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

Editorial

Although it is now very post-Singapore AILA Congress 2002, and the organisers have been thanked formally by the Executive Board, we would like to publicly express our thanks for the warmth and hospitality we all received in Singapore. The small, but obviously talented, Singapore Association put on an excellent Congress marred only by the inability of a number of colleagues to attend due to international problems. Well done to Anne Pakir and her team.

We also would like to take this opportunity to recognise the members of the Executive Board who have finished their formal service to AILA: Chris Candlin (President); Andrew Cohen (Secretary General); Hilario Bohn and Anna Mauranen (Vice Presidents); Kees de Bot (Scientific Commissions) & Srikant Sarangi (Member at Large). They have contributed significantly to AILA – some over many years – and all deserve the heartfelt thanks of members of the Association.

It is also gratifying to have a talented group of new Board Members who were prepared to stand to do the work of your Association. These include Susan Gass (President), Karlfried Knapp (Secretary General) and Jasone Cenoz (Publications Coordinator) who have provided profiles for this issue of the *AILA News*, and Marilda Cavalcanti (Vice President), Jean-Marc Dewaele (Scientific Commissions) and Folkert Kuiken (Member at Large).

Continuing Executive Board members include: Merrill Swain and Dieter Wolff (Vice Presidents), Georges Lüdi (Treasurer) and Sinfree Makoni, Ulrike Meinhof and Richard Baldauf (Members at Large). The new Board is already working actively on your behalf and with the organisers of the 2005 Congress in the US and the 2008 Congress in Germany.

Stuart and Dick will continue to edit the *AILA News* until the next Congress. Please forward contributions by Oct to: rbaldauf@bigpond.com or mail to: Richard Baldauf, Language Centre A18, University of Sydney, NSW 2006, Australia

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

NEW AILA SECRETARIAT

After the elections of the new Executive Board in Singapore, the AILA-Secretariat has moved from Minneapolis to Erfurt. The new address is:

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The part-time staff person, currently undergraduate student Konstanze Schöder, is busily collecting and disseminating information needed by the EB and IC to fulfil their tasks. In particular, she is trying to keep the AILA Directory updated, but getting e-mail connections, telephone or fax numbers, and in particular postal addresses for sending out printed material like the *AILA Review* is sometimes a rather daunting task. Please help us to be effective and please notify the Secretary General (and the *AILA News*) of all changes in contact details. Many thanks.

GETTING TO KNOW YOUR EXECUTIVE BOARD MEMBERS

SUSAN GASS – AILA PRESIDENT

Before I “profile” myself, I would like to extend my gratitude to the Executive Board and International Committee for their vote of confidence in electing me President of AILA. It is indeed an honor to serve the Applied Linguistics community in this way.

The day before I sat down to write this brief profile of myself, someone asked me how I came to be interested in what I do. I thought it might be interesting to share this with the readership of *AILA News*. In the 7th grade, I took my first language course, a French course. Unfortunately, even after

7 years of French, my French is quite limited, but what I did learn was an appreciation and love for the diversity of cultures. From then on I continued to study languages, German, Hebrew, and Italian and spent five years living in Italy. The other prong to the story comes from my academic work where I was an undergraduate Italian major. The emphasis, of course, was on literature, but this did not meet my interests in the study of language. As an undergraduate, at University of California at Berkeley, I stumbled upon a linguistics course and the rest is history. My early years of graduate study in linguistics (UCLA) was quite theoretical in nature. Because of life’s personal circumstances, I found myself at a different institution (Indiana University) where I took a course that focused on the analysis of second language data. This was one of the moments that I remember as being a turning point; the other was my first experience teaching ESL. I realized then that this would be the focus of my professional life.

My energies go in a number of directions. On my home campus of Michigan State University, I direct the English Language Center. We are in charge of all of the English instruction for international students on campus. This is a challenge, but also a position filled with joy and satisfaction. It keeps me involved with the day-to-day issues of teaching and makes sure I never drift far from these activities. I also co-direct the Center for Language Education and Research (funded by the U.S. Department of Education), the goal of which is to improve the teaching and learning of foreign languages. Between the two of these administrative responsibilities I deal with all language teaching and learning.

My recent research has been concerned with investigations of the role of attention in second language learning. I have just completed a paper (*Language Learning*) looking at the role of attention as a function of proficiency and language areas. Another paper complements this one and looks at different types of attention drawing devices also as a function of language area. These coupled

with some recent books, one entitled *Stimulated Recall Methodology in Second Language Research* (with Alison Mackey, published by Lawrence Erlbaum Associates), another an introductory text to second language acquisition (with Larry Selinker, published by Lawrence Erlbaum Associates), and another (an edited volume) on pedagogical norms with Kathleen Bardovi-Harlig, Sally Magnan, and Joel Walz (published by John Benjamins) have kept me busy over the past few years.

I am currently the Associate Director of the Linguistic Society of America's Summer Institute. There will be many courses in Applied Linguistics and I hope to see a large number of applied linguistics at Michigan State University during this summer - 2003 <http://lsa2003.lin.msu.edu/>.

KARLFRIED KNAPP – SECRETARY GENERAL

Much of my present research interests focus on the following three areas:

- *English as a lingua franca*. Here work is being done in a discourse analytical framework to test the assumption widely held in the literature that lingua franca speakers are co-operative in principle and tend to play down cultural differences and linguistic deficiencies of their interlocutors. However, in contrast to most of the role play data used elsewhere, our data taken from authentic lingua franca interactions in semi-professional contexts suggest that more competent speakers of English as a lingua franca often use their linguistic superiority strategically to exert power over their interlocutors and to achieve their personal goals. The study will continue using data from authentic professional situations.

- *Non-professional interpreting*. In situations where people have to communicate who do not share a common language, they frequently rely on persons who as a colleague, friend, member of staff happen to be around and to be more or less bilingual in the languages involved and who – usually without prior training – act as interpreters. Discourse analyses of data from authentic interpreting situations in

various contexts (business negotiations, legal advice, doctor-patient, minority-mainstream, mainstream-mainstream) focus on the interpreters' strategies of coping with deficits in linguistic competence and expertise in the subject at hand, their strategies to anticipate and repair misunderstandings and the conditions under which they are granted a social role as a respected third party in the interaction or under which they are dominated by the primary interlocutors. Of particular interest here are the linguistic and social constraints on the non-professional interpreter operating in institutional and professional settings.

- *Foreign language learning*. A large scale collaborative research and development project funded by the Federal State of Thuringia and the Federal Republic of Germany done jointly with Christian Lehmann and Reinhard Zöllner and a larger group of staff aims at developing a multimedia language course for Japanese and Chinese which builds on a multilingual database. This computerized database contains the phonetic, lexical and grammatical information on the entire course in Japanese, Chinese and German. It will be the basis to generate lessons and exercises – also to teach the writing of Japanese and Chinese characters –, and to automatically check learners' solutions of exercises. The database is set up in such a way as to cover diachronic and synchronic variation in the languages involved and may thus be used for other linguistic purposes than for a mere language course.

JASONE CENOZ - PUBLICATIONS COORDINATOR

Jasone Cenoz's main research interest is multilingualism and third language acquisition but she has also worked on inter-language pragmatics, the acquisition of phonetics and minority languages. One of her editorial projects is the new *International Journal of Multilingualism* she edits with Ulrike Jessner. This interdisciplinary journal seeks to go beyond bilingualism and second language acquisition by developing the understanding of the specific characteristics of acquiring, processing and using more than two

languages. The journal will be published by Multilingual Matters (www.multilingual-matters.com) and the first issue will be published in 2004. It will include articles by Michael Clyne, Kees de Bot, Suzanne Flynn and Elaine Olhstain.

