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INTRODUCTION

The laboratory of excellence Advanced Studies on Language Complexity (ASLAN) succeeded in renewing funding in 2020. Building on work since the creation of ASLAN in 2011, and now at our half-way mark for an additional 5-year term at 4.4 million euros, we have reached new achievements we would like to share with you.

This report gives the reader some key figures for ASLAN since 2020, but also since the project’s beginning. It presents our mission statement, includes a list of our top publications from 2020 through 2022, and gives an overview of our updated scientific organization.

All projects funded since 2020 — both Major and ongoing (cf. page 30) — are summarized in the annexes in the form of one-page descriptions naming project leaders, start and end dates, ASLAN themes contributing budget funds, funding amount, context of the study, theoretical framework, objectives, method and expected results.

Within the ongoing funding scheme, ASLAN members write projects that are evaluated by the work package theme leaders and/or programs (outreach and training) to which they apply. Each WP theme is led by three ASLAN members, one from each partner research lab (Interactions, Corpus, Apprentissage, Représentations (ICAR); Dynamique du Langage (DDL), and Laboratoire d'InfoRmatique en Image et Systèmes d'information (LIRIS). Outreach and training is included in the Science with and for Society program, led and developed thanks to a dedicated position, funded by ASLAN. If the proposed project budget requested by an ASLAN member exceeds 5K, the project is evaluated by the ASLAN piloting committee, which meets every two months.

Over the years, ASLAN has developed a special focus on the societal impact of our research and a selection of these projects are showcased in our Science with and for Society annual reports (cf. https://aslan.universite-lyon.fr/valorisation/ and the Annexes in this document).

Indeed, as ASLAN has succeeded in changing member researcher views on the roles partners outside of academia may play in research, more and more projects integrate such stakeholders at the early stages and solicit the Science with and for Society program for funding and ways to give societal value to their research.

Mid way through our current 5-year contract, we use this report to imagine what the future may hold for research on the complexity of language. We hope you enjoy the read and much as we enjoy the work!

Kristine LUND
Director of ASLAN
**KEY FIGURES**

- **8** Major projects funded
- **4,4M€** ASLAN Budget
- **52** Transfers of expertise and/or technology since 2020
- **67** Emerging projects funded since 2020
- **52** Stakeholder partners in 2022 alone
- **3** Main partner laboratories
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WHO ARE WE SERVING?
• Social actors in civil society
  - teachers, learners of all ages, families, patients, health sector personnel, associations, non-profits, taxpayers, migrants
• Under-represented language users or those with difficulties
• Higher education establishments
• International research communities
• Funding agencies and government

WHAT IS OUR INTRINSIC VALUE?
• We are a unique team of scholars specialized in very different areas who share an interest in language and interaction
  - divergent and inclusive thus broad

HOW ARE WE ADDING VALUE?
• Description, experimentation, and management of language play a crucial role in forming lucid knowledge, for both research and orienting social change in a positive direction

WHAT METHODS AND PRACTICES ARE WE ADOPTING?
• Multi-Inter-transdisciplinary approaches
• Integration of models regarding verbal and paraverbal activity and output in their different time-space scales and material-symbolic dimensions
• Open Science

SO THAT WE CAN REACH THE FOLLOWING GOALS
• Understand the complexity of language in all its dimensions
• Improve human language-assisted life and its evolution
• Raise awareness about the beauty of human language
• Preserve languages and remove language barriers
• Resist dogmatism through sharing our knowledge
• Create desire for participatory sense-making about the “languaging” that makes us human
Overview of ASLAN’s Science

ASLAN promotes an open thematic structure in which different subsystems (e.g. cognitive, neural, biological, linguistic, social, interactional...) can be studied separately, but in which hypotheses relating subsystems (e.g. grammatical, semiotic, conceptual...) are encouraged. Such an approach fosters collaboration between researchers from different traditions because systems and subsystems are viewed as boundary objects that can be instantiated according to the epistemological assumptions and worldview of each collaborator.

ASLAN has three Work Package (WP) pillars: Embodied Language, Language in Society, and Linguistic Systems. Two WP are cross-cutting: Language Complexity & Ecology and Modeling & Digital Humanities. All of our work meet societal challenges and we have a special focus on giving value through the Science with and for Society program.


Demuru, E., Pellegrino, F., Dediu, D., Levréro, F., 2020, «Foraging postures are a potential communicative signal in female bonobos», Scientific Reports, 10:15431


2022


Embodied Language

An embodied language paradigm rejects computationalism. This means that the body is not yet another information processing device. Rather, language use depends on our bodily structures (Di Paolo, Rohde, & De Jaegher, 2010).

This Work Package has four main themes:
• First or second language learning and teaching in monolingual and bilingual populations: from sound to discourse
• Embodied cognition: Motor Action, Language, Emotion, Enaction
• Interacting bodies through multiple modalities
• Description of languages, embodiment in linguistic systems and the construction of embodied knowledge

Keywords: multimodal interaction, affective and sensorimotor experience, learning (machine/human/HMI); embodiment, cognition, development
Societal-related research involving language focuses on describing and analyzing multimodal social interactions as well as usages, discourses and other forms of observables in specific social situations. Here, ASLAN research concerns face-to-face interaction, online interaction and the use of digital environments for teaching-learning situations, health-related interactions, or languages used in the workplace, to name just three. Our goal is to understand and improve sociability and socialization by studying language use through a variety of language-assisted activities.

The work package has three main themes:
- Language, caregiving and health
- Language development, Learning, Education, Training
- Plurilingual Societies

**Keywords:** multimodal interaction, discourse, face-to-face and virtual interactions, learning trajectories, language diversity and cultural spaces
ASLAN gathers and analyzes typological data, and does fieldwork on poorly documented and/or endangered languages. The covered areas include Africa, Asia, Australia, Europe, and South-America. Data is gathered through socio-linguistic fieldwork and analyzed through methods of linguistic qualitative analyses. We aim to (1) document endangered languages, (2) produce descriptions and grammars of unknown or undescribed languages, and (3) provide new data for typological studies. Computational modeling and simulations can also be used to infer the synchronic patterns and evolutionary dynamics of language. Both of these analyses can be conducted language internally and across languages. Moreover, the fieldwork data also provides a solid basis to explain the interaction of speakers in a multilingual context.

The work packages two main themes are:
- **Diachrony** (linguistic changes in language evolution)
- **Usage-informed linguistic description**

**Keywords:** endangered languages, typology, grammar, linguistic patterns, origin and evolution of languages, language comparison
Language is a complex adaptive system situated in a wider physical, biological, cultural and social environment. LCE is a cross-cutting theme which encourages research projects that highlight the complexity of language itself (multi-level interactions between its sub-systems: neuro-cognitive, biological, linguistic, social and interactional) or of language in context (interactions and feedback between language-using human and artificial agents, between language and society, culture, technology and the bio-physical environment). This theme sees language as an ecological system with various components and actors that co-evolve and shape each other, as well as one component of a wider ecology.

• Language itself as a complex system
• Language in context as a part of a wider complex system

Keywords: complexity, interdisciplinarity, emergence, feedback, self-organization, adaptation, multi-dimensionality, indeterminism
The cross-cutting theme «Modeling & Digital Humanities» fosters data based approaches to better understand languages and language as a communication system. The whole gamut of issues are addressed, ranging from ethical and methodological aspects related to data collection, organization and archiving to the development and adaptation of data visualization, analysis and modelling tools dedicated to solving the questions of interest in the ASLAN scientific areas.Processing the collected data sheds light on linguistic or interactional phenomena whose duration can span from seconds (in human-human or human-machine interactions) to centuries (in language change and evolution).

Specific themes include:
- Connecting linguistic and interactional phenomena across temporal scales
- Building descriptive and predictive models of how languages and language function

**Keywords:** big data, quantitative ethnography, data management, visualization, analysis, and modeling tools
ANNEXES

MAJOR Projects

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BODEGA aims to study the influence of embodiment on participants’ social behaviours and engagement in a collaborative game designed to measure and develop soft skills. By comparing four interaction situations varying in terms of exchange mode (chat, voice only, webcam) as well as for the face-to-face / remote aspect, we will analyse the effects of these factors on the participants' engagement and on the interactional alignment processes in the interactions produced.

Context of the study
Serious games are often designed without a true reflection on the impact of the exchange modes that they propose to their participants, be it on how they perceive others or on their communication abilities. The BODEGA project adopts a strongly interdisciplinary approach, between the Humanities and Computer sciences, and proposes to study the impact of embodiment using a collaborative serious game developed by the company SKILDER, which is a close collaborator in all the steps of the project. The population chosen for this study is that of engineering students who are at the final stage of their studies. The aim is to raise their awareness of soft skills and their importance in collaborative activities.

Theoretical frame
The project will adopt an empirical approach and combine two theoretical frameworks: conversational analysis and engagement analysis. Conversational analysis will be used for the observation of short interaction sequences in order to study how individuals coordinate their actions and anticipate those of others, how they negotiate their roles and positions with respect to one another, and how participants use all their body parts simultaneously to speech or not. As for engagement, it will be studied as a dynamic process with respect to its motivational, behavioural and cognitive dimensions. Engagement being strongly dependant on the context, we will design our models as a function of the degree of embodiment as perceived by the user. These models will be built based on techniques taken from learning analytics, which use interaction trails with the digital environment and self-declared engagement measures.

Method
Our observations will be based on an ecological situation of the use of serious gaming for the development of soft skills. The levels of embodiment will be examined through four different interaction situations. The collaborative serious game will be adapted and developed for each situation. During the game sessions, we will collect the interaction trails constituted in the game (logs) and video recordings (external cameras and every participant’s webcam). The video recordings will be annotated and transcribed according to the principles of conversational analysis. Finally, we will collect several questionnaires (perceived engagement, player profile, user experience, perception of oneself and others).

Expected results
The expected contributions of the project are three-fold. From a theoretical viewpoint, the project will provide a better understanding of the alignment process and of engagement models. In relying on the analysis of interactions, the project aims to show the role of the degree of embodiment as a situated practice, and to study the combination of different theoretical approaches with respect to embodiment. In methodological terms, the project will propose a unified framework for the analysis of multimodal interactions. Finally, the expected results will lead, from an empirical perspective, in the proposal of recommendations on how to mindfully apply embodiment in serious games according to the soft skills that need to be developed or to the types of social interaction that should be favoured.

Key words: Embodiment, Multimodality, Interactions, Engagement, Alignment

Objectives
1) Design behaviour models in order to better understand how collaboration functions
2) Analyse the impact of embodiment on conversational engagement and alignment
3) Provide recommendations according to the interactional situation

Scientific coordinators
Matthieu Quignard (ASLAN / ICAR, UMR 5191)
Audrey Serna (ASLAN /LIRIS, UMR 5205)
In partnership with the start-up SKILDER
Vocational education and training (VET) cover a vast and complex domain. At the crossroad between education and work, VET research raises questions for research on learning and socialization. LaBØr focuses on language’s role in these contexts of high school students and documents the contribution of language. We also constitute a repertoire of case studies, allowing for the analysis of pedagogical practices, students’ socialization processes and the place language holds.

Keywords: Social linguistics, Professional training, Language, Education

Context of the study
This project focuses on language in the education and socialization of high school students in the vocational track in French Guiana, a French territorial community located in South America. This community is marked both by an overrepresentation of students oriented towards the vocational track and by an important linguistic diversity. From this field, the project will contribute in an original way to the development of a social linguistics of vocational training (Filliettaz & Lambert, 2019), around thematic and methodological issues in the field of language socialization in multilingual contexts (Ghimenton & Riley, 2020 ; Lambert, 2021).

Theoretical framework
The LaBØr project is part of a social linguistics of vocational training from an ethnographic perspective and a multidisciplinary logic, particularly attentive to the processes of language socialization. We focus on the social organization and cultural significance of semiotic forms, cognitive processes, affects, and ideologies at work in the localized interactional engagements of novices and more experienced members of school workshops. LaBØr draws on theoretical and methodological research and takes advantage of a corpus of knowledge about language in professional education.

Objectives
1) Study of the national prescriptions role in defining the value of language skills (prescribed curriculum); 2) Analysis of the complexity of the language realities of the workshop as a space for training and socialization (realized curriculum)

Scientific coordinators
Patricia Lambert (ASLAN / ICAR, UMR 5191)  
Anna Ghimenton (ASLAN / DDL, UMR 5596)

Method
Our methodology is based on the ethnographic commitment (Cefaï, 2010) that one way to understand the complexity of social, linguistic, and cognitive practices and processes is through sustained participation in the networks, worlds, or environments being studied. The development of a repertoire of case studies requires an investigative process that will lead to the processing and analysis of a complex corpus. Thus, four main types of operations are planned: participant observation (with recordings); interviews with different actors (semi-structured, exchanges and narratives); data collection devices (field diary, set of systematized procedures for collecting data through direct observation); collection of written sources (grey literature, writings from the environment studied, etc.). Two main field missions are planned in Guyana, which will take place during the 2022-2023 and 2023-2024 academic years. Reasoning by «case» requires contrasting the degree levels (CAP, Bac pro), the specialties and families of trades and the regional contexts.

Expected results
One of the objectives will be to think about the articulations between institutional configurations, knowledge contents, professional practices, learning and language practices often thought in isolation. The construction of «cases» will aim to inform themes such as languages in the academic and professional socialization of high school students, language as a content and resource of professional training, etc. This repertoire of cases will constitute a range of situations and analysis on pedagogical practices, the socialization of students in workshops and the place of language in them.

*Language at the Borders of work and school

https://aslan.universite-lyon.fr/
The interdisciplinary GEODE project brings together researchers in linguistics, computer science and geography from the ICAR, LIRIS and EVS research teams. By using text analysis methods that draw on the rule-based automatic identification of linguistic information and machine learning classification, our objective is to study major changes in geographical discourses in four French encyclopaedias published between 1750 and today.

Context of the study
GEODE is based on an interdisciplinary collaboration where methods in corpus linguistics, computer science, geographical information science and intellectual history converge around a scientific object that is already shared by the ICAR and LIRIS research teams: geographical discourses in French encyclopaedias. Whether it be the Encyclopaedia of Diderot, d’Alembert and Jaucourt in the 18th century (1751-1772), the Great Encyclopaedia in the 19th century (1886-1902), the Universalis Encyclopaedia, or Wikipedia in the 21st century, all of these vast intellectual and editorial enterprises sought to present their readers with an overview of the knowledge of their time, amongst which geographical knowledge. The latter is the object of our focus.

Theoretical framework
Within the frame of GEODE, we consider that “geographical discourse” has two meanings. The first one is related to the “topic-comment” intra-sentence structure, which involves a relation of “aboutness” (Reinhart 1982, Lambrecht 1994, Berthoud 1996). The aim is to propose a semantic representation of the terms used in articles to refer to spatial entities (towns, rivers, mountains, etc.) based on a statistical approach. As for the second meaning, which pertains to the discursive level, we hypothesise that between the 18th century and today, a discursive norm has been established, which provides a frame in the mentioning of geographical information and which is linked to the institutionalisation of the field (Péaud 2016, Laboulais 2001). Our aim is to grasp the emergence of the linguistic structures that are characteristic of this norm.

