24 The Issue of Professional Writing in the 21ˢᵗ Century: Multidisciplinary Tools for High-Level Writing

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This chapter explores the act of professional writing. The analysis shows that a professional writer needs to master the linguistic code but also high level written communication skills (Beaudet, 2010; Clerc & Beaudet, 2008; Labasse 2008).

By analogy to the research about the two processes reading, analytical reading and global reading, we hypothesize that the expertise of a "professional writing" is on the co-management of the analytical writing and the global writing. The writing process must be done within an overall writing effort integrating elements of denotation and connotation of the co-enunciators. For that, we will compare the practice of professional writing to his "interactional effectiveness" (Clerc & Beaudet, 2008; Romain, Pereira & Rey, 2015).

Our corpus consists of editorials, claim forms, and other written communication published by a general council and by a French city, and written materials for a site on urban densification. The goal of this analysis is to identify the elements of the functional writing and those of professional writing by studying the language skills: technical writing, discourse analysis, interactional pragmatic, linguistic politeness, and rhetoric. We will observe the organization of the technical elements of writing; language choices (methods of inquiry and skill, speech acts, . . .) leading to the development of an interpersonal relationship and specific interdiscursive elements; tools of linguistic politeness in the service of clarity and informativeness; and tools of rhetoric in the service of persuasion and the fit between form and content.

Par analogie aux travaux sur la lecture distinguant une lecture analytique d'une lecture globale, nous émettons l'hypothèse que le savoir-faire d'un expert en écriture professionnelle porte sur sa co-gestion de l'écriture analytique et de l'écriture globale.

Par analogie avec les travaux sur la lecture qui distinguent distinguant une lecture analytique d'une lecture globale, nous émettons l'hypothèse que le savoir-faire d'un expert en écriture professionnelle porte sur sa co-gestion de l'écriture analytique et de l'écriture globale. Le maniement du code linguistique écrit doit se réaliser à l'intérieur d'une écriture intégrant les fonctions pragmatiques du langage, c'est-à-dire son « efficacité interactionnelle » (Clerc & Beaudet, 2008 ; Romain, Rey & Pereira, à paraître).

Notre contribution se fonde sur l'analyse d'un corpus composé de deux ensembles de documents, l'un constitué des documents commerciaux ou règlementaires relatifs à la fourniture d'électricité, l'autre de documents édités par un service administratif. Notre analyse vise à identifier les éléments qui relèvent de l'écriture analytique technicité de l'écriture, choix linguistiques, méthodes d'enquête, actes de langage) et ceux qui relèvent de l'écriture globale professionnelle en étudiant comment se manifestent les habiletés langagières à travers les aspects pragmatiques et interactionnels, la politesse linguistique et la rhétorique, la conjonction des deux étant constitutive de l'écriture de haut niveau.

This chapter examines the act of professional copywriting through linguistics. Our analysis aims to show that copywriting expertise involves skills in writing code but also reveals high-level writing skills and communication (Clerc & Beaudet, 2008; Labasse, 2008).

By analogy with works on reading which distinguish between analytical reading and global reading we hypothesize that the expertise of a professional writer is based upon the ability to articulate analytical writing (to master the linguistic code in its complexity) and global writing (command of the communication situation, management of the relationships involved, and ultimately the efficient transmission of a message.). Graphic units and the order of these units within textual sequences, are dealt with within global writing, incorporating elements of co-enunciator denotation and connotation. If this is confirmed, our study may further support studies which consider professional writing and "interactional efficiency" (Clerc & Beaudet, 2008; Roman & Rey Pereira, forthcoming).

In this study we concentrated on the production of the writings from two complementary angles:

- Analytical Writing, that is to say, communicative writing which deals purely with information (the linguistic code in its complexity) and whose objective is to efficiently transmit information;
- Global Writing, that is to say texts saying favoring a co-management form of communication, so that the text is read with relational efficiency (and not simply with informational efficiency). The professional thus ensures a mediating role between the information to be transmitted and the reader.

