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BUSINESS ENGLISH WORD GAMES - A WELCOMED VOCABULARY TEACHING TECHNIQUE

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Abstract: *Introducing vocabulary has never been very problematic nor a doubt generating aspect in teaching a language, at least not in respect of what has to be done actually along this part of the lesson or how this stage should be approached. It cannot be said that it has ever been too much of a challenge, but rather a simple and straightforward phase in the economy of the English class. Business English vocabulary teaching methods have to make allowance for the specificity of the field, though. Thus, much consideration has to be given to the way Business English lexical units are introduced so that the technique used could produce the desired results into the students: acquisition of specific terminology, assimilation of meanings and development of skills that shall ensure accurate usage of the terms in the future. After an experimental semester, most adequate class approaches to serve the purposes abovementioned proved to be - rather non-academic, it may be argued – the word games. The current study presents the detailed steps of two distinct teaching methods used and the comparative results obtained with the two groups of students submitted to the experiment. Along the Business English courses in one semester, there were four vocabulary introduction lessons. The nonconformist technique of word games was implemented to one of the two groups of students while the other was taught the regular style. The comparative study focused on several aspects, from the observation of the class reactions and participation along the process of teaching, i.e. response to the didactic process during each class, to the checking of the effects of both types of implementation, namely assessing assimilation of the previously taught material in terms of knowledge of vocabulary and correct interpretation, by random tests and by final test results. If teaching methodologies regularly claim that the general to particular approach is the most effective, here a vice-versa technique won grounds, inciting, stirring the emulative spirit and inducing a natural assimilation of vocabulary by engaging in entertaining activities.*

Keywords: vocabulary teaching, Business English, word games

1. Background and justification

As teachers we are always concerned with the best methodological tips. In our opinion, the best way of understanding theoretical things is learning from others' experience and their way of implementing theoretical notions. Good instruction is achieved by observing their practice. Then comes the search for similar new ideas in the own field, and the struggle to invent practical elements useful there. Creation of such material when possible is very helpful as one can best teach others not on

what one had been taught but on what one produced or invented by himself/ herself.
The presentation of the way how new techniques were tested and how various practical, fresh and original materials and devices were created and implemented can surely help own development and be beneficial to other educators as well. This study will thus be mostly of a practical nature, presenting class techniques applied in teaching vocabulary with a view to compare regular style with another, more nonconformist approach. The originality and practicality of the study are given by the extended amount of applications produced and exercises created, all elements constituting own design and presentation, and being tested/ implemented by us within the classes taught.

2. Vocabulary introduction

Methodology provides several useful suggestions for teaching vocabulary. The research into the state of art in this respect brings forward several techniques.

2.1. Approaches in teaching standard vocabulary

Various instructional strategies to teach vocabulary, among which Choiceboards, Vocabulary Cards or the Frayer Model, are presented by Mary Murray Stowe (2009), as reviewed from several researchers. While with young students that learn English as a foreign language, the effectiveness of the translation method, for instance, as compared to a non-translation method, in the recall and retention of vocabulary meaning, was tested and demonstrated (Ramachandran and Rahim, 2004), with higher education level, however, this approach shall be rather tangential and occur only (if at all) as a small part in the process of discussing the terms introduced.
The contextual approach, recommended by most curricula, seems to be a common method worldwide. Jo Dee Walters (2006) remarked that in their attempt to discover whether the skill to infer meaning of unknown words from context can be trained or not, various researchers used one of following methods of training: teaching the use of an overall strategy to be used when encountering unknown words in text, instruction in recognizing and interpreting specific context clues found in text, and developing awareness of context through practice with cloze exercises.
Robert J. Marzano (2010) developed various strategies to help build general background knowledge of instrumental vocabulary by introducing terms in semantic clusters, that help "contextualizing terms according to their meaning, use, and relation to other words" (Marzano, 2013). It is an innovative approach designed to maximize students' understanding of new words by creating a framework of meaning through context. The researcher also initiated an approach of teaching new vocabulary to students, in six-steps, from which the first half introduce and build understanding and the last half are meant to outline and reinforce comprehension. Thus, the first step is to provide a description, explanation, or example of the new term. In the second, the students are asked to restate the description, explanation, or example in their own words. After that, they have to construct a picture, symbol, or graphic representing the term. Next, periodically, students shall be engaged in activities that help them add to their knowledge of terms in their notebooks and then they will be asked to discuss the terms with one

another. Finally, from time to time, students will be involved in games that allow them to play with terms. (Marazano & Pickering 2005, pp.14-15).
Indeed, according to other researchers also (Richards and Rodgers 1996), vocabulary teaching techniques include: contextual comprehension, i.e. inferring the meaning of the lexical items from the context in which they occur, providing English synonyms, using dictionaries, and, not neglectable, using various real stimuli. Thus, it seems that most researchers into the matter of vocabulary introduction agree that some sort of stimulations, either in the form of concrete incentives (small prizes or fractions to the final grades) or through entertaining activities are of utmost relevance.

2.2. Business vocabulary specifics

If all methods when used appropriately and alternated according to needs are unquestionably both useful and successful in teaching standard language, some might prove more effective than others in teaching Business English for instance, due to the specificity of the terminology in this field. The sober and professional language of various economic domains will more often than not be felt as dull, colourless, uninviting.
Learning by heart, with not too much enthusiasm and no joyfulness, will be the most common way of assimilating the material, of acquiring Business vocabulary knowledge. In turn, teaching the lexical material with regular methods will hardly bring any fun or delight. A not very attractive nature of the material to handle will call forth some innovative methods in order to smoothen out the impression of technicality and of somewhat theoretical terminological units that the authentic business texts will bring about.
The long standing, general procedures can be added with more appealing approaches that would inoculate a welcomed jocularity into the often too formal and sometimes seemingly rather sophisticated lexis of business. The stiffness of some Business English texts that remind students more of other economic disciplines they study than of English classes can be softened and the bitterness of learning ‘theory’ may be sweetened most effectively by resorting to a teaching method that proves popular, such as that of learning by playing.

3. Basic technique in vocabulary teaching

Generally, there should be three major steps to follow in teaching vocabulary irrespective of the method employed. These, independently of their occurrence in the economy of the lesson, will nevertheless include: discussion of the lexical units at stake, presentation of the context and re-use of new vocabulary material as comprehension check and reinforcement technique.
Regardless of the method used, the last step is the most essential but it tends to prove more effective with the second approach, where the previous stimulating activities prepare the brain for better assimilation of data.

3.1. Regular vocabulary introduction class

The regular vocabulary introduction lessons generally consist of 3 steps of the following content and sequence:

- Presentation of a business text: after a short introductory conversation based on a couple of questions on the topic (the title of the lesson or of the text) the text is read either aloud, by several students in turn, or silently, individually, by each

- Discussion of words: context comprehension, translation, help of Business English dictionary definitions, explanation, disambiguation
- Classic reinforcement method: use in a new context – from filling in gap (cloze text) or multiple choice drills to tasks such as making up own sentences with the new words

3.2. Experimental approach

If with the classic method, the process goes from general (the whole text) to particular (words), in the experimental approach we used a vice versa technique. Still in three steps, the lesson now presents a diverse sequential order from that of the regular class:

- It starts directly from the lexical units, introduced in various puzzles and word games, in several entertaining and exciting activities that stimulate attention and memory
- It next moves slowly to the contextual analysis of meanings by students themselves building up sentences and context – through guided activities – until they get the final text
- It ends with a reinforcement part – working some more on the words that had been already played with along the first step (and which are found again as underlined in the final text) and finding now their right or wrong definition, explanation, synonyms, antonyms etc.

4. Classic vocabulary introduction lesson

One of the two groups of students that were submitted to the comparative analysis was taught along the semester, during the 4 classes that consisted in introducing new business terminology, following the regular style, starting from the text, discussing the unknown words, and reinforcing the new vocabulary by use in a new context.

For instance, here is in short a material (one of the lessons) on which the three steps abovementioned were performed.

4.1. Text presentation

After writing on the whiteboard the title “Financial Crisis” and discussing briefly on the topic (what it means, if they know examples of), students are provided with the text (Figure 1).

The reading material can be either distributed by means of handouts or presented on the computers in the network, each students having on the screen what the teacher shows on the base computer, or in a power point presentation on a slide projector, or in any other means that ensures each students access to the text. In turn, students are asked to read one sentence aloud or they may be asked to read silently the entire text and pay attention to the lexical elements typed in italics.

Financial crisis

- Negative GDP growth lasting two or more quarters is called a *recession*. An especially prolonged or severe recession may be called a *depression*. Some economists argue that many recessions have been caused in large part by financial crises. Others say that financial crises are caused by recessions instead of the other way around.
- The term *financial crisis* is applied broadly to a variety of situations in which some financial assets suddenly lose a large part of their nominal value. Many financial crises were associated with banking panics, and many recessions coincided with these panics. Other situations that are often called financial crises include stock market crashes and the bursting of financial bubbles.

Banking Crisis

- When a bank suffers a sudden rush of withdrawals by depositors, this is called a *bank run*. Since banks lend out most of the cash they receive in deposits, it is difficult for them to quickly pay back all deposits if these are suddenly demanded, so a run renders the bank insolvent, causing customers to lose their deposits, to the extent that they are not covered by deposit insurance.
- An event in which bank runs are widespread is called a *systemic banking crisis* or *banking panic*.
- Banking crises generally occur after periods of risky lending and resulting loan defaults.

Speculative bubbles and crashes

- A speculative bubble exists in the event of large, sustained overpricing of some class of assets. Buyers purchase an asset based solely on the expectation that they can later resell it at a higher price.
- If there is a bubble, there is also a high risk of a *crash* in asset prices: market participants will go on buying only as long as they expect others to buy; when many decide to sell the price will fall.

Figure 1: Reading material
Source: Own selection and presentation of material on the topic, from texts available at http://en.wikipedia.org/wiki/Financial_crisis

4.2. Vocabulary discussion

The words marked in the text and the other new vocabulary elements were written down and discussed in various ways, according to the degree of difficulty imposed by the material.

First, for the easiest or straightforward structures such as *depositor, banking panic, crash, asset*, teacher elicited from students explanations, synonyms or translation, based on students' grasping the meanings from the context.

Then, students were asked to look up in the dictionaries several other lexical elements such as *withdrawal, insolvent, default, loan, lending, stock.* After that they were asked to give synonyms or explanations and antonyms were mentioned were relevant (e.g. *lend – borrow*).

Teacher offered further explanation and disambiguation for similar notions and for metaphorical usages of certain words met in the text such as: *run, bubble, recession, depression*.

Word families and derivations were analysed where the case (*depositor, withdrawal, overpricing*) and compound structures were explained (*loan default, stock market, speculative bubble, bank run*).

4.3. Reinforcement

Multiple choice or cloze text exercises can be successfully applied to new contexts that may be acquired by searching for new material containing the words that had been newly introduced or by teacher's rephrasing, rearranging, detailing and restructuring the original text.

The reinforcement material for the lesson in discussion was rephrased, detailed and expanded from the initial text. Two exercises were performed on this new context aiming at fixation of vocabulary.

For the cloze text exercise the words were given separately and students were asked to put them in the right position in the gapped text, the solution being shown in figure 2.

A *recession* is indicated by a negative GDP *growth* that lasts more than half a year. It is related to a *financial* crisis which can be observed at institution or at market level. In what the credit institution are concerned, a bank *run* occurs when most *depositors* decide to *withdraw* from their *deposits* large amounts of *cash*. In such situations, the banks become *insolvent* as they soon run out of liquid money. This is because bankers do not keep much *money* as such, deposited in the bank, but *lend* it, to people who want to borrow. When *borrowers* fail to pay back the money that banks have lent to them, there is a risk that banks will experience loan *defaults*.

Figure 2. Cloze text solution
Source: own production and design

For the multiple choice exercise the students worked in pairs for 5 minutes to choose the right structure and then the solutions (as marked in Figure 3) were discussed analysing also the other variants given, their meanings and usage.

As assignment the students were asked to build 10 sentences using the new lexical elements.

People's behaviour on the market is (*risk* / risky /risking) generating: they would all buy something if they expect (pricing / *prices* / priceless) to go up and they see others also buy it. When many of them start selling, prices will go (away / on / *down*). In the first stage, that particular asset that makes the object of the desired (purchasers / purchaser / *purchase*) is gradually (underpriced / *overpricing* / overprice). That (*asset* / set / assess) can be theoretically anything, from real estate to gold or even some gadget or plant. If this stage lasts long or is very intense, a (speculation / speculating / *speculative*) bubble develops. People will buy more and more aiming to (resold / *resell* / undersell) then at a higher price. The (*demand* / demanding / demands) rises while the offer is the same or dropping. Thus prices become (inflected / *inflated* / inflicted), i.e. they get hugely beyond the real (*value* / valuable / valuables) of that asset. When the bubble bursts and no one buys but all want to sell, the (crush / catch / *crash*) occurs: a rapid and big (*fall* / autumn / discount) in price.

Figure 3. Multiple choice drill solution
Source: Own production and design

5. Word puzzle technique of vocabulary introduction lesson

With vocabulary teaching, the method of learning by playing is most at home, as word puzzles are very popular in themselves. Thus, constituting a teaching device in total contrast with the formality and blankness of the material to teach, the word games method will ensure most favoured activities. Such a technique cannot be but most effective when it comes to acquisition of Business English vocabulary.

5.1. Details of the procedure

Given only the title of the lesson (the text title), the first stage focuses on word finding and identification. It shall consist in a series of word games and contests, performed in teams, pairs, groups, rows etc. Examples of such games to play in teams and develop into competitions may be from the following:

- finding words horizontally, vertically or diagonally in a square of letters
- solving word puzzles by help of definitions and guiding cells
- matching words in columns to get valid phrases
- arranging lexical elements on categories under appropriate headings
- rearranging jumbled letters into words
- filling in missing letters or syllables to complete words
- forming words guided by a letter and the specified number of missing letters, by gradual indications as to the existence and position of other letters (this can be played either forming a new word each time or just mentioning one letter at a time)

Any of the enumerated games are suitable for various types of class activities from individual work to work in pairs or larger groups, from workbook writing to wring on the blackboard, either against time (stopwatch countered – getting to find the solution until time is up) or with teams working in parallel, competing to be first to find the solution and thus to win.

In the second stage of the lesson, fragments rearranging in sentences and / or

sentence in text can follow, thus getting, in the end, the whole text. The text can next be read and worked on, observing the previously discussed words, now in the original context.
Reinforcement of notions and their meaning shall follow in the last stage. It can consist of other appealing, game like activities, to check the comprehension of the words in contextual use. It is a very important step, ensuring building of logic synapses. Coming after the very useful brain stimulation in the previous game playing stages, the aim of this step is easier to achieve. At the same time, it is a vital stage: creation of connections and acquisition of factual sense of the words just played with will ensure correct interpretation and comprehension in depth. It is the step on which is based the formation of the skill of further understanding new contexts and accurately using the lexical elements in future situations.

5.2. Exemplification of the experimental class

The semi-reversed three steps explained in section 3.2. were taken with the experimental group, to whom the same vocabulary was introduced as to the regular group exemplified in the previous section (4).

5.2.1. Step 1 – Word games proper

The only thing that was given on the blackboard was the title “Financial Crisis”.

For the first game activity, the class was divided into 3 teams. One student from each team was asked to come to the blackboard that had previously been split into three columns. The teacher gave each student a word to complete by specifying the number of letters and giving the initial letter. They filled in the letters forming words and the teacher indicated if each new letter was ok and well placed or not – putting a tick in a box for the right and well-placed letter, a simple tick for letter that was useful but misplaced and a cross for the useless letter. Next student from each team came to continue until they found the word required. Each team had three words allotted and the team finding them first won.
Table 1 presents in part A the initial form and in parentheses the final words allotted to each group and shows in part B the guiding process.

Table 1: Words and process of guidance for activity 1

A. Words to complete and solutions		
Team 1	**Team 2**	**Team 3**
C _ _ _ _ _ (crisis)	D _ _ _ _ _ _ (deposit)	L _ _ _ _ _ _ (lending)
S _ _ _ _ _ _ _ _ _ _ (speculation)	R _ _ _ _ _ _ _ _ (recession)	O _ _ _ _ _ _ _ _ (overprice)
B _ _ _ _ (banks)	A _ _ _ _ _ (assets)	L _ _ _ _ (loans)

B. Directions (☑✓✗)
CARBON C✗✓✗✗✗
CREDIT C☑✗✗☑✗
CLIENT C✗☑✗✗✗
CRIMES C☑☑✗✗☑
CRISIS C☑☑☑☑☑

Source: own creation and design

For the second and the third activities, the students worked in pairs respectively in groups of four or five. They were given handouts containing words in columns to be matched into relevant phrases for the topic and respectively a puzzle to solve following the definitions given, the number of letters for each word and the indication of the existence on the vertical line of a word relevant in the context and consistent with title of the puzzle.
The solution of the second activity is seen in figure 4 while the definitions and the answers for the puzzle in table 2 A, respectively B.

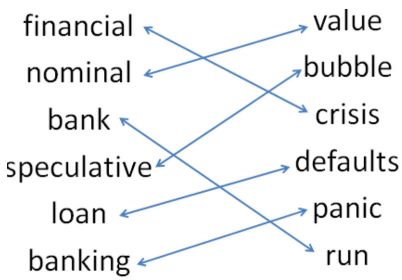

Figure 4. Phrase matching
Source: own creation and design

Table 2. Puzzle "Financial Problem"

A. Definitions	B. Solution of "Financial Problem" Puzzle
1. allotting an excessively high price	1 O V E R P R I **C** I N G
2. fall or come down violently	2 C **R** A S H
3. the act of taking out money	3 W **I** T H D R A W A L
4. anything of material value or usefulness that is owned by a person or company	4 A S **S** E T S
5. puts into a bank account	5 D E P O S **I** T S
6. unable to meet or discharge financial obligations	6 I N **S** O L V E N T

Source: own creation and design of puzzle; definitions taken from "WordWeb", version 6.75, a dictionary software available at http://wordweb.info/

The fourth activity consisted in matching phrases or words within two categories that together constitute the most important aspects of the title in discussion.
Thus the students were divided into 4 groups and were given 10 cards of parallelepipedic shapes each inscribed with a phrase. They were asked to consider that half of them refer to Banking and the other half to the Financial Bubble – the two aspects that put together will give them the Financial Crisis Pie. The cards were, of course, not numbered, but read: *withdrawals; speculative resell, loss of deposits; cash demand, expectation of higher price; overpriced assets, lend out;*

insolvency; buying rush; risk of crash. Guided by the logic of 5 concepts belonging to the category of banking and 5 to that of the speculative bubble, and also by the shapes of the card distributed to them, the students rebuilt the pie with the cards coming in positions as seen in figure 5 (in the order of the enumeration above). Indeed, the left side of the pie was clearly identified to refer to the banking aspect while the right side was understood to be formed of notions connected to the bubble. The group that first finished the pie reconstruction and identification of the two sides won.

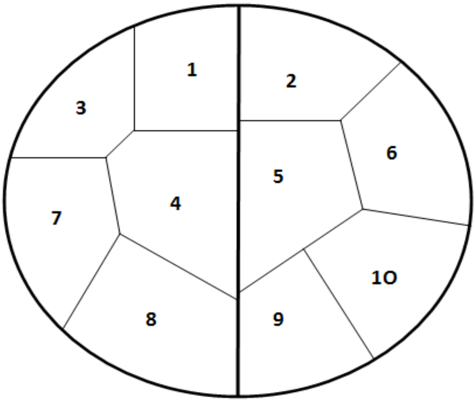

Figure 5. Results of the category matching activity
Source: own creation and design

The fifth and last activity in this first step was another pair work drill, the students being presented a grid of letters from which they were asked to identify – horizontally, vertically or diagonally – the 13 words concerned with the title of the lesson. The solution is shown in figure 6.

T	A	N	G	N	L	N	O	S	N	I
R	D	E	E	B	A	N	K	R	U	N
I	D	E	P	O	S	I	T	S	O	S
S	C	I	F	C	N	A	A	I	E	O
K	S	E	R	A	R	E	S	E	L	L
T	I	B	O	S	U	S	S	T	L	V
N	K	L	S	H	E	L	E	I	R	E
E	X	P	E	C	T	A	T	I	O	N
L	H	A	E	O	T	N	S	S	S	T
I	S	R	L	E	N	D	I	N	G	I
C	R	A	S	H	U	L	C	U	C	L

Figure 6. Words grid solution
Source: own choice of words and creation of the letter square with vertical, horizontal and diagonal word arrangement by help of an online word game producing soft: http://www.armoredpenguin.com/wordsearch

5.2.2. Step 2 – Context building

After the entertaining activities of word formation or identification in the previous step, the words can be used in activities to build up the context.
In the case discussed, there were two activities:
For the first, the class was grouped into five teams (of 4 or 5 members) and each member received a piece of paper with a fragment of a sentence (a group of words). The students had to cooperate to put their fragments together and get the correct sentences. Then the sentences were read to the other students (as each group formed a distinct sentence). The fragments distributed to the five groups of students and the sequential order of these fragments, as to form the right sentences, are presented in table 3.

Table 3. Fragments to sentence building

		Team 1	Team 2	Team 3	Team 4	Team 5
Frag-ments	1	to situations when some financial	a sudden rush of withdrawals	Negative GDP	in the event of large, sustained	An event in which bank runs
	2	The term financial crisis is applied	called a bank run	or more quarters	overpricing of some	crisis or banking panic
	3	assets suddenly lose a large part	by depositors, this is	is called a recession	A speculative bubble exists	are widesprea d is called
	4	of their nominal value	When a bank suffers a	growth lasting two	class of assets	a systemic banking
Solutions		2-1-3-4	4-1-3-2	1-4-2-3	3-1-2-4	1-3-4-2

Source: Own concept of exercise, presentation and design, based on sentences selected from texts available at http://en.wikipedia.org/wiki/Financial_crisis

Then the teams had to decide upon the proper order of the sentences in an overall context, considering general movement from general to specific and from cause to effect. As a conclusion of this activity, the five sentences that were rebuilt were, in their logical order of occurrence in the text on the topic, the following:
1. Negative GDP growth lasting two or more quarters is called a recession. (from team 3)
2. The term financial crisis is applied to situations when some financial assets suddenly lose a large part of their nominal value. (team 1)
3. When a bank suffers a sudden rush of withdrawals by depositors, this is called a bank run. (team 2)
4. An event in which bank runs are widespread is called a systemic banking crisis or banking panic. (team 5)

5. A speculative bubble exists in the event of large, sustained overpricing of some class of assets. (team 4)

For the second activity in this step, the class of students was divided into three groups each receiving the sentences that had to be put in order to get the three texts forming the reading material presented at the beginning of the lesson with the classic method group (figure 1). Students worked together and obtained each of the three groups their particular text (on generalities concerning financial crisis, on banking crisis or on speculative bubbles and crashes).
In the end of this step, each student was handed a paper of the whole text, prepared by the teacher in advance, with all words discussed along the previous steps of the lesson highlighted in the context. The final activity of the second step in reading the material from the handouts provided, in turn, each student one sentence.

5.2.3. Step 3 – Meaning reinforcement

The reinforcement step has to be carefully considered and never neglected. Several exercises for contextual comprehension and reinforcement of terminology can be produced and applied successfully.
In the case under analysis, the structures highlighted in the texts on the distributed handouts were discussed, briefly but valuably. Some oral explanations were elicited from the students and two written exercises of meaning reinforcement were solved:
First, students were asked to work individually and find the correct explanations for some words. The exercise, with the solutions marked, is presented in table 4. Discussion of the meaning of some of the other variants was performed where relevant or thought as useful (for instance liquid money – cash).

Table 4. Identification of valid explanations

asset:		*default*		*crash*		*loan*	
possession	✓	performance		crisis	✓	unique deposit	
valuable goods owned	✓	non-fulfilment of obligation	✓	liquid money		amount lent	✓
assigned value		lack or failure	✓	inflated price		risky lending	
duty		achievement		abrupt decrease	✓	sum borrowed	✓

Source: own creation and design

Then, for the last activity students worked again separately to identify now the wrong definitions or explanations given for some notions learned during the class:
The activity kept them focused to the end as they had to perform a somehow unusual task of finding the wrong definitions and giving them as the right answers – which was felt a bit mind twisting but had the expected effect of keeping them concentrated. This state was also helped by some of the explanations being rather funny or utterly ludicrous, which made the activity into an entertaining final one.

The exercise and the right solutions marked with a cross (as being wrong definitions) are to be seen in table 5.

Table 5. Identification of invalid definitions

Lexical structure	Definitions	Answers
nominal value	value of a nominal asset	✘
	name of the market value of the asset	✘
	value of an asset, as set by a company	
recession	economy decline	
	resuming a session	✘
	recovery after crash	✘
to withdraw	take away assets and resell to another bank	✘
	cash out money from a bank deposit	
	move aside to permit access of depositors	✘
insolvent	with insufficient assets to cover their debts	
	difficult to solve in due time	✘
	impossible to sell at reasonable price	✘
financial bubble	irrelevant, blank talk about economic stuff	✘
	money laundry activity at a high level	✘
	situation when the price for an asset rises far above the actual value	

Source: own creation and design and some of the correct definition taken from "WordWeb", version 6.75, a dictionary software available at http://wordweb.info/

6. Discussion of results

As compared to regular classes, there were noticeable advantages noticed with the group to whom the word games Business vocabulary introduction approach was used. The added value of this method is rendered by a series of positive features implied by the activities performed along this process. The traits remarked with the 'non-conformist' approach are the following:

- more active participation of the class; thorough interactive method ensuring enhanced attention, involvement, willingness to work/ learn
- relaxed atmosphere - activities felt like fun more than learning; impression of entertainment along the teaching-learning process
- development of a lucrative spirit of emulation/ competition; incentive activities increasing motivation/ drive
- optimum balance of active – passive acquisition of knowledge; improved mnemotechnic role - proven in further checking/ testing
- better achievements in assimilation of material due to a cognitive-friendly brain stimulation progression: incitation, concentration, item focused activity, repetition

7. Conclusion

Declutching a certain comfortable numbness of the mind that hindered activation of any learning helpers within regular vocabulary teaching classes, the word games not only produce the expected results in a next class test, but also ensure long term effect through a well implemented assimilation, a thorough knowledge and correct interpretation of the lexical elements such way introduced. One observation is of utmost importance: failure to cover the third step will compromise the entire process, regardless of the method used, be it the classical vocabulary introduction technique or the experimental means based on word games. Reinforcement is essential with both approaches; it can be performed similarly or distinctly, whichever style will work as long as it is done. The word games, though, offer more advantages and these are to be found along the entire process, both at teaching and at learning level, featuring a range of positive aspects from both more pleasant and effective class activities to improved acquisition of knowledge with optimal results in a long run.

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ANGLICISMS IN ROMANIAN FASHION MAGAZINES. CASE STUDY – ELLE, HARPER'S BAZAAR, MARIE CLAIRE

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Abstract: *A growing segment of Romanian women are becoming passionate about fashion, therefore they are increasingly interested in fashion magazines and products. The incredible prevalence of English in Romanian media – both in written and spoken form – is at first shocking to a native English speaker. Phrases that seem to make no sense or that are not relevant to what they are attached to are seen everywhere: on t-shirts, as part of television advertisements, and in Romanian magazines. In this paper we assert that the English in Romanian media (fashion magazines) is more complicated than that; sometimes it is mainly decorative but it is able to communicate as well. Over the years, there have been many studies which dealt with anglicisms in Romanian, especially in science and information technologies. Yet, in spite of the growing number of English terms incorporated daily by the language of fashion, this has received less attention in lexicographic and terminological studies as compared to other areas, such as science and business. There are many reasons for which Romanian has not only adopted English words with new meaning and usage, but also incorporates other forms based on English patterns which users seem to consider more attractive or more accurate. More specifically, this paper analyses how English mixing contributes to self-distinction through fashion. We will analyse the Romanian language of fashion in three Romanian fashion magazines- ELLE, Harper's Bazaar and Marie Claire -, which has for some time been using English words with different meanings, or even created Romanian words that look like and are pronounced like English words. The result of this study shows that these English mixings depend on the fashion-related quality of the selected magazines. The findings of this study imply that English is regarded as a 'stylish language' and that this general recognition leads to the acknowledgement of the prestigious status of English in Romania.*

Keywords: anglicisms, fashion, language of fashion and style,

1. Anglicisms. Definition and views

There is little debate regarding the fact that English is the most widely used language in international economic, scientific, political and educational fields. Even though the exact figure of English users in the world is not clearly known, the estimation is that approximately half of the world population is exposed to English. It means that every third person in the world is using English as a native language or an additional language (Kachru, 1992). The last few decades have made English one of the main signs of globalisation and the major influence on

languages of the world. Interestingly, the use of English as a modern 'lingua franca' increases while the number of English native speakers drops (Gottlieb, 2005).
The term *anglicism* was first used in the 17th century and refers to a linguistic characteristic of English used in another language (cf. OED). *Anglicism* also describes English syntax, grammar, meaning, and structure used in another language with varying degrees of corruption.
Today the term is commonly associated with the increasing influx of English borrowings, related to the international role of mainly the United States, and to English as a lingua franca. Critics of anglicisms often use the term derogatively. Roswitha Fischer (2008) notes that, though *anglicism* is connected to the word *England* etymologically, it is generally not only used for anglicisms from England, but also for English loans from all varieties of the English language.
Over the years, there have been many studies on anglicisms and these words appear under a variety of labels (Spence, 1987), which have usually been called "false anglicisms" (Lorenzo, 1996; Pratt, 1997; Furiassi, 2003), "pseudoanglicisms" (Carstensen, 1980; Görlach, 2002; Onysko, 2007) and "apparent anglicisms" (Fanfani, 1991). Heath (1994: 383-384) did not use the label "anglicisms" but "borrowing of grammatical morphemes." According to Balteiro and Campos, apart from the existence of the labels mentioned before, research on false anglicisms is "problematic due to reasons such as the fragmentation of lexicographical research in various languages and the conflicting identification of some anglicisms". (2012:234)
Since the Second World War, the influence of English on the Romance languages has increased, due to various media such as newspapers, radio and television broadcasts, music and the internet. Most anglicisms are quite recent acquisitions, dating from the 19th and 20th centuries. Certain European languages like Dutch, German and French have been frequently analysed, but little is known about the linguistic influence of English on languages such as Czech, Croatian, Polish or Romanian.
The *Dictionary of European Anglicisms* [DEA], edited by Manfred Görlach in 2001, is a pioneering work, as it records for the first time ever the usage of anglicisms in sixteen European languages on a comparative scale. It is a lexicographical study on the diffusion of English in sixteen languages from different language families: Romance languages (French, Spanish, Italian, Romanian), but also German, Dutch, Norwegian, Icelandic (Germanic), Russian, Polish, Croatian, Bulgarian (Slavonic), Finnish, Hungarian (Finno-Ugric) and Albanian and Modern Greek.
Scholars involved in Görlach's lexicographical project stated that English was distributed relatively unevenly in the vocabulary of European languages. Moreover, a large majority of the loans often seem to have a distribution restricted to particular topics or subject areas. The English technical terms can often be attributed to the written medium. They are only used occasionally and do not belong to the common word stock of a language. In addition, English colloquialisms tend to occur in advertising, in journalism and in youth language, carrying a certain prestige in these discourse types. When a word has been borrowed, it becomes integrated into the receiver language with varying extent.
Görlach distinguishes three main degrees of acceptance:

- The word is fully accepted - either the word is not (or no longer) recognized as English, or is found in many styles and registers, but is still marked as English in its spelling, pronunciation or morphology.

- The word is in restricted use.
- The word is not part of the language - it is either a calque or a loan creation, or mainly known to bilinguals, or used only with reference to British or American contexts. (Görlach, 2002b: xxi-xxiv)

In spite of many critics, from the linguistics' point of view, lexical borrowing is a natural process which has been going on since the beginning of languages and language-induced contact. Juliane House distinguishes between languages of communication and languages of identification (House, 2005: 53-65). It means that English and one's own national language should not be perceived as competitors but rather as complementary possibilities of communication. Correspondingly, anglicisms should function as a means of communication and not of identification. Yet, many people feel reluctant to this because for them the transfer of certain English or even "pseudo-English" words into their language through the advertising media or the entertaining industry is not a kind of communication, but rather a threat to their national and cultural values.