Objectives
1) Study some of the major enunciative changes that have occurred in geographical discourses between 1750 and today in four French encyclopaedias.
2) Develop and give access under a free license, to our data, resources and results (including the interactive Jupyter notebooks in order to visualise geographical entities, relations and linguistic models)

Scientific coordinators
Denis Vigier (ASLAN / ICAR, UMR 5191, Université Lyon 2)
Ludovic Moncla (ASLAN / LIRIS, UMR 5205, INSA Lyon)

Expected results
The first result concerns the provision of the data, resources and results (preparation and correction of the corpora, morpho-syntactic annotations, geo-semantic annotations, geographical resources) produced during the project. The second one is the development and improvement of methods used for the automatic search and extraction of geographical information in order to analyse geographical discourses. The third one concerns scientific outreach: as the project progresses, our results will be communicated and published in international conferences and journals in France and abroad, in all of the fields concerned (linguistics, computer science, geomatics and history). In our view, these results will contribute to a more fine-grained understanding of the history of geographical discourse in France between the 18th century and today.
Human communication is evolutionarily stratified, composed of layers of cognitive abilities of different types and different antiquity. The aim of this research is to contribute to the general understanding of the evolutionary origins of the cooperative nature of human social cognition and communication by studying humans and our closest living relatives: bonobos and chimpanzees.

Context of the study
Language has evolved as an indispensable social tool and to better understand its evolution and development we should broaden the scope of investigation to try to understand the socio-ecological and cultural pressures that have shaped human communication as a whole. Currently, in the debate on the origin of human communication, increasing attention is being paid to the socio-emotional and cognitive capacities that underlie the ‘human interaction engine’ such as imitation, empathy, theory of mind, cooperation and the ability to cooperate in engaged shared actions. All these socio-emotional and cognitive characteristics are based on the ability to distinguish between self and other as both emotional and intentional agents - a definition of intersubjectivity.

Framework theoretical
The notion of intersubjectivity is often highlighted as the crucial difference between humans and non-humans and is therefore of major interest in reconstructing the evolution of human social cognition and communication. Intersubjectivity is a broad concept that includes the distinction and characterisation of the relationship between self and other, a basic capacity for more complex forms of empathy and imitation (via the Perception-Action Mechanism), as well as for complex cognitive capacities related to theory of mind.

Objectives
1) Investigate and compare the development of differentiation between self and other in the genera Homo and Pan
2) Investigate communicative emotional and intentional signals and their function in collaborative interactions

Expected results
This project has implications that span several scientific disciplines, but also provides opportunities for integration of theories and analyses. It is primarily a project on the origins and development of cooperative communication. By addressing the attentional aspects of self-other distinction and intersubjectivity in human and non-human primates, the topic is of major interest to comparative and evolutionary psychology. By considering common behavioural responses and emotional expression in humans and apes, this project can help understand the evolution of human behaviour and thus be relevant to human ethology and anthropology. By addressing the replication of facial expressions and emotional communication, this project is relevant to affective neuroscience.

Scientific coordinators
Audrey Mazur-Palandre & Kristine Lund (ASLAN / ICAR, UMR 5191)
Florence Levréro (ENES, UMR 9197)
François Pellegrino (ASLAN / DDL, UMR5596)
Learning vocabulary is an essential part of mastering a second language. But the time allotted to language learning in French universities tends to make it necessary to focus class activity on interaction and collaborative tasks, sometimes leaving out explicit lexical work altogether. The Lex:gaMe project aims at providing learners and teachers with a lexical database connected to games targeting various aspects of lexicon oriented learning.

Context of the study
The Lex:gaMe project is being carried out in collaboration with the language centre of the University of Lyon 2. The language centre welcomes more than 10,000 students each year. Thus, the project can follow a cohort of students that will allow the testing of several devices as well as the modalities of interaction between these devices. Lex:gaMe is based on several existing prototypes: Lex:M, a lexical database designed to be used individually or collectively in the context of language learning; MagicWord, a game targeting low-level aspects of the lexicon (form, morphology, meaning-graphy link) and Game of Words, a game targeting higher-level aspects (meaning, usage and strategic competence) The methods of integrating the devices into the teaching are thought out in collaboration with the teachers who set them up.

Theoretical framework
Lexical learning is not simply a matter of associating a form in the learned language with its 'equivalent’ in the known language. It is a complex process, involving different types of information: form, meaning and combinatorics (which apply to both spoken and written language, thus increasing the complexity of the learning task). All the information covered by lexical learning makes it a task that requires repetition and investment outside the classroom. The conditions for motivating students for this task are not always met, especially in the Lansad context. The game can provide a favourable context for this learning.

Method
The project is planned over 4 years. In the first year, the specifications are to be written in collaboration with the teachers of the language centre, based on the prototypes already developed. From the following year, the applications developed will be integrated into the language centre’s teaching. Several integration methods are envisaged (dissociation of the devices, but also of the context of use) for the different groups, for which various indicators are collected: acquisitions, feelings, motivation and commitment of the students. The aim is not only to validate the contributions of the different devices, but also to attempt to characterise them. The data collected is intended to improve the prototypes.

Expected results
We hope to demonstrate several hypotheses: Lex:M helps to improve learners’ lexical learning strategies; MagicWord aids lexical memorization and understanding of the inflectional class systems of the learned language; Game of Words promotes high-level processes (both lexical item usage learning and remediation strategies, thus participating in students’ fluency); the integration of our games is a motivational and engagement tool for the lexical learning task as a whole.

Objectives
1) To provide teachers and learners with a set of experimentally validated lexical learning devices

Scientific coordinators
Mathieu Loiseau (ASLAN / LIRIS, UMR 5205)
Emilie Magnat (ASLAN / ICAR, UMR 5191)

http://aslan.universite-lyon.fr
The interdisciplinary MACDIT project brings together researchers from the DDL, ICAR and Lidilem laboratories. Our goal is to study the interactions between individual and collective levels of language variation and change. We will use data analysis methods applied to Twitter and Wikipedia along with multi-agent modeling to identify how linguistic innovations emerge and which factors are favorable or not to them.

Context of the study
Change and variation are fundamental properties of language. While it is accepted that the structure of social interactions influences these properties, we are far from understanding the full complexity of this phenomenon and its dynamics. How is it possible that successive generations of speakers use the same tongue to maintain mutual intelligibility and at the same time that these same speakers speak a tongue that is sufficiently different to allow tongues to change? This paradox goes to the heart of linguistic theories, questioning the very essence of what language is.

Theoretical framework
Variationist sociolinguistics has taken up these questions and has shown that linguistic variation, far from being random, is conditioned by the socio-demographic structure of populations. Used in a differentiated manner by different sub-populations, linguistic variants are thus markers of these sub-populations and the use of one variant rather than another allows the speaker to assert an identity. Linguistic change is thus the result of the dynamics of variant use, subject to the dynamics of population structure, to changes in social representations and to the internal constraints of the language and the cognitive system of the speakers. Language thus appears as a complex dynamic system interacting with other cognitive and social systems.

Method
We will use a “double track” to deepen this understanding: (1) we will model the structure and dynamics of the interactions using multi-agent networks that are diverse in terms of their internal properties and the characteristics of the “speakers” (2) we will integrate “real world data” using Twitter messages from the SoSweet corpus and online exchanges involved in the construction of Wikipedia articles.

Expected results
The Twitter data provide information on the variation of linguistic usage (in French in particular) according to network structure, socio-geographical factors and linguistic domains. The Wikipedia data document user interactions on circumscribed topics, and the emergence and evolution of a text genre: the online collaborative encyclopaedic article. A major contribution of this project is the perfect combination of these two approaches (modelling is constrained by the data and informs the data collection and analysis) in a wide range of expertise (sociolinguistics, dialectology, computer modelling, data science and complexity).

Objectives
1) How are collective linguistic conventions constructed through inter-individual interactions within social media data? For example, under what circumstances does an innovation generalise in the network?
2) How do collective language conventions influence individuals? Are people affected by majority/established sociolinguistic conventions when they enter a network? And what factors influence these dynamics?

Scientific coordinators
Jean-Philippe Magué (ASLAN / ICAR, UMR 5191)
Marc Allassonière-Tang (ASLAN / DDL, UMR 5596)

Keywords:
Language, Variation, Networks, multi-agent modelling
PepperMint proposes the analyse of embodied turn-taking practices in task-related human-robot-interaction (HRI) to improve the social abilities of robots and make HRI more natural to humans. It investigates if and how CA findings on natural occurring interaction can be used to develop innovative and effective machine Learning models. The project is grounded in a detailed multimodal analysis of turn-taking in naturally occurring HRI.

Context of the study
Applications targeting the use of robots in everyday life are becoming increasingly popular, and are being deployed in various fields: personal services, tourism, health, education, etc. In this context, Human-Robot Interaction (HRI) is of paramount importance and research and development in the field of social robotics is gaining interest. In this context, Human-Robot Interaction (HRI) is of paramount importance and research and development in the field of social robotics is gaining interest. The aim is to make HRI more natural and intuitive for the human user, making turn-taking practices an essential condition for successful interaction. In this perspective, PepperMint proposes to explore a multidisciplinary research combining conversational analysis (CA) and artificial intelligence (AI) in order to develop a new approach to help understand and improve HRI mechanisms.

Theoretical framework
The project will adopt a multidisciplinary, incremental approach combining CA and AI (machine learning in particular). KT will adopt the perspective of the participants and focus on the emergence of interactional structures. It will allow the analysis of interaction sequences and provide IHR patterns that will be used to feed the robot learning. For IHR, we will rely on: 1) a cooperative approach where humans and robots are considered as teammates in the interaction, adapting to each other’s capabilities, leading to an in-situ co-construction of turn-taking practices; 2) a developmental learning approach that allows the robot to build, from its interaction experience, the patterns of successful turn-taking practices.

Method
The project will be based on video recordings in a task-oriented framework, using the Pepper robot, with the task of greeting and orienting visitors to the university library of the University of Lyon1. There will be four main steps: 1) programming the robot with state-of-the-art turn-taking algorithms; 2) video recording, transcription and analysis of HR interactions; 3) programming new versions of the robot’s learning algorithms using a developmental approach based on the results of the conversational analysis; 4) evaluating the results with new video recordings and validation.

Expected results
At the theoretical level, the results will contribute to a better understanding of the complexity of turn-taking within the IHR, especially its emergent and co-constructive character. A new interdisciplinary research direction will be opened up, approaching the IHR from a cooperative point of view. At the methodological level, the project will enable new approaches to IHR mixing developmental learning and KT, allowing the results of interactional analyses to be mapped and prioritised for use in programming. At the practical and experimental level, the identified interaction patterns will be categorized into design patterns and shared with the AI / IHR community. A transcribed and annotated corpus will be made available for further research in the CLAPI database.

Objectives
1) Analyse turn-taking practices in human-robot interaction
2) Program the robot following a developmental approach based on the results of interactional analyses

Scientific coordinators
Heike Baldauf-Quilliatre (ASLAN / ICAR, UMR 5191)
Salima Hassas (ASLAN / LIRIS, UMR 5205)
This project aims at a cross fertilisation between the fields of linguistics and knowledge engineering, based on the compiling and analysis of a collection of cross-linguistic corpora focused on the expression of Path of motion. The aim is two-fold: 1) produce a typology of the expression of space (taking into account the lexical, grammatical, semantic and morpho-syntactic dimensions) with the help of artificial intelligence techniques; and 2) propose an ontology of spatial relations that can be processed by machines, based on that typology.

Context of the study
This project relies on the research conducted by the Trajectory programme (TUL-CNRS FRE 2559) and on the collection of inter-linguistic corpora constituted within the frame of this project. The aim of this programme was to study the expression of Trajectory across languages displaying different types of typology, and to provide a methodological tool to design comparable corpora in order to perform specific and inter-linguistic analyses (Fortis et al. 2011). Thanks to the design of video stimuli focused on the expression of trajectory, the partners of the project were able to collect comparable data in 34 languages belonging to 15 distinct linguistic families. These data gave rise to many publications presenting comparative studies or studies on a specific language, and to the establishment of a typological frame. This work has, however, not yet led to the proposal of a common typology.

Theoretical framework
Research in linguistics on the question of space has been brought together in France by the creation of a research group, whose reflections have been summarised by Hickmann & Robert (2006). Several members of this group are at the origin of the Trajectory programme. As this annotated corpus develops and an increasing number of languages are described, new areas are explored, such as for example associated movement (Guillaume & Koch) and dynamic deixis (Lammarre et al.). By proposing a new typology based on corpora of very diverse languages in typological and geographical terms, our project will contribute to this field by providing new data and a new typology.

Expected results
The aim of this project in terms of contribution is three-fold. First, in linguistics, we wish to propose a typology of the expression of space that takes into account the lexical, grammatical, semantic and morpho-syntactic dimensions, as well as their articulation, with the assistance of automatic reasoning methods coming from artificial intelligence. Second, in computational science, we will build an ontology of spatial relations, based on the above-mentioned linguistic and typological discoveries. Third, in terms of methodology, we aim to design a knowledge base application that includes corpora, their transcriptions and annotations. This application should offer maximum flexibility in the annotation structure, in order to account for the variability between the different languages of the collection. However, it must also allow for a post reconciliation of these heterogeneous annotations, to help researchers build a typology and ontology. This knowledge base will be released online in an open science approach.

Objectives
1) Use automatic reasoning techniques coming from AI for linguistic purposes, in order to build a typology of the expression of space
2) Use linguistics for knowledge engineering purposes, to build an ontology of spatial relations based on typological knowledge

Scientific coordinators
Alice Vittrant (DDL/ASLAN)
Pierre-Antoine Champin (LIRIS/ASLAN)
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Emerging vocal interface with a computerized assistant is seeing the first pedagogical explorations. We wish to work on the use of these vocal assistants giving them the role of resource orchestrators with pupils who are capable of working autonomously, in a pedagogical differentiation perspective. We plan to test these devices on a small scale to explore their potential, limitations and ethical issues, in the context of language practice.

Context of the study
The theoretical approach to orchestration is derived from our work on CACW (Computer Assisted Collaborative Work). The modelling and the formalism (ORCHESTRA) have been applied to different contexts, notably in the field of work and logistics. Its transposition to the training domain has been described in [CSCWD2019].

Theoretical framework
In September 2019, the French Ministry of Education launched a call for tenders for the creation of a voice assistant in language courses. In this context, it is becoming urgent to set up experiments to explore the field scientifically, while studies on the use of assistants in a pedagogical context are still rare and analyse the functioning of the assistant without linking it to a pedagogical orchestration, and UNESCO already points out certain ethical issues in its 2019 report, as does Raybourn et al. (2015). The participants in the present project have sketched out an architecture including an assistant for pedagogical orchestration (David et al., 2019), while other teams are exploring (Lavoué et al., 2019) how to take emotions into account in a context of computerised pedagogical management, while Dizon (2017) is laying the foundations for thinking about the integration of an assistant in a language learning context (Dizon, 2017).

Method
1. "All voice" scenario: this involves setting up voice interaction via Voice Assistant for orchestration/tutoring activities and for learning activities strictly speaking which would concern language learning
2. Orchestration/tutoring scenario in a virtual or real classroom with external (non-computerised) learning activities in paper form (designated/assigned/chosen by the VA) and requesting voice feedback in the form of results (in value or OK/KO assessment) and pedagogical emotion ratings
3. "Orchestration/tutoring in a real classroom" type scenario with tutoring done by the VA and computerized pedagogical activities integrated in the whole system with additionally communicating objects, the system being able to turn on the light to show presence to the teacher and indicate by the multi-coloured lamp showing by the colour the pedagogical emotion of the student.