Our corpus is composed of two sets of documents:

- The General Conditions of Sale of Electricity in 2014 (henceforth referred to as GCE) with regulated rates for residential customers for EDF (The French National Electricity Board) in mainland France, and the special issue on GCE "The Letter EDF & I" from July to December 2013 (letter accompanying the publication of the new GCE and incorporating the main changes);
- The set of rules published by the socio-cultural department in a welcome booklet providing information for families concerning activity centers for children in a French municipality.

In each of these sets of documents, the second document (i.e. "The Letter EDF and I" or the information brochure for child placements) aims to provide easier access for citizens and customers to the contractual and regulatory documents (the GCE and the set of rules). It is interesting to note here that both these documents are intended to accompany the documents which they refer to, but not to replace them.

Our goal is to shed light on the choices made by the professional to produce documents designed to facilitate the readability and accessibility of information, found in contractual or regulatory documents,

We believe that these changes attempt to open another channel of communication. This new channel is less formal and more relational. From the outset we observed that the more formal a document, the more the information contained in it stifled the relational aspects of communication. We therefore established a hypothesis that although the transformation and simplification of a document seems necessary to achieve readability, it is nevertheless, primarily, the attention given to the relationship with the intended reader which determines whether the information indeed becomes easily accessible. Thus, in the context of contractual or regulatory texts, the

expertise of a professional copywriter involves establishing a specific relationship between the writer and the intended reader and aims to dissolve notions of authority which are unsuited to a situation where the reader gains access to information.

The analysis of our corpus aims to identify the elements of professional editorial writing by questioning the linguistic and rhetorical skills demanded by regulatory or contractual texts and by the texts whose purpose was to make the latter more accessible, considering both technical writing, discourse analysis, interactional pragmatics and linguistic politeness. We studied the organization of technical elements of the writing; the language choices (such as processes of interpellation and address, impersonal forms and speech acts) leading to the development of an interpersonal relationship, a specific interdiscourse; and finally linguistic tools of politeness as a means of addressing the faces and providing information and clarity.

1. The Theoretical Approach

Every piece of writing requires both specific language skills and rhetorical and pragmatic goals to be taken into account (Kellog, 2008). Furthermore, a specific relationship can be determined by these goals (Beaudet, 1998; Labasse, 2002; Roman & Rey Pereira, forthcoming). Our interest is in how these skills develop an interdiscursive relationship using elements to achieve pertinence and co-operation (or even negotiation under pressure) and requiring processes to manage the faces (threat attenuators).

Our analysis is inspired by the studies conducted both in pragmatic and interactional linguistics which have helped to further our understanding of the act of enunciation, as described by Benveniste, when exploring the relationship between the speaker and his statement. Thus, we will focus on the enunciative dimension of the written document, questioning the links between the writer and written production. We will look at the message through the traces of subjectivity (Benveniste, 1966, 1974; Ducrot, 1979; Kerbrat-Orecchioni, 1992, 1996, 2005), that is to say, through the inclusion of topics in the message (Vion, 1999, 2001) by the language choices (lexical and syntactic structure) and discourse.

More generally, we will focus on how language can act on others and on their choices (whether a text is read or not read in particular). This will lead us to consider not only the studies on the concept of face and those on representation through the definition of face work (Goffman, 1973ab; 1974) but also those on linguistic politeness (linguistic tools mitigate face threats carried by certain face threatening acts toward another (FTA) as

Brown and Levinson, 1978, 1987; studied tools in their perspective flattering acts (FFA) in the interaction by Kerbrat-Orecchioni, 1992, 2005). We also attempt here to further an influential definition of rhetoric (Meyer, 1993, p. 22): "negotiate the distance between subjects." This leads us to observe how the construction of the discursive ethos plays on the distance, and therefore, the relationship between the writer and the recipient.