2. The spread of anglicisms in the Romanian language

The question of whether the influence of English on Romanian is considered to have a positive effect (contributing to the enrichment of the language) or a threat is not only a topical subject but it also constitutes a basis for a controversial and inconclusive discussion for many linguists.

The English used in Romanian media can be understood to serve two main functions: a decorative function and a communicative function. The decorative function of the English incorporates characteristics such as font size, font colour, and placement on the page. In this sense the English functions visually, and does not need to be read or understood. (see Figure 1)

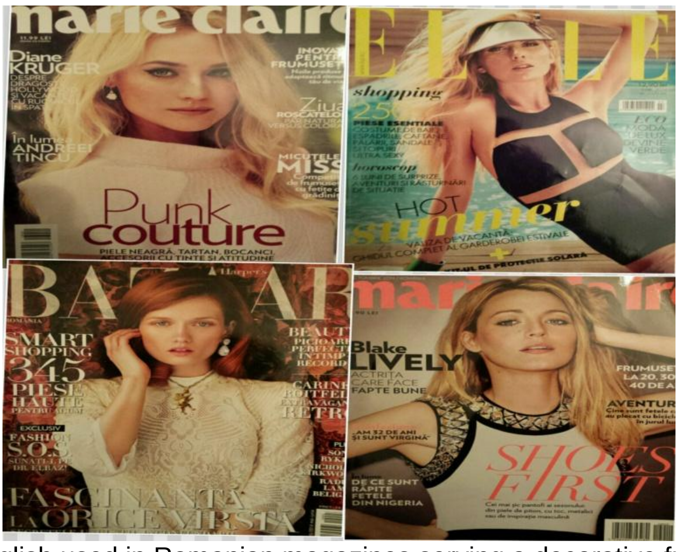

Figure 1: English used in Romanian magazines serving a decorative function
Source: the authors' own creation

The second function that the English has is its communicative function. English words which can be read and understood by Romanian people are able to express their meaning, whereas words that cannot be read or which are not expected to be read do not have much of a communicative function and are mostly decorative. English is studied by most Romanian people for a period of at least eight years in school therefore at least some of the English can be reasonably assumed to be understood by Romanian people. On the other hand, even eight years of study does not translate to fluency, and there are English words or phrases which probably are not able to communicate their many levels of meaning and nuance. While all of the English means in Romanian media serve some sort of decorative function, the communicative function of the language varies by example.
Sextil Puşcariu classified anglicisms into necessary anglicisms (*anglicisme necesare*) and luxury anglicisms, (*anglicisme de lux*) (Puşcariu, 1976:131). The two terms have been taken over by other linguists too: Gligor Gruiţă, Theodor Hristea, Mioara Avram, Adriana Stoichiţoiu Ichim. The first category, that of necessary anglicisms, is represented by those words, phrases or phraseological units which do not have a correspondent in Romanian or which offer some advantage in use compared to the native term. In this line, anglicisms are more precise, short but eloquent, and in wide circulation. Their motivation lies in the novelty of the referent. The second category, luxury anglicisms, is represented by unnecessary borrowings connected to the subjective tendency of some social categories to individualize themselves linguistically in this way. Such terms simply double the Romanian words, without adding any further information. (Stoichiţoiu, 2001:85-6) Yet, according to David and Tălmăcian (2013), there are lots of words that were once called “luxury” words, but nowadays are being used quite frequently by common Romanian speakers (e.g. *airbag, barter, brand, briefing, casting, chat, discount, hacker, lifting, link, live, look, mall, net, online, password, roller, shake, site, stretch, talk-show, thriller, top, workshop* etc.). (39)
David and Tălmăcian argue that English borrowings have several advantages over Romanian words. Besides their monoreferential and monosemantic dimension, anglicisms are breviloquent and are used internationally (Stoichiţoiu Ichim, 2006: 14) “Quasiinternationalised Englezisms” belong to different domains, but they also have “non-specialized meanings” (Preda,1992:590) (e.g.: *briefing, draft, new-entry, panel, self-made man/woman*).
Arthur Beyrer considers that the adoption of foreign words into Romanian language is a normal process, which started centuries ago, long before linguists started being concerned with the influence of English, especially American English. Furthermore, the author states that unlike previous periods, when lexical borrowings were unidirectional, beginning with the twentieth century such exchanges became more complex, due to the fact that the evolution of communication technologies facilitated people’s access to a variety of different cultures, allowing them to select and mix elements coming from multiple sources. However, it is true that, despite the wide range of choices available, the adoption of Anglo - American terms holds a dominant position. There are many areas where the presence of anglicisms is noticeable, yet, Beyrer considers that one cannot speak about complete invasion of anglicisms in Romanian. First of all, there are still areas such as religion that resists the influence of the English language. Then, while younger generations are willing to embrace the use of English terms, it is more difficult for older ones to accept and adopt these words.

There are two main perspectives one should take into consideration when analyzing the impact of Anglo- American lexical imports. The first one emphasizes the benefits of adopting new words in an effort to modernize language by introducing structures that would best illustrate contemporary contexts and facilitate communication with people from other countries. Therefore, according to Beyrer: "Leaving behind the unfortunate 'wooden language', we have witnessed without any regrets a real communicative revolution. Present-day Romanian differs considerably from the Romanian of the years 1944-1945. In the last two decades, speakers have transformed it into a modernized tool, fitted to the European environment and to the requirements for the accession to the Union. The imports of Anglo-American elements contribute to this general opening." (Beyrer, 2009). Being one of the many dimensions of globalization, Americanization of language through the import of words and expressions in English is described by Beyrer as "a veritable avalanche that cannot be stopped" (Beyrer, 2009). Consequently, the author considers that opposing the invasion of English terms into Romanian would have no effects. The author perceives two effects as disturbing. The first refers to the fact that it is difficult to understand why there are situations when English terms are preferred to their Romanian equivalents that refer to exactly the same aspects of social life. Then, many of those who promote the use of such terms do not take into consideration the fact that large numbers of Romanians are still not ready to be exposed to such a variety of foreign terms. Referring to this, Beyrer states that: "[W]hat is annoying is that the receiver is left to deal all alone with the heterogeneous mass of imports: stalking, beach movies, loser. The tumultuous city life lures you with coffee - to-go, cut-and-go, promotions, and all kinds of advertisements. Still, in my opinion allowing the uninitiated majority to be bombarded like this is callous and careless." (Beyrer, 2009)

3. False anglicisms in Romanian fashion magazines

According to Şerban Gabriel (2012), "the dominant place English holds in the avant-garde of scientific advancement, as well as in business and other international relations, endows this language with certain connotations of modernity, fashion and prestige, which promote the borrowing of words not motivated by need, therefore these words are called 'luxury' or 'unnecessary' loans. This is the case with a lot of words borrowed after 1989, and a high degree of Anglomania justifies the use of very many terms in domains related to everyday life, such as music, sports, fashion etc. Many such words are simply taken over (they are not really borrowed) out of snobbery: *fashion adviser* - (newspapers, magazines and TV prefer to use the English term); *high tech*, whose Romanian translation is "tehnologie de vârf", but it is preferred in the English form, and so on." (http://romenglish.blogspot.ro/)

One of the most serious problems in identifying false anglicisms is the lack of connection between languages in scholarly research. There are instances when a word is identified as a false Anglicism in one language, but it is also identified and commented in another language and its nature is emphasized as a "true" anglicism, with the same meaning. Moreover, sometimes one may find items which are not really used in other languages because of bad translations or uncertain uses of false anglicisms by people writing in English. For example, the word *smoking* is one of the most representative examples of false anglicisms (from the archaic “smoking jacket”). The use of the word should be a “dinner jacket” in Britain and a “tuxedo” in the United States. Yet, there are many examples like “I don’t have a smoking”.

Romanian is one of those languages that adopted English terms and English-like words (false anglicisms) either in the specific or non-specific language.

The language of fashion and beauty is one of these fields in which, nowadays, it is impossible to deny the influence of English or of other languages (especially French). Some of the factors that justify the adoption and use of both true anglicisms and false anglicisms are:

- English language is a trendsetter, especially in the language of fashion (as in “look *militar”* or *stilul* “navy”);
- the existence of a lexical need in the recipient language (here, we can mention pieces of clothing, accessories – e.g. “clutch”, a special type of handbag) unable to adapt or create its own words as quickly as fashion trends do;
- the preservation of language economy, implying the use of a shorter form or expression (“top” instead of *bluză scurtă* or “jeans” instead of *blugi*);
- snobbery, as it is the case of fashion magazines in Romanian which uses expressions like “*să merg la* shopping” (“go shopping”) or “*genţi* oversize” (“oversize bags”);

Even though in other specialized languages and especially in the common language, true anglicisms and false anglicisms are considered as threats to the purity of the language, in the language of fashion, English words or English-like words are considered “cool”. Therefore, the general tendency is not to adapt true English words into Romanian (although there are some exceptions, for example *pantaloni slim fit*) but to adopt pure and unadapted anglicisms (Pentru *un look* simplu, de zi *cu* zi, *compus din jeanși […]* un *colier supradimensional* si *un clutch animal print – Marie Claire*, August 2013) and to incorporate them through other European languages like French (*smocking).*

According to Sim and Pop (2009), 65% of the neologic terms that appear regularly in the glossy magazines are not included in the recently published lexicographic works. Here are some such terms: *make-over*, *make-up artist*, *anti-age*, *look,* pl*. lookuri*, articulated *lookul; lifting, make-up*, pl. *make-upuri*, articulated *make-upul; fashion, design, designer, gloss, eye-liner* (ro. *tuş*), *trend, casual, modelling, hair-stylist, home-made, etc.*

The items discovered by us in the three aforementioned magazines can be classified as follows:

- Autonomous creations: *antiage, beauty case, look maker, nude look, trend maker, minipull.* This group would include brands too due to the fact that brands are the result of compounding or derivation taking place in non-English-speaking countries;
- Ellipsis of one or more original elements:
  a) *Babydoll/baby-doll* (baby “copil, copilaş”; doll“păpuşă”): “Pentru Valentine’s Day, La Femme îţi propune ţinute *baby doll*.”[1] (*ELLE*, 08.02.2012) In fashion magazines, it is a style represented by dresses and blouses similar to night gowns. Initially the babydoll

[1] “For Valentine’s Day, La Femme suggests you baby doll outfits.”

represented the négligée worn by women. In 1956, the film *Baby Doll* got the baby doll style in fashion. In spite of the severe censorship and even though the film was forbidden in some countries, the style is still in fashion.

b) *Smart-casual* (smart "elegant, şic, modern"): ''Stilul *smart casual* - Inspiră-te din imaginea iconică a lui Diane Keaton din *Annie Hall*."[2] (*ELLE*, 05.09.2012) In other words, we can talk about outfits which are 'intelligent' or 'versatile' enough to be adapted to various dress codes.

c) *Body* (body "corp, trup"): "Rochii feminine au fost mixate cu piese urbane, precum jachete parka, blazere minimaliste, trenciuri şi boyfriend jeans cu petice sau piese sporty: *body*-uri, pantaloni strâmţi de jogging şi hanorace.[3] (*Marie Claire*, 20.02.2014) As a piece of clothing the body is similar to a tight bathing suit, made of an elastic fabric which shows off the figure.

d) *Smoking/smoching* (smoking, to smoke "a fuma"): "Şi actorul Hugh Jackman, câştigător la categoria Cel mai bun actor comedie/musical, pentru rolul din Les Misérables, a purtat Louis Vuitton la Golden Globe Awards – un *smoking* bleumarin."[4] (*Marie Claire*, 14.01.2013) Etymologically the term *smoching* comes from the gesture of smoking, the reference being made to that moment when gentlemen used to retire quietly, enjoying a brandy and a cigar in one of the corners of their club. As a sign of acknowledging their belonging to the select group in the corner, they had to wear a certain type of outfit, the dinner jacket, *smochingul*.

e) Top "vârf, parte de sus/superioară: "Optati pentru un mix de efect format dintr-o fusta extravaganta, un *top* cu joc grafic si un mantou clasic ce va echilibra ansamblul."[5] (*Harper's Bazaar*, 01.12.2014) Though it does not refer strictly to a piece of clothing, the top designates the upper part of an outfit, a garment worn on the upper half of the body.

f) Trench coat/trenchcoat/trenci/trencicot (trench coat "haină de ploaie, fulgarin, impermeabil"): "Pe langa clasicele *trenciuri*, reinterpretate in multiple feluri, designerul a adus in scena fuste si rochii conice…"[6] (*Harper's Bazaar*, 19.02.2013)

- Generic trademarks: *rimmel: (*"Acest contur cat-eyes mat, creat doar din

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[2] "The smart-casual style – find inspiration in the iconic image of Diane Keaton in *Annie Hall*."

[3] "Feminine dresses were mixed with urban outfits, such as parkas, minimalist jackets, trenches and patches boyfriend jeans or sporty outfits: bodies, jogging leggings and anoraks."

[4] "And the actor Hugh Jackman, the winner of the Best Actor category – comedy/musical, for the part in Les Misérables, wore Louis Vuitton at the Golden Glove Awards – a dark blue smoking."

[5] "Choose a mix of effects made up of an extravagant skirt, a graphic printed top and a classical coat which will balance the outfit."

[6] "Apart from the classical trenches, reinterpreted in different ways, the designer brought to the stage conic dresses and skirts…"

tuş şi *rimel*, este ascuţit…" – *ELLE,* 25.09.2014)[7] or *wonderbra*: "…o vedem pe Dita von Teese transformându-se dintr-o cercetătoare care lucrează în laborator într-o starletă irezistibilă cu ajutorul unui Wonderbra."[8] (*ELLE*, 15.04.2014)

This category is restricted to those trademarks which are "not readily recognizable as English in form" (Furiassi, 2010:52);

- Morphological changes: *boxer* ("Noua colecţie de articole esenţiale de corp dedicată exclusiv bărbaţilor care iubesc moda …. cuprinde tricouri de corp şi bluze cu mânecă lungă în nuanţe diferite de gri….seturi de câte trei *boxeri* sau pijamale din bumbac."[9]- Marie Claire, 21.08.2013); *denim ("*Mixul perfect între *denimul* clasic şi sex-appeal-ul stilului rock stă la baza noului brand de jeansi SuperJeans of Sweden."[10] – *Marie Claire*, 01.11.2013)*, short* ("Completati garderoba sezonului cu piese sporty precum acesti boxing *short*s, ce vor garanta un look fresh…"[11] – *Harper's Bazaar*, 30.06.2014)

There are controversies regarding this category, for it is accepted by some authors (Gottlieb, 2005:164) as – "conversions of existing English words",/; yet Furiassi (2010) is in opposition.

4. Frequency of anglicisms. Methodology and analysis

In this paper, we look at the frequency of English words in three Romanian fashion magazines, *ELLE, Harper's Bazaar* and *Marie Claire* to see the incorporation of English words into the Romanian language. The occurrence of English words is divided into different categories in order to form a common ground for useful comparison of the magazines. The categories are: *Fashion, Trend & Lifestyle; Articles & Interviews; Health & Fitness; Personal; Travel; Food & Restaurants; Business; Entertainment; Other.*

The magazines mentioned contain texts falling under all of these categories. Texts which do not fall under the general categories are collected in the category *Other.*

In the diagrams presented in the paper we would like to emphasize that there is a recognizable tendency for these categories. The categories in the graphs as well as the colour of the bars are sorted according to which category contains the most English words. The number next to each category name indicates how often English words occur in the text. We have also included a graph which shows the number of English slogans and words relating to the products in advertisements of all three magazines, as advertisements are components of everyday language.

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[7] "This mate cat-eye contour, created only with liquid eyeliner and mascara, is sharp…"

[8] "…we can see Dita von Teese turning from a researcher working in a lab into an irresistible starlet with the help of a Wonderbra."

[9] "The new collection of body essential items exclusive for men who love fashion…contains sweatshirts and long sleeved blouses in different shades of grey…sets of three boxers and cotton pyjamas."

[10] "The perfect mix between the classic denim and the sex-appeal of rock style is the base of the new brand of jeans SuperJeans of Sweden."

[11] "Complement the season wardrobe with sporty items such as these boxing shorts, which will guarantee a fresh look…"

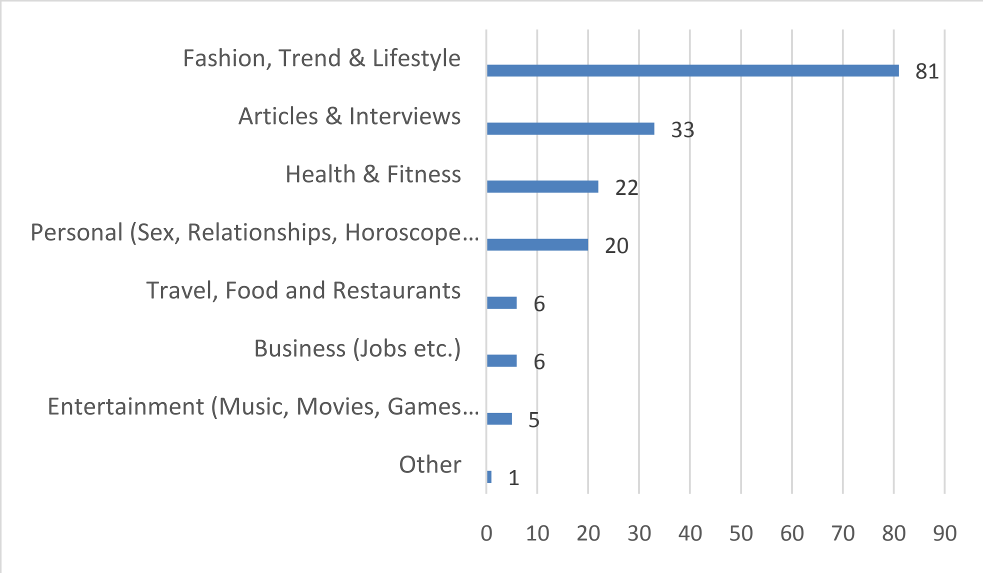

Figure 2: Romanian *ELLE* General Categories
Source: authors' own creation

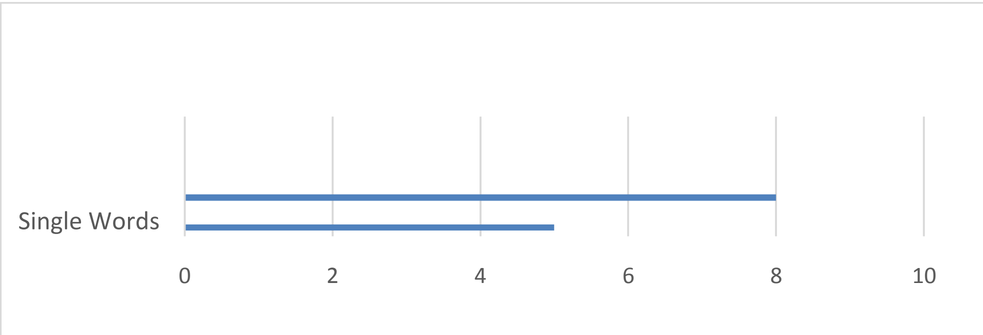

Figure 3: Romanian *ELLE* Advertisements
Source: authors' own creation

The total amount of English words occurring in the Romanian version of *ELLE* is 174. In addition there are 8 slogans and 5 counted words in the advertisements on a total of 132 pages. In Figure 3 the majority of the English words are found in *Fashion, Trend & Lifestyle* category. The graph also shows which categories the Romanian version focuses on. The magazine contains many texts which fall under the four categories shown from the top, down to the graph and only few texts dealing with *Travel*, *Business*, *Entertainment* and *Other*. There were only few advertisements in the magazine.

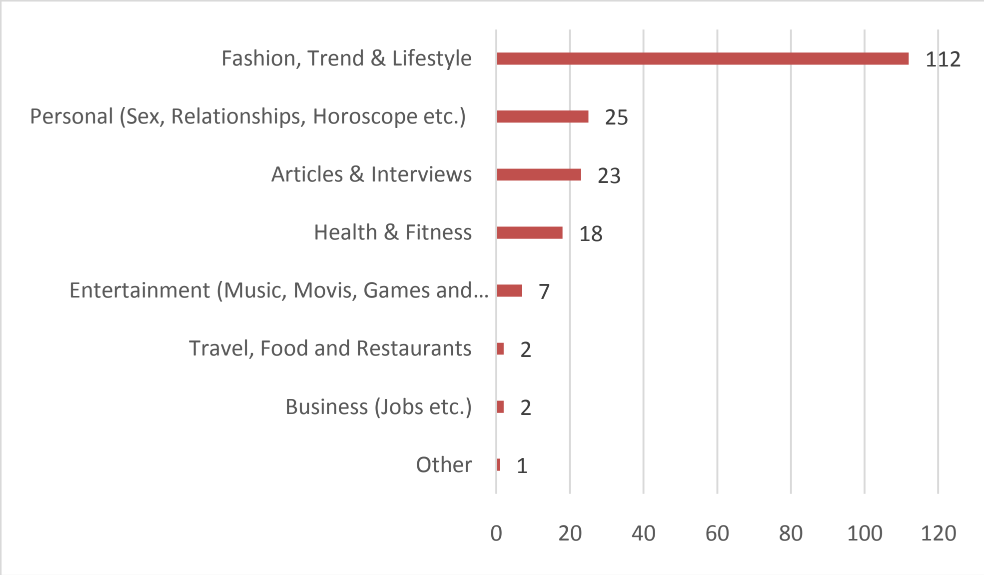

Figure 4: Romanian *Marie Claire* General Categories
Source: authors' own creation

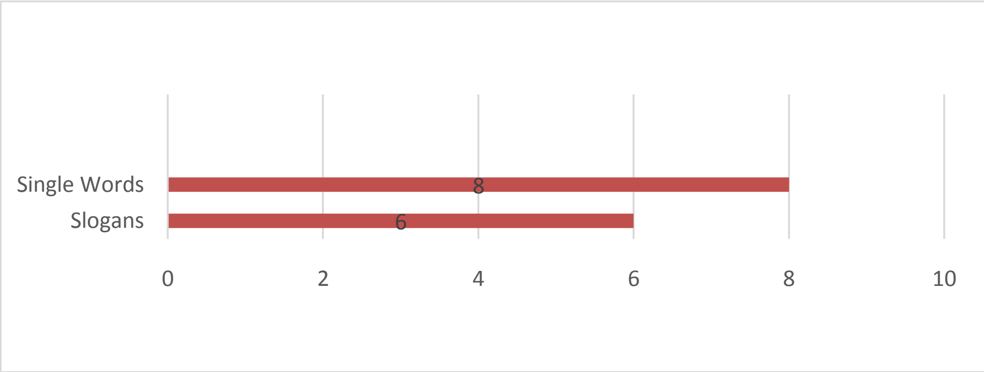

Figure 5: Romanian *Marie Claire* Advertisements
Source: authors' own creation

The Romanian version of *Marie Claire* contains in total 189 English words, 6 slogans and 8 single words on a total of 160 pages. Similarly to *ELLE*, the greater part of words falls under the category *Fashion, Trend & Lifestyle*. Looking at the entire graph, one could say that it is almost identical to *ELLE* in the way that they share the same categories containing the most English words. This is a mark that the two magazines deal with similar themes and topics and they target the same group, the female population.

The Romanian *Harper's Bazaar* (see Figure 5) has an entry of 502 English words in total. 147 single English words as well as 36 English slogans can be found in advertisements on a total of 170 pages. The largest category refers to *Fashion, Trend & Lifestyle* terms. The category containing the smallest amount is *Health & Fitness*. Regarding the advertisements, the number of entries of single words is much higher than the number of exclusively English slogans. One can argue that a decline in the usage of English words is related to the main focus of the magazines and the importance of the articles to the reader which reduces the number of English words in the category *Health & Fitness* to only 6 as it is apparently not the main feature of the magazine. As the advertisements of this magazine are mainly concerned with fashion or fashion accessorize they contain many English words.

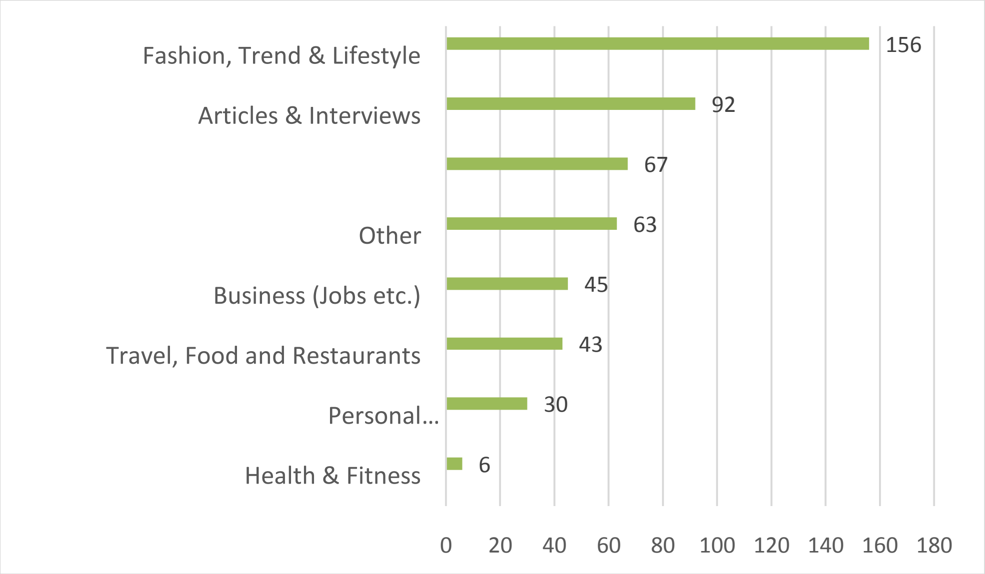

Figure 6: Romanian *Harper's Bazaar* General Categories
Source: authors' own creation

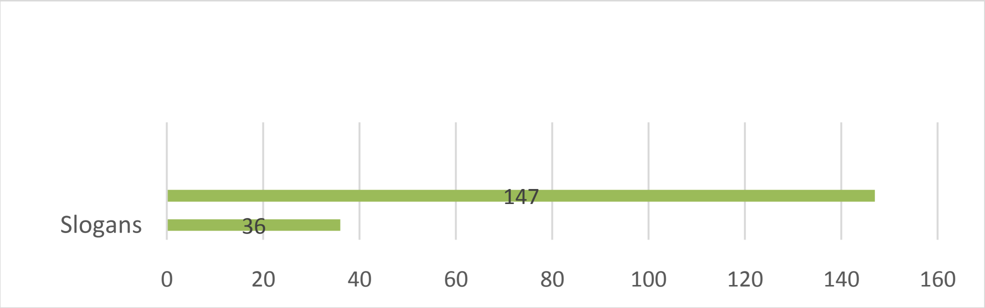

Figure 7: Romanian *Harper's Bazaar* Advertisements
Source: authors' own creation

When comparing the diagrams, *Fashion, Trend & Lifestyle* is the category containing most English words in the magazines analysed, yet this is no surprise considering the magazines mainly address this topic. Women's magazines, like Harper's Bazaar, which are mainly focused on fashion tend to use a lot of English words as they are subject to the most important influence from outside Europe, America for example, due to the power of its fashion business and its impact as a trendsetting culture on the rest of the world. Therefore, new English words of what

is “in” or “out” appear quickly and in a great variety which apparently makes *Fashion, Trend & Lifestyle* the category that contains the most English words.
Therefore, according to_Manfred Görlach, who tackled the use of anglicisms in foreign languages in his book *English words abroad,* we can establish a set of four factors for an international comparison of the American/British magazines and the Romanian versions:

- “Different phonological and morphological structures of the individual languages mean that the alienness of words, and therefore their acceptability and ease of integration, are greatly enhanced by structural similarities, whereas borrowing may be delayed or obstructed by divergences. [...]
- The functional status of English in a speech community is important because of the expected differences in the frequency of language contacts and the specific domains affected by it (possibly also speakers’ attitudes to the English language and to potential or existing loanwords). [...]
- The official encouragement or stigmatization of the English language and of anglicisms in particular [...] obviously serve to promote or reduce the number of loanwords. [...]
- The degree of *ausbau* (functional range) of the receptor language is important because individual speakers as well as governmental and educational authorities of an ‘underdeveloped’ language may be tempted to borrow terminologies wholesale from English, for reasons of international comprehensibility, of greater acceptance by the speakers or in order to avoid the cost involved in the development and implementation of new lexis. [...]” (Görlach 2003)

5. Conclusion

The increasing international influence of English has been welcomed by many, but criticized by many others. While some appreciate its political, economic and cultural advantages, others are sensitive to a possible threat to other languages and cultures. The borrowing from foreign languages facilitates and enriches communication. Sooner or later the foreign words will be integrated into the existing language structures to such an extent that they will not be recognized as foreign any more.
Yet, the critique of the anglicisms is not so much about the fact that language is a means of communication, but rather about language being a symbol of the national and cultural identity of a speech community.
As they say, anglicisms epitomise Anglophone or American social and cultural structures and values and many people might perceive this as a threat to their own values.
When speaking about the penetration and usage of the English loanwords in the Romanian vocabulary, especially in the language of fashion, the picture is complicate and blurry. The language of fashion in Romania proves to be a generous receiver, ready to enrich itself continuously. Also, the English elements are adopted and easily adapted to the Romanian language of fashion. Then, words that are perceived as ‘aliens’ frequently keep their foreign form, while loanwords that are used in common speech tend to adjust themselves to the articulatory and spelling habits of the Romanian host language.

The authors are aware that one of the main strengths of English borrowings is their international dimension, and as it can be seen in the examples provided above, they are present in various fields. Although there are linguists concerned about the danger that Anglo-Saxon borrowings might represent, these borrowings do not threaten the Latin dimension of the Romanian language, since many of them are Latin themselves. On the contrary, many anglicisms could represent an opportunity, allowing Romanian to become a language that is capable of expressing concepts, facts, ideas that have an international scope.

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BRIDGING THE COMMUNITY AND INSTITUTION GAP: A SAMPLE COURSE WITH CIVIC ENGAGEMENT AND SPANISH FOR SPECIFIC PURPOSES COMBINED AND IDEAS FOR ASSESSMENT

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Abstract: *A crisis looms on the horizon for graduate programs in foreign languages. It is evident in ever tightening budgets, institutional demands for cross departmental collaboration, interdisciplinary courses, community service-learning, online courses and majors, greater enrollment and retention, and student needs for applied language courses beyond those offered at the undergraduate level. Symptomatic of greater changes in the job market and society impacting the restructuring of higher education across the board, this crisis threatens to render graduate language programs as traditionally conceived obsolete. Meeting the current challenge, however, will require a critical reflection on not only existing course content and delivery, but also on the very purpose, potential value, and goals and objectives of graduate foreign language programs. To this end, this article presents a graduate level Spanish course combining civic engagement and Language for Specific Purposes (LSP), titled "Teaching Spanish for Specific Purposes and Civic Engagement." (SSP) as well as model for assessment. This course serves as a model to graduate foreign language programs, aims to inspire interdisciplinary collaboration, and exemplifies the innovation needed in meeting current needs and challanges. In the process, this paper assesses the current state of graduate foreign language programs and considers the potential value of integrating LSP courses as a core component of graduate curricula. I argue that the development of such courses and the broadening of our thinking with regards to aims and objectives of graduate programs in foreign languages are imperative if we are to remain relevant for students, institutions of higher learning, and society at large in the ever-changing world of the 21st century.*

Keywords: Service-learning; professional communication in foreign languages; Foreign language deficit; cross-cultural communication; languages for specific purposes; curricula development.

