

THE COMPOSITION AND METHODOLOGY OF WRITING

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Summary: *This article reveals the intricate nature of the building, portraying it as a labyrinth. The path we are navigating is far from straightforward, with constant branching that defies our mapping efforts. Despite our attempts to create maps, these paths, unavoidably, exhibit a disconcerting inclination to reproduce on their own. The labyrinthine theme of the bourgeois garden serves as a poignant reminder of Jean Baudrillard's proposed simulacrum problem — a concept echoed by the SECOND, quoting the first (although, following Borges, the reverse could hold true as well). The ambivalence inherent in this theme should not be overlooked: it might signify that numerous bifurcations and an abundance of discourse offer a means to transcend linear modes of thought and decision-making. Conversely, it could resemble a labyrinth or *tromp le œil*, akin to a theatrical mechanism allowing for the public to both reveal and conceal itself.*

Keywords: *morphology, discourse space, empirical approach, thematic structure*

The morphological perspective aims to emphasize the thematic structures and dynamics of different buildings. We operate under the assumption that the device, especially in its phased design, generates problem maps that can only be effectively represented in a relational format. Defining problems for Grenelli actors involves categorizing questions initially based on whether they pertain to the Grenelle environment or not, and subsequently, differentiating among those that identify various issues emerging during the Grenelle.

The metaphor of cartography implies that we initially emphasize the synchronous properties, the thematic structure within the discursive space shaped by the device's state, particularly its distinct phases. However, examining the sequence of maps over time can also unveil the morphogenesis of problems, showcasing the sequential deformation of structures. In this context, methods for analyzing text data, particularly those aligned with the Benzecree branch, such as the Alcest method developed by M. Reinert, are given priority. These methods adopt an empirical approach to understanding structures.

The second perspective can be characterized as formal, as it delves into the impact of writing devices on the structure of measures. It provides a detailed account of the formatting of measures, operating under the premise that, beyond their content, measures possess distinct linguistic characteristics aligning with the grammar that defines their pragmatic properties. This perspective posits that the "measure" of public action adheres to language's rules of expression and acceptability, grounded in the

pragmatic dimension; it must contain action-oriented technical content while concurrently contributing to the common good over time.

This more analytical approach favors diachronic studies dependent on the phase of the device. The analysis involves morphosyntactic examination, particularly utilizing the Tropez software. These analyses were conducted on cases constructed according to various time parameters (matching phases) and within speech spaces encompassing different writing devices belonging to Grenelle phases, as well as subspaces (e.g., a comparison between generalization and applications).

While morphological approaches are inherently holistic, encompassing the entirety from the outset, the scope can vary (e.g., focusing on one phase, multiple phases, the entire device, or the device and its environment). Formal approaches, in contrast, are analytical and concentrate on a specific type of utterance—measures. However, they can also involve contrasts, such as comparing measures with sentence structures.

In this study, we employ both morphological and formal analyses, primarily because we navigate through various discourse spaces corresponding to Grenelle phases. This approach is influenced by the significant role we attribute to the design of the device and its impact on speech. Additionally, we explore the potential connection between the morphology of problems and the formulation of measures, echoing the fundamental shift advocated by the Grenelle slogan: transitioning from proposals to concrete measures.

The range of focal length options, spanning from global to local perspectives, contributes to the proliferation of analyses. This diversity might create a sense of relative instability in interpretations, especially considering the challenge of avoiding premature closure of the analysis area. This perception is further heightened by the multiplication of voices, including the opinions of stakeholders and speakers synthesizing the views of others, along with the contrasting desire to shape and direct these expressions.

It's conceivable that the conducted analysis might be perceived as a new layer of meaning, a synthesis of syntheses, a text added to numerous others. This situation raises the concern of an ostensibly futile realization of the abyss, emphasizing the potential depth and complexity of the subject matter.

The theme of biodiversity prominently emerges, distinctly characterizing Group II. Its vocabulary, featuring terms like biodiversity and ecosystem, centers around its primary focus—wildlife—which can be intricately detailed across various spaces, areas, zones, territories, landscapes, and habitats, encompassing environments such as the sea, marine settings, forests, and soil. The action modalities within this discourse class align closely with the traditional lexicon of ecologists grappling with threats to this heritage or these resources. The emphasis is on conservation, protection, preservation, and even management, as underscored by the group's designation as "Conservation of Biodiversity and Natural Resources."

Ultimately, the three classes of statements share similarities. They amalgamate the declarations of Working Group III, "Creating an environment that respects health," with those of Group IV, "Sustainable production and consumption methods," and Group VI, "Methods of environmental development." In contrast to reflections on nature, health-related statements primarily depict contaminated environments or populations exposed due to the use of phytosanitary products, phytopharmaceuticals, pesticides, or chemicals. Confronting these risks or dangers, the concept of creating an environment that respects health translates into the vigilant adherence to rules and prohibitions.

The final class of statements, closely related to the preceding one, encompasses a significant portion of the declarations from the Working Group on "Promoting Environmental Development Methods." Moreover, it incorporates verbatim expressions from Group V, focusing on environmental democracy, and the intergroup dealing with "Waste." Interestingly, this class is characterized less by economic terminology and more by information-related topics (analyzing indicators) and, notably, education (including concepts like education, school, primary or vocational training).

It's noteworthy that various action programs present this class as the most hybrid in terms of working group perspectives. The thematic structure of the working group appears robust, with the exception of the intergroup dealing with "Waste," which seems less like a single class of statements and more like several distinct ones.

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