Expected results
The expected results should make it possible to set up a larger-scale experiment in a second phase of the project, and to cross-reference it with pedagogical and academic projects such as the Amiens academy project, which involves 45 minutes of language practice in class every day.

Objectives
Explore the use of Voice Assistants in learning activities by having them act as orchestrators for the more independent students, while the teacher can continue to help those who need it.
The project aims to describe the use of the Baby Sign with hearing children in nursery schools and to assess its effect on communication after staff training. Children's communication and language development will be observed directly at several times throughout the year. We hope by the comparison between the experimental and control nursery schools to reveal a potential effect of the Baby sign on language behaviors in the short, medium or long term.

Context

Gestures promote parent-child communication and interaction. Olson and Masur (2013) show that there are more verbal or non-verbal responses from mothers when children's communication attempts include gestures. Miller & Lossia (2013) conclude that parents' positive feedback to children's gestures increases children's attempts to communicate through gestures and words. Gestures appear before words and are essential for children's language and communication development.

Theoretical framework

In the 1980s, Acredolo and Goodwyn developed the 'baby sign' which consists of accompanying the language addressed to the child with signs belonging to sign language in order to improve adult-child communication. The concept took off in France in 2006 with the development of workshops for parents and early childhood professionals. The trainers and beneficiaries give very positive feedback on the use of this method. However, scientific studies do not reach a consensus on the role of Baby Signs on the language development of hearing children: some studies show that language acquisition is earlier (Bonvillian et al., 1983a, 1983b, Holmes & Holmes, 1980), while other studies explain that children reach important developmental stages (first words, word combinations) at the same ages (Capirci, Montanari & Volterra, 1998; Petitto et al., 2001). On the other hand, there are few studies that focus exclusively on its use by parents. There is still too little knowledge about how early childhood professionals use gestures and signs with children and what impact these practices have on the communication and language of hearing children.

Method

Children and nursery professionals will be divided into two groups, a test group and a control group matched on a number of socio-demographic characteristics. The staff of the test group will receive a two-day training on the baby sign. After the training, the test nurseries will be visited once every two months for one year and the activities will be filmed. The results of the pre- and post-intervention evaluations of the two groups will be compared to assess the effect of the sign training on interactions and communication in the nurseries.

Expected results

The project aims to describe the use of the Baby Sign in day care with hearing children: How is it used? By whom? In what situations? A second objective is to better understand the development of signs but also their articulation with gestures and words in children. Finally, we hope to measure precisely the effect of the use of signs on the communication and language development of the children in the longer or shorter term.

Objectives

1) To describe the development of gestures, signs and words and their articulation in hearing children in day care centres
2) To evaluate in particular the effect of the Baby Sign on communication and language development in the short and medium term

Scientific coordinator

Sophie Kern (ASLAN / DDL, UMR 5695)
The aim of the study day is to highlight the central role played by a child’s language biography in order to understand the factors of a family's language experience and to take into account the linguistic repertoires of its various members. A better understanding of the feeling or experience of speaking and/or understanding different languages since birth or childhood will allow a better assessment of a child’s language if necessary.

Context of the event
Today, situations of language contact are multiplying in all areas of society: education, care, leisure, social networks. Children and teenagers grow up in bilingual or even multilingual families. The aim of BilBio is to confront established linguistic theory on bilingualism with developmental issues highlighted in acquisition studies, and correlatively with data from pathology which describes particular learning patterns.

Theoretical framework
The BilBio project is positioned at the crossroads of different theoretical frameworks where language bibliography is used as a scientific tool to better understand language development. The diversity of the means of communication studied will make it possible to question and explain the methodology of the questionnaires in a scientific manner.

The project also proposes to raise the awareness of professionals in the field and students to the use of tools (questionnaires to collect categorised information, particularly on the psycholinguistic (early language development) and sociolinguistic (language environment of a child likely to become bilingual) levels, the self-portrait in the form of a drawing, to report on the development of linguistic and cultural identity).

Method
The invited speakers have already been contacted and agree to participate in the study day. The content of the day is designed to complement the methods of basic research and clinical problematisation at the heart of the observation and evaluation of language in child psychiatry and speech therapy.

Expected results

<Scientific evaluation>
A study with a sample of speech and language therapists would be very useful to evaluate this approach in the context of an analysis of professional practice.

<Societal value>
- Expected audience from the Auvergne-Rhône-Alpes Region (larger if the event is held in a video format)
- Estimated 150 to 200 people, depending on whether the day is open to students of speech and language therapy, language sciences, psychology, education sciences, MEEF courses).
- The subject may be of interest to students, teacher-researchers and researchers from the following disciplines: language sciences, cognitive sciences, education sciences (all levels of ordinary classes, UPE2A, special education, bilingual or international classes), psychology, neuropsychology, health and education professionals who work with bilingual children (e.g. teachers, nurses, school inspectors, speech therapists, nursery nurses, early childhood educators).

Objectives
Guiding the understanding or assessment of bilingual language by a scientific methodology in order to better understand the complexity of the acquisition and/or maintenance of bilingualism, which is always conditioned by the quantity and quality of exposure to the different languages in a linguistic repertoire.

Scientific coordinators
Agnès Witko (ASLAN / DDL, UMR 5596)
Co-responsibles : Cathy Cohen (ASLAN / ICAR, UMR 5191), Anna Ghimenton (ASLAN / DDL, UMR 5596)

Keywords: Bibliography, Linguistic repertoire, Exhibition, Evaluation, Survey

http://aslan.universite-lyon.fr
This project proposes a comparative study of 18 verb pairs collected from 73 African languages belonging to three families in order to evaluate the correlation between typological profile and causal-noncausal orientation, and to identify possible changes induced by contact. The list of verbs is limited to inchoative/anticausative verbs which are considered to show the greatest variation between languages.

Context of the study
Causal-noncausal alternations (e.g. 'to kill'/'to die') have been the subject of numerous typological studies revealing both universal tendencies for the encoding of this alternation and a fair amount of diversity in the languages of the world. Five strategies are used to encode this alternation: causative (causal verb derived from non-causal), decausative (morpheme of medium type on the causal verb), equipollent (the two verbs carry a formal marking), labile (the same verb form is used for both constructions), and suppletive (lexical alternation). As Nichols et al (2004) revealed, there is a general tendency for languages to code this alternation by means of causative markers (affixes or auxiliaries). However, Haspelmath (1993) has shown that cross-linguistic variation is particularly important for a specific subtype of verbs (anticausative or inchoative) whose coding is not predictable, thus revealing the preferences of each language.

Theoretical framework
The earlier studies were conducted within a typological framework based on samples of genetically and geographically distant languages. The African languages project, on the other hand, is based on a large sample of related languages (all belonging to the Niger-Congo phylum) but falling into three distinct families Mel, Atlantic and Mandé, which families, which have both different structural profiles and areas of contact.

Method
The chosen method consists in calculating the average use of the five strategies within each family in order to identify the typological profile of encoding and to compare the specific distributions of each language in relation to this typological profile. We would like to consolidate this approach with more robust statistical calculations thanks to a better sampling of verb pairs and languages (Mandé). In order to identify contact phenomena, we propose to study possible (statistically significant) deviations of individual languages from the averages found for their whole family in their encoding profile.

Expected results
With these new samples, we should be able to propose in the subtype of verbs attesting to a significant cross-linguistic variation, for each of the families studied, a more accurate encoding profile of encoding profile of causal-noncausal alternation, revealing the preferences of each. The correlation between typological profile and encoding preference can then be re-studied, free of certain biases. The contact phenomena can thus be precisely identified precisely according to the innovative methodology that we are proposing here.

Objectives
1) Measuring the impact of the typological profile of languages on preferences for encoding causal-noncausal alternation
2) Identify possible interference due to contact phenomena

Keywords: Alternation, Causal non-causal, Languages, West Africa, Typology, Language contact

Scientific coordinator
Sylvie Voisin (ASLAN / DDL, UMR 5596)
In collaboration with Stéphane Robert (LLACAN)
The CIBL project (Création d’Infographie pour la Biennale des Langues) aims at producing a set of infographic elements (posters and brochure) which will be presented at the next Biennale des Langues (May 19-22, 2022) organized by « La Caravane des Dix Mots ». In particular, they will provide information on linguistic diversity in the world and around Lyon.

Context of the study

After several years as a participant in scientific mediation events organised by others (Fête de la Science, Nuit des Chercheurs, Festival Pop’Sciences, etc.), we are now taking part in the organisation of a unique event: the Biennale des Langues, whose subject is at the heart of the research of the Dynamique du Langage laboratory and the Labex ASLAN. The Biennial of Languages is the first large-scale event on the subject of languages. It is a popular event in which the scientific community has been offered a place among dozens of other actors from very different backgrounds, dealing, closely or less closely, with the issue of languages. This event, by its nature, its ambition and its organisation, represents the very essence of the sharing that lies at the origin of our commitment to scientific mediation. It is therefore very important to be present, not only to do what we regularly do in classic events such as the Fête de la Science for example, but above all to contribute, by responding to requests from the territories themselves.

Scientific background

The project proposes to present different fields and interests of language sciences to the general public. In an effort to promote scientific mediation, the posters are designed in collaboration with one or more expert researchers (Sophie Kern, Michel Bert, Maia Ponsonnet, Annette Kopecka, Florence Chenu, etc.) from the Dynamique du Langage laboratory. The different actors of this project contribute to facilitating access to scientific knowledge and societal issues related to languages in the world and in the territory.

Objectives

1) Present basic information about languages and the linguistic situation in the world
2) Highlighting concepts from various scientific fields developed in the laboratory.
3) Enhancing the linguistic diversity of the territory

Expected results

This project highlights our expertise in various fields (language description, language development, language evolution, endangered languages) to the general public and schoolchildren. Moreover, the collaboration with partners from different disciplines and extra-academic partners will strengthen our research networks and will allow us to have a scientific influence on institutions that we rarely work with directly, such as the Ministries of Education and Culture, the Delegation for the French Language and Languages of France, the International Organisation of the Francophonie, etc. Thanks to this project, we will contribute to providing a sound knowledge base shared with the greatest number of people, to reconciling (if need be) people with their language(s), to making them more aware of the cultural and linguistic richness that surrounds them and that they also constitute, to breaking down false preconceived ideas about the hierarchy of languages for example.

Scientific coordinators

Egidio Marsico (ASLAN / DDL, UMR 5596)
Hélène Thervat (ASLAN)

Keywords: Valuation, Visibility, General Public, Linguistic diversity

Design

Several deliverables are planned as part of this project. The redaction of the initial "infolanguages" poster, modified and printed in large print runs for distribution to schools and partners. The creation of several other posters printed in small runs for display. These posters will focus on different areas of expertise of the laboratory such as the origin of language; structural diversity of languages; languages, orality, and endangered languages; language development and plurilingualism; linguistic areas. The creation of a booklet "Journal de la Biennale" printed in large numbers to be distributed to visitors.
In the post-Covid context, the IMPEC 2022 conference will be held in a hybrid form. This context has forced us to revisit our practices; whether physical, metaphorical or virtual, the space is questioned by the use of screens. On this occasion, the IMPEC team seeks to question the hybrid distance/presential devices in terms of experience, co-presence and investment for the participants.

Context of the study
The scientific objectives and the interest of the COLHYB project are rooted in current events and their vivid questions. With the pandemic, we have seen the generalisation of screen-based activities that are now part of everyday life - meetings, sports classes, etc. - to the point of creating neologisms such as ‘video aperitifs’ - which force us to rethink the spaces of interaction. More and more digital tools are transforming the spatial configuration of our interactions by revisiting private, professional, artistic or political space and by introducing, for example, geolocation into our uses. The scientific conference, as a type of event based on co-presence, when it opens up physical and virtual meeting spaces, participates in these processes of complexification of this co-presence.

Theoretical framework
The COLHYB project explores how to conceive the relationship between different spaces (of the screen, physical, imagined, represented, etc.) and the relationships established between interlocutors and these spaces, on the occasion of a scientific conference. Is it under the metaphor of fragilisation (Licoppe and Relieu 2007), fragmentation (de Fornel, 1988), continuity, imbrication, diffraction (Audet and Brousseau 2011)? What is the role of ‘hybridity’ (de Souza e Silva, 2016; Spagnolli & Gamberini 2002; Crabtree & Rodden 2008) between different spaces/types of space? These relationships are to be interrogated in the context of the meaning created by the subjects. Whether from the point of view of produced space or processual space, the project wishes to explore the lived experience and interactional investment of the participants along three complementary axes: spaces and uses / spaces and territories / spaces and inventiveness.

Keywords: Conference, Interaction, Hybridity, Telepresence

Method
The IMPEC colloquium and the reflection carried out upstream in the framework of the IMPEC seminar will explore the themes presented above from a multi-disciplinary perspective. The project will be based on the methodology developed in the Fabrique de l’interaction parmi les écrans project (Develotte et al., 2021), adapting it to the field studied. To do so, logistical and operational support is necessary, both for the accompaniment of the IMPEC conference (organisation of hybrid modalities - specifications, benchmark of existing software solutions and/or devices -, management of participants and communicators, communication - print and web - around the conference) and for the collection of research data according to a visual reflexive ethology.

Expected results
The project takes as its object of study issues related to the hybridity of scientific activities that are of particular interest to the scientific community at present. A report on the implementation of the hybridity of the colloquium will be produced at the end of the internship, sharing the reflections and feedback of the IMPEC team. In addition, the IMPEC colloquium will be the subject of an audiovisual recording in order to constitute a corpus of data that can be analysed by the IMPEC team, in line with the work of visual reflexive ethology in the augmented book "Fabrique de l’interaction parmi les écrans" by Develotte et al.2021.

Objectives
1) To question, identify and characterise hybrid distance and face-to-face devices during a conference
2) To carry out a body of research on interactional practices during a hybrid conference

Scientific coordinators
Jean-François Grassin (ASLAN / ICAR, UMR 5191)
Justine Lascar (ASLAN / ICAR, UMR 5191)

http://aslan.universite-lyon.fr
The training and awareness-raising actions around interpreting, carried out in recent years by Orspere-Samdarra and the ICAR laboratory, have highlighted the growing needs and expectations regarding the training and professionalization of medico-social interpreters. From this observation, and in the continuity of the research carried out within the framework of the REMILAS project, Orspere and ICAR created the university diploma "DIALOGUES - Mediation, interpreting and migration" which will be carried by the department of languages of the University Lyon 2 at the start of the 2021 school year.

Context of the study
In a context where requests for interpreting in the medical and social field are on the increase, it seems all the more necessary to recognise the specificity of this professional field, the multidisciplinary knowledge it calls upon, as well as the diversity of functions for which interpreters, or one could also say mediators in the social and medical field, are solicited: interpreting, improving inter-linguistic communication, providing guidance on the functioning and equivalence of procedures and institutions, informing professionals about the cultural practices of users, helping to resolve inter-linguistic and/or intercultural misunderstandings and conflicts, contributing to a dignified reception and better integration in the host country. Compared to its European neighbours, the professionalisation of this job is still underdeveloped in France. Indeed, training courses aimed at professionalizing interpreters in social and medical settings are still rare and are mainly concentrated in the Île-de-France region.