1. Introduction

Though interest in and the creation of LSP courses at the undergraduate level has grown significantly in the last few years alone, there yet remains a reluctance to incorporate them as a central aspect of graduate study as evident by an informal examination of existing graduate programs. This much is due in part to the current narrow structuring and focus of graduate foreign language programs. Yet there is great potential for LSP courses to fulfill not only current departmental, institutional, and student demands and needs but to strongly support the stated Modern Language Association (MLA) goal of developing translingual and transcultural competency among graduate as well as undergraduate students. In 2007, the MLA ad hoc committee on foreign languages identified key interrelated deficiencies in the organization and governance structure of foreign language programs in higher education that while focused on undergraduate majors, are nonetheless relevant for understanding the current state of graduate programs in foreign languages. These include an overarching emphasis on the development of language competency, a rigid curriculum model leading from basic language instruction to advanced courses in literature, and a hierarchical division between tenure-track professors with backgrounds in literature and language specialists (2007: 2). The issue with the current configuration of foreign language programs, as the report explains, is that it limits potential development. The current system narrows programs to (however important and necessary) language study (grammar) and literature, and is defined entirely by PhDs in literature. As it rightly observes, the goals and means of language study must be reassessed and the hierarchical division must change if language programs are to remain salient for students and institutions of higher education today. As discussed in the following, these problematic issues can affect all levels of language study and impact graduate curriculum in a profound way.

An informal examination of graduate foreign language programs across the U.S. alone corroborates many of the findings addressed in the MLA report and reveals a similarly narrow conception of the goals and means of graduate language study that effectively stifle the development of graduate programs. Most significant among the problems identified below is the assumption that graduate programs serve solely as vehicles for training future language instructors and researchers destined for academia. That this assumption is implied and goes unquestioned in the MLA's ad hoc committee's suggestions for revamping language programs is indicative of the problems identified in the committee's report as well as of how connected graduate study and academia actually are. This is especially troubling when considering the labor currently derived from graduate students in terms of basic language instruction.

In sum, graduate students are either prepared to continue to a Ph.D. level or go to teach Spanish in a high school or college with a Master's Degree. Training graduate students how to teach Spanish for specific purposes would give them more tools to succeed as teachers. There is a need for training language instructors in today's ever-connected global world. Yet, and precisely for this reason, it is necessary to think even more broadly and creatively about the goals and objectives of our graduate programs. Our mandate must go beyond the training of future academics.

2. Current State of Graduate Curricula in Foreign Languages

As a means of assessing the current state of graduate curricula in foreign languages, this section presents an informal examination of 59 institutions across the U.S. Universities examined were identified using a custom listing search option accessed via the classification section of the Carnegie Foundation for the Advancement of Teaching website (http://www.carnegiefoundation.org/). The search parameters were limited using three of the six main classification categories as listed by the Carnegie Foundation: Graduate Instructional Program, Basic, and Community Engagement. Graduate Instructional Program refers to the type of graduate programs offered at a given school while Basic refers to the basic classification system previously developed by the Carnegie Commission on Higher Education. As the title suggests, the Community Engagement Designation is an elective category used to identify universities engaged in the community. Within the category of Graduate Instructional Program, the selection was limited to institutions granting research doctorate degrees in the humanities, social sciences, and STEM fields (whether with or without medical programs) as well as to those institutions offering research doctorate degrees in a variety of fields, including professional education (i.e., business, education, law, public policy, social work, health professions, etc.). The basic classification category was limited to those institutions classified as RU/H (Research Universities, High Research) and DR/U (Doctoral/Research Universities). Excluded within this category were institutions designated as RU/VH (Research Universities, very high research activity). The exact search query is as follows:

- Graduate Instructional Program = "CompDoc/MedVet" or "CompDoc/NMedVet" or "Doc/HSS" or "Doc/STEM" or "Doc/Prof" and Basic = "RU/H or DRU" and Community Engagement = "Curricular Engagement or Outreach and Partnerships or Curricular Engagement and Outreach and Partnerships"

The search criteria used is based upon the hypothesis that, given the profile outlined by the Carnegie Foundation, such institutions afford foreign language programs greater flexibility with regards to program design and course offerings. As a result, one might expect to see a greater number of LSP courses as well as LSP courses cross-listed at the graduate level if not graduate level only LSP courses.

The above search parameters yielded a total of 59 institutions. The university and department web pages of the 59 selected institutions were subsequently analyzed for information on their respective academic degrees and programs (majors, minors, graduate degrees, certificates, etc.) as well as course offerings (at the undergraduate and graduate level). A list of courses if not course descriptions were readily available via all 59 institution web pages.

The survey itself consisted of 7 yes/no questions as well as a few observational comments regarding the focus of LSP courses and relevant comments regarding any aspect of the institution or program (i.e., unique interdisciplinary programs, or LSP courses outside of the language department). The questions included the following:

- Graduate degrees in foreign/second languages?
- Graduate degree in Spanish (including Master's of Arts in Teaching)?
- Program/certificate in international business or related interdisciplinary/international program?
- LSP courses (any language)?
- SSP courses?
- Undergraduate LSP courses?
- Graduate LSP courses?

As this survey is interested primarily in the presence of LSP courses at the graduate level, it did not concern itself with the exact number of LSP courses (at either level). Nor did it ask about the nature of the undergraduate or graduate programs (i.e., focus, structure, etc.). That said, the focus of LSP courses were noted in all instances regardless of level and regardless of whether or not a

graduate degree in foreign/second languages or Spanish was present.
The results of the survey confirm the lack of graduate level courses in LSP, and are telling with regard to the current emphasis of graduate foreign language programs. While 45 of the 59 institutions examined offer LSP courses at the undergraduate level, only three institutions offer LSP coursework at the graduate level, all of which are cross-listed (undergraduate/graduate). Of those three, two are offered within the foreign or modern language departments while the third is offered through a professional school (medical). All three institutions provide undergraduate courses in LSP as well as offer certificates or have programs in international business and/or global studies. Course topics include business, healthcare, and law.
Though the results of this informal survey are far from conclusive, it is nonetheless clear from the above that current foreign language programs are focused primarily on the training and production of future academics in foreign languages (instructors and researchers) destined for jobs in academia. This is in large part due to the narrow focus and organizational structure of existing undergraduate foreign language majors, as critiqued in the MLA report. As with undergraduate majors, this emphasis drives curriculum content and delivery, marginalizes content and perspectives outside of the canon, and makes the current hierarchy and dominance of literature professors within language departments stronger. While this focus and structure may have sufficed for the purposes of graduate programs in the latter half of the twentieth century, at present it is problematic given current trends in the academic job market as well as in higher education.
With the current economic crisis and subsequent institutional budget constraints, it is no longer tenable for graduate programs in any university department, let alone languages, to be focused solely on the production of future academics. While certainly an important and necessary part of graduate programs, it should not and cannot remain *the* focus. We need to think more broadly and creatively about what it is that graduate programs in foreign languages can provide our graduating master's and PhD students for success in *any* related career path whether in or outside of academia.

3. Service-Learning and LSP

Academic scholarship on service-learning and LSP is extensive and varied; however much of the current literature is concerned with the growth and development of undergraduate courses. This literature is telling with regards to current trends and challenges in LSP, yet its' emphasis solely on undergraduate curriculum development highlights the need for similarly critical reflection on the part of foreign language scholars on the potential value of further integrating LSP at the graduate level (master's and PhD).
The most prevalent articles in LSP to date discuss the growth of CSL programs and the benefits of that growth (Barreneche 2011; Ebacher 2013; Faszer-McMahon 2013; Hartfield-Mendez 2013; Lear and Abbott 2009; Leeman 2011; Sanchez-Lopez 2013). This increased growth has allowed for a plethora of research on the benefits of the incorporation of community service-learning into the higher education curriculum that aims to foster and stimulate the service-learning approach to foreign language instruction. Scholarship has also highlighted the place and role of students in this growth, noting favorable student responses to service-learning components of foreign language courses (Abott and Lear 2010;

Falce-Robinson 2012; Lear and Abbott 2009; Pellettieri 2011). Although attention is given to the challenges involved in implementing CSL in foreign language courses (see, for example, Lear and Abbott 2009), these discussions fail to consider how CSL in conjunction with LSP at the graduate level might better prepare future foreign language instructors in facing and overcoming these obstacles.

Similarly, the benefits of integrating service-learning with foreign language teaching, though well documented at the undergraduate level, are yet to be considered at the graduate level. Among the benefits noted by scholars include foregrounding the community (Plann 2002; Weldon 2003), which allows for the incoporation of all five C's identified by the ACTFL as crucial to successful teaching and learning (communication, cultures, connections, comparisons, and communities; see Abbott and Lear 2010). As shown in the literature, these benefits have a positive impact on student learning as well as on the communities involved. There have been class studies such as the one by Lear and Abbott (2010), for instance, that question how many of the students continue the work in the community after the course and how the connections are forged between the students and the community. Yet others offer their own classes as case studies testafying to how well the CSL model is performing within the communities (i.e., Bugel 2013; Carney 2013; Carracelas-Juncal 2013; Falce-Robinson and Strother 2012; Faszer-McMahon 2013; Hartfield-Mendez 2013; Lear 2013; Medina and Gordon 2014; Nelson and Scott 2008; Petrov 2013; Tilley-Lubbs 2004; Weldon and Trautmann 2003). This literature points to an increase in student motivation in learning the target language along with personal growth (Barreneche 2013; Falce-Robinson 2012; Grassi 2004; Medina and Gordon 2014; Petrov 2013). In addition, strong alliances can be formed with local school systems (Carney 2013; Guillen 2010; Hellebrandt 2013; Nelson and Scott 2008; Tilley-Lubbs 2004), local government services (Ebacher 2013; Weldon and Trautmann 2003), and many other local businesses (Nelson and Scott 2008; Petrov 2013; Plann 2002; Sanchez-Lopez 2013; Zapata 2011). Of interest for this article, however, is the notion that such courses have the potential to foster in students a sense of social action (see Abbott and Lear 2010). The above studies do not address, however, the implications of these benefits for graduate programs and graduate study in foreign languages.

While the literature on community service-learning in conjunction with Spanish for specific purposes has been positive, it has also identified challenges and limitations in conducting such courses, such as the presence and relative accessibility of a nearby Latino community, student preparedness (language and skill wise), resources, and logistical concerns on the part of the teacher and community partner (Barreneche 2011; Carracelas-Juncal 2013; Lear and Abbot 2009). Yet the challenges of training graduate students in the teaching of combined LSP and CSL courses, however, is not addressed.

As a whole, the literature on LSP and CSL shows that combining service learning with foreign language teaching is not only beneficial but ideal for preparing students to be engaged citizens and scholars in fostering the development of translingual and transcultural competency. Given the remarkable benefits highlighted by the literature and the related growth of LSP and CSL courses at the undergraduate level, it stands to reason that graduate programs would likewise benefit from integrating such a model as well as related graduate classes in LSP and CSL course design and instruction.

4. Transforming Graduate Programs in Foreign Languages Through LSP

Extending the MLA ad hoc committee on foreign languages' recommendations for broadening existing foreign language curricula and governance structures, I call for a reassessment of the goals and objectives of graduate programs in foreign languages beyond its current focus on producing future academics. This means de-centering and repositioning literature and language instruction courses alongside more diverse, interdisciplinary, collaborative, and applied courses that situate language within broader social, historical, geographic, and cross-cultural perspectives furthering the development of translingual and transcultural language competency (MLA 2007: 3). These goals shift the current emphasis away from language as an object of study in and of itself to language as an integral aspect of culture that pervades all facets of society, from literature to the professions. Among the more promising developments in the evolution of language curricula that may prove fruitful for the transformation of existing graduate programs in foreign languages along these lines is the emergence of and demand for Languages for Specific Purposes. Indeed, this paper corroborates and extends what previous scholars in the area of LSP have long noted and decried with regards to undergraduate foreign language education and the place of LSP therein (see, for example, Allen and Negueruela-Azarola 2010; Fryer 2012; Gómez 1990; Grosse and Voght 1990, 2012a, 2012b; Lafford 2012; Lear 2012; Long and Uscinski 2012). Yet while these studies do indeed reveal the growth of LSP at the undergraduate level and while there are indeed a growing number of academic positions in the area of LSP the same challenges that previously impeded the growth of LSP at the undergraduate level today hinder its development within graduate Foreign Language programs.

5. Toward a Remodeling of Graduate FL Programs and the Incorporation of LSP Courses at the Graduate Level

In this section, I describe a graduate course on how to teach Spanish for specific purposes with a service-learning component. I begin by describing the course and its stated objectives and goals. The objectives state the desired and measurable outcomes of the course while the goals reflect more general and abstract agendas encompassing the stated objectives. I then present the course assignments and projects.

This course is not just a theoretical approach but also an empirical one where students interact with local Latino immigrants in the community and develop cross-cultural skills. Such a course design allows students to be active participants in their own education and learning process, and is in keeping with current thinking on blending service-learning with traditional language teaching (see, for example, Abbott 2011; Lear 2012; Pérez-llantada and Watson 2011).

5.1. Course description

This course presents a multicultural approach to the teaching of Spanish for Specific Purposes (SSP) and civic engagement. In the course we discuss the effects of multiculturalism on the communication practices of the professional setting as well as theoretical and experimental research in Languages for Specific

Purposes (LSP). In addition, we analyze new insights into the adoption of culturally oriented perspectives in LSP, communication and comprehensive approaches to the discourse of professional, domain-specific communities, and communication practices and procedures operating in those communities. Finally, students will become familiar with how to design a teaching portfolio focusing on Spanish for specific purposes and civic engagement. This course has been designed for traditional as well as non-traditional students. Additionally, students spend 28 hours a semester in the local Latino community doing service-learning.

5.2. Course objectives

While the field of LSP is mainly focused on English and is currently offered in English departments, this course is oriented toward Spanish for Specific Purposes (SSP). That said, this course may be adapted to suit the needs of any language. For the puposes of this paper, however, the content (i.e., cultural experiences and role playing activities) will focus on Spanish, given my own area of expertise. I encourage others to use this course as a model and to create similar courses based on the language of expertise of the individual instructor.

The course objectives are discussed with the students on the first day of class so as to make certain students understand their level of responsibility within the course (given the service-learning component). Likewise discussed is the final project, which constitutes a teaching portfolio that includes all major assignments from the class, evidence of community engagement, social media interaction and promotion, and a final reflection paper (see Final Porfolio).

The course objectives are as follows:

- Introduce participants to the field of Spanish for Specific Purposes (SSP) within a theoretical framework for Language for Specific Purposes studies.
- Present the skills and competencies related to SSP.
- Present different methodologies and strategies for a SSP course.
- Present primary materials that may be used in SSP.
- Present classroom activities (Methods) for the SSP course.
- Present supplementary materials for development of the SSP course and curriculum.

The first objective is achieved by exploring existing publication in the field of LSP and Spanish for Specific Purposes (SSP). The remainder of the objectives are realized through classroom presentation, discussion, and critical reflection. For instance, class-time is devoted to presenting and discussing skills, materials, and methods needed to teach SSP as well as consider the contribution of teacher backgrounds (i.e., experience or training in a related professional field or in community engagement). In the process, students explore how to teach languages with a focus, learn how to assess and create new SSP course materials and activities, and think critically about the notion of expertise.

For students who do not plan to teach this kind of course, the class offers a reflective experience on how to explore and challenge the way to perceive the learning of another language and how to develop interpersonal skills.

5.3. Course goals

Among the primary goals of the course is the introduction of the applied aspects of SSP within local Latino communities. Indeed, students taking this course often double majors (i.e., business and Spanish) and are drawn to this course as a result

of its service-learning component. During the first week of class, each student picks an area of interest according to their future professional goals and chooses a community partner to collaborate with during the semester. For example, a student interested in theater and acting is linked to Cazateatro, a local bilingual non-profit organization whose main objective is to bring Latino culture to the community. The student in this scenario might work on a play, created by them in conjuction with the organization (developing linguistic abilities as well as creative writing skills), and present the play at the University (Bridging the gap).
The goals of the course, as stated in the syllabus, are as follows:

- Understand and assess the status of SSP in the context of globalization.
- Understand and critique questions and issues concerning SSP currently debated among academics.
- Analyze and critique theoretical and practical aspects of SSP (i.e., specialized communication practice, second language acquisition, linguistic and cultural awareness, etc.).
- Assess impact of globalization on intercultural communication within specific domains of social interaction and professional practice (i.e., education, healthcare, law enforcement, etc.).
- Understand Interdisciplinary connections, plurality, and diversity of SSP.
- Assess SSP in the classroom context.
- Create a teaching portfolio with a sample syllabus and objectives on a chosen topic in Languages for Specific Purposes.
- Reach out and engage local professionals.

5.4. Final teaching portfolio, presentation, and final project
The final project for the course is a teaching portfolio. In this project, the student demonstrates his/her ability to develop a teaching portfolio that follows the methods in the SSP field. The portfolio includes a sample syllabus, sample materials, performance assessment, and grading rubrics. Specific instructions about the final teaching portfolio are given in class. The project is turned in the day of the final exam. Students also present their teaching portfolio. Presentations take place the last day of class. Each student turns in a PowerPoint or Prezi handout.

5.5. Progress reports
Students monitor their progress in the class with progress reports every 2 weeks. These reports include an overview of all the hours and activities for that week (i.e., total hours spent watching videos, conversing with native speakers, volunteering, etc.), an indication of progress (toward language skills improvement or the final project and presentation), and a running total for the course. In addition, students write a short narrative of their progress toward the final project, noting their activities and explaining the self-improving activities. Students are encouraged to include their thoughts, ideas, and discoveries no matter how “simple” or “complex” they might be.
Depending on the institution, the hours for community engagement may be more or less than the 28 hours presented here. To alleviate student time constraints, this course allows 8 of the 28 hours to be fulfilled by language ”practice” (i.e., listening comprehension and verbal communication). The remaining 20 hours are specifically civic engagement hours designated toward the completion of the final project. Ideally, the service-learning hours should likewise advance student

language skills.

The report allows the intructor to assess student progress in the class and check for any major concerns. Knowing the students' experience in the community also helps in better supporting the students and the local partnering organization toward the successful completion of the service-learning projects. It also allows teachers to intervene in the even that there is a concern with a specific project or partnership before any major problems arise. This ensures a successful and positive community engagement journey for all involved.

The third portion of the progress report involves a phone call or social media inquiry to the local organization with the student present to discuss the project progress and partnership. In this way, students and partners have a better sense of the project's status as well as how best to proceed. This reflects a concern with ensuring the satisfaction and well-being of the community partner in addition to that of the student.

6. Mixed Method Survey

During the autumn semester of 2014 I conducted a survey on a 15-student course with service-learning. The results are presented in the following table. I used triangulation for accuracy, following the qualitative research methodology (see Denzin & Lincoln, 2005).

Ethnicity		Age	
White	6	18-20	2
African-American	5	21-25	12
Latino	3	25-30	0
Asian	0	30-35	0
Other	1	35+	1

Amount of Service Hours Completed at End of Course	
Less than 10 hours	1
20 hours	1
21-30 hours	5
31 or more hours	8

Out of School Responsibilities	
Raising Children	1
Caring for family	1
Work 32+ hours a week	5
Work 20-31 hours a week	3
Work 1-20 hours a week	4
Other	1

Key Skills Developed in the Service-Learning Course				
	Gained a lot	Gained a little	No Gain	N/A
Dispelled internalized stereotypes about others	7	4	1	3
Knowledge and assets to community	11	2	1	1
Increased sense of empathy, open-mindedness	11	9	1	1
Leadership skills in classroom or community	12	1	1	1
Skills in reading, writing, speaking or communicating	9	2	3	1

Coding Scheme: Service-Learning Course	
Pros	Cons
Applying knowledge to real life situations Adaptability skills Better experience, richer resume I challenged what I believed in Appreciation of diversity I learned a lot about immigration laws I am a better citizen because of this class	More work than a regular course Comfort zone My Spanish is not good enough We want more time in the community and less in the classroom

As we can see from the results, students gained leadership skills in the classroom and community the most, followed by increased sense of empathy, open-mindedness and knowledge and assets to community, then skills in reading, writing, speaking or communicating and finally dispelled internalized stereotypes about others. While the course is intended to develop language skills, the main focus is on service-learning and community engagement; However, developing Spanish skills in reading, writing, speaking or communicating happened naturally for students learning Spanish as a second language. Heritage speakers were also part of the course. The benefits of the course as identified by the respondents include: applying knowledge to real life situations, adaptability skills, better experiences, richer resumes, challenging preconceived assumptions and stereotypes, appreciation of diversity, learning about immigration laws, and being a better citizen because of this class.

I would like to mention that the approach presented here, engaging with the community, is really only possible in regions where there exists a sizeable immigrant community whose native language coincides with the one taught at the university in question. This is a drawback of the course; however, teaching about how to teach Spanish for specific purposes can be done in a region with no immigrants or Latino community since it encompasses the learning of the methodology (at the graduate level). The course could even be taught in a hybrid way (online and contact hours); undergraduate courses with service-learning components, however, do need an accessible community, as previously noted.

7. Significance of the Course

Through the progress reports, the final portfolios, and the hours in the community, it is clear that the students, community, and university all benefit from such a course. In situating Spanish language learning within a service-learning context, students grow not only intellectually, but emotionally as well. Specifically, they are able to empathize with the local Latino community and their particular service needs. In the process, they also begin to see how their language skills directly transfer in practical, service-oriented contexts. Lastly, they benefit from an educational experience uniquely tailored to their specific career goals and interests. Community partners likewise benefit from student engagement in the Latino community. The course has met with much enthusiasm on the part of local business, community organizations, and Latino service providers. Local non-profit organizations dedicated to the Latino community receive an influx of volunteers to support their causes as a result of the course. In addition to being grateful for the support, partners are genuinely excited at the prospect of working with new graduates interested in applying their language skills and professional expertise in service of the Latino community. That the local community partners benefit from this engagement is evident by the new and emerging partnerships that emerge with each new iteration of the course. As a result, the department and University itself benefit from the positive exposure and relationship with the community.

To emphasize the impact of this course on student learning, Latino partners, and on the goals and mission of civic engagement oriented institutions, the following is a quote from a student commenting on the course via a University administered course survey:

> The concept of this course is GREAT. I think it is an excellent approach to teach a language because it reflects reality, the use of Spanish in the real world and in everyday life. It was a hands-on community service class and I gained more experience in this class than I have in any other at the University. She [the professor] was very fun, upbeat and seemed to really this class! I used my Spanish skills during community service and it was a joy to be in this class. [The teacher] is the best professor to teach this type of courses because she is enthusiastic, nice to people, and very patient. I have definitely become more interested in the Hispanic community thanks to this course.

As the above quote illustrates, the impact of this course on students is significant and potentially even life changing as students take ownership of their knowledge by using it in a purposeful way.

With regards to the potential impact of such courses on graduate foreign language curricula, perhaps the most important short and long term benefit will be in the creation of language teachers with interest and knowledge in LSP able to replicate, build on, and expand such courses. In this way, this future generation will help to broaden the current, narrow focus of graduate language programs while producing well-rounded students confident in their ability to transfer and apply their language studies and service-learning experience beyond the classroom in meaningful and productive ways. Creating space for such courses within existing foreign language programs are the gateway to bridging the gap between institutions and community engagement.

8. Conclusion

Graduate foreign language programs face the daunting task of reinventing themselves in order to remain relevant at the turn of the twenty-first century. As the survey above underscores, a narrow focus on producing language teachers and future academics is stifling the potential growth and value of language programs within institutions of higher learning. At the same time, a growing Latino immigrant population and an increasing need for service providers with Specific language skills is pointing the way toward new areas of teaching, service, and research. While undergraduate courses in LSP and SSP are indeed on the rise, there is still a need for graduate level SSP coursework. The course presented in this article is one possible solution; a different approach to higher education.

If institutions of higher learning value community engagement as central to their mission, as many do, than it behooves foreign language departments within those institutions to adopt course templates such as the one presented here. Such a course has the potential to close the gap between the university and the community, provide students with practical language skills geared toward their particular career goals and interests, engender empathy among students for the Latino and other immigrant communities, positively impact local Latino communities and partnering organizations/service providers, and expand the scope and focus of existing graduate foreign language programs. These are important and necessary steps toward updating and making foreign language study in the twenty-first century.

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THE U.S. FOREIGN LANGUAGE DEFICIT, LANGUAGE ENTERPRISE, AND LANGUAGES FOR SPECIFIC PURPOSES

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Abstract: *At present, there is a gap between the need for foreign language skills and their availability in the U.S. marketplace, resulting in a monolingual American in a multilingual global workplace. The Language Enterprise, a partnership of government, academia, and the private sector, can collaborate to effectively address the U.S. foreign language deficit and to close the gap between the availability of foreign languages skills and the need for them in the U.S. workplace. High profile partnerships, such as the "Many Languages One World" (MLOW) Essay Contest and Global Youth Forum, and advocacy initiatives such as the American Association of Teachers of French (AATF) Commission on Advocacy, the National Organization of Business Language Educators (NOBLE), the Joint National Committee for Languages and the National Committee on Languages and International Studies (JNCL-NCLIS) will be described. This article will also examine career opportunities as language specialists and other careers enhanced by foreign language skills, as well as the importance of creating a sustainable framework for motivation in order to empower U.S. students studying foreign languages to achieve the level of foreign language proficiency needed in the workplace. In order to bring about the needed paradigm shift, a sustainable framework for successful foreign language learning would also require pre-professional and career-oriented programs in foreign languages included under the umbrella of Languages for Specific Purposes (LSP) and Business Language Studies (BLS). The recommendations of the Modern Language Association report, "Foreign Languages and Higher Education: New Structures for a Changed World," with its proposed transformation of the traditional 2-tier system into an "integrative approach with multiple pathways to the major, clearly demonstrate the importance of programs in Languages for Specific Purposes (LSP) and Business Language Studies (BLS). Conclusions and future needs also include the significance and importance of high-profile partnerships such as "Many Languages One World," (MLOW), the establishment and enforcement of foreign language requirements, the importance of heritage language speakers, and the necessity for a unified strategic advocacy campaign bringing together all sectors of the Language Enterprise.*

Keywords: foreign language deficit; language enterprise; advocacy; many languages one world; language services; languages for specific purposes; business language studies

1. The U.S. Foreign Language Deficit

Americans are among the least likely in the world to speak another language, and this lack of foreign language skills among Americans has a negative impact on our economic and national security. Despite a long-term public conversation on the need for foreign languages, little progress has been made. In addition, career opportunities exist for those with foreign language skills in education, government, and business.

According to a Gallup poll (McComb, 2001), with only one in four Americans reporting the ability to hold a conversation in another language, compared to 56% in Europe, according to *Europeans and Their Languages*, from Eurobarometer (2005). In addition, relatively few Americans study foreign languages, According to the *Foreign Language Enrollments in K–12 Public Schools: Are Students Prepared for a Global Society?* from the American Council on the Teaching of Foreign Languages (ACTFL), 18.5% of students at the K-12 elementary and secondary level and according to *Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009*, from the Modern Language Association (MLA), 8.6% of students at the college and university level are enrolled in a foreign language or in a language other than English respectively.On the other hand, according to the Bureau of Labors Statistics' *Occupational Outlook Handbook* (OOH) and the *Ferguson's Career Guidance Center* database, career opportunities exist in the language services industry, in education, in government, in international business, and in other careers, for Americans with foreign language skills. A 2012 US Senate Hearing, *A National Security Crisis: Foreign Language Capabilities in the Federal Government*, confirmed that many positions requiring foreign language skills in the Federal Government remain unfilled because of a lack of qualified candidates. In the 2009 Language Flagship report, *What Business Wants: Language Needs in the 21st Century*, the "opportunity cost" of the lack of foreign language skills within U.S. companies in developing new business opportunities and keeping them in a competitive global marketplace is examined (4). The 2012 Association for Training & Development (ASTD) report, *Bridging the Skills Gap: Help Wanted, Skills Lacking: Why the Mismatch in Today's Economy?* includes a study on the importance of foreign language skills in the healthcare workplace (19).

The gap between the need for foreign language skills and the number of Americans who possess foreign language skills has been demonstrated to be the challenge, but the challenge is two-fold. The first challenge is to raise awareness of the professional and career opportunities available to those with foreign language skills among Americans generally, and American students in particular. A second challenge is to create the social and learning environment necessary to create and support motivation so that American students will stay the course to develop the proficiency, and even fluency, needed in the workplace. This second challenge is both social and educational, requiring support for continued interest and motivation and the development of pre-professional and career-oriented foreign language programs within the areas of Languages for Specific Purposes (LSP) and Business Language Studies (BLS).

In order to effectively address the U.S. foreign language deficit,
a strategic social marketing campaign and a language enterprise partnership are needed.

2. The Role and Importance of the Language Enterprise in the U.S. and Beyond

The Language Enterprise is a partnership of education, business, and government. Foreign language skills are a competitive advantage, and should be treated as such. In his 2013 presentation, *The Language Enterprise in the US: The View from Washington*, Bill Rivers, the Executive Director of the Joint National Committee for Languages and the National Committee on Languages and International Studies (JNCL-NCLIS), defined the Language Enterprise, writing that "the 'Language Enterprise' encompasses everyone who enables communication among different cultures and languages." He went on to place the number of people engaged in the language enterprise at "300,000 in the educational sector, 200,000 in the private, more in government," and its economic importance at "$25b each year in the US economy".

The following are 2 examples of successful Language Enterprise collaborations.

2.1 The "Many Languages One World" Essay Contest and Global Youth Forum -- The Language Enterprise in Action at the United Nations and in the United States

The "Many Languages One World" (MLOW) Essay Contest & Global Youth Forum is a wonderful example of the global Language Enterprise in action. Sponsored by the United Nations Academic Impact (UNAI) and ELS Educational Services, and hosted by Adelphi University, it represents the Language Enterprise partnership of government, private enterprise, and academia.

Launched in October 2013, with the goal of promoting multilingualism and the study of the official languages of the UN, this event invited college and university students from all over the world to submit essays on the theme of multilingualism and global citizenship in one of the official languages of the UN -- but not in the writer's native language or the language of his/her schooling. Over 1,400 students from 128 countries entered the contest, 300 universities and 4,000 people participated, and 60 winners (10 for each of the official languages of the UN) were selected to be brought to New York to present at the UN General Assembly in June 2014.

This author was honored to have been invited to participate as the French language facilitator in the selection of the winners and in their preparation of their presentations, and to have accompanied them to the UN..

The collaboration of private enterprise (ELS), government (the UNAI), and academe (the university and faculty sponsors of the students, and the host university -- Adelphi) in this event was significant.

2.2 The British Academy and the "Case for Language Learning" -- The Language Enterprise in Action in the United Kingdom

A noteworthy example of the Language Enterprise partnership at work in the UK has been "the Case for language learning" series in the *Guardian* and the annual Language Festival.

In 2011, the British Academy launched a 4-year program, which according to its website was intended "to deepen awareness and demonstrate the importance of languages in the humanities and social sciences".

This program has included a partnership with the *Guardian* as co-sponsor of the "case for language learning" article series, the Language Festival in 2013 and 2014, the London Language Show in 2013 and 2014, and additional partnerships. A series of publications, beginning with the Position Statement, *Language Matters*

More And More, in 2011, is scheduled to conclude with the publication of *Born Global: Rethinking language policy for 21st Century Britain*, in 2015
The important factor is that -- in the UK -- the Language Enterprise partnership has led to concerted action at the highest levels.

3. Advocacy for Foreign Languages and the Language Enterprise

Advocacy for foreign languages takes place on several levels -- the Language Enterprise, or the partnership of business, government, and academia; professional lobbying at the national level; professional associations; and concerned citizens at the local, state, and national level.

3.1 The American Association of Teachers of French (AATF)

The American Association of Teachers of French (AATF) is an example of foreign language advocacy in action. The AATF is noteworthy for its Commission on Advocacy, Commission for the Promotion of French, Commission on Cultural Competence, and Commission on French for Business and Economic Purposes, etc.
This author is honored to have been selected as a the Chair of the AATF Commission on Advocacy.

3.2 The Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS)

JNCL-NCLIS is the national lobbying body for foreign languages in the nation's capital, comprised of professional organizations of language educators and of language services companies. Berlitz, whose ELS Language Services was one of the sponsors of "Many Languages One World," is one of the newest members of JNCL-NCLIS, as announced in the October 2014 JNCL-NCLIS Newsletter. A recent review of its website found 94 member organizations, 6 of whom are members of JNCL only.