Our study is an opportunity to ask questions about the links between the relationship set up by the professional and the mediation that his writing can establish between himself and others. Rousseau, who was interested in the concept of mediation (see especially 1992), emphasizes the same challenge of symbolic mediation with regard to the relationship between individuals. According to his work, mediation has a greater influence on social integration than reason does. Carmelites (2010), referring to Rousseau, establishes a link between social regulation and mediation, and articulates the integration (as group cohesion and points of view) and regulation (as negotiation of a dispute). Using these works as a basis to build upon, we hypothesized that linguistic and discursive choices lead to mediation between the recipient and the sender and therefore give rise to what is commonly called a specific relationship, which is pre-established but also transformed by the interaction. This mediation would go hand in hand with the search for a certain link consensus, which is both the interactional and therefore relational and more generally the search for the social bond between sender and recipient. Indeed, this notion of mediation is directly related to the notion of interactional negotiation defined by Kerbrat-Orecchioni (2005, p. 103).

> Any process of interaction that can occur when a dispute arises between the interactors on any aspect of the operation of the interaction, and whose purpose is to reduce the dispute to allow the continuation of trade.

By analogy, we consider that writing a contract or procedural rules requires some negotiation, resulting in mediation in the progression of the document. This negotiation involves rewriting the document in a simplified form (amendments, cover letter, or welcome book) to allow the sender to access information in a linguistically and discursively mediated context.

We pay particular attention here to the fact that, this by no means constitutes a form of popularization of the formal documents, but rather to transform from a relational pint of view, so as to circulate the information contained in them. The information being present in both documents, it is interesting to speculate on the tools / processes summoned to produce

a greater link. This mediation aims at articulating views towards a certain consensus and thus to create or re-create the link, the relationship. So, through the study of our corpus, our goal is to describe how the perspectives are taken into account by the professional. Rabatel (2012) describes three types of views: co-enunciation (co-building a common perspective: the speaker thinks and they speak with each other), over-enunciation (construction of a point view overlooking the benefit of a single enunciator) and the under-statement (construction of a dominant point of view in favor of an enunciator). As for Morel and Danon-Boileau (2003), they describe the joint statement as:

> The representation of the other in the speech of speaker, to better prevent its reactions to facilitate consensus. (2003, p. 236-238)

In this study, we consider that co-enunciation is the fact that a writer / speaker includes the other's viewpoint and that s/he argumentatively articulates it within his/her own speech (admittedly an oversimplification but it nevertheless offers a simultaneous view of both negotiator and cooperator rather than imposing an overall view with no mention of negotiation, in an argumentation register).

2. Corpus Analysis

In interaction analysis, we identify two types of relationship between individuals: the vertical relationship (based on an initial asymmetrical relationship—the hierarchical relationship is the prototype) and the horizontal relationship (based on a more equal relationship, even familiar). The type of relationship that governs an exchange is thus determined beforehand.

2.1 The Letter "EDF and I"

The relationship between the energy supplier and its customers, as well as that between the municipality and its citizens, is an asymmetrical relationship. On the contrary, the letter "EDF and I" aims to make the new changes to the GCE readable and therefore accessible and mitigates or at least reduces the initial distance between EDF of its customers.

Similarly, the welcome booklet prepared by the municipality aims to make elements of their internal regulations readable. This information, as evidenced by their repeated complaints, had previously been both little read and little understood by users.

Using the corpus, we will identify and comment upon the processes used to transform the information, raising the question of which forms of language and which discursive strategies are required.

> **Les Conditions Générales de Vente du Tarif Bleu Évoluent.**
>
> Les nouvelles conditions générales de vente, jointes à la présente lettre, s'appliqueront à votre contrat le 1er février 2014. Plus claires, elles prennent notamment en compte les dernières dispositions législatives et réglementaires. Les modifications apportées ne concernent pas le prix de votre contrat (le tarif réglementé de vente étant fixé par les pouvoirs publics).
>
> Notre démarche ? Vous aider à mieux comprendre les principales évolutions de ce document. Ainsi, vous trouverez dans cette lettre les principaux changements résumés en quelques lignes.

