



# EuroLinguistics Newsletter

No. 4 (April 2008)

The EuroLinguistic Circle of Mannheim (ELAMA, e.V.) on behalf of The EuroLinguistic Association (ELA)

## Editorial

Dear EuroLinguists,

In this issue we are concentrating on four major events. The first event to be dealt with here was in Lille, where a new umbrella association, *EuroLinguistic Association (ELA)* was founded at the International Conference on Semantics on Oct. 22, the primary aim of which is to further EuroLinguistics research and studies. The proposal of the ELA Statutes was attended and acclaimed by more than 26 members of the conference (see Section 1).

The second event was an exchange programme during The Europawoche in May 2007 between the British Institutes in Milano and ELAMA together with the Europe Metropole in Mannheim, the Kepler Gymnasium in Pforzheim and the Edith-Stein-Gymnasium in Bretten. The Europa-woche 2007, with its theme of "EUROPA IN MANNHEIM – MANNHEIM IN EUROPA" offered ample opportunities to the invited guests from Milano, Director Alexando Cameli and Dr Annalisa Cucco-Bobboliolo, to present and discuss a new program of Testing of English for Specific Purposes (TOESP). This lecture tour of our Italian



View of the Porte de Paris and the Town Hall of Lille

guests in Baden Württemberg was under the auspices of the EU motto for 2007: *Together / Zusammen / Insieme / Tillsammans* (see Section 2).

The new TOESP methods are conceived of as acquisition and memory helpers for learners of foreign languages and as a means to overcome language barriers between speakers. It is also meant to create a feeling of togetherness in mastering the difficulties of communication by using the common foreign lexical items which are already present in the form of the rich flora of widely-spread Europeanisms and Internationalisms in Europe. The latter serve as stepping stones of communication between speakers of all languages in

Europe – Europeanisms as a common heritage of linguistic and cultural loans in European languages. Such an attempt to reform language teaching and testing along the lines of modern EuroLinguistic research met with great interest among the listeners in both Bretten and Pforzheim as well as Mannheim. A presentation of such Europe-oriented and Europe-minded new methods was appreciated both by the pedagogues and the EuroLinguists. These new methods will be of great significance in Europeanizing the teaching and testing of languages for specific purposes like English or German for medicine, law, business, tourism etc.

After the presentation of the TOESP program another important aspect of communication between speakers of different languages in Mannheim was the topic of Dr Siegbert Aichele, Director of the DAF Educational Sector of the Volkshochschule in Ludwigshafen. He described his years of experience with organizing obligatory integration courses in German for immigrants who are applying for residence permits in Germany and who, according to a new immigration law, have to pass certain tests of certification in German to be accepted as permanent immigrants. Therefore, German as a second language is being taught to a whole spectrum of linguistically and culturally diversified pupils, from illiterates from Anatolia to academics from India or Japan who are eager to learn German to meet the requirements of becoming immigrants in Germany according to the new integration programmes offered to them.

Also during the Europawoche 2007, Dr Christiane Koopmann, Mannheim, presented a chronological survey of foreign influence and multilingualism in Mannheim over a period of 400 years (see Section 3). From the very be-

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beginning Mannheim was a strongly developed multilingual and multicultural city. Throughout its history and due to its exposed geographical position on the Rhine and the Neckar, various waves of multilingual immigrants (French Huguenots, Jewish artisans and bankers, Dutch dike-builders and engineers, Italian architects and great European musicians (Mozart), philosophers (Voltaire) and intellectuals were invited by the prince-electors (*Kurfürsten*). The foreigners helped to create a multilingual and multicultural atmosphere, the mosaic of which resulted in magnificent monuments, buildings and residences for the Mannheim population. It became the capital of the Palatinate after the destruction of Heidelberg in the 1680s. The list of magnificent buildings and institutions still bear witness to the international open-mindedness and liberal European orientation which is still so characteristic of Mannheim. This rich multicultural heritage is still tangible and documented in the pentalingualism of Mannheim's past (Latin, German/Yiddish, French, Italian and Dutch) and has been continued today with the great waves of modern migrating populations speaking English, Italian, Spanish, Greek, Turkish, Kurdish, Croatian, Serbian, Polish, Russian, Arabic etc.

Last but not least, a short summary of a conference in Leipzig held on "EuroLinguistics" is presented which was attended to by members of the ELAMA in Sept./Oct. 2007 (see Section 4).

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## 1. FOUNDATION OF A EUROLINGUISTIC ASSOCIATION (ELA) IN LILLE, OCT. 22, 2007

### Introduction

In the presence of 26 members of three different branches of EuroLinguistics convening at the Université Charles de Gaulle, in Lille,<sup>1</sup> a

<sup>1</sup> This is an abbreviated version of my paper presented to the ELAMA workshop "Migrating words and concepts between languages in and outside Europe" held at the International Conference on "Sémantique et

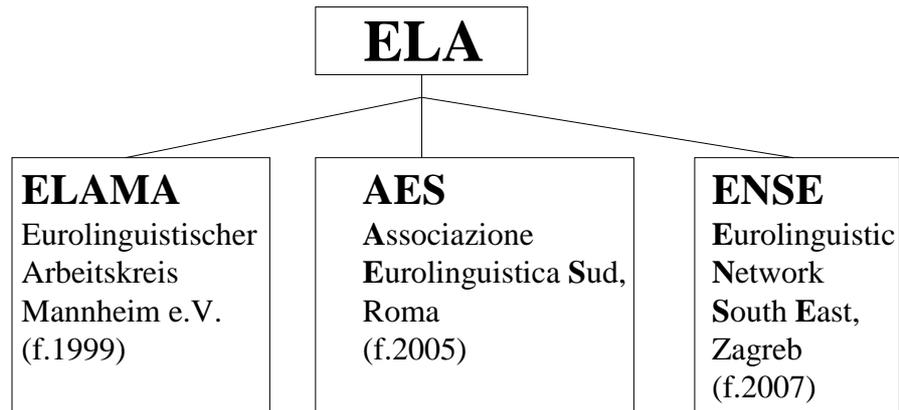


Fig. 1: Branches of the EuroLinguistic Association

new umbrella association was founded whose primary aim is the cooperation between European branches to further EuroLinguistic studies and research.<sup>2</sup> This initiative to create an international and interdisciplinary Europe-wide association was supported and welcomed by members of the following three organizations already in existence: ELAMA e.V. (*EuroLinguistischer Arbeitskreis Mannheim*), AES (*Associazione EuroLinguistica Sud*) and ENSE (*EuroLinguistic Network South East*).<sup>3</sup>

