

Simplifying instructional texts in French and German Easy Language – Comparaison of Easy Language rules and analysis of their limits



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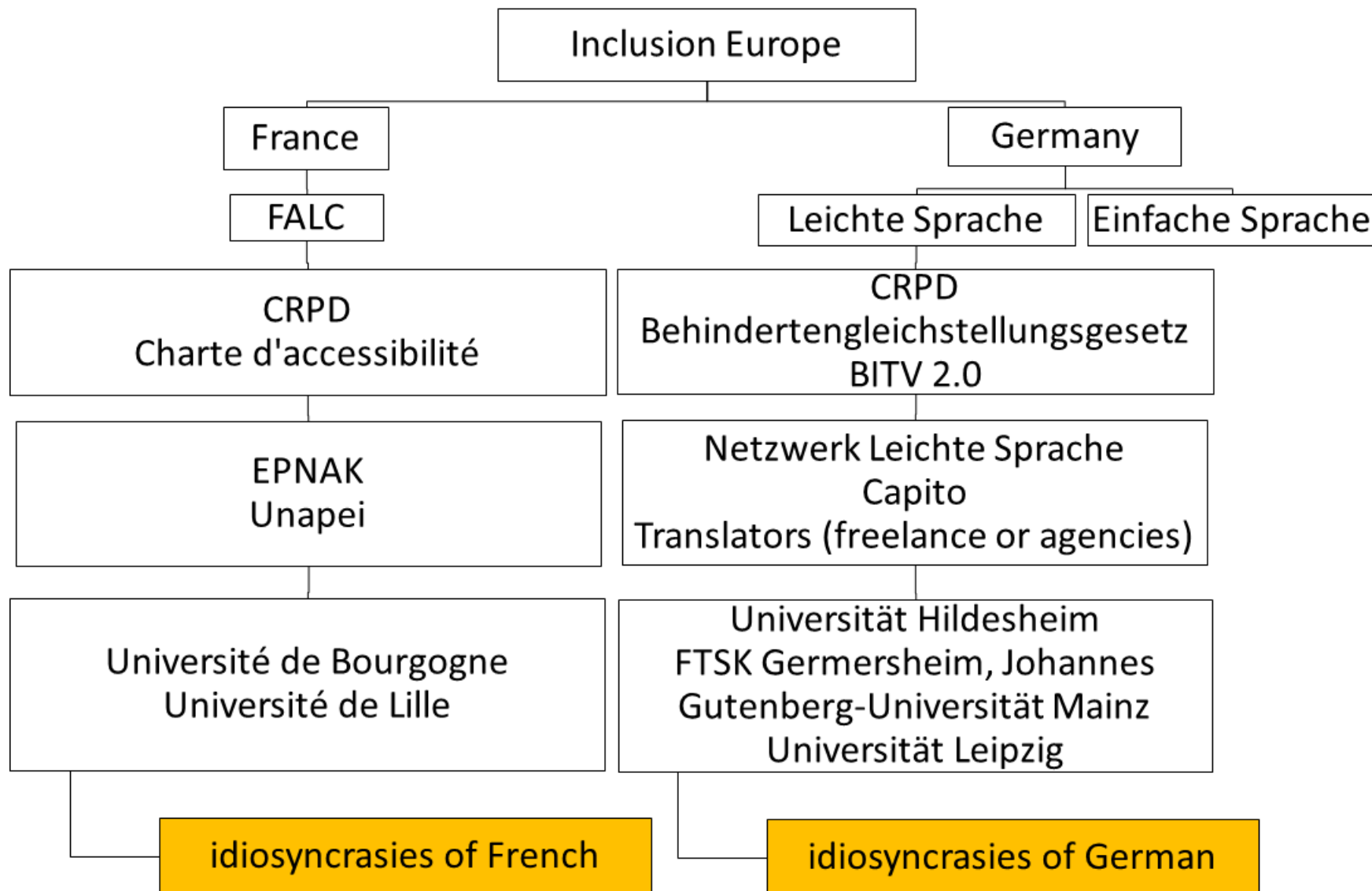
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Structure

- I. Contexts
- II. Research Questions
- III. Research Approaches
- IV. Data
- V. Methodology
- VI. Exemplification
- VII. Conclusion

Context (1)

- National Varieties
- Legal Framework
- Actors
- Research
- Idiosyncrasies



Context (2)

Idiosyncrasies FR	Idiosyncrasies GER
[- declension]	[+ declension]
"Le masque offre également une protection pour la personne <u>qui</u> le porte"	Orte, <u>an denen der</u> Mindestabstand nicht immer eingehalten werden kann.
[- verb bracket]	[+ verb bracket]
"Le vaccin <u>a été testé</u> avec soin avant son homologation."	"Der Impfstoff <u>wurde</u> vor seiner Zulassung aufwendig <u>getestet</u> ."
[- compound words]	[+ compound words]
"Mesure de protection"	"Schutzmaßnahme"
[+ passive voice] ("mechanical" passive)	[+passive voice] (pragmatic-functional passive)
"Le port du masque <u>est recommandé</u> dans les lieux clos"	"Dringend <u>empfohlen wird</u> das Tragen von Masken an allen öffentlichen Orten."
Transversal variables	
Text type(s)	
Domain(s)	
Degree of specialisation	

Research Questions

Which role do the inherent idiosyncrasies play in the simplification process?