This document deals with the transformation of the annual GCE, consisting of different articles in a letter outlining the main changes in the next year. In other words, if the first document's function is to convey multiple elements of information (at least one per article), the second document focuses more on information in a broader context, that of a cooperative communication (relational idea of efficiency and not only transmission of information).

The purpose of the letter is mentioned in the title—"changing conditions of sale for the blue tariff"—then the reasons for the changes are explained, "notably in order to comply with recent legislative and regulatory provisions." Finally, the letter itself is justified in its purpose: "to help residential customers in continental Metropolitan France to better understand the changes in Terms and Conditions."

The introductory paragraph is personalized with regard to the reader, whom it refers to directly as "you." The letter is also signed personally with the name of the Director of Private Clients. The appearance of an utterer identified as an individual modifies the relationship between EDF and the customer. In the original document, only EDF is identified as utterer. The character and ethos are built in the GCE by the authority figure rather than by a third party (Meyer 1993, p. 119), in the "the licensing authority" case and "law" of the French Republic:

> Le service public de l'électricité est organisé par les autorités concédantes (les communes, ou leurs groupements, ou ex-

> ceptionnellement les départements, auxquels la loi a donné
> compétence pour organiser localement le service public).
>
> Le service public ainsi concédé se décline en deux missions
> confiées respectivement au fournisseur Électricité de France
> (EDF SA) et au distributeur Électricité Réseau Distribution
> France (ERDF SA).

Obviously, it is to be expected that contractual documents would make such a definite reference to the authority which governs the contract. It is a commonplace of the exordium in rhetoric and may well be a first step in establishing that the writer is worthy of the reader's trust. The written content is legitimized by the recognized authority and accepted by the recipient. However, no sooner than the discursive ethos of EDF has been outlined the enunciator is erased by the very contractual nature of the document.

The opportunity to continue negotiating distance with the reader disappears.

By contrast, in "The Letter EDF & I," the explicit presence of a human utterer ensures negotiation. The construction of the discursive ethos still instrumentalizes the commonplace use of the authority, with mention of the function, "Director of Private Clients"—but in this case, the value of the speaker comes with a text which is assumed to be in the first person. The inclusion of the first name and surname of the director guarantee the existence of the utterer, providing the basis for the creation of an interpersonal relationship discourse overcoming the asymmetrical relationship between EDF and its individual customer.

What follows is the listing of the articles in which there have been main developments. This information is important as it tells the reader directly which articles have been changed. As well as stating the article, there is also an explanation of the changes involved. Six processes are observed:

1. The article or paragraph is fully summarized. It is observed that this process occurs when the changed passage is just a short passage (one sentence), which does not give rise to a reformulation or a particular introduction.
2. A general term referring to a complete list with detailed, briefly mentioned, or specific GCE. For example:

> **Article 7.2 / Modalités de Facturation**
>
> Les modalités de calcul des factures reposant sur des estimations de consommation sont davantage détaillées.

3. Extra terms to improve understanding:

   Article 7.2 / Modalités de Facturation

   > Lorsque le client souhaite que ses factures soient établies sur la base de ses consommations réelles, il peut transmettre à EDF les index qu'il relève lui-même (auto relevés).

   The "self-identified" formulation by reinforced use of personal pronouns, which is not the case in the original document: "If the customer wishes that these intermediate invoices are established on the basis of his meter readings, he can send the readings to EDF in the self-statements index."

4. Partial explanation or reformulation in order to simplify, accompanied by language elements aiming to valorize (auto FTA self-addressed by EDF) and careful attention to the faces (auto FTA to the client).

5. Passive structures and improved lexicon:

   > "The customer is informed that" "the consumption calculation methods used to establish the cancellation bill . . . are clarified" or "the arrangements for informing the passage of reliever supplemented."