## 2. Background and plan for founding a Europe-wide association

After a number of preparatory meetings in St Andrews (2004), Uppsala (2005) and Berlin (2006) in connection with EuroLinguistic symposia, the foundation of a pan-European association was due in Lille, the statutes of which were presented by the president of ELAMA, Prof. P. S. Ureland, Mannheim, and Prof. Ludger Kremer, Antwerp, to the assembled members. Earlier ideas and suggestions had been combined to form a unified network of statutes. To the main vertical axis of the geographical subclassification of Europe north and south of the Alps as indicated by EuroLinguistics North and EuroLinguistics South, further cardinal points of division into EuroLinguistics West, Euro-

lexicologie des langues d'Europe: des aspects théoriques aux applications", Université Charles-de-Gaulle-Lille 3, Oct. 22-23, 2007.

<sup>2</sup> For a complete wording of ELA Articles 1-11 and the Pushkin Theses see the ELAMA homepage [www.elama.de](http://www.elama.de).

<sup>3</sup> Until such a Board of Directors has been appointed, ELAMA e.V. will act on behalf of ELA (see Fig 1).

Linguistics Centre and EuroLinguistics East have been added. (cf. Fig. 2). These additional cardinal points of division will be necessary to assess EuroLinguistics as an independent branch of linguistics in branches to be founded in the near future in order to win acceptance and broader recognition among new members of the new EuroLinguistic branches.

Fig. 2: Geographical subclassification of EuroLinguistics with new branches in 2007

- EuroLinguistics North
- EuroLinguistics Centre (ELAMA)
- EuroLinguistics West
- EuroLinguistics East
- EuroLinguistics South (AES)
- EuroLinguistics South East (ENSE)
- EuroLinguistics South West
- Global EuroLinguistics

Such a division into geographical subsections of Europe seems natural and is necessary because the subsections need to be represented by an elected and competent Board of Directors (cf. Fig. 3). The geographical designations are here proposals for a logical but historical and cultural network of fusion on the European continent from time immemorial. By also introducing European languages overseas, the global designation covers European languages now spoken outside Europe in Africa, Asia, America and Australia. Therefore, in Fig. 3 twelve representatives are suggested as members of the Board of Directors, the appointment of whom will be necessary in the near future.

Such a subdivision in terms of geographic subsections through the Statutes of the EuroLinguistic Association

can be seen as a contribution to a non-political and non-religious approach to European languages, religions and cultures (cf. Article 3:1).

Since this geographical coverage is so relevant for encompassing the whole spectrum of Europe and the areas overseas where European influence has created historical, cultural and linguistic legacies, only specialists from the specific subsections can be asked to function in a regional capacity. Such experience and in-depth knowledge of the specific areas is an obligatory requirement. In principle, a possible Board of Directors should have at least two representative members from each subsection. Such a distribution of work will guarantee that the contactological aspects of linguistic divergence and convergence are treated with due consideration of the interacting languages and cultures (cf. Fig. 4). The members of the board should not be one-sidedly recruited on the basis of biased national-philological criteria but with the view of including the fusional overlapping areas between the core areas of the European languages and those of the periphery. The never-ending processes of migration and fusion of European languages and ethnic groups

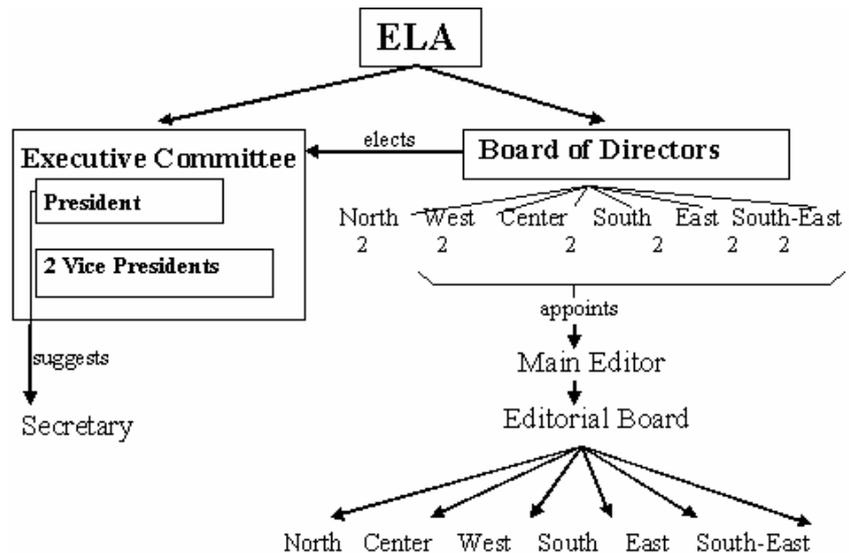


Fig. 3 Structure of the Eurolinguistic

cannot be dealt with in an adequate way from single national or ethnic points of view. The inadequacy of the national view of linguistic and cultural facts in Europe is well-known among anthropologists and historians but is still a well-entrenched bias among nationally-oriented philologists.

