
AILA News

Association Internationale de
Linguistique Appliquée

Vol. 1 No. 6 (New Series)
June 2001

The twice yearly newsletter of the
International Association of Applied
Linguistics (AILA). Editors:
Richard Baldauf & Stuart Campbell

It \$B%f (B is only a name, but . .

My name is \$B;3K\2mBe (B. If you are reading this newsletter printed on paper, in the preceding sentence you may have gotten a mysterious blank between 'is' and the period. Or you may have gotten a hunk printed in nice clear symbols, but likewise mysterious to those who are unable to decipher what they say. To those who are reading the newsletter on a monitor, the chances are that the hunk is nothing but 'abracadabra' in gibberish. That is how my name would be perceived in this so-called 'globalized' world of communication through English, if I wanted to use my name the way it is.

I am not the only one whose name would be perceived as a hunk of gibberish, but all of us who use non-alphabetical writing systems. It is true that if everyone started writing their name in their own writing system, we would have chaos. Nobody would know who you are and who they are. All right, I will compromise and write my name in the Roman alphabet: Yamamoto Masayo.

Now, a greater proportion of the world population is able to find what my name is, and start referring me as 'Ms Masayo'. Well, not quite right. I am Ms Yamamoto, not Ms Masayo. Those who customarily place their given name first and family name last perceive, without any hesitation, 'Yamamoto' as my given name and 'Masayo' as my family name. It actually is the opposite in our culture, namely (!) 'Yamamoto' is my family name and 'Masayo' is my given name, and we place them in that order.

We users of non-alphabetical writing systems have made some compromises to elevate ourselves from blank-space or gibberish nobodies to people with decipherable and pronounceable names, so that more 'efficient' communication can be achieved among all of us of various language backgrounds in this multilingual / multicultural world.

Now, it is your turn to compromise a little: Let those of us who wish to use our names at least in the order that we are most familiar and comfortable with, do so. To avoid possible confusion among those who use different orders, all we need to do is simply to use upper case letters for the family name and lower case letters for the given, like YAMAMOTO Masayo. By adopting this simple convention, we all can express ourselves in any order we wish. True multiculturalism is achieved not when one-sided compromises are required, but when we all try to respect each other's cultures.

YAMAMOTO Masayo, Ph.D
Professor of Bilingualism Studies
Kwansei Gakuin University
E-mail: massy@kwansei.ac.jp

PS Not only did YAMAMOTO Masayo's name came out as gibberish, but so did the 'quotes' in her email. Isn't technology wonderful! \$B%a (BDick BALDAUF \$B%b (B 'Dick'

Please feel free to contact AILA News with contributions and comment at:

Richard.Baldauf@language.usyd.edu.au or by mail at: Richard Baldauf, Language Centre A18, University of Sydney, NSW 2006 Australia.

AILA on the web - <http://www.aila.ac>

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EXECUTIVE BOARD NEWS

FROM HILÁRIO I. BOHN - AILA VICE-PRESIDENT FROM BRAZIL

I believe that the dream of every applied linguist is to 'plunge' into research projects and generate knowledge on human language learning, processing and usage. I am presently involved in several projects. One is in text production. I am interested in understanding how children develop writing ability, so I have been talking and listening to children speaking about their texts. Several theses

under my supervision are being written in the area and a book with several contributors is being organized. Another group of researchers is looking into the role of text reception and text production in the development of knowledge at the University level. We somehow hypothesize that teaching is a story telling activity in which the authoritarian voice of the lecturer presents bits of knowledge of a rather permanent nature, contrary to a more dynamic and discursive perception of knowledge definition and development in which intertextuality and the Bakhtinian dialogic notion of language play a central role. This project has received funding from government agencies. The two projects have been undertaken because we are convinced that text reception and text production play a central role at all levels of quality education and knowledge development. The social demands for writing in the global world seem to fully justify the research and educational focus. I have also been busy participating in the organization of national and international seminars and congresses: one on curriculum evaluation for which gathered over two thousand teachers. The other event was the National Seminar on Foreign Language Teaching Policies in which participated over 500 foreign language teachers and education experts. This Seminar was sponsored by the Brazilian Association of Applied Linguistics (ALAB), and in a plenary session were discussed and outlined guidelines that should trigger pedagogical and political national actions for the next couple of years. I am also on the Organizing Committee of the next National Congress of Applied Linguistics to be held next October in Belo Horizonte, Minas Gerais. One of the central issues to be discussed in this Congress will be the state of the art of applied linguistics research in Brazil. The publishing, research and policy making activities should keep me rather busy for the next months. There are also the responsibilities of the Vice-Presidency of AILA, to recruit new national affiliates and associate and individual members for AILA and to prepare a report for the South African EB and IC Meetings for next July. I am sharing this task with Anna Mauranen. The e-mails are starting to move in and they ask for immediate response. I believe we will have a lot to share and to decide on in the July meeting in South Africa.

HONOURS

THE FRENCH GOVERNMENT HONORS PROFESSOR
ALBERT VALDMAN

On October 26, Albert Valdman, Rudy Professor of French and Italian and Linguistics at Indiana University, was decorated with the highest academic honor that the government of France can bestow to recognize outstanding contributions and devotion to teaching, scholarship, and research, the *Commandeur dans l'Ordre des Palmes Académiques*. This ministerial order was created by Napoleon Bonaparte in 1808, and comprises three ascending ranks, *Chevalier*, *Officier*, and *Commandeur*, all three of which Valdman has now been awarded.

The award ceremony, which took place before an overflow audience at Indiana University, was presided over by the French Ambassador to the United States, François Bujon de l'Estang, accompanied by General Consul Jean-René Gehan, Cultural Counselor Pierre Buhler, and Cultural Attaché Olivier Boasson.

The Ambassador noted that the award recognizes efforts to maintain and enhance the teaching of the French language and culture. He praised Valdman as a "staunch defender of the linguistic diversity of French." As he decorated Valdman with the medal, he concluded, "By a decision rendered by the Prime Minister of the French Republic, you have been named *Commandeur des Palmes Académiques*. This distinction expresses the recognition of your tireless activity on behalf of the promotion and development of French language and culture."

CONFERENCE REPORTS

CD-ROM AND THE SELECTED PAPERS FROM AILA '99 TOKYO

The Business Center for Academic Societies Japan (BCASJ) will manage receiving orders and dispatching for us, the AILA '99 Tokyo Organizing Committee. Use the following FAX number or E-mail address to order. Upon your order, the Center will send you all the necessary information to order by FAX or E-mail.

Address

The Business Center for Academic Societies Japan (BCASJ), International Subscription Department
C - 21, 5-16-9 Honkomagome
Bunkyo-ku, Tokyo 113-8622 Japan
FAX: +81-3-5814-5822
E-mail: sub-intl-rcpt@bcasj.or.jp

Since the postage differs from country to country, you need to order directly from the Center, so that you can be told how much you need to pay in total.

Publications details:

#1 Title: Selected Papers from AILA'99 Tokyo
AILA '99 Tokyo Organizing Committee, Waseda University Press, 2000.
Size (centimeter): 21 x 30 x 2.5; 521pages
Price: 3,000 Yen (excluding postage and handling)
Available number of copies: 800.

Contents:

- (1) Opening Speeches
- (2) Closing Speeches
- (3) Plenary Addresses: H.G. Widdowson, Y. Akashi
- (4) Plenary Symposium: I. Koike, M.A. Celani
- (5) Keynote Addresses: Batia Laufer, Yangjae P. Choe, Mark Warschauer, Gerald Ilg, Joan Bresnan, Elana Shohamy, Gillian Brown, Y. Kuniyoshi, Alwin Fill, Peter H. Nelde, K. Shirai, H. Yangs, S V. Parasher, Ronald M. Kaplan, Antonietta A. Celani
- (6) Special Lectures: John L.M. Trim, Wilga Rivers
- (7) Special Symposia: Applied Linguistics: Today and Tomorrow; Kanji Culture; Linguistic Theories

and Language Education; Topics in Recent Research in Lexical-Function Grammar; Symposium on LFG and its Computational Implications

#2 Title: AILA '99 Tokyo CD-ROM (a set of 3 CD-ROM's)

AILA '99 Tokyo Organizing Committee, 2000.

Price: 2,000 Yen (excluding postage and handling)

Available number of copies: 200

Contents:

Disc 1: Opening Ceremony, Plenary Addresses: H. G. Widdowson, Y. Akashi

Disc 2: M. Coulthard, B. B. Kachru, Y. Choe, M. Long, C. A. Padden, E. Shohamy, P. H. A. Fill, . Nelde, C. Doughty, A. L. Wenden, Y. Otsu, R.M. Kaplan, S. Makoni

Plenary Symposium, Closing Ceremony

Disc 3: Symposiums, Papers & Posters (JACET SIG)

System Requirements: OS Microsoft Windows 95, 98, 2000, Microsoft Windows NT 4.0 Or Windows millennium Edition/ Microsoft Internet Explorer 4.x or higher/ Microsoft Windows Media Player 6.4 or higher/ Microsoft Word 97 or higher (Word Viewer also available)/ Sound Card

SECOND NATIONAL MEETING ON FOREIGN LANGUAGE TEACHING POLICY PELOTAS, BRAZIL, SEPTEMBER 4-6, 2000

The participants of the Second National Meeting on Foreign Language Teaching Policy - held in Pelotas, Brazil, on September 4, 5 and 6, year 2000 - and including elementary, secondary and higher education levels, educational authorities and foreign language teachers' association representatives, after analyzing issues regarding foreign language teaching in Brazil in assembly on the last day of the meeting, reaffirm what was decided on the first meeting, held in Florianópolis in 1996, and take the following premises into consideration:

- All Brazilians have the right to be prepared for the multicultural and multilingual world through foreign language learning.
- Brazilian society desires to acquire the necessary linguistic knowledge to interact with the world inside and outside Brazil.
- Society does not desire the monopoly of any foreign language.
- Language learning cannot serve merely instrumental objectives, but must be part of the student's overall formation.
- The student wants and needs efficient language teaching.
- The schools have not been able to guarantee the right to foreign language learning, and this right has been taken over exclusively by the most affluent segment of the population.
- The lack of teachers and the lack of adequate training for those who are teaching at present, have not made it possible to meet the needs of the country in terms of efficient language teaching.