   EDF uses passive forms (sometimes omitting the complement of agent, sometimes not) which place the customer (object of the phrase) in the subject/ actor position in order that the customer has a central position in the text. Moreover, these transformations require an introductory lexicon emphasizing the clarity and intelligibility of contractual information provided by EDF ("clarified, completed and informed").

   The text presents itself as functional, intelligible and understandable and at the customer's service. The lexical choices concern subjective lexical units.

6. Simplified Syntax: The GCE for example, specifies:

   > EDF adresse au client une facture établie en fonction de ses consommations réelles au moins une fois par an, sur la base de ses index transmis par ERDF, si le client a permis l'accès à ses index à ERDF.

   The writer of the letter has transformed this complex sentence by a juxtaposition of two sentences:

Article 7.2 / Modalités de Facturation

EDF adresse au client une facture établie en fonction de ses consommations réelles au moins une fois par an, sur la base des index transmis par ERDF. L'établissement de cette facture suppose que le client permette à ERDF l'accès à ses index.

The original sentence is split into two separate sentences; one concerns the sending of the detailed invoice by EDF to its client and the second concerns the conditions in which it will be sent (access given by the client to the index).

The latter condition is no longer subordinate to the client's action (in terms of syntax) as it was in the GCE. Thus the client has the possibility to have an invoice based on actual consumption, or not, and is not central in this reformulation. The result of this transformation or / rewriting is to make it possible for the reader (the client) to distinguish what both the client and EDF can do and what the client's responsibility is. Whereas in the initial contractual document, the two options are presented as dependent on each other in the same complex sentence (with a subordinate clause introduced by the subordinating conjunction "if," which focuses on the customer's behavior). There is a sort of distancing of the fault caused by the customer.

The following discussion concerns a long article of GCE:

Dans le cas où ERDF n'est pas en mesure d'honorer un rendez-vous, il lui appartient d'en informer le client, au moins deux jours ouvrés avant. Si elle ne le fait pas et que le rendez-vous est manqué du fait d'ERDF, EDF verse au client qui en fait la demande, un montant égal à celui facturé en cas de déplacement vain. Si le ren-dez-vous nécessaire à la réalisation de la prestation est manqué et non annulé au moins deux jours ouvrés avant du fait du client, EDF facture au client le montant correspondant à un déplacement vain qui figure dans le Catalogue des Prestations ou est obtenu sur simple demande auprès d'EDF.

This article has been transformed to be included in the letter:

Article 7.1 / Établissement de la Facture

Lorsque ERDF n'est pas en mesure d'honorer un rendez-vous

> pour une prestation technique et qu'elle n'en informe pas le client, celui-ci peut bénéficier, à sa demande, du versement d'une somme égale à celle qu'il devrait lui-même payer, en cas d'absence à un rendez-vous convenu avec ERDF.

If the original article is composed of two complex sentences evoking two possible scenarios, one observes that subjects (main and subordinate clauses) are sometimes ERDF sometimes EDF.

In the rewriting (simplification), we observe on the one hand that a single complex sentence whose subject in the subordinate clause is ERDF and that the client is in the principal position in the main clause.

The use of the phrase "may benefit" is in favor of the client and of his/her own interests. The negative measure has been relegated in the grammar to the end of the sentence as a complement.

We see here that the structure of this rewriting is based not only on a commitment to brevity but also on the position of the client, to show his advantages among the recent changes.

This discursive strategy, like the previous one, aims at customer satisfaction. The discursive strategy is cooperative (pedagogical), co-enunciative (articulation of views) and negotiating (taking measures to prevent tension and conflict). In the letter, the analytical dimension (the GCE) is associated with a more global dimension of writing aiming at a specific relationship between EDF and its customer (understanding the value of changing the GCE for the customer himself) as evidenced by the lexical field of information (inform, clarify, complete, etc.) and passive forms, changes in syntax, positioning the client or object in subject position, with the deletion of the complementary Agent (EDF).