It is clear that this whole field of convergence and divergence must be studied within a coherent approach to the

European languages in the present and the past. A strict division into synchrony and diachrony is not possible since the multilingual processes of interference, transfer and adaptation have operated in different directions at different intervals. It will be the task of Eurolinguistics to break with this synchronic national-philological and even national-structural approach and view the European languages as both historical and synchronic products of fusional processes leading to the rise of internationalisms which are to a very large extent due to multilingual contacts and international competence in bilingual speakers of European languages in the present and the past, the discovery of which belongs to the overriding and most exciting goals of Eurolinguistics.<sup>4</sup>

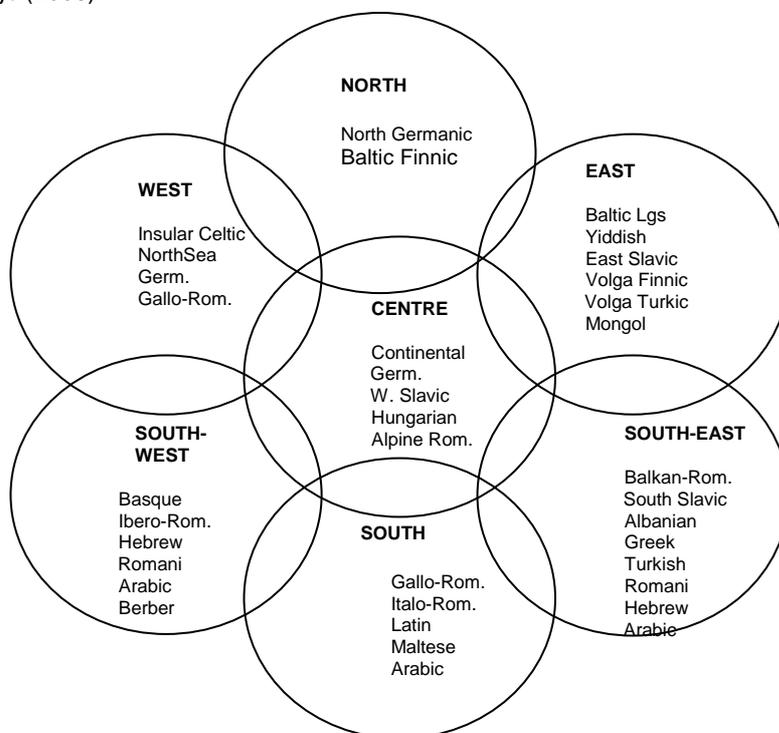
*Comments on the stucture of ELA and the Statutes presented in Lille:*

It was suggested that ELA be a non-profit organization under the direction of a Board of Directors, the present seat of which would be Mannheim, Germany. However, ELA will not be registered, but may become so, if the Board of Directors decide it necessary (see Articles 1-2).

It is "a network of regional organizations" for promoting Eurolinguistics, e.g. *ELAMA* e.V. (Mannheim, Germany); *Eurolinguistica Sud* (AES) (Rome, Italy) and *ENSE* (Zagreb, Croatia) (Article 3:1); it is open for membership of other regional Euro-linguistic associations and may have

<sup>4</sup> Fig. 4 was presented to the Uppsala Symposium in 2005.

Fig.4: Representation of cultural fusion and linguistic groups in Europe – the Uppsala Logo (2005)