Theoretical framework
This grant application is fully in line with several of the axes covered by ASLAN: Language in Society and Science with and for society (training and valorisation). Born from the research carried out within the framework of the ANR REMILAS project, the DU DIALOGUES shares the challenges that ASLAN formulates not to carry out research whose sole aim is to produce knowledge, but to be anchored in social realities and needs, in particular in terms of restitution and valorisation of research results to the publics concerned, and also in terms of training.

Expected results
Our aim in proposing this university degree is therefore to bring together in a single course the different fields, theoretical areas and practice situations corresponding to the needs of the profession. This university degree includes components on migration contexts, law and regulatory framework, health (mental and somatic), posture and language skills. Ultimately, this training will enable students to acquire specific skills in the field of interpreting in medical and social settings in the context of supporting migrant allophones.

Objectives
To train professional and volunteer interpreters and mediators as well as staff of social and medical facilities in the fields of interpreting and mediation in social and medical settings.

Keywords: Medical and social interpreting, Mediation, Migration, Training, Professionalization

Design
This project concerns the allocation of a grant to the University Diploma "Dialogues - Mediation, Interpretation and Migration" led by ORSPERE-SAMDARRA, the ICAR Laboratory and the Language Department of the University of Lyon 2. This DU will start at the beginning of the academic year 2021. The objective of this training is to professionalise the profession of interpreter and/or mediator in the social and medical environment, in order to allow people in exile who master migrant languages, particularly rare languages, to access this type of employment. The subsidy granted by Aslan would make it possible to cover part of the costs of the DU, in order to reduce the registration fees for the most precarious people.

Scientific coordinator
Emilie Jouin (ASLAN / ICAR, UMR 5191)
In partnership with the LEA department of Univeristé de Lyon 2 and Orspere-Samdarra

http://aslan.universite-lyon.fr
DoReCo 1) gathers, enriches, and disseminates a reference corpus of natural speech from 50 languages (with a large family and areal diversity); 2) addresses typological questions related to speech timing (in phonology and morphology). For each language, the resource offers 10,000+ phonemically time-aligned words and subset of 30+ languages additionally contain morphological annotation. The corpus will be made available on Huma-Num under a CC-BY license.

Context of the study
There is no shortage of linguistic corpora... yet we are unable to address many typological issues for several reasons. The temporal dimension inherent in speech is often absent from such corpora, derived from textual sources. These texts, rarely spontaneous, provide a distorted approximation of natural language. Even when sound recordings are available, they are usually limited to a few languages spoken in large economic nations, far from reflecting the world's linguistic diversity. Oral corpora enriched with linguistic annotations are even rarer. This prevents linguists from comparing languages and assessing potential universal trends across a representative set of languages, leading to an unsatisfactory situation as more and more corpora on individual languages are rightly collected for documentation purposes. DoReCo aims to overcome these limitations by providing a unique set of language resources.

Keywords: Linguistic diversity, Digital Humanities, Typology, Open Science

Method
The project is based on the annotation and standardisation of oral corpora and the development and improvement of data processing tools (in Python). A cross-language processing workflow has been established, thanks to the experience gained during the first stages of the project. The final dissemination is ensured on the Huma-Num portal.

Expected results
50 languages offering an unprecedented diversity for a spoken corpus were selected. For each language, the creator(s) of the corpus shared recordings corresponding to 10000+ words with their annotations, under CC-BY license. Phonemic transcriptions are automatically generated and aligned via a two-step automatic process (performed with the MAUS toolkit, University of Munich) with final manual correction (work performed by the Berlin team). For a subset of 37 languages, the Lyon team is carrying out the process of normalisation, documentation and realignment of morphological annotations. This task is in addition to the development of the general conversion and interoperability toolkit and the preparation of the DoReCo portal on the Huma-Num infrastructure. All these processes are underway and the full publication of the corpus on Huma-Num under a Creative Commons license will be carried out in 2022. The publications produced in the framework of the project are listed here: http://doreco.info/publications/

Theoretical framework
DoReCo started in 2018 with Franco-German ANR-DFG funding. The project, coordinated by Frank Seifart (ZAS, Berlin) and François Pellegrino (DDL), falls under typological and corpus linguistics. The data, collected, analysed and made available by field linguists with the help of the linguistic communities concerned, are enriched and organised in collections. This unique resource, distributed under a CC-BY license, allows for innovative studies in linguistic typology in the light of digital humanities and complexity analysis.

Objectives
1) Building a linguistically annotated sound corpus of over 50 languages
2) Promoting an open science approach through its dissemination on Huma-Num
3) Conducting linguistic cluster analysis with this data

Scientific coordinator
François Pellegrino (ASLAN / DDL, UMR 5596)
Projet linked to the ANR-DFG DoReCo project (F. Seifart & F. Pellegrino)

http://aslan.universite-lyon.fr
The MOOC entitled "Dyslexic students in my lecture hall, understanding and helping" is the result of several research projects conducted in Lyon on dyslexia in higher education (ETUDYS, DYS'R'ABLE and FlexiDys projects). Its main objective is to familiarise the world of higher education with dyslexia, its medico-social management and the effects that this disorder can have on university life.

Context of the study
Amongst the 969 students declared as being in a situation of disability in 2012 at the University of Lyon, 326 (33.6%) suffer from language disorders (Disability Scheme of the University of Lyon). In most cases, they are affected by dyslexia. Following the Ringard report, which highlights a significant prevalence of dyslexia in France (6 to 8% Sprenger-Charolles, Colé, Lacert, & Serniclaes, 2000; Zorman, Lequebe, & Pouget, 2004), the Ministry of National Education launched an Action Plan. Since then, more pupils have been tested, treated and provided with support. Yet, most of these actions are no more available when they start university, as if these disorders disappeared in young adults. Of course, this is not the case and great difficulties persist in their daily life (Jacquier, Rodin, Roisin, Hoen, & Meunier, 2009).

Partnerships
In response to this situation, a trans-disciplinary partnership was set up between researchers and engineers of the ASLAN LabEx, of the ISH (PANEL platform), members of the Disability Schemes of the University of Lyon, of the Catholic University of Lyon and of the CNRL, and practitioners working in hospitals or associations, within the context of several projects. Assisting dyslexic students is a societal stake, as well as scientific. Four different objectives have arisen: 1) define the specific difficulties met by dyslexic students (ETUDYS), and more specifically in English learning and French writing (DYS'R'ABLE); 2) compare these elements with objective data coming from speech therapy and neuro-psychological assessments (ETUDYS), experiments in cognitive psychology on the English language (DYS'R'ABLE), and a psycholinguistic experiment on French (ETUDYS/DYS'R'ABLE/FlexiDys); 3) better understand the way in which health and life paths are intertwined in young dyslexic adults by identifying the factors of risk and protection (ParVieDys); 4) raise the awareness of university stakeholders.

Objectives
Take part in the awareness raising of dyslexia and training of university lecturers / researchers and students

Scientific coordinator
Audrey Mazur (ASLAN / ICAR, UMR 5191)

Keywords: Health, Young adult, Dyslexia, Training, Outreach, Higher education

The MOOC
MOOC “dyslexic students in my lecture hall, understanding and helping” was developed in relation to these different projects, and broadcast for the first time in January 2018. Its aim is to familiarise higher education teachers with dyslexia, how it is managed in medico-social terms, and the effects that this disorder can have on university life. We therefore propose different sequences enabling to better understand the cognitive processes that are involved in dyslexia and its impact on university work and learning. The MOOC is organised in five sequences, which include short video modules (less than ten minutes), various exercises and references for further reading:

- Sequence 1 – Why should higher education teachers take an interest in dyslexia?
- Sequence 2 – Dyslexia in children: phenomena and mechanism
- Sequence 3 – Methods to determine the characteristics of dyslexia
- Sequence 4 – Speech therapy interventions
- Sequence 5 – Dyslexia at university
- Sequence 6 – Help and practical advice

Expected results
We hope to obtain as many registrations as in previous years: 6,782 in 2018, 4,831 in 2019 and 6,689 in 2020. Furthermore, two universities have requested the rights to use this MOOC, one in one of its university courses (Tours) and the other in a training programme for practitioners (Paris). We therefore hope that it will be included in new education programmes.
The objective is to develop an intuitive and rapid tool for speech therapists, allowing them to characterize errors in reading and written production for a criterion-referenced spelling assessment in clinical practice. The idea is to give them the means to perform a dynamic, relevant and rapid orthographic assessment in consultation. To do so, we will exploit the processing chain and the results of our last study (Mazur-Palandre, Quignard et Witko, 2021).

Method
In order to develop the processing chain for obtaining various linguistic information, we went through several steps. The first step was to acquire the textual productions from the annotated transcripts in CLAN, using two format conversion scripts. The second step consisted in tokenizing the corpus (TreeTagger, french-utf8.par). The third step consists in enriching the information provided by TreeTagger (lemmas and categories) by exploiting the Lexique.org and Manulex databases (Lété et al., 2004). Lexique provides information on the phonetisation and frequency of use of forms and lemmas, and Manulex indicators of phoneme/grapheme and grapheme/phoneme correspondence. This processing chain will be used to develop a tool for speech therapists. In addition, work will be carried out to improve this chain from a research point of view will be carried out so that it is efficient and usable by other research teams.

Expected results
We want to set up a tool to characterise errors with a view to a criterion-based in clinical practice. The idea is to provide speech and language therapists with a means of the means to carry out a dynamic spelling assessment dynamic assessment in the consultation. Thus, from the processing chain, this tool will be able to:
(1) provide linguistic features for a given word and/or paragraph
(2) provide a complexity map of a text read or written by a dyslexic person;
(3) give an indicator of complexity for a given word and/or paragraph.
THE DysPro PROJECT

DysPro is part of the European ERASMUS project: Dyslexia@work.eu, whose main objective is to facilitate access to work for people with dyslexia. This project is made up of two main phases: 1- an inventory of the laws concerned by dyslexia in the professional world, 2- a questionnaire submitted to companies and recruitment agencies, in order to have, among other things, better knowledge of the care provided to dyslexic people in the professional world, and to collect good practices.

Context of the study

European citizens suffering from learning disorders represent between 3 and 12% of the population, with differences that are sometimes significant between countries. Nowadays, this issue is well known in education, even if awareness is heterogeneous at the European level, but the question of the integration of dyslexic adults in the work world is only emerging. The DysPro Project aims to better understand and to facilitate access to work for dyslexic persons, by proposing a comparative study between five countries.

Theoretical framework

The literature indicates that dyslexic persons are wary when reminiscing about their disorder because they have been very affected by difficult learning experiences (Undheim, 2009) and by the stress generated by dyslexia during their schooling (Raskind et al. 1999), which strongly affects them as adults in the making (De Beer, Engels, Heerkens and van der Klink, 2014; Jacquier et al., 2009). Dyslexia leads to a discomfort that weighs upon their life course (Goldberg et al., 2003) and influences for example the choice for a particular vocational stream (Taylor & Walter, 2003), which could then restrict or close professional doors for the persons affected. De Beer et al. (2014)’s research points out a very negative view of dyslexia that strongly impacts employees, and this situation requires the renewal of researchers’ mobilisation. The DysPro Project is therefore proposed within this context: having a better understanding of the integration of dyslexic persons in the professional world.

Method

A comparative analysis: during this phase, each European partner institution commits to the identification in its own country of a series of specific elements, in particular concerning the main legislation applicable to dyslexia and work. A synthesis document has been produced;

Action-research: during this phase, a team of researchers focuses on the preparation of a semi-structured interview plan intended for operators/professionals in order to detect the knowledge and good practices manifested with respect to dyslexia and the work market. We anticipate that at least 100 interviews will be conducted in the different countries involved in the project.

The final phase will enable the production of guidelines and of a contextual operational handbook intended for operators. The DysPro project is part of the second phase with the mission of designing the protocol to collect the data.

Expected results

As a first step, our intend is to establish a French report on dyslexia in the professional world, as well as a comparison between five European countries. As a second step, we aim to take this research experience and others developed in other territorial contexts as a basis for the design of an “intervention model” and of a toolbox for services related to employment, integration and training within the professional environment.

Objectives

1) Establish an inventory of the knowledge and good practices of companies and recruitment agencies
2) Set up awareness and training programmes

Scientific coordinators

Audrey Mazur (ASLAN / ICAR, UMR 5191)
In collaboration with: Régine Tchakgarian and Vincent Lochman (Fédération Française des Dys)

Partners: Associazione Italiana Dislessia (AID), Italy – Head of the ERASMUS project; British Dyslexia Association (BDA), United Kingdom; European Dyslexia Association (EDA), Belgium; Dyslexia Association of Ireland (DAI), Ireland; Fédération Française des DYS (FFDys), France; Malta Dyslexia Association (MDA), Malta; Università degli Studi dell’Insubria (UDSDE), Italy

Keywords: Health, professional world, Dyslexia, Integration, Outreach

http://aslan.universite-lyon.fr
The ECAEST project proposes a study on representation, use and situated negotiation of space and time categorisations by illiterate allophone adults in two situations of communication (interview with social support professionals and work on teaching materials for language training). The aim is to gain a better understanding of the language issues of mobility and displacement of adults who are not literate.

Context of the study

Adult allophones with little or no schooling, who have recently settled in France and who are not literate in either their previously learned languages or in French, sometimes find themselves in a situation of dependence, due to their inability to manage certain everyday situations linguistically and culturally, such as those involving time and space, two semantic categories linked to mobility and displacement (distance, location, route, duration, etc.). The project aims to identify and characterise these categories from the point of view of their modes of representation and interactional and multimodal realisations in interview interactions between this public and social support professionals and in pedagogical situations of training in reading and writing.

Theoretical framework

Spatio-temporal semantic categories are apprehended from the point of view of their acquisition by psychology and cognitive anthropology (Tartas, 2010, Olson, 1998), from the point of view of their construction in language (Kopecka, 2018) by cognitive linguistics, or as represented, practised and negotiated in social experience, daily interactions and the discourses that configure them (Mondada, 2005). This leads to the mobilisation of a “semiology of practices” that takes into account situated multimodal exchanges (Jewitt & Kress, 2003, Traverso, 2012), the shaping and handling of “composite” documents (Bautier et al., 2014), and the sociolinguistic treatment (Adami, 2020) and didactics of writing (Barré de Miniac et al., 2004).

Objectives

1) Understanding what makes cognitive clarity or opacity for non-literate adults in the construction of new spatio-temporal representations.
2) To identify and characterise the interactional and didactic practices of language support and training professionals.

Scientific coordinator

Véronique Rivière (ASLAN / ICAR, UMR 5191)
Partners: Langues Comme Une and CIDFF du Rhône

Expected results

These results could ultimately feed into training courses for professionals (teachers, trainers, social support professionals) and provide: 1. a better understanding of what makes time and space easier or more difficult in the daily experience of illiterate people and 2. a better understanding of the negotiated, situated and interactional nature of the categories of time and space for people in their mobility practices and for professionals in their communicative support practices.
ELSE is a training, outreach and reflection tool created in 2013. The seminar offers stakeholders in multilingual education (researchers and practitioners) the possibility to meet on a regular basis to develop a reflection on common and specific issues in educational contexts in which knowledge is constructed in ANOTHER language than the learner's mother tongue, his or her language of first socialisation.

