dimension affective dans les interactions entre professionnels de santé et migrants ou réfugiés
| Vanessa PICCOLI (PhD France) |

2017 | Les gestes enonciatifs dans les écrits numeriques plurisemiotiques : typologie et modélisation des interjections et des emoticones dans un corpus de tweets
| Pierre HALTE (PhD France) |

2017 | Non-linguistic influences on the evolution of linguistic diversity and complexity
| Dan DEDIU (Netherlands) |

**INTERNATIONAL MOBILITY PROGRAM: THE PARTICIPANTS**

<table>
<thead>
<tr>
<th>Nom</th>
<th>Institution</th>
<th>Durée</th>
<th>Année</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela Martinez</td>
<td>La Pontificia Universidad Javeriana, Colombia</td>
<td>6 mnth.</td>
<td>2013</td>
</tr>
<tr>
<td>Geny Gonzalez</td>
<td>University of Cauca in Popayan, Colombia</td>
<td>6 mnth.</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Esteban Diaz Montenegro</td>
<td>University of Cauca in Popayan, Colombia</td>
<td>6 mnth.</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Guy Noel Kouarata</td>
<td>Marien Ngouabi, Congo</td>
<td>6 mnth.</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Charlotte Wolff</td>
<td>Open Universiteit, Heerlen, Netherlands</td>
<td>6 mnth.</td>
<td>2014</td>
</tr>
<tr>
<td>Bhim Lal Gautam</td>
<td>Tribhuvan University, Nepal</td>
<td>5 mnth.</td>
<td>2014</td>
</tr>
<tr>
<td>Kamesh Khatri</td>
<td>Mid-Western University, Nepal</td>
<td>5 mnth.</td>
<td>2014</td>
</tr>
<tr>
<td>Lee Anne Godfrey</td>
<td>University of Minnesota, Twin Cities campus, USA</td>
<td>5 mnth.</td>
<td>2014</td>
</tr>
<tr>
<td>Paola Granado</td>
<td>Cochabamba, Bolivia</td>
<td>6 mnth.</td>
<td>2014-2015</td>
</tr>
<tr>
<td>Priyobroto Shoo</td>
<td>University of Pondichéry, India</td>
<td>6 mnth.</td>
<td>2015-2016</td>
</tr>
<tr>
<td>Adam Tallman</td>
<td>University of Texas in Austin, USA</td>
<td>5 mnth.</td>
<td>2015</td>
</tr>
<tr>
<td>Amos Teo</td>
<td>University of Oregon in Eugene, USA</td>
<td>5 mnth.</td>
<td>2016</td>
</tr>
<tr>
<td>Noemi De Pasquale</td>
<td>University of Salerno, Italy</td>
<td>6 mnth.</td>
<td>2016</td>
</tr>
<tr>
<td>Sara Pacchiaroti</td>
<td>University of Hacettepe, Ankara, Turkey</td>
<td>6 mnth.</td>
<td>2016</td>
</tr>
<tr>
<td>Serap Genc Gul</td>
<td>University of Hacettepe, Ankara, Turkey</td>
<td>5 mnth.</td>
<td>2017</td>
</tr>
<tr>
<td>Amanda Delgado</td>
<td>University of Leiden, Netherlands</td>
<td>6 mnth.</td>
<td>2017-2018</td>
</tr>
<tr>
<td>Sylvia Tufvesson</td>
<td>MPI Nijmegen, Netherlands</td>
<td>6 mnth.</td>
<td>2017-2018</td>
</tr>
<tr>
<td>Alexandre Fakhretdinova</td>
<td>University of Tomsk, Russia</td>
<td>2 mnth.</td>
<td>2018</td>
</tr>
<tr>
<td>Mohammed Smail</td>
<td>University of Mostaganem, Algeria</td>
<td>6 mnth.</td>
<td>2018</td>
</tr>
<tr>
<td>Alexey Vinyar</td>
<td>National Research University Higher School of Economics Moscow, Russia</td>
<td>4 mnth.</td>
<td>2018</td>
</tr>
<tr>
<td>Lydia Heiden</td>
<td>University of Cologne, Germany</td>
<td>5 mnth.</td>
<td>2018</td>
</tr>
</tbody>
</table>
## Staff