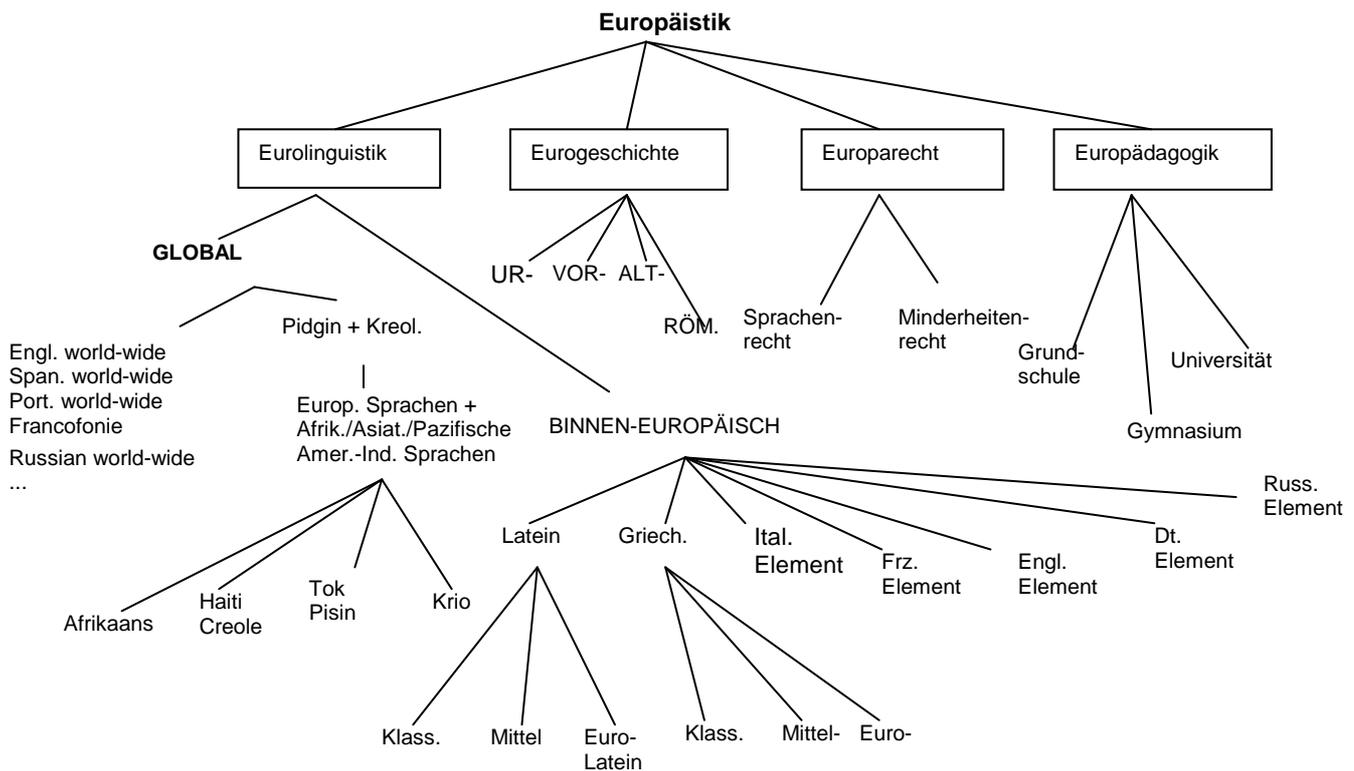


Fig. 5: Graphic representation of *Europäistik*/Europeanistics

the loose structure of a network and be founded upon initiative of the ELA Board of Directors (for more details see Article 2:1). Furthermore, adherence to the *Pushkin Theses*<sup>5</sup> was suggested, which is primarily to promote specific aims of multilingual research: “contacts between languages and linguistic properties common to European languages which reflect such contacts”: language typology (both historically and diachronically), lesser-used languages in contact or conflict with major European or non-European languages; the study of European languages in a global context; and multilingual programmes for language learning and teaching (Article 3:3).

### 2.1 The election of the Board of Directors

For the election of such a Board of Directors outlined in Fig. 3, a special commission must be convoked: “They should represent as far as possible the

<sup>5</sup> cf. the homepage of ELAMA for a survey of the 20 theses formulated in connection with the 2<sup>nd</sup> EuroLinguistic Symposium in Pushkin, Russia, in Sept. 11-16, 1999 (www.elama.de).

regional Ethnolinguistic fields of studies” to be presented for approval (Article 7:1). A first step in this direction has already been taken with the constitution of *EuroLinguistica Sud* of April 2005 in Rome and which now has the expertise required for things concerning EuroLinguistics South (see www.euroLinguistica-sud.org). However, in Lille the questions of electing and appointing a Board of Directors and an Executive Committee consisting of President and two Vice Presidents plus a Secretary on the one hand, and a Main Editor of the Editorial Board on the other, could not be resolved there but were postponed to a later ELA meeting.

### 2.2 The financing of the ELA activities

The financing of the different subsections are not proposed here to be covered by the ordinary budget of the *EuroLinguistic Association* but rather be regionally supported by respective areas involved (Article 5). ELA “will not collect individual membership fees. The costs of the network’s activities that cannot be covered by conference fees, subscriptions to publications or sponsoring will be divided among the consti-

tuting organizations according to their number of personal and institutional members” (Article 5).

### 2.3. ELA Membership

Furthermore, notice that “Personal membership is indirect and possible only via membership in a regional member organization; membership of the network shall COMPRISE ALL THOSE WHO HAVE PAID THE ANNUAL MEMBERSHIP FEE TO A REGIONAL MEMBER ORGANIZATION” (Article 4).

This condition of indirect membership in ELA via a local organisation will be necessary, because until we have a deep and functioning European identity, the regional thinking will prevail over the European scope. As a good example one could mention the successful founding of The Baltic Sea Programme at the University of Uppsala, the main financing of which is through national sources although the scope and cooperation is transnational.

### 3. National and global perspectives

After the presentation of the first ver-



Prof. Louis Begioni and Catherine Camugli at the Lille Conference

sion of the Statutes of ELA, an overall view of the position of Eurolinguistics and its goals were discussed both in Uppsala and in Berlin<sup>6</sup>:

*What is Eurolinguistics about and what should it accomplish in the future?*

Such an overview of the role of Euro-linguistics shows us that the study of language must be integrated with that of many other humanistic subjects within a European framework, such that Euro-linguistics is treated as a subject in its own right which overlaps with other disciplines: European history, European law, European pedagogy and didactics, European economics, European politics etc. which in itself is a sketch of an entirely new explicit approach to European cultures and languages – “Europäistik” (cf. Fig.5).

However, it must be emphasized here that a traditional national perspective of the interacting languages and other subjects will not suffice for a panchronic and overall geographic description, such that each language contact is treated in isolation in an additive way as found in the national philologies or structural linguistics (Germanistik,

Anglistik, Nordistik, Romanistik, Slavistik etc.). Instead, we need more of an explicit European spectrum to be able to deal with the linguistic phenomena of contact and fusion. Anyone who has studied the Indo-European or non-Indo-European languages, their divergence and convergence, knows that innovations in most components of language are more or less due to contacts, migrations and multilingualism.

These contactological innovations can be found in all components of language: in vocabulary, syntax, onomastics, phraseology and even in phonology (segments, stress and intonation) and morphology (plural and case suffixes, word formation elements etc.). As an example of the in-depth influence of geopolitical factors for cultural and linguistic change, the dramatic geopolitical changes in European history during the 20th century were discussed at the 2005 Uppsala Symposium by showing three maps from a folder of the American magazine *National Geographic*, April 2005, called “Europe in transition”, which demonstrates the enormous political changes between 1920-2005 under the heading *Reshaping a Continent*, when wars, revolutions, migrations and ideological movements gave rise to completely different maps of the European Continent:

- Map1(1920) Post-World War I “Empires to Nations”
- Map2(1960) Post-World War II “Europe Divided”
- Map3(2005) Post-Cold War “Towards One Europe”

The enormous geopolitical processes underlying

these changes of Europe between the periods of change demonstrate with all clarity the impact of politics on spatial and ethnic concepts:

- a) from the imperial-national Map 1 with the breaking up of the empires into nation-states in 1920 (of the Russian, German, Ottoman and Austro-Hungarian empires);
- b) from the Cold-War Map 2 in 1960 (the Communist-Democratic division) and
- c) the Post-Cold-War Map 3 in 2005 (with the 27 member states of the European Union).

The semantic consequences of these geopolitical and also ethnopolitical changes described over an 80-year time span are tremendous. An isolated treatment of the linguistic changes in a single European language would be utterly atomistic and senseless and would miss the inner causes of geopolitical driving forces of change described with the help of the three maps published by *National Geographic* 2005. This was an example in Uppsala of the need of an inter-disciplinary approach to political, linguistic and other changes demonstrable within “Europäistik” as illustrated by Fig. 5. This is what Euro-linguistics is about.