3.3 The National Organization of Business Language Educators (NOBLE)

An organization dedicated to the development of foreign language skills for the global marketplace, NOBLE has existed since 2009. The organization offers resources and information online and through regularly scheduled webinars. This author is honored to have been invited to present the opening webinar of the 2014-2015 academic year in October 2014, and the presentation was entitled *How Foreign Languages Can Give You the Professional Edge*.

3.4 The American Translators Association (ATA)

According to its website, "ATA is a professional association founded to advance the translation and interpreting professions and foster the professional development of individual translators and interpreters." In support of this mission, ATA also sponsors a school outreach program intended to promote awareness of the career opportunities available to students at all levels. ATA is also a member of JNCL-NCLIS.

3.5 The Centers for International Business Education and Research (CIBERs)

There are over 30 CIBER programs on U.S. campuses which provide education to on-campus students and impart best practices to other institutions. The CIBERs were created by Congress in 1988 to foster intercultural competence and global competitiveness.

3.6 The Language Flagship

The Language Flagship is a program at over 20 institutions of higher education to foster language skills in the ten languages determined to be critical to national security and to develop corresponding intercultural skills. The Language Flagship has also most recently expanded to include K-12 initiatives and programs such as STARTALK and The National Security Language Initiative for Youth (NSLI-Y), sponsored by the Department of State.

3.7 Foreign Language Immersion Programs in Louisiana, Utah and Delaware

Louisiana's French Immersion schools, Utah's Dual Language Immersion program, and the Delaware World Language Immersion programs are among the best examples of the growth of foreign language immersion programs in the U.S. and of foreign language advocacy at the state level.

3.8 The American Language Enterprise Advocacy (ALEA)

The American Language Enterprise Advocacy (ALEA), an alliance of the Globalization and Localization Association (GALA) and the National Council for Languages and International Studies (NCLIS), is an advocacy initiative launched in 2013.

4. Foreign Languages and Foreign Language Advocacy in the United States

The current public conversation of foreign languages in the U.S. began with the 1979 Presidential Commission had issued its report, *Strength through Wisdom*, and in 1980, Senator Paul Simon published *The Tongue-Tied American*, opening the current conversation on foreign languages. The events of 9/11 brought the lack of U.S. foreign language skills to the forefront of the public conversation. Many reports and initiatives on the importance of foreign language skills followed.

The *Languages for All: The Anglophone Challenge* initiative culminated in a conference in September 2013 and has served to launch a 5-year plan to promote and advocate for foreign languages in the United States.

5. Foreign Language Advocacy beyond U.S. Borders

The European Union has embraced multilingualism as a core value and has promoted plurilingualism -- mother tongue plus two -- and the adoption of *The Common European Framework of Reference for Foreign Languages* (CEFR). Since 2001, the European Day of Languages, an initiative of the Council of Europe, has been observed on September 26th.

The United Kingdom has advocated strongly for languages. The current campaign for foreign language learning, a collaboration of the British Academy and the *Guardian* has included the publication of several major reports. Educational reform has included the expansion of foreign language to the elementary grades, a reform of the A-level exams, a re-examination of the GCSE requirements and curriculum, and a new entry-level for the undergraduate foreign language major.

6. Career Opportunities in Foreign Languages -- The Importance of Foreign Language Skills for the Individual

Individuals learn languages for different reasons, but cultural affinity and career opportunities are among the most important. Opportunities in the workplace for those with foreign language skills include careers as language specialists, which include foreign language education and language services, and careers that are enhanced by foreign language skills, which include international business, social services, etc.

In the 2002, "The Returns to Speaking a Foreign Language," Saiz calculated that earnings are 2% more for those who speak a foreign language, and that foreign language benefit is different for each of the languages studied, with German, at 3.8%, the highest of the languages studied. According to the *Occupational Outlook Handbook* (OOH), opportunities for careers in foreign languages are predicted to increase "much faster than average" and to have median earnings of over $10,000. above the median wage for all workers, which indicates opportunities for employment and for above average earnings.

As has been demonstrated by the above, there are numerous career opportunities and career paths for U.S. students with the necessary foreign language skills in this sector, but many students are unaware of the opportunities that exist, especially those that exist in the private sector.

In addition to median wage and growth of employment, the sheer size of the language sector is an indicator of the number of opportunities. According to Rivers, in his 2013 presentation, *The Language Enterprise in the U.S.: The View from Washington*, the number of people engaged in the language enterprise at "300,000 in the educational sector, 200,000 in the private, more in government," and its economic importance at "$25b each year in the US economy".

6.1 Careers as Language Specialists

U.S. students tend to be unaware of the range of career opportunities, but the *Occupational Outlook Handbook* finds that the median pay for interpreters and translators is well above the national average and that opportunities are projected to increase at a faster-than-average rate over the next 10 years. Careers in education also provide higher than average earnings, with the rate of growth for elementary school teachers projected to increase at the national average, while opportunities for high school teachers are projected to grow at a slower than average rate.

Selected data from the *Occupational Outlook Handbook* includes the following.

6.1.1 Median Pay

- Interpreters and Translators -- $45,430.
- High School Teachers -- $55,050.
- Kindergarten and Elementary School Teachers -- $53,090.

6.1.2 Projected Rate of Growth 2012-2022

- Interpreters and Translators -- 46% (much faster than average)
- High School Teachers -- 6% (slower than average)
- Kindergarten and Elementary School Teachers -- 12% (as fast as average)

6.1.3 Other Factors

Factors to keep in mind include the overall size of the language services industry, which is over $35 billion globally, and 15 billion in the U.S. alone, as well as the number of U.S. companies in the top 10 (5), and the number of U.S. companies in the top 100 (30), according to Commonsenseadvisory's *The Top 100 Language Service Providers: 2013* . It is also important to note that opportunities and compensation for foreign language educators vary from state to state, as foreign language programs and graduation requirements vary.

This objective data from the Bureau of Labor Statistics clearly demonstrates that there are opportunities in the U.S. in both language services and foreign language education, offering pay above the national median salary. However, the growth of opportunities in the language services sector, in which employment is projected to increase by 46%, much faster than average, is significantly greater and is, paradoxically, the area less familiar to U.S. students.

6.2 Careers Enhanced by Foreign Languages

Careers enhanced by foreign languages fall into three broad categories: those which benefit from cultural intelligence (CQ); careers in international business; and other careers.

6.2.1 Careers in International Business -- "What's Your Language Strategy?"

According to Neeley and Kaplen, in their September 2014 *Harvard Business Review* article, "What's Your Language Strategy?" "language pervades every aspect of organizational life. It touches everything. Yet remarkably, leaders of global organizations, whose employees speak a multitude of languages, often pay too little attention to it in their approach to talent management" (72).

It is also interesting to note that, although many Americans and other English-speakers believe that English is the global *lingua franca*, many important global economies do not necessarily possess the level of English language skills that many Americans may suppose. According to English First's 2014 *English Proficiency Index* website, Russia, China, Brazil, and Mexico are rated "low proficiency" and Saudi Arabia is rated "very low proficiency," re-confirming the need for foreign language skills among English-speakers, including Americans.

Foreign language is a marketable skill, especially in international business, and the question of foreign languages concerns both business education and companies themselves. A quick review of their websites by this author revealed that even the most highly-ranked Schools of Business Administration in the U.S., (Harvard, Stanford, UPenn/Wharton, ranked at #1, and Chicago/Booth, and MIT/Sloan rounding out the top 5), do not generally require a foreign language for their MBA students, although they have developed and support a wide range of global experiences for their students. However, instruction is generally conducted in English.

6.2.2 Other Careers

Many careers within government, including local, state, and federal government, the military, law enforcement, judicial system, and the State Department offer careers opportunities that either require or prefer foreign language skills, or pay an extra stipend for foreign language skills.

7. Bridging the Foreign Language Skills Gap -- Motivation and Languages for Specific Purposes

The challenge is to empower U.S. students to develop their foreign languages skills to the level required in order to be an asset in the workplace. While it is one thing to inform students of the opportunities available to those who possess foreign language skills, it is quite another to raise the level of foreign language skills among a significant number of U.S. students. An overall strategic framework to support both motivation and learning is essential, with the campaign to motivate prospective students to begin and to continue foreign language learning complemented by foreign language programs to support a range of professional and career objectives. However, even if a campaign is successful, the challenge remains to maintain motivation in students to continue the prolonged study of one or more foreign languages necessary to reach the advanced levels of proficiency and fluency needed in the workplace.

Intrinsic motivation is of critical importance in foreign language learning and the most effective predictor of student foreign language learning outcome. According to Swift, in *Foreign Language Competence And International Business: A Cultural Approach,* cultural affinity is the most powerful motivator, and this is most difficult challenge in the U.S., where geography and history have made it less likely for young people to desire to learn foreign language skillsThis is where adequately funded and supported extra- and co-curricular programming at all levels can make all the difference, giving students the opportunity to use their language skills in enjoyable settings on a regular basis and to make their new language skills a positive part of their daily life, rather than having to study for years before a high-stakes or one-time-only study abroad or travel abroad experience.

When motivation is supported by a sustainable framework of community and co-curricular programming, and learning is supported by relevant and pragmatic foreign language programs including Business Language Studies (BLS) and other pre-professional and career-oriented programs in Languages for Specific Purposes (LSP), a paradigm shift in U.S. foreign language skills becomes a realizable goal.

8. Future Directions

Future directions include advocacy initiatives by the Language Enterprise, bringing together education, business, and government in support of foreign languages, the establishment and enforcement of foreign language requirements in higher education, effective outreach to heritage language speakers and development of programs designed to empower them to maximize the career potential of the combination of their heritage language and their English language skills, and continued energetic advocacy by all stakeholder groups.

8.1 The Significance and Importance of "Many Languages One World" (MLOW) -- The Language Enterprise Advocacy Partnership in Action

The "Many Languages One World" Essay Contest and Global Youth Forum is a stunning example of a high-profile inspirational event showcasing the importance of foreign languages, made possible by the public-private-academic partnership described by William Rivers as the "language enterprise."

8.2 Higher Education -- Foreign Language Requirements and Languages for Specific Purposes (LSP)

As recommended by the 2007 Modern Language Association (MLA) report, *Foreign Languages and Higher Education: New Structures for a Changed World,* the transformation of college and university programs beyond the traditional 2-tier model to include areas other than literature is essential to the effecting the paradigm shift needed to effectively address the U.S. foreign language deficit and to overcome the foreign languages skills gap (2,3). This "integrative approach with multiple paths to the major" would include interdisciplinary and pre-professional programs in Languages for Specific Purposes (LSP) and Business Language Studies (BLS) (4,5).

It is interesting to note that, although many institutions embrace global/international education, the author's doctoral research found that undergraduate programs in international/global studies did not require a foreign language beyond the intermediate level and that foreign language proficiency and fluency were not program goals.

8.2.1 The Role and Importance of Heritage Language Speakers

Heritage language speakers possess language skills that may be under-utilized, both in their own personal careers and for the benefit of society. Programs specifically addressing the needs of heritage language speakers must be developed and expanded for heritage language speakers, as their linguistic journey to the language skills workplace may be different from that of non-native speakers.

Programs like the *Puerta al Futuro*, *Latino Promise*, *MiraeRo*, and *Cheng Gong* programs offered a Fairleigh Dickinson University offer recent immigrants and other heritage language speakers of Spanish, Korean, and Chinese respectively, an opportunity to build on their bilingual skills and to acquire the U.S. educational credentials and English-language fluency needed for positions requiring foreign language or bilingual skills.

8.2.2 The Importance of Advocacy

Professional associations like the ACTFL, AATSP, AATF, and others, the Modern Language Association (MLA), and the national advocacy group JNCL-NCLIS form the basis of the national advocacy movement emanating from the profession. However, regional groups such as CODOFIL, Action cadienne, and Francophonies des Ameriques play a complementary and significant role.

The expansion of JNCL-NCLIS membership to include corporate members is among the most interesting examples of public- private sector foreign language collaboration, with Berlitz and LanguageLine Solutions among its newest corporate members.

9. Conclusions

Americans are among the least likely in the world to speak another language, and the lack of foreign language skills impacts our economic and national security, our individual careers, and our ability to understand and enjoy all that the world has to offer.

Foreign language skills offer a "competitive advantage," as defined by Michael

Porter in his trilogy, to those nations and corporations that can effectively deploy needed foreign language and cultural skills. They are also a competitive advantage, or "resume differentiator," as described by Risner, in *Are We Prepared for the Jobs of the Future?* for the individual in the globalized workplace.
The U.S. foreign language deficit has caused a shortage of critically needed foreign language skills at a time when globalization has made them more necessary than ever. For decades, foreign language educators and others have chronicled the decline of foreign language education among English-speaking Americans and the subsequent failure of foreign language enrollment to rebound proportionately in response to the needs of the globalized world
Effective advocacy by all segments of the Language Enterprise, a collaborative partnership of education, business, and government is essential in bringing about the needed paradigm shift in both motivation to learn another language and the education and training to maximize the career advantage that business proficiency, or even fluency, can bring. The "Many Languages One World" (MLOW) Essay Contest and Global Youth Forum and the British "Case for language learning" are high-profile examples of the impact of the Language Enterprise partnership.
Career and professional opportunities exist for those with foreign language skills in business, government, and educators, as language specialists or in careers enhanced by foreign language skills. However, to bridge the gap between the foreign language skills that are needed by business, government, and our multicultural society, and the current level of interest in foreign languages among U.S. students, the advocacy campaign to motivate students to study foreign languages must take place within a learning environment which supports professional- and career-oriented foreign language learning. Programs in Languages for Specific Purposes (LSP) and Business Language Studies (BLS) are the most effective pathway to effectively addressing the U.S. foreign language deficit and in bridging the foreign language skills gap.
The 2013 *Languages for All?* initiative website sums it up best with,

> "in recent years, much of the discussion regarding foreign language education has centered on its perceived benefits: a more robust economy, stronger national security, improved cognitive ability, and advantages in college admissions and the job market, just to name a few. Recent surveys show that 85 percent of American adults now believe that it is important for youth to learn a second language, yet 79 percent of Americans are still monolingual. It’s time to shift the discussion from 'Why should we learn a second language?' to 'Why aren’t we learning languages?'"

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L'APPRENTISSAGE DE L'ANGLAIS DE SPÉCIALITÉ : DE L'AUTHENTICITÉ AU DÉVELOPPEMENT D'UNE IDENTITÉ AUTHENTIQUE

LEARNING ENGLISH FOR SPECIFIC PURPOSES (ESP): AUTHENTICITY AND THE DEVELOPMENT OF AN AUTHENTIC IDENTITY

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Abstract: *The aim of this article is to reflect on the notion of authenticity and the use of authentic materials in English for Specific Purposes (ESP). In the professional context, ESP requires the use of specialized and authentic documents. Within the framework of a professional language for specific purposes program, this article firstly proposes a definition of the notion of authenticity before undertaking to examine various forms and applications of authentic documents or tasks. The author also proposes the conception of a new paradigm model for authenticity in the shape of a diamond, which is based on the synthesis of existing qualitative research studies. In this paradigm, authenticity and the language teacher are at the core of language teaching which brings together the learners (and their needs), the professional tasks and the authentic documents. In order to better appreciate the usefulness of authentic documents - such as video, sound, texts and photos - in the ESP context, the pedagogical approaches and criteria which are involved in choosing appropriate authentic materials and tasks are also shared. In addition, the article offers insight into current research on how to successfully integrate authentic materials into the ESP teaching environment through the use of film and television series. The critical research and findings of this article are of use to teachers of language (for specific purposes teachers) or language didacticians who wish to focus on the use of authentic documents when preparing their syllabus. Finally, this article shows that simplifying authentic documents is not always in the best interest of learners who are preparing for careers which require candidates who are professional and ready for employment.*

Keywords: Authenticity; authentic documents; English for Special Purposes (ESP); language didactics; pedagogical use of film; motivation.

1. Introduction

Dans le contexte de l'enseignement des langues, la notion de l'authenticité intègre deux dimensions fondamentales. La première concerne les documents authentiques qui sont produits par et pour les locuteurs natifs. La seconde est fondée sur l'interaction communicative, l'utilisation de la langue et donc l'engagement des procédures interprétatives choisies par l'enseignant de langue (Maria Luisa Pérez Cañado & Ana Almagro Esteban, 2005). Ces deux dimensions sont inséparables et, par conséquent, elles doivent impérativement être présentes à travers la méthode pédagogique envisagée. Ainsi, il est possible de satisfaire à

la fois à l'obligation d'enseigner un discours communicatif et à celle de créer un programme valide et pertinent. Dans ce cas, le rôle de l'enseignant est, en premier lieu, de proposer des supports pédagogiques utiles, voire réels, et pas seulement des documents caractérisés par un discours artificiel ou simplifié pour des besoins pédagogiques. Il s'agit ensuite de faciliter l'interprétation et l'acquisition de ces documents authentiques par les apprenants.
Si l'on ajoute cette dimension authentique à l'enseignement de l'ASP (anglais de spécialité), l'enseignant peut alors proposer des cours fondés sur un discours qui reflète la réalité communicationnelle dans son contexte naturel. Le choix des documents authentiques est désormais très vaste et abondant, mais également fonctionnel au regard de la richesse de la langue, du discours et de la culture. Du lexique spécifique aux discours naturels et à l'interculturalité, les documents authentiques peuvent illustrer une dimension réaliste et refléter les multiples usages de la langue dans leurs justes contextes. Afin de mieux préparer les apprenants à leur avenir professionnel, il est donc important que les méthodes d'enseignement et d'évaluation ainsi que les ressources matérielles choisies soient appropriées et reflètent davantage le monde professionnel.
Selon Marie-Christine Deyrich (2004), les tâches d'enseignement-apprentissage peuvent être conçues pour le développement d'une méthodologie transférable à partir des savoir-faire langagiers jugés utiles dans des circonstances professionnelles. Néanmoins, étant donné l'abondance de documents authentiques disponibles parmi lesquels il faut savoir choisir, il est nécessaire de bien comprendre la notion d'authenticité. Pour cette raison, avant de présenter les atouts et les inconvénients de l'utilisation de documents authentiques ainsi que les conclusions de quelques études récentes et d'un certain nombre de pistes de réflexion que celles-ci peuvent susciter, nous proposons de commencer par la définition de l'authenticité d'un point de vue théorique. En langage courant, l'utilisation de mots tels que « naturel », « authentique », « véritable » et « réaliste » pour qualifier la notion de « l'authenticité » n'est pas suffisamment transparente pour comprendre toute son étendue. Dans le contexte d'une langue de spécialité, il convient donc de définir davantage ce concept par rapport à l'apprentissage des langues et ensuite, de présenter l'apport pédagogique des documents authentiques.

1.1. Comment définir cette notion ?

Définir le concept d'authenticité est un défi vaste et complexe. Selon le dictionnaire français le *Larousse*, l'« authenticité » est définie par « caractère de ce qui est authentique, vrai » (Larousse). Les mots « croyable » et « plausible » sont également associés à cette notion. L'authenticité est ainsi considérée comme variable selon le contexte, mais son interprétation, bien qu'élémentaire en apparence, reste délicate sinon problématique. D'une perspective pédagogique, Jean-Claude Bertin (1994) propose l'idée que l'on s'approche à l'authenticité lorsqu'il s'agit d'une représentation qui est fidèle à la réalité. Subséquemment une représentation authentique peut alors prendre plusieurs formes (textes, interprétations, tâches, etc.). Avant d'examiner les formes, il faut d'abord débuter par une l'approche linguistique.

1.2. Quelle approche linguistique?

Dans le but de mieux comprendre la notion, il est possible de la scinder en quelques fractions ou champs. Partant d'une approche linguistique, Michael P. Breen (1985 : 60-70) divise la notion d'authenticité en quatre champs distincts :

- l'authenticité des textes employés par les apprenants ;
- l'authenticité des interprétations par les apprenants des textes ;
- l'authenticité des tâches développées à partir des supports pédagogiques, et
- l'authenticité de la situation sociale de la salle de classe.

En ce qui concerne l'authenticité des tâches, Lyle F. Bachman (1990) propose qu'une tâche peut être considérée comme authentique seulement si elle parvient à respecter l'authenticité situationnelle et interactionnelle à laquelle elle se réfère. Autrement dit, la tâche se doit d'être formellement réaliste, tout en encourageant l'interaction discursive dans un contexte crédible. David Taylor (1994) reprend la position de M.P. Breen et L.F. Bachman en simplifiant et en regroupant l'authenticité en trois types de domaines : l'authenticité de langue, de tâche et de situation. Malcolm N. Macdonald *et al.* (2006) approfondissent en remplaçant « tâche » par « compétence » ce qui est un pas décisif puisqu'il privilégie le potentiel à l'actionnel. L'authenticité est alors différenciée selon quatre paramètres : l'authenticité du document, le type de compétence, le type d'apprenant et de contexte de salle de classe.

Avec chaque avancée théorique fondée sur des études empiriques, l'univers de l'authenticité s'étend à d'autres notions associées, telles que le « naturel » (« *naturalness* ») selon D. Taylor (1994) et « l'authenticité » (« *genuineness »)* selon H.G. Widdowson (1998). Est-il possible que ces glissements linguistiques soient éventuellement liés à des choix de sens quelque peu différents du fait d'un recours à une étymologie anglo-saxonne, grecque ou latine ? Si la réponse à cette question est positive, on peut alors entrer dans un débat philologico-linguistique. Pendant ces trois dernières décennies, l'interprétation du mot « authenticité » a, de fait, beaucoup évolué et aujourd'hui, dans le cadre de l'enseignement de langues à objectifs professionnels, elle s'associe à plusieurs axes d'analyse prometteurs comme l'augmentation de la motivation (Matthew Peacock 1997) et une réduction de l'anxiété de la part de l'apprenant, grâce à la préparation et au développement professionnel de l'apprenant (D. Nunan 2004).

1.3. Quel modèle pour l'authenticité : une pyramide ou un diamant ?

D'une perspective pédagogique et sociale, l'authenticité est représentative de l'expression de soi-même dans la société d'après Patricia Cranton & Ellen Carusetta (2004 :5-22). L'analyse de leurs données révèle cinq dimensions de nature plutôt sociolinguistique de l'authenticité :

- la conscience de soi ;
- la sensibilisation aux autres ;
- les relations entre enseignants et apprenants ;
- la sensibilisation à leur contexte, et
- une approche intégrant une réflexion critique de l'utilisation de la langue.

En outre, leur étude démontre que la pédagogie peut et doit tenir compte des situations du monde réel afin que les apprenants puissent maîtriser un discours authentique tout en assumant des tâches pragmatiques.

Toutefois, l'efficacité des documents authentiques dépend considérablement de la pédagogie, des connaissances et de l'expérience professionnelle de l'enseignant. Donna Tatsuki (2006), qui propose un modèle théorique (cf. Figure 1), soutient que l'authenticité se trouve au centre d'un triangle dont les trois sommets sont : les utilisateurs, les textes et les situations. L'interaction des trois sommets est le lieu de naissance de l'authenticité.

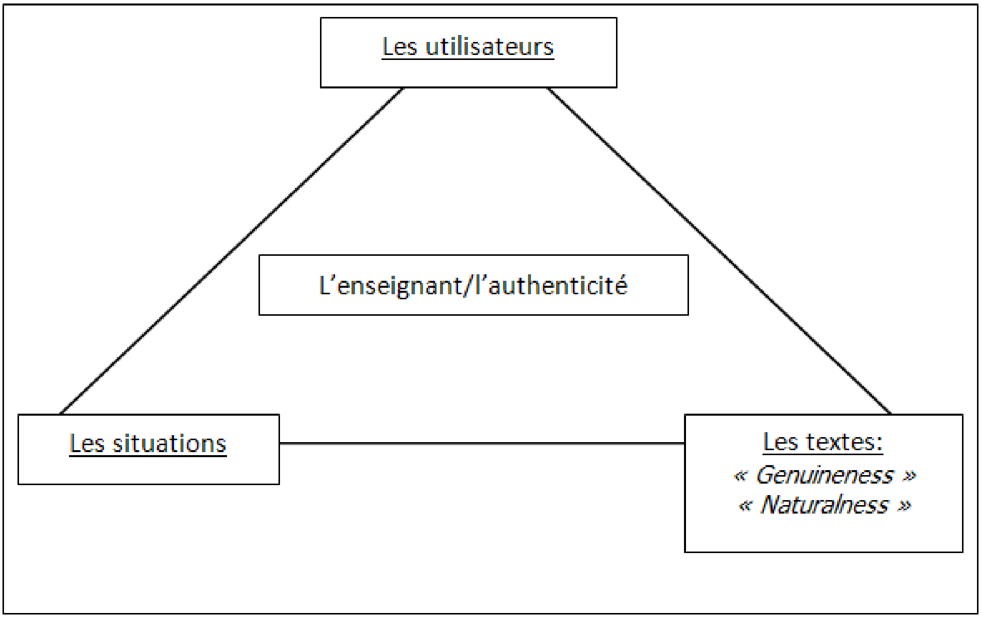

Figure 1 : L'interaction des utilisateurs, des situations et des textes
Source : Adaptée de Tatsuki (2006)

Pourtant, l'enseignant est non seulement responsable du choix des documents authentiques utilisés (les textes, illustrations, vidéos, graphiques…), mais également des méthodes pédagogiques adoptées (mise en scène des situations et des tâches) afin d'expliquer la langue aux apprenants. Par la suite, l'enseignant assume la mise en place et l'évaluation des tâches situationnelles et interactionnelles. On peut donc émettre l'hypothèse que l'enseignant qui met en place un contexte d'authenticité se situe également à l'intérieur de ce triangle. À travers son discours authentique et en utilisant les tâches et les textes choisis, l'enseignant peut garantir une certaine authenticité et faciliter l'apprentissage. D'après Nematullah Shomoossi & Saeed Ketabi (2007) l'enseignant symbolise le *nexus* entre les ressources pédagogiques, les tâches et les apprenants ; et il sert de moteur puisque le rôle de l'enseignant est le responsable pédagogique, celui ou celle qui motive les apprenants en facilitant l'interaction entre les apprenants et les documents authentiques.
N. Shomoossi & S. Ketabi (2007) expliquent que la définition de l'authenticité n'est pas un concept binaire et ne s'explique plus par le biais d'une simple dichotomie (authentique ou non-authentique) étant donné que l'authenticité d'un document relève de plusieurs caractéristiques (qualité, justesse, réalisme) qui sont plus ou moins « authentiques », « réelles » ou « vraisemblables ».
Une véritable ambiguïté liée à la notion d'authenticité demeure dans le débat entre ce qui est « naturel » et ce qui est « véritable» puisque les définitions de « naturel » et de « véritable » varient d'une source à une autre. Il est de notre

sentiment que la notion d'authenticité est souvent présentée comme un véritable univers à l'intérieur d'un univers. Néanmoins, l'utilisation pédagogique des documents ou des tâches authentiques symbolise surtout une approche didactique qui peut assister, encourager et motiver l'étudiant tout en façonnant son propre identité authentique et donc professionnelle.
Dans son article, Alex Gilmore (2007) évoque cette ambiguïté en ajoutant quatre domaines distincts au débat :

- le fossé croissant entre le discours authentique et les ouvrages pédagogiques ;
- le débat contemporain concernant l'anglais comme langue internationale ;
- l'authenticité et la motivation, et
- la difficulté du texte ou de la tâche et son impact sur l'apprentissage de la langue.

En distinguant ces quatre domaines, A. Gilmore (2007) a montré que ce concept ne peut exister que par l'interaction des utilisateurs, des situations et des textes tout comme Tatsuki (2006). W. Guariento & J. Morley (2001), Jack C. Richards & Theodore S. Rodgers (2001 : 211) et D. Nunan (2004) approfondissent le débat en soulignant l'importance des tâches « réalistes », « utiles » et « adaptées » qui permettent de mieux répondre aux besoins réels du monde professionnel. Il est évident que l'apprentissage est plus captivant et donc stimulant pour les apprenants lorsqu'ils voient l'intérêt du programme et le côté pratique des tâches pour leur future carrière. Les interprétations des auteurs Kenneth R. Rose & Gabriele Kasper (2001) semblent plus réalistes. Selon eux, nous devons cesser de considérer l'authenticité comme un impératif moral ou une question de qualité et nous devons plutôt la considérer comme un diamant dont les facettes seraient les différentes phases du déroulement de l'enseignement de la langue. Pour ce faire, nous devons placer la notion du pragmatisme (les besoins de l'apprenant) et du professionnalisme des enseignants au centre d'une révolution éducative. La difficulté pour l'enseignant est de bien choisir, d'utiliser et d'interpréter les documents et ressources authentiques afin d'offrir aux apprenants une ambiance d'immersion totale dans la langue de spécialité. Les documents authentiques peuvent prendre plusieurs formes. Il faut donc au préalable comprendre leurs caractéristiques, leurs particularités et les inconvénients potentiels de ces documents dits « réels ».
Comme N. Shomoossi & S. Ketabi (2007) l'ont expliqué, la notion d'authenticité n'est pas un concept binaire. D'une part, c'est une notion qui se développe et progresse avec l'évolution des tendances et des besoins de la société. D'autre part, elle ne peut pas être résumée par le biais d'une définition simplifiée, étant donné que l'authenticité d'un document dépend non seulement de plusieurs éléments philologico-linguistiques, mais également de plusieurs personnes (l'enseignant et l'apprenant) et de leurs capacités (leurs connaissances linguistiques et culturelles).
Si l'on ajoute la dimension sociolinguistique (l'expression de soi-même dans la société) de P. Cranton & E. Carusetta (2004), cette interaction aboutit à une fondation solide et motivante en s'appuyant sur l'apprenant et sur ses besoins. Dans le monde réel et plus tard pendant son parcours professionnel, l'apprenant fait appel à ses acquis dans son savoir faire et savoir être.
Pour cette raison, nous pensons que l'authenticité est progressivement devenue, à travers l'espace et le temps, une pyramide renversée en-dessous d'un diamant

rayonnant. Le schéma (cf. Figure 2) est une suggestion innovante de l'auteure basée sur la synthèse de plusieurs propositions et recherches antérieures. On y retrouve à l'interaction des trois sommets (Tatsuki, 2006) l'authenticité et l'enseignant qui sont au cœur de la pédagogie linguistique. Cependant ce schéma montre le potentiel professionnel caché des étudiants. Ces derniers se trouvent plutôt en bas du diamant et leur potentiel rayonne en haut à travers plusieurs facettes, telles que leur sensibilisation aux autres et aux contextes (professionnelles et non-professionnelles), leur motivation, leur conscience et leur expression de soi et enfin, leur réflexion critique à l'utilisation de la langue et donc leur flexibilité cognitive.
En s'appliquant et manipulant les documents et les tâches authentiques, l'étudiant s'implique activement dans son apprentissage linguistique et culturel tout en prenant conscience de ses capacités et compétences (ou lacunes). En fonction des tâches et donc des évaluations, il se peut que l'étudiant s'engage dans l'auto-évaluation d'une façon très naturelle (réflexion critique de son utilisation de la langue).