- There is a need for continuous recycling of teachers so that they may be able to reconstruct and reflect on their teaching actions.
- Applied linguistics should be conceived as a self-contained knowledge area centered on the social aspects of language in use (social relations through language, language teaching, translation, and lexicography/terminology).
- Educational and government authorities do not understand and recognize the complexity and importance of language teaching in education.
- There are professional and language teaching specialists in the country who are competent to design and implement regional and national projects in terms of curricular innovation and teacher training.

The following proposals were made:

- An emergency action plan is to be developed to guarantee to the student the access to foreign language study, provided by effective teaching.
- The study of a second foreign language should be encouraged.
- Foreign languages should have the same status as other subjects in the curriculum.
- Foreign language study is to be gradually introduced into the curriculum of the early years of elementary school.
- The choice of foreign languages is to be defined according to the needs of the community where the school is located.
- Language centers are to be created and maintained within the school, in addition to the languages regularly offered in the curriculum.
- The college entrance examination is to offer a diversity of language choice.
- Knowledge produced by Brazilians researchers should be considered when designing and executing regional and national teacher training projects.
- Research and development in new technologies and distance learning should be encouraged.
- The profile of a foreign language professional should be carefully defined through ample discussion within the Applied Linguistics Association of Brazil.
- Applied linguistics and the teaching of Portuguese as a foreign language should be included in university foreign language courses.
- Committees should be formed within the Applied Linguistics Association of Brazil to debate the foreign language exams at secondary and tertiary levels.
- Brazilian authorities involved with Mercosur should demand reciprocity for the teaching of Portuguese as a foreign language on the same level as initiatives for the teaching of Spanish in Brazil.
- Opportunities should be offered for bilingual education in communities whose members use languages other than Portuguese.
- A continuous plan should be maintained for the qualification and training of new teachers at state and municipal levels.

- Integration projects for the continued education of teachers are to be elaborated among the schools, State Departments of Education and universities.
- Solutions are to be studied that make it possible for the teacher to leave the classroom temporarily for recycling, or ways are to be found for updating while remaining in the classroom.
- Only qualified teachers are to be hired, including teachers in private language schools.
- There is to be a specific test of language proficiency when hiring foreign language teachers.
- State and municipal authorities should prevent the use of third-party agents in the teaching of foreign languages in regular public and private schools.
- Teachers from different foreign languages should mobilize existing teacher associations and encourage new ones to be created at state level to represent their interests and promote continued training.
- An improvement in salary conditions for the teacher is to be promoted.

(Committee that worked on the preparation of the document: Maria Helena Vieira Abrahão, José Carlos Paes de Almeida Filho and Hilário I. Bohn.)

INTERNATIONAL CONFERENCE ON LANGUAGE AND DIPLOMACY

In January I attended the International Conference on Language and Diplomacy convened at Malta by DiploProjects of the Mediterranean Academy of Diplomatic Studies, with sponsorship by the Swiss Development Corporation. The Conference papers have been posted on the Academy's website, at <http://diplo.diplomacy.edu/language/conference/>. They will be published later this year. Most of them are also accessible, via Internet Explorer, for hyper-text comment. The sessions were well covered by an audio/video team; they've already issued a CD-ROM that can be purchased.

DiploProjects has an on-going program of conferences, publications, and training projects addressed primarily to practical in-service requirements and the training needs of diplomatic services in smaller nations. Good account has been taken of the resources of information technology. An impressive Internet Guide for Diplomats, now in a 2nd Edition, covering both how to use the internet and the URL's where information is available from national and international diplomatic sources, has been co-authored by the DiploProjects Director, Jovan Kurbalija. The project coordinator for language issues is Hannah Slavik <hslavik@diplomacy.edu>.

Participants at Malta came from as far as the Caribbean and sub-Saharan Africa; most of the presenters were senior diplomats and students of diplomacy from Europe, Asia, and Arabia. With one exception for French the papers were given in English, in practice apparently acknowledged by

diplomats as their primary 'vehicular' language, to get past language differences in the pursuit of agreement. Yet those differences, cultural as well as linguistic, and how to understand and deal with them at practical and philosophical/theoretical levels, prevailed in their responses to the conference theme. And they gave their own reasons. Diplomats see, as a direct consequence of the end of the Cold War, a need to redefine their competencies, away from the virtually pre-emptive concerns of the world of two great powers. True, relations with the remaining single great power will have to be given attention. But successful local and regional redefinitions of peace and security, in the European Community, in the Middle East, along the Mediterranean Rim, will probably come only with better understanding of linguistic and cultural differences, and how to accept and deal with them.

Three linguists contributed papers: The Brazilian linguist, Francisco Gomes de Matos in absentia: "Applying the Pedagogy of Positiveness to Diplomatic Communication". Dr. Gomes de Matos is well-known for his advocacy of A Universal Declaration of Linguistic Rights. Joseph M. Brincat, of the University of Malta: a superb sociolinguistic account of the resolution of differences in dealing with official texts among the multilingual members of the Order of St. John in the Eastern Mediterranean: "The languages of the Knights: legislation, administration and diplomacy in a multilingual state (14th - 16th centuries). There are obvious parallels with the current demands on linguistic accommodation at the headquarters of the European Union in Brussels. And I had been given time for "Setting Priorities for a 'World Language' Initiative", my software approach to dealing with texts in what linguists refer to as LWC's (Languages of Wider Communication).

Don Solá
Professor Emeritus of Linguistics, Cornell

NEWS AND REPORTS FROM NATIONAL AFFILIATES

9TH GRLA/RWCAL CONFERENCE

Groupe Roumain de Linguistique Appliquée sponsored an International Conference on *Verbal Communication and Interaction on and by Computers* that was held in Bacau in the Tescani Centre from 16 to 29 April inclusive. Papers were presented on a range of topics relating computers to: information and data transfer, database compilation, CALL, machine translation, optimal email messaging, speech therapy, speech synthesis, dictionary compilation, corpora development and computer books. Further information about the conference is available from Prof. Dr. Tatiana Slama-Cazacu, 10 Moxa Str. Sector 1, Bucharest 78104 Romania.

ALAA - ALI IN AUSTRALIA IN 2002

The Sixth Biennial Australian Linguistics Institute (ALI), to be held 8th-12th and 15th-19th July 2002, at Macquarie University, Sydney, Australia, provides an outstanding opportunity for linguists, applied linguists and language teachers to expand and develop professionally and for undergraduate and postgraduate students to extend their skills training and their knowledge bases. The Applied Linguistics Association of Australia (ALAA) Congress will be held in conjunction with ALI on the weekend of 12-14 July.

The Steering Committee of ALI 2002 is calling for further expressions of interest in presenting course (at introductory, intermediate or advanced level.), either for one week (6 hours) or two weeks (12 hours;) or a one-day workshop or symposium. We welcome offers from academics and practitioners in Australia and overseas. Linguists outside Australia are encouraged to consider whether presenting at ALI2002 could be a rewarding part of an already planned sojourn in Australia around the time of ALI2002. We are not in the position to offer salaries, but are open to negotiation on assistance with expenses. The Institute has had a number of offers, but is particularly interested in offers of applied courses that might be of interest to teachers.

Offers should include a brief course description and the names and contact details of two referees. Please send offers to Dr Verna Rieschild, Chair Steering Committee ALI2002 via the following e-mail address: vrieschi@ling.mq.edu.au.

LANGUAGE AWARENESS: 31ST CONFERENCE OF THE GESELLSCHAFT FÜR ANGEWANDTE LINGUISTIK (GAL), BREMEN, 28/09/ - 30/09/2000

Language Awareness the 31st conference of the Gesellschaft für Angewandte Linguistik (GAL) (Society for Applied Linguistics, Germany) was hosted by the University of Bremen from 28 -30 September 2000. For three days two plenaries and six thematic sections dealt with various aspects of „language awareness,, while 16 general sections investigated a wide variety of linguistic topics.

After the conference was opened by Gerd Antos (Halle), the present president of the GAL, the first plenary lecture was given by Willis Edmondson (Hamburg). He talked about „Language awareness and transfer in second language acquisition,,. First, he gave different interpretations of the concept of „awareness,, and ascertained that up to date no clear, convincing definition or theory of „awareness,, has been provided. Edmondson then turned to the connection between awareness and language, stating that the one does not exist without the other. This was followed by some thoughts on transfer in second language acquisition. First of all, he explained the different and ever-changing attitudes towards transfer in the academic

community, taking behaviourism and nativism as examples. Edmondson distinguished between four kinds of transfer: 1. Transfer as a communicative strategy; 2. Transfer as a learning strategy; 3. Transfer as compensation type 1 (for deficient procedural knowledge); and 4. Transfer as compensation type 2 (for deficient declarative knowledge). The first two kinds of transfer are strategic and use knowledge about language actively and consciously. In the first case inner-linguistic knowledge is used to solve a linguistic problem. In the second case the learner recognizes features in the input of the target language which are similar to those of languages (s)he already knows. The third and fourth type of transfer are compensatory. The third kind of transfer takes place when linguistic but not procedural knowledge exists. This knowledge is not yet integrated and automatized. Therefore, knowledge of other languages is involved. The fourth kind of transfer occurs when the learner has insufficient declarative knowledge and resorts to certain pragmatic, semantic or syntactic principles that might not necessarily derive directly from other languages depending on your theoretical viewpoint (e.g. universal grammar). Both types of transfer happen unconsciously. Edmondson admitted that the four principles reduce the complexity of language processing, and this is why he claimed it was important for a consciously acting individual to complete these very general theories. There then followed 42 papers in the thematic sections listed below:

- I: Language awareness and foreign language teaching (chair: Michael Wendt, Bremen; Martin Stegu, Wien)
- II: Language awareness and native language teaching (Anne Berkemeier, Wuppertal; Eva Neuland, Wuppertal)
- III: Cognitive Linguistics (Günter Radden, Hamburg; Stefan Schierholz, Göttingen)
- IV: Discourse Strategies (Susanne Günthner, Konstanz; Juliane House, Hamburg)
- V: Planned multilingualism in Europe (Gerhard Bach, Bremen; Eberhard Klein, Erfurt)
- VI: Acquisition and use of non-standard varieties (Wolfgang Wildgen, Bremen; Peter Auer, Freiburg)

The second day of the conference started with the second plenary lecture, which was delivered by Ulrich Ammon (Duisburg). It explored *Regional, national and International varieties of the German language*. Ammon started by giving various examples of national standard and nonstandard varieties of German. He then defined the concepts of *language variant, variable and variety*. Varieties are whole language systems which choose single variants from variables. Next, Ammon explained two diatopic varieties in more detail. He also dealt with language purism and the problems of describing linguistic variation. Ammon finished with an appeal to create an awareness of native linguistic varieties and to uncover bias and stereotypes about nonstandard varieties. There then followed the 16 general sections listed below, which included 107 papers:

Section 1 Phonetics / Speech education/rhetoric communication (Adrian Simpson, Kiel; and 4: Walter F. Sendlmeier, Berlin; Baldur Neuber, Jena; Carl Ludwig Naumann, Hannover)

Section 2 Lexis and Grammar (Stefan Schierholz, Göttingen; Friedrich Lenz, Passau)

Section 3: Textlinguistics and Stylistics (Ulla Fix, Leipzig; Stephan Habscheid, Chemnitz)

Section 5 Media Communication / Psycholinguistics (Eva-Maria Jakobs, Aachen; Michael and 11: Klemm, Chemnitz; Joachim Grabowski, Heidelberg; Claudia Villiger, Saarbrücken)

Section 6: Technical Communication (Hartwig Kalverkämper, Berlin; Klaus-Dieter Baumann, Leipzig)

Section 7: Sociolinguistics (Marlis Hellinger, Frankfurt a. M.; Ulrich Ammon, Duisburg)

Section 8: Contactlinguistics (Ludwig Eichinger, Kiel; Joachim Raith, Essen)

Section 9: Contrastive Linguistics und intercultural communication (Helga Kotthoff, Konstanz; Birgit Apfelbaum, Hildesheim)

Section 10: Translation Studies (Hans P. Krings, Bochum; Sabine Bastian, Leipzig)

Section 12: Clinical Linguistics (Martina Hielscher, Bielefeld; Berthold Simons, Nidda/Bad Salzhausen)

Section 13 Language Didactics / Teaching Technology (Felicitas Tesch, Berlin; Martin Stegu, and 14: Chemnitz; Bernd Rüschoff, Essen; Dieter Arnsdorf, München)

Section 15: Computerlinguistics (Hermann Cölfen, Essen; Ulrich Schmitz, Essen)

Section 16: Discourse Linguistics (Reinhard Fiehler, Mannheim; Michael Becker-Mrotzek, Münster)

On the last day of the conference participants were invited to take part in one of the following seven workshops: *Third Language Acquisition, Forensic Linguistics, Panel discussion Middle and Eastern Europe, Analysis of foreign language discourse, Business Communication, Communication and Profession, The European Language Portfolio as an instrument for language learning and teaching at universities, taking Bremen as an example.*

The 32nd conference of the Gesellschaft für Angewandte Linguistik (GAL), entitled *Sprache transdisziplinär - Language beyond disciplines* will take place at Passau University from 27 - 29 September 2001.

Rudolf Emons, University of Passau

YUGOSLAV SOCIETY FOR APPLIED LINGUISTICS AND FACULTY OF PHILOSOPHY, NOVI SAD

The Yugoslav Society for Applied Linguistics and the Faculty of Philosophy in Novi Sad call for participation at the VII Symposium Contrastive, Theoretical and Applied Language Studies.

The Yugoslav Society for Applied Linguistics as the organizer wishes to mark the year 2001 which has been designated Language Year and plan the holding of the Symposium for October 25, 26 and 27, 2001 at the Faculty of Philosophy in Novi Sad.

Topics:

- Contrastive studies of languages, literatures and cultures
- Translation as a linguistic and cultural phenomenon
- Multilingualism and multiculturalism
- Language standardization and fostering language culture
- Theory and practice of language teaching

Registration fees:

Society members:

Registration fees paid by April 1st 2001, 300 dinars

Registration fees paid by July 1st 2001, 450 dinars

Registration fees paid at the Symposium, 600 dinars

Registration fees for participants who are not members of the Society, \$50

Society bank account number 45700-678-3-40045. Mark payments as Registration fee for Symposium

We would ask interested colleagues to notify us of their participation by April 1, 2001 along with the working title of their paper and topic. Summaries of papers should be sent by June 1, 2001. Additional information is available from the following addresses:

JDPL, 21000 Novi Sad, Stevana Musica 24

Yugoslavia

Telephone 381-21-58-688

Fax 381-21-450-690

E-mail: YALA.JDP@uns,ff.ac.yu

Tocanac@infosky.net

With wishes for a large number of participants

Greetings from *The Board of the Yugoslav Society for Applied Linguistics*

INFORMATIONS DE LA VALS/ASLA

1ère information: publications récentes

Bulletin vals-asla, Bulletin suisse de linguistique appliquée, édité par l'Association suisse de linguistique appliquée (Pour tout contact: M. Matthey [Ed.], marinette.matthey@unine.ch)

Numéros parus

No 70, octobre 1999

varia 131 p.

No 71, printemps 2000

Claude Gauthier & Thérèse Jeanneret

Français langue étrangère en milieu homoglotte et allolotte: quels enseignements pour quelles pratiques effectives, quelles pratiques effectives après quels enseignements? 171 p.

No 72, automne 2000

Daniel Elmiger & Eva Lia Wyss (Hrsg.)

Sprachliche Gleichbehandlung in der Schweiz.

Überblick und neue Perspektiven

Numéros prévus

No 73 printemps 2001

Bruno Moretti & Francesca Roncoroni
L'italien langue seconde en Suisse (Titre provisoire)
No 74, automne 2001
Proposition de Laurent Gajo:
Numéro sur les aspects langagiers de la relation
d'aide

2ème information: annonce de notre prochaine
Journée scientifique, organisée dans le cadre de
l'Année européenne des langues

3 octobre / Oktober 2001
Biel / Bienne
Journée d'étude de la VALS/ASLA
Arbeitstag der VALS/ASLA

Fragments de biographies langagières
Spurensuche ... Sprachbiographien

L'Association suisse de linguistique a décidé de
marquer l'Année européenne des langues en y
consacrant sa traditionnelle Journée d'étude et en
choisissant un thème qui permet de concilier des
perspectives scientifiques, émotionnelles et festives:
les biographies langagières / Spuren ...
Sprachbiographien Cette manifestation aura lieu le
mercredi 3 octobre 2001. Elle prend place parmi
celles organisées à Biel/Bienne par le Forum du
bilinguisme («Les états généraux des langues /
Seminarwoche zur Mehrsprachigkeit mit
Diskussionen öffentlichen Vorträgen und
Veranstaltungen»).

Elle comportera deux aspects:

1. Un colloque scientifique incluant deux
conférences et une Table Ronde, au cours duquel il
s'agira de mieux cerner les perspectives
méthodologiques et théoriques qu'offre l'étude des
biographies langagières.
2. Diverses animations dont le but sera, d'une part,
de faire découvrir au public la grande diversité et
l'énorme richesse de parcours biographiques le plus
souvent plurilingues, d'autre part, de permettre à
tout un chacun de prendre conscience de son propre
parcours langagier et, s'il le souhaite, de le mettre en
mots.

A cette fin, la Journée fournira l'occasion d'entendre
des lectures publiques de biographies littéraires,
mais aussi d'enregistrer son propre parcours
langagier ou de visionner / écouter ceux enregistrés
par d'autres «passants».

Organisation Vereinigung für Angewandte
Linguistik in der Schweiz / Association suisse de
linguistique appliquée (VALS/ASLA)

www.romsem.unibas.ch/vals_asla

Contact Jean-François de Pietro
IRD

Faubourg de l'Hôpital 43
2000 Neuchâtel
032 - 889.86.06

Jean-Francois.DePietro@irdp.unine.ch

3ème information: compte rendu de notre dernier
colloque

Communiquer en milieu professionnel plurilingue
Lugano, 14-16 septembre 2000

Institutions organisant le colloque: Association
Suisse de Linguistique Appliquée (VALS-ASLA),
en collaboration avec l'Université de la Suisse
italienne, et la Société Suisse de Linguistique (SSL).

Le thème et les enjeux

Le thème de ce colloque s'est articulé autour de la
question de savoir comment se manifeste le
plurilinguisme dans les pratiques
communicationnelles caractérisant des services, des
entreprises ou des institutions, où des locuteurs de
langues différentes entrent, régulièrement ou
occasionnellement, en contact.

Ces questions liées à la gestion du plurilinguisme
sur les lieux de travail deviennent de plus en plus
importantes dans la société contemporaine. Afin
d'en fournir une analyse empirique à la fois détaillée
et efficace pour d'éventuelles interventions, le
colloque a considéré qu'il était important d'envisager
différentes manifestations de la communication
plurilingue au travail, sous divers angles (politique
linguistique; dimension juridique; analyse des
interactions...) et dans différents contextes.

Ce colloque se situait ainsi au carrefour de deux
traditions de recherche: d'une part, celle qui
concerne les situations de communication
plurilingues, où l'on décrit notamment les
phénomènes d'alternances codiques et les choix de
langue, qu'ils soient liés à des processus de
convergence ou de divergence linguistiques; d'autre
part, celle qui s'interroge sur les spécificités de la
communication au travail, que ce soit dans les
services publics ou dans les entreprises privées.