<table>
<thead>
<tr>
<th>Name (Period)</th>
<th>Mission</th>
<th>WP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audrey Mazur Palandre</td>
<td>Manager of Research promotion and social outcome projects</td>
<td>WP5</td>
</tr>
<tr>
<td>Zeynab Badreddine</td>
<td>Manager, Complex Corpora Cell</td>
<td>WP1</td>
</tr>
<tr>
<td>Florie Gay</td>
<td>Research Assistant</td>
<td>EC2</td>
</tr>
<tr>
<td>Jennifer Krznowski</td>
<td>Research Assistant in psycholinguistics and EEG experimentation</td>
<td>WP3</td>
</tr>
<tr>
<td>Arnaud Sicard</td>
<td>Administrative Assistant</td>
<td>General Management</td>
</tr>
<tr>
<td>Aline Mongellaz</td>
<td>Communication Manager</td>
<td>WP5</td>
</tr>
<tr>
<td>Achille Falaise</td>
<td>Computer Research and Development, Complex Corpora Cell</td>
<td>WP1</td>
</tr>
</tbody>
</table>
**Sponsored Projects**

A list of the projects selected since 2013 by the Steering Committee and funded for **more than 5,000 €** is given, along with their general abstracts. Financial support allocated to isolated events (conferences, workshops, etc.) are not mentioned.

### 2013

#### ALIBI – Alzheimer, Immigration & Bilinguisme

**PI:** Frédérique Gayraud  
**WP3 & WP5**  
**ASLAN Financial Support:** 22,200 €

Migrants aging in France reach ages that place them at risk for dementia. Bilingual demented patients tend to show asymmetrical language impairment with preferential preservation and use of the first acquired language (L1). Consequently neuropsychological assessment of this population is problematic. The project aims  
(i) To study language decline in Arabic-French bilingual Alzheimer’s patients,  
(ii) To assess the relevance of the use of existing neuropsychological tools for these populations,  
(iii) To contribute to the elaboration of culturally / linguistically adapted tools (for diagnosis and remediation).

#### BABIROM – BABIlage et Rythme Oscillatoire Mandibulaire

**PI:** Mélanie Canault  
**WP3**  
**ASLAN Financial Support:** 15,000 €

Given the important role of the movement of the mandible for the articulatory development, the project Babirom aims to describe the evolution of temporal patterns of this articulator between the babbling stage and the first words in twenty all-comers children aged from 8 to 14 months. The goal is to establish a "standard" for the typical development, which could be useful for early detection of speech disorders.

#### IAA – Interactions Aphasie Aidants

**PIs:** Sandra Teston-Bonnard, Isabel Colón De Carvajal & Vassiliki Markaki Lothe  
**WP3 & WP5**  
**ASLAN Financial Support:** 10,000 €

This project focuses on interactional practices of speakers with aphasia when communicating with different institutional conversational partners and/or with his/her significant others. By drawing attention to interactional processes in aphasia, this project provides the necessary empirical ground to assess how communication practices and professional training of language and speech pathologists might become more effective.

#### MILSA – Le Migrant et ses Langues face aux services de Santé

**PIs:** Véronique Traverso, Anna Claudia Ticca & Patricia Lambert  
**WP3**  
**ASLAN Financial Support:** 10,000 €

The project studies interactions (either face to face or by telephone) between migrants and healthcare providers with the presence of interpreters/mediators. Relying on an ethnographic and interactionist approach, it aims at describing the interpreting and mediating practices, the way participants organize their interaction, the difficulties they meet and how they overcome them, as well as the type of knowledge on which participants rely when dealing with such difficult situations.

#### ROBUSTA – Une redynamisation du Café Scientifique
Robusta is inspired by the Brazilian debate format, “BarÔmetro” a, in which music and debate are woven into a two hour event (broadcast on student radio). Robusta adopts this innovative basic scheme, with a thematic integrated both optimistic and pessimistic views as a means of generating deeper exploration of the subject under discussion.

In the context of training programs for nursing staff, this research aims at evaluating the training courses offered to auxiliary nurses in order to develop their interactional and social competences during the patients’ lunch in hospitals. The present project will allow us to update the existing training courses contents so as to improve the quality of food service and food intake in French hospitals.

Attention Deficit Hyperactivity Disorder (ADHD) causes significant impairment in social interaction. This project involves 11 adults with ADHD and 16 healthy adults; 4 ADHD adults are trained to respond inhibition through a set of linguistic tasks. The 7 remaining ADHD adults set the reference case. Performance improvement is assessed through EEG and behavior-based diagnostic.