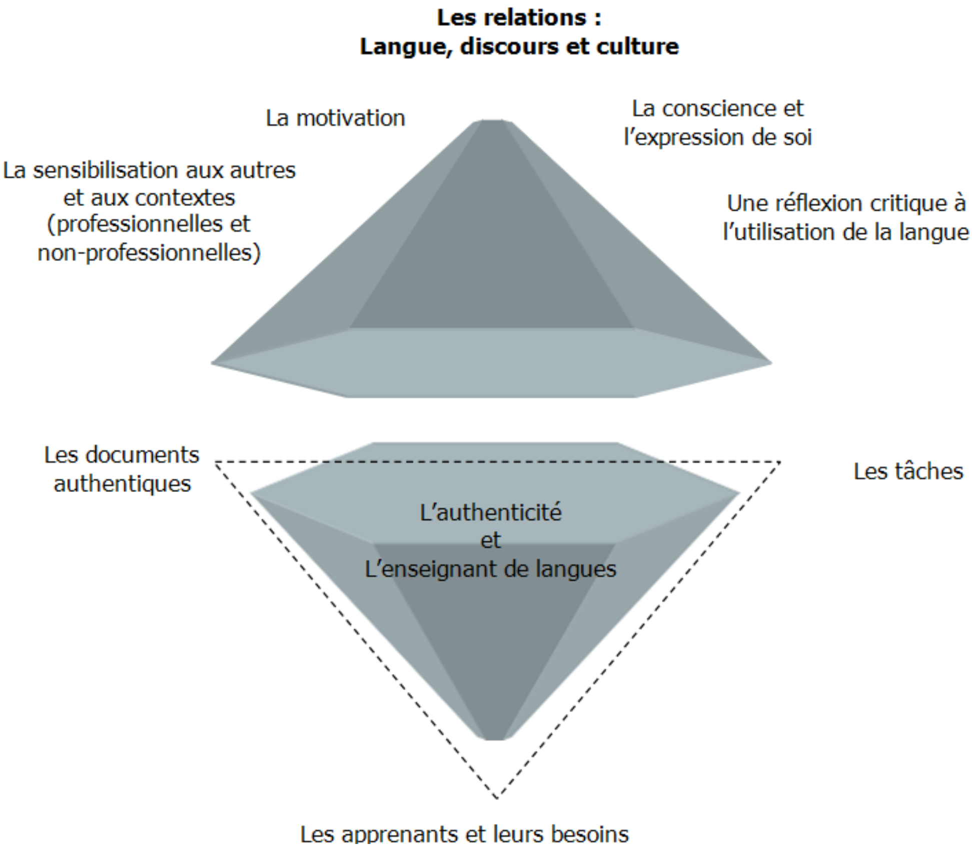

Figure 2 L'authenticité : Le potentiel au centre d'un diamant
Source : Adaptée de Cranton & Carusetta (2004) et Tatsuki (2006)

En utilisant les documents authentiques et l'enseignement des langues par tâches (professionnalisantes) basées sur les besoins des apprenants, l'enseignant peut leur offrir un véritable chemin vers la réussite professionnel. Cette démarche favorise la professionnalisation tout en stimulant la motivation des apprenants qui prennent conscience de leur progression linguistique. En outre, la réflexion critique de l'utilisation de la langue assiste les apprenants à assumer leur responsabilité et leur propre rôle dans l'apprentissage des langues. De cette façon, les apprenants bénéficient d'un cadre propice au développement des stratégies métacognitives.

2. L'utilisation des documents authentiques

Le recours à des documents authentiques dans l'enseignement de l'ASP ou d'autres langues est un choix pédagogique qui doit d'abord répondre aux capacités et aux besoins de l'apprenant et ensuite apporter une dimension véridique (langue, discours et culture) et pragmatique (des tâches professionnalisantes) afin de préparer l'apprenant d'une façon plus motivante. Avant d'évoquer ce que recouvre le terme « document authentique » et les différentes formes que la notion peut prendre, il faut d'abord comprendre la raison pour laquelle l'authenticité et l'utilisation de ces documents est devenue très répandue.

2.1 L'origine de l'utilisation de documents authentiques

L'utilisation de documents authentiques est une réponse aux besoins des apprenants et surtout une réponse dépendant de leurs niveaux de compétences. Valérie Arndt *et al* (2000 :13, 94-95) expliquent aux professionnels de l'apprentissage en langues leurs perspectives en termes d'élaboration de tâches pédagogiques. Ils développent notamment les questions relatives à l'utilisation de la langue réelle comparée à la langue réduite (ou trop simplifiée) souvent employée dans les ressources pédagogiques produites pour l'enseignement de l'anglais. En outre, ils examinent l'impact de la technologie sur l'apprentissage des langues (V. Arndt *et al,* 2000 : 13, 164-167). Par ailleurs, Bertin (2003) étudie l'ergonomie didactique face au défi de la formation ouverte et à distance en insistant d'une part sur la nature et sur le rôle des agents pédagogiques et d'autre part sur les modes de pilotage des programmes à distance. D'après Freda Mishan (2005 : ix), la tendance très répandue à exploiter les documents authentiques est le résultat d'une relation symbiotique entre les révolutions sociologique et pédagogique en matière de TIC (Technologies de l'Information et de la Communication). Dans son livre, l'auteur propose non seulement un certain nombre de fondements théoriques, mais également de nombreuses ressources pédagogiques basées sur des documents authentiques tout en préservant un équilibre nécessaire entre richesse culturelle et difficulté de langue grâce à un discours « réel » et courant. De la même façon, F. Mishan (2005) offre plusieurs exemples de tâches associées à la littérature, les médias audiovisuels, la musique, les films et les TIC, tout en répondant aux besoins et niveaux des apprenants.
Chargées de nuances culturelles, la société et la vie quotidienne offrent, elles aussi, un discours réel et naturel. Elles sont alors à l'origine d'une vaste panoplie de ressources pédagogiques basées sur des documents et des tâches authentiques ou professionnalisantes. Avec l'Internet, les enseignants de l'ASP - mais également d'autres langues de spécialité- ont accès à une réserve très vaste de ressources pédagogiques. Le défi réside dans le fait qu'il faut parvenir à bien

analyser les documents sous plusieurs angles afin d'évaluer leur potentiel didactique avant de les utiliser à bon escient.

2.2 La simplification des documents authentiques

La question de la simplification des documents authentiques nous ramène à un tout autre débat. C'est à ce débat qu'Alan Davies (1984 :181-198) a pris part quand il a présenté les différences entre l'utilité des documents « simples », « simplifiés » et résultant d'une « simplification » ciblée. H.G. Widdowson (1990 :67) observe qu'il a été traditionnellement supposé que la langue présentée aux étudiants devrait être simplifiée en quelque sorte pour l'accès et l'acquisition facile. Pour Michel Perrin (1990), l'enjeu est d'en tirer une utilisation communicative. Ashley C. Velazquez & Mary Lynn Redmond (2007) considère que les textes « simples » et « simplifiés » sont moins difficiles à exploiter, puisque leur niveau de difficulté a été réduit. D'un point de vue grammatical ou lexical, ils sont plus faciles à comprendre et à interpréter. Cependant cette étape de simplification n'existe pas toujours dans le monde réel ou le monde professionnel. Pour cette raison, la langue présentée se doit authentique et le document authentique doit rester dans son état d'origine, fidèle à la réalité.

Dans toutes leurs formes, les documents authentiques, qui sont une véritable mine d'information, deviennent le point de départ d'un discours authentique et fonctionnel dans l'enseignement de l'ASP. Néanmoins, pour que la validation de l'authenticité puisse avoir lieu, D. Tatsuki (2006) insiste sur la nécessité d'un processus d'interaction sociale entre les apprenants et l'enseignant. Pour déclencher ce processus, les documents authentiques doivent (Tatsuki 2006):

- posséder un potentiel pour l'exploitation communicationnelle ;
- correspondre aux besoins des apprenants, et
- prendre en compte les futurs besoins des apprenants.

Avant de choisir les documents, l'enseignant de langues a donc besoin de bien réfléchir sur plusieurs critères en tenant compte de :

- l'apprenant et de ses besoins ;
- les limites de la salle de classe (l'équipement audiovisuel) ;
- les futurs besoins des apprenants (les tâches) ;
- l'origine des documents ;
- le respect de la propriété intellectuelle, et
- les méthodes d'évaluation des compétences linguistiques.

Selon D. Tatsuki (2006), cette liste de critères sert de point de départ et pourrait être considérée comme guide didactique pour l'enseignant, sachant toutefois qu'elle n'est pas tout à fait complète. Il y a une manque notamment au regard de du potentiel de la réflexion critique des documents, ainsi que l'interaction communicative ou l'engagement des procédures interprétatives.

2.3 Des matériaux pédagogiques à l'analyse de besoins

Afin de guider les enseignants à la recherche de ressources pédagogiques Keith Harding (2007 :10) offre des lignes directrices très utiles en soulignant l'utilité des documents authentiques d'une façon plus explicite. La liste de suggestions de K. Harding (2007) se présente ainsi :

- bien réfléchir à ce dont vous avez besoin ;
- comprendre la nature de votre domaine de l'anglais de spécialité ;
- essayer d'appréhender les futurs domaines professionnels de l'apprenant

et choisir des documents appropriés ;
- définir les besoins langagiers des apprenants ;
- intégrer des supports et des simulations ;
- rendre les tâches aussi authentiques que les documents choisis ;
- motiver et encourager les apprenants de manière variée avec pertinence et une touche d'humour, si possible, et …
- faire en sorte que les activités dans la salle de classe reflètent le monde réel.

De plus, le choix didactique doit prendre en compte la maturité de nos apprenants et le stade où ils sont, comme le souligne Gail Taillefer (2002) dans son étude sur l'enseignement de l'anglais de spécialité (de la gestion et de l'économie). En respectant toutes ces pistes de réflexion, l'enseignant est mieux équipé pour comprendre les besoins des apprenants. Le choix des ressources pédagogiques sera mieux adapté aux besoins et aux compétences linguistiques des apprenants. Une fois le choix des documents authentiques réalisé, le défi s'étend non seulement à la préparation des tâches et des méthodes didactiques, mais également à l'évolution chronologique de la difficulté au cours de l'année.

. W. Guariento & J. Morley (2001: 348) soulignent le fait que l'authenticité peut être à l'origine d'un sentiment de frustration, de confusion ou de démotivation si le niveau de langue est trop élevé ou le message trop implicite pour les apprenants. Par exemple, en anglais juridique l'étude des contrats ou des jugements détaillés pourrait endommager le niveau de motivation des étudiants. Afin d'analyser de plus près ce type de document, il vaut mieux cibler certaines petites sections jugées utiles voir indispensables au lieu d'examiner l'intégral du document. D'après N. Shomoossi (2008) les documents authentiques ne fournissent pas de garantie de succès dans la classe de langues car tout dépend des documents et des méthodes pédagogiques adoptées par l'enseignant et l'appropriation de ces documents par les apprenants en est ainsi fortement tributaire. Le vrai défi réside dans la transformation et l'utilisation des ressources pédagogiques qui reflètent les multiples dimensions de la réalité à travers l'enseignement du discours, de la langue et de la culture.

2.4 L'authenticité et l'utilisation des supports filmiques

Selon Natalia Carbajosa Palmero (2003), le rôle d'un enseignant de langue de spécialité est celui d'un concepteur de ressources pédagogiques, car l'enseignant est toujours en quête de documents adaptés à leurs cours et aux niveaux ou aux besoins de leurs apprenants. De plus en plus, dans des domaines différents, les supports filmiques servent de point de départ pour la création des ressources pédagogiques. Dans ce cas, la communication non verbale et la gestuelle (tous éléments porteurs de marqueurs culturels) deviennent aussi importantes que la communication verbale selon Dana Di Pardo Léon-Henri (2012). Parallèlement, ce type de support pédagogique est une véritable fenêtre ouverte non seulement sur la culture, les traditions et l'interculturalité, mais aussi sur les variations de registre, l'interaction, la communication non-verbale et les codes implicites du discours, même si les scenarios sont parfois exagérés. A cet égard, il faut bien choisir les films ou les scènes.

Dans le cadre de l'enseignement de l'anglais, Jane King (2002), Naomi Migliacci (2002) et Jane Sherman (2003) proposent des activités didactiques à partir de documents vidéo. Au regard de l'enseignement de l'anglais juridique, Alan Stone

(2000), Shaeda Isani (2006) et Mark Lowe (2007) partagent leurs conclusions sur l'utilisation des documents cinématiques. Afin de créer une ambiance d'immersion professionnelle pour l'enseignement de l'anglais juridique, Di Pardo Léon-Henri (2012) présente une approche pédagogique et des activités didactiques avec des tâches pragmatiques en utilisant les films juridiques et les séries télévisées. De la même façon, l'utilisation des sous-titres est également devenue très répandue dans l'enseignement de la traduction et de l'interprétation ainsi que dans la didactique de la traduction audio-visuelle, selon la recherche de Annamaria Caimi (2002). Pour apprendre l'anglais à distance, Andrew Johnson (2006) mentionne quant à lui le raisonnement et les subtilités entre traduction et interprétation en utilisant les bandes annonces des films comme support pédagogique. Pour Joséphine Rémon (2012), les supports filmiques permettent de mettre les questions vives au cœur d'un apprentissage de langue. En outre, elle montre qu'une ressource authentiquement intéressante est une ressource qui permet de traiter une « question éthiquement vive », en entamant une réflexion non seulement éthique, mais également citoyenne.
Similairement Elizabeth Crosnier (2008) souligne que la motivation des étudiants et celle des enseignants sont indissociables et elles ne peuvent que se renforcer ou s'amenuiser mutuellement. Pour cette raison, l'enjeu en didactique des langues étrangères pour l'avenir des filières à visée professionnelle est bien réel. Des recherches interdisciplinaires et transversales peuvent apporter les résultats dont la communauté scientifique a besoin afin de surmonter et de démystifier les obstacles et les limitations associés au recours à des documents authentiques visant à dynamiser nos démarches pédagogiques.
Les études susmentionnées montrent que l'authenticité est un outil indispensable pour l'enseignant de langues, particulièrement en ce qui concerne la motivation des apprenants lorsque les documents et les tâches répondent à leurs besoins et à leurs niveaux. Il est vrai que l'adaptation des documents authentiques à l'enseignement des langues peut prendre plus de temps, le retour sur investissement de cette méthode pédagogique est souvent élevé. Toutefois, les résultats d'autres études (Clare Wardman 2009 par exemple) démontrent quelques limites associées à l'utilisation de l'authenticité. Ces limites se trouvent dans la section suivante.

3. Les limites de l'authentique

Selon Clare Wardman (2009) qui, dans son article, joue « l'avocat du diable », certaines études empiriques ne font que démontrer les limites du recours à des documents authentiques dans l'enseignement de la langue. En analysant six études dans un domaine de recherche qu'elle qualifie de « très limité », C. Wardman (2009 :17) constate que la recherche a démontré que les documents authentiques semblent :

- motivants et intéressants ;
- d'actualité et porteurs d'une valeur culturelle, et
- permettre une réflexion sur le monde réel et sur la langue dans son contexte naturel.

Toutefois, elle souligne que les enseignants qui utilisent les documents authentiques acceptent un certain nombre d'inconvénients. Elle explique que, même si le niveau des apprenants se présente parfois comme un obstacle au regard du choix des documents, les enseignants se focalisent en général sur la tâche ou les tâches à accomplir. D'après C. Wardman (2009), les documents sont culturellement biaisés et l'enseignant a souvent besoin de gérer cette contrainte. À son avis, c'est une approche qui demande beaucoup de temps et de préparation de la part de l'enseignant. Enfin, selon elle, le choix des documents d'actualité a un aspect négatif puisque ces thèmes deviennent rapidement obsolètes. La même critique peut s'appliquer à bon nombre de ressources pédagogiques proposées. L'idéal consiste à trouver un équilibre parmi les ressources pédagogiques qui répondent le mieux possible aux besoins des apprenants en restant fidèle à la réalité. Cette démarche respecte l'avis de Kreber, Klampfleitner et al. (2007) qui souligne l'importance de la dimension pédagogique et donc les méthodes didactiques, ainsi que l'importance d'engager les étudiants dans un véritable dialogue autour d'idées qui comptent pour eux.

Dans sa conclusion, C. Wardman (2009) insiste sur le fait que ce domaine manque d'études empiriques. En conséquence, il est difficile de bien comprendre l'effet et l'impact de l'authenticité sur l'apprentissage des langues. En même temps et d'une façon explicite, elle incite les chercheurs à attendre que des recherches plus poussées soit réalisées, afin de se prononcer sur la validité de l'utilisation des ressources authentiques. Depuis la publication de son article, la recherche dans ce domaine a pris plus d'ampleur et se développe en fonction des compétences individuelles, des niveaux scolaires, de la langue (ASP et autre) et des supports choisis.

4. Éléments de conclusion et de perspective

Dans le cadre de l'enseignement des langues, cet article a démontré que la notion de l'authenticité est parfois ambigüe. Cependant, cette notion se doit très utile dans le cadre de la didactique des langues. D'une part, l'étude et l'analyse des documents authentiques (textes, films, etc.) est le reflet du monde réel. Pareillement, l'utilisation des tâches authentiques sert à préparer les étudiants aux exigences du monde professionnel. Autrement dit l'intégration de l'authenticité au cours de la confection des supports pédagogiques est un vecteur de la professionnalisation des étudiants.

De plus en plus, les nouvelles technologies continueront d'avoir un impact sur la didactique des langues, en nous obligeant à modifier et à renouveler nos approches de l'enseignement des langues. De la même manière, la recherche en langues pour spécialistes d'autres disciplines (LANSAD) évoluera, en répondant aux tendances nouvelles et aux besoins concrets des apprenants. Nous avons vu que toutes les formes de communication authentique (orale et écrite) peuvent donc servir de base pour l'élaboration de supports pédagogiques. De la même façon, l'analyse des films et des séries télévisées s'avère très profitable en termes non seulement de l'étude du discours, mais également de la langue et de la culture. D'autant plus que le recours à des documents authentiques offre des possibilités pédagogiques qui permettent de mieux préparer les apprenants pour leurs vies professionnelles.

Étant donné que beaucoup d'étudiants (comme par exemple ceux qui sont en écoles de commerce ou d'ingénieurs) doivent partir pour un stage ou séjour à l'étranger, il est très fortement recommandé de les préparer le mieux possible pour le monde réel tout en utilisant des représentations pédagogiques (textes, documents, tâches, etc.) qui sont le plus fidèle à la réalité. Enfin, c'est aux enseignants-chercheurs en langues étrangères de continuer à apporter leur contribution, pour mieux répondre aux besoins des apprenants, les préparer pour leur futur et les inciter à être ouverts et prêts à la mobilité internationale tout en les inspirant afin qu'ils puissent rayonner dans le monde réel.

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INTERFERENZFEHLER IN SCHRIFTLICHEN ARBEITEN MAZEDONISCHSPRACHIGER DEUTSCHSTUDIERENDER

INTERFERENCE MISTAKES IN WRITTEN MANIFESTATIONS OF MACEDONIAN STUDENTS STUDYING GERMAN

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Abstract: Im Mittelpunkt meiner Untersuchungen stehen Analyse, Beschreibung und Erklärung der Interferenzfehler im Bereich der Morphosyntax, die bei mazedonischsprachigen Studierenden des Deutschen an der Philologischen Fakultät der Universität „Goce Delčev" zu Štip auftreten, sowie Lernschwierigkeiten beim Erlernen des Deutschen als Fremdsprache (DaF). Die Arbeit beschreibt sowohl theoretisch als auch praktisch die Interferenzfehler in schriftlichen Arbeiten mazedonischsprachiger Deutschstudierender. Im theoretischen Teil wurden Grundbegriffe und Definitionen behandelt, die mit demThema dieses Beitrags eng verbunden sind. Der Fokus dieser Arbeit liegt insbesondere auf den Interferenzen auf morphosyntaktischer Ebene, sodass wir die Fehler im Bereich der Orthografie ausklammern werden, obwohl es in den untersuchten Texten eine Reihe davon gab. Dabei standen vor allem intralinguale Transferprozesse im Vordergrund. Die Forschungsergebnisse dieses Beitrags können als Basis für die Erstellung von DaF-Lehrmaterialien und DaF-Techniken dienen, die den mazedonischsprachigen Deutschstudierenden das Erlernen des Deutschen erleichtern könnten. Im praktischen Teil werden die Beispiele und die Ergebnisse in Bezug auf die Interferenzfehler analysiert und erklärt,die in den schriftlichen Arbeiten der Studierenden vorkamen. Einen besonderen Schwerpunkt bildenin diesem Beitrag die morphosyntaktischen Unterschiedezwischen der mazedonischen und der deutschen Sprache und ihre Erklärungen.

Stichwörter:*Interferenz; Transfer; Interferenzfehler; DaF*

Abstract: The focus of my research is to analyse, to describe and to explain the interference errors in the area of morphosyntax that occur in the written works of the Macedonian students who are studying German as a foreign language at the Faculty of Philology, the University "Goce Delčev" in Štip, as well as to describe the learning difficulties in studying and acquiring German as a foreign language (GFL). The work consists of two main parts, a theoretical part and a practical part. In the theoretical part, the basic terms and definitions that are closely connected to the subject of this paper are discussed in details. Since the focus of this work lies in particular on the interference at morphosyntactic level, we will ignore the spelling errors, although there were a number of them in the examined texts. Above all, the process of intralingual transfer is brought to the foreground. The results of this paper can serve as a basis for the preparation of teaching materials

and GFL-techniques that will facilitate the Macedonian students' acquiring German language. In the practical part, the results of the analyzed interference errors in the written paper of the students, were described and explained. A main focus is laid on the morphosyntactic differences between the Macedonian and the German language system and the interference errors in the written works of GFL-students during the foreign language acquisition process.

Key words: *interference; transfer; Interferenceerrors; DaF*

1. Einleitung

Die genaue Definition der Interferenz und die Eingrenzung der damit verbundenen Begriffe stellen eine zentrale Problematik dar, mit der sich die Sprachwissenschaftler besonders in den letzten Jahrzehnten beschäftigt haben. Gerade in der Praxis werden häufigverschiedene Begriffe für dasselbe Phänomen und umgekehrt dieselben Begriffe für verschiedene Phänomene verwendet. Eine lange Reihe von Sprachwissenschaftlern hat sich mit der Frage der linguistischen Voraussetzungen auseinandergesetzt, die das Auftreten von Interferenz hervorrufen könnten.

Weinreich (1990) beschreibt die Interferenz als:

> „Diejenigen Fälle der Abweichung von den Normen der einen wie der anderen Sprache, die in der Rede von Zweisprachigen als Ergebnis ihrer Vertrautheit mit mehr als einer Sprache, d.h. als Ergebnis des Sprachkontaktes vorkommen, werden als Interferenzerscheinungen verzeichnet."

Diese Interpretation von *Interferenz* bezieht sich also auf Normverletzungen, die durch die gegenseitige Beeinflussung zweier Sprachen sowohl in der einen als auch in der anderen Sprache entstehen können.In unserem Fall ist dies das Sprachpaar Deutsch-Mazedonisch.

Juhász (1980) definiert diesen Begriff wie folgt:

> „Interferenz (Int.) ist die durch die Beeinflussung von Elementen einer anderen oder der gleichen Sprache verursachte Verletzung einer sprachlichen Norm bzw. der Prozeß dieser Beeinflussung."

In der Lernpsychologie und in der Gedächtnisforschung wird dieser Begriff als Hemmung und störende Überlagerung verstanden. Diese Bedeutung liegtauch den Definitionen der sprachlichen Interferenz bei den meisten Autoren zugrunde (Lado 1967, Nickel 1972).

Laut Spiropoulou (2003) unterscheidet man zwischen „interlingualer" und „intralingualer", bzw. „externer" und „interner" Interferenz,wie auch „backlash"-Interferenz und Interferenz als Ergebnis des Einsatzes von Kommunikationsstrategien. Bei Letzteremunterscheidet man folgende Möglichkeiten von Interferenz: „der Lehrende übersetzt Wort für Wort aus der Muttersprache und produziert auf diese Weise manchmal fehlerhafte Äußerungen[12]; der Lehrende führt Wörter von einer anderen Sprache ein[13]; als

[12]Beispiel: *die/diese/jene,* engl. *these/those* oder mazedonisch *оваа/таа/онаа*

[13]Beispiel: *single* (aus dem Englischen, statt *ledig*); viele DDR-Wörter werden gleich *eingeenglischt,* so z. B. „Council of Ministers" („Ministerrat"), „Council of State" bzw.

eine Form interlingualen Transfers wird der Begriff ‚foreignizing' genannt, wobei ein sprachliches Element phonologisch oder morphologisch von einer anderen Sprache in der Zielsprache adaptiert wird" (Spiropoulou 2003: 7).

Wird von Interferenz auf verschiedenen Ebenen gesprochen, sind damit Interferenzerscheinungen auf der phonologisch-phonetischen, der grammatischen und der lexikalischen Ebene gemeint. Sie können, müssen aber nicht in jedem Fall gemeinsam auftreten. Da dieser Beitrag sich insbesondere mit den Interferenzen auf grammatischer Ebene, genauer gesagt auf morphosyntaktischer Ebene, beschäftigt, wird nur kurz auf die Interferenzen der anderen Ebenen eingegangen:

> „Von phonologisch-phonetischen Interferenzen spricht man, wenn ein Phonem, ein Intonations- bzw. Akzentzuweisungsmuster oder phonotaktische Regularitäten aus einer Sprache in eine andere übertragen werden" (Sajkiewicz 2011: 12). Eine fremdartig klingende Aussprache eines Nichtmuttersprachlers stellt z. B. eine solche Interferenz dar.

Laut Sajkiewicz (2011: 13) treten lexikalische Interferenzen auf, „wenn komplette Wörter oder Phrasen aus der einen Sprache in die andere übernommen werden, um die Unmöglichkeit einer adäquaten Übersetzung bzw. das Fehlen der Phrase in der L2 zu kompensieren".

Wenn man von Interferenz auf grammatischer Ebene spricht, so umfasst dies dieInterferenz auf morphologischer und syntaktischer Ebene. Es gibt mehrere Definitionen fűr die Bestimmung des Interferenzbegriffs und keine einheitliche Terminologie - es konnte bis heute keine einheitliche terminologische Basis geschaffen werden. Da die Details der Debatte um die Begriffsabgrenzung für diesenBeitragprimär nicht relevant sind, liegt der Fokus in dieserArbeitdarauf, die Grundbegriffe zu definieren und mit entsprechenden Beispielen zu veranschaulichen.

In vielen verwandten Sprachen gibt es Wörter, dieauf einen gemeinsamen sprachlichen Stamm zurückzuführen sind. Sie werden schließlich durch die verschiedenen Konjugationen und Deklinationen der einzelnen Sprachen differenziert. In diesem Fall spricht man von morphologischer Interferenz. Ein Beispiel dafür ist die Übernahme von englischen Wörtern und Ausdrücken, wie in den Fällen „upgedated" statt „upgedatet" oder „gescanned" statt „gescannt". Ein weiteres Beispiel ist auch die Bildung des Plurals durch die Endung „-s".Die Pluralform bei Nomina wird in der englischen Sprache mit dem Suffix „-s" am Ende des Nomens gebildet. In der deutschen Sprache ist der Fall anders gelagert. Neben dem Suffix „-s" gibt es noch eine Reihe anderer Endungen, mit welchen der Plural gebildet werden kann.

Einen weiteren Fall stellt die Kennzeichnung des Plurals durch das Suffix „-s" dar: Im Englischen ist diese Form meist richtig, im Deutschen aber eher selten. Dass „die Fischers" die „Familie Fischer" bedeutet und nicht „vom Fischfang lebende Menschen", werden nurMenschen mit geringer Kompetenz des Deutschen nicht wissen. Für Verwirrung kann etwa der Umstand sorgen, dass die vom Niederdeutschen beeinflussten norddeutschen Formen wie „Jungs und Mädels" sich stark nach Süden ausbreiten und dort so den Eindruck nahelegen, es handle sich um eine generell korrekte Anwendung des Suffixes „-s". Ein vorerst oft nur

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„State Council" („Staatsrat"); im Mazedonischen ist der Artikel postpositiv, d.h. dem Substantiv nachgestellt, (*соба<u>та</u>* / *<u>das</u> Zimmer*)

scherzhafter Gebrauch solcher Art ist oftmals die Folge, der sich gegebenenfalls im Laufe der Zeit generalisieren kann.
Als ein anderes Beispiel fűr die morphologische Interferenz sind die Pluralformen des Nomens in der deutschen Sprache zu nennen,die durch bestimmte Endungen gebildet werden. Welches Nomen welche Endung bekommt bzw. welche Pluralform hat, lässt sich nicht in einer allgemeinen Regel fassen. Somit müssen die Deutschstudierenden die Pluralformen der Nomen auswendig lernen. Meiner Meinung nach ist das der Hauptgrund dafűr, dass in dem vorliegenden analysierten Material bei den Pluralformen der Nomen so viele Fehler gefunden werden konnten. Einige Beispiele dafűr:

das Ohr – die Ohre - statt *Ohren*
das Bett – die Bette – statt *Betten*
das Auge - die Auge – statt *die Augen*(sehr oft wenden die Studierenden das weibliche Genus dieses Nomens im Singular an,weil das Substantiv auf –*e*endet)
der Student – die Studente – statt *die Studenten*
die Aktivität – die Aktivitäte - statt *Aktivitäten*
der Beruf – die Berufen –statt *Berufe*
der Tag – die Tagen – statt*Tage*

In manchen von den untersuchten Texten haben einige Studenten außerdem vergessen, die Endung „-n" für die Pluralform des Nomens im Dativ hinzuzufügen. So stellt sich die Frage, ob den Studenten diese Regelbekannt ist und sie ihre Anwendung vergessen haben, oder ob sie diese Regel überhaupt nicht kennenbzw. anwenden können. Beispiele dafűr:

mit den Jahre statt *mit den Jahren.*
*die Eltern haben ihre Kinder... geschenkt*statt *die Eltern haben ihren Kindern.... geschenkt.*
*Wie geht es deine Freunde*statt*deinen Freunden.*
seit Monate statt *seit Monaten hat es hier nicht mehr geschneit.*
das Essen hat unsere Gäste statt*unseren Gästen gut geschmeckt*.

In Ausnahmenfällen vergessen die Studenten die Endung –*n*zum Demonstrativpronomen (Definitpronomen) hinzuzufűgen, wenn die Pluralform des Substantivs mit **-**s gebildet wird, zum Beispiel:

Mit diese Fotos statt *mit diesen Fotos ist sie berühmt geworden.*
Bei die Oma statt b*ei den Omas ist es am schönsten.*
von die Fotos statt *von den Fotos.*

In der deutschen Sprache verändern fast alle Adjektive ihre Form, wenn sie als Attribut vor einem Substantiv stehen. Dann werden sie dekliniert. So muss das Adjektiv mit dem Substantiv kongruieren, und zwar in Geschlecht, Numerus, Kasus und Determination. Adjektive sind Wortarten mit einem variablem Genus,und die Substantive sind Wortarten mit einem festen Genus. Das grammatische und das natűrliche Genus im Deutschenstimmen nicht mit den Genusformen der Substantive und der Adjektive im Mazedonischenüberein, wie das folgende Beispiel: *das Buch (n.)/ книгата(f.); das interessante Buch / интересната книга*zeigt.
Aufgrundmeiner persönlichen Erfahrung als Deutschlehrerin und anhand der untersuchten Texte habe ich festgestellt, dass die Deutschstudierenden bei der Adjektivdeklination auf bestimmte Schwierigkeiten stoßen, bzw. oft Fehler machen. Wenn sie ein Adjektiv als Attribut benutzen sollen, dürfen sie nicht vergessen, dass

Adjektiv mit dem Substantivkongruiert, und zwar in Geschlecht, Numerus, Kasus und Determination. Im Folgenden zeige ich die häufig gefundenen Fehlerin den schriftlichen Arbeiten der Studierenden.

..., weil er nicht mit der nötige[n] Sorgfaltvorgehen kann.
Dann fühle ich mich wie eine anderen[∅] Person.
..., dass es vierentscheidender[e] Faktoren gibt, ...
Ich binein große[r]Kinofan geworden.
Die kleine Handschellen an der Halskette hat eine symbolischen[∅]Bedeutung.
Es gibt verschieden[∅] Verflichtungen.
Zuerst musst ihr in die Schule gehen und guten[∅] Noten haben.
..., um eine gut bezahlt[e] Arbeit zu finden.
..., dass man nur mit schwieriger Arbeit ein gute[einen guten] Beruf finden kann.

Laut Yalçin (1997: 31) wird die syntaktische Interferenz durch die Übertragung einer syntaktischen Struktur in die andere Sprache verursacht. Das heißt, sprachliche Strukturen aus der Erstsprache werden in der Zielsprache übernommen und umgekehrt. Beispiele liefern in vielen Fällen die Migranten in Deutschland. Sie werden im Alltag oft mit der deutschen Sprache konfrontiert und so ist die Übertragung von bestimmten syntaktischen Strukturen aus dem Deutschen in die Muttersprache unvermeidbar.