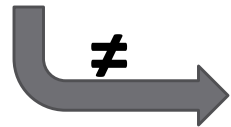


Global context:

1. How does the text type, the domain and the degree of specialisation of a text impact its simplification ?
2. How can instructional texts be simplified in German and French Easy Language?

Research approaches

- Text types imply cognitive dimension (knowledge prerequisites)
- Text types patterns give important information; requirement for comprehension (Bock 2020:185.)



neglection of text types in Easy Language rulebooks and research (ibid.)



Starting point of our research



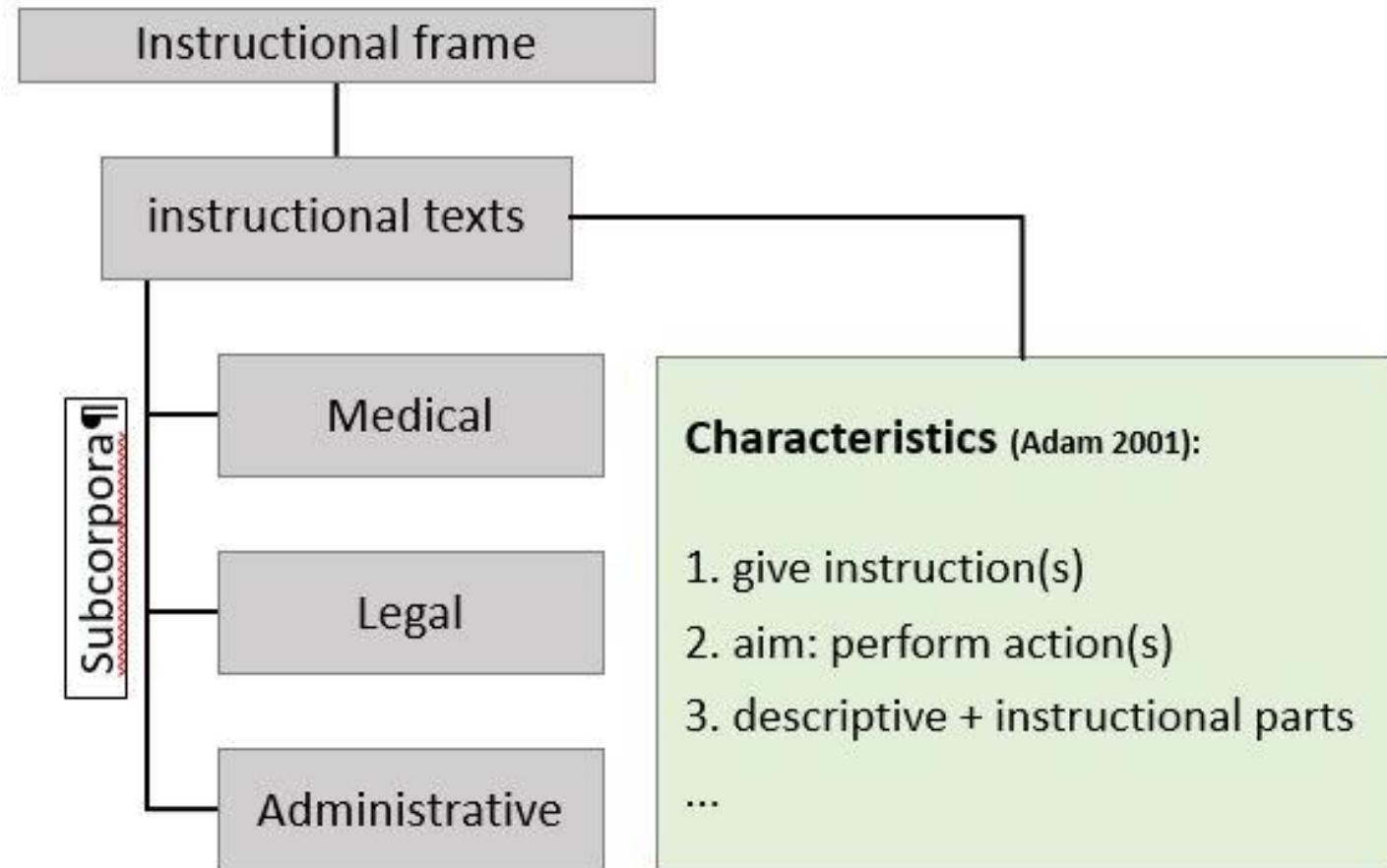
- Linguistic complexity cannot be resolved (only) at the morphosyntactical (surface) level
- Idiosyncritical elements have to be taken into account