Context of the study
ELSE is an initiative of ALSAN 1, born in 2013 from the involvement of members of the research team – ICAR in the initial and continuing education of teachers within different types of institution (for example, the French institute for education, the national institute for higher education and professorship, the university of Lyon 2). The seminar gathers stakeholders involved in bi-multilingual education (instructors, teachers, researchers, students, inspectors, psychologists, speech therapists, etc.) several times a year at ICAR. Education, outreach and dissemination represent the basis of the project, which is at the interface between the academic sphere and the social sphere. 40 ELSE meetings have taken place, with over 60 talks from researchers, students, or professionals coming from varied areas (Europe, America, Africa), backgrounds and professions, the common feature being their interest for linguistic diversity and multilingual education.

Theoretical framework
ELSE aims to develop a formative reflection on education IN second or foreign languages, which includes all forms of learning where the learner’s first language is not used as the main vector for the transmission of knowledge. The seminar encourages the gathering of topics that do not always converge: regional languages and allophone students, international sections and pluralist approaches, bilingual teaching and French Sign Language, language revitalisation and immersion, etc. ELSE explores various contexts (school institutions, institutions involved in the education and training of persons from early childhood to adulthood), and intends to involve civil society in this reflection through the voices of associations, communities, artistic companies, and families.

Objectives
1) Formalise a regular meeting space dedicated to reflection and training between varied stakeholders in bi-multilingual education
2) Develop the network of stakeholders in bi-multilingual education at the local, national and international levels by mixing languages, disciplines and professions
3) Ensure a document monitoring and the dissemination of scientific, didactic and educational productions (https://else.hypotheses.org/)

Scientific coordinator
Nathalie Blanc (ASLAN / ICAR, UMR 5191)

Keywords: Bi-multilingualism, Education, Meetings, Professional stakeholders, Training

Method
The seminar is held 4 times a year on Wednesday afternoons at ICAR or another partner location (for example the INSPE). All the interventions (seminars, thematic schools) are archived and shared online in the form of audio and video recordings on the website https://else.hypotheses.org. A hybrid version of the seminar has been proposed since September 2020: on-site meetings have been complemented with videoconferencing, which allows for the direct broadcast of discussions within the network.

Expected results
Develop the network, the referencing of the website, and the recognition of the seminar as a training resource at the local and national level. Expand our partnerships and possible collaborations in order to broaden and diversify the reflection conducted on the place and role of languages and culture in education, with an inclusive dimension rather than hierarchisation. Contribute to the evolution of representations on bi-multilingualism and to the recognition of all languages in education, in particular underestimated languages and immigration languages that are largely spoken within families. Share and fuel on research results and educational experiences within an international network, to allow ourselves to imagine new modes of education that are inclusive, multilingual and multicultural.
The digital editorial treatment that was chosen to account for the research undertaken within the context of the IMPEC seminar needs funding in order to be completed. The funding submission is centred around three types of expenses: the hiring of an engineer for one month, the invitation of an expert, 3 missions to attend the Visual Studies conference “Visual methods in the Humanities” in December 2020.

Context of the study
The results of analyses of the linguistic complexity brought into play in multi-artefact contexts require digital visualisation processes that we managed to find at the Digital factory of scholarly publishing called “Les Ateliers de sens Public”, ateliers.sens-public.org (University of Montreal). Indeed, the Canadian research chair in Digital Writing aims to propose a new reading and understanding of this type of writing that is now part of our world. Our partnership with Marcelo Vitali Rosati, head of this chair, allows us to consider a free digital publication as we can benefit from the skills of the technical and IT staff of the chair. The publication that we aim will constitute the second volume of an open and enhanced scientific collection.

Theoretical Framework
In the area of digital humanities, the question of editorial treatment and digital writings is becoming central. Editorial treatment is the area where the norms required to ensure the validity of contents can be restructured (Vitali Rosati, 2018). In the field of scientific digital publishing, we follow the line of works coming from ergonomics (Bourassa et al. 2018). The scientific eco-system prompts a rethink of the enhancing of scientific publishing models as well as the modes used for scientific communication, which has become “a scientific conversation” (Vitali-Rosati, 2018) between the author and reader: it is indeed about “gathering a documentary policy and a social system within a single scientific communication object (Sauret, 2018: 4).

Method
The work is based on the collaboration between researchers and research engineers, as well as through exchanges with the persons in charge of digital publishing. Multimodal analyses are performed using video briefs, which are designed as dynamic illustrations of the research results. These briefs are embedded within the file to guarantee fluid access while it is read. Three different levels are proposed according to the reader’s degree of specialisation. The chapters are written using the editing platform: markdown STYLO. The publishing team and scientific committee’s feedback is given on STYLO through Hypothesis. The book includes a collaborative glossary. Entries are coded in markdown, and definitions written by researchers with the aim to highlight how concepts are created around multi-artefact interactions using screens.

Expected results
Establishment of annotations dedicated to the multimodal analysis of videos showing multi-artefact interactions; finalisation of the digital book, which will be distributed under a Creative Commons licence CC-BY-SA in open access in PDF and ePUB versions, and on ateliers.sens-public.org in a format designed to host exchanges with the scientific community (“scientific conversations”); dissemination of research results on data visualisation; Conference in 2021 gathering artefact interactions and digital scientific publishing, which is co-organised in partnership with the University of Montreal.

Objectives
1) Publication of an open science digital book enhanced with video briefs
2) Presenting the book and research results at an international conference in 2021

Scientific coordinators
Joséphine Rémon (ASLAN / ICAR, UMR 5191)
Christine Develotte (ASLAN / ICAR, UMR 5191)
Justine Lascar (ASLAN / ICAR, UMR 5191)

Key words: Digital open edition, Multimodal annotations, Remote attendance, Artefact interactions

http://aslan.universite-lyon.fr
The ENIA-Trad project aims at translating the book « Fabrique des interactions artefactées ». In the current context of the COVID crisis, hybrid training systems and meetings are very topical. This book proposes a definition of Visual Reflexive Ethology within the frame of editorial treatment enhanced with embedded videos of analyses and results.

Context of the study
The results of analyses of the linguistic complexity brought into play in multi-artefact contexts require digital visualisation processes that we managed to find at the Digital factory of scholarly publishing called “Les Ateliers de sens Public”, ateliers.sens-public.org (University of Montreal). Our partnership with Marcelo Vitali Rosati has allowed us to publish a free digital book on our research results in open science, which are enhanced with video briefs and different reading levels. The French version is about to be published and the next step is the translation of the book and of the video briefs for English-speaking readers, in order to maximise the visibility of our analyses and of a new mode of outreach: the enhanced outreach of research results.

Theoretical framework
In the area of digital humanities, the question of editorial treatment and digital writings is becoming central. In the field of scientific digital publishing, we follow the line of works coming from ergonomics (Bourassa et al. 2018). The scientific eco-system prompts a rethink of the enhancing of scientific publishing models as well as the modes used for scientific communication, which has become “a scientific conversation” (Vitali-Rosati, 2018). Beyond this issue, the question of the language of publication arises. Indeed, as Kosmopoulos (2020: 5) states: “The success of Open Science will depend on our ability to write, publish and distribute texts in several languages. We must therefore innovate and share more than ever.”

Method
The DEEPL software will be used, as well as the skills of our team’s researchers who master English. The chapters will be translated using the editing platform: markdown STYLO. Feedback is given on STYLO through Hypothesis. The three levels of reading (essential information, more detailed for readers who wish to further understand the theoretical aspects of our analyses, or specialised for researcher colleagues) are maintained in the English version. The video briefs and the glossary also need to be translated, which implies the translation of subtitles and the reediting of the video briefs and their layout (indication of authors, notions addressed, chapters, etc.)

Expected results
Results: Translation of the enhanced digital book in English. Translation of the annotations intended for the multimodal analysis of videos displaying multi-artefact interactions.
Perspectives: Communication around a bilingual version of the book. “Scientific conversation” about the book via Hypothesis with the English-speaking community, on the stakes of data visualisation and multi-artefact interactions; conference linking artefact interactions and digital scientific publishing, which is co-organised in partnership with the University of Montreal.

Objectives
Translation of the enhanced digital book entitled "Fabrique de l’interaction parmi les écrans”

Key words: Translation, Multimodal annotations, Digital open edition, Artefact interactions

Scientific coordinators
Joséphine Rémon (ASLAN / ICAR, UMR 5191)
Christine Develotte (ASLAN / ICAR, UMR 5191)
Justine Lascar (ASLAN / ICAR, UMR 5191)

http://aslan.universite-lyon.fr
ERA (External Representation of Articulation for Reading and Writing) considers cognition as largely sensorimotor and endeavours to examine what kind of visual representation of articulation (drawing, picture, video) would be the most effective for learners in the acquisition of their mother tongue and foreign languages. This project results from close collaborations with practitioners (teachers and speech therapists) who seek to use digital tools for class work as well as for individual learning.

Context of the study
Given the links memorised between a phoneme and its physical articulation when it is pronounced, we hypothesise that visualising the representation of its articulation can activate its sound representation in memory (cf. mirror neuron theory) and therefore facilitate the introduction of the written code (reading-writing). We currently use two types of representation: full-face drawings and sagittal sections. Articulation could also be represented in a dynamic manner and activate the associated sound more effectively.

The idea is to find representations that are both effective in activating the sound in memory and usable in activities where virtual elements are manipulated (to facilitate mental manipulation), first without a written form, then with the corresponding written forms, in order to switch from spoken to written language and thus work on the functioning of language (in terms of phonology and spelling).

Theoretical framework
Phonemic awareness is both developed when one learns how to read (cf. Liberman et al., 1974) and a prerequisite to this learning, given the correlation between pre-school children’s performances in phonemic awareness tasks and their later level of performance in reading (cf. Bryant et al. 1989). To facilitate the conscious manipulation of abstract representations, it appears interesting to give tangible form to phonemes and thus to propose fixed or dynamic external representations that are abstract, totally, or partially linked to articulation.

Method
This research is conducted in collaboration with colleagues from the LIDILEM research team, at the university of Grenoble Alpes, which regularly hosts a seminar entitled “multimodal teaching methods”. The different steps of the project are the following: (1) determine the current state of knowledge in the field concerning the relevance of different external representations of articulation (drawings, photos and videos); (2) test the effect and usability of these representations, first in French, considering the target aim and the users’ profiles; (3) analyse the data collected to propose improvement suggestions for already existing tools.

Expected results
This research will enable to determine the potential of different representations of articulation and how they can be integrated to digital manipulation activities; validate or reconsider the visual representations associated to every phoneme in current tools dedicated to language learning and multimodality; develop digital manipulation activities for the development of phonemic awareness and the facilitation of the introduction to the written code, first in French and then in other languages. The results will be discussed with researchers and practitioners (teachers, speech therapists, etc.), and presented in our research notebook and in scientific publications https://alem.hypotheses.org/

Objectives
1) Understand the different ways in which phoneme articulation can be represented with a digital tool
2) Design an online tool in open access that contains all the representations identified as relevant for the learning of French
3) Analyse the relevance of these representations for learners and practitioners (teachers, speech therapists, etc.)

Scientific coordinator
Émilie Magnat (ASLAN / ICAR, UMR 5191)
THE INEXDEB PROJECT

This project is being conducted in close collaboration with the teaching staff of 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.

Context of the Study

This project responds to a societal request emanating from a public school in France that has a bilingual curriculum, and to a pilot study conducted with bilingual children (English-French) in CE1 (children of 7-8 years old) that aimed to better understand the factors influencing bilingual development. Following these first results, the teaching team has expressed the wish to develop a larger project, which was started in 2015 and was co-funded by the MSH of Lyon, the Education laboratory at the ENS of Lyon and the ASLAN LabEx. Considering the breadth and the large number of data, new funding from the ASLAN LabEx was necessary. It was obtained in November 2020 and enabled the processing of new data. The main objective of this five-year longitudinal study is to explore the dynamic and complex process of bilingual acquisition of around fifty children (20 from the first year of primary school; 30 from the last year of primary school).

Theoretical framework

Longitudinal studies on bilingual development have already been conducted but they mainly focus on the pre-school period (e.g. Bernardini and Schlyter, 2004). There is however a lack in longitudinal studies on the linguistic development of children attending school, in particular studies following up children until their adolescence, like we intend to do in the present project. Given the dynamic and complex nature of the bilingual acquisition process (Herdina et Jessner, 2002), it appears essential to better understand the role of input and of experience in the development and maintaining of bilingualism.

Method

Every year, the children of the study undergo a socio-linguistic interview, followed by various tasks: receptive skills tests in English and in French (e.g. British Picture Vocabulary Scale); a narration task (Frog Story). They also punctually draw reflexive pictures to look into questions linked to cultural identity. The order of the execution of the tasks in the two languages is controlled and counterbalanced: half of the children take the tests first in English and then in French, while the other half take the tests first in French and then in English. All the work sessions with the children are recorded in order to analyse them with the CLAN software.

Expected results

INEXDEB seeks to explore the dynamic and complex nature of the bilingual acquisition process, with the aim to better understand the linguistic development of bilingual children in French-English, in oral comprehension and production. This will enable to supplement already existing fundamental research in this field. This scientific enterprise is linked to a societal objective: provide concrete help for the teachers and parents of bilingual children displaying difficulties in the development of their languages. Part of the data has already been analysed, and has led to the publication of several research articles (2), the project members have also taken part in several international conferences (8) and outreach actions (9) have been implemented.

Objectives

1) Assess the evolution of various aspects of bilingual children’s skills in each language, using a longitudinal approach
2) Examine the role played by different contexts of acquisition and different interlocutors, with the aim to respond to the needs and questions of the teaching teams and parents of bilingual children
3) Explore the development of cultural identity in bilingual children who have had varied linguistic and cultural experiences

Scientific coordinator

Cathy Cohen (ASLAN / ICAR, UMR 5191)

Keywords: Development, Bilingualism, Input

http://aslan.universite-lyon.fr
The INTERFARE project proposes to make accessible some interactional characteristics of the meeting setting, a very frequent situation in professional environments, based on research carried out on different corpora of meetings recorded in situ. It will benefit from a large network of trainers in order to take into account the difficulties encountered by learners in vocational training, and also by native persons experiencing language uncertainty.

Context of the Study

This project pertains to the field of social linguistics in vocational training, and is at the intersection of several research areas that question the organisation of interactions, vocational training intended for different audiences and the agency of persons with language difficulties in ecological practices of a specific form of interaction: the meeting setting.

The ICAR (ADIS and InSitu-LIS sub-teams) and ATILF (LTF sub-team) research teams will collaborate to design educational resources for vocational training based on their corpora (CLAPI, TCOF) and their research on meetings, the difficulties encountered by persons experiencing oral language uncertainty, and the professional integration of migrants, in order to facilitate these audiences’ handling of problematic mechanisms during meetings, such as requests for information or confirmation, a change of topic, or decision making and agreeing.

Theoretical framework

The teaching of French as a professional language (Mourlhon-Dallies 2008) is oriented towards the teaching of the language component of professions that involve little interaction or interactions specific to the area that is taught (Parpette 2017). This project is concerned with the interactional skills at play in meetings based on their analysis (Traverso 2009, 2016) and on the doctoral research of André (2006) and Divoux (2020). It will include the sociolinguistic and interactional analysis of the difficulties encountered by persons experiencing oral language uncertainty (André 2009; Langbach 2014; Ticca, Lambert, Traverso 2020) and migrants (Adami et André 2013).