Francesca Vaccarelli and Giovanni Agresti preparing their powerpoint presentations in Lille



<sup>6</sup> Fig. 5 was presented in Oct. 2001 to the Croatian Academy in Zagreb and later published in Vol. 5 of *Studies in Euro-linguistics* (2005:3).



## Conclusion

Because of recent trends back to national-philologisation or national-structural linguistics in Germany in the wake of cutbacks of linguistics departments (e.g. in Baden-Württemberg), general linguistics is being dissolved into a multitude of so-called "Bindestrichlinguistiken" (e.g. "Anglistische Linguistik", "Germanistische Linguistik", "Romanistische Linguistik" etc.) which are unable to give a synthesis of the European languages in interaction with each other. Such a Eurolinguistic synthesis has been shown to be necessary in this article. However, in the days of the political and economic unification of Europe, such cancellation of general linguistics chairs and a contemporaneous trend to a re-emergence of national-philologies or national-structural linguistics constitute an imminent danger of a total cancellation of Eurolinguistic perspectives. The youth of New Europe are running the risk of obtaining a completely incomplete Eurolinguistic orientation after the turn of the millennium. The essential goal of Eurolinguistics is, like that of structuralism in Prague in the 1920s and 1930s, the creation of "a new language" to describe the European languages without national bias and to encompass man's whole *faculté du langage* which must necessarily include his multilingual capacity and his adaptation to different languages and cultures. Linguistic insights and multilingualism are preconditions for ethnic and linguistic tolerance in order to achieve the most important goal of the European Union: PEACE IN EUROPE!

By placing multilingualism and language contact in the centre of research, the seven Eurolinguistic symposia have contributed substantially to Europeanisation and even globalisation of linguistics. The rise of general linguistics after the Second World War as a respectable competitor to the German type of historical linguistics was thanks to a dephilologization of language studies by outstanding scholars in the east and the west, to which both the Russian formalists, the Prague School linguists on the one hand, and the American structuralists on the other, contributed in a crucial way. It is my conviction that Euro-linguistics will be another good candidate in the history of linguistics for having improved the dilemma of stag-

nation and frustration which is so characteristic of language studies today by giving impetus to Europeanisation and globalisation of language studies. (PSU)

Eurolinguistic publications 2001-2007:

Ureland, P. Sture (ed.) (2001): *Global EuroLinguistics. European Languages in North America – Migration, Maintenance and Death*. Tübingen: Niemeyer.

Ureland, P. Sture (ed.) (2003): *Convergence and Divergence in European languages. In: Studies in EuroLinguistics. Vol. 1*. Berlin: Logos Verlag.

Müller, Martina (2003): *Sprachkontakt und Sprachwandel auf der Insel Skye, Schottland. In: Studies in EuroLinguistics. Vol. 4*. Berlin: Logos Verlag.

Ureland, P. Sture (ed.) (2005): *Integration of European language reseach. In: Studies in EuroLinguistics. Vol. 2*. Berlin: Logos Verlag.

Kämmerer, Carmen (2006): *Codeswitching in Predigten des 14. Jahrhunderts, Mittel-Latein-Frühneuhochdeutsch, Mittellatein-Altitalienisch/Altspanisch. In: Studies in EuroLinguistics Vol. 4*. Berlin: Logos Verlag.

Ureland, P. Sture, Anthony Lodge, Stefan Pugh (eds.) (2007): *Language Contact and Minority Languages on the Littorals of Europe. In: Studies in EuroLinguistics. Vol. 5*. Berlin: Logos Verlag.

## 2. British Institutes Cultural Organisation TOESP and Acquisition and Memory Helpers

Dr Annalisa Cucco Robbiolio, Milan

British Institutes is an **International Language Certification Board and Training Institute** that has been active in Italy and in Europe for over 30 years.

British Institutes' mission is the spread of the English language at all levels: from courses for children to university graduates, to training and refresher courses for the Teaching Staff of public and private schools. At each level, on passing the level-specific final exam, a European Study Certificate is issued.

British Institutes has developed its own teaching method, called the **English Communicative Method (ECM)**, that is the synthesis of over 30 years of teaching experience and research into didactic methodology. It is a rational method that offers a direct approach to

the English language, first through conversation and later using grammatical and syntactic analysis of the concepts learned. Through the communicative method, students are continuously encouraged to reflect on syntactical and grammatical structures, while concentrating on fluidity of expression and the importance of grammar. All of the courses are taught by qualified mother-tongue teachers who have been thoroughly screened and trained in the British Institutes method.

The ECM method enhances communication skills over 360 degrees: linguistic, socio-cultural, functional and discursive skills as well as strategic skills. The student learns to communicate effectively through a holistic approach, and becomes able to express his or her own thoughts, which find a direct connection with language, whether his/her mother tongue or the language being learned.

The British Institutes training paths lead to a European-level certification issued by the British Institutes' Certifying Body.

British Institutes' Certification involves an exam at each of the knowledge levels established in the applicable Common European Framework of Reference for Languages issued by the Council of Europe, as well as a supplementary level, B1+, based on the indications given in the European Framework of Reference which also offers the possibility to include testing of intermediate skills when needed. The seven levels of British Institutes' certification of languages skills are therefore:

**A1 Breakthrough "English Certificate"**

**A2 Waystage "English Certificate"**

**B1 Threshold "English Diploma"**

**B1+ Strong Threshold "English Diploma"**

**B2 Vantage "First Examination Master in English Language"**

**C1 Independent User "English Diploma Operational"**

**C2 Mastery "Master in English Language"**

The British Institutes exams involve the assessment of four basic skills through specific tests (*subtests*) for written comprehension (*Reading*), written reproduction (*Writing*), oral comprehension (*Listening*) and oral reproduction

(Oral) in addition to a *subtest* aimed at verifying grammatical and lexical skills (*Use of English*).