The three main specific areas of multilingualism and L3 acquisition Jasone Cenoz is working on at the moment are the following:

- The influence of bilingualism on third language acquisition including the study of cross-linguistic acquisition and the multilingual lexicon. Jasone Cenoz has worked in this area in collaboration with Ulrike Jessner (University of Innsbruck), Britta Hufeisen (Darmstadt Technical University), Fred Genesee (Mc Gill University), Charlotte Hoffmann (University of Salford) and colleagues from the University of the Basque Country. Results comparing monolingual and bilingual students learning a foreign language indicates that bilingualism tends to have a positive influence on the acquisition of general proficiency in a third language. Research conducted on cross-linguistic influence from Basque and Spanish in English oral productions shows that learners try to avoid transfer from Basque, a typologically distant language.

- The influence of age on the acquisition of English as a third language. This is a longitudinal project Jasone Cenoz started seven years ago in collaboration with her colleagues from the REAL research group at the University of the Basque Country (www.vc.ehu.es/depfi). The data collected includes tests of different dimensions of English proficiency, attitudes and motivation. All the subjects participating in the project have either Basque or Spanish (or both) as a first and/or second language and English as a third language but they have started to receive instruction in English at different ages. The results obtained so far indicate that older learners make more progress in the first stages of foreign language acquisition both regarding oral and written skills.

- Educational and sociolinguistic aspects of trilingualism. Research in these areas involves the use of minority languages,

majority languages and English as a language of international communication. Jasone Cenoz has worked on the analysis of different trilingual programs in Europe in collaboration with colleagues from the Fryske Akademy and the University of Vasa and is about to start a project in collaboration with her colleagues at the University of the Basque Country and the University of La Rioja to analyse the use of three different languages as languages of instruction in trilingual schools. She is also working on the multilingual linguistic landscape and the results obtained so far show the differences between the official language policy in the Basque Country and real language use. The comparison of these data to those of other contexts involving minority language will be the next step and there will be an opportunity to do that at the panel organized for the next conference on Third Language Acquisition and Trilingualism (http://www.spz.tu-darmstadt.de/projekt_L3/).

Other researchers participating in the panel are Kees de Bot, Durk Gorter, N.H. Itagy and Elana Shohamy.

PUBLICATIONS NEWS

As has already been announced in previous issues of *AILA News*, AILA has signed a contract with John Benjamins Publishing Company for the publication of the journal *AILA Review* and the book series *AILA Applied Linguistics Series*. AILA members are invited to submit proposals to be Guest Editors of a special issue of *AILA Review* or editors of a book for *AILA Applied Linguistics Series*.

AILA Review

All issues of *AILA Review* are guest-edited and thematically oriented. They include original unpublished contributions dealing with topics of relevance to the scope of Applied Linguistics. Proposals should include the following information: i) the title of the special issue; ii) the purpose of the special issue and its relevance; iii) the table of contents and iv) a proposed schedule. The *AILA Review* is a peer-review journal and all issues will be reviewed not only by the Guest Editor(s)

but also by official referees. The *AILA Review* will be distributed free of charge to every full member of AILA via the named representative of every AILA affiliate. The first *AILA Review* published by John Benjamins (vol 16) *Africa and Applied Linguistics* (eds. Sinfree Makoni & Ulrike H. Meinhof) will be distributed in May 2003.

AILA Applied Linguistics Series

This new series will include edited books and monographs on different areas of Applied Linguistics. Proposals for books for *AILA Applied Linguistics Series* should include the following information i) Proposed title of the book; ii) The purpose of the book; iii) Table of contents; iv) Intended readership and competing titles; v) Curriculum vitae of author(s)/editor(s); vi) Time schedule.

AILA Review / AILA Applied Linguistics Series Editorial Board

- Jasone Cenoz, University of the Basque Country
- Jean-Marc Dewaele, University of London
- Ulrike Hanna Meinhof, University of Southampton
- Kees de Bot, University of Groningen

Proposals for *AILA Review* and *AILA Applied Linguistics Series* should be sent by e-mail or postal mail to:

Prof. Jasone Cenoz, AILA Publications Coordinator, Dept of English and German Philology, University of the Basque Country, P.O. Box 2111 01006 Vitoria-Gasteiz, Spain
e-mail: fipceirj@vc.ehu.es

Looking forward to reading your proposals! – Jasone Cenoz (on behalf of the editorial board)

SCIENTIFIC COMMISSIONS

SC ON LEARNER AUTONOMY

The AILA Congress offered the opportunity once again for members of the Scientific Commission on Learner Autonomy in Language Learning to come

together and share their most recent research. The central focus of this opportunity was provided by the SC Symposium entitled ‘Relationships between Learner and Teacher Auto-nomy: Realities and Responses’, a theme which had been identified at the 1999 symposium in Tokyo.

Following an introduction by Bill Savage (freelance consultant, Thailand) and Terry Lamb (University of Sheffield, UK) describing the framework, aim and process of the symposium, three papers explored the concept of autonomy. The first, by Phil Benson from Hong Kong University, focused on teacher and learner notions of control, and this was followed by Turid Trebbi’s (University of Bergen, Norway) paper on consciousness-raising and its potential for increasing freedom from control. The final paper in this section was presented by H el ene Martinez from the University of Kassel, Germany, who described her study of student-teachers’ beliefs about autonomy.

Following questions and discussion of the first set of papers, the symposium continued with a series of papers focusing on ‘realities and responses’. The opening paper in this section, by Sara Cotterall and David Crabbe from Victoria University of Wellington, New Zealand, examined the realities of constraints on autonomy from learners’ perspectives as revealed in an interview-based study. This was followed by a paper by Sada Daoud (Al-Isra Private University, Amman, Jordan) which explored the potential of teacher-initiated action research for enhancing teacher autonomy and, in turn, learner autonomy. Richard Pemberton and Sarah Toogood then presented a paper (written in collaboration with two other colleagues from Hong Kong University of Science and Technology, Susanna Ho and Elza Tsang) describing the way in which collaborative work by teachers provided a practical way of ensuring that their self-access centre provided an environment conducive to teacher and learner autonomy. The final paper in the symposium, by Jonathan Shaw (Asian Institute of Technology, Bangkok) addressed a different form of

teacher collaboration, namely team-teaching, and its potential for empowering teachers to learn about student learning in an autonomous context. Following a wide-ranging and stimulating discussion, the symposium ended with a brief summary by Terry Lamb, in which he referred to the many manifestations of autonomy which had been described, and stressed the need to recognise that different contexts provide different types of constraints on autonomy, some internal, some external, some real and some perceived. The symposium had provided positive and practical examples of empowerment, in which teachers and learners had found ways of overcoming such constraints. He also highlighted some of the innovative approaches to researching autonomy which had been adopted by the presenters.

Consistent with the theme of autonomy, an innovative approach to symposium organisation was adopted for Singapore. Short versions of the papers had all been placed on the website in advance, and some electronic discussion had been encouraged by the authors (though unfortunately technical problems at the wrong moment limited the discussions). Authors then presented a brief summary of their papers in the symposium itself, but also provided questions for everyone to consider. These questions will be revisited in the near future through discussions on Auto-L. The intentions which lay behind this were that it would enable a wider population to take part in the symposium than those able to attend, and that it would allow for more time to spent discussing the relationships between learner and teacher autonomy.

Of course, many other excellent papers on the theme of learner autonomy were presented at the AILA conference, apart from those in the symposium. It is now the intention to publish two volumes of papers: one which will describe the history and content of the symposium itself, and another which will disseminate other conference papers on autonomy. Please visit the website which is now to be found at a new address: <http://lc.ust.hk/~ailasc/>
Terry Lamb, *University of Sheffield*

Business Meeting

About 30 members attended the 2002 Business Meeting of the AILA Scientific Commission (SC) on Learner Autonomy, which was chaired by Sara Cotterall and Bill Savage (co-convenors of the SC).