Obwohl diese beiden Arten der Interferenz in der Literatur der grammatischen Ebene eingereiht werden, sollte man in der Praxis die Abgrenzung vornehmen, „denn man muß zwischen den beiden unterscheiden, ob sie wegen mangelndem Wortschatz oder einer reinen Strukturübertragung zustande kommen" (Yalçin 1997: 32).

Wir analysieren in unserem Beitrag den Begriff der interlingualen Interferenz und Interferenzfehler, und belegen unsere Analyse mit Beispielen, die den schriftlichen Arbeiten der Germanistikstudenten entnommen worden sind. Und gerade diese Interferenzfehler, die vor allem durch eine Divergenz entstehen, sind der Untersuchungsgegenstand dieser Arbeit.

2. Einige Besonderheiten des Mazedonischen im Vergleich zum Deutschen

Bevor wir die Grundformen der Interferenz erklären, beschreiben wir einige Eigenschaften und Besonderheiten des Mazedonischen im Gegensatz zum Deutschen, was wir für unsere Analyse für wichtig finden.Mazedonisch gehört neben Slowenisch, Serbisch, Kroatisch und Bulgarisch zu den südslawischen Sprachen. In diesem Zusammenhang werden einige Charakteristika des mazedonischen Sprachsystems aufgelistet:

-Deklination:Im Mazedonischen ist ein völliger Verlust der Nominaldeklination eingetreten (z.B.: MK:историја на јазикот / *istorija na jazikot, DE:* Sprachgeschichte. Die Präposition„на"(mit der Bedeutung ´auf`) kommt als Ersatz für den synthetischen Ausdruck des Genitivs vor und wird als Präpositionalkasus im Mazedonischen interpretiert).

-Bestimmheit / Unbestimmheit: Im Mazedonischen treten drei verschiedene Artikel auf: *-от* für den "neutralen Gebrauch" im Sinne von 'der'; *–ов*in der Bedeutung ‚der hier, dieser' und *–он* als ‚dort, jener'.

-Narrativ: ein Merkmal in südslawischen Sprachen, typisch auchfür das Mazedonische.
-Renarrativ: typisch im Mazedonischen.
-Kopula: Schwund in den ostslawischen Sprachen, aber völlige Bewahrung in den südslawischen Sprachen (МК: *Тој е студент / Ние сме дома*; DE: *Er ist Student / Wir sind zu Hause*).
-Subjektlose Sätze:Das Mazedonische ist eine pro-drop-Sprache und lässt Konstruktionen wie die folgende zu:МК: Доаѓам утре. / DE: Ich komme morgen.
МК: Сметам, мислам, верувам / Ich finde, ich meine, ich denke, dass…).
-Die Grundform des Verbs oder derInfinitiv wird im Mazedonischen verloren, und statt dessen wurde die Konstruktion *да + Präsens* entwickelt (МК: Сакам да пливам, Сакам да трчам / DE: Ich will schwimmen, Ich will rennen).
-Im Mazedonischen, Bulgarischen, Serbischen, Rumänischen gibt es einen postpositiven Artikel. Zum Beispiel: МК: волкот, was nicht der Fall im Deutschen und im Englischen ist, z.B.: der Wolf / the wolf.

3. Grammatische Interferenz

Laut Juhász (1980: 647) unterscheidet man die phonetische, die grammatische und die lexikalisch-semantische Interferenz alsdrei Grundformen der Interferenz. Im Folgenden versuchen wir die grammatische und die lexikalisch-semantische Interferenz zu beschreiben, so wie sie von Draxler (2008) und Juhász (1980) verstanden wird.
Laut Juhász (1980: 647) tritt die grammatische Interferenz auf, wenn es eine syntaktische oder morphologische Signifikanz, die in der Ausgangssprache vorkommt, in der Zielsprache nicht gibt, oder wenn diese Signifikanz anders strukturiert wird.
Als Beispiel der syntaktischen Interferenz kann man die Wortstellung im Satz anführen. Sie wird an Beispielen der Wortstellung in einem eingeleiteten Nebensatz und der Wortstellung in einem Hauptsatz bei der Verwendung eines Modalverbs illustriert.

DE: Ich bin ins Bett gegangen, weil ich müde war.
МК: Отидов во кревет(,) бидејќи бев изморен.
** Ich bin ins Bett gegangen, weil ich war müde.*

DE: Er kann nicht mitkommen, da er noch arbeiten muss.
МК: Тој не може да дојде со нас(,) бидејќи мора уште да работи.
**Er kann nicht mitkommen, da er muss noch zu[14] arbeiten.*

Das finite Verb stehtim Deutschen, im Gegensatz zum Mazedonischen, in einem eingeleiteten Nebensatz nach dem verbalen Rahmen gewöhnlich am Ende des Satzes, was nicht typisch für das Mazedonische ist. Bezüglich der Modalverben stehen das Modalverb und der Infinitiv, im Mazedonischendurch "да-Konstruktion"ausgedrückt, meistens gleich hintereinander, wie es die folgenden Beispiele bestätigen:*Морам да работам, Треба да трчам*. Im Deutschen steht der Infinitiv in Konstruktionen mit Modalverbengewöhnlich am Ende des Satzes.Die

[14]Das deutsche „zu" (МК: да) ist im mazedonischen Satz in Form eines Äquivalents präsent.

„да-Konstruktion“ im Mazedonischen wird im Deutschen durch die Konstruktion zu+Verb wiedergegeben. Deswegen treten häufig Fehler auf (DE: Ich will Tennis spielen. / Ich will Tennis zu spielen* / МК: Јас сакам да играм тенис). Eine Ausnahme bildet in beiden Fällen die sogenannte Ausklammerung. Das bedeutet, dass verschiedene Satzglieder den Rahmen durchbrechenkönnen. Die Wortfolge ist in den slawischen Sprachen (im Mazedonischen auch) relativ frei und in manchen Fällen auch regional oder dialektal bedingt und geprägt.
Als Beispiel zur morphologischen Interferenz kann die Rektion der Verben angeführt werden. Dies wird am Beispiel des Verbs *beantworten*(МК: одговара)gezeigt. Im Mazedonischen wird das Verb mit der Präposition „на” verbunden,im Deutschen wird es dagegen mit dem Akkusativ verbunden.
DE: eine Frage beantworten /МК: одговара <u>на</u> прашање.

4. Lexikalisch-semantische Interferenz

Es gibt grundsätzlich zwei Möglichkeiten, wie die lexikalisch-semantischen Interferenzfehler entstehen können. Bei der ersten Variantehandelt es sich um Wörter, die sowohl im Mazedonischen als auch im Deutschen identisch oder ähnlich aussehen, die aber eine andere Bedeutung haben. Sie werden als sogenannte*falsche Freunde* (МК: лажни парови) bezeichnet.
Als Beispiel kann das Wortpaar DE: Konkurs/МК: *конкурс* angeführt werden. Das Wort *Konkurs* bedeutet im Deutschen *Bankrott, Insolvenz, Pleite, Ruin,* (Duden Online Wörterbuch). Im Mazedonischen verwendet man dieses Wort entweder gerade in der Bedeutung *Ausschreibung* oder in der Bedeutung *Bewerbung*. Im Mazedonischen enspricht die erste Bedeutungdieses Wortesdem Ausdruck *Stellenausschreibung (МК: оглас за работно место)*.
Ein anderes Beispiel wäre das Wort *Absolvent,* das im Deutschen die folgende Bedeutung hat: eine Person oder jemand, der die vorgeschriebene Ausbildung an einer Schule erfolgreich abgeschlossen hat (Duden Online Wörterbuch), und im Mazedonischen bedeutet dieses Wort:„ein Student im letzten Studienjahr des Studiums, der noch nicht fertig mit der Ausbildung ist”.
Bei der zweiten Möglichkeit entstehen die Fehler durch eine Divergenz. Das heißt, dass einem Wort in der Ausgangssprache zwei oder mehrere Äquivalentwörter in der Zielsprache entsprechen. Als Beispiel kann man das mazedonische Wort *сам*anführen. Ins Deutsche kann das Wort als *selbst,allein*oder in manchen Fällen als *persönlich*übersetzt werden;es ist kontextbedingt, welches der Äquivalente verwendet wird.
Wir belegen diesmit folgenden Beispielen:
Zu Hause bin ich allein geblieben. (МК: Останав <u>сам</u> дома.)
Das Haus hat er selbst gebaut. (МК: Тој <u>сам</u> ја направи куќата).
Ich persönlich habe mich mit der Preisgestaltung nicht beschäftigt. (Јас <u>сам</u> (лично) не се занимавам со формирање на цената).

4.1. Die Konjunktionen *damit*; *um…zu* und ihre mazedonischen Äquivalente

Es gibt drei Möglichkeiten, die deutschenKonjunktionen*damit*; *um…zu; dass*ins Mazedonischen zuübersetzen (МК: за/ за да / дека). Im Mazedonischen ist die “да-Konstruktion” einElement fűr eineVerknűpfungmit dem Nebensatz und die Beziehung zwischen dem Element „да“ und dem finiten Verb ist sehr eng. Sie erlaubt kein anderes Element dazwischen(außer das Negationswort) und betont den menschlichen Willen oder die Absichteiner handelnden Person,eine Tätigkeit durchzuführen.

Damit
Die Konjunktion *damit,* bzw. die Konstruktion *um…zu* werden verwendet, wenn es sich um einen Finalsatz handelt (Rinas, 2003 S.171).Man kann den Finalsatz mit "Zu welchem Zweck?", oder „Warum?” erfragen.

Beispiele:
DE: Ihr musst jetzt losgehen, damit ihr den Bus nicht verpasst. (um den Bus nicht zu verpassen)
MK: Вие морате да тргнете, за да / да не го испуштите автобусот.
DE: *Der Chor hat laut gesungen, damit alle ihn hören können.*
MK: *Хорот пееше гласно, за да / да / со цел / за да можат/ сите да го слушнат.*

Dass
Die Konjunktion *dass* wird verwendet, wenn es sich um einen Objektsatz handelt. Den mit der Konjunktion *dass* eingeleiteten Nebensätzen gehen Hauptsätze voraus, in denen vor allem Verben wie *wollen, mögen, bitten, (sich) wünschen* oder *sagen* vorkommen. (Štícha, 2003: 672, Rinas K., 2003: 171)

Beispiele:
DE: Ich beeile mich, damit ich pünktlich bei dir bin.
MK: Ќе побрзам за да стигнам кај тебе навреме.
DE: *Er sagte, dass er kommt.*
MK: Тој рече дека ќе дојде.
DE: Erlauben Sie es mir, dass ich Ihnen unseren neuen Geschäftspartner vorstelle.
MK:Дозволете ми да ви го претставам нашиот нов бизнис партнер.

4.2. Die Konjunktionen „aber“ und “sondern” und ihre mazedonischen Äquivalente

Im Deutschen gibt es zwei äquivalente Konjunktionen, die zum Ausdruck der mazedonischen Konjunktion *но, туку* verwendet werden können. Es handelt sich um die Konjunktionen *aber* und *sondern*. Jede wird allerdings in unterschiedlichen Situationen verwendet.

Aber / но, туку, сепак
Die Konjunktion *aber* wird verwendet, um gegensätzliche Satzglieder oder Sätze zu verbinden. Diese Konjunktion kann durch andere Konjunktionen (nicht nur *“но“*, aber auch durch “*сепак”*und/oder *“туку”*) im Mazedonischenersetzt werden.

Beispiele:
DE: Normalerweise fahren wir mit dem Fahrrad zur Arbeit, aber im Winter nehmen wir den Bus.
MK: Обично одиме со велосипед на работа, но во зима користиме автобус.
DE: *Sie wollte eine Weltreise machen, aber sie wurde krank.*
MK:*Таа сакаше да патува низ светот, но се разболе.*
DE: *Das Restaurant bietetVor- und Nachspeise an, aber kein Hauptgericht.*
MK: *Рестаранот нуди предјадење и десерт, но не и (без) главен оброк.*

Sondern / туку, веќе

Die Konjunktion *sondern* wird verwendet, wenn eine negative Aussage im ersten Satz vorkommt.Sie hat die Funktion des Widerspruchs und der Korrektur.Die Konjunktion kann auch als *туку, туку и, веќе*ins Mazedonische übersetzt werden.

Beispiele:
DE: *Wir fahren nicht weg, sondern wir bleiben zu Hause.*
MK:*Ние не си одиме, туку остануваме дома.*
DE: *Das Fotomodell ist nicht nur schön, sondern auch sehr klug.*
MK: *Фото-моделот не е само убав, туку и многу умен.*
DE: *Wir fahren nicht morgen ab, sondern nächste Woche.*
MK*: Утре не тргнуваме, туку/веќе следната недела.*
DE: *In Halle habe ich nicht nur studiert, sondern auch ein Praktikum gemacht.*
MK: Во Хале не само што студирав, туку обавувави практика.

5. Schlussfolgerung

Im Mittelpunkt dieses Beitrags steht die Analyse der Interferenzfehler im Bereich von Morphologie und Syntax, die bei mazedonischsprachigen Studierenden des Deutschen während des Spracherwerbprozesses auftreten. Die Grundlage für den praktischen Teil dieses Beitrags bildet eine empirische wissenschaftliche Untersuchung, die an der Philologischen Fakultät der Universität „Goce Delčev“ zu Štip durchgeführt wurde. Unterschiedliche Themen wurden in Form von Aufsätzen behandelt, die von den Studenten im ersten Studienjahr ausgearbeitet wurden. Anhand des auf dieser Weise erhaltenen und analysierten Materials konnten einige typische, repräsentative Fehlerquellen für mazedonische Deutschstudierende identifiziert werden. Da der Schwerpunkt dieser Arbeit insbesondere beiden Interferenzen auf morphosyntaktischer Ebene liegt, wurden die Fehler im Bereich der Orthografie ausgeklammert, obwohl es in den untersuchten Texten eine Reihe davon gab.
Das Ziel der Untersuchungistin diesem Beitragdie Beschreibung und die Analyse der grammatischen und lexikalisch-semantischen Interferenzfehler im Sprachpaar Deutsch-Mazedonisch. Die Gründe für die hierpräsentierten Fehler sind verschiedener Natur. Im Grunde genommen, versuchen die Studierendendie Fehler zu vermeiden, oder in manchen Fällen haben sie Probleme bei derrichtigen Anwendung, was unter anderem an signifikanten Unterschieden der beiden Sprachsysteme liegt, vor allem wenn die Studierenden im ersten Studienjahr sind und noch keine genauen und präzisen Kenntnisse davon haben, wie und wann man die komplizierten Regeln der Grammatik anwendet.
Es ist zu betonen, dass der Textkorpus dieser Arbeit aus schriftlichen Arbeiten mazedonischsprachiger Deutschstudierenden nuraus dem ersten Studienjahr stammter hat einen recht schmalen Umfang im Gegensatz zum Gesamtstudium, und gibt nureinenbegrenzten Einblick in das Fehlerverhalten mazedonischsprachiger Deutschstudierenden des gesamten Studiums. Die Bearbeitung eines größeren Textkorpus wäre die Aufgabe eines weiteren,breiter angelegten Forschungsprojekts. Die anderen Parameter, wie etwa die individuelle Begabung oder die Motivation der Studierenden, die Lernumgebung, die bereits gesammelte Lernerfahrungen usw., konnten hier,wegen des begrenzten Umfangs dieses Beitrags, nicht berücksichtigt werden.Der Artikel könnte auch unter diesen Gesichtspunkten als Denkanstoß und Motivation für eine größer und tiefer

angelegte Studie dienen. Das Thema scheint interessant und aktuell zu sein, und es lohnt sich, eine genauere Untersuchung durchzuführen, denn mit jedem Jahr steigt die Anzahl der Mazedonier, die Deutsch als Fremdsprache studieren oder lernen, bzw. die Germanistik oder DaF studieren.Für das großeInteresse an der deutschen Sprache gibt es wirtschaftliche, politische und sprachpraktische Motive, aber auch kulturelle und bildungspolitische Gründe.

Die deutsche Sprache ist eine von den drei Sprachen, die von der Europäischen Kommission, neben der englischen und französischen Spracheverwendet werden. Die Republik Mazedonien ist ein Land, das sich in der Übergangsphase befindet und wir sehen unser Land als künftiges Mitglied der EU. So ist es nicht überraschend, dass sich die deutsche Sprache in relativ kurzer Zeit so stark in den relevantengesellschaftlichen und multikulturellen Sphären etablieren konnte.

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SPRACHFEHLER ALS LITERARISCHES AUSDRUCKSMITTEL ANA BILIC *DAS KLEINE STÜCK VOM GROSSEN HIMMEL*

SOLECISMS AS LITERARY DEVICES *ANA BILIC DAS KLEINE STÜCK VOM GROSSEN HIMMEL*

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Abstract: This paper elaborates a theme at the interface between linguistics and literature on the case example of a novel which belongs to the immigrant literature as part of the contemporary Austrian literature. The Croatian author Ana Bilic describes in her first novel written in German language *Das kleine Stück vom großen Himmel* (*The small part of the big* sky) published in 2002 the love relationship between a Croatian unnamed female student and the Austrian student Ernst which takes place in Vienna. The unusual thing in this novel is the fact that in numerous sentences and passages the author uses a strange German language which is characterized by interference mistakes, or to be precise a Croatian-German language variation which more or less differs grammatically and lexically from standard German language. In the paper this consciously alienated language is being investigated concerning the influence of the Croatian mother tongue of the author, but also concerning common mistakes while learning German language. The paper also analyses the motivation of Ana Bilic for such in the context of immigrant literature unusual language use, which is also connected with the plot of the novel. Thus qualitative as well as quantitative methods of analysis are being used, whereby the former ones refer to the content and the latter ones to the frequency of interference mistakes in the book. The interference mistakes belong on one side to the fictional (text-internal) world and on the other side to the factual (text-external) level, because they reflect the plot of the book and establish on the level of content and language a connection between the first-person narrator and the author, who also had to learn German after her arrival to Vienna. As a result of this most interference mistakes appear in the first chapters of the novel, which reflects the first phase in German language learning of the female narrator. Further on in the novel the quantity of the mistakes decreases parallel to the rising foreign language abilities of the narrator, which holds true for the less frequent language acquisition and competence mistakes. The aim of the Ana Bilic is obviously to show by means of the plot and the language use the mechanisms and the process of foreign language acquisition, whereby she makes an innovative contribution to the contemporary German-speaking immigrant literature.

Keywords: Migrantenliteratur; Interferenzfehler; Erwerbsfehler; Kompetenzfehler; Fremdsprachendidaktik

Keywords in English: immigrant literature, interference mistakes, acquisition mistakes, competence mistakes, foreign languages didactics

1. Einleitung

Die Autorin Ana Bilic wurde 1962 in Zagreb geboren. Sie hat dort das Jurastudium abgeschlossen und die Rechtsanwaltsprüfung abgelegt. Seit Mitte der 1990er Jahre lebt und arbeitet sie als Übersetzerin und Autorin in Wien (Biographische und bibliographische Daten der Autorin wurden von ihrer Web-Seite http://www.ana-bilic.at übernommen).

Ihre künstlerische Tätigkeit ist breit gefächert und begann 1999 zuerst in kroatischer Sprache unter ihrem eigentlichen Geburtsnamen Snježana Bilić mit dem Märchen für Erwachsene *Život s voluharicama* (*Das Leben mit den Wühlmäusen*) und der Erzählsammlung mit 100 surrealen Kurzgeschichten *Knjiga o takama* (*Das Buch von Takas*). Nach ihrem Umzug nach Wien veröffentlicht sie 2002 als ihr Debüt in deutscher Sprache das hier bearbeitete Buch *Das kleine Stück vom großen Himmel* (Im weiteren Text werden Zitate aus dem Buch in Klammern mit „S, Seitenzahl" gekennzeichnet). Das Buch wurde bislang literaturwissenschaftlich nicht analysiert. Es liegen lediglich einige mehr oder weniger ausführliche Rezensionen verschiedener Zeitungen und Zeitschriften zumeist aus dem Erscheinungsjahr vor: Der Standard (09.03.2002), Salzburger Nachrichten (23.03.2002), P.S. (11.04.2002), Neue Zürcher Zeitung (16.07.2002), Was ist los (10.08.2002), Frau mit Herz (20.11.2002), Neues Deutschland (29.11.2002), Dum - 29/2004 (April 2004).

Danach schreibt Ana Bilic vermehrt Kurzstücke, Monologe und Monodramen fürs Theater, aber auch deutschsprachige Lyrik, die in mehreren Anthologien erscheinen. Außerdem schreibt sie Hörspiele und arbeitet an Musikvideos und Kurzfilmen.

Ana Bilic gehört zur österreichischen Migrantenliteratur, genauer zu den Autoren, die in den 1990er Jahren aus den Nachfolgestaaten Ex-Jugoslawiens nach Österreich, aber auch in andere deutschsprachige Länder, gezogen sind. Nach der Definition von Iris Hipfl ist Migrantenliteratur eine „[…] Literatur von Autoren, die einen einschneidenden Kulturwechsel, meist verbunden mit einem Sprachwechsel, hinter sich haben." (Hipfl, 2008: 89) Bei Ana Bilic trifft diese Definition nicht ganz zu, da einerseits der Kulturwechsel zwischen Zagreb und Wien aufgrund Jahrhunderte andauernder politischer, historischer und kultureller Verbundenheit nicht als sehr einschneidend bezeichnet werden kann und andererseits, zumindest in dem hier bearbeiteten Buch, auch der Sprachwechsel nicht gänzlich vollzogen worden ist, sondern eher als ein andauernder Prozess dargestellt wird.

Die Beschäftigung mit der deutschen Sprache ist ein wichtiger stilistischer Bestandteil der Werke von Ana Bilic. Das bezieht sich besonders auf ihr Buch *Das kleine Stück vom großen Himmel*. *Eine Liebesgeschichte*, in dem die Autorin neun Jahre nach der Trennung, im Rückblick, die Liebesbeziehung zwischen der Ich-Erzählerin, einer namentlich nicht genannten kroatischen Jurastudentin und angehenden Rechtsanwältin, und dem österreichischen Studenten Ernst beschreibt. Die beiden verlieben sich ineinander während er ihr Deutschstunden gibt und dabei häufig unbekannte Wörter mit Hilfe von bildhaften und gleichzeitig lehrreichen Geschichten erklärt. Die wachsende sprachliche Kompetenz ermöglicht es mit der Zeit auch der Ich-Erzählerin, ihrem Freund Geschichten aus ihrem

Leben zu erzählen und ihm ihre intimen Gedanken und Gefühle zu vermitteln. Aus dem gegenseitigen Erzählen verschiedener Geschichten und Anekdoten zweier Liebender entwickelt sich inhaltlich eine gesonderte poetische Textebene. Parallel entwickeln sich also die private Beziehung und die Beziehung zur deutschen Sprache. Doch, gemeinsam mit dem Spracherwerb erschöpft sich mit der Zeit auch die Beziehung zwischen der Ich-Erzählerin und Ernst. Sie endet symbolisch mit dem Abbruch ihrer unmittelbaren Kommunikation, denn die endgültige Trennung vollzieht sich über einen kurzen Brief, den Ernst vor seiner Abreise der Erzählerin geschickt hat: „Ich musste verreisen. Es tut mir leid. Ich weiß nicht, wann ich zurück bin. Ernst." (S. 157) Die Erzählerin bleibt enttäuscht zurück und verarbeitet das Erlebte nachträglich in Erinnerungen.
Ungewöhnlich an dieser inhaltlich recht konventionellen Liebesgeschichte ist, dass die Autorin in zahlreichen Textausschnitten eine unkonventionelle Sprache in Form einer kroatisch-deutschen Sprachvariante mit ungewohnter Metaphorik und Syntax benutzt, die von der deutschen schriftlichen Standardsprache grammatikalisch und lexikalisch teilweise abweicht.
Eine ähnliche Technik benutzt die in der Schweiz lebende kroatische Autorin Dragica Rajčić, die in einigen ihrer deutschsprachigen Werke bewusst ein fehlerhaftes „Gastarbeiterdeutsch" benutzt oder auch Herta Müller in ihrer Prosa, indem sie rumänische Begriffe, Redewendungen und geflügelte Worte wörtlich in die deutsche Sprache übersetzt. Zu erwähnen sei auch Feridun Zaimoglu, der in einigen seiner frühen Werke (z.B. *Kanak Sprak*) die Jugendsprache zumeist türkischstämmiger junger Leute, das sogenannte „Kanakisch" benutzt, womit er die Äußerungen dieser Jugendlichen authentisch wiedergibt. Bei allen diesen Autoren spielt die auf unterschiedliche Weise „verfremdete" eine wichtige Rolle bei der Sinnbildung und –übertragung.
In diesem Aufsatz soll der Sprachgebrauch auch mit Hinsicht auf den grammatischen und sprachlichen Bezug zur kroatischen Muttersprache der Autorin genauer untersucht werden. Ebenso wird die Motivation der Autorin für den ungewöhnlichen Sprachgebrauch analysiert, worüber sie selber in einem Interview sagte:

> Mein Buch ist auch gleichzeitig poetisch. Das kann ich dem Kroatischen verdanken. Ich will nicht sagen, Kroatisch wäre eine viel poetischere Sprache als Deutsch, sondern dem Kroatischen fehlt das, was Deutsch hat – die Präzision. Die Idiomatik und der Wortschatz der kroatischen Sprache sind bescheidener als die des Deutschen. Deswegen habe ich den Vergleich als Ausdrucksform gewählt, was eigentlich beim Schreiben eine andere Art der Präzision sein könnte und auch dem Schreiben eine poetische Note verleiht. (Thomas, 2002)

Die Sprache wird auch im Klappentext als besonderes stilistisches Merkmal des Buches erwähnt: „Ana Bilic' Debüt ist eine Liebesgeschichte, getragen von einer Sprache, die das aufweist, was wenige Bücher haben: eine eigene Melodie, die ihre Wurzeln in der Fremde nicht verleugnet und dadurch einen verstörenden Glanz erhält." (Bilic, 2002) Die etwas widersprüchlich klingende Formulierung „verstörender Glanz" erscheint auch in unterschiedlichen Varianten in einigen Rezensionen des Buches, in denen die Sprache zumeist als positives Merkmal hervorgehoben wird. Nicole Katja Streitler nennt Bilics Sprache ein „slawisch-gebrochenes Deutsch“ und fügt hinzu:

> In Grammatik und Semantik weicht die Autorin wiederholt merklich von der gegenwärtig üblichen deutschen Schriftsprache ab. Darin liegt zweifellos ein Reiz. Die Holprigkeit des Satzrhythmus wirkt lebendig, steht der gesprochenen Umgangssprache näher als der Mannheimer Schriftvariante. Außerdem hat die manchmal unbeholfene Einfachheit und Fehlerhaftigkeit der Sprache etwas Kindlich-Naives, etwas Zerbrechliches, das dem Thema des Buches sehr angemessen ist […] (Streitler, 2002)

Diese „Angemessenheit“ bezieht sich darauf, dass Streitlers Ansicht nach eine konventionelle Liebesgeschichte heutzutage nur mit Hilfe einer kindlich verfremdeten bzw. poetischen Sprache überhaupt erst erzählbar ist.
Benjamin Jakob betont in seiner Rezension ebenfalls das „kindlich/kindgerechte“ Erzählen und fügt hinzu, dass das Buch zwar keine „aufregende Konstruktion“ hat, „Dafür aber eine ganz eigene, eigenwillige Melodie – eine Melodie, die sie aus ihrem Idiom in das andere hinübergerettet hat. Sorgsam nutzt sie das Deutsche, poliert es, so dass manch aufregendes, längst blind gewordenes Detail der Sprache plötzlich wieder leuchtet.“ (Jakob, 2002).
Anderer Meinung ist Dorothea Trottenberg, die zwar das Talent und die Schreibweise der Autorin „in einem bisweilen reizvoll verfremdeten Deutsch, zumindest was Metaphorik oder Syntax angeht“ lobt, dann aber hinzufügt:

> Aber ein behutsamer lektorierender Eingriff hätte Text und Autorin einen Gefallen getan – Stilblüten („war bei mir das Gefühl anwesend“), Fehler („nach viel Umschweife“, „nach eine Weile“) oder ein ganzes Kapitel im teilweise falsch gebrauchten Konjunktiv verleihen der deutschen Sprache jedenfalls nicht den im Klappentext versprochenen „ungewohnten Glanz“. (Trottenberg, 2002)

Trottenberg mag Recht mit der Behauptung haben, dass das Versprechen vom sprachlichen „Glanz“ nicht eingehalten wird. Sicherlich hätte das Lektorat des Verlags Hoffmann und Campe die offensichtlichen grammatischen und sprachlichen „Fehler“ korrigieren können, doch sie wurden offensichtlich als stilistisches Merkmal des Buches bewusst nicht „geglättet“ und werden sogar als paratextuelle Angabe und Teil der Werbestrategie hervorgehoben. Einerseits deuten sie nämlich auf die sprachlichen Wurzeln der Autorin hin und andererseits spiegeln sie die Handlung unmittelbar wider. Im Weiteren soll diese Sprache genauer untersucht werden, wobei eine Aufteilung in Interferenzfehler und in Erwerbs- bzw. Kompetenzfehler erfolgt und ihre Häufigkeit analysiert wird.

2. Interferenzfehler

Für den Begriff interlinguale oder zwischensprachliche Interferenz, wie auch für die Einteilung der Interferenzfehler, gibt es unterschiedliche Definitionen und Ansätze. Interferenz zwischen der Muttersprache und einer oder mehreren Fremdsprachen bedeutet, dass die Muttersprache die zu erlernende Fremdsprache(n) beeinflusst, indem der Lernende Regeln und Strukturen der Muttersprache auf die selben Bereiche der Fremdsprache(n) überträgt, in denen sie aber in dieser Form nicht angewendet werden können, da sie Fehler verursachen. Solche Interferenzen werden als „negativer Transfer“ bzw. „Fehler generierende Referenzen“ bezeichnet (vgl. Roche, 2013: 94), und sie können bei Lernenden in allen Entwicklungs- bzw. Lernstufen auftreten.

Eine der am häufigsten zitierten Einteilungen der Interferenzfehler, die auch in diesem Aufsatz angewandt wird, ist die von Juhasz (vgl. 1980: 647), der drei Interferenzformen unterscheidet: die grammatische, die lexikalisch-semantische und die phonetische. Zu den grammatischen Interferenzen gehören die Bereiche Morphologie und Syntax.

Der Begriff interlinguale Interferenz bezieht sich in Ana Bilics Buch konkret auf die Übertragung von Strukturen aus der kroatischen in die deutsche Sprache. In *Das kleine Stück vom großen Himmel* kommen sowohl grammatische als auch lexikalisch-semantische Interferenzfehler vor.

Grammatische Interferenzen tauchen beispielsweise bei der Benutzung der Modalverben *sollen* anstatt *müssen* auf, was ein häufiger Fehler deutschlernender Kroaten ist, wie z.B. „Bis nächsten Sommer soll ich gut Deutsch können, ich muss nach Zagreb zurückkehren.“ (S. 9), „Ich soll sogar einfache Gedanken übersetzen.“ (S. 12), „Man soll ihm nur die zweite Chance geben […]“ (S. 13). Andere typische Fehler erscheinen bei der Benutzung von Präpositionen „[…] wir sprachen von Dostojevski […]“ (S. 16), der fehlenden Reflexivpronomen bei Reflexivverben „Ich habe das nicht ausgedacht“ (S. 101), und besonders des Genitivs, der nach der Präposition „statt“ zudem nicht zur sprachlichen Ebene des restlichen Textes passt: „Ernst sagte das statt meiner“ (S. 19 und 66).