The objective of the project is to reveal the specificities of the field situations of endangered languages and to propose a critical analysis of the concepts of transmission, didactics and standardization, in the context of revitalization projects. At the interface of science and society, the project aims at proposing concepts that should be pertinent for all the different actors engaged in this kind of programs.

In the context of the thesis project Debates, Diversity and Sustainability, we gathered a complex corpus of a series of youth scientific cafés, around twenty events in four countries. The methods employed permitted the simultaneous capture of the public event, a sampling of private discourse, and other diverse traces with the objective of rendering visible a maximum of discursive and interactional phenomena.
The Men’Hir project aims to promote a model of cultural heritage of the menu item that articulates the preservation of an historical and community identity, with the testimony of an innovative and idiosyncratic fibrillation. The preliminary work on scanning and indexing of the Orsi funds is performed on a sample of 300 documents menus bequeathed to the Paul Bocuse Institute.

In the long term, the JANUS project’s objective is to create mixed objects (e.g. both virtually and physically present) that can be used to support decision making during the co-co-construction of solutions during industrial innovation. Diverse representational forms used in decision making (physical objects issued from prototyping procedures as well as digital objects) are analyzed as they are deployed in teams of Research and Development.

The Rama Ethnobotanical Project associates the Rama Language Project with the inventory of plants in its online Rama Dictionary Turkulka and its long fieldwork experience with the last traditional speakers of the Rama language, an expert in tropical agroforestry and the program of Adaptation to Climate Change of the NGO blueEnergy. This project yielded the publication of several documents such as Manual of Traditional Plant Knowledge, and a Guide for the Conservation of Traditional Seeds and Plants in 2016.

Thésée investigates how people experience a first meeting along different dimensions: lived experience of senses, emotions and micro-cognitive actions. Relying upon elicitation interviews, it pursues three goals: establish generic descriptive models; define the first encounter from a phenomenological point of view; understand how self, intersubjectivity and alterity emerge from activity, especially from the event of encountering others.

Given the difficulties encountered by dyslexic students at University, professionals drawn from research laboratories, clinical environments and the handicap service of the University of Lyon have engaged an active study. The project has two main objectives: 1- to understand the specificities of dyslexic students from a sociological, cognitive and linguistic point of view; 2- to raise awareness among academic employees.

DYS'R'ABLE aims to make an inventory on English learning and writing skills of dyslexic students. Master English and produce cohesive and coherent discourse are necessary to reach an academic and professional success. Thus, we propose: 1) to observe and analyze the difficulties in English and in the production of formal discourses and 2) to propose remediation and a development program.

ForLAN – Formation professionnelle initiale et Langage
The research program (ForLan) concerns the language dimensions (discursive, interactional, literacies) of initial vocational training. The general objective is to identify the sociolinguistic and educational problems posed by the characteristics of secondary education in the state sector. The team, which is multidisciplinary (science of language, science of education), will rely for this purpose on a collaborative and multi-sited ethnography looking at different courses of various vocational training colleges, with a main focus on school workshops.

**SWYS – Speak while you sleep**

Spoken language while sleeping is studied here through a corpus collected from patients suffering from parasomnia which can be a good model for the study of language while sleeping and for understanding the participation of the cortex in human language processing during sleep. After restructuring the database, we will conduct phonetic-phonological and morphosyntactic analyses.

**ISMAEL – Interactions et multimodalité dans l’apprentissage et l’enseignement des langues**

ISMAEL aims to study online teachers’ professional identity with a focus on semiodidactic dimensions and to examine the tensions between the choices made by the designers of Speakplus, webconferencing foreign language learning platform and the teachers’ actual uses. The project aims to contribute to a thinking on the training of online teachers and the definition of an economically viable pedagogic model.

**INEXDEB – Input et expérience dans le développement bilingue**

The INEXDEB project is being conducted in close collaboration with the teaching staff at a public international school in France and with the families of the children participating in the project. The main aim of this five-year longitudinal study is to explore the role of different exposure factors, such as the quantity and quality of input, on the development of two languages in young children in oral comprehension and production.

**GEDÉCO – Gestion multifocale et développement des conduites communicatives complexes**

GeDéCo raises the issue of "complexity" as applied to child language. The research project experiments a multifocus production task (e.g., a finalized procedural explanation in the context of a social game) with children belonging to three age groups. The results will help better describe language abilities as they evolve during childhood. They should have implications for language assessment at school as well as in the screening of language deficits.