Apologies: Ana Maria Barcelos, Leni Dam (co-convenor of the SC), Anita Wenden

Present: Phil Benson, Sara Cotterall, David Crabbe, Sada Daoud, Adri Elsen, Edith Esch, Vera Fernandes, Bill La Ganza, Terry Lamb, Marie Linnet, Helene Martinez, Laura Miccoli, Tomoko Nakamura, Christine Nicolaidis, Christine O'Leary, Richard Pemberton, Anne Rasanen, Hayo Reinders, Zakia Sarwar, Bill Savage, Jonathan Shaw, Turid Trebbi, Kees van Esch, Peter Voller, Gong Wengao, Jean Young

1. Adoption of Revised Aims of the Scientific Commission

Sara Cotterall reminded the meeting that at the 1999 AILA SC Business Meeting in Tokyo, Naoko Aoki, Jonathan Shaw and David Crabbe had been asked to produce a revised statement of aims and objectives for the Scientific Commission in order to better reflect its broad, unchanging purpose. Members had been sent a copy of the revised statement of aims in March 2000 and invited to contact one of the SC convenors with suggested modifications. The revised aims and objectives of the Scientific Commission appear below:

Purpose

The AILA Scientific Commission on Learner Autonomy is established to advance understanding of the role of learner autonomy in successful language learning.

Aims

The aim of the Commission is to promote research and disseminate findings on:

1. the nature of learner autonomy

2. the conditions under which learner autonomy develops in individuals
3. processes by which teachers or advisors might encourage or enhance learner autonomy in specific learning contexts

Objectives

The objectives of the Commission are:

1. To maintain a database of its members and the research projects undertaken by them and other researchers
2. To maintain a website and a bibliography of material related to learner autonomy
3. To prepare an annual newsletter
4. To hold forums at the International Congress of AILA and at other appropriate times in which research is presented & discussed.

There was some discussion of the definition of the terms “autonomy” and “teacher autonomy” and the question was raised as to whether explicit reference should be made to “teacher autonomy” in the statement of aims. Bill Savage pointed out that while teacher autonomy had been the focus of the 2002 Symposium, it was not the main focus of the Scientific Commission. The meeting then formally endorsed the revised aims and objectives.

2. Election of New Convenors

Sara Cotterall presented the background to the election of the new convenors, reminding those present that two of the three current co-convenors – Leni Dam and herself – were completing their second term, and the third – Bill Savage – was no longer available. Three nominations for new convenors had been received: Ana Maria Barcelos, Terry Lamb and Richard Pemberton. SC members had subsequently been invited to submit electronic or secret ballot postal votes for their two preferred candidates during the second half of 2002. (Ana Maria Barcelos was unable to attend AILA 2002, but Terry and Richard were

present.) Sara reported that a number of electronic and postal votes had been received. The postal votes had been opened and counted by Bill and Sara earlier in the week and added to the electronic votes.

Those present were reminded of the responsibilities of the convenors. In the past, these have included:

- Maintaining the membership database
- Producing an annual newsletter
- Organizing the symposium for the AILA Congress (not always a convenor responsibility)
- Liaising with the AILA executive
- Maintaining the SC website
- Programming for AUTO-L
- Arranging for the publication of the Symposium papers (not always a convenor responsibility)
- Maintaining the LAPI

It was pointed out that not all these tasks are necessarily the responsibility of the convenors. Convenors are free to invite other members to take on these tasks, thus enhancing SC membership involvement.

Peter Voller proposed that all three candidates be elected as convenors. Bill Savage confirmed that it was acceptable to have three rather than two convenors, even though there had been only two convenors (1993-1999) until the current slate (Bill, Leni and Sara). Edith Esch commented that in her experience it was more practical to have three convenors than two, particularly to help share the responsibilities if one convenor was obliged to drop out. Jonathan Shaw then seconded the proposal and the motion was passed unanimously. Bill Savage announced that all three candidates had been elected as the new SC convenors for the period 2002-2005, and invited Terry Lamb T.Lamb@sheffield.ac.uk and Richard Pemberton (lcrpem@ust.hk) back into the room where they were greeted by a round of applause. Sara Cotterall undertook to inform Ana Maria Barcelos barcelosam@hotmail.com of the good news.

3. Publication of Symposium Papers

Terry Lamb reported that he was confident of being able to publish the Symposium papers, and indicated that he and Bill Savage as the symposium organisers were happy to assume responsibility for this.

4. Collaborative Research

Terry Lamb spoke of his commitment to collaborative research and suggested a number of means by which it could be encouraged. In the discussion that followed, a number of ideas were proposed. These included reactivating the LAPI (Learner Autonomy Project Inventory), using AUTO-L to share information on research funding opportunities, publishing research from PhD dissertations on learner autonomy and identifying sources of research funding that are supportive of collaborative ventures. Christine Nicolaidis then inquired whether it might be possible for all AILA Congress papers related to learner autonomy to appear together somewhere, recognising that a number of papers on learner autonomy had been presented elsewhere at the AILA Congress. Bill Savage responded positively by saying that in their role as symposium organisers, he and Terry Lamb had been involved in selecting AILA congress papers on the topic of learner autonomy, and were therefore committed to being inclusive of any papers on learner autonomy in forthcoming publications or as postings on the Scientific Commission website.

5. Other SC Activities

Members of the Scientific Commission were encouraged to maintain the profile of the SC in years where there was no AILA Congress, by participating in regional conferences and making reference to the existence of the SC. Two 2003 conferences were brought to the attention of those present. These include the Language Centre conference at the Hong Kong University of Science and Technology June 24-28, 2003 (see <http://lc.ust.hk/~centre/lcconf.html> for more information), and the Independent Language Learning conference to be held in Melbourne September 13-14, 2003 (see <http://www.independentlearning.org/> for information).

6. Other Business

It was suggested that other organisations, such as HASALD (Hong Kong Association of Self Access Learning Development) might wish to become affiliated with the SC to their mutual benefit.

Thanks were expressed to the outgoing convenors, Sara Cotterall, Leni Dam, and Bill Savage, for their energy and commitment over the years. The new convenors hope to build on the very firm foundations of the SC by encouraging a more collaborative research community, though the development of projects and regional conferences.

SC ON LANGUAGE FOR SPECIAL PURPOSES

New publications:

Porta Scientiae I-II, ed. by Koskela/Laurén/Nordman/Pilke. A selection of papers from the 13th European Symposium on LSP (August 2001). 822 pp. Vaasa University, Finland. When ordered by e-mail 17 euros per volume + tax and postage.

E-mail address: Tarja.Salo@uwasa.fi

SC FOR LANGUAGE AND ECOLOGY

The papers from two conferences organized by members of the SC for language and ecology have just been published under the title *Colourful Green Ideas - papers from the conference 30 years of language and ecology* (Graz, 2000) and the *symposium Sprache und Ökologie* (Passau, 2001). Editors of the volume are Alwin Fill, Hermine Penz and Wilhelm Trampe, the publisher is Peter Lang (Bern, Frankfurt etc.).

The workshop of the SC at AILA '02 in Singapore was successfully organized by Andrew Goatly (Hong Kong) and George Jacobs (Singapore).

In September, 2003, language and ecology will again be represented at the German GAL conference in Tübingen. The overall topic of the conference is *Sprache(n) in der Wissensgesellschaft*, and the topic of the workshop on language and ecology will be what effect the development of a

"global information society" has on ecological competence and what role language and language teaching may play in this. Anyone interested in giving a paper is welcome to send an abstract (in English or German) to Alwin Fill (fill@kfunigraz.ac.at).

SC ON FORENSIC LINGUISTICS

The AILA Scientific Commission on Forensic Linguistics held its first meeting at AILA 2002 in Singapore. John Gibbons gave a brief introduction to the field, and three papers were presented. Unfortunately Prof Malcolm Coulthard was unable to attend, but there were papers by Rod Gardner on linguistic evidence, by Phil Hall on police language, and by John Gibbons on courtroom cross-examination. (See abstracts that follow).