Method

We will first share the data and studies of the different teams, in order to choose sections and extracts amongst our meeting corpora to test the different audiences’ comprehension and identify problematic sequences. A study day is planned to discuss and propose a methodological approach for the design of resources that are adapted to these audiences. It will then be presented in a workshop for the general public. Once these resources are online, our networks of teachers and trainers will be able to experiment them in class in the areas of French as a Foreign Language, French as a Foreign and Second Language, French as a Professional Language and French as an Integration Language, and to enrich them according to their feedback.

Expected results

The INTERFARE project will identify the difficulties encountered by different audiences, be them learners or native speakers, in meeting situations. It will also identify the sociolinguistic stakes of the meeting setting for audiences experiencing language uncertainty. Educational resources will be proposed to different stakeholders in language training intended for native or non native speakers, in integration or vocational retraining programmes (teachers, trainers, associations, or organisations) and an autonomous workshop will be organised for the general public (Graasp platform). These resources will facilitate the access to ways of saying and of interacting by answering questions like “how can one come back to a question that has already been addressed?”, “how can one rephrase a piece of information?”, “how can one change the topic?”, or by assisting in the interpretation in context of certain expressions, gazes or gestures.

Objectives

1) Identify the difficulties encountered by learners and native speakers who experience language uncertainty in meetings, as well as the stakes for them
2) Design resources for these audiences and their trainers
3) Outreach this study by means of a workshop for the general public

Scientific coordinators

Carole Etienne (ASLAN / ICAR, UMR 5191)

Keywords: Interaction, Meeting, Vocational training, Language uncertainty
The INTERJEUX project aims to describe interactive learning processes in a playful and informal situation. It focuses on natural interactions in a board game situation between parents and children, which are analysed from an interactional, didactic and acquisitional perspective. From a corpus of four volunteer families, we collected 9 hours of interactional data, 8 online questionnaires on the gaming practices and 2 focus group interviews.

Context of the study

The INTERJEUX project is based on three scientific pillars: studies on interactional practices in play situations, analyses of family interactions and interactional practices related to learning. Play is a widely studied activity from different perspectives. However, there are few studies that focus on interactions in play situations and even fewer in board game situations. The few studies focus mainly on explanations of game rules (Hausendorf, 1995; Kern, 2003; more recently Zinken et al., 2021), on the organisation of interaction during a game session (Fatigante et al., 2010; Hofstetter, 2020, 2021) or on game practices in interactions with specific groups of people (Finlay et al., 2008; Kovarsky, 2014).

Theoretical framework

The project is part of an interdisciplinary approach to highlight how knowledge and skills are transmitted and acquired in interactions in a family board game situation. We develop our analyses according to the principles of ethnmethodology (Garfinkel, 1967), multimodal conversational analysis (Goodwin, 2000) and interactional linguistics (Couper-Kuhlen & Selting, 2017); but also from a didactic and acquisitional perspective (Perry, Breckinridge Church & Goldin-Meadow, 1988, 1992; Qian & Clark, 2016, de Freitas, 2018). The addition of the didactic dimension and the acquisitional process of language is essential when studying interactions with children.

Objectives

1) How do participants construct their roles as players/parents/children at different moments in the game?
2) With the help of which multimodal resources do participants co-construct shared knowledge?
3) What individual and collective skills do children develop with games?

Keywords: Parent/child interactions, Board games, Learning process, Skills

Method

We filmed four different families who each played two games (Timeline and Cortex) three times, with a few days between each game. In addition to this transcribed and annotated interactional data, the families answered online questionnaires. Finally, we conducted focus group interviews with two participating families. We combine quantitative and qualitative methodologies from these data, by proposing exploratory statistics in Excel on the basis of the annotations, visualisations in Voyant Tools on the basis of the transcripts for a lexicometric study, or regular data sessions on collections of extracts.

Expected results

The project highlights practices used by parents and/or children to display, discuss, negotiate or value their knowledge. In particular, we will look at a possible chronology of practices, e.g. in relation to the different sessions of the game.

To valorise our research, we plan an international workshop in autumn 2022 as well as written and oral publications (during 2023 and 2024). In the long term, the interactional data of this project will be valorised and shared in the CLAPI/JEU database. In any case, the project will be valorised directly on the JEUX website, which centralises all the different research on games carried out by the project’s co-leaders over the last few years.

Scientific coordinators

Isabel Colón de Carvajal (ASLAN / ICAR, UMR 5191)
Heike Baldauf-Quillière (ASLAN / ICAR, UMR 5191)
Luciole is a serious game designed within the frame of the Fluence e-FRAN project. It targets English oral comprehension for 6-8 years old children. It involves diverse game and narrative modalities to expose players to the language and culture of English speaking countries. Luciole was tested during two years (600 pupils) and showed learning outcomes that ought to be explained more thoroughly using the interaction traces at our disposal.

Context of the study
The Luciole project is part of the Fluence e-Fran project (CNRS, Univ. Grenoble Alpes), which aims to develop three applications targeting different skills: EVAsion aims to improve the rapid processing of letters and letter sequences through the training of underlying cognitive mechanisms; ELARGIR addresses speed and prosody while reading with the use of repeated reading; and Luciole targets various skills in English with a special focus on oral comprehension. All three applications were tested in classrooms within the frame of a longitudinal experimental protocol. As these applications are complementary, we were able to determine the effect of Luciole on learning and to collect interaction traces, which we wish to analyse in this project.

Theoretical framework
Luciole relies on usage-based theories as it gives a central role to input. This choice was agreed upon with official institutions regarding the education of children between 6 and 8 years old (2015), for which oral language comprehension and production are a priority. We chose to focus on comprehension because this skill is historically known to be a challenge for French pupils (cf. Surveylang 2012). Comprehension was considered at different levels that correspond to some of the aims described in Official Guidelines: lexical (“memorisation”), phonological (“training of one’s ear to the sounds of a new language”), sentential and strategic. Focusing on one skill enables to confirm that Luciole has a role of complement to the teacher’s regular activity rather than that of a substitute. Activities are proposed within the context of a game in order to motivate pupils, and they are included in a ubiquitous narration to complete and justify the recreational activity.

Method
The Fluence e-FRAN project enabled the collection of data from a cohort of over 600 pupils distributed in several matched groups (socio-professional category, initial skills, rurality, etc.). A quarter of this cohort used Luciole for 2 years; a quarter used Luciole during the first year and then ELARGIR during the second year; a quarter used EVAsion during the first year and ELARGIR during the second year; and the last quarter did not use Luciole (EVAsion during the first year and ELARGIR during the second year). The comparison of learning in the different groups (pre-tests before year 1, test between year 1 and year 2, and post-test after year 2) shows that Luciole has an effect during the first year, but it is not confirmed for the group that continued to use it during the second year. The analysis of traces will allow us to explain why.

Expected results
This research will enable us to better understand the effects of the game. The first analyses will be at a macro level: we will examine the link between progression in the game and acquisition in English. Based on the results, we will observe how the frequency of terms in the input plays a role, as well as their quality (stimulus, feedback, included in the narration, type of activity concerned). Finally, these results aim in the longer term to better understand in what way a game used autonomously by young learners can help them in the acquisition of a foreign language, and also to take advantage of the feedback received to improve Luciole in preparation of its distribution.

Objectives
Refine our understanding of children’s acquisitions via a game targeting oral comprehension in English

Scientific coordinators
Mathieu Loiseau (ASLAN / LIRIS, UMR 5205)
Emilie Magnat (ASLAN / ICAR, UMR 5191)

Key words: Language education, Serious game, Interaction traces, Oral comprehension

http://aslan.universite-lyon.fr
THE MALeWE PROJECT

LINGUISTIC SYSTEMS (LiSy) & MODELING AND DIGITAL HUMANITIES

March 2021 to September 2021

Funding of 3,440€

This project will be part of an interdisciplinary collaboration (computer science, linguistics and geography) whose objective is the development of methods for text classification and representation of information. This exploratory project is upstream of the work that will be carried out in the GEODE (2020-2024) project funded by LabEx ASLAN, the main objective of which is a diachronic study of geographical discourse within French encyclopedias.

Context of the study

This research is part of an interdisciplinary collaboration within which the methods of corpus linguistics, computer science, geographic information science and the history of ideas converge around a common scientific objective that is already shared by the ICAR and LIRIS research teams: geographical discourses in French encyclopaedias. Whether it is the Encyclopédie by Diderot, D’Alembert and Jaicourt in the 18th century (1751-1772), the Great Encyclopedia in the 19th century (1886-1902), the Encyclopædia Universalis, or Wikipedia in the 21st century, every one of these vast intellectual and editorial enterprises has sought to present its readers with a synthesis of their time’s knowledge.

Theoretical framework

Our research relies on a corpus analysis method that combines symbolic and statistical approaches in a hybrid manner. Our aim in this project is to focus more specifically on the development and testing of artificial intelligence statistical algorithms (automatic learning and deep learning). The idea is to build a semantic representation of the terms used in encyclopaedic articles, based on statistical approaches. This should enable us to classify, compare and analyse these articles, using geographical articles as a starting point.

Method

The use of supervised classification methods will enable us, amongst others: i) to help identify in Berthelot’s Great Encyclopaedia (1886-1902) geography articles, which are not “labelled” like in Diderot and d’Alembert’s Encyclopaedia, where the field is mentioned after the headline; ii) to work towards a better understanding of the evolution of the very structure of geography articles between the 18th century and today, for example, the extent to which the “historical” part present in geographical discourse has changed. Finally, this will also enable us to identify the discursive structures that are likely to improve the symbolic approaches already implemented for information search.

Expected results

The expected results are a better detection of geography articles, a better classification of geographical named entities in the whole corpus, and the testing of new strategies based on the use of word embeddings for the comparison of geography articles. The code developed at this stage for the training of models dedicated to the classification of encyclopaedic articles and to the generation of language templates will be published in open source on the server of the GEODE project website, github (https://github.com/GEODE-project). Documented and replicable interactive jupyter notebooks will also be made available, allowing for the use of the different models that will have been developed and for the visualisation of results.

Objectives

1) Training of models for the classification of encyclopaedic articles
2) Improvement in the detection of geographical articles
3) Improvement in the classification of geographical named entities

Scientific coordinators

Ludovic Moncla (ASLAN /LIRIS, UMR 5205)
Denis Vigier (ASLAN / ICAR, UMR 5191)

Keywords: Machine learning, word embeddings, Language model, Text classification

http://aslan.universite-lyon.fr
The Marti project was born during Hacking Health Lyon 2018, it aims to implement a digital bimodal interrogation software application composed of medical questions translated into the patient’s language and accompanied by pictograms in case of reading difficulties. The aim of the Marti tool is to facilitate the care of allophone, hearing-impaired, deaf-mute or language impaired patients by addressing the interactional difficulties encountered daily in emergency departments.

Context of the study

By implementing a virtual interviewing application, the Marti project aims to address the various repercussions of language barriers encountered daily by doctors during medical consultations with non-native speaking patients. Communication between caregivers and patients is fraught with difficulties due to language barriers (Bowen, 2001; Murphy & Clark, 1993; Ozolins & Hjelm, 2003), which affect the quality of care provided (ibid.) and lead to a higher risk of hospitalisation due to the fact that non-native speaking patients make less use of preventive services and diagnostic examinations, resulting in inadequate medical examinations and prescriptions.

Theoretical framework

The Marti project has real potential to improve the care of non-native speakers in the context of unscheduled care. In addition to being a response to patients and caregivers who do not share the same language and cannot benefit from the services of interpreters in the emergency room, this tool also allows for faster patient care and consequently more efficient care. It fits in more globally with the team’s research objectives on the third-party health provider, which is represented here by the digital tool MARTI (TIASAMN). The objective is to ensure the benefit that it can bring to doctors and patients who find themselves in difficulty when faced with the non-sharing of a common language during the establishment of a medical diagnosis, in an emergency context, with high emotional stakes.

Keywords: Patient-tablet interaction, Medical examination, Anamnesis, Digital tool, Allophone patients

Method

While relying on an ethnomethodological work methodology developed in conversational analysis and based on "recordings of natural conversation" (Sacks, Schegloff & Jefferson, 1974:698), the Marti team plans to make audiovisual recordings of medical consultations within the unscheduled consultation service of the Médiopôle Lyon-Villeurbanne. Transcription and analysis work will then be carried out in order to verify the use of the report by the doctor and its contribution to doctor-patient communication.

Expected results

The recording of about ten medical consultations after using the Marti software in the waiting room of the unscheduled paediatric consultation service at the Médiopôle. These recordings, coupled with qualitative interviews with the doctors, will make it possible to analyse in detail the doctor-patient interactions and to identify the good practices and dysfunctions linked to the use of the report generated by the tool in a given situation. This analysis methodology will also make it possible to identify any inconsistencies that might appear between the information retrieved by the Marti tool and that identified by other means during the consultation (translation by a relative and mobile translation application), and thus envisage possible improvements (rewording of certain questions and modification of pictograms).

Objectifs

1) Study the readability/understanding of the questionnaire and the relevance of the questions to the patients’ problems
2) Identify bugs and malfunctions of the tablet
3) Be aware of certain elements, difficulties, problems with the tablet/questionnaire that are not directly visible when using it
4) Check the use (or not) of the report by doctors during the medical consultation

Scientific coordinator

Véronique Traverso (ASLAN / ICAR, UMR 5191)

http://aslan.universite-lyon.fr
This project focuses on the study of narrative sequences in spoken Spanish, in order to propose a comparison with the study of narratives in spoken French. The aim is to finalise the CLAPI-ELE searchable platform, which will allow in the short term to develop research on spoken Spanish in interactional situations from three disciplinary perspectives: conversational analysis, spoken language syntax and language didactics.

Context of the Study
The NARRANDO project (application for funding from the ANR-DFG programme in March 2021) is a continuation of the CLAPI-ELE project, whose objective is to highlight lesser studied varieties and uses of Spanish in order to create a CLAPI-ELE searchable database, for the study of spoken Spanish as a second language. Although it is the third most spoken language in the world, the spoken dimension of Spanish has not been studied as much as that of French, English, or even German. This searchable database makes it possible, on one hand for members of the NARRANDO project to isolate narrative sequences in Spanish, on the other hand for broader audiences to use the corpora available according to their needs, including Spanish-speaking students of the university of Lyon within the context of their Master internship. The project benefits from the expertise of Stefan Pfänder and Alexander Teixeira Kalkhoff (University of Freiburg), who are specialists in Romance languages, and of Katja Ploog (LLL, University of Orléans).

Theoretical framework
• Dynamic design of the corpus (Traverso 2008, 2016).
• Study of narratives, with a comparison between the French “récit” and the Spanish “narración”
• Phenomena specific to spoken language: segmentation of spoken language units, sequential organisation of speech, etc. (Rossi-Gensane, et al, 2018).
• Multidimensional analysis of narratives in interactions using an interactional linguistics perspective: contents, structures, linguistic resources, and ecological contexts.
• Enactivist approach (Bottineau 2016, 2017).

Method
Our work relies on the use of the ELAN software (Colón de Carvajal, 2013), which allows for the alignment of sound, video and transcription. As a first step, we choose to use conventions based on the written variant, as it will facilitate the implementation of request tools as well as make the data more accessible to the needs of all the members. Phonetic transcriptions will be added at a later stage, for example to account for the different dialects. The data will be documented by a full set of metadata exportable in TEI (TEIMETA) format, which will be integrated to CLAPI and converted in TEI format using the TEICORPO tool. The corpora and their exploitation tools will be stored and made available on-line under the Creative Commons 4.0 licence. They will also ultimately be deposited in the permanent archive of ORTOLANG in order to enhance their visibility.