**2016**

**PROJECTOIRE – Trajectoire linguistique dans les mouvements de projection du bras**

Recent findings in morpheme order typology suggest a primacy of the vertical axis in Path expression in different families of languages. This project lies at the interface between linguistic typology and motor cognition. It aims at determining in kinematic experiments if this tendency can also be observed in motor action as it is tightly linked to linguistic functions. Path as expressed in language could therefore reflect the organization of biological movements.

**MALICE – Maladie d’Alzheimer, Impacts sur la Communication et l’Empathie**

PI: Véronique Boulenger, Alice C. Roy, Caroline Imbert
WP2 & WP5
ASLAN Financial Support: 16,400€
MALICE is a scientific collaboration between ICAR, Fourvière Hospitals and SIS Laboratory (ULL2). It aims to carry out an experiment with 30 subjects having Alzheimer’s and to observe the impact on attachment, empathy and communicative skills, based on pluridisciplinary analyses from the following theoretical frameworks: cognitive psychology, psycholinguistics, conversational analysis, semiotics and macrosyntax.

CONTRASTES – Développement des contrastes phonologiques chez l’enfant âgé de 8 à 14 mois

In a follow-up of the BABIROM project and to establish a new interlabex collaboration (EFL – Aslan), phonological productions of 22 children (8 to 14 months) will be analyzed. The main goal of this study is to account for the emergence of phonological contrasts in the babbling stage, mainly through the analysis of consonants (combinations with vowels, clusters, co-occurrences in the same utterance) and the increasing complexity of syllabic structure.

TRANSNUMED

Based on the analysis of digital usage traces, this project aims to study the manifold transition (linguistic, cultural, academic, and social) at play for international students enrolled at Universities in France.

ARCHITEBIR– ARCHIVage des données de TErrain sur la BIRmanie

This project aims at archiving and making available data collected between 1951 and 2005 by Denise Bernot, world-famous specialist of Burma (Myanmar) and founder of the Burmese studies in France. It covers two kinds of materials. Firstly, a sound archive has been documented and digitized (access granted through the Cocoon repository). Secondly, text and visual field data (manuscripts, notebooks and drawings) have been gathered and edited (access granted through the ODSAS repository). Those data were previously unseen and they are unique by their time depth and coverage of Burmese but also of undocumented languages of Burma.

ADYN-BONOBO – Dynamical analyses of bonobo (Pan paniscus) calls

This project is led by the ethology team on the University of Saint-Etienne, through collaboration with DDL and the University of Quebec at Chicoutimi (Canada). It consists in studying the vocal inventory of Bonobos (Pan paniscus) and its complexity through a multi-disciplinary approach based on bioacoustics, phonetics, and complexity sciences. This first collaboration has since been extended by the recruitment of Elisa Demuru as a postdoc, broadening the scope to a more comprehensive study of the Bonobos’ vocal and gestural interactions.

CORINTE: a site dedicated to the analysis of human interactions

This project had four goals for the CORINTE website: 1) to develop the theoretical and methodological presentations of interactional linguistics, 2) to update information on the technical aspects of both video & audio data collection, 3) to update information on the infrastructures that disseminate best practices for producing, archiving, and making available corpora, and 4) to perform a consequential integration of multimodal aspects in both analyses and practical resources, such as conventions of gesture notation.
**INTERVALLE: Les INTERactions et leur VALorisation pour une Linguistique appliquée à l’Enseignement**

Carole Ettenne & Émilie Jouin-Chardon
WP3, WP4 & WP5
11527 €

This project aims at building didactical resources from research studies in interaction made in InSitu/LIS research team to help teachers learning the organisation and the specificities of oral French Language. It takes benefit of our network of educational researchers and teachers to select the relevant studies, validate propositions on the content and design of the resources and test them in classrooms. The delivery is new resources added to the excerpts of CLAPI-FLE website and several publications. [http://clapi.ish-lyon.cnrs.fr/FLE/](http://clapi.ish-lyon.cnrs.fr/FLE/)

**ITAC – Interactions intergénérationnelles Avec éCrans**

P Christine Develotte et Mabroula El Hachani
WP3
Aslan support : 17 653 €

The ITAC project is a scientific collaboration between the ICAR and the ELICO research teams, Lyon’s Public Library (BML), and Lyon 3 University. Its aim is to study the intergenerational use of digital artifacts at the BML. ITAC focuses on the relational, linguistic and educative aspects derived from the interactions and how these are mediated by professionals. This research is based on the conversational analysis framework and communication/education studies.