The networking role of Scientific Commissions is, in the case of Forensic Linguistics, already handled by the International Association of Forensic Linguists, so there is no real need to duplicate this activity. However, the notion of a continuing 'slot' at AILA conferences for the area was supported by those who attended.

Concerning publication, John Gibbons has just published *Forensic Linguistics - an Introduction to Language in the Justice System* with Blackwell.

Philip Hall, Macquarie University
Interactional constraints on suspects in the interrogation room.

While interrogative practices oriented to the retrieval from suspects of the specific types of information considered constitutive of confession are easily recognisable as characteristic of police questioning, there are other interactional practices whose links to the function of the interview are less readily apparent, but that nonetheless have the capacity to influence the course of the interview with potentially significant consequences for the interviewee / suspect. This paper will examine several examples of failed attempts by

suspects to invoke legal rights, and will ask whether interviewers' attempts at "rapport building" practices contributed to the failure of these attempts by establishing a relationship between the interview participants in which suspects were constrained from unequivocal invocation of their rights by adherence to interactional norms.

Rod Gardner, Univ. of New South Wales
Conversation Analysis and Forensic Linguistics

Conversation Analysis in the Ethnomethodological tradition (CA) has been used little in forensic linguistics, though it has the potential to make a significant contribution. It has, however, been used in Australia to analyse features of spoken interaction in legal settings, such as police interviews with suspects or courtroom examinations. CA can be used in combination with other fields, such as Second Language Acquisition and Language Testing, particularly to illustrate the level of language ability of a non-native speaker of English. Micro-analysis of interviews and examinations has helped show how speakers struggle, and sometimes fail, to understand what is going on. In this talk, some examples will be shown of police interviews, in which CA was used successfully to present evidence of non-understanding by non-native speakers in courts of law.

John Gibbons, University of Sydney
Language and Power in the Courtroom

The legal system is arguably the most powerful institution in societies subject to 'the rule of law'. This power is ceded to the legal system of necessity in order to maintain an orderly society. In the context of the courtroom there is an evident power hierarchy, with the judge at its peak, then lawyers, then courtroom officials, with the witnesses and accused having very little control of events. This paper will show how these power structures are manifested through language, and how they are exploited by lawyers during examination of witnesses to create a particular version of events, sometimes in contradiction of

the version that the witness wishes to present. It will examine in detail the strategies that lawyers use, and the use of a range of question types to control both the witness, and what the witness says.

AILA 2005

The future is now. All that we can conceive of the future is now so that tomorrow is really today. Frank Lloyd Wright

The 14th World Congress of Applied Linguistics Hosted by the American Association for Applied Linguistics.
July 24-29, 2005
Madison, Wisconsin USA

CONFERENCE PROFILE

Presentations at the World Congress will bring together applied linguists from diverse communities and from varied intellectual traditions to explore the future. The theme of the conference is “The Future is Now” – a future where language is a means to express ideas that were unthinkable, to cross boundaries that seemed to be unbridgeable, and to share our local realities with people who live continents away.

For the first time the World Congress of Applied Linguistics will be held in the United States. The American Association for Applied Linguistics invites colleagues, students, and friends from all over the world to participate in AILA 2005 in Madison, Wisconsin – a city in the American heartland that has been called “the best place to live in America.” Madison is built around four lakes and the conference sites are located on two of them. Monona Terrace is the conference center designed by Frank Lloyd Wright on Lake Monona, and The Pyle Center on Lake Mendota is the state-of-the-art distance education and conference center of the University of Wisconsin.

AAAL invites you to Madison in 2005. We promise you intellectual excitement and warm Midwestern hospitality in a relaxed and beautiful setting. Monona Terrace Community and Conference Center – designed by Frank Lloyd Wright

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General Information: Robert Ranieri•American Association for Applied Linguistics•3416 Primm Lane •Birmingham, Alabama 35216 USA• Email: robert@primemanagement.net •Phone: 1 (205) 824-7700

For the latest information, check the AILA 2005 Website
[http:// www.aila2005.org](http://www.aila2005.org)

«L’avenir, c’est maintenant. Tout ce que nous pouvons concevoir de l’avenir est déjà là, si bien que demain est en réalité aujourd’hui.» Frank Lloyd Wright

Le 14ème Congrès Mondial de Linguistique Appliquée Organisé par l’Association Américaine de Linguistique Appliquée
Se tiendra Du 24 au 29 juillet 2005
A Madison, Wisconsin, USA

LE CONGRES

Les séances du Congrès Mondial rassembleront des linguistes appliqués de diverses communautés et de diverses traditions intellectuelles qui s’attacheront à explorer l’avenir. Le thème du congrès est «L’avenir, c’est maintenant» – un avenir dans lequel le langage servira à exprimer des idées jusque là impensables, à traverser des frontières qui semblaient étanches, et à faire partager nos réalités locales à des gens vivant à l’autre bout du monde.

Ce sera la première fois que le Congrès Mondial de Linguistique Appliquée se tiendra aux USA. L’Association Américaine de Linguistique Appliquée invite collègues, étudiants et amis du

monde entier à participer à AILA 2005 à Madison, Wisconsin - une cité du cœur des Etats-Unis qui a reçu le titre de «meilleur endroit pour vivre en Amérique.» Madison est construite autour de quatre lacs et les locaux du congrès se trouvent au bord de deux d'entre eux. Monona Terrace est le centre de congrès dessiné par Frank Lloyd Wright au bord du Lac Monona, et Pyle Center, sur le Lac Mendota, est le centre ultra-moderne d'enseignement à distance et de conférences de l'Université du Wisconsin.

L'AILA vous invite à Madison en 2005. Nous vous promettons des activités d'une haute tenue intellectuelle et la chaude hospitalité du Midwest dans un cadre splendide et détendu. Monona Terrace Community and Conference Center - dessiné par Frank Lloyd Wright

CONTACTS

Programme: Richard F. Young • AILA 2005 • Department of English • University of Wisconsin • 600 North Park Street • Madison, Wisconsin 53706 USA • Email: rfyoun@wisc.edu • Phone: 1 (608) 263-2679

Inscription: Maureen Sundell • AILA 2005 • The Pyle Center • 702 Langdon Street • Madison, Wisconsin 53706 USA • Email: sundell@ecc.uwex.edu • Phone: 1 (608) 262-5514

Renseignements généraux: Robert Ranieri • American Association for Applied Linguistics • 3416 Primm Lane • Birmingham, Alabama 35216 USA • Email: robert@primemanagement.net • Phone: 1 (205) 824-7700

Pour avoir des renseignements à jour, rendez-vous sur le site d'AILA 2005
<http://www.aila2005.org>

AILA 2008

The German Association of Applied Linguistics (GAL e.V.) is proud to host the AILA World Congress 2008 in Germany. The GAL-Executive is grateful to the AILA Executive for accepting its bid at the AILA 2002 conference in Singapore. A steering committee has already been set

up to coordinate the necessary steps to prepare for a successful congress in 2008. The steering committee consists of key members of the GAL Executive, and its activities are being coordinated by Prof. Ruschoff from The University of Duisburg-Essen.

As far as the conference theme is concerned, it is only natural that an AILA World congress in Europe should focus on aspects of multilingual matters and the linguistic richness of this continent. The European Union and the Council of Europe have a clearly defined policy to preserve Europe as a multilingual and multicultural region. Because of the expansion of the European Union in the coming years, multilingualism and the challenges and opportunities connected with it will be a very topical theme in 2008, thus attracting a lot of attention and promising to be a great stimulus for academic debate. Consequently, the GAL-Executive and the AGM chose *Multilingualism: Challenges and Opportunities* as the theme for the 2008 congress.

It is felt that Germany with its growing migrant community, and the Ruhr Area as a region which managed to form a very special community from multicultural and multilingual roots during the first industrial revolution are particularly well suited to host a conference on this topic.