Lexikalisch-semantische Interferenzen melden sich auf unterschiedlichen Ebenen, wobei kroatische Begriffe oder Redewendungen wörtlich übersetzt werden, was aber dem Geiste der deutschen Sprache nicht entspricht, wie z.B. auf S. 24: „Wir hatten das <u>Lachen auf den Gesichtern</u> […]“ (Kroatisch: Imati osmijeh na licu. = Ein Lächeln im Gesicht haben.), S. 26: „Er sah mich eine Weile an, <u>schluckte den Speichel</u> und beruhigte seinen Atem.“ (Kroatisch: Progutati slinu. = Schlucken.), S. 70: „Und im Haus würde die Arbeit <u>ein Lied werden</u>.“ (Kroatisch: Posao bi tekao kao pjesma. = Die Arbeit würde mühelos von der Hand gehen.“), S. 43: „Wir verließen den Park und kehrten in die <u>Sachlichkeit</u> zurück“ (wörtliche Übersetzung des kroatischen Substantivs „stvarnost“ = Wirklichkeit, Realität).

Die meisten Interferenzfehler gehören zur lexikalisch-semantischen Ebene, was bereits in anderen Studien zum Fremdsprachenerwerb als wissenschaftliche Tatsache anerkannt wurde. Dieses Phänomen wird dadurch begründet, dass sich besonders Anfänger im Fremdsprachenerwerb auf den lexikalischen Transfer konzentrieren (vgl. Roche, 2013: 95), während grammatische Strukturen erst später bewusst in Angriff genommen werden. Gleichzeitig spiegelt sich darin auch das ausgeprägte Sprachbewusstsein der Autorin wider, was laut Roche die Vorbedingung für Interferenzen ist: „Spracheinfluss setzt eine gewisse – zumindest intuitive – Sprachbewusstheit und bestimmte Sprachkenntnisse voraus. Wie sonst sollte ein Lerner die verschiedenen Übertragungsbereiche identifizieren und Strategien organisieren?“ (Roche, 2013: 96).

Interferenzen geben als Stilmittel Bilics Buch seinen besonderen Klang und sollten in diesem Kontext nicht als Fehler bezeichnet werden, zumal sie wohl bewusst benutzt bzw. „inszeniert“ werden.

3. Erwerbsfehler / Kompetenzfehler

Zu den Erwerbs- bzw. Kompetenzfehlern gehören Fehler, die von Deutschlernenden allgemein wegen bestimmter Eigenheiten und Schwierigkeiten der deutschen Sprache in verschiedenen Lernphasen gemacht werden und die nicht mit sprachlichen Interferenzen erklärt werden können. Zu diesen Fehlern gehören lexikalische bzw. semantische Fehler, die sich nicht durch die Ähnlichkeit des Vokabulars mit der kroatischen Sprache erklären lassen.

Zu dieser Gruppe gehören in Ana Bilics Buch u. a. folgende Beispiele: „Ein weißer Streifen des Rauchs […] begann dann zu raunen." (S.18), „[…] in seinem mühsamen und trübenden Leben […]" (S. 20), „[…] wie überstürzten uns […]" (S. 26) oder Fehler bzw. Unstimmigkeiten in der Wahl des Sprachregisters wie z.B. „Noch lange Zeit lagen wir auf dem mit unseren Gewändern bedeckten Boden […]" (S. 27), „Das sieht wie eine Verzeihung aus, aber das ist keine Verzeihung." (S. 161).

Zu Erwerbsfehler gehören auch Fehler beim Artikelgebrauch wie z.B. Benutzung des bestimmten Artikels bei Abstrakta oder Substantiven im Plural „[…] brauchen wir die Zeit – die kurze Zeit, aber immerhin die Zeit." (S. 61), „Unsere Körper fühlten sich wie die Helligkeit an […]" (S. 24), „Der Körper war mit den Fetzen ausgefüllt […]" (S. 34), „Wir unterhielten uns […] über die aufregenden Ereignisse und die merkwürdigen Leute und Bekannten […]" (S. 15), überflüssiger Gebrauch des unbestimmten Artikels wie „[…] ein Kochen, ein Saubermachen, ein Staubsaugen, ein Abwaschen, ein Bügeln, ein Waschen […]" (S.10), oder Auslassung des Artikels „[…] ich fühlte Wärme seines Körpers." (S. 25).

Im Buch erscheinen auch einige syntaktische Fehler in der Wortfolge wie „Ich war in Ernsts Zimmer nicht mehr […]" (S. 21), „Aber Barbie blieb Barbie nicht mehr." (S.30).

Besonders häufig und auffallend sind Fehler beim Gebrauch des Konjunktivs für die indirekte Rede wie z.B. das ganze 9. Kapitel, in dem das Hilfsverb *sein* im Konjunktiv Präsens ständig wiederholt wird: „Er sagte auch, meine Haare seien hübsch, meine Nase sei wie die einer ägyptischen Königin, meine Adern seien berührbar, mein Speichel süß und weiblich, mein Bauch sei weiß und schlank, mein Hintern sei aufreizend, mein Schweiß duftend." (S. 28)

Aufgrund dieser Wiederholungen bekommen solche Textstellen allerdings einen lyrischen Klang und Rhythmus, was ein wichtiges Merkmal von Ana Bilics Schreibstil ist.

4. Sprachfehler als Bestandteil und Strukturelement der erzählten Welt

Die dokumentierten Beispiele für Sprachfehler im Buch gehören zu zwei Ebenen bzw. Welten: einerseits im gedruckten Text zur faktualen textexternen Ebene und andererseits als Teil der Handlung zur fiktionalen Welt. Die Fehler reflektieren somit die Handlung des Buches und stellen gleichzeitig auf inhaltlicher und sprachlicher Ebene eine Verbindung zwischen der namentlich nicht genannten Ich-Erzählerin und der Autorin selbst her. Gerade die Namenlosigkeit der Ich-Erzählerin und die fehlende Gattungszuordnung auf dem Buchumschlag haben die Rolle, eine Verbindung zwischen Erzählerin und Autorin herzustellen, was eine häufige Technik der Leserbeeinflussung in der Gegenwartsliteratur darstellt. Das wird auch auf den ersten Seiten des Buches mit der Erwähnung biographischer Daten, die auch der Autorin zugeordnet werden können, angedeutet:

> Als ich nach Wien kam und Ernst kennen lernte, sprach ich schlecht Deutsch. Wegen der Sprache kam ich nämlich nach Wien. Ich hatte gerade mein Jura-Diplom in Zagreb gemacht und musste für die Praxis in einer Rechtsanwaltkanzlei Deutsch können. So entschloss ich mich, ein Jahr in Wien zu verbringen. Sandra, meine Freundin, schlug mir ihren Freund Ernst für Privatstunden vor. (S. 5)

Die Entwicklung der Sprachkenntnisse der Erzählerin und mittelbar auch der Autorin spiegelt sich demnach sowohl auf faktualer Ebene in der teilweise „verfremdeten" Benutzung der deutschen Sprache im gedruckten Text, als auch auf fiktional-inhaltlicher Ebene im Text selbst wider. Erzähllogisch paradox erscheint in diesem Fall allerdings, dass die Sprachfehler im Text aus einer retrospektiven Perspektive von neun Jahren und so auch von einer sprachlich mittlerweile wohl reiferen Erzählerin gemacht werden. Das bestätigt die Vermutung, dass entweder die Fehler im ersten Teil des Buches bewusst „inszeniert" oder im restlichen Text detaillierter berichtigt wurden. Die meisten Interferenzfehler im Buch kommen nämlich im ersten Dutzend der insgesamt 66 kurzen Kapitel des Buches vor, was auf der Handlungsebene die erste Phase des Deutschlernens der Ich-Erzählerin widerspiegelt.
Interferenzfehler machen allerdings nur einen kleineren Teil der Gesamtfehler aus, was auch den Resultaten bestehender Studien zum Fremdsprachenerwerb allgemein entspricht. Im weiteren Verlauf des Buches verringert sich die Zahl dieser Fehler abrupt, was mit dem Verlauf der Zeit und dem Erlernen der deutschen Sprache durch die Ich-Erzählerin verbunden werden kann.
Die Erwerbs- bzw. Kompetenzfehler im Buch verringern sich ebenfalls von Kapitel zu Kapitel, was auch eine wachsende fremdsprachliche Kompetenz der Erzählerin vermuten lässt: „Solche ‚Erwerbsfehler' werden auf diese Weise nicht negativ bewertet, sondern sind Signale für Fortschritte im Lernprozess (die auf späteren Stufen dieses Prozesses wieder überwunden werden);" (Götze / Helbig, 2001: 18)
Mit *Das kleine Stück vom großen Himmel* hat Bilic insbesondere in sprachlicher Hinsicht einen interessanten und zugleich ungewöhnlichen Beitrag zur deutschsprachigen Migrantenliteratur in Österreich geleistet, da sie einerseits, wie im Klappentext betont, ihre muttersprachlichen Wurzeln nicht verleugnet und sich andererseits traut, kurze Zeit nach ihrer Ankunft in Wien für ihre literarische Tätigkeit eine für sie noch ungenügend bekannte Fremdsprache zu wählen. Diese zwei Sprachen vergleichend betont sie folgendes:

> Die deutsche Sprache hat mir geholfen, mich viel einfacher auszudrücken. Das war eine Herausforderung, weil das, was ich im Buch sagen wollte, meine Gedanken, einen komplizierten Inhalt haben […] denn die deutsche Sprache enthält eine besondere und anspruchsvolle Logik – das ist die Präzision. Die Präzision bedeutet Nuancen der gefühlsmäßigen Gedanken klar auszudrücken. Diese Präzision stellt an mich als Autorin die Anforderung, selbst im Klaren zu sein, was ich vermitteln will. (Thomas, 2002)

Damit nimmt Bilic unmittelbar Bezug auf ihre persönliche, sprachliche und literarische Mehrfachzugehörigkeit, die sie als Antriebskraft und Motiv für ihre Literatur und sonstige künstlerische Tätigkeit, was man auch ihrer Internetseite entnehmen kann, zu nutzen weiß. Das entspricht auch Hipfls Definition der Migrantenliteratur:

> Migrantenliteratur ist durch Hybridität geprägt, wobei sowohl auf thematischer, sprachlicher und figuraler Ebene als auch bezüglich der Persönlichkeit des Autors selbst und seiner Positionierung im literarischen Feld hybride Identitäten und Mehrfachzugehörigkeit eine Rolle spielen, die in einem „Zwischenraum“ existieren. (Hipfl, 2008: 90)

Ana Bilic betont in diesem Zusammenhang auch die schöpferische Kraft des Wortes und der Sprache, was besonders beim Fremdsprachenerwerb, der einen nicht muttersprachlichen Autor noch mehr fordern aber auch inspirieren kann, von Bedeutung ist:

> Die vorhandenen Begriffe bekommen neue Bezeichnungen. Diese neuen Bezeichnungen, die neuen Wörter, haben eine interessante Wirkung beim Lernenden. Außer der Aufgabe, die Gedanken auf verständliche Weise zu äußern, befreien die neuen Wörter einen erweiterten Kontext, in dem ein Begriff bei dem Lernenden verankert ist. Die neuen Wörter bringen tief vergrabene Inhalte ans Licht. Ein paar Geschichten in meinem Buch beruhen auf diesem Sprachspiel: man trifft seine Entscheidung, in dem man eine „Entscheidung“ in einer körperlichen Gestalt tatsächlich auf der Straße trifft. (Thomas, 2002)

Die Sprache selbst dient Bilic also als Herausforderung und schöpferische Inspirationsquelle für das Erzählen, was besonders in den Geschichten, die sich Ernst und die Erzählerin im Laufe der Handlung gegenseitig erzählen, und die bestimmte Begriffe erläutern sollen, zum Ausdruck kommt: „Eine Entscheidung treffen?, fragte ich Ernst in einer Deutschstunde. Was heißt das? Und statt mir zu erklären, was *eine Entscheidung treffen bedeutet*, erzählte er mir eine Geschichte.“ (S. 6)
Gleichzeitig enthalten diese Geschichten auf intradiegetischer Ebene Realität und Fiktionalität zugleich, was sich wiederum auf die extradiegetische Ebene auswirkt, indem auch die Fiktionalität des Buches in Frage gestellt wird:

> Und jetzt, wenn ich mich nach neun Jahren daran erinnere, weiß ich nicht, ob er Geschichten erzählte oder ob er vom Leben sprach. Ernsts Geschichten und unsere gemeinsame Geschichte waren manchmal verschmolzen. Ob wir in den ausgedachten Geschichten oder in einer wirklichen Geschichte waren, bin ich mir jetzt nicht mehr sicher. Aber ich lernte damals etwas Wichtiges. Ich lernte, dass Geschichten eine Seite des Lebens beinhalten. (S. 6)

Bilics Buch nimmt auch in dieser Hinsicht im Kontext der österreichischen Migrantenliteratur eine Sonderstellung ein, da es nicht wie die meisten dieser Werke ausschließlich soziale Themen aus dem Leben der Migranten thematisiert. Im Buch wird auch nicht der für diese Autoren übliche Sprachwechsel in Gänze vollzogen, was nach Iris Hipfl eigentlich ein Erkennungsmerkmal dieser Literatur darstellen sollte: „Sprachliches Bindeglied für Autoren mit nichtdeutscher Muttersprache ist der Umstand, dass alle Deutsch bis zur Perfektion gelernt haben. Darüber hinaus spannt sich der Bogen von poetisch-assoziierendem über ironischen bis zu schlicht faktenbezogenem Sprachduktus.“ (Hipfl, 2008: 93) Allerdings kann auch die berechtigte Frage gestellt werden, ob alle diese Autoren tatsächlich Deutsch „bis zur Perfektion“ gelernt haben, oder ob die sprachliche Perfektion in ihren Büchern eher dem Verlagslektorat zu verdanken ist. Ana Bilic thematisiert in *Das kleine Stück vom großen Himmel* die hinsichtlich des Fremdsprachenerwerbs realistischere Situation bzw. den allmählichen und besonders für Autoren mühsamen Sprachwechsel, indem sie ihn auf der Handlungsebene darstellt.
Die Interferenz-, Erwerbs und Kompetenzfehler im Text können als Teil von Ana Bilics Poetologie betrachtet werden, da sie bewusst inszeniert wurden, um die Handlung zu untermalen. Das macht das Buch aber auch in fremdsprachdidaktischer Hinsicht interessant, da es sich dafür eignet, Lernende für Interferenzfehler zu sensibilisieren. Gleichzeitig verweist das Buch auf die sprachlichen Eigenarten der deutschsprachigen Migrantenliteratur, die noch weitgehend unerforscht sind, was auch daran liegt, dass ständig neue Sprach- und Stilvarianten, abhängig vom Herkunftsland bzw. Kulturkreis der Autoren, in Erscheinung treten.
Literatur- und fremdsprachendidaktisch kann Bilics Buch im Rahmen einer Sprach- und Stilanalyse eingesetzt werden. Als methodisch-didaktische Grundlage können Aspekte, die Kaspar H. Spinner in seinem Artikel „Literarisches Lernen“ definiert hat, und mit denen auf didaktische Funktionen der Bearbeitung literarischer Werke auf verschiedenen Ebenen des Deutschunterrichts Bezug genommen wird, angewandt werden. Auf Bilics Buch trifft vornehmlich der Aspekt „Sprachliche Gestaltung aufmerksam wahrnehmen“ zu, der eine zentrale Rolle bei der ästhetischen Wirkung literarischer Texte einnimmt. Sprachliche Gestaltung „[…] reicht vom mehr intuitiven Empfinden von Klang und Rhythmus bis zur Textanalyse einschließlich der Sprach- und Stilanalyse.“, und mit ihr „[…] kann die Einsicht in die Abweichung literarischer von alltagssprachlicher Ausdrucksweise angebahnt werden.“ (Spinner, 2006: 9). In dieser Hinsicht geben die Interferenzfehler diesem Text seinen besonderen Klang, was der Poetologie und den erzählerischen Absichten der Autorin entspricht.

Verschiedene fremdsprachendidaktische Methoden und Bearbeitungsmöglichkeiten können im Falle von Ana Bilics *Das kleine Stück vom großen Himmel* vornehmlich im Rahmen des Fachbereichs Deutsch als Fremdsprache eingesetzt werden, wobei nicht nur kroatische Lernende in Frage kommen. Das Buch bietet den Rezipienten inhaltlich durch das mühsame Erlernen der deutschen Sprache der Protagonistin zusätzliche Identifikationsmöglichkeiten, was durchaus eine motivationsfördernde Wirkung haben kann.

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THE ROLE OF VISUAL VOCABULARY IN THE PROCESS OF LEARNING ITALIAN FOR SPECIFIC PURPOSE

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Abstract: *The use of visual material does not imply necessarily the comprehension of the message included in it. It is necessary to go deeper, identifying the meaning enclosed into an expression using a visual code. In a formative context this aspect is even more relevant because the usage of visual material is growing due to also the new technologies applied to education. Therefore, this article highlights the main characteristics of a visual material for second languages acquisition, that is the visual vocabulary. First of all, the topic will be introduced through a semiotic overview about the usage of pictures in learning, underlining the process through which the meaning is spread across visual material. Indeed, the investigation of meaning-making includes the study of sign processes - that is semiosis – like analogy, metaphor, symbolism, likeness, etc., all aspects that characterize a linguistic code and a visual code too. Then, a literature review focuses on the main studies concerning the teaching and learning of vocabulary in a second language, especially in the field of the French lexicography. Finally, considering the characteristics of the visual material from a semiotic perspective, the final paragraph provides an example of a visual vocabulary of Italian as second language. This vocabulary is thought for foreign workers in the field of tourism and hosting that need to learn Italian for specific purpose. Thus, considering the proficiency level of that type of learners (A2, according to the CEFR) and their limitation in terms of time spent for learning, the vocabulary represents an effective support material in the process of learning and retaining vocabulary and fixed expressions. Therefore, this article aims at contributing to the debate over the usage of visual material in the context of learning and teaching a second language, due to the fact that nowadays the society offers us a wide range of visual stimuli. Thus, as users or designers of visual material, we have to be aware of their evocative power and we have to be able to interpret them and not just to look at them in a passive way*.

Keywords: picture; visual; Italian; learning; vocabulary; semiotics

1. Introduzione

Un campo in cui lo sguardo “dell’esperto” e lo sguardo del “non esperto” si incrociano spesso è proprio quello delle immagini. Il primo vi si rivolge cercando di coglierne le specificità proprie del linguaggio visuale e di farne oggetto di teorizzazione e di creazione; il secondo, invece, le riceve e le include nella propria quotidianità. L’esperto attua una lettura critica e problematizzante dei prodotti visivi che la società offre; il non esperto è chiamato invece ad assorbirli passivamente senza porsi questioni di veridicità o di affidabilità. Questo è il quadro di una situazione che fino a poco tempo fa sembrava imporsi nella comunicazione di tipo

visivo, impiegata specialmente nel campo della comunicazione e del marketing, la quale ha portato e continua a portare immagini che ripetutamente appaiono negli schermi delle televisioni, del cinema o nei manifesti appesi lungo le strade delle città. Nonostante tutto, bisogna considerare che i prodotti visuali con cui l'uomo entra in contatto oggi sono tra i più disparati e non hanno una valenza solamente commerciale. Ne sono un esempio le immagini utilizzate nell'ambito dell'editoria di libri scolastici e, più in generale, nell'insegnamento. Oltretutto, lo sguardo dell'utente esperto e di quello non esperto si incrociano in misura maggiore oggigiorno, poiché gli strumenti a disposizione dei non esperti aumentano le loro possibilità di essere non più solo fruitori ma anche creatori di immagini. Questo porta dunque a raggiungere una supposta consapevolezza circa i meccanismi che sottendono la costruzione di un testo visuale e le finalità ad esso connesse. Occorre, dunque, affidarsi alle proprie capacità osservative dell'ambiente circostante ed affinarle, in quanto sempre più consapevolmente o inconsapevolmente la realtà ci propone immagini: noi possiamo scegliere se leggerle o meno, ma in ogni caso fanno parte della nostra quotidianità ed averne consapevolezza è parte del nostro saper vivere democraticamente all'interno della società. Non si tratta qui di iniziare un discorso di carattere etico sulla tipologia di immagini che ci viene proposta – dalla televisione ai manifesti pubblicitari –, né di confronto tra il linguaggio verbale e quello visuale, ma semplicemente di avanzare un passo in avanti in direzione di una presa di consapevolezza di quei prodotti che l'uomo elabora per altri uomini con scopi ben precisi e con l'impiego di strategie analizzabili. Questo discorso è vero a maggior ragione se l'ambito di riferimento è quello educativo-formativo e se l'impiego che si fa delle immagini in tale contesto diviene sempre più massiccio.
Nei prossimi paragrafi, innanzitutto, si lascerà spazio ad un breve excursus sull'utilizzo delle immagini con finalità didattiche cercando, attraverso una prospettiva semiotica, di approfondire i meccanismi che ne regolano la trasmissione del senso. Successivamente, il focus di attenzione sarà rappresentato dall'analisi di un prodotto visivo specifico, ovvero il vocabolario visuale/illustrato, evidenziando i contributi apportati dai vari studi, soprattutto nel contesto della lessicografia francese, in relazione anche alla memorizzazione e all'apprendimento del lessico in una L2. Infine, si analizzerà nel dettaglio un esempio specifico di vocabolario visuale, cercando di metterne in luce l'approccio adottato e le tecniche impiegate per la sua realizzazione.

2. Le immagini nella didattica

L'intelligenza spaziale (Gardner, 1983) – intesa come l'abilità di percepire il mondo circostante in maniera accurata – implica una grande sensibilità verso gli aspetti percettivi quali il colore, la linea, la forma e lo spazio, includendo anche la possibilità di visualizzare e rappresentare idee in modo visivo e spaziale. Essa è stata vista da molti studiosi in contrapposizione all'intelligenza linguistica, assecondando le teorie neurolinguistiche dei localizzatori, ovvero coloro che situano specificatamente il linguaggio verbale nell'emisfero sinistro ed il codice visivo-spaziale in quello destro. Se da una parte lo psicologo dell'arte Arnheim è sostenitore della predominanza della percezione sensoriale quale fonte primaria del pensiero(Arnheim, 1954; 1982), dall'altra Gardner si contrappone alla dicotomia dei localizzatori proponendo invece una visione integrata: «Proprio come l'elaborazione musicale e quella linguistica sono eseguite da centri di elaborazione diversi e non interferiscono necessariamente fra loro, così anche le facoltà spaziali e linguistiche sembrano in grado di procedere in modo relativamente indipendente o complementare» (Gardner, 1983: 198). Questo lo dimostra la capacità umana nel saper variare la risposta cognitiva di fronte ad una situazione problematica, ovvero scegliendo uno stile più prettamente linguistico, visuale o un'integrazione di entrambi.

Nel campo della glottodidattica l'attenzione agli stili cognitivi o stili di apprendimento dei discenti ha condotto alla differenziazione di tecniche e materiali impiegati, auspicando con essi una variegata sollecitazione in fase di apprendimento. Per quanto riguarda la stimolazione visiva, se da una parte i docenti nella loro pratica dimostrano spesso di utilizzare materiale visivo, dall'altra scorrendo le pagine dei principali manuali esistenti per l'insegnamento dell'italiano L2, vediamo che le tipologie di immagini in cui ci si imbatte con più facilità appartengono sostanzialmente ai generi fumetto, illustrazione, fotografia e tendenzialmente il loro impiego si attua in una gamma limitata di attività associate primariamente allo sviluppo dell'abilità orale. È indubbio il ruolo di input dei testi visivi nella stimolazione di una performance orale, ad esempio, ma le potenzialità dell'immagine vanno sicuramente oltre, soprattutto perché è la società odierna che ci pone costantemente di fronte ad un evidente iconocentrismo.

I testi visuali di cui la didattica si serve vengono suddivisi in due macrocategorie: i documenti diretti e quelli generati (Anceschi, 1992). All'interno dei primi rientrano quei testi che vengono direttamente estrapolati dal contesto reale o lo riproducono in maniera "fedele"; i secondi, invece, sono frutto di una successiva rielaborazione ed interpretazione da parte dell'autore. In ogni casosi tratta sempre e comunque di una visione che il creatore dell'immagine dà alla realtà che lo circonda, cercando di riprodurla secondo la tecnica che egli ritiene più appropriata alla trasmissione del messaggio. Infatti, l'indagine semiotico-visiva, ha spesso messo in luce come, in alcuni casi, la funzione dell'immagine non sia quella di trovare a tutti i costi un equivalente semantico del messaggio nella lingua meta, ma di richiamare l'attenzione su alcuni aspetti del contesto di enunciazione per poterlo meglio comprendere. Quest'ultimo aspetto rientra in quell'atteggiamento democratico che Kress e van Leeuwen (2006) promuovono e che definiscono come indispensabile per poter offrire agli studenti materiale che sia autentico, nel senso che offra la possibilità di riflettere sulle modalità con cui l'immagine ci colpisce costantemente oggigiorno e sugli effetti che essa comporta nel processo di significazione. D'altronde, «visual communication is coming to be less and less the domain of specialists, and more and more crucial in the domains of public communication» (2006:14). Questa impostazione rivela un atteggiamento democratico poiché mira al raggiungimento del possesso, da parte di tutti, di quegli strumenti necessari ad agire ed interagire attraverso testi visuali. I creatori di materiali didattici ed i docenti dovrebbero dunque essere consapevoli del potere evocativo e comunicativo delle immagini ed idearle e utilizzare considerando l'effetto che possono avere sulla performance richiesta allo studente. Scegliere materiale autentico significa essere consapevoli che esso rappresenta la cultura dal punto di vista storico-sociale nel quale tale materiale nasce, ma anche la modalità di espressione di tale cultura, sia essa verbale o iconica. Partendo dal caso specifico deimanuali di lingua, CidJurado (2011) individua le potenzialità dell'immagine all'interno nel processo di insegnamento di una lingua grazie al suo potere comunicativo. Indipendentemente

dalla presenza o meno del testo, le funzioni dell'immagine sono così individuate secondo il modello proposto da Jakobson (1966): funzione referenziale – continuità tra immagine e libro di testo; fàtica – facilita l'interazione tra testo e apprendente; poetica – l'immagine in quanto oggetto estetico; metalinguistica – l'immagine fa riflettere attivamente sulla lingua che si sta apprendendo. Quest'ultima è proprio la funzione che si riferisce all'immagine didattica, la quale partecipa alla trasmissione dei contenuti linguistici e culturali della lingua oggetto di apprendimento/insegnamento. All'interno della didattica attraverso le immagini, questo concetto ci permette di riconoscere quali immagini siano ridondanti e perciò non significative a livello di apprendimento.
Estendendo il concetto di testo visivo, anche le immagini mentali possono essere considerate come materiale sfruttabile nel contesto di apprendimento, sia nel caso dei *visuallearners*, i quali dimostrano di apprendere meglio quando l'informazione viene presentata visivamente, sia nel caso di coloro che mostrano prevalentemente un altro stile cognitivo, ma che possono, in determinate situazioni, trarre vantaggio da una particolare veste grafica dell'informazione. Innanzitutto, le immagini mentali possono essere definite come «immagini costruite intenzionalmente che possiamo analizzare e trasformare con 'l'occhio della mente» (Antonietti, Benedan, 1997: 11). Esse rivestono un ruolo di primo piano nella memoria garantendo un solido appiglio alla ritenzione delle informazioni in entrata per mezzo delle percezioni sensoriali. L'immaginazione, però, è una strategia di ricorso che può essere attivata o meno secondo le preferenze del soggetto, indipendentemente dallo stimolo che egli riceve. Un buon immaginatore è coluiche è sensibile ai compiti che possono essere risolti in maniera visiva e al momento di trovare una soluzione ad un problema deciderà di applicare una strategia immaginativa, rappresentante di uno stile cognitivo spaziale più o meno sviluppato. Di fatto, non tutti dispongono in egual modo della capacità di costruire, manipolare e impiegare immagini mentali: vi è chi, ad esempio, è molto abile nell'aspetto di creazione e manipolazione dell'immagine, ma risulta carente nel momento in cui si trova a dover servirsene.La riflessione glottodidattica ha portato a far emergere come durante l'apprendimento di una lingua straniera, molte parole ed espressioni vengano memorizzate in vari modi visivi: creando immagini della forma scritta od orale, legandosi al momento e al luogo in cui sono state apprese, associate a persone, eventi o testi che hanno colpito direttamente l'apprendente, ecc. La mente umana si trova quindi ad operare attraverso immagini mentali più o meno ricche ed integrate ed in questo sicuramente un vocabolario visuale può entrarvi come fonte di ancoraggio.
Con una rappresentazione di tipo visivo si entra anche nel campo della manipolazione. Di fatto la fotografia, ad esempio, non fa altro che bloccare un referente nella sua staticità e immediatezza permettendo così di poter concentrarsi sui dettagli e operare su di essi una riflessione che chiamereimetavisiva. Di fatto, così come parte della competenza linguistica risiede nella capacità di saper riflettere sulla lingua stessa (metalinguistica), anche saper riflettere su una manifestazione del linguaggio non verbale rientra nelle possibilità a disposizione dell'individuo. È quello che accade di fronte ad un'immagine, ad esempio, di un tavolo: l'operazione che facciamo più o meno consciamente non è altro che quella di interiorizzare l'immagine che ci viene proposta e metterla in relazione con altre che già conosciamo. Operiamo dei confronti, delle valutazioni, ci chiediamo se quello che viene indicato con il termine "tavolo" e che viene rappresentato con quel

tipo specifico di immagine è lo stesso di cui già mentalmente abbiamo una raffigurazione scaturita da una precedente esperienza sensoriale e linguistica (Eco, 1997). Oppure, al contrario, decidiamo che quella è la nostra immagine mentale di un referente che fino a quel momento – per motivi culturali o sociali – mancava al nostro repertorio.Dunque, malgrado la società odierna non ci permetta di soffermarci sul dato visivo in maniera attiva, ma piuttosto ci conduca alla risoluzione di problemi semplicemente facendo affidamento al ragionamento logico-verbale, almeno in campo educativo sarebbe importante non perdere quella dimensione che già Calvino nelle sue "Lezioni Americane" (1985) indicava con il termine "visibilità".