Comité d'organisation & comité scientifique Sara
Cigada (Lugano), Jean-François de Pietro
(Neuchâtel), Gianni Ghisla (Bellinzona), Georges
Lüdi (Basel), Marinette Matthey (Neuchâtel),
Lorenza Mondada (Basel), Bruno Moretti (Bern,
Bellinzona), Eddo Rigotti (Lugano), Andrea Rocci
(Lugano), Eva Roos (Bern), Peter Schulz (Lugano).

Conférenciers invités

Normand Labrie, Univ. Toronto (C) - Andreas
Müller, Univ. Mannheim (D) - Edda Weigand,
Univ. Münster (D) - Srikant Sarangi, Univ. Cardiff
(UK) - Claude Truchot, Univ. Strasbourg (F)

Participants

- Public: environ une soixante de personnes, venant
d'universités suisses, italiennes, françaises, belges,
allemandes, anglaises.

- Intervenants: une trentaine de communications,
dans plusieurs langues (français, allemand, italien,
anglais) et issues de perspectives différentes
(économie, sociologie, linguistique, politologie).

Evaluation globale

Le colloque a eu le mérite de réunir des chercheurs
de disciplines et de backgrounds culturels très
différents, travaillant sur des situations
professionnelles différentes (de l'entreprise

mondialisée à l'université, de l'école aux hôpitaux, etc.), ayant en commun une attention partagée envers les situations de travail et leurs conditions empiriques. Il en est résulté un échange fécond de points de vue, d'outils d'analyse, de réflexions sur les terrains d'enquête. Le colloque a donc réussi à créer une cohérence originale dans la pluralité des perspectives.

Publication

Actes en cours de publication sous la responsabilité éditoriale de l'Université de la Suisse italienne.

Communications présentées

a) *Problems of translation: Treaties in the European Union: A comparative analysis of declarative action games.* (L. Wunderlich, Univ. Münster); Multilingual action competence. A precondition for effectively communicating in professional multilingual environments. (E. Weigand, Univ. Münster); "Covert Translation". (Cl. Böttger & J. Probst, Univ. Hamburg).

b) *Minderheiten - und Mehrheitensprachen in der beruflichen Umgebung Mehrsprachige Arbeitswelt und Erhalt und Förderung einer Kleinstsprache: Möglichkeiten und praktische Erfahrungen aus der deutsch-sorbischen Region.* (L. Elle, Sorbisches Institut / Serbski institut); Sprachwahl in bilingualen Kleingemeinschaften. (Cl. Solèr, Univ. de Genève); Riunioni di lavoro nel contesto plurilingue altoatesino: tra comunicazione "internazionale", comunicazione "intergruppo" e regole di default. (D. Veronesi, Univ. degli Studi di Trento).

c) *La risorsa "plurilinguismo" nella comunicazione aziendale Vi piace?: L'art de parler en public: structuration rhétorique et stratégies argumentatives dans la communication d'entreprise.* (M. Zanola, Univ. delle Calabria); Communication globale et communication interne en situation d'entreprise: diffusion du message et alternance des codes. (V. Vaccaro, Univ. delle Calabria). An empirical analysis of language, culture issues in multilingual financial shared service centres. (S. Cacciaguidi & M. J. Fahy (Univ. of Ireland). Corporate Language Policy and Practices in Switzerland. (D. Stotz, ZH Hochschule Winterthur). L'uso delle lingue nella creazione de relazioni di fiducia: il caso dei prodotti finanziari in Svizzera. (S. Cigada & B. Vanacore, Univ. della Svizzera Italiana).

d) *Migrants'languages at workplaces: Workplace multilingualism in the Europe: an immigrant perspective.* (B. Omoniyi, Univ. of Surrey); La lingua di alcuni e migrati italiani in Gran Bretagna: problemi di interferenza. (C. Milani, Univ. Catt. di Milano); Education - and occupation - related concerns in a multilingual speech community. (M. Ibba, Univ. Catt. di Roma).

e) *Analyse des pratiques linguistiques en milieu professionnel plurilingue: Comment construit-on des objets de savoir dans des réunions de recherche plurilingues?* (J. Miecznikowski & L. Mondada, Univ. de Bâle); Approaches to Analyzing Spoken Interactions at International Business Meetings. (G. Poncini, Univ. della Svizzera italiana); La comunicazione plurilingue tra docenti in alcune istituzioni di formazione. (S. Gilardoni, Univ. Catt. di Milano); Bilingual public service encounters

between transactional and interactional speech. (R. Cortini, Univ. di Bari); Dolmetschen im Krankenhaus. (K. Bührig, Univ. Hamburg); Wenn Kindergärtnerinnen zu Sprachvermittlerinnen werden: Wie Sprachen ein Berufsprofil mitbestimmen. (A. Schweigkofler, Europäische Akademie Bozen); Verbale Interaktion im immersiven Schulunterricht: Wo bleibt die Erstsprache? (E. Roos, Univ. Bern).

f) *Welche Sprachwahl in der beruflichen Umgebung: Fallbeispiele: Qui parle quelle langue avec qui ? Sociogramme linguistique d'un institut de langues.* (E. Lavric, Wirtschaftsuniversität Wien); Pratiche comunicative in un'università trilingue: come parlano e scrivono gli economisti. (S. Cavagnoli, Accademia Europea di Bolzano).

g) *L'inglese nei contesti professionali plurilingui: Globalisation and the Tower of Babel. Case study: English as the tool for cross-cultural communication in a global corporation.* (M. Häuptli, Univ. de Berne); Multilingual communication between employees of the European Union in Brussels. (A.-S. D'hondt, Vrije Univ. Brussel).

h) *La formation dans une perspective professionnelle plurilingue: Mehrsprachige fachsprachliche Kommunikation am Beispiel der Trinationalen Ingenieurausbildung am Oberrhein.* (B. Wetzel-Krank, Univ. Basel); Projet LIVE (Language Instruction in Vocational Training). (O. Strobel & Fr. Grin, Univ. de Genève); Étudier en milieu académique plurilingue: construction de savoirs linguistiques et disciplinaires. (L. Gajo & Th. Jeanneret, Univ. de Genève, de Lausanne et de Neuchâtel).

i) *Workshop: Terminologiedatenbanken als Kommunikationshilfen in der mehrsprachigen Arbeitswelt.* (SIG VALS ASLA, Koord. J. Niederhauser).

Bulletin suisse de linguistique appliquée 72/2000

- Sprachliche Gleichstellung von Frau und Mann in der Schweiz.
- Ein Überblick und neue Perspektiven
- La féminisation de la langue en Suisse. Bilan et perspectives
- La femminilizzazione della lingua in Svizzera.
- Bilancio e prospettive
- L'egualità linguistica da dunna ed um en Svizra.
- Bilantscha e perspectivas

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Die Struktur der modernen Literatur.
Neue Wege in der Textanalyse. (Daniel Annen)

Regula SCHMIDLIN:
Wie Deutschschweizer Kinder schreiben und
erzählen lernen.
Textstruktur und Lexik von Kindertexten aus der
Deutschschweiz und aus Deutschland. (Thomas Studer)

ANeLA NEWS

We are very happy to announce the birth of our
website <<http://www.anela.nl>>www.anela.nl
The happy parents are the Dutch organisation for
applied linguistics ANeLA.

Congratulations and Best wishes,
Ineke van de Craats, Secretary. University of
Nijmegen, Department of Applied Linguistics, P.O.
Box 91036500 HD Nijmegen Holland

BOOK NOTES AND CALLS FOR PARTICIPATION

REFLECTIONS ON MULTILITERATE LIVES

Edited by Diane Belcher (Ohio State University) &
Ulla Connor (Indiana University at Indianapolis)

Reflections on Multiliterate Lives is a collection of
personal accounts, in narrative and interview
format, of the formative literacy experiences of
highly successful second language users, all of
whom are professional academics. Representing
fourteen countries of origin, the contributors, who
are well known specialists in language teaching as
well as a variety of other fields in the social and
physical sciences, compellingly recount in their own
words their past and present struggles and successes
as learners of language and of much else.

Introduction.

Part I. Language Specialists as Language Learners
1. The Fortunate Traveller: Shuttling Between
Communities and Literacies by Economy Class
Suresh Canagarajah; 2. Initiating into Academic
Community Vijay K. Bhatia; 3. Reminiscences of a
Multilingual Life Nils Erik Enkvist; 4. Developing
Literacy Can and Should Be Fun: But Only
Sometimes Is Håkan Ringbom; 5. Straddling Three
Worlds Anna Söter; 6. How a Speaker of Two
Second Languages Becomes a Writer in a Foreign
Language Adina Levine; 7. From L1 to L12: The
Confessions of a Sometimes Frustrated Multiliterate
Andrew D. Cohen; 8. My Experience of Learning to
Read and Write in Japanese as L1 and English as L2
Ryuko Kubota; 9. An Introspective Account of L2
Writing Acquisition Miyuki Sasaki; 10. Writing
from Chinese to English Jun Liu Part II. Crossing
Cultures Across the Disciplines 11. Learning is a
Life-long Process Ming-Daw Tsai; 12. Linguistic
Experiences of a Mathematical Career Louis de
Branges; 13. Taking the Best from a Number of
Worlds: An Interview Hooshang Hemami & Diane
Belcher; 14. Growing up Trilingual: Memories of an
Armenian/Arabic/English Speaker Anahid Dervar-
tarian Kulwicki; 15. "How Can I Help Make a
Difference?": An Interview Robert Agunga & Diane
Belcher; 16. A Professional Academic Life in Two
Languages: An Interview María Juliá & Diane
Belcher; 17. On Being a Citizen of the World: An
Interview Luis Proenza & Ulla Connor; 18. The
Advantages of Starting Out Multilingual: An
Interview Steven Beering & Ulla Connor;
Appendix: Guiding Questions

Multilingual Matters 211 pp
Hbk ISBN 1-85359-522-5 £49.00/ US\$79.95
Pbk ISBN 1-85359-521-7 £19.95/ US\$29.95

VOLUME ON APPLIED LINGUISTICS AND LANGUAGE TEACHER EDUCATION

Current or future research projects on applied
linguistics and language teacher education are being
sought for a book to be published on language

teachers' learning and use of knowledge about language (KAL).