A website for AILA 2008 has been set up. Understandably, this site is still under construction, but initial information about the conference, its venue, and other aspects are available at www.aila2008.org or www.aila2008.de. Please bookmark this site for continuous updates on the preparations for AILA 2008.

NEWS FROM AFFILIATES AND OTHER ASSOCIATIONS

ASOCIACIÓN MEXICANA DE LINGÜÍSTICA APLICADA

LIBROS:

1.- Ma. Eugenia Herrera Lima. *Nexos adverbiales en las hablas culta y popular*

de la Ciudad de México, México, Instituto de Investigaciones Filológicas, UNAM, 2003, 220 págs.

Este trabajo muestra los principales resultados cuantitativos y cualitativos del estudio relativo a la descripción del comportamiento sintáctico de los nexos adverbiales en las hablas culta y popular de la ciudad de México. Se inscribe en el marco del magno "Proyecto de Estudio Coordinado de la Norma Lingüística Culta de la principales Ciudades de Iberoamérica y de la Península Ibérica", uno de cuyos objetivos finales es efectuar los estudios comparativos entre las diferentes normas que integran el proyecto; estudios que, fieles a su concepción filológica, no se limitan a mostrar datos cuantitativos en una perspectiva sincrónica sino que se apoyan en la diacronía de los hechos lingüísticos estudiados.

Estos trabajos pretenden contribuir, en alguna medida, a lograr un mejor conocimiento de nuestra realidad lingüística.

2.- Cecilia Rojas Nieto y Lourdes de León Pasquel. Coordinadoras. (2002). *La adquisición de la lengua materna. Español, lenguas mayas, euskera*. México: CIESAS-UNAM.

El asombro que causa la celeridad con que los niños aprenden a comunicarse y la impresionante capacidad lingüística que muy pronto manifiestan ha despertado desde siempre la atención. A pesar de las múltiples reflexiones que encontramos a través de los siglos sobre el aprendizaje del lenguaje, no es sino hasta décadas recientes que su estudio se ha constituido como campo de investigación sistemática. En México, un grupo de investigadores se dedican a estudiar el proceso de adquisición del español y de diversas lenguas indígenas, y se enfrenta al problema de la adquisición bilingüe.

Este texto ofrece un panorama muy iluminador de diversas facetas de esta empresa y acerca al lector al fascinante y complejo universo de la adquisición de lo que Darwin llamó la suave música de la especie.

ACTIVIDADES ACADÉMICAS

1.- Jornadas Filológicas 2003. Octubre de 2003. Instituto de Investigaciones Filológicas, Universidad Nacional Autónoma de México, México, D.F.

Mayores informes a partir de julio: aleva@servidor.unam.mx

Alejandra Viguera Ávila

Tel. 56 22 74 85, 56 22 74 91

2.- 11º Encuentro Nacional De Profesores De Lenguas Extranjeras: "Las Lenguas Extranjeras En Un Mundo Cambiante"

Centro De Enseñanza De Lenguas Extranjeras

UNAM

18, 19 y 20 de agosto de 2003

INFORMES

Centro De Enseñanza De Lenguas Extranjeras, UNAM, Coyoacán 04510, México, D.F. Apdo. Postal 70-442

Teléfonos: 5622 0680, 5622 0688

Fax: (52) (55) 5550 3008.

Correo electrónico:

encuentr@correo.unam.mx

3.- Primer Simposio Sobre Política Del Lenguaje: "Política Del Lenguaje En El Siglo Xxi" Universidad Nacional Autónoma de México (UNAM)

Coordinación de Humanidades, Centro de Enseñanza de Lenguas Extranjeras

el Departamento de Lingüística Aplicada del CELE

7 y 8 de abril de 2003, México, D.F.

Sede: Centro de Enseñanza de Lenguas Extranjeras, UNAM.

4.- VII Congreso Nacional De Lingüística Del 23 al 26 de septiembre de 2003 en Guadalajara, Jalisco, México

Departamento de Estudios de Lenguas Indígenas, Universidad de Guadalajara

A.P. 1-1379, 44101 Guadalajara, Jal.

Tel/fax: (01-33) 36 16 80 62

lindigen@cencar.udg.mx

Dr. José Luis Iturrioz Leza

Jefe del D.E.L.I.

Asociación Mexicana de Lingüística Aplicada

Apartado Postal 22-800 Tlalpan, 14000 México, D.F.,

Dra. Elizabeth Luna Traill, Presidenta de la AMLA traill@servidor.unam.mx

INFORMATIONS CONCERNANT
L'ASSOCIATION SUISSE DE
LINGUISTIQUE APPLIQUÉE
(VALS/ASLA)

1. Manifestations à venir

- 3 octobre 2003, Zurich : Journée d'étude de l'Association : Namen in Kontexten / Les noms en contexte

- 16 – 18 septembre 2004, Neuchâtel : Colloque de l'Association : Les enjeux sociaux de la linguistique

Voir informations sur le site
www.romsem.unibas.ch/vals-asla/

- Colloque international « Contacts de langues et minorisation. Aspects sociolinguistiques et ethnolinguistiques », 3 – 5 septembre 2003, Bramois (Valais, Suisse) (informations sur le site : www.iukb.ch/francais/itd/coll2.html)

Publications du *Bulletin suisse de linguistique appliquée*

- **N° 75 : 75 numéros du Bulletin suisse de linguistique appliquée (1966-2002) (Marinette Matthey, éd., été 2002)**

Marinette MATTHEY : Le Bulletin suisse de linguistique appliquée: 35 ans, 74 numéros, 1209 contributions. Quelle évolution?

Liste des numéros thématiques du Bulletin de 1974 à 2002

Liste des articles VALS-ASLA, 1966-2002

Coup D'œil Sur Quarante Ans De Linguistique Appliquée Au Fil Du Bulletin. Conversation Avec Eddy Roulet, Rédacteur De 1967 À 1977

Bernard PY : Quelques remarques autour de l'histoire du Bulletin

Jean-François DE PIETRO : La linguistique appliquée, après 75 numéros

Comptes-rendus

Fix, Ulla, Poethe, Hannelore & Yos, Gabriele (2001). *Textlinguistik und Stilistik für Einsteiger. Ein Lehr- und Arbeitsbuch*. Unter Mitarbeit von Ruth Geier. Frankfurt am Main: Peter Lang, 236 S. - Giacomi Alain, Stoffel Henriette & Véronique Daniel (éd.) (2000). *Appropriation du français par des*

Marocains arabophones à Marseille. Aix en Provence: Publications de l'Université de Provence- - Bilger, Mireille (Hrsg.) (2000). *Corpus. Méthodologie et applications linguistiques*. Paris: Champion (380 p.). - Lopez Alonso, Cavadonga & Séré, Arlette (2001). *La lectura en lengua extranjera. El caso de las lenguas romanicas*. Hamburg: Buske (254 p.). - Métrich, R., Faucher, E. & Courdier, G., *Les Invariables difficiles, Dictionnaire allemand-français des particules, connecteurs, interjections et autres "mots de la communication"*. Nancy, Association des Nouveaux Cahiers d'allemand. Tome 1, 320 p. (1993²), tome 2, 373 p. (1995), tome 3, 405 p. (1998), tome 4, 388 p. (2002)

- **N° 76 : Biografie linguistische / Biographies langagières / Biografias linguisticas / Sprachbiografien (Kirsten Adamzik & Eva Roos, Hg., hiver 2002)**

Kirsten ADAMZIK & Eva ROOS:

Einleitung

Doris TOPHINKE: Lebensgeschichte und Sprache. Zum Konzept der

Sprachbiografie aus linguistischer Sicht

Rita FRANCESCHINI: Sprachbiographien:

Erzählungen über Mehrsprachigkeit und deren Erkenntnisinteresse für die

Spracherwerbsforschung und die

Neurobiologie der Mehrsprachigkeit

Christine DEPRez : La langue comme

“épreuve” dans les récits de migration

Iwar WERLEN: Sprachbiographien – Wie

italienische Migrantinnen und Migranten

der zweiten Generation in der deutschen

Schweiz ihr Sprachleben sehen

Christiane PERREGAUX (Auto)biographies

langagières en formation et à l'école: pour

une autre compréhension du rapport aux

langues

Muriel MOLINIÉ : Discontinuité

sociolinguistique et cohérence

biographique

Nicolas PÉPIN: L'entretien directif comme

lieu de représentation du monde.