**CIPSY: Compétence d’Interaction des Infirmiers PSYchiatriques**

Pl: Sandra Teston-Bonnard & Benoît Chalançon
WP3
14 250 €

The CIPSY project is an exploratory project to study the interactional competence of the nurse in adult psychiatric services in 2017. It responds to an external request, from Benoît Chalançon, nurse at the Vinatier Hospital and his work’s group. The group expressed the need for an experimental research on this subject, considering that the patient-caregiver relationship, as well as the appropriate care management, is strongly at stake. The results of the studies proposed should be the subject of syntheses useful for the creation of training tools for psychiatric nurses and other mental health professionals.

**StimuLan: Stimulations langagières en crèche**

Pl: Sophie kern
WP3
33 215 € (objectives 1&2); 12 800 € (objective 3)

StimuLan is devoted to the study of child directed speech in French nurseries and has three main objectives: 1. to describe the representations of the nursery staff on language acquisition (development stages, support strategies, bilingualism) based on semi-structured interviews, 2. to measure the conformity of their representations with their effective practices by describing nursery staff/child interactions in three contexts (diaper change, lunch and book reading) and finally 3. to measure the effect of a training program for nursery staff whose objective is to promote verbal interaction.

**Projet CLAPI-FLE: Projet de conception et développement d’un volet de CLAPI dédié à l’enseignement**

June 2018

[54]
CLAPI-FLE project deals with the challenge of using oral corpora of naturally occurring interactions to learn French as a second language. It means choosing the relevant social situations from CLAPI databank to build pedagogical resources available to teach oral French under conditions as close as possible to immersion process. This work was made in concertation with a large network of educational researchers and teachers in France and in French departments abroad. The delivery is a website CLAPI-FLE gathering didactical resources with 40 excerpts of data, fully described and transcribed, an enhanced network of learning partners and several publications.

**Kamsa**

This pilot study aimed at preparing a documentation and revitalization project on Kamsá (Colombia), in continuation of a long collaboration between DDL and Colombia. As part of the DTT / LED-TDR activities, it also aimed at contributing to strengthening cooperation with the University of Cauca by sharing expertise in terms of description, training, documentation and support for communities in their revitalization.

**JouESI: Jouer Ensemble - Pratiques interactionnelles de jeu**

Within this project we analyse interactional practices of playing and compare different types of games with regard to their interactional organization (e.g. concerning participation framework and participant positioning in game and interaction) as well as to their sequence structure (organization of the space, role and use of objects, etc.). The study follows an emic approach to complexity: we are interested in the combination of multiple elements on different levels of interaction.

**ALBINOR: Alzheimer, Bilinguisme, NORmes**

The ALBINOR project is in line with the ALIBI project (Alzheimer, Immigration, Bilingualism), which revealed the irrelevance of present diagnosis tools for the neuropsychological assessment of Arabic/French bilingual migrants suffering from Alzheimer’s disease. The main goal pursued by the ALBINOR project is to compensate for the lack of neuropsychological norms for this population, which is characterized by both a late bilingualism and a low socio-educational status. It promotes the need for cross-cultural approaches in geriatric healthcare.

**NILI/rama**

This project is part of the international activities of the research group LED TDR of DDL. It aims, on one hand, at developing a partnership with a team specialized in the revitalization of the Indian languages of Oregon (NILI) for mutual benefit in formative, scientific, linguistic and sociolinguistic expertise in endangered languages field situations. On the other hand, this project brings continuing support to the revitalization of the Rama language of Nicaragua by community actors, contributing a scientific and reflexive point on view on their actions.