With the exception of the written and oral reproduction, the exams consist of structured, objective tests that allow a score to be allocated in advance for each question depending on whether the given answer is right or wrong. Even though different subtests are presented for the different skills, the final certification considers all of them, and the result is the sum of all the scores of the individual tests. Each section carries a maximum of 20% of the overall score, and the maximum total score is 100/100. The minimum total score required to pass the exam is 60/100. In addition to the level certificate showing the overall score, the candidates are also given a *Notification of Results* which indicates the scores of the single tests, which is very useful for assessing the level of achievement in each of the tested skills.

As regards the School and University systems, British Institutes cooperates with the Board of Education, supplying tools and qualified teaching support for the training and European certification of Students and Teaching Staff.

The British Institutes Cultural Organisation and the School System have the following areas of cooperation:

On-line testing for the purpose of establishing students' language proficiency level

British Institutes Multimedia Course, designed along the lines of the Syllabus laid down by the Common European Framework, as a backup to the preparation for examinations at a European level. Awarding of the European Language Label 2004 by MIUR, the Ministry of Labour and the European Commission.

Support to School Teaching Staff for the setting up of study programs envisaging the integration of traditional classroom teaching with multimedia learning activities, as well as for the development of specific learning projects.

On-line (and paper) exams based on the Common European Framework (CEF), with awarding of European Certificate attesting to language proficiency (CEF).

Support to School Teaching Staff for the setting up of training programmes geared at preparing for examinations at a European level.

As part of its certification activities, in



*Participants in Bretten with Director Alexander Cameli and Dr. Annalisa Cucco-Bobboliolo in the front, May 10, 2007*

collaboration with the La Sapienza University in Rome, the La Statale University in Milan and other Italian and European universities, British Institutes offers a certification for the academic world and beyond that aims to assess language skills in various sectors. This certification is called TOESP, "*Test Of English For Specific Purposes*"

The "*TOESP - Test Of English For Specific Purposes*" was conceived and developed by Professor Giuseppe Gaetano Castorina, Head of the Department of Languages for Public Policies, Faculty of Political Science, University "La Sapienza" of Rome.

The realisation of TOESP certification is effectively achieved through the synergy created between the university sector – which handles its methodological/specialist aspects – and the British Institutes International Certifying Body, which places at students' disposal its on-line test platform, the procedural expertise required by the directives of the Council of Europe and its many years of experience in the student language certification sector.

The "*TOESP*" is the language certification that assesses a student's ability to communicate, read and write in specialist fields, and his/her knowledge of the structures peculiar to the language and of basic terminology, using lexical structures specific to certain spheres of scientific English. The *TOESP* has been

conceived in an extremely flexible manner so that each of the skills can be tested in specific fields: written and/or oral reproduction, receptive capacities, listening and reading.

*TOESP* certification focuses its attention on the university world, on First Degree, Advanced Degree and Master's Degree courses which aim at preparing, examining and certifying the scientific English proficiency level of their undergraduate and postgraduate students, offering specialist certification for each scientific sector.

The *TOESP* certificate originates from the concept that a language and its vocabulary represent a system in which the constituent parts interact and change over time, giving rise to a continual lexical enrichment that is reflected, first and foremost, in scientific language.

The *TOESP* preparatory course is, in fact, geared to prompting and developing the consolidation and assimilation of those linguistic processes, natural in the mother tongue, which must be similarly stimulated in the learning of English, thereby contributing to the growth of a natural perception and precision in the choice of words, which assume meaning in the "statement" and, subsequently, in the correct syntax of the scientific discourse.

The *TOESP* preparatory course provides students with learning-strategies

that serve to help them learn and hence use the terms specific to a given scientific sphere correctly and knowledgeably.

The *TOESP*, therefore, assesses all four linguistic skills: reading, comprehension, writing and discussion of scientific texts and, at the same time, it stimulates a process of self-learning with its preparatory method that uses “Acquisition Helpers” and “Memory Helpers”, enabling students to gain in-depth knowledge of the specialist vocabulary, harmonised in scientific contexts:

- interpretation of neologisms, linguistic *problem solving* capacities, lexical and terminological skills both in the mother tongue and in the language being learned and the capacity of *positive transfer* between known languages.
- the capacity to identify the learning process, the elements that make up a term and to use this knowledge, not only for understanding but also for assessing the pragmatic and international relevance of neologisms.
- the capacity to interpret lexical and morphosyntactic innovations in the structures of scientific communication, with particular regard to the simplification of morphosyntactic structures that is taking place at a global level. The *TOESP*, in addition to assessing the skill levels achieved, also orientates and adapts the learning pathway, taking into account the dynamics of linguistic change, of terminology and neology validation and normalisation processes.

The Acquisition and Memory Helpers developed by Prof. Castorina therefore promote and develop the consolidation and assimilation of those language processes that come naturally in the mother tongue and which also need to be facilitated in the English learning process, helping to increase a natural perception and precision in selecting those words that hold significance in the “proposition” and correct syntax of scientific discourse.

“Acquisition Helpers” and “Memory Helpers” support the ability to better understand and correctly and skilfully use the terms that are characteristic of

a general language and which in a scientific environment allow the speaker to achieve an in-depth knowledge of the specific vocabulary.

Through the use of ACQUISITION AND MEMORY HELPERS, the various acceptations are mutually highlighted, taking on fuller semantic values and helping the student to better understand new extensions of the meaning.

**Examples of Acquisition and Memory Helpers**

In order to offer a clear and immediate meaning for words, they can be divided into two categories:

- “transparent”, those motivated either by the similarity between sound and meaning or by the learning process, or both, in a synchronic perspective
- “opaque”, those in which the relationship between shape and meaning is no longer evident.