Thus, the electricity supplier is attempting to establish of a cooperative relationship between the client and the company. The vertical dimension of this relationship is reduced and the text aims to give the impression of an inverted hierarchy by which the client is beneficiary. This particular relationship, added to the information to be transmitted to the client, results in a positive and efficient communication between the provider and the client. To achieve this, EDF places itself discursively at the client's service, making the strictly analytical information accessible and endeavoring to present the content in the client's interest. In sum, this cooperative relationship falls within the scope of mediation and negotiation of tension (with the risk of conflict given the amount of information to convey).

2.2 From the Set of Rules to the Welcome Booklet.

We will now consider the regulations set out in the welcome booklet of the

socio-cultural department of a municipality in France. Upon publication of the paper, the families had complained of its opacity. The city hall then decided to produce a more readable document and asked a professional to write a welcome booklet.

In the set of rules, the establishment of ethos of the enunciator is founded on reference to an authoritative body (as in the GCE).

In this case, various administrative bodies are referred to including the French Republic, the county and the municipality. Once more, however, the establishment of a discursive ethos is not followed up by negotiation. Legitimacy is not transposed to the enunciator who could maintain a discursive relationship of trust with the reader. Effectively, the regulatory document has to remain formal and impersonal. In the welcome booklet, there are also references to the authorities, thanks to the coat of arms and the name of the town. However, once the legitimacy of the writer is consolidated, the writer begins to negotiate the distance using a specific procedure alternating the pronouns "you" and "us."

2.2.1 References

From the very first page, the welcome booklet answers questions of personal and spatial reference (but also further time reference and more general references throughout the document): Who are we? Our Objectives, Contact Us, Our team, etc., as evidenced by the following excerpts:

> **Qui sommes-nous ?**
>
> Au sein du service municipal de l'animation socioculturelle **nous mettons en place des projets à l'attention des enfants, des jeunes et de leurs familles.** Nos missions sont variées, et ont trait autant à l'organisation et l'encadrement d'animations culturelles, sportives et pédagogiques (ateliers, sorties, spectacles) qu'à l'aide à l'insertion socioprofessionnelle.
>
> **Nos missions**
>
> En réponse à la diversité de nos missions, nous avons mis en place différents pôles ayant chacun une organisation et des objectifs spécifiques.
>
> Ce livret d'accueil vous permettra de vous familiariser avec nos bureaux, et de prendre connaissance de leur fonctionnement, de leurs horaires ainsi que de leurs équipes.

Nous contacter

Tous les bureaux de l'Espace socioculturel partagent les mêmes coordonnées:

The service is personified by the names of various managers/contacts listed in the document:

Notre équipe

> Cette équipe de choc vous accueille, vous écoute, vous conseille et répond à toutes vos questions. Elle est aussi très sympathique !

☑ **Sylvie** Directrice de l'Espace socioculturel

☑ **Mélanie** Accueil enfance

☑ **Sabrina** Accueil enfance et Insertion professionnelle

☑ **Audrey** & Amélie ALSH Enfant

☑ **Issam** ALSH Jeune

☑ **Audrey** Accueil de loisirs périscolaire et extrascolaire

☑ **Didier** Activités Educatives Complémentaires (AEC)

2.2.2 Articulation of "us" with the "you"

The purpose of the handbook is clearly stated on the first page: it presents the sociocultural service through its various projects. In fact, the rights and requirements of families wishing to benefit are discussed. This discussion, however, does not emanate from a regulatory point of view. It emanates from more systemic presentations where everyone plays a complementary role. This is evidenced by the following excerpt where an articulation between "our service" and "you / your / your" tends to emphasize the link, articulation and appropriateness of respective roles in the ideal operation of the service.

> In response to the diversity of our missions, we have implemented various services each with specific organization and objectives. This handbook will help you to familiarize yourself with our office and learn about our operations, our schedules and our teams. . . . We would be happy to meet you in the Socio-Cultural Department Offices, or answer your calls. . . . We provide a service which welcomes your chil-

dren . . . . At our after-school and extracurricular "Activity Center," we organize activities such as games, workshops or music time. . . So, your child can start and end his day gently, in keeping with his natural routine.