Expected results
• Completion of the processing of the Spanish data according to the FAIR principles
• Preparation of a 10-hour corpus for the ORTOLANG platform: anonymisation of the recordings; preparation of the metadata and generation of different formats for the distribution of the audio and video recordings before they are integrated to CLAPI; conversion to the XML TEI (TEICORPO) format
• Verbal transcription of 4:50 hours of Spanish data using ELAN
• Alignment of 1:40 hour of Spanish data already transcribed with ELAN

Objectives
1) Application for funding from the French-German ANR-DFG programme (March 2021)
2) Present our research, for example in the Spanish-speaking journal: Chimera
3) Develop a network with teachers of Spanish as a second language
4) Complete the CLAPI-Spanish platform for the study and learning of Spanish in interaction situations

Keywords: Spoken spanish, Clapi, Narratives, Syntax, Interaction, Enactivism

Scientific coordinators
Isabel Colón de Carvajal (ASLAN / ICAR, UMR 5191)
Co-head : Luisa Acosta Corboda (ASLAN / ICAR, UMR 5191)
THE ParVieDys+ PROJECT

Previous projects revealed that dyslexic students still have great difficulties at University. Our objective is to complete all these analyses by conducting interviews with dyslexic students in order to have a better understanding of how their health and life paths are intertwined. We also propose an analysis of indicators of success and/or brakes in a multidisciplinary perspective.

Context of the study
In response to a request from the Disability Scheme of the University of Lyon, a trans-disciplinary and multi-professional partnership was established within the frame of previous projects. Assisting dyslexic students is indeed a societal stake, as well as scientific. Three main objectives have arisen: 1) define the specific difficulties met by dyslexic students; 2) compare these elements with objective data (speech therapy assessment, experiments); 3) raise the awareness of university stakeholders. The focus of ParVieDys, our new project on dyslexia at university, consists in questioning young dyslexic adults in order to better understand their way of living and adapting, in a multi-disciplinary perspective.

Theoretical framework
Reviews of written language assessments (Witko, 2018, 2019), revisited assessment practices (Launay et al., 2018), and new orientations for care (Leloup, 2018) are now available to meet the needs of dyslexic persons. Yet, families claim that they are under-informed and that guidance is scarce concerning the actions that they could undertake. The ALSAN LabEx and the AtoutDys association (in collaboration with the Science Shop) have therefore started a fine-grained and in-depth study of the life paths of dyslexic persons, by means of interviews. Following the ecological model of human development (Brofenbrenner, 1979), the scientific frame is based on the embedding of contexts experienced by every individual all along her or his life. As a complement, the International Classification on Functioning, Disability, and Health (2008) can provide a medical and administrative frame in order to list and choose relevant indicators that can be addressed during the interviews.

Method
The interviews were organised around questions that the experimenters asked to the participants, concerning: demographic data, their health path, their education path, and their general life path. All of the interviews were recorded using audio recorders, with the additional possibility to use video cameras. They were held at the facilities of the ICAR research team and lasted around 1 hour. The data were digitalised and archived, with the expert help of the Committee for complex corpora at ICAR. They were then transcribed and coded with the ELANTM software, using the ICOR conventions. The next step is to conduct trans-disciplinary analyses, which will mix methods coming from psycholinguistics, linguistics, speech therapy and sociolinguistics. We take a cross-disciplinary perspective, which supposes an integrative approach of the concepts and methods used by the different fields while also involving partners coming from academic and non academic structures (Falk-Krzesinski, 2016).

Expected results
This project will bring answers that are as complementary as possible, with the aim to contribute to scientific debates, and also to the evolution of important societal questions related to the links between diagnosis and prognosis. The main societal objective is to produce a tool for healthcare professionals so that they can establish a vision of the persons’ life paths during a pre-appointment and take them into consideration during assessment and remediation appointments, as it now appears necessary to take into consideration the “evolution trajectory” (Fourneret, 2018) of every individual to guarantee an optimal follow-up.

Keywords: Health, Young adult, Dyslexia, Life path, success, Brakes, Outreach, Social participation

Objectifs
1) Better understand the way in which health and life paths are intertwined in young dyslexic adults
2) Create a tool for healthcare professionals so that they can establish a vision of the persons’ life paths during a pre-appointment

Scientific coordinators
Audrey Mazur (ASLAN / ICAR, UMR 5191)
Agnès Witko (ASLAN / DDL, UMR 5596)

Co-funded by: URPS Aura, financial participation of 4000€
In partnership with the Université de Lyon and the AtoutDys association

http://aslan.universite-lyon.fr
THE RELI PROJECT

This project contributes to the outreach of the work led at ASLAN by popularising its research in the form of visual illustrations and comic strips. These items will be available in digital form, and be exhibited on the websites and social media of ASLAN and its research centres. These results will not only help promote the research topics addressed by ASLAN’s teams but also highlight the individual contributions to this research.

Context of the study

The sharing of knowledge between scientists and the general public is an important stake for scientists, and it has been highlighted since the 19th century. This project aims to follow this outreach principle, which is also promoted by ASLAN, and to disseminate the research led at ASLAN under the form of visual illustrations and comic strips.

Scientific background

The research teams of ASLAN have always been constituted of different lines of research that adopt varied approaches to language. Through their research, the members of all these teams have experienced fortunes and misfortunes, which are told amongst researchers but are not usually shared beyond this community. Working on child language acquisition can lead to surprises, as working with children is rather unpredictable. Describing a language and understanding how it functions when one is immersed in a completely different culture holds many discoveries and surprises. Observing how migrants’ interactions unfold in healthcare services, when they are accompanied by mediators or interpreters, can generate unusual and perplexing societal questions. Not to mention teaching experiences in higher education, which also comes with its share of anecdotes.

Research is a shared pleasure and its findings are captivating when they are told. And this narrative potential is what makes research in linguistics a generator for stories waiting to be shared with a larger audience.

Design

Every team co-organiser collects all the topics addressed in her or his team that could potentially be visually illustrated. The best topics are then selected, and every story is addressed and designed with the appointed graphic designer (http://www.jercortial.com/), who has been in the profession since 2006 and is affiliated with the Maison des Artistes (House of the Artists). He is an expert in a branch of visual arts that includes an educational dimension as well as the general public’s participation. The project aims to produce picture creations that highlight research. Ideally, they are in short formats that are easily spread on social media.

Expected results

The main contribution of the project is the publication of comic strips and visual illustrations intended for the general public, which will be issued for free in schools, libraries, or other education intuitions. They will also be made available on the research teams’ websites as well as on different social media dedicated to the popularisation of scientific information. The productions can be seen as a showcase for research. Comic strips and visual illustrations are a tool that enables to share knowledge, because beyond their entertaining and playful characteristics, they are a way to understand issues related to the preservation of minority languages, the importance of multilingualism, and other society questions linked to linguistics. They are also an incentive for people to take part in research through different experiments for all ages designed by linguistics research teams in Lyon and across France.

Objectives

1) Popularise and share the research led by the research teams of ASLAN
2) Raise the population’s awareness on important scientific issues
3) Encourage the general public to get even more interested in research

Scientific coordinators

Marc Allassonnière-Tang (ASLAN / DDL, UMR 5596)
Rémi Anselme (ASLAN / DDL, UMR 5596)

In partnership with Jérémie Cortial, graphic designer
https://cosmodule.com/draw-force/

Keywords: Outreach, Comic strips, Visual illustrations, Awareness raising

http://aslan.universite-lyon.fr
Despite the increase in the speakers’ mobility, there are few studies analyzing and comparing the relation between mobility and language socialization practices in different social groups. This project focuses on the study of situated practices, particularly in the family, in order to better understand the socialization process of children and adolescents with an immigrant background living in France.

Context of the study

As De Houwer (2013) notes, there are no ethnographic studies that provide a detailed and systematic analysis of the experiences of interacting plurilingualism among individuals who socialise in a contact language situation. How do children socialise and construct their identities in a contact situation? Analysing language practices through the prism of socialisation would provide a better understanding of the dynamics underlying the relationships between novices and experts.

Theoretical framework

In these interactions, there is a back-and-forth motion between practices leading to a transformation of the habits of the interactants (Duranti, Ochs, & Schieffelin, 2011). Language, at the heart of the socialisation process, plays a fundamental role because the novice is socialised through language and will at the same time learn the language practices accepted and even valued by the social group to which he belongs (Kulick, 1992; Kulick & Schieffelin, 2004; Ochs, 1983, 1988; Ochs & Schieffelin, 2008). This research project aims to explore the socialising experiences of migrant minors through their social and language mobility. The careful analysis of the interactions allows us to describe the functioning of the encounters in the different contexts, the interactional moments when the children’s plurilingualism emerges, and the way in which situations of plurilingual communication are manifested in a fluid manner or when they are characterised by the emergence of misunderstandings and misunderstandings.

Objectives

1) Study the socialising experiences of individuals with an immigrant background through their social and language mobility
2) Description of multilingual practices of children and adolescents in family interactions

Keywords: Language practices, Variation, Plurilinguism, Socialisation

Method

We analyse several conversational exchanges in which adults and young speakers participate (in families, siblings and peers) within the family, in particular during family meals, on average two meals per family. Interviews are conducted with family members in order to better understand their language trajectories and their relationship with the languages spoken in their repertoires. The tasks carried out in this component are as follows: 1) Contextualisation of the child/adolescent’s practices in the trajectory of his/her family; 2) Estimation of the exposure to languages within the family since birth (cf. Cohen questionnaire 2015) for each subject of the project.

Expected results

SIM-For is an exploratory project. Comparing the data helps to identify relevant and salient variables to be taken into account in a larger project. They help to bring out the linguistic complexity of the exchanges that plurilingual children/adolescents are confronted with on a daily basis. The results of the analyses thus contribute to a reflection on the language practices and socialising experiences of young plurilingual speakers. Initial results from interactional analyses of the family dinner suggest that language practices vary according to the age of the child, the origin of the family and the time constraints of the parents’ jobs.

Scientific responsibilities

Anna Ghimenton (ASLAN / DDL, UMR 5596, Université Lumière Lyon 2)
Co-responsible: Anna Claudia Ticca (ASLAN / ICAR, UMR 5191)

http://aslan.universite-lyon.fr
Solon Evenki is spoken in northern China by at most 18,000 people. Existing descriptions are rudimentary, so that in-depth work on this language is urgent. This project will undertake remote fieldwork with a local assistant to obtain first-hand data during 02/2022-12/2022. Then annotation and analysis will be carried out on Solon Evenki syntax, which will enhance our knowledge of the language diversity in China and enable studies of language contact.

Context of the study

All Tungus languages are in a precarious sociolinguistic situation (Janhunen 2005); several are moribund or already extinct, and even the most viable varieties, such as Solon-Evenki, are vulnerable, as they are no longer regularly transmitted to children. Yet most of these languages are still very poorly described. The description of the remaining Tungus languages and varieties is therefore extremely important and urgent, before this language family disappears. As for Solon-Evenki, it is spoken in the Hulunbuir prefecture in northern China. The Solons were moved from the north of the Amur River to central Manchuria during the 18th century, in close connection with the Mongolian Dagur people, with whom they have continued to interact until now. In addition, Solon-Evenki has been in contact with Evenki proper, Mongolian, and more recently Mandarin.

Keywords: Toungouse, Syntax, Translinguistics, Contact

Method

In order to describe the syntax of Solon-Evenki, it is necessary to collect first-hand data. However, the current health situation does not allow for a field expedition to Solon locations. The fieldwork will therefore have to be done remotely (Williams et al. 2021), with the help of a Solon assistant. She will facilitate interactions with speakers to find good informants, and will also undertake text recording, transcription and translation. Elicitation and clarification of questions about the texts will be done by video-conference between the project leader, Rigele NA in Lyon, and informants in China.

Theoretical framework

The description of Solon-Evenki syntax will be done in a translinguistic approach (Creissels 2006) and within the framework of what is known as "Basic Linguistic Theory" (Dixon 2010). It will take into account the theories of contact linguistics (e.g. Matras 2020), as the interactions between Solons and Dagours suggest that there will be changes due to contact, as syntax is very susceptible to such changes (see, among others, Grenoble 2009, Oskolskaya & Stoynova 2013, Nefedov 2015).

Expected results

The result of this year of remote fieldwork will be the constitution of a small corpus of recordings of spontaneous oral productions of a few Solon speakers, which will be transcribed, translated and at least partly glossed. This corpus will be complemented by the elicitation of targeted constructions with the help of visual stimuli. This corpus will provide the basis for a first analysis of the structure of solon-evenki.

As far as the Solone community is concerned, it is to be hoped that the interest of Western linguists in their language will result in an awareness of its value, which may lead in the longer term to efforts to maintain it.

Objectives

1) To carry out an in-depth description of the syntax of Solon-Evenki (Tungus language of the Northern stock).
2) Elucidate structural changes due to contact with neighbouring languages (especially Dagur and Mandarin).

Scientific coordinator

Rigele Na (ASLAN / DDL, UMR 5596)
Brigitte Pakendorf (ASLAN / DDL, UMR 5596)

http://aslan.universite-lyon.fr
The need for this study emerged from a Digital Humanities and Machine Learning project in which methods for the automatic attribution of style in literary translations are being developed. This study will provide a human-based evaluation of a translation corpus with which the machine performances will be compared. The corpus consists of 19th century German translations of English literary texts.

Context of the study
We want to develop a method to identify the style of translators in the case of translations written by several hands. The study has two original features: we rely on an aligned corpus comprising the original and the translation, and we involve a human evaluation. The aim of these two devices is to take into account the maximum number of stylistic subtleties. Based on a case study of the early 19th century German translation of Shakespeare called "Schlegel-Tieck", the aim is to design a reusable methodology.

Theoretical framework
Stylistic studies of translations assume that each work is translated by a single translator. Mona Baker's work ("Towards a Methodology for Investigating the Style of a Literary Translator", 2000) laid down the theoretical foundations which were implemented by Caballero et al ("On Explainable Features for Translatorship Attribution: Unveiling the Translator's Style With Causality", 2021). However, the latter only considers the translation (without the original), and does not compare the machine's performance with that of humans. In this project, the aim is to entrust humans with the task of discriminating between the styles of three male and female Shakespeare translators and to broaden the methodological palette to address the question of the styles of female translators in particular, who are often invisibilised by literary history.

Method
The TranslAtt study focuses on human annotation. The annotators work with text extracts from Shakespeare's translations (prose only) and from the translators' correspondence. Three extracts are presented each time: two by the same author, one by another author. The aim is to assess stylistic similarities and to diagnose the distribution of authors. The classification choices must then be justified. Each annotator evaluates 300 cases. The analysis will focus on the statistical relevance of the results and the inter-annotator agreement.

Expected results
The results serve two main purposes: to verify that the machine performs better than the human annotators, and to take advantage of the human expertise to further improve the results obtained by the machine. The information given by the annotators on the criteria used in the evaluation process helps to refine the algorithm. The analysis should also help to better define the quality of the data needed to obtain a stable result. TranslAtt thus lays the foundations for the implementation of a larger annotation campaign, while providing initial leads for improving the performance of the machine.