**Some “transparent” words, according to Stephen Ulmann’s definition:**

- **Splash** is motivated by a certain similarity between the sounds which make up the name and those referred to by the sense
- **Totter** by the parallelism or analogy between the sounds which make up the name and the movement referred to by the sense
- **Leader**: is motivated inasmuch as its morphological structure suggests the idea of “leading”,
- **Blackbird and Forget-me-not**: are motivated in the same way as “leader”, the only difference being in the morphological structure involved

**Other examples of “transparent” words:**

- **Auction** (in Italian *asta*, from



Dr Annalisa Cucco-Bobboli lecturing at the Edith-Stein-Gymnasium in Bretten

the Latin “Hasta”, “staff, rod”), the sense of auction sales derives from the fact that a rod was stuck in the ground in the place where the property of public treasury debtors were sold = other correlated words are **augment, augmentation**

To better understand this example, we need to consider the alternation between /c/ /k/ /g/ or the dropping of these letters that may be common within a language, and the passage of a word from one language to another.

- **Poison**: *pozione*, initially referred to any kind of potion, but the meaning became more restricted to that of a “*pozione avvelenata*”, a “poisoned potion”
- Place names, feast days, proper nouns that contain international elements. **Gari-baldi** for example derives from **gar**, lance, and is linked to **gore** (wound) and **garlic** (leek) with a literal meaning of pungent or cutting.

**Derby** is a toponym that means the city of the **deer**, and the root “deer” makes the understanding of many European words very clear.

- **Tumid, tumescent, thumb, thigh**; the idea that lies behind these is “larger than usual” and is linked to **tuber, tumult, tummy (tummy ache)**

- **Tile** = tegola (in passing from its original form to English, sometimes the explosive intervocalic consonants are dropped: e.g.: *occhio*, in German *Auge*, and in English eye).

**Examples of “opaque” words:**

- *Fan(atic), tan(in), tan(ic), (de)fence, ancestor (L antecessor)*
- *Finger flower (digitale) finger biscuits (lingue di gatto)...*
- *hen (gallina, L canere), cant, cock, chicken*
- *delay (L dilatatum, differre)*
- *brain (L cerebrum),*
- *flu (l influenza),*
- *lintel (L lintellus, limitellus),*
- *uncle (L avunculus),*
- *curl (L corolla),*
- *inch (L uncia),*
- *comb (comet),*
- *perm (permanent)*

It is important for the student to become familiar with those processes that govern the changes in meaning or that take advantage of the implicit expressiveness and semantic transparency of phono-symbolism, facilitating the learning of such motivating and particularly dynamic learning aspects, which in addition to **metaphor** and **metonymy**, also include “**word-formation**” “**conversion**”, **acronyms**, “**clipping**”, “**compounding**”, “**blend**”, “**affixation**” and which tell the etymology of a word and make it alive, motivating and transparent.

The *TOESP - Test Of English For Specific Purposes* - Achieving *TOESP* certification means having successfully mastered, with ease and naturalness, a language that distinguishes a given sphere of human knowledge, simply by activating inborn cognitive processes which we draw on every time we have to learn a new word, whether it be in our own language or in a second or third language.

**Commentary on the new teaching and acquisition method of foreign languages via Europese**

The preceding article is an Italian contribution to a new teaching and

testing method of English for special purposes (TOESP) developed by Professor Gaetano Castorina at “La Sapienza”, University of Rome, who has developed a special procedure for teaching foreign languages which he calls “memory and acquisition helpers”. If we limit the presentation of this method here to the acquisition of so-called foreign words, e.g. in German, the well-known internationalisms or Europeanisms from various European languages which have been imported from or via Latin (*vinum, statio(n), schola*), French (*restaurant, parvenu*), Italian (*conto, piano*), English (*sports, computer*) or Russian (*bistro, samovar, sputnik*), the learning of such European lexemes, which are already familiar in the learner’s own (German) repertoire, should be made conscious to the learner from the very beginning. The derivation of the borrowed word in German and the lexical similarity to the overall European lexeme should be made explicit to the learner. No acquisition in a parrot-like imitation is needed for the learner, excepting the deviating pronunciation, here because the German learner already knows the Europeanism in his mother tongue (see the examples above). Such valuable lexical information thus acts as a memory helper from the very beginning and such pre-existing knowledge should be taken advantage of in approaching English or other European learners’ languages as foreign languages

What is involved here is a re-intellectualization of language teaching and learning, which we acquired in the older teaching of the common European lexicon by means of etymologization on the basis of Latin/Greek knowledge or indirectly through exposure to other European languages. This cognitive approach to the common European lexicon has been lost through the introduction of the structural methods of imitation (“patterns”), with its excessive emphasis on the dissimilarities in phonetics, spelling, morphology or syntax. Through the so-called “direct methods” in structural linguistics with focus on dissimilarities in phonetics, morphology and syntax, the lexical and semantic similarities have been neglected which are so important in European communication across the national-philological boundaries.

Prof. Castorina wants to reintroduce this etymological-historical method of lexical derivation and make the native

speaker’s knowledge of the international lexemes accessible to learners as uniting and similar elements in a European conversation. They act as stepping stones of communication in the perception of the numerous and very similar Europeanisms between the speakers of different European languages. Even if we cannot require that speakers in Europe master more than at most three languages, the theoretical and future goal of the EU (trilingualism), it would nevertheless be a waste of accessibility not to take advantage of what is similar in the lexica, i.e. the lexical Europeanisms. These similarities constitute valuable memory helpers in mastering the listening comprehension and use of the acquired new lexical items in a new, deviating phonetic shape and possibly deviating semantic interpretations. The learner need not start from the beginning each time he begins to learn a new foreign language when he acquires Europeanisms, because he knows them beforehand and can apply his prior knowledge in his communication leaps from one European language to another. Consequently, one should start with what is known – the lexical and phraseological Europeanisms – and later treat the strongly deviant phonetic and morphological structures. Such success in perceiving and articulating similar items of European sameness during the first lessons of teaching will stimulate the learner in any foreign language class, because he feels intuitively that he is learning to understand and speak “Europese” and obtains a feel for what a European conversation means.