Mobilisation de ressources biographiques

et conversationalisation

Sarah-Jane CONRAD: Wege zum

Bilinguisme en chemin

Anne-Rosine DELBART : Etre bilingue et écrivain français: les motivations du choix d'une langue d'écriture

Claudine BROHY: Raconte-moi tes langues... Les biographies langagières en tant qu'outils d'enseignement et de recherche

Hans-Jürgen KRUMM: "Französisch in den Beinen ... um in die Ferne zu gehen" – Sprachenporträts – ein Zugang zu Sprachbiographien

Jean RACINE : 18 biographies langagières / Sprachbiographien. Année européenne des langues 2001

Extraits de textes littéraires : Nancy Huston, *Il y a bilingues et bilingues: les vrais et les faux* - Luigi Meneghello, *La lingua aveva strati sovrapposti: era tutto un intarsio* - Norbert Ndong, "Jede Sprache verkörperte auch ein anderes Leben" - Irena Brezna, "Ich ernähre einen zweiköpfigen Drachen" - Driss Chraïbi, *Le monde des Européens, à commencer par leur langage, était l'inverse du nôtre* - Ursicin G. G. Derungs, *Lust e laid ded esser Romontschs* - Ursicin G. G. Derungs, *Sprachbiographisches* - Elias Canetti, "... eine spät und unter wahrhaftigen Schmerzen eingepflanzte Muttersprache" - Amadou Hampâté Bâ, *Amkoullel, Le langage en action* - Amélie Plume, *Bonjour, salut, Gruenzi, ciao, ça va?* - Peter Bichsel, "Ich bin ein Opfer des Französischunterrichts" - Ulla Hahn, "Ich nahm die Wörter in den Mund wie Gegenstände".

Compte-rendus d'ouvrages

Watts, Richard & Murray, Heather (éds) (2000): *Die fünfte Landessprache? Englisch in der Schweiz*. (Publication de la Commission Académique de l'Université de Berne). Zürich: vdf, Hochschulverlag an der ETH. - Boyer, Henri & Lagarde, Christian (dir.) (2002): *L'Espagne et ses langues. Un modèle écolinguistique?* Paris: L'Harmattan.

Compte-rendus de colloques

Jean-François DE PIETRO & Marinette MATTHEY : Compte rendu du colloque et du forum de clôture du projet EVLANG (Socrates/Lingua): *Les démarches d'éveil aux langues à l'école primaire: éduquer à la diversité et par la diversité*. - Alexandre DUCHÊNE & Raphaël MAÎTRE : Compte-rendu du colloque "L'Ecologie des

langues", organisé par le Centre de Linguistique Appliquée de l'Université de Moncton (Canada).

- **Sonderheft : Mehrsprachigkeit und Deutschunterricht. Thesen, Beiträge und Berichte aus der Sektionsarbeit an der XII. Internationalen Tagung der Deutschlehrerinnen und Deutschlehrer IDT-2001 in Luzern (Günther Schneider & Monika Clalüna, Hg., Herbst 2002)**

Monika CLALÜNA & Günther SCHNEIDER: Vorwort

- I. Wege zur Mehrsprachigkeit:
Sprachenpolitische und wissenschaftliche Positionen und Projekte
Sprachenpolitische Resolution der XII. Internationalen Tagung der Deutschlehrerinnen und Deutschlehrer
- II. Mehrsprachigkeit im Deutschunterricht
- III. Sprachenübergreifende Mittel.

VAKKI

VAKKI is The Research Group for LSP, Theory of Translation and Multilingualism of the University of Vaasa, Finland.

Publications: VAKKI-proceedings from a series of annual Scandinavian/European conferences on LSP and Translation. Price 8 euros + 8,80 euros postage. Questions and orders: vakki@uwasa.fi

Invitation: to the 24th VAKKI-symposium on LSP, translation and multilingualism to be held at Vaasa University, Finland, February 7 to 8, 2004. Questions and preliminary registration: vakki@uwasa.fi. For more information: <http://www.uwasa.fi/hut/vakki/>

CONFERENCE CALLS

30TH INTERNATIONAL LAUD
SYMPOSIUM
APRIL 19 – 22, 2004
UNIVERSITY OF KOBLENZ-LANDAU
LANDAU, GERMANY
EMPOWERMENT THROUGH
LANGUAGE

Main Plenary Speaker

Joshua Fishman

Yeshiva University, New York
Stanford University, CA

Topic

What Exactly is Power in Sociolinguistics?

Other plenary speakers:

Neville Alexander

(University of Cape Town, South Africa)

Herman Batibo

(University of Gaborone, Botswana)

Michael Clyne

(University of Melbourne, Australia)

John Edwards (St. Francis

Xavier University, Antigonish, Canada)

Ali Mazrui

(State University of New York, USA)

Bernard Spolsky

(Bar-Ilan University, Tel Aviv, Israel)

Guadalupe Valdés

(Stanford University, USA)

Albert Weideman

(University of Pretoria, South Africa)

Masses of people in the world are powerless because of language.

Can language also become an instrument for the empowerment of those masses? And if so, how?

The symposium intends to discuss the **(A) sociolinguistic** situation of large communities that are marginalised as a result of language, the **(B) socio-political** factors perpetuating their exclusion from access to knowledge and skills, the **(C) pedagogical** constraints under which teachers work in the school systems imposed on them, and the **(D) didactic** strategies that could reverse this process of individual and collective minorization.

(A) Millions of children on all continents do not get instruction in their first language. Thus there is a dramatic **sociolinguistic** discontinuity between their pre-school cognitive categories and the more abstract re-categorisation which the primary school normally effectuates. The discontinuity follows from the clash between the intuitive categories children

have built up via their mother tongue and those of the foreign language they are supposed to use both in rethinking the intuitive categories built up from their experiences of the world, and in transforming these into a network of more abstract cognitive relations. This situation occurs with many, if not most, children of immigrants in Europe, with Latinos in the U.S.A., with most children learning via exocentric languages in Africa, with native Americans on the American continent or Aborigines in Australia, and with many similar victims of Western expansion all over the world.

(B) For the purposes of the symposium, we will focus on how the challenge of empowering people through language normally comes to a head in instructional arrangements. It is at this **socio-political** juncture that the demands of, *inter alia*, parents and officialdom force themselves upon those teachers and language instructors who are, in turn, expected to make good the expectations of parents and the body politic. Often, those who have political power impose an inefficient language policy, which creates among parents the false image that the exocentric language, be it English or French, is the lever for upward social mobility for their children. Apparently, teachers and language instructors themselves may have very little control over a number of conditions that have created barriers for their learners before they even arrive in their classes.

(C) One may look from several different angles at the **pedagogical** problems that teachers and learners face when they are expected to teach and learn in another language in such a context. The first parameter is that teachers have to act against the wishes of parents who, even if there is a choice, prefer a high status language (such as English) for their children to learn than a low status language (often the first language of their children). Secondly, especially in higher grades, language teachers reap the doubtful rewards of learners who have become enliterated in less than ideal ways. Thirdly, given the lack of suitable and

appropriate reading materials complementing classroom learning, and, fourthly, given organisational arrangements that further obstruct language learning, one indeed has a recipe for low levels of language proficiency among learners. As regards the latter, scholars have over the last decade begun to indicate that there are discourse practices at institutions of learning that socially construct illiteracy.