When applied linguists teach courses in applied linguistics, SLA, L2 writing or any such course on KAL in language teacher education programs, they have certain hypotheses about what their students will be able to do as a result of the courses and how this will impact their students teaching. The studies being sought for this volume would investigate these hypotheses, gathering empirical evidence to explore effects of particular applied linguistics instruction on teachers' knowledge, abilities and/or classroom teaching. Preference will be given to studies which address the complexity of the process (e.g. the range of student learning, the impact of different tasks and contexts on teachers' abilities to use their KAL, etc.).

Studies can be of pre-service or in-service L2 teacher education and it is hoped that the contributors will use a wide range of research methodologies from qualitative case studies to quantitative experimental studies. All topics will be considered, but especially sought are studies on teachers' learning in the areas of corpus linguistics, pragmatics, L2 writing, genre studies, lexicology, language variation, as well as effects of knowledge about language on language testing. Studies of teacher learning where the L2 is one other than English are also desired.

Data collection should be finished by the summer of 2002 and manuscripts should be delivered by November 2002. All contributions will be in English. However, help with proofreading will be available for non-native speakers of English and others interested in this service.

Interested parties should send a short, informal summary (2-4 pages) of the research project including the question(s) to be investigated, the context of the study, the data collection and analysis methodology, a rough schedule for the research, and a list of any factors on which the study would be contingent (scheduling, funding, etc.). This should be sent in MS Word97, text, or rich text (.rtf) formats and should be received by June 30, 2001.

This call for participation can be accessed at: <http://www.uni-leipzig.de/~kogntz/Nat22.htm>. This site will be updated periodically. Send proposals and enquiries to: bartels@rz.uni-leipzig.de

It is also possible to submit a hard copy (although electronic submissions are preferred) to:

Nat Bartels, Center for Cognitive Studies, PF 3540
University of Leipzig, 04109 Leipzig, Germany

SCIENTIFIC COMMISSION NEWS

CETaLL NEWS

VI Man and Media Symposium, 7-9 September 2000, Cambridge, UK

The VI Man and Media Symposium was held as part of the 33rd Annual Meeting of the British Association of Applied Linguists (BAAL) on 7-9 September 2000 in Cambridge UK. The participants at this international event were from Brazil, Bruxelles, Canada, England, USA and Spain.

The symposium was entitled 'Language learning in the information era: Working faster, better, and with more user satisfaction?'. This theme was discussed against the background of rapidly and continuously expanding information and communication technologies which appear to have transformed our approach to teaching and learning. As vast amounts of language materials have been created in various formats, both in online and offline multimedia presentations students, at the receiving end, are increasingly encouraged to become responsible for their own learning, whilst teaching seems to evolve into forms of facilitation, coaching, or counselling.

Nine short papers were presented on the following topics:

Stephen Carey (President of the Canadian Association of Applied Linguistics, University of British Columbia, Vancouver) gave a paper entitled 'An Information processing model for online ESL acquisition'. Comparing the processing of ESL information on virtual online Web CT bulletin discussion boards to conventional live graduate seminar discussions, he analysed the recursive nature and interpretative processes of decoding ESL sentences, which he then linked to existing models of input and output. He observed that online seminars can provide an efficient and productive means to develop models of information processing that are testable, and that virtual online seminars produced more ESL acquisition than live seminars.

In his talk 'How do foreign language learners feel about multimedia technology?', Juan Coll (University Jaume I-Castellon, Spain) presented the results of an attitudinal survey on the perception of students towards interactive Videodisk (IVD). Their views towards interactivity, learner control, individualized learning, including their anxieties about IVD-instruction, were discussed in this study.

Maximina Freire's (State University of São Paulo and Catholic University of São Paulo, Brazil) contribution 'Online workshops on writing as interdisciplinary instructional sites, introduced the concept of online workshops and reported on a study undertaken with Brazilian undergraduate students of English. The description of the online course on writing focused on in her presentation illustrated how the original purpose of producing texts in English was enlarged and, due to the participants needs and expectations, became a forum in which the writing skill was developed through written reflections upon issues related to teacher development. The contrast between the original design of this course and its actual development enabled her to claim that online workshops can be conceived of as instructional interdisciplinary sites.

The joint paper by Gabrielle Hogan-Brun and Holger Laux (University of Bristol, UK) was entitled 'Unravelling the net: customisation for the specialist learner. Against the background of the internationalisation of the labour market that requires the workforce to be equipped with multilingual and -cultural competencies they demonstrated ways of optimising the qualities of the Internet to construct subject-specific pathways for specialist foreign language learners. The importance of integrated task-setting as a means of providing experience-based learning with opportunities for problem-solving was discussed with reference to user satisfaction and effectiveness of learning.

Small is beautiful: Less widely used, less taught languages (LWULT) and mobility, was the title of the paper by Brigitte Schludermann (University of Hull, UK). She presented the aims of an EU ^ funded project, involving 13 Universities across Europe. For each of these languages (Dutch, Finnish, Greek, Icelandic, Italian, Norwegian and Swedish), a self-study multimedia course was being developed from a common framework and based on a didactic model encouraging students to explore their own learning and develop their own learning strategies. The overall aim was to achieve an increase in the speed and effectiveness of learning, and motivation.

The theme 'Integration of web-based materials' was the focus of the contribution by Uwe Richter (Anglia Polytechnic University, Cambridge, UK). He discussed pedagogical aspects and issues of feasibility in the creation of IT-enhanced teaching materials.

Donald de Sola (Cornell University, Ithaca) presented a paper on Linguistic universals: sources of efficiency in software development strategy,. He discussed knowledge-base building tools as a means to bridge differences between different languages.

The contribution by Robert Vanderplank (University of Oxford, UK) was entitled 'Déjà vu: comparing conditions of successful laboratory use with what we know about computer-based learning,. His investigations into the effective use of language laboratories and of computer-enhanced learning environments had explored conditions in terms of faster and/or better language learning and increased user satisfaction. In an attempt to make connections between the two modes of learning he showed the potential benefits and pitfalls of using C&IT in intensive, integrated settings and in non-intensive, occasional ones.

Teach yourself versus new forms of solidarity by using ICT in language teaching and learning, was the title of the paper by Evelyne Namenwirth (Vrije Universiteit Brussel, Belgium). In her thought-provoking contribution she critically examined current technical ideologies and do it yourself policies. Then she analysed discursive strategies used for ICT in the field of language learning and teaching. Finally she introduced new and different practices taking full advantage of the new

opportunities offered by ICT, and in doing so inventing new forms of sense circulation, and practising new forms of collective intelligence. Her theoretical introduction was illustrated by examples of existing applications.

Ensuing discussions revolved around the following issues: Does the concentrated multiplicity of media actually help to enhance learning? Has the quality of learning improved? Are we learning more in less time? And are learners more satisfied with their work? Or are we merely reinventing previous futures?

Gabrielle Hogan-Brun

CALL FOR PAPERS: AILA SCIENTIFIC COMMISSION ON FL TEACHING METHODOLOGY AND TEACHER EDUCATION

Colloquium, July 24, 2002, Applied Linguistics Summer Institute, Penn State University, U.S.A.

In the literature on communicative language teaching, or CLT, teacher education has not received adequate attention. Our goal in planning this colloquium is to bring together for discussion an international representation of contexts and concerns in teacher education, both pre-service and in-service, as they relate to efforts to make CLT a reality in its broadest, most meaningful interpretation.

This colloquium will be held in conjunction with the Summer Institute in Applied Linguistics, Penn State University 1-26 July 2002. Inquiries and 200-300 word abstracts should be sent to Sandra J. Savignon, Convenor, AILA Scientific Commission on FL Methodology and Teacher Education. <sjs25@psu.edu>. Perspectives from classroom teachers and teacher educators are particularly encouraged.

SCIENTIFIC COMMISSION FOR LANGUAGE AND ECOLOGY

In December 2000 a three-day symposium took place in Graz, Austria, on "30 years of language and ecology: achievements and visions". This symposium was held within the frame of VERBAL Austria, the Austrian branch of AILA, and was organised by Alwin Fill (convener of the AILA SC for language and ecology) and Hermine Penz. 35 people attended, and 24 papers were given, which will be published in a theme volume.

The next event in ecolinguistics is a symposium on a "Themenbereich" to be held at the German GAL conference in Passau, on 27th September, 2001. The "Themenbereich" is called "Oekologie zur Sprache bringen", and the symposium will be organised by Alwin Fill and Wilhelm Trampe. The organisers invite contributions to this - in any form (short statement, paper, discussion, written communication, in German or English). If interested, please

e-mail to Alwin Fill (alwin.fill@kfunigraz.ac.at). At the next AILA conference in Singapore (2002) "language and ecology" will be represented with a workshop organized by Andrew Goatly and George Jacobs.

Alwin Fill

SCIENTIFIC COMMISSION ON LEXICOLOGY AND LEXICOGRAPHY.

There is now a web site for those who are interested in what AILA does in the field of lexicology and lexicography. The address is: www.let.leidenuniv.nl/aila/ The web site includes pages on the subject field of this SC, links to useful addresses and a list of recent publications on dictionary use and language learning.

CALL FOR ABSTRACTS AND/ OR EXPRESSION OF INTEREST FOR THE WORK OF THE AILA SCIENTIFIC COMMISSION LANGUAGE AND THE MEDIA

13th AILA World Congress in Singapore 16-21 December 2002: Scientific Commission Language and the Media Symposium - Cultural identities and the languages of local, national and transnational broadcasting media.