**Sorosoro**

LABEX ASLAN is a partner of the WOLACO association (World Languages Conservancy), responsible for the program “Sorosoro, so that the languages of the world live”, since 2015. The website www.sorosoro.org has been completely restructured, Attendance at the site ranges from 35,000 to 40,000 visits per month worldwide and the YouTube channel SorosoroTV approaches 2 million views for all uploaded videos.
**ACRONYMS**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHDH:</td>
<td>Attention deficit hyperactivity disorder</td>
</tr>
<tr>
<td>ANR:</td>
<td>Agence Nationale de la Recherche (web)</td>
</tr>
<tr>
<td>CCC:</td>
<td>Cellule Corpus Complexes (web)</td>
</tr>
<tr>
<td>CLAPI:</td>
<td>Corpus de la Langue Parlée en Interaction (web)</td>
</tr>
<tr>
<td>CMLF:</td>
<td>Congrès Mondial de la Linguistique Française</td>
</tr>
<tr>
<td>CNRS:</td>
<td>Centre National de la Recherche Scientifique (web)</td>
</tr>
<tr>
<td>CORLI:</td>
<td>(Corpus, Langues, Interactions) consortium of Huma-Num</td>
</tr>
<tr>
<td>COP21:</td>
<td>Twenty-first Conference Of Parties (on climate change)</td>
</tr>
<tr>
<td>Dariah:</td>
<td>Digital Research Infrastructure for the Arts and Humanities (web)</td>
</tr>
<tr>
<td>DiaDM:</td>
<td>Data and methods concerning the evolution of languages (web)</td>
</tr>
<tr>
<td>DiaLS:</td>
<td>Database of reconstructed structural properties</td>
</tr>
<tr>
<td>DDL:</td>
<td>Dynamique Du Langage (web)</td>
</tr>
<tr>
<td>DEEPER:</td>
<td>Database of reconstructed proto-lexicons</td>
</tr>
<tr>
<td>DTT:</td>
<td>Description, Typology and Fieldwork theme of DDL</td>
</tr>
<tr>
<td>EEG:</td>
<td>Electroencephalography</td>
</tr>
<tr>
<td>EFL:</td>
<td>Labex Empirical Foundations of Linguistics</td>
</tr>
<tr>
<td>ELAR:</td>
<td>Endangered Language Archive (web)</td>
</tr>
<tr>
<td>ELPD:</td>
<td>Endangered Languages Documentation Program (web)</td>
</tr>
<tr>
<td>ENSL:</td>
<td>École Normale Supérieure de Lyon (web)</td>
</tr>
<tr>
<td>fMRI:</td>
<td>Functional Magnetic Resonance Imaging</td>
</tr>
<tr>
<td>HSS:</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>Huma-Num:</td>
<td>Très grande infrastructure de recherche des humanités numériques (web)</td>
</tr>
<tr>
<td>IBM:</td>
<td>International Business Machines</td>
</tr>
<tr>
<td>ICAR:</td>
<td>Interactions, Corpus, Apprentissages, Représentations (web)</td>
</tr>
<tr>
<td>IFDC:</td>
<td>Inventaires Français du Développement Communicatif</td>
</tr>
<tr>
<td>IFE/CAS:</td>
<td>Institut Français de l'Education / Centre Alain Savary</td>
</tr>
<tr>
<td>ILF:</td>
<td>Institut de Linguistique Française (web)</td>
</tr>
<tr>
<td>IXXI:</td>
<td>Institut Rhône-Alpin des Systèmes Complexes (web)</td>
</tr>
<tr>
<td>LAPSyD:</td>
<td>Lyon-Albuquerque Phonological and Syllabic Database (web)</td>
</tr>
<tr>
<td>MEG:</td>
<td>Magnetoencephalography</td>
</tr>
<tr>
<td>NEdimah:</td>
<td>Digital methods, collections and infrastructure in Arts and humanities (web)</td>
</tr>
<tr>
<td>OLAC:</td>
<td>Open Language Archives Community (web)</td>
</tr>
<tr>
<td>P2S:</td>
<td>Parcours santé systémique (web)</td>
</tr>
<tr>
<td>PARTHENOS:</td>
<td>Strengthens research in Linguistic Studies, Humanities, Cultural Heritage, History, and Archaeology (web)</td>
</tr>
<tr>
<td>PI:</td>
<td>Principal Investigator</td>
</tr>
<tr>
<td>PREMS:</td>
<td>Lexical Development in Toddlers</td>
</tr>
<tr>
<td>SLI:</td>
<td>Specific Language Impairment</td>
</tr>
<tr>
<td>TEI:</td>
<td>Text encoding Initiative (web)</td>
</tr>
<tr>
<td>TXM:</td>
<td>Logiciel de textométrie (web)</td>
</tr>
<tr>
<td>UdL:</td>
<td>Université de Lyon (web)</td>
</tr>
<tr>
<td>ULLL2:</td>
<td>Université Lumière Lyon 2 (web)</td>
</tr>
<tr>
<td>UiDia:</td>
<td>Database for historical sound change</td>
</tr>
<tr>
<td>VISA:</td>
<td>Vidéo de Situations d’enseignement et d’Apprentissage</td>
</tr>
</tbody>
</table>