Objectives
1) Developing an innovative methodology in computational translation studies
2) Advancing annotation-based approaches in literary studies
3) To contribute to the visibility of women authors in a historical perspective

Scientific coordinator
Audrey Mazur-Palandre (ASLAN / ICAR, UMR 5191)
In partnership with the Association Distinguons-nous, HFME, le Réseau Dys/10 and Fédération Nationale des Orthophonistes

Keywords: Stylometry, Literacy, Corpus, Translation
This funding will allow the finalisation of a book intended for healthcare practitioners and interpreters, based on the results of the REMILAS ANR research program. This is the first book of a new digital collection in the field of "human sciences, health, precariousness" proposed by "Les presses de Rhizome » Orspere Editions (Hôpital Le Vinatier). The aim is to shed new and multi-disciplinary light on interpreting practices in healthcare and on the stakes related to triadic communication.

Context of the study
Based on the innovative research of Wadensjö, Interpreting as Interaction (1998), several books have been published in English on the situated interactional practice of interpreting, in general books that cover several social areas (court, education, etc.), encyclopaedic works (Pöchhaker 2017) or research books (Baraldi & Gavioli 2012), which are not always easy to consult or understand outside of the academic world. Several handbooks have been published more recently (Pöchhacker & Shlesinger 2007, Bancroft et al. 2016, Sarangi S. 2019, Souza et al. 2019). The book entitled L'interprétariat en santé. Pratiques et enjeux d'une communication triadique (Interpreting in healthcare. Practices and stakes in triadic communication) follows this line and responds to a social and scientific need to have access to data and interpretations related to a current issue.

Theoretical framework
The book is based on a multimodal and interactional approach (Sidnell & Stivers, 2012), which is integrated to a critical socio-linguistic perspective (Boutet & Heller, 2007), and anchored in an important fieldwork. Our linguistic descriptions have also been examined in a qualitative sociology perspective with respect to the study of migration (Chambon 2017, D'Halluin 2012, Saglio-Yatzimirski 2018), and challenged against video recorded interviews with professionals (self-confrontation, collective discussions on the data), as well as with healthcare professionals and interpreters within the frame of training programmes in link with the REMILAS project (http://www.icar.cnrs.fr/sites/projet-remilas/).

Method
The research presented in this book relies on a very fine-grained analysis of videos recorded during consultations. In methodological terms, it meets several challenges. It will be published online, and give a clear and precise access to the description of a series of practices observed in triadic communication situations involving interpreters. For every practice, the problems identified will be made explicit, and recommendations will be proposed. The entire book is supplemented by video extracts, transcriptions and their analysis. The design of this book is led in collaboration with the CCC team (ICAR).

Expected results
The publication of the book entitled L’interprétariat en santé. Pratiques et enjeux d’une communication triadique (Interpreting in healthcare. Practices and stakes in triadic communication), for healthcare and social practitioners who work with allophone audiences, and interpreters. It is intended as a handbook giving an overview that explains and illustrates issues linked to interpreting in the area of health, through the description of recurring interactional formats observed in these contexts. The book will contribute to the launch of a new collection “Orspere Editions” and will benefit from the impact of the journal Rhizome, published by the Orspere-Samdarra (Observatory for Mental Health, Vulnerabilities and Societies), which is an online free journal, also available in paper version (5,000 copies per issue), on the website of the Orspere-Samdarra (150,000 views/year) and on cairn.info (10,000 article views/month).

Objectives
1) Disseminate the results of innovative research in a way that is accessible to healthcare or social practitioners, interpreters, as well as interested researchers and students
2) Show the complexity of these triadic communication formats
3) Provide an understanding of very precise multimodal practices using video clips extracted from natural situations

Scientific coordinator
Véronique Traverso (ASLAN / ICAR, UMR 5191)
THE TRINICORPUS SYNTAX PROJECT

This project aims at making advances on several research topics on the syntax of Mojeño Trinitario (Arawak, Bolivia): possession, disfluences and transitivity. It aims at developing a new approach to these issues by the harvesting and coding of data present in the already constituted textual corpus of Mojeño Trinitario. This will allow to integrate quantitative analyses in the coming publications.

Context of the study

This project is part of the Work Package "Linguistic Systems", in particular its axis "Usage-based informed descriptions". It intends to deepen the syntactic research on Mojeño Trinitario by taking advantage of quantitative analyses of the available textual corpus, which includes more than 8 hours of recorded and analysed textual data, and a lexicon of 2000 roots or morphemes. Two of the targeted publications concern two ongoing research projects, emanating from the DDL Morphosyntax Workshop collective, namely the themes investigated in 2020: "the alienability contrast" and in 2021 "Fillers and placeholders". The third publication, on transitivity, would be an exploration of a theme already explored (Rose 2011) in the framework of an innovative computational methodology, in collaboration with Gustavo Guajardo (Artic University of Norway).

Theoretical framework

This work is part of corpus-based descriptive linguistics, at the interface between morphosyntax and discourse. The first theme is that of alienability contrast (Nichols 1988, Haspelmath 2017). The second theme is that of the morphosyntax of disfluencies, on which the typology is extremely poor (Podlesskaya 2010). Finally, the third theme is transitivity as a feature of propositions under various parameters and forming a continuum (Hopper and Thompson 1980). This involves using a computational method to prioritise the different parameters of transitivity in a particular language (Guajardo 2021).

Method

For the first theme, the project aims to classify the 1100 nouns in the lexicon according to the constructions in which they appear (owned or appear (possessed or not, incorporated, etc.) in the textual corpus. For the second theme, the aim is to look for associations between morphological properties of the placeholder manje’e, syntactic environment and prosodic features. For the third theme, the object of study is the marking of 3rd person subjects in two different ways. For the 5000 sentences with 3rd person subject sentences in the corpus, we will systematically code the transitivity parameters (Hopper and Thompson 1980), as well as those that seem specific to Mojeño Trinitario, before applying the computational method developed by Guajardo (2021) to calculate their Transitivity Index.

Expected results

Following this research project, the results will feed into:
- a publication on possession in a special issue co-edited by Françoise Rose and An Van Linden (University of Liège and ex-Collegium of Lyon) questioning the explanatory power of the alienability contrast for the journal Linguistics.
- a pending publication on the fillers of the Mojeño Trinitario, which could serve as a starting point for a collaborative or comparative project on this theme
- a publication as co-author with Gustavo Guajardo on the Transitivity Index in Mojeño Trinitario

Objectives

1) Classify the names of Mojeño Trinitario according to their processability
2) Describe the speech use of the Mojeño Trinitario placeholder
3) Calculating the Transitivity Index of constructions requiring either marking of the 3rd person subject in Mojeño Trinitario

Scientific coordinator

Françoise Rose (ASLAN / DDL, UMR 5596)

http://aslan.universite-lyon.fr
The VISITEURS project aims to explore the potential of use of a 360° camera in order to study how international students fit into the host urban landscape. It revolves around the filming of walking interviews, their study for semiotic and didactic purposes and an analysis of the impact of the visualisation of these immersive situations on learners’ emotions and perceptions.

Context of the study
One of the arguments put forward to encourage university mobility is the promise made to students that they will have an experience of “immersion” that will allow them to feel a culture from the inside and acquire academic, intercultural and personal skills by experience. It is all the more beneficial for international students when they manage to find their place in their new social and academic space by involving themselves emotionally, physically and intellectually. The VISITEURS project aims to understand how international students find their place in their host country, and how we can help others by means of immersive learning environments. At a time when Covid-19 makes studying abroad more complicated, it seems appropriate to reflect on the possible ways to recreate certain aspects of immersion and to assess their potential in terms of learning and socialisation.

Theoretical Framework
The walking interview method (Pink, 2008) is a spatialised enquiry approach in which filming while walking is considered as an appropriate method to examine the ways in which individuals manage to make their own way in a town or city, and what this implies with respect to identity and senses. The data obtained using this method allow for the exploration of a range of sensory experiences via a virtual reality headset, in order to investigate the question of immersion relying on the combination of spatial, emotional, cultural and linguistic perspectives.

Method
A sample of international students with diversified characteristics will be filmed with a 360° camera while they participate in a walking interview. Then we will create online environments based on these data, and enrich them with digital objects. This method, which combines an immersive picture with digital annotations, could offer different ways to navigate through urban spaces and raise awareness amongst learners of French of specific language and cultural practices according to an anchor point. Being immersed in scenes that have already been experienced could provoke positive and negative emotions favouring the learning of a second language.

Expected results
The VISITEURS project offers the possibility to continue the practical development of the didactical approach to audio-visual formats and contents, by enriching it with the video recordings of walking interviews. With this, it will be possible to observe different ways of fitting into an urban space, according to the individual characteristics of international students. With the experiment based on immersive situations, we will address the question of perception and of the emotions triggered by the visualisation of immersive data. The analysis of the students’ interactional traces with the immersive environment and their reading activity should allow for the interpretation of their behaviour as a variable explaining their perceptions and emotions in context.

Objectives
1) Understand how international students physically immerse in urban spaces
2) Create immersive walking situations in a urban context
3) Analyse the emotions and perceptions of learners in immersive situations

Scientific coordinators
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Elise Lavoué (ASLAN / LIRIS, UMR 5205)

Key words: Embodied learning, Walking interviews, Immersive environments, Perceptions, Emotions

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VIVaCE aims to investigate children's social preferences, based on experimental and qualitative data (corpus of interviews). This research will help to clarify and further define the milestones underpinning the emergence of preferences and categorisations in monolingual and bilingual children, and to describe possible sources of variation in the development of children's social cognition and the emergence of stereotypes.

Context of the study

Different studies suggest that at the age of 8 years old, children align their linguistic attitudes with broader societal preferences, and prefer, just like adults, the so-called standard variants to non-standard variants, whether the latter are socially or regionally marked. However, other studies show that this preferential pattern appears more early. It has been suggested that this early appearance of social awareness could be due to a bi-dialectal and bilingual sociolinguistic context that would stimulate the activation of a finer-grained linguistic awareness (Kinzler et al., 2012). Indexicality refers to the association of a non-linguistic attribute (origin, social status, popularity, age, etc.) with a linguistic feature (realisation perceived as “standard”). This research will enable us to clarify and refine representations on the emergence of preferences and categorisations in monolingual and bilingual children, and to describe the possible sources of variation in the development of social cognition.

Theoretical framework

Linguistic attitudes can be defined as “a psychological tendency in the assessment of a specific entity with a certain degree of favour or disfavour” (Eagly and Chaiken, 1998: 1). They are generally affected by the standardisation process of a language (Bouchard and Giles, 1982; Garrett, 2010), which tends towards homogenisation (Milroy, 2001). The norm, which is generally supported by the ideology of the “elite”, represents the uses that are perceived as the most prestigious. Other factors influence linguistic attitudes, like the indexical values associated to certain linguistic variables. Few studies have addressed the developmental foundations of indexicality and linguistic attitudes in monolingual and bilingual children by combining experimental protocols and qualitative approaches.

Method

A pilot study was conducted with 82 French children (5 to 11 years old) (Ghimenton and Arnaud 2019a,b,c, a publication is in preparation) to confirm the validity of our protocol. The participants were invited to assess their preferences for seven different sociolinguistic (phonological and syntactic) variables, based on the findings of many studies in psycholinguistics (interalia Barbu et al., 2013; Nardy, 2008) and sociolinguistics (Candea & Trimaille, 2015; Fagyal, 2010). The protocol for the VIVaCE project has been changed, to add a speaker evaluation design, which functions in the same way as implemented by Kinzler & DeJesus (2013) in their protocol. We will observe the emergence of social categorisations with 30 children (15 monolingual and 15 bilingual children).

Expected results

The indivisible link between linguistic forms and the social context in which they are produced, as well as the stereotypes arising as a consequence (Bargh et al. 1996; Buson et al 2014) are at the core of meaning building, at the level of individuals and within communities. We plan to disseminate our results amongst the academic community and civil society, with the aim to raise (non specialist) public awareness of linguistic variations and the social meanings that they convey.

Objectives

1) Study the emergence of children’s social categorisations based on linguistic features
2) Propose a model accounting for the development of social categorisations in children

Scientific coordinators

Anna Ghimenton (ASLAN / DDL, UMR 5596)
Vincent Arnaud (Université de Québec in Chicoutimi, associated to DDL)

Keywords: Indexicality, Variation, Social cognition, Perceptions, Linguistic attitudes
This project aims to provide researchers working on Burma with a linguistically annotated corpus of 19th century texts, of a particular type that has been scarcely studied: travel accounts. This corpus will be a useful resource to study the origin of grammatical structures encountered in contemporary Burmese, and their variants in conservative dialects.

**Context of the study**

The VoDiBir project (“Voyage en Diachronie Birmane”- Travel in Burmese Diachrony) proposes a large-scale study on the structure and evolution of Burmese. Even though this language has been written since the beginning of the second millennium, it has received very little attention in terms of linguistic description (Vittrant 2018). We focus on travel accounts, a literary genre that appeared in 1830 at the Burmese court and for which translations are rare. The text selected for the first phase of this project is the travel diary of Maha Sithu, who was head of the delegation sent in 1830 to Calcutta and Bodhgaya – a major place for Buddhist pilgrims. The Burmese text was published by the historian Daw Kyan (1963) but has never been translated.

**Theoretical framework**

The VoDiBir project is conducted by researchers from the LiSy team (Linguistic Systems) of the ASLAN LabEx, and concerns more specifically the field of Diachrony, even if it also contributes to the acquisition of knowledge in Linguistic Diversity (Typology/Areal Studies). The interdisciplinary approach combining Burmese history and linguistics will help to better understand the context, as Burmese is extremely contextual (Bisang 2009, Vittrant 2020). The genre that we study, travel accounts, will probably also be of interest for research conducted by several linguists of the DDL research team (DiLi sub-team) on spatial aspects of language (i.e. expression of trajectories). The resulting corpus will furthermore be a precious resource for research on the origin of grammatical structures in contemporary Burmese, and their variants in conservative dialects (Arakanese) (Vittrant 2015).

**Method**

The first step is the digitisation and then the translation of the travel diary of the ambassador Maha Sithu in India. In a second step, the most interesting parts with respect to movement and the description of particular places (spatialisation, localisation) will be selected, (phonologically) transcribed and annotated (word-by-word). Finally, the translation will be compared to the travel diary written by the ambassador Kinwun Mingyi while he was in France in 1874, which has already been translated (Candier 2007). The diachronic approach to these diaries will enable to identify intellectual notions borrowed from languages encountered during their travel, to better understand the structure of Burmese in the 19th century, and to study the evolution of the common (non-religious) language.

**Expected results**

The short-term aim of this project is to present this work in international and multidisciplinary conferences (Burma Studies; Euroseas 2022, Paris). Our medium-term objective is two-fold: 1) the (partial or entire) translation of the diary, which could lead to a bilingual publication (potential publishers: L’Asiathèque, Presses de l’Ecole Française d’Extrême Orient), and 2) the online release of the corpus; the Burmese text will be released online with its transcription, annotations and translation (similarly to resources like PANGLOSS or ORTOLANG) and made available for research in diachrony on Burmese. In the long-term, we wish to publish a document on the evolution of grammatical structures in Burmese (19th - 21st centuries).

**Objectives**

1) Translation, transcription and annotation of Maha Sithu’s Travel diary in India (1830)
2) Diachronic study of the common Burmese language of the 19th century
3) Establishment of an online corpus of Burmese travel accounts

**Scientific coordinators**

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