Our media environments are increasingly marked by an interplay between traditionally demarcated cultural spaces. As listeners or viewers of radio or television we can choose to engage with different cultural constructions and identifications, ranging from the most local to the transnational or global. These may be defined by a wide range of criteria: e.g. ethnicity, nationality, taste or interest etc. Our symposium addresses this coexistence and potential tension between differently imagined and overlapping cultural communities. We will focus on the ways in which LANGUAGE plays a central role in constructing cultural identities in these complex environments. We therefore invite papers or position statements on the following issues:

- ? the language choices which different radio or television stations adopt in different parts of the world: e.g. are they mono-lingual, bi-lingual, multi-lingual;
- ? the interrelation between these choices of broadcasters and the language policies in the geo-political areas of the world for which they speak;
- ? the programming of specific channels, e.g. news channels, music channels etc, which adopt specific sub-national or transnational policies;
- ? specific textual forms which foreground 'exclusivist' or 'inclusivist' cultural identification

Please submit your abstract by July 1st 2001 to uhm@soton.ac.uk

For any information about the Commission's activities please write to
Ulrike Hanna Meinhof, Professor of German and Cultural Studies, School of Modern Languages
University of Southampton, Southampton SO17 1BJ
Tel +44 (0)23 8059 2255
Fax: +44 (0)23 8059 3288
Email: uhm@soton.ac.uk
<http://www.lang.soton.ac.uk/profiles/meinhof.htm>

or email Kay Richardson
kay100@liverpool.ac.uk

AILA SCIENTIFIC COMMISSION ON LEARNER AUTONOMY

Our AILA SC website can be found at <http://www.vuw.ac.nz/lals/div1/ailasc/> and will include the 2001 Newsletter from April 2001? The newsletter contains details of recent publications and conferences on learner autonomy, as well as brief research reports. AILA members might be interested to know that **AILA REVIEW No 15**, edited by Leni Dam, will focus on learner autonomy and includes contributions from participants in Symposium of the SC on Learner Autonomy held at AILA 1999 in Tokyo. It is due for publication in the Northern Hemisphere Spring 2001.

THE 4TH SYMPOSIUM OF THE SCIENTIFIC COMMISSION ON LEARNER AUTONOMY IN LANGUAGE LEARNING, 13TH WORLD CONGRESS OF APPLIED LINGUISTICS, SINGAPORE, 16-21 DECEMBER 2002

Report by Terry Lamb and William Savage

Preparations are now underway for the next symposium of the AILA Scientific Commission on Learner Autonomy in Language Learning planned to take place at the World Congress in Singapore in 2002. The co-organisers of the symposium, Terry Lamb and William Savage, have registered their plans with the conference organisers in Singapore, and are now preparing a more detailed submission.

Two themes have been identified to build on the highly successful symposium that took place in Tokyo in 1999: the relationships between learner and teacher autonomy, and innovative research methods to enable us to explore these relationships. It is hoped that these themes will form a valuable focus for the Singapore symposium, but that members will be able to approach them from a variety of angles. The methodological strand responds to the need to evaluate and develop our research methodologies as discussed in Tokyo.

William and Terry are also keen to widen members' participation in the development of these themes in the lead-up and the aftermath of the symposium. Possible strategies to encourage this include use of the AILA and the Scientific Commission's websites, as well as the AUTO-L discussion group convened by Anita Wenden and Leslie Dickinson. The hope is that the symposium will be able to build on discussions which have already taken place, thereby including a broader range of inputs than would otherwise be possible. Apart from encouraging greater interactivity and a deeper exploration of the issues, a further advantage is that those members unable to be present in Singapore can be involved both before and after the event.

Terry and William have already received some expressions of interest in contributing to the event and have also invited suggestions as to how they might involve as many colleagues as possible and encourage them to contribute. This will be particularly important for the 2002 symposium given the reduced amount of time available. If anyone is thinking of submitting a paper either alone or with colleagues, it would be helpful for the convenors to know as soon as possible as it will help in focusing the lead-up activities. Formal submissions are not yet necessary - outlines of ideas are welcome as well as information on any projects that relate to these themes.

Any ideas would be gratefully received by Terry at Terry.Lamb@nottingham.ac.uk or William at savage@loxinfo.co.th.

CONFERENCE DIRECTORY

For online conference information go to <http://www.arts.usyd.edu.au/langcent/proframe.html> and select then 'Conferences'. Please send information on conferences to Richard.Baldauf@language.usyd.edu.au

28 June - 1 July 2001

ICML-2001: 18th International conference on machine learning, Williamstown, Mass., USA
www.ecn.purdue.edu/ICML2001

6-11 July

ACL and EACL Association for computational linguistics, Toulouse, France
www.irit.fr/ACTIVITES/EQ_ILPL/aclWeb/acl2001.html

6-8 July 2001

ALAA Silver Jubilee and National Congress 2001, Asia-Pacific Applied Linguistics: the Next 25 Years, Canberra, ACT Australia
Melanie Legg
School of Languages and International Education
University of Canberra, ACT 2601 Australia
Tel: +61 2 6201 5089
Fax: +61 2 6201 2077
alaa_abstracts@slie.canberra.edu.au
www.slie.canberra.edu.au/alaa/

7-10 July 2001

Languages: Our Common Wealth -- AFMLTA National Conference
Canberra, ACT Australia
Australian National University, Canberra, Australia
Contact: Conference Secretariat, AFMLTA
Conference 2001, PO Box 201, Deakin West, ACT 2600, Australia
conference@conlog.com.au or
willett@dynamite.com.au
www.spirit.net.au/afmlta01

9-11 July 2001

20th Southern African Applied Linguistics Association (SAALA) : African Odyssey 2001: Explorations in Applied Linguistics, Rhodes University, Grahamstown, South Africa
SAALA Conference Convenor: Sally Hunt
Department of English Language and Linguistics, Rhodes University
Grahamstown, 6140 South Africa
Tel: +27 (0)46 6038106
www.ru.ac.za/saala
AILA Executive Board Meetings to be held in conjunction with the Conference.

9-11 July 2001

Interdisciplinary conference on aphasiological, computational and neuroimaging approaches: the neurological basis of language, Groningen, The Netherlands
nbl@let.rug.nl; www.let.rug.nl/nbl/

19-22 July 2001

4th International conference of the Association for Linguistic Typology (ALT IV), Santa Barbara, California, USA
Casper de Groot, Chair, Program Committee, ALT, Leerstoelgroep Theoretische taalwetenschap, Universiteit van Amsterdam, Spuistraat 210, NL-1012 VT Amsterdam, The Netherlands
Tel: +31 20 525 3052
casper.de.groot@hum.uva.nl
www.ling.lancs.ac.uk/alt

20-21 July 2001

Our Languages, Our Heritages: Community Languages into the Future, Victoria University of Technology, Melbourne, Australia
Helen Borland, Department of Communication, Language and Cultural Studies, Faculty of Arts, Foostcray Park Campus, Victoria University of Technology, PO Box 14428, MCMC, Melbourne, VIC 8001
Tel: +61 (0)3 9688 4324
Fax: +61 (0)3 9688 4309; 4453
Helen.Borland@vu.edu.au OR
Eileen.Hodgson@vu.edu.au
www.staff.vu.edu.au/languageconf
Conference themes include:
* Community language policy and its implementation.
* Ethnic communities and community languages
* Community language teaching and learning

22-27 July 2001
7th International cognitive linguistics conference, Santa Barbara, California, USA
www.unm.edu/~iclc/abstracts.html
Held in conjunction with 2001 Linguistics Institute

22-28 July
International systemic functional congress, Ottawa, Canada
isfc28@carleton.ca; www.carleton.ca/isfc28

24-28 July 2001
8th International conference on cross-cultural communication: communication and cultural (ex)change, Hong Kong
Dr Shiwen Pan, English Dept, Hong Kong Institute of Education, Tai Po, Hong Kong SAR, PRC
Tel: +852 2948 7270 Fax: +852 2948 7242
span@ied.edu.hk
www.louisville.edu/~rnstc01/iccc.htm

28-30 July 2001
International symposium on language planning and lexicology, Zagreb, Croatia
Prof. Christer Kiselman, PO Box 480, SE-751 96 Uppsala, Sweden kiselman@math.uu.se
Papers should be sent to: Prof. Geraldo Mattos
Email: mattos@super.com.br

8-10 August 2001
2001 Asian Association for Lexicography (ASIALEX) biennial conference, Seoul, Korea
Dr Jitae Sohn, Centre for Linguistic Information Research, (Lexicographical Centre), Yonsei University, Seoul 120-749, Korea
Tel: +82 2 393 5001 Fax: +82 2 361 3511
asialex@lex.yonsei.ac.kr

13-14 August 2001
13th Summer school in logic, language and information ESSLLI-2001, Helsinki, Finland
www.folli.uva.nl/Esslli/2001/esslli-2001.html

13-17 August 2001
15th International conference on historical linguistics, Melbourne, Victoria, Australia
Prof Barry J. Blake, Director ICHL 2001, Dept of Linguistics, La Trobe University, Bundoora, Vic 3083 Australia b.blake@latrobe.edu.au
www.latrobe.edu/www/linguistics/conferences.html

22-25 August 2001
8th Nilo-Saharan linguistics colloquium, Hamburg, Germany
Prof. Dr. Mechthild Reh, 8th NSLC, Dept of African and Ethiopian Studies, Hamburg University, Rothenbaumchaussee 67/69, D-20148 Hamburg, Germany
Tel: +49 40 4283 85675 Fax: +49 40 4283 84873
nilosah@uni-hamburg.de

22-24 August 2001
International workshop on the phonology and morphology of Creole languages, Siegen
Prof. Dr. Ingo Plag, Creole Workshop 2001, English Linguistics, Fachbereich 3, Univ. of Siegen, Adolf-Reichwein-Strasse 2, D-57068 Siegen, Germany
Tel: +49 271 740 3246 Fax: +49 271 740 2560

plag@anglistik.uni-siegen.de
<http://www.uni-siegen.de/~engspra/workshop/>

27-31 August 2001
3rd International conference on cognitive science (ICCS2001), Beijing, China
Beijing Laboratory of Cognitive Sciences, University of Science and Technology in China, Graduate School, Academia Sinica, PO Box 3908, Beijing, 100039 Beijing, P. R. China
iccs2001org@etang.com www.iccs2001.com

30 August - 1 September 2001
Storytelling in the Americas, St. Catherine's, Ontario, Canada
Storytelling in the Americas, c/o Dr. Mark Anderson ics@www.brocku.ca

