

Communicative Requirements of Legal Internships Abroad and Consequences for ESP Courses at University Level

Birgit Beile-Meister & Andrea Schilling

This article describes the communicative requirements of legal internships in English-speaking countries from the viewpoint of German law students. Its factual base is a survey by questionnaire of the language-related experiences of law students at the University of Münster during their internships abroad, focusing on oral communication. An analysis of the communication constellations they encountered is followed by a description of the communication problems that arose. Didactic consequences for ESP courses aimed at preparing students for these legal internships are then presented.

Learning by Teaching through Polylogues: Training Expert Communication in Information and Knowledge Societies Using *LdL* (*Lernen durch Lehren*)

Joachim Grzego & Bea Klüsener

In our global information and knowledge societies, the individual is confronted with various communicative challenges whenever global problems are concerned. Not only is there a need for generalists who are able to quickly develop into specialists on a given subject, but also for specialists who, for successful knowledge transfer, are competent in communicating their specific knowledge both to other experts and to laypersons. In this context, the teaching concept *LdL* (*Lernen durch Lehren* – ‘Learning by Teaching’) can be regarded as one possible way of preparing students at schools or universities for the above-mentioned demands. The basic idea is that a learner or a small group of learners specializes on a certain topic and teaches the other members of the group in an interactive polylogic way. This concept is thus supposed to provide students with necessary communicative and other skills for tolerant and empathetic knowledge management and networking. The article gives an overview of the theoretical basis and the principles of *LdL* and, in a second step, illustrates its practical application in university classes. The effectiveness and efficiency of *LdL* for training expert-expert and expert-layperson communication are demonstrated for linguistics and literary studies using both quantitative and qualitative approaches. The article ends with recommendations for the organization of *LdL* lessons.

Zur Pragmatik und Grammatik der Wissenschaftskommunikation. Ein Modellierungsvorschlag

Dániel Czicza & Mathilde Hennig

The article aims to examine grammatical features and pragmatic concerns of communicating in the sciences. In the research of certain languages, it became common to explain grammatical features such as the usage of passive voice and nominal structures by communication requirements such as objectivity and precision. With the assumption that communication in science is designed to help gain and spread new insight, the authors tried to integrate several approaches to pragmatic and grammatical features of communication. By discussing the relationship between the grammar of certain languages and of the corresponding common language, the article also places the subject of communication in the sciences in the discipline of language variation.

Die Personifikation technischer Objekte oder ihrer Teile als Mittel zur Sicherung der Verständlichkeit in der wissenschaftsjournalistischen Autoberichterstattung

Gisela Thome

Consciously focusing on the subject of the text by personifying it or its constituent parts is an especially impressive means of making technical facts accessible to professional lay people. In applying this technique, authors of scientific-journalistic reporting on private cars are guided by current findings in comprehensibility research. According to this approach, understanding is the result of complex social and mental processes occurring between participants in communication in which new information contained in the text combines with the knowledge stored cognitively within the

individual. Thus, consistently attributing human qualities to cars of different types, as a form of latently effective metaphor, prompts readers to establish analogies between the properties of the car in question and the personal qualities and experience they are familiar with, rendering in this way the behaviour, appearance and functioning of technical objects more understandable. This knowledge can be applied to designing e.g. attractive German advertising texts and translating into German, in an idiomatic manner, in order to reflect that language's special preference for the presentation of personified technical and other inanimate elements.

Assessing In-Store Food-to-Consumer Communication from a Fairness Perspective: An Integrated Approach

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This article addresses a highly specialised form of communication that most people in the industrialised world engage in every day: The one-way communication between a food product and an individual consumer who is considering buying the product during his or her daily shopping in a supermarket. In addition to identifying and analysing the key variables of this form of communication, we focus on how the outcome is best evaluated in terms of fairness. Using an in-depth review of 821 Danish administrative cases on misleading food naming and labelling as an empirical frame of reference, we set up a cross-disciplinary conceptual framework and meta-language suited for identifying and analysing the conflict scenarios displayed by these cases beyond the common-sense reasoning that dominates the argumentation of the immediate actors (companies, consumers, authorities) today. A key aim is to provide a conceptual basis for predicting and systematically testing the misleading potential of specific food labelling solutions on empirical grounds, as a supplement to testing consumer liking, preference, and choice, which has been the main focus in adjacent, mostly marketing-oriented research.

Reviews / Buchbesprechungen

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