3. Lessico e vocabolari visuali

Come accennato precedentemente, i vocabolari visuali rappresentano un ancoraggio in fase di apprendimento del lessico di una L2, sia perché offrono l'opportunità all'apprendente di crearsi un'immagine mentale di un referente nuovo senza perciò passare necessariamente attraverso la traduzione nella propria lingua madre, sia perché permettono di oltrepassare i comuni ostacoli che caratterizzano l'apprendimento del lessico, quali la polisemia, i rapporti di antinomia e la mancanza di coreferenza tra due o più lingue, attraverso l'impiego di un codice che non richiede elaborazione linguistica, ma che si rende fruibile nell'immediato.
La memoria a breve termine si caratterizza per una capacità e una durata limitate, definite*span* di memoria. Questo significa che se l'input che riceve il soggetto non è sottoposto ad ulteriore elaborazione, allora ci sono maggiori probabilità che venga dimenticato rapidamente: o perché è sopraggiunto un nuovo input o perché la memoria a breve termine ritiene le informazioni per circa trenta secondi. Inoltre, la quantità di informazioni immagazzinabili, secondo gli studi neurolinguistici, viene calcolata attorno ai sette +/- due elementi (Antonietti, 1991; Cardona, 2001, 2004a; Danesi, 1998; Gombrich, 1985; Mandl& Levin, 1989;Schuler, Scheiter, van Genuchten, 2011). Ovviamente, non si parla di sette elementi isolati che si sommano l'uno all'altro, ma bensì di unità superiori di significato come i *chunk* individuati dal *LexicalApproach* (Lewis, 1997; Cardona, 2004b). Se si verificasse il contrario, allora la memoria a breve termine sarebbe estremamente limitata e non rappresenterebbe un primo fondamentale step per l'acquisizione. Il fatto che si stia parlando di unità lessicali superiori offre così spazio alla memoria a breve termine, affinché un numero considerevole di parole possa essere ritenuto.Quindi, la quantità di informazione che la memoria a breve termine è in grado di immagazzinare è direttamente influenzata dall'organizzazione dell'input in entrata. A livello glottodidattico tale riflessione suggerisce un approccio funzionale nell'insegnamento del lessico. Di fatto se si propone al discente una lista di parole scollegate tra loro a livello semantico o comunque non raggruppabili sotto alcun criterio, allora egli avrà una grande difficoltà nell'impararle e questo farà nascere in lui un grande stato di frustrazione. In questo senso, dunque, un vocabolario illustrato/visuale viene generalmente organizzato per aree tematiche o campi semantici, affinché la rappresentazione contribuisca all'apprendimento attraverso la contestualizzazione dei vocaboli e la loro associazione.
Volgendo lo sguardo al panorama italiano relativamente all'uso delle immagini nella didattica ed in particolare alla progettazione e all'adozione di vocabolari visuali, si è colpiti dall'esiguità di studi pubblicati (CidJurado, 2011; Lo Nostro,

2005, 2009; Mollica, 2010, 2011; Peruzzi, 2011), anche quando linguisti come Tullio de Maurosi sono dedicati proprio alla creazione di questa tipologia testuale (De Mauro, Cattaneo, 1996).La scarsità di studi inerenti tale settore non è però compatibile con la presenza di materiale visuale presente nel mercato odierno delle lingue, soprattutto in seguito alla rivoluzione tecnologica e digitale che ha colpito il mondo della didattica nell'ultimo ventennio. Lo sguardo, quindi, di chi tenta di avvicinarsi a questo ambito viene immediatamente deviato verso l'esterno, ovvero verso il panorama internazionale (Carpenter &Olson, 2012; Goldstein, 2008; Hammerly, 2009; Levin &Russel, 2002; Mandl& Levin, 1989; Mollica, 2009; Paivio, 1971, 1986; Royce, 2009; Salomon, 1989). Nello specificodegli studi sui vocabolari e sui dizionari visuali colpisce la proficua ricerca nel mondo della lessicografia francese, la quale ha condotto ad un'attenta riflessione circa l'uso delle immagini nei dizionari in un zona francofona ibrida: il Québec. Lo Nostro si occupa di illustrazioni nella didattica dal 1998, analizzando il Dizionario del Canonico Andrea di Jorio (1832) ed incominciando così a lavorare nell'ambito della lessicografia bilingue italiano-francese. Nello specifico, si è occupata dei dizionari visuali prodotti dalla casa editrice *Québec Amérique*, i soli che vengono inquadrati nella lessicografia francese, come realmente visuali. Altri due nomi sono legati alla casa editrice Québec Amérique, ovvero Ariane Archambault e Jean Claude Corbeil, autori dei visuali editi dalla stessa casa editrice.Nel 1986 la casa editrice Québec Amérique decide di mettere sul mercato la sua prima versione del Dictionnaire Visuel, con illustrazioni in bianco e nero, tradotto in dodici lingue e diffuso in cento paesi. Dato il suo successo, la casa editrice ha potuto dar vita anche alla divisione "International" con titoli sia per adulti che per bambini e ragazzi (Junior). In tre anni l'informatizzazione del dizionario ne ha permesso l'esportazione negli altri paesi senza rinunciare al proprio format, divenendo così per i partner stranieri un prodotto facilmente acquistabile e commerciabile. Nel corso degli anni si susseguono una serie di versioni rinnovate ed ampliate e nel 1992 nasce il nuovo visuale in versione bilingue inglese – francese, composto da 982 pagine, 50000 parole e 3500 illustrazioni che coprono 600 temi suddivisi in 28 argomenti. La qualità delle immagini, superiore perfino a quella della fotografia, rappresenterebbe il punto forte di tali dizionari in contrapposizione ad altri visuali. Gli studi nel campo della lessicografia francese hanno, fin dall'inizio, messo in evidenza come generalmente si tenti di creare delle vere e proprie suddivisioni circa i materiali di consultazione per coloro che si avvicinano ad una lingua straniera, ovvero i dizionari. Nell'immaginario collettivo, di fatto, il dizionario monolingue viene utilizzato per comprendere l'esatto significato della parola e dunque per accrescere la conoscenza dell'utente; invece, il bilingue viene visto come semplice strumento di consultazione per chi ha interesse solo nei confronti di una traduzione. Questa visione, però, ha dei limiti ben precisi che sono, prima di tutto, quello della difficoltà da parte dell'utente di saper discernere se il traducente sia effettivamente quello che corrisponde al termine che egli vuole impiegare per evitare errori in sede di traduzione. In secondo luogo, come diretta conseguenza, la frequente necessità di una consultazione con il monolingue, affinché vi sia una piena consapevolezza del significato del traducente o dei traducenti che ci vengono proposti dal dizionario bilingue. Ovviamente quest'ultima ipotesi porta ad una lettura continuamente interrotta, la quale affatica l'usuario, lo demotiva e di certo non facilita la memorizzazione di nuovo lessico. Ecco, dunque, che sulla scia di tali considerazioni nascono i primi tentativi di introdurre le immagini all'interno dei dizionari, anche se l'attitudine dei lessicografi è spesso quella di privilegiare la spiegazione delle parole attraverso altre parole, in quanto le immagini vengono inquadrate come puro elemento decorativo. Con i dizionari visuali si ha così l'occasione di rompere questa convinzione.

In un dizionario visuale viene dunque a perdersi la distinzione netta tra versione monolingue e versione enciclopedica: si amalgamano. Nel caso specifico delle edizioni curate dalla casa editrice Québec Amérique, la qualità dell'immagine e la sua precisione esplicano perfettamente il ruolo che il dato visuale dovrebbe avere all'interno dei dizionari: «Il permet en fait d'accéder à ces ouvrages traditionnels, même lorsque l'on ignore le nom d'un objet ou que l'on cherche un terme technique. Le Visuel, tout en images détaillées, n'explique pas ce que sont les choses; il les donne à voir il, permet de les apprendre en un seul coup d'œil, en fournissant le nom de tous leurs composants» (Lo Nostro 2005: 199). Certamente, la visualizzazione degli oggetti costituisce un guadagno di tempo e spesso anche di precisione, ma a condizione che le immagini siano chiare e dettagliate soprattutto quando si parla di dizionari/vocabolari diretti ad apprendenti di una lingua straniera. Il ruolo dell'immagine dovrebbe inoltre emergere in quei casi critici che si riscontrano all'interno di ogni lingua come quello della polisemia semantica, la quale richiede una chiarificazione dell'esatto contesto in cui viene utilizzato un termine ed il suo significato corrispondente; oppure, nel caso di falsi amici tra lingue affini; o, ancora, quando ci si trova di fronte a parole che non hanno referenti in un'altra lingua e cultura. Quindi, affinché il trattamento dell'immagine nei dizionari sia significativo, vi deve essere prima di tutto un lavoro di tipo sistematico, ovverotrovare un criterio per la scelta dei termini da rappresentare; poi la presenza di un plus valore, ovvero fornire un'informazione supplementare senza la quale, attraverso la semplice descrizione, la comprensione resterebbe vaga o ambigua.

Un ambito in cui il ricorso alle immagini sembra di notevole supporto alla comprensione è quello del linguaggio specialistico. Si decide di trattare tale questione in quanto un esempio tutto italiano di vocabolario visuale che si illustrerà nei paragrafi successivi si focalizza sul settore dell'italiano turistico-alberghiero in cui l'apprendimento di un lessico specifico – come in qualsiasi altro ambito settoriale – diventa di fondamentale importanza. Come già affermato in precedenza, uno dei vantaggi dell'utilizzo dell'immagine nei vocabolari è quello di poter rappresentare in maniera rigorosa e dettagliata un referente della realtà. Essendo i termini quella parte del lessico che viene definita con precisione e con univocità, l'immagine sembra dunque da considerarsi come il suo perfetto complementare extralinguistico. Di fatto, nel vocabolario di una lingua una minima, ma rappresentativa, in parte appartiene al dominio specialistico e spesso questa minima porzione è caratterizzata da un certo ibridismo: parole che appartengono al vocabolario generale assumono, in determinati contesti, significati prettamente specialistico-settoriali. Ecco dunque che l'immagine può intervenire per migliorare la convergenza significato-significante.

Il grado di specificità di un termine determina la sua presenza in un dizionario generale, in uno specialistico o in entrambi. Un utente esperto, ad esempio, non ricorrerà molto probabilmente al dizionario generale se quello a cui è interessato è parte di un determinato settore. Al tempo stesso però farà ricorso non solo ad un dizionario di tipo specialistico, ma anche a riviste e a pubblicazioni del settore le quali, però, hanno lo svantaggio di non avere la traduzione del termine che si

cerca. Ecco dunque che un buon dizionario specialistico (bilingue) dovrebbe unire l'esattezza terminologica, grafica e traduttiva affinché possa essere presentato al mercato come prodotto obiettivamente valido (Lo Nostro, 2005).
Una precisazione finale, ma di rilevante importanza, è la scelta della tipologia di immagini da utilizzare in un vocabolario visuale. Nel caso del vocabolario visuale qui portato ad esempio, l'approccio impiegato risulta discordante con quanto affermato da Archambault (1994), ovvero che tra tutti i mezzi visivi, la fotografia sia quella che meno si addice alla didattica, in quanto rappresenterebbe l'oggetto nel suo insieme senza offrire la possibilità di omettere dettagli inutili o di mettere in evidenza gli elementi necessari. Nascendo queste riflessioni nel decennio precedente, si ritiene che oggi esse non siano più condivisibili. Di fatto, come ampiamente dimostrato, l'uso della fotografia nella didattica – in particolare nella didattica delle lingue – è assai diffuso e questo, in parte, è dovuto alla preponderanza che gli aspetti visivi – audiovisivo, televisivo, cine-visivo – stanno rivestendo nel mondo odierno. È anche vero, però, che nell'ambito dei vocabolari visuali, siano essi rivolti a nativi o a stranieri, si nota una preferenza per le illustrazioni o le riproduzioni digitali, mentre alla fotografia si preferisce lasciare uno spazio, a volte decorativo a volte informativo, all'interno dei manuali di lingua. Se da una parte si riconosce nella macchina fotografica il limite di non poter, ad esempio, omettere dettagli inutili, si deve anche, dall'altra parte, evidenziare il ruolo dei nuovi programmi di fotoritocco oggi così diffusi non solo a livello di esperti del settore. Da precisare, chiaramente, che fare ricorso a programmi di post-produzione dell'immagine non significa intervenire sulla realtà fotografata andando ad alterare la sua supposta veridicità; piuttosto si tratta di servirsi di strumenti e di strategie utili ad inquadrare meglio un oggetto o una sua parte, adesempio, senza perderne il contesto di utilizzo o in cui si trova. Ciò che preme precisare è che i mezzi a disposizione di chi lavora nella e per la didattica si sono moltiplicati e questo ha aperto le porte a nuove forme di input da offrire agli apprendenti.
Il vocabolario visuale, quindi, ha assunto negli anni diverse forme, offrendosi dapprima come strumento di tipo enciclopedico e, successivamente, divenendo sempre più una risorsa nel contesto di apprendimento dell'italiano L2/LS. Esso viene impiegato sia come mezzo di riflessione sulle immagini stesse attraverso attività quali l'ascolto del suono della parola e la sua ripetizione; l'osservazione e la risposta a quesiti inerenti quanto osservato al fine di operare con elementi linguistici ben precisi quali le preposizioni e gli avverbi di luogo; o anche attività più ampie di produzione orale (esprimere preferenze, fare commenti, paragoni, ecc.). Per tale motivo, il materiale ad oggi esistente nel mercato delle lingue si presenta come una risorsa flessibile ed impiegabile sia in un contesto formativo formale, che in autoapprendimento. A questo fine, anche la multimedialità la quale riesce ad integrare una metodologia ludica con il vantaggio della tecnologia, aiuta l'apprendente ad organizzare nella propria mente le parole sulla base delle relazioni di vario tipo che intercorrono tra le unità lessicali. Quando poi queste attività si uniscono alla seduzione del multimediale e al coinvolgimento che possono far sorgere soprattutto all'interno di una specifica fascia di utenti, allora l'apprendimento non potrà che giovarne. Un recente esempio è l'applicazione AnkiDroidflashcards, disponibile in versione *free* per tutti i dispositivi mobili. Tra le varie possibilità che offre, vi è anche l'attuazione di un vero e proprio vocabolario visuale, permettendo all'utente di catalogare, visualizzare e creare delle carte mnemoniche di supporto all'apprendimento lessicale, soprattutto nel momento in

cui si esce dal contesto controllato della classe e si entra in quello della connessione continua e della socialità attraverso dispositivi mobili ampiamente diffusi ed impiegati in tutte le fasce d'età.

3.1. Strategie di creazione dei vocabolari visuali

La comprensione del testo visivo non implica necessariamente anche la comprensione del messaggio di cui si fa portatore. È necessario, perciò, scendere da un livello superficiale ad uno più profondo, individuando i contenuti che sono stati tradotti nell'espressione di un certo linguaggio. Si tratta di un passo importante in quanto testi di natura diversa possono condividere fino a questo punto tutte le caratteristiche di generazione del senso, ma è l'ultima fase quella che ne marca la singolarità. È la fase della testualizzazione, ovvero la «manifestazione dei contenuti in un tessuto di significanti che, essendo diversi per ogni linguaggio, porteranno all'inevitabile distinzione fra i vari tipi di testi. È proprio questo uno dei punti forti della teoria greimasiana: la possibilità di confrontare sullo stesso piano dipinti, fotografie, racconti e molti altri tipi di testi" (Polidoro 2008: 55). Al di sotto della superficie, dunque, si celano dei meccanismi che sono caratteristici delle diverse tipologie testuali e che permettono di palesare il messaggio che l'autore dell'immagine ha voluto trasmettere. Barthes (1964) individua due chiavi di lettura dell'immagine: denotativa e connotativa. La prima è quella letterale, del mero riconoscimento di ciò che è rappresentato grazie agli schemi culturali o ai tipi cognitivi(Eco, 1997) che permettono di indirizzare l'interpretazione in una direzione rispetto ad un'altra. La seconda è sicuramente quella più interessante, in quanto permette di associare ai significati denotati all'interno di una data cultura, un ulteriore significato. La connotazione si serve di figure retoriche che generalmente si ritrovano all'interno dei testi linguistici e che non ci si aspetta di incontrare anche in un'immagine. Tra queste si segnalano la metonimia, ovvero la sostituzione di un termine con un altro con il quale intrattiene una relazione di contiguità logica o mentale. Esempi riportati da Polidoro (2008)sono il legame che c'è tra il pomodoro e la genuinità del cibo italiano; oppure la rappresentazione dello strumento scientifico per identificare l'inventore.Un'altra figura retorica impiegata a livello visuale, soprattutto nel campo della pubblicità e del marketing, è la metafora. L'accostamento di immagini che ritraggono significanti lontani tra loro possono dare vita a suggestioni e collegamenti inaspettati, i quali costituiscono il significato stesso della rappresentazione visuale nel suo complesso. Questi meccanismi rientrano in quelle che vengono definite strategie di ancoraggio, evitando così una fin troppo libera interpretazione dell'immagine e quindi un fallimento nella trasmissione di un messaggio più o meno univoco.Considerato il potenziale dell'immagine, Gombrich (1985) si chiede di fatto se il suo utilizzo sia totalmente autonomo o se sia necessario un ausilio esterno, quale il testo verbale. In ogni caso, l'utilizzo delle immagini senza un appoggio comporta dei limiti, quale l'impossibilità di tradurre le affermazioni. Se il nostro scopo è però la semplice trasmissione di un messaggio lineare, senza ulteriori specificazioni del caso, allora la traduzione testo-immagine risulterà chiara.

È noto che il potere suggestivo delle immagini sugli uomini sia sempre stato di notevole importanza, tanto da far suscitare emozioni di natura diversa. Gombrichin"The image and the eye. Furtherstudies in the psychology of pictorialrepresentation" (1982) riporta l'esempio di un mosaico rinvenuto in una casa di Pompei, con a lato una scritta esplicativa. Egli si interroga sulla forza

dell'immagine ovvero se questa avrebbe potuto assolvere alla sua funzione comunicativa senza l'aiuto del testo. Per rispondere a questa domanda, sostiene, è necessario lasciare da parte i condizionamenti determinati dall'appartenenza alla stessa cultura e immaginare di trovarsi a leggere quest'immagine senza condividerne il background culturale. Quasi sicuramente le interpretazioni possibili che ne scaturirebbero sarebbero moltissime, in quanto non c'è nulla che disambigui il significato dell'immagine, se non il testo che l'accompagna. Di fatto, la parte dell'osservatore non è altro che il contributo che egli dà all'interpretazione dell'immagine attingendo al suo repertorio di immagini memorizzate nella mente. Questo ci permette di dare per scontate delle informazioni che all'interno dell'immagine ad esempio non appaiono, ma che non ci impediscono di leggere ed interpretare in maniera corretta l'oggetto rappresentato. Ad esempio, spesso ci si trova ad osservare immagini molto distanti rispetto all'idea che si ha di un oggetto, come le diverse realizzazioni architettoniche dell'edificio "casa", ma questo non ci è di ostacolo all'individuazione del corretto referente che l'autore voleva richiamare. Sarebbe solo una perdita della capacità di memorizzazione che ci permetterebbe di cogliere a pieno l'importanza che essa riveste nella comunicazione visiva. La presenza di tali presupposti nel nostro modo di osservare è ben evidente nella fotografia, soprattutto oggi con la digitalizzazione delle immagini. Infatti, ci è facile "leggere" una foto in bianco e nero senza per questo preoccuparci eccessivamente del fatto che non si è fotografato un mondo privo di colori, o di quali colori realmente vi si nascondano. Inoltre, oggi le tecniche di fotoritocco e di montaggio sono sempre più avanzate tanto che la percezione ne può risultare ancora più falsata e la presupposta "fedeltà" all'originale, compromessa. L''immagine stessa in bianco e nero risulta, però, essere più informativa se lo scopo è quello di concentrarsi sulle espressioni, sui movimenti piuttosto che sui colori. La separazione codice – contenuto, come si vedrà, è stata utilizzata ai fini della costruzione del vocabolario visuale che si descriverà nei paragrafi successivi: le foto che necessitavano un focus sull'oggetto trattato, senza perdere la visione contestuale, sono state realizzate utilizzando una serie di tecniche, quali il bianco e il nero, la messa a fuoco limitata ad alcune parti e l'inquadratura dell'oggetto all'interno di una cornice, lasciando lo sfondo in bianco e nero. In questo modo si va ad aumentare esponenzialmente il potere comunicativo dell'immagine e si ottiene quel risultato di chiarezza e di disambiguazione del testo visivo tanto ricercato. Dunque, come docenti, pedagogisti, autori, ecc. è importante tenere in considerazione che nella lettura dell'immagine il taglio fotografico, le ombre, la dimensione, i contrasti, la luce, il materiale, la presenza o meno del colore, ecc. sono di sostegno e di rinforzo all'intenzione dell'autore dell'immagine stessa; che l'inquadratura, la prospettiva e l'angolazione stabiliscono un chiaro rapporto tra creatore e fruitore dell'immagine; e che i significati simbolici, gli scenari e gli stili utilizzati sono in relazione con la cultura nella quale l'immagine stessa nasce (Kress& van Leeuwen, 2006).
L'immagine è dunque un veicolo di comunicazione, sia che venga utilizzata in modo autonomo, sia che faccia parte di una catena narrativa. Nonostante tutto, l'aspetto importante che dobbiamo considerare è che l'autore del testo visivo rappresenta la realtà secondo la sua propria concezione di essa. A livello didattico, perciò, un'immagine funzionale è quella il cui valore risiede nella «precisione del significato e nella soppressione di errore di interpretazione, oltre alla garanzia dell'uguaglianza tra dato trasmesso e dato ricevuto e compreso» (Bertin 1991:

171). Se, di fatto, i segni sono multisignificanti è il mittente che deve controllare le variabili che intervengono nella comunicazione per garantire una corretta decodificazione del messaggio.

3.2. “Buon lavoro: l’italiano per le professioni”: un esempio di vocabolario visual

Il vocabolario visuale portato qui come esempio si inserisce nell’ambito dei linguaggi settoriali con un progetto di creazione di materiale per la formazione linguistica in italiano L2 di operatori nel settore turistico-alberghiero all’interno di villaggi turistici, navi da crociera e catene alberghiere italiani. Il manuale che prende il nome di “Buon Lavoro. L’italiano per le professioni” (Diadori, Semplici, 2013) si presenta ripartito in fascicoli, ognuno dei quali si riferisce ad un ambito di lavoro specifico (es. cura della persona, ristorazione, ecc.) e al cui interno le unità vengono suddivise per campi semantici. Singolarità del vocabolario visuale è il suo inserimento all’interno dei fascicoli stessi. Di fatto, alla fine di ogni unità il vocabolario visuale si presenta sotto forma di nove immagini con i relativi lemmi in lingua italiana, portando così ogni fascicolo ad essere corredato di 45 referenti transcodificati in immagini. Inoltre, il vocabolario si caratterizza anche per una certa flessibilità, in quanto le immagini vengono impaginate come fossero flash cards ritagliabili o fotocopiali permettendo così un impiego attivo in attività ludiche, suggerite all’interno dell’unità. In questo modo, il vocabolario visuale non rimane esclusivamente un materiale passivo di consultazione, ma compie attivamente la funzione precedentemente dichiarata di supporto e di ancoraggio nell’apprendimento del lessico.
Entrando nello specifico della realizzazione del vocabolario visuale la tecnica di rappresentazione impiegata è la fotografia. La conoscenza della materia e delle tecniche di postproduzione permettono di superare quelle diffidenze circa il pericolo di una visione troppo generale, troppo ampia, che non permette cioè di concentrarsi sul referente concreto che si vuole nominare (Lo Nostro, 2005). In realtà, una delle costanti che dovrebbe essere condivisa anche da chi decide di utilizzare altre modalità di rappresentazione è la chiarezza, la mancanza di ambiguità nella costruzione dell’immagine. Il materiale visuale per essere realmente efficace e per trovare una sua collocazione all’interno della didattica deve rappresentare, come più volte ribadito, un surplus rispetto alla linearità del testo scritto: deve veicolare i contenuti in maniera diretta ed intuitiva. Le strumentazioni informatiche a disposizione oggi permettono di sorvolare gli ostacoli che si possono incontrare lavorando con materiale di tipo visivo, ma senza per questo far perdere autenticità all’immagine.Per contribuire alla chiarezza espositiva,la non decontestualizzazionedei referenti risulta essere una componente fondamentale. Infatti, isolare gli oggetti dal loro contesto naturale di appartenenza significherebbe, da una parte, venire meno a quelli che sono i principi di una didattica comunicativa che prepara l’alunno ad affrontare il contesto in cui si trova immerso a livello personale e /o professionale; dall’altra parte, renderebbe il lavoro di comprensione difficoltoso e discutibile.
Integrare il mantenimento del contesto generale accanto al focus sull’oggetto specifico richiede l’impiego di alcune tecniche sia a livello fotografico che grafico. Vediamo le principali.
Innanzitutto la messa a fuoco. Questa tecnica permette di evidenziare l’oggetto o un particolare di esso ponendolo a fuoco e lasciando che il resto - irrilevante ai fini

della etichettatura del referente, ma indispensabile per il suo riconoscimento – sia fuori fuoco (Fig.1).

Figure 1: Estetica e benessere: “le ciglia” (Diaori, Semplici, 2013)

Spesso tale tecnica viene accompagnata dall’utilizzo di vettori, ovvero frecce indicanti il referente che si intende comunicare. Essi, di fatto, hanno un verso ed una direzione e di conseguenza orientano le forze di attrazione presenti all’interno di una composizione. Osservando un dipinto, un disegno grafico, una fotografia, ecc., la vettorialità può essere realizzata dagli elementi plastici in essa presenti, i quali influenzano conseguentemente la percezione degli elementi figurativi. Ad esempio, qualunque sia la tecnica che impieghiamo nel raffigurare un albero, esso avrà sempre – se l’intento dell’autore non è quello di creare uno shock nello spettatore– elementi che rispettano la direzione di crescita della pianta dalle radici alla punta. Questi sono i vettori, i quali graficamente sono influenzati dall’esperienza con la realtà e al tempo stesso la influenzano. Si pensi ad esempio al triangolo, figura geometrica che fin dall’antica Grecia veniva considerata come basilare poiché tutte le superfici si riteneva fossero divisibili in triangoli a partire dal loro centro fino al raggiungimento degli angoli. Al di là dei significati simbolici che ha assunto, il triangolo conserva una certa direzionalità determinata anche dal fatto che il contatto con l’esperienza ha insegnato che elementi triangolari di varia natura quali cuspidi e coni sono accomunati da questa stessa direzionalità. Conseguentemente, prodotti dell’uomo come gli indicatori di direzione, ovvero le frecce, vengono costruiti proprio mantenendo come riferimento questo elemento geometrico determinante la direzionalità. I vettori caratterizzano oramai la maggior parte dei prodotti visivi, siano essi appartenenti al campo della pubblicità, dell’arte, del design, della fotografia, ecc. o siano essi realizzati da linee di forza immaginarie che collegano i vari componenti della rappresentazione. Un esempio di vettore non dato da elementi grafici direttamente rappresentanti è quello della direzione dello sguardo di un personaggio raffigurato (Kress& van Leeuwen, 2006). Anche l’inserimento di un quadrato, di un rettangolo o di un ovale attorno all’oggetto può essere definito come una tecnica legata alla vettorialità. In questo caso non vi sono elementi che indicano una direzione, ma implicitamente l’occhio dello spettatore viene attirato dall’oggetto inserito all’interno dei contorni di quella figura. Ciò obbedisce anche ai principi gestaltici di inclusione e di riconoscimento figura-sfondo (Kanizsa, 1980). Un fattore guida molto influente, infatti, a livello percettivo è quello dell’inclusione secondo cui tendenzialmente la regione includente viene considerata come sfondo all’interno della quale la regione inclusa si percepisce come figura (Fig.2).


Figure 2: Palestra e sport: “le cavigliere” (Diaori, Semplici, 2013)

A questa tecnica si accompagna spesso l’utilizzo del contrasto bianco-nero e colore: tendenzialmente la parte racchiusa all’interno del riquadro viene lasciata con i suoi colori naturali, mentre l’esterno – ovvero tutto ciò che appartiene al contesto – appare privo di saturazione, dunque in bianco e nero. Come già ribadito, “un codice selettivo che venga riconosciuto come tale consente all’autore dell’immagine di filtrare l’informazione includendo soltanto i particolari che gli interessa far giungere al destinatario” (Gombrich, 1985: 168). In questo modo non si ha un effetto di decontestualizzazione e al tempo stesso si sostiene lo spettatore nella ricerca del focus dell’immagine. Il contesto in cui si situa l’oggetto interviene anche rappresentando la funzione dell’oggetto stesso e non limitandosi esclusivamente al mantenimento dello sfondo in cui il referente può trovarsi.
Nel vocabolario visuale “Buon Lavoro!” ritroviamo in alcuni casi il ricorso alla sinestesia. Tale figura retorica si compone dell’accostamento tra termini facenti capo campi sensoriali differenti, come ad esempio “urlo nero”. A livello visivo questo si realizza impiegando un lemma riconducibile ad un campo sensoriale e un’immagine che ne transcodifica il significato facendo ricorso ad un altro campo sensoriale, ovvero alla vista. Un esempio è quello relativo alla parola “piccante”: aggettivo che rimanda ad un referente percepibile attraverso il gusto, viene reso con un’immagine in cui gli elementi rappresentati – peperoncino, salsa contornata da polvere di peperoncino e prevalenza del colore rosso– rimandano all’idea di alimenti piccanti. Nel vocabolario sono presenti anche rapporti di antonimia, disambiguati grazie alle tecniche di messa a fuoco e l’inserimento di vettori. Ne sono un esempio le espressioni “tazza grande” e “tazza piccola”, le quali si presentano contemporaneamente in due foto, ma la messa a fuoco e l’inserimento del vettore fanno sì che l’attenzione dell’osservatore sia diretta ora ad uno dei due oggetti, ora all’altro. Il mantenimento di entrambi nella figura permette di definire, così, con esattezza le qualità di “piccolo” e “grande”, aggettivi dipendenti dal punto di vista e dal confronto con altri oggetti.
Una nuova figura retorica che potrebbe situarsi tra le declinazioni della sinoddoche è quella che viene creata dalla rappresentazione dell’espressione “trattamentoanti-vecchiaia” e dai verbi “dimagrire” ed “ingrassare”. Di essi non viene messo in evidenza il processo implicato nel loro significato, ma la corrispondenza con un significante visivo avviene attraverso la raffigurazione del risultato di tale processo. Così il “trattamento anti-vecchiaia” viene reso ponendo in contrasto una foto precedente a tale intervento ed una successiva; allo stesso modo “dimagrire” ed “ingrassare” sfruttano lo stesso sistema del prima-dopo per sottolineare il cambiamento di stato e riferirsi dunque al processo sotteso che lo ha reso possibile.

Infine, nonostante la selezione dei lemmi da rappresentare si sia diretta verso elementi concreti, non mancano anche vocaboli in qualche modo astratti. È il caso ad esempio delle unità di misura, le quali sono identificabili solo attraverso una loro forma scritta. Per poterle quindi rappresentare si è fatto ricorso tanto alla loro forma scritta, quanto alla loro comparsa in contesti reali. La parola "calorie", ad esempio, viene indentificata su una confezione alimentare, nella tabella dei valori nutrizionali; i "gradi centigradi" vengono raffigurati attraverso il simbolo situato in un termometro da esterno; ed infine, il vocabolo "etto" appare nella forma dei 100gr, scritti sul display di una bilancia da cucina.
Dunque, in linea generale queste sono le tecniche riscontrate all'interno del vocabolario per la realizzazione delle immagini fotografiche corrispondenti al lessico specialistico del settore turistico-alberghiero. Inoltre, memori delle osservazioni che le ricerche hanno mosso nei confronti del materiale visivo che fino ad ora è stato utilizzato nei manuali o nei vocabolari visuali esistenti, si nota una certa attenzione anche al mantenimento delle proporzioni tra i vari elementi raffigurati all'interno di una stessa pagina e alla qualità stessa delle immagini affinché risultino accattivanti, aumentando l'attrattiva che già potenzialmente racchiudono.

4. Conclusione

Con questo articolo si è voluto offrire un approfondimento circa l'impiego del vocabolario visuale quale strumento di sostegno all'apprendimento del lessicospecialistico nella didattica delle lingue. Per fare ciò si è partiti dai meccanismi che regolano la trasmissione del senso attraverso le immagini, introducendo così una prospettiva di tipo semiotico. Successivamente, una breve analisi circa l'apprendimento del lessico ha condotto all'esplicazione delle principali tecniche impiegate nella creazione di testi visivi destinati alla didattica e non solo, portando ad esempio un vocabolario visuale di italiano L2 settoriale presente sul mercato delle lingue. La finalità dell'analisi di tale vocabolario è stata quella di offrire una dimostrazione pratica delle tecniche e dei meccanismi di generazione e di trasmissione del senso precedentemente illustrati.
Lo studio condotto genera, inoltre, riflessioni di più ampia portata relative al ruolo che le immagini rivestono nella vita odierna e dalle quali la didattica non può più prescindere. Proprio perché oggigiorno la società si trova sommersa da stimoli di tipo visivo che quotidianamente entrano a far parte della vita relazionale dell'essere umano è importante garantirne una chiave di lettura non solo ai professionisti del settore, ma anche agli utenti comuni. Saper gestire tali stimoli, appropriandosi del proprio ruolo di fruitore e non solo di mero osservatore passivo è la marca che differenzia l'osservazione della realtà dalla riflessione sulla realtà. La consapevolezza, cioè, che le immagini, di qualsiasi natura esse siano, fanno parte costantemente della quotidianità e per questo imparare a gestirlerientra tra i fini educativi di una politica linguistica improntata al "saper fare" (QCER, 2002) con la lingua e le sue diverse espressioni. Profetiche dunque le parole di Calvino nelle sue Lezioni Americane (1973): «se ho incluso la Visibilità nel mio elenco di valori da salvare è per avvertire del pericolo che stiamo correndo di perdere una facoltà umana fondamentale: il potere di mettere a fuoco visioni a occhi chiusi, di far scaturire colori e forme dall'allineamento di caratteri alfabetici neri su una pagina bianca, di pensare per immagini» (Calvino 1985: 92).

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