The discursive operation of the booklet is therefore based on a summons and a specific link between the personal pronouns "we" and "you" and also the rules of procedure based on an injunctive content and an asymmetrical relationship as illustrated in the excerpt following:

> Règlement intérieur de l'accueil enfance N°1—Juillet 2013 année 2013/2014

Article 1: Objet

Le présent règlement a pour objet de préciser les modalités de fonctionnement du service enfance regroupant les services restaurant scolaire, accueil de loisirs périscolaire, accueil de loisirs enfant et activités éducatives complémentaires à l'enseignement scolaire de la mairie de Cuges les Pins ainsi que les droits et obligations des familles.

Article 2: Validite Du Present Reglement

Le présent règlement est valable du 1er septembre 2013 au 31 août 2014.

Article 3: Tarifs Et Reglements

3.1 Tarifs

2.2.3 Linguistic Politeness: FTA

The following example shows the concern of a professional copywriter to lessen some potential threats to the recipient's face in the booklet:

> In the case of a medical appointment or if your child is absent from one of the Activity Centers at which he or she is registered, you are asked to contact the Activity Center and to write a note in the home liaison diary.

The writer chooses the passive phrase "you are asked" which mitigates the implicit injunction of the justification of children's absences from activities.

Thus,

- While the rules need to be written in analytical form founded solely on their informational content, the welcome booklet requires a global form both conveying the information and establishing a co-operative relationship with the citizens of the municipality.
- While the rules require the reader to be reduced grammatically to third person forms, as in a legal document, illustrating a clearly vertical relationship, the welcome booklet uses personal pronouns and polite linguistic forms to create a co-operative and negotiating relationship between "we" and "you," with the "we" clearly at the service of "you."

3. Synthesis

According to our analysis, our hypothesis is confirmed: processing / simplification of information contained in regulatory and contractual texts, is necessary for readability but also information visibility. In other words, there is an inverse correlation between how formal a document is and signs of the presence of a co-operative, co-enounced, and negotiating relationship within the text. This type of relationship determines whether information is effectively "conveyed" and also, and especially whether it is "received." In the new versions we perceive a desire for greater co-operation. Beyond the transformation and/or the simplification of the linguistic code (analytical code of information) the modification of the global code and establishment of an interdiscursive, co-operational and negotiating relationship between the writer and reader which seems to determine the outcome, as evidenced in the use of more assertive language acts (such as clarifying, specifying, enrolling, attaching, proceeding, etc.).

Indeed, the latter seeks to use a documented transmission of information, but also, and above all, a co-enunciated transmission of this same information in which "you" and "we" combine in a constructive relational system (cf. welcome booklet) and where linguistic processes of politeness are used as processes of managing face of the actors in the relationship, to assist interactional negotiation (cf. EDF letter).

In sum, a rewrite of the original document cannot be reduced to a simplification. Indeed, there has also been an argued and co-transmission set of information.

The latter is based on linguistic politeness (a process to mitigate face threats) inherent in the original documents (where authority reigns because the text itself is "force of law" as in the GCE and the Set of rules): the rights and duties are based primarily on injunctions but are always presented so as

to mitigate the threat they carry to the recipient's face (e.g., impersonal forms substituting for injunctions).

Thus the accompanying documents ("Letter from EDF" and "Welcome Booklet") have articulated the rights and duties with a constructive relational system. The linguistic politeness processes are central in that they are aimed at serving the relationship and the interactional negotiation. This process constitutes an effective interaction requiring:

- Analytical and global writing, hence the importance of extending professional writing to multi-disciplinary domains of the science of writing.
- Writing with commentary ("a gloss") to create a relationship with the reader.
- Simplified documents, making them more accessible by creating a relationship with the reader.

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