1-3 September 2001
Exeter CALL 2001, Exeter, UK
Prof Keith Cameron, CALL 2001 Conference, School of Modern Languages, Queen's Building, The University, Exeter EX4 4QH UK
Tel: +44 1392 264221/2 Fax: +44 1392 264221/2
k.c.cameron@ex.ac.uk

3-7 September 2001
Eurospeech 2001 - Scandinavia, Aalborg, Denmark
eurospeech2001.org/

5-7 September 2001
5th International Conference on Language and Development Phnom Penh, Cambodia
Abstracts due by 30 June 2001
Please go to the website for conference details. A brochure may be requested from the contact email sreng.mao@phnompenh.idp.edu.au
www.idpcambodia.org/conference/

6-8 September 2001
International Conference on Modality and Contemporary English University of Verona, Italy
Prof. Roberta Facchinetti, Department of Psychology and Cultural Anthropology, University of Verona, Via S. Francesco 22, 37129 Verona, ITALY faro@chiostro.univr.it
www.univr.it/cla/conferences/modality/modality_in dex.htm

7-9 September 2001
Seventh Himalayan Languages Symposium Uppsala University, Sweden
Anju Saxena, Associate Professor, Department of Linguistics, Uppsala University
anju.saxena@ling.uu.se www.afro.uu.se/HLS-7

12-14 October 2001
4th Conference on the acquisition of Spanish and Portuguese as first and second languages, Urbana-Champaign, Illinois, USA
A/Prof. Silvina Montrul, Dept of Spanish, Italian & Portuguese, University of Illinois at Urbana-Champaign, 4080 Foreign Languages Building, MC-176, 707 S. Mathews Ave, Urbana IL. 61801 USA

Tel: +1 207 244 8430 Fax: +1 207 244 4090
montrul@uiuc.edu www.sip.uiuc.edu/conf2001

13-15 September 2001

2nd International Conference on Third Language Acquisition and Trilingualism, Fryske Akademy, Leeuwarden, The Netherlands (Holland)

Danny Beetsma, Fryske Academy, PO Box 54, 8900 AB Leeuwarden, The Netherlands
Tel: 0031-58-2131409
dbeetsma@fa.knaw.nl
www.spz.tu-darmstadt.de/projekt_L3/conferences/L3conf2001/index.html

Plenary Speakers:

David Singleton (Trinity College, Ireland): "Cross-Linguistic Interactions in the Multilingual Lexicon",
Elite Olshtain (Hebrew University, Israel): "Being trilingual - is there a price to pay?",
Kees de Bot (Nijmegen University, The Netherlands): "Beyond competition. The processing of multiple languages"

19-22 September 2001

6th LATEUM International Conference -- Emerging Standards in ELT and Linguistics, Moscow State University, Russia

Dr. Yelena Yakovleva, President of LATEUM.
Russia, Moscow, 119 899, Moscow State University, Humanities I, Faculty of Philology, Department of English, Room 1045-1046.
Tel: 7 (095) 939-5114, 939-5596
Fax: 7 (095) 939-2036
engdept@philol.msu.ru (o), elexs@mail.ru (h)
www.webcenter.ru/~marklen/LATEUM.html

26-28 September 2001

3rd CER-FIPLV Conference: European Year of Languages 2001 European Integration -- Intercultural Communication -- Foreign Language Teaching, Poznan, Poland

Polskie Towarzystwo Neofilologiczne, European Year of Language 2001, UL. Berwinskeigo 1, 60-765 Pozan, Poland piskozub@amu.edu.pl

5-7 October 2001

11th Baltic Studies in Australia Conference, Deakin University, Geelong, Victoria Australia
Submissions by: 30 June 2001

Dr Uldis Ozolins, 221A Rathmines Street, Fairfield, Viv 3078
Tel: +61 3 9486 1491
uldis@languagesolutions.com.au
home.iprimus.com.au/ejreilly

23-26 October 2001

"Language and Society on the Threshold of a New Millenium: Results and Prospects ", Moscow, Russia

Research Center of Ethnic and Language Relations of the Institute of Linguistics, Russian Academy of Sciences and Institute of Foreign Languages1/12 Bolshoy Kislovsky Lane, Moscow 103009, Russia
Tel: (007)-(095) 290-0528
Fax: (007)-(095) 290-5268, 290-4611
socioling@mail.ru; socioling.narod.ru
Moscow, Tuesday, 23 Oct - Friday, 26 Oct 2001

25-27 October 2001

VII Symposium on Contrastive, Theoretical And Applied Language Studies, Novi Sad, Yugoslavia

JDPL, 21000 Novi Sad, Stevana Musica 24, Yugoslavia
Tel: 381-21-450-690
Fax: 381-21-58-688
YALA.JDP@uns.ff.ac.yu

Topics: Contrastive studies of languages, literatures and cultures, Translation as a linguistic and cultural phenomenon, Multilingualism and multiculturalism, Language standardization and fostering language culture, Theory and practice of language teaching.

26-27 October 2001

Language Usage: Creation, Investigation and Teaching of Languages, Literatures and Cultures European Languages and Literature Association (FILLM), Oporto University Portugal

Celina Silva, Faculdade de Letras da Universidadde do Porto, Via Panoramica, S/N, 4150-564 Porto, Portugal
Tel: 22 609 1610
Fax: 22 607 7100
flup@letras.up.pt
2001

5-9 November 2001

IEEE International conference on software maintenance 2001, Florence, Italy

www.dsi.unifi.it/icsm2001

13-17 November 2001

Literacy and language in global and local settings: New directions for research and teaching International Literacy Conference, Cape Town, South Africa

Mastin Prinsloo, Department of Education, Univ. of Cape Town, Private Bag Rondebosch, 7701
Tel: (27) 21 650 3489 Fax: (27) 21 650 3821
mp@education.uct.ac.za
education.leeds.ac.uk/AILA/

14-16 November 2001

2nd European Conference on Language Planning, Andorra la Vella

Institut de Sociolingüística Catalana, Direcció General de Política Lingüística, Passatge de la Banca, 1-3, 1r pis, E-08002 Barcelona
cultura.gencat.es/llengcat/noves

16-18 November 2001

Changing Patterns: Language and Settlement in the AMEP, Adelaide, South Australia

Submissions by: 27 July 2001
Conference abstracts, C/- Pam McPherson, AMEP Research Centre, NCELTR, Macquarie University, NSW 2109 Australia
Tel: +61 2 9850 7849 Fax: +61 2 9850 7673
www.nceltr.mq.edu.au/conference2001
Conference to be held at the Adelaide Institute of TAFE and the University of Adelaide. Plenary speakers include: M. McCarthy (UK) and Catherine Elder (NZ), Helen de Silva Joyce (NSW Ames) and Ron Oliver (Edith Cowan University). The Minister for Immigration and Multicultural Affairs, Hon Philip Ruddock MP, will give the opening address.

29 November - 2 December 2001

ICDM '01: The 2001 IEEE International conference on data mining, Silicon Valley, California, USA

Dr Xindong Wu, Dept of Mathematical and Computer Sciences, Colorado School of Mines, 1500 Illinois St, Golden, Colorado 80401, USA
Tel: +1 303 273 3875 Fax: +1 303 273 3874
xindong@computer.org
kais.mines.edu/~xwu/icdm/icdm-01.html

17-21 December 2001

**II International Colloquium on Applied Linguistics and Society
University of Havana, Cuba**

Submissions by: 1 September 2001
Mst. Sc. Alain Concepción García, Secretario Ejecutivo Comité Organizador, Facultad de lenguas Extranjeras, Universidad de la Habana, 19 de Mayo No 14, Plaza, Ciudad de la Habana, 10600 Cuba
Tel: (537) 335930 Fax: (537) 7961329, 705094
flex@flex.uh.cu

13-17 February 2002

**Language Learning is Everybody's Business
Flinders University, Adelaide, South Australia**

Dr Colette Mrowa-Hopkins, International Colloquium Organizing Committee, Department of Languages, Flinders University, GPO Box 2100, Adelaide SA 5001 Australia
Tel: +61 8 8201 2784
Fax: +61 8 8201 2459
colette.mrowa-hopkins@flinders.edu.au
www.ehlt.flinders.edu.au/deptlang/conferences/LLI
EB/

The theme of the colloquium is 'Research Trends in Second-Language Acquisition and Institutional Contexts'. The colloquium will focus on:

- * institutional language-learning contexts and their influence on second-language acquisition;
- * the relationship between various forms of language teaching and language-learning processes;
- * the contributions of classroom-based research to theories of second-language acquisition and bilingualism.

25-28 March 2002

**29th International LAUD Symposium, The Language of Politico-Social Ideologies,
University of Koblenz-Landau, Landau, Germany**

Submissions by: 1 July 2001
Martin Pütz and Angelika Daniel, University of Koblenz-Landau in Landau, Institut für Anglistik, Im Fort 7, 76829 Landau, Germany
Tel: +49-6341-280-460
Fax: +49-6341-280-162
puetz@uni-landau.de or daniel@uni-landau.de or rene.dirven@pandora.be

The Conference will address questions in three sections:

1. The linguistic and conceptual interplay between language and ideology
2. The form and function of politico-social ideologies in spoken and written texts
3. The role of grammar and cultural models in ideology

11-13 April 2002

**First UK Symposium on Hispanic Linguistics
University of Surrey, UK**

Submissions by: 1 October, 2001
Maria Elena Placencia or Rosina Marquez Reiter
University of Surrey, Guildford, UK
www.surrey.ac.uk/LIS/Spanish/simposio.html
Call for papers in the following areas:
Sociolinguistics, pragmatics, conversation/discourse analysis

25-29 June 2002

**2nd International Knowledge & Discourse Conference: "Knowledge & Discourse: Speculating on disciplinary futures"
University of Hong Kong, China**

Submissions by: 30 September 2001
Colin Barron csbarron@hkusua.hku.hk and Associate Chair: Nigel Bruce njbruce@hku.hk kd2query@hku.hk ec.hku.hk/kd2
Knowledge & Discourse conference 2 aims to explore a range of thematic strands and welcomes submissions that respond to these strands. The themes and their keynote speakers will be: Universities and knowledge production Steve Fuller (Warwick, UK); Critical approaches to literacy Roz Ivanic (Lancaster, UK); Voices and culture in the classroom Claire Kramsch (Berkeley, USA) Natural, social and virtual worlds Bruno Latour (Paris, France); Discourses of popular culture Gregory Lee (Lyon, France); Disciplinary discourses and practices Paul Prior (U-C, Illinois, USA); Workplace discourses and practices Srikant Sarangi (Cardiff, UK); Gender, ethnicity and identity Trinh Minh-ha (Berkeley, USA); The conference will also feature a debate between Bruno Latour and Steve Fuller, and a retrospective of the films of Trinh Minh-ha.