(D) Seen from a **didactic** point of view, how can and do teachers respond to these challenges? The symposium cannot solve institutional problems, but it can try to make a scientifically sound diagnosis of the problems, and hopefully suggest remedies and ways of creating conditions that are conducive to learning. It can also try to see what the actors who are most likely to contribute to empowerment can do. These are not the parents or government officials, but the insiders, that is, both learners and teachers. Only they can bring about changes within what is often a negative framework and a set of conditions that is detrimental to learning and teaching.

Where do teachers turn for solutions? Post-modernist critiques of methods have played an important part in making many language teachers cynical about the effectiveness of selecting one method instead of another. Within that component of applied linguistics that concerns itself with language teaching, many are suggesting that it is probably more useful to look at the strategies that language learners employ, and even to teach good strategies consciously. There is indeed a new wave of consciousness training or awareness raising. It might well be that our own teaching strategies are at odds with learners' beliefs about language learning, and teachers have to deal with that as well. Finally, there is a renewed interest in the beliefs that teachers themselves hold with respect to language learning, beliefs that are expressed in their own teaching style. The symposium will therefore also concern itself with some of the latest developments in how teachers meet the challenges of teaching language to those learning languages or of teaching

via languages other than their own first language.

Papers that contribute to one of these themes are invited:

Initial applications and submissions should reach the organisers before **May 1, 2003**, in the form of an **abstract** of about 500 words, and when accepted, a **first draft version** should be submitted by **November 1, 2003**, which will be anonymously reviewed and, if accepted, pre-published by LAUD and distributed to all participants before April 2004.

Please state for which of the 4 sections of the symposium your contribution is intended:

- A. **Sociolinguistic** aspects: language and thought; 1st, 2nd and foreign languages.
- B. **Sociopolitical** frame: attitudes, language policies, linguistic imperialism.
- C. **Pedagogical** problems: status, literacy level, materials, demotivating context
- D. **Didactic** solutions: strategies, styles and methods in learning and teaching, conscious learning, awareness raising in learners and teachers.

Please send an email version of your abstract to the attention of:

Martin Pütz

Puetz@uni-landau.de

with copies to

Holger Schmitt

schmitt@uni-landau.de

and

René Dirven

Rene.Dirven@pandora.be

INDEPENDENT LANGUAGE
LEARNING: NEW RESEARCH
DIRECTIONS

Department of Languages, The Open
University UK 4th-5th December 2003.

This conference will focus on new research into independent language learning, concentrating particularly on:

*Distance language learning

*Computer-Mediated Communication

- *Internet applications in language learning
- *Learner strategies and strategy training
- *Intercultural issues in language learning, including online
- *Assessment and feedback
- *E-literacy
- *Materials and curriculum design

Other aspects of independent learning such as learner advising, non-specialist learners or study abroad are by no means excluded.

PLENARY SPEAKERS include:

- *Andrew Cohen,
University of Minnesota, USA
- *Mike Levy,
Griffith University, Queensland, Australia
- *David Little,
Trinity College Dublin, Ireland
- *Cynthia White,
Massey University, Palmerston North, NZ

We invite abstracts of no more than 400 words for INDIVIDUAL PAPERS, which are 20 minutes long with an additional 10 minutes for discussion. They should be submitted by 28th April 2003.

To submit your abstract online, please point your browser to: <http://dol-conf.open.ac.uk>.

Alternatively, please submit your abstract in the body of an email - attachments are NOT acceptable - to arrive by 28th April 2003. Emails should be entitled: "DoL-Conference: abstract submission" and sent to: Dol-conference@open.ac.uk. Please make sure that you include: your name, address, institution, conference theme(s), title of your paper, name of co-author/s.

All submissions will be acknowledged and authors of accepted abstracts will be notified by 30th May 2003.

The language of the conference is English. It is anticipated that selected papers from the conference will be published. Details of registration will be posted on the conference website at <http://dol-conf.open.ac.uk>.

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

THE THIRD INTERNATIONAL CONTRASTIVE LINGUISTICS CONFERENCE

We are pleased to announce that the Third International Contrastive Linguistics Conference (ICLC-3) will be held from Tues. 23rd to Fri. 26th September 2003, in the Philology Faculty of Santiago University, Spain. - As in our previous conferences, papers of a contrastive nature are welcome, particularly in the following subject areas:

Linguistic Description (grammar, lexicosemantics, phonetics, phonology, etc), Discourse Analysis, Pragmatics, Rhetoric, Translation Studies, Cross-Cultural Studies, Second Language Acquisition, and Languages for Specific Purposes. -

Papers will have a maximum duration of 20 minutes (2500 words). To ensure maximum intelligibility among the audience, they should be presented preferably in either English or Spanish (Castilian), but they may if necessary be presented in French, German or Galician. - If you wish to take part, please send us an abstract before 1st February 2003.

The following should be noted:
- A participant can only present one paper, except that a maximum of two may be presented, provided both are co-authored.
- The maximum number of named authors/participants per paper will be three. - Please let us emphasize the following:

In order to be accepted, abstracts MUST be written, presented and sent EXACTLY as indicated below.

Section 1: Full name (including academic title or other style of address) of author or authors (Some correspondence might be addressed only to the first named)

Section 2: E-mail address, followed by postal address(es)

* Please make quite sure that both of these items are given fully and correctly!

Section 3: University or other institution, and affiliation(s) (state whether professor, lecturer, other researcher, or doctoral student).

Section 4: Research Area: please indicate which one (or more) of the above subject-area labels best applies to your paper

Section 5: Title of paper

Section 6: Abstract. This must be single-spaced, not more than 10 lines long, and in the language in which the paper will be presented. (Do not include bibliography.)

- Each 'section' will begin a new line.
- Abstracts MUST be sent by e-mail, as Word attachments, to: iaarolli@usc.es
- Under "subject", only write "abstract".
- Please name the attachment as follows: ICLC-3 plus your full name.
- The Conference fee will be 90 euros, to be paid before 31st March 2003.
- If paid between 1st April and the week of the Conference, it will be 115 euros.
- The fee is due from each named author.
- For undergraduate students, the fee will be 30 euros, to be paid any time before the Conference.
- After a blind refereeing process, those papers that fulfil the requirements of presentation, originality and scientific rigour will be selected for publication by the Selection Committee.
- We regret that a further fee of 30 euros will have to be charged for each paper accepted for publication (whether co-authored or not), as a contribution towards publication and postage costs.

We look forward to your participation. Kind regards from The Organising Committee. Contact details: University tel. no.: +34 981 57 53 40 <http://www.usc.es/ia303/benvidag.htm>

25TH LANGUAGE TESTING RESEARCH COLLOQUIUM (LTRC)

The 25th Language Testing Research Colloquium (LTRC) will be held at the University of Reading, U.K. from July 22-25. For more information, please visit <http://www.rdg.ac.uk/AcaDepts/ll/teru/ltrc2003>

For information about the International Language Testing Association (ILTA) and how to join, please visit <http://www.dundee.ac.uk/languagestudies/ltest/ilta/ilta.htm>

or contact the ILTA secretary, Vivien Berry at vberry@hkucc.hku.hk or the Treasurer, Janna Fox at jfox@ccc.carleton.ca

GAL-JAHRESTAGUNG 2003

The German Association of Applied Linguistics (GAL e.V.) will hold its annual conference in Tübingen (Germany) from September 25-27. The conference language is German.

The theme of this year's conference focuses on "Language(s) in the Knowledge Society". Keynote speakers include Prof. Nigel Reeves of Aston University, Birmingham (UK) and Prof. Barbara Seidlhofer of Vienna University (Austria). Following the opening on Thursday morning, presentations and discussions concerning a wide range of aspects of the conference theme will take place in six specially selected thematic sections. Deliberations in the regular sections of GAL will commence on Friday, while the Saturday is dedicated to workshops and special interest groups.