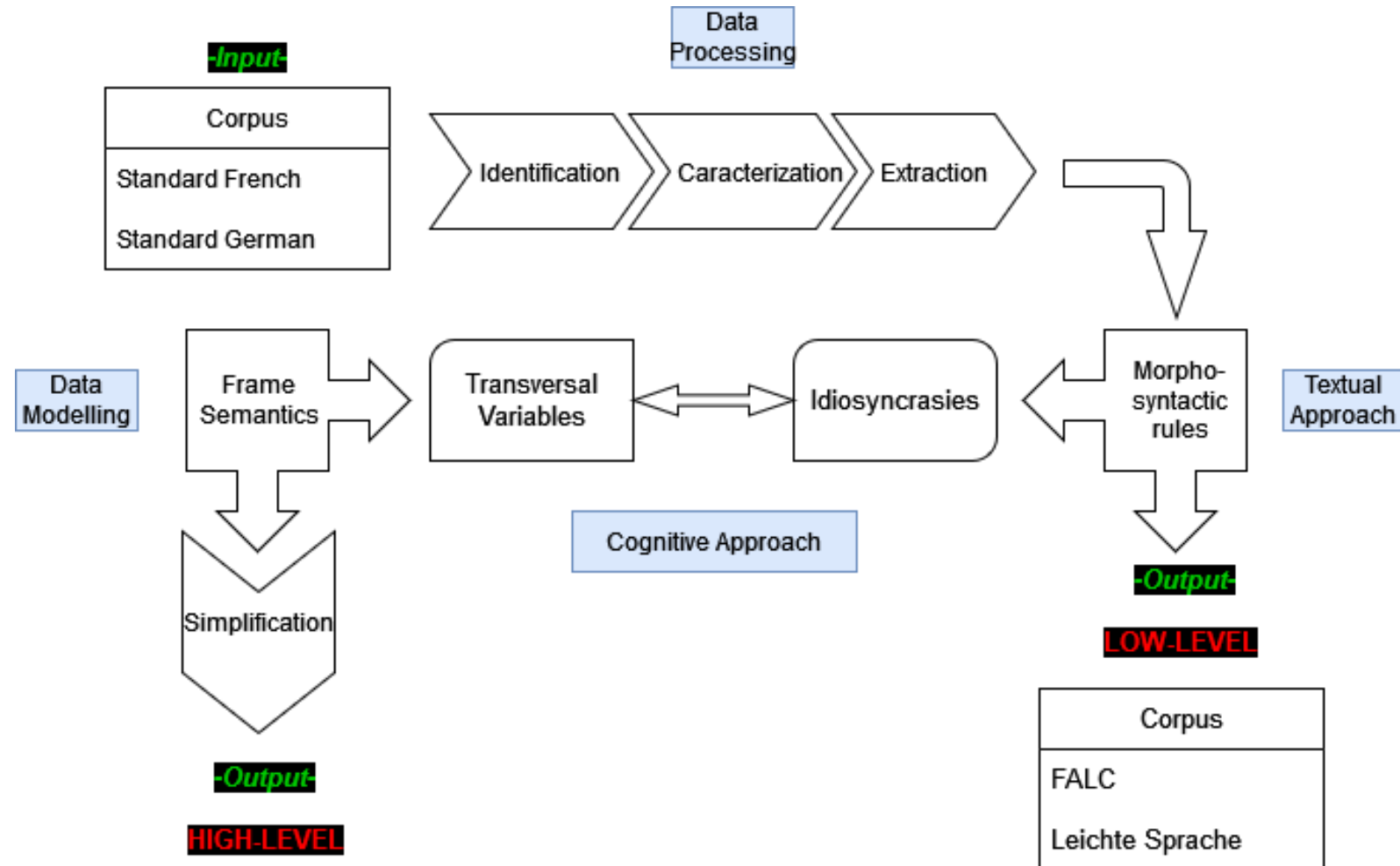
Cognitive models are needed: **Frame Semantics (Fillmore 1976, 1982, i.a.)**

Data

- Corpus of instructional texts in Standard German & French
- Subcorpora:
 - Specific domains



Methodology



Exemplification

"Mit Hilfe des Corona-Kontaktagebuches können Sie Ihre täglichen persönlichen Begegnungen und die dabei beachteten **Schutzmaßnahmen** der AHA+L-Formel rasch und übersichtlich schriftlich festhalten."