1-26 July 2002

**Summer Institute in Applied Linguistics
The Pennsylvania State University, State College, Pennsylvania.**

James P. Lantolf, Director, Center for Language Acquisition, The Pennsylvania State University, 304 Sparks Building, University Park, PA 16802-5202 USA

Tel: 814-863-5100

ConferenceInfo1@outreach.psu.edu

The Penn State Summer Institute in Applied Linguistics will bring together people from around the world with an interest in applied linguistics for study, discussion, and collaboration on various topics relating to the learning of a second language. The institute offers a wide-ranging curriculum developed by an international faculty of scholars in applied linguistics. It will also offer weekly plenary lectures by leading scholars, as well as special-interest workshops, discussion groups, and more informal gatherings where participants can interact on topics of particular interest. This is intended as the first in a series of institutes on applied linguistics to be held at Penn State on a two- or three-year cycle. The focus will vary in accordance with developments in the field.

Topics and Presenters: Michael Breen -University of Stirling, United Kingdom: The Significance of

Context in SLA; Christopher Candlin -City University of Hong Kong: Workplace Communication and English for Specific Purposes
Andrew Cohen -University of Minnesota: Research Seminar on Developing the Ability to Perform Speech Acts in L2; Alister Cumming -Ontario Institute for Studies in Education of the University of Toronto, Canada: Writing in Second Languages
Kees de Bot -University of Nijmegen, The Netherlands: Language Attrition; Rod Ellis - University of Auckland, New Zealand: Form-Focused Instruction and SLA; Susan Gass Michigan State University: The Role of the NL or Input and Interaction

7-13 July 2002

ISA Research Committee on Sociolinguistics RC25, XV ISA World Congress of Sociology, The Social World in the Twenty First Century: Ambivalent Legacies and Rising Challenges, Brisbane Australia

Submissions by: 30 September 2001

Max.Travers@bcuc.ac.uk

www.ucm.es/info/isa/congress2002/

ISA Research Committee on Sociolinguistics invites proposals for its sessions at the XV ISA World Congress of Sociology in Brisbane. Abstracts are invited from scholars working in any field of sociolinguistics with interests in the following topics:

1. Colonial Languages and their Legacies: This session will consider a range of issues concerning the linguistic effects of colonial languages on indigenous languages, and the perceived threat of English to local languages. We would particularly welcome participation from scholars in the developing world. Please contact Bob Herbert: warthog@binghamton.edu

2. Code-Switching: This session will consider the social and political issues raised by code-switching as a linguistic phenomenon in a globalising world. Please contact Rodolfo Jacobson: jake@dbp.gov.my

3. Language and Gender: This session will present research from different sociolinguistic traditions about gender differences in language and communication, and it will look at how femininity and masculinity are constructed interactionally in ordinary activities. Please contact Isabella Paoletti: ipaolett@unipg.it

4. The Writing Society: This session will address the political issue of how written international professional communication can be made more multilingual. It invites papers which examine how different languages are used in international organisations, or multilingual communities, and the special role of 'world languages' in formal communication and record-keeping. Please contact Donald Sola: dfs8@cornell.edu

5. Language, Technology and Work: This session invites papers from ethnographers, and discourse analysts working in the fields of computer supported co-operative work (CSCW) and human-computer interaction. Please contact: Max.Travers@bcuc.ac.uk

6. Helplines: This session invites contributions from conversation analysts and other sociolinguists who are researching interaction on helplines. Please contact Mike Emmison:

m.emmison@mailbox.uq.edu.au

7. Language and Law: This session will present research about language-use in legal settings. We would particularly welcome papers about the linguistic problems faced by minority groups in Australia in the legal process, but contributions on any aspect of language and law would be welcome. Contact: john.gibbons@linguistics.usyd.edu.au

24 July

AILA SC Colloquium on Foreign Language Teaching Methodology and Teacher Education, Summer Institute of Applied Linguistics, Penn State University, USA

Sandra J. Savignon, Convenor, AILA Scientific Commission on FL Methodology and Teacher Education, Linguistics and Applied Linguistic Studies, College of the Liberal Arts, Pennsylvania State University, 305 Sparks Building, University Park, PA 16802-5202 USA –Call for Contributions sjs25@psu.edu

7-11 August 2002

Organization in Discourse II: The Historical Perspective: An international conference on historical discourse linguistics, Turku, Finland
www.utu.fi/hum/engfil/oid2002.html

16-21 December 2002

Applied Linguistics in the 21st Century: Opportunities for Innovation and Creativity, 13th World Congress of Applied Linguistics (AILA 2002), Singapore

Submissions by: 31 August 2001

AILA2002 Conference Secretariat, C/- Conference & Travel Management Associates Pte Ltd, 425A, Race Course Road, Singapore 218671

Tel: (65) 299 8983 Fax: (65) 299 8992

ctmap@singnet.com.sg

www.saalnet.org/saalnet/aila2002index.html

16-21 December 2002

CETaLL Symposium: Online Learning Environments – Globalisation vs Individualisation

13th AILA World Congress in Singapore
Dr Gabrielle Hogan-Brun, Convenor, CETaLL, University of Bristol, Language Centre, 30/32 Tyndall's Park Road, Bristol BS8 1PY UK
Tel: 0117-9741377

g.hogan-brun@bristol.ac.uk AND

mmfreire@uol.com.br

www.bris.ac.uk/Depts/LangCent/forlang/german/cetall.htm

16-21 December 2002

Scientific Commission on Language and the Media Cultural Identities and the Languages of Local, National and Transnational Broadcasting Media: 13th AILA World Congress in Singapore

Submissions by: 1 July 2001

Ulrike Hanna Meinhof, Professor of German and Cultural Studies, School of Modern Languages, University of Southampton, Southampton SO17 1BJ
Tel: +44 (0)23 8059 3288 Fax: +44 (0)23 8059 2255

uhm@soton.ac.uk or kay100@liverpool.ac.uk

Our media environments are increasingly marked by an interplay between traditionally demarcated cultural spaces. As listeners or viewers of radio or television we can choose to engage with different cultural constructions and identifications, ranging from the most local to the transnational or global. These may be defined by a wide range of criteria: e.g. ethnicity, nationality, taste or interest etc. Our symposium addresses this coexistence and potential tension between differently imagined and overlapping cultural communities. We will focus on the ways in which LANGUAGE plays a central role in constructing cultural identities in these complex environments. We therefore invite papers or position statements on the following issues:

- the language choices which different radio or television stations adopt in different parts of the world: e.g. are they mono-lingual, bi-lingual, multi-lingual;
- the interrelation between these choices of broadcasters and the language policies in the geo-political areas of the world for which they speak;
- the programming of specific channels, e.g. news channels, music channels etc, which adopt specific sub-national or transnational policies;
- specific textual forms which foreground 'exclusivist' or 'inclusivist' cultural identification

ADDENDUM

VERBAL (Austria) NEWS
(for more information on VERBAL contact
barbara.seidlhofer@univie.ac.at)

Over the six years since it was founded, VERBAL (Verband für Angewandte Linguistik) has developed into an increasingly active and collaborative network. We are (inevitably) small but growing steadily, and are just getting our own web domain set up. So if you can no longer find our homepage under <http://www.univie.ac.at/linguistics/verbal/> then we will probably have moved to <http://www.verbal.at/>

Our Forthcoming Events:

December 2000: During the Annual Austrian Linguistics Meeting, this year to be held at the University of Graz from December 8-10, there will be a record three full-day workshops organized in cooperation with VERBAL: one on 'Minority Languages, Language Policy and Language in Politics' (further information from dieter.halwachs@kfunigraz.ac.at), one on 'Learner Lexicography and Vocabulary Acquisition' (further information from Bernhard Pöll, Inst. f. Romanistik, University of Salzburg, Akademiestr. 24, A-5020 Salzburg) and a Symposium on Language and

Ecology organized by Alwin Fill fill@kfunigraz.ac.at and Hermine Penz hermine.penz@kfunigraz.ac.at - see separate announcement in this issue of AILA News #5.

For the European Year of Languages 2001, VERBAL is in the process of setting up a variety of activities. These include a very intensive two-day meeting entitled Verbal-Sprachenquete 2001 to be held just before the 2001 Annual Austrian Linguistics Meeting in Klagenfurt (late October, tbc). The general focus of this meeting is language policy in Austria, and several working groups will be looking at different areas such as foreign language teaching; German as a second language; the languages of minorities in the Austrian education system, including sign language; languages in adult education; multilingualism and the media; terminology resources and policies in the information society and in e-commerce.

Early in 2001, Verbal will be hosting a series of lectures at the University of Vienna dedicated to the influence of English on other European languages. There will be four evenings of lectures in May dedicated to such issues as the all-pervasive influence of English on various areas of public and private life in Austria (advertising, ecology, computing) as well as the effect English has on specific languages, esp. German, Romance and Slavic languages. For further information on these events please contact:

rudolf.de-cillia@univie.ac.at or
barbara.seidlhofer@univie.ac.at.

EDITORS' APOLOGY

The editors had hoped to have this edition of the *AILA News* out several weeks ago. We apologise for any inconvenience for those with time related material.

In addition, we now realise we missed including the VERBAL NEWS submitted by A/Professor Barbara Siedlhofer. As the addendum shows, VERBAL has been an active Association. Our apologies for the oversight.