Further information (in German) is available from the GAL-homepage at www.gal-ev.de or directly via http://www.gal-ev.de/jahrestagungen/jahrestag_2003_work/gal_jahrestag03.htm

13TH CONFERENCE OF THE GREEK APPLIED LINGUISTICS ASSOCIATION

Theme: "New Directions in Applied Linguistics"

Location: Thessaloniki, Greece

Date: 11-Dec-2003 - 14-Dec-2003

Call Deadline: 31-Mar-2003

Web Site: <http://www.enl.auth.gr/gala>

Contact Person: Angeliki Psaltou-Joycey

Email: gala-auth@enl.auth.gr

THEMATIC AREAS: Language Teaching and Learning, Sociolinguistics, Contrastive Linguistics, Semantics, Pragmatics, Translation, Language of the Media and of Advertising, New Technologies in Education, First and Second Language Acquisition, Discourse

Analysis, Conversation Analysis, New Methodological Approaches, Assessment and Evaluation, Distance Learning, Intercultural Language Education, Bilingualism and Plurilingualism, Curricula, Language for Special Purposes.

Proceedings: Selected papers of the conference will be published.

Official Languages: Greek, English, French.

Mailing Address:

Telephone Nos: +302310 997405, 997456
Greek Applied Linguistics Association
fax: +302310 997432

School of English
Aristotle University
P.O. Box 58
541 24 Thessaloniki
GREECE

Participation fees: Early bird registration fee (until September 30 2003):

LANGUAGE AND THE LAW

The sixth International Conference on Language and the Law, sponsored by the International Association of Forensic Linguists, will be held on 9-12 July 2003 in Sydney. It is being hosted by the Linguistics Department of the University of Sydney.

Papers will be presented on all topics involving linguistic analysis of legal issues, including: forensic linguistics (linguistic evidence/expertise), linguistic interaction in the courtroom, analysis / interpretation of legal texts, court interpreting, multilingualism/language policy, ethics of testifying/consulting on linguistic matters, and corpus-based approaches to legal issues.

For full details on the conference, see the website at
<http://classes.lls.edu/iafl/iafl.html>

INTERNATIONAL CONFERENCE ON LANGUAGE, EDUCATION AND DIVERSITY

November 26-29 2003
School of Education, University Of
Waikato

www.led2003.ac.nz

This international conference focuses on the impact of increased cultural and linguistic diversity, at both national and supranational levels, and its consequences for the theory, policy and practice of language education.

The conference will thus provide an international forum on the challenges, demands and opportunities currently facing language education in a context of rapidly increasing diversity. The aim is to explore this central theme in relation to the following key strands of language education:

- * Bilingual/immersion education
- * English language education
- * Language education planning and policy
- * Literacy education

Confirmed Keynote Speakers

Nancy Hornberger
Allan Luke
Glynda Hull
Alastair Pennycook
Mary Kalantzis
Robert Phillipson
Timoti Karetu
Tove Skutnabb-Kangas

Important Dates

31 May 2003 Deadline for Paper /
Colloquium Proposals

July 31 2003 Notification of Successful
Proposals

August 1 2003 Formal Conference
Registration Begins

Website: www.led003.ac.nz
Email: info@led2003.ac.nz

DOCUMENT DESIGN CONFERENCE

Call for Papers

The organizers invite contributions to the conference in which aspects of (electronic) discourse - written, spoken or visual - are combined with aspects of text quality (function, institutional setting, culture).

Methodologies used may range from experimental and (corpus) analytical to case studies. Message variables may concern content, structure, lay-out, audience, style, and so on.

Contributions should report on original and recent work that has not been published previously. Only electronically submitted abstracts will be considered.

Abstract

Send an electronic abstract in English (max. 400 words) to document.design@uvt.nl

Deadline

Deadline for submission is June 1, 2003.

Procedure

A committee consisting of the organizers and external referees will evaluate the proposals. Notification of acceptance will be given by September 1, 2003.

Afterwards, a selection of the papers will be published in the journal Document Design.

Workshops

There is also a possibility to organize a workshop or to act as a discussion leader. If you are interested, please send an e-mail to c.e.a.dewaele@uvt.nl

The Organizing Committee

Hans Hoeken
(University of Nijmegen)
Jan Renkema (Tilburg University)
Wilbert Spooren
(Vrije Universiteit Amsterdam)
Jan Pieter Verckens
(Lessius Hogeschool Antwerp)
Cathy de Waele (Tilburg University)
For more information on the Conference please visit our website:

<http://let.uvt.nl/docdes> (under 'Conference 2004')

or send an e-mail to:
c.e.a.dewaele@uvt.nl

Document Design and Document Design Companion Series

Further information on how to Subscribe, Tables of Contents and Abstracts, and about the Document Design Companion Series can be found on www.benjamins.com (John Benjamins Publishing Company, Amsterdam/Philadelphia).

The Conference

In 1999 the first Document Design Conference was held. During this conference the first issue of the journal *Document Design: Journal of research and problem solving in organizational communication* was launched. To celebrate the first five years of our journal, the editorial board proposes to organize a conference.

This conference will take place at Tilburg University, The Netherlands, on Thursday 22nd, Friday 23rd, and Saturday 24th of January 2004.

The goal of the conference is to bring together researchers and professionals within the broad field of document design, who are working in the field of discourse studies, (cognitive) linguistics, educational psychology, speech communication, communication science, technical documentation, social psychology, cognitive psychology and marketing communication.

The focus will be on the way in which document design has been the subject of debate, research, and information supply, as evident in *Document Design* and similar international journals.

Keynote Speakers

Saul Carliner (United States)

Saul Carliner is an academic and practitioner of information design. As an industry consultant, his clients include Microsoft, IBM, Berlitz, and several

government agencies. He will talk about Designing Online Documents and will present results of ongoing research into emerging genres of online communication, as well as a related analysis of the literature.

Konrad Ehlich (Germany)

Konrad Ehlich is Professor at the Institute for German as a Foreign Language /Transnational German Studies, situated at the Ludwig Maximilians University in Munich. As a linguist his profession concerns Pragmatics, Textlinguistics, Sociology of Language and Hebrew. In his keynote lecture he will discuss the role of institutional communication.

James Hartley (Great Britain)

James Hartley is Research Professor in the Psychology Department at Keele University. His talk will be about the contribution of psychology to the design of informational text. He will discuss the roles and the skills of applied psychologists in this context and evaluate their contribution to the field.

Theo van Leeuwen (Great Britain)

Theo van Leeuwen is Professor of Language and Communication at the Centre for Language and Communication Research at the Cardiff University. In his presentation he will regard typography as an integral part of document design and offers proposals for integrating typography analysis into the broader analysis of document design.

David Sless (Australia)

David Sless is director of the Communication Research Institute of Australia. He has been involved in helping the Australian government and industry to improve the design of public use documents. In the presentation he will review this work and suggest some directions for future action.

Kazuo Terakado (Japan)

Kazuo Terakado is President of Newton International, Inc. Newton International wants to promote science and technology related communication between Japan and the rest of the world and between scientists

and the general public. His lecture will concern global communication and the international contribution in the field of science. He will introduce ideas for creating types of global standard scientific contents.

The Recommending Committee:

Vijay Bhatia, City University Hong Kong
Anna Duszak, Warsaw University
Teun van Dijk, Universitat Pompeu Fabra, Barcelona
Maria Laura Pardo, Conicet, Buenos Aires
Mark Sadoski, Texas A&M University
Karen Schriver, KSA Document Design and Research, Inc. Pittsburgh
Ruth Wodak, University of Vienna
Patricia Wright, Cardiff University

CAAL/ACLA CONFERENCE

The Canadian Association of Applied Linguistics will hold its Annual National Conference at Dalhousie University in Halifax Nova Scotia June 1-4, 2003. Consult our Website at: www.aclacaal.org.

The 1994 Conference will be held in Winnipeg, Manitoba June 1-4, 2004.

**Association Internationale de
Linguistique Appliquée**



**International Association of
Applied Linguistics**