- German compounds written without spaces => typographic idiosyncrasy => cognitive consequence
- Syntactically two cx types: additive or determinative structure => not marked at the surface
- Morphologically complex: *Schutz* derived from a verb => own argument structure based on a specific frame: x protects y from z
- Semantically highly complex: goal relation between the two components is not marked, must be reconstructed on the basis of
 - 1) linguistic knowledge
 - 2) encyclopedic knowledge
 - 3) contextual knowledge
- At text level in line with the instructional text type

Mein Corona-Kontaktagebuch

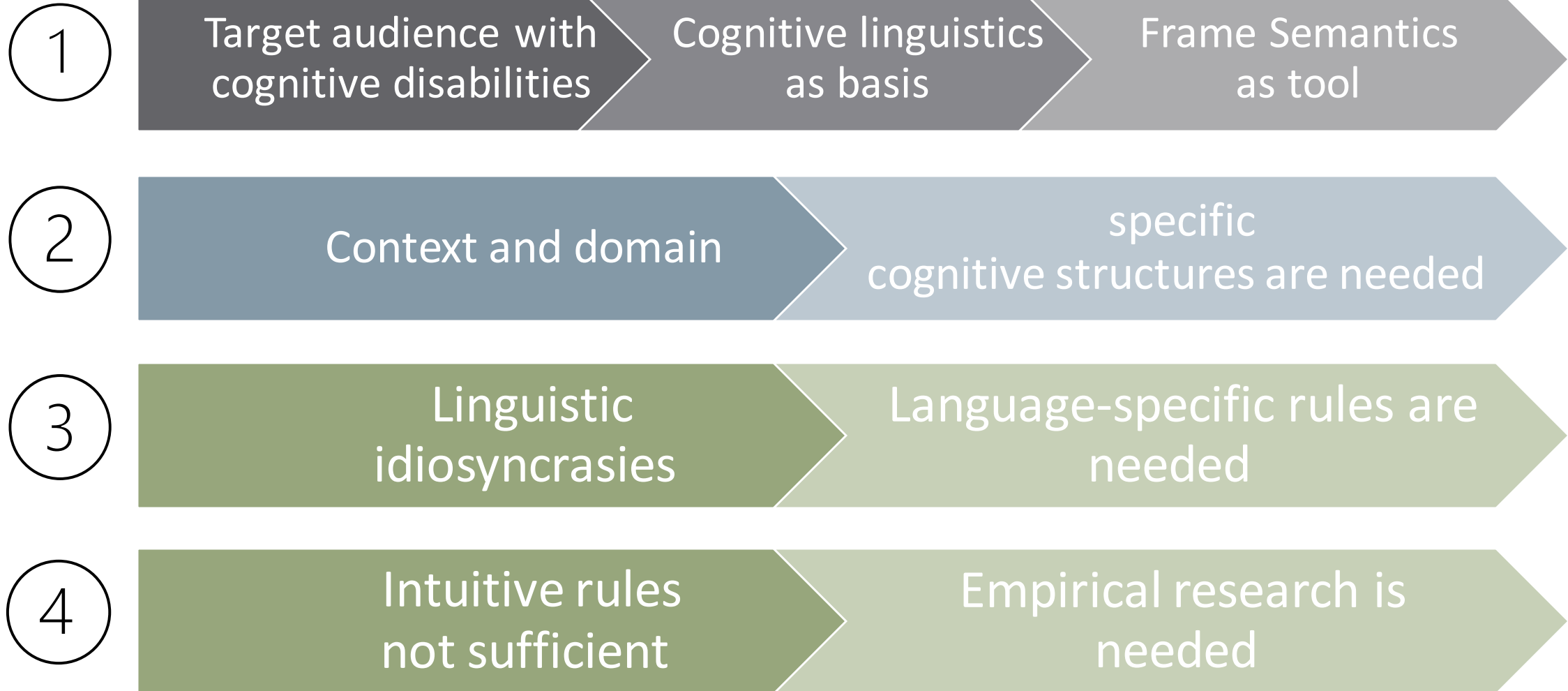
Mit Hilfe des „Corona-Kontaktagebuches“ können die täglichen Begegnungen mit Personen und die dabei beachteten Schutzmaßnahmen der AHA+L-Formel rasch und übersichtlich schriftlich festgehalten werden.



Translation:

"With the help of the Corona contact diary, you can quickly and clearly record your daily personal encounters as well as the protective measures of the AHA+L formula that have been adopted."

Conclusion





Thank you for your attention!



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Sources

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