Starting from these so-called “memory links” and “acquisition helpers” within a Europe-oriented framework, the English Institutes in Milano are offering a new approach not only to learning English as a foreign language but to all the European languages on the basis of the intellectualizing comparative etymological method as sketched above. For Italians with their huge supply of Romance and Latin lexemes this facilitates not only the acquisition of English but also of German with a similar abundance of Latin-derived etyma. If foreign language teaching is also carried out within a European framework with the intentionally elaborated European lexicon as discussed here, we are sure that the road to understanding Europe as a cultural and linguistic unit is open for new didactics on a Europese foundation. (PSU)

### 3. 400 JAHRE MANNHEIM – wie ausländische Siedler bzw. Künstler Wirtschaft, Sprache und Kultur beeinflussten

(The influence of other languages and cultures in Mannheim between the 17<sup>th</sup> and 21<sup>st</sup> centuries is treated here by Dr Christiane Koopmann, Mannheim, who surveys the impact of the immigrants in a chronological report).

Dr Christiane Koopmann

- I. Mittelalter (erste urkundliche Erwähnung 766)
- II. Das kurfürstliche Mannheim („weltoffenes Mannheim“)
- III. Wirtschaft, Kultur (jüdische Mitbürger, ausländische Architekten und Kulturschaffende), Revolutionsjahr 1848
- IV. Zeit des Nationalsozialismus bis zur Gegenwart

#### I. MITTELALTER

766: „Codex Laureshamensis“: In der Urkundensammlung des Klosters Lorsch wird Mannheim im Zusammenhang mit einer Schenkung erstmals erwähnt. Der Ortsname ist fränkischer Herkunft: „Heim des Manno“. Manno ist vermutlich eine Kurzform von Hartmann oder Hermann.

#### II. DAS KURFÜRSTLICHE MANNHEIM

1606: **Friedrich IV.** legt den Grundstein zum Bau der Festung Friedrichsburg. Es erfolgt der Ausbau des gitterförmigen Straßennetzes, der sog. „Quadrate“. Friedrich IV. stellt erste Stadtprivilegien aus, verfasst in 4 Sprachen: **Deutsch, Lateinisch, Französisch, Niederländisch.** Zuwanderer aus ganz Europa sollen angezogen werden. Die Neubürger beeinflussten maßgeblich Kultur und Prosperität

Mannheims.

1613: **Pfalzgraf Johann von Zweibrücken** (Vormund des minderjährigen Friedrich V.) verleiht der Stadt 2 Jahrmärkte (heutiger Maimarkt und zwei Vergnügungsmessen).

**Gabriel Grupello** (geboren: Gerardsbergen/Ostflandern am 22.05.1644, gestorben: Schloss Ehrenstein bei Kerkrade/Niederlande am 20.06.1730), flämischer Bildhauer italienischer Abstammung, seit 1695 in Diensten des Kurfürsten **Johann Wilhelm**, in dessen Auftrag er 1714/15 die Bronzepyramide fertigte, die erst 1743 auf dem Paradeplatz aufgestellt wurde („Grupello-Brunnen“). Von ihm stammen auch das große Wappen und der Satyrkopf über dem Hauptportal des

tigen Stadtteil Friedrichsfeld.

Juden in Mannheim sind seit 1655 ansässig. Der jüdische Bevölkerungsanteil war hier höher als anderswo. Die jüdische Gemeinde war – und ist bis heute wieder – eine der größten Süddeutschlands. Vor dem 30-jährigen Krieg lebten nur wenige Juden in der Kurpfalz. Erst Kurfürst **Karl Ludwig** zog jüdische Handelsleute in das durch den Krieg entvölkerte Land. 1660 gewährte die **Judenkonzession** dieser Bevölkerungsgruppe weitgehende Gewerbe-freiheit. Juden durften die ihrer Religion gemäßen Einrichtungen erbauen und erhalten (Synagoge, jüdische Friedhöfe). Sie besaßen den Status eines Schutzbedürftigen, d. h. sie hatten ein Schutzgeld zu entrichten, um in der



*View of the Castle of the Prince-Electors in Mannheim in the 1920s before its destruction in World War II*

Mannheimer Schlosses.

1652: **Reformierte (Calvinisten)** aus den Niederlanden, Frankreich und der Schweiz erhalten Privilegien: Es entsteht die französische oder wallonische Gemeinde. Stadtdirektor **Heinrich Cignet** (Obere/Untere Cignetstraße in der Mannheimer Neckarstadt) gehörte der französischen Gemeinde an („Provisionelkirche“ in R 2). Die französisch-reformierte Gemeinde war zusammen mit der deutsch-reformierten eine Vorläuferin der Evangelischen Kirche Mannheims. 1682 gründete Kurfürst **Karl** die **Hugenottensiedlung** im heu-

Stadt wohnen und einige der bürgerlichen Rechte in Anspruch nehmen zu können.

Die **weitgehende Assimilation der Mannheimer Juden** trugen mit dazu bei, dass die gesetzliche Gleichstellung der Juden in Baden bereits 1862 erreicht war. Jüdische Initiativen waren:

- Gründung der Produkten- und Effektenbörse,
- Fabriken der Lebensmittel-, Möbel-, Schuh-, Chemie- und Textilbranche,
- Kaufhäuser: Kander in T 1, Rothschild in K 1, Wronker in E 1



Picture of the Jesuitenkirche in Mannheim before World War II

und Schmoller in P 1,  
- Mäzenatentum: Herschelbad (U 2), Bernhard-Kahn-Lesehalle (N 2), Kunsthalle (Moltkestraße, Nähe Wasserturm).

Die „Ostjuden“ dagegen unterschieden sich von den alteingesessenen Familien durch ihre **jiddische Sprache**, fremde Mentalität, eigene kulturelle und religiöse Bräuche und zu meist große Armut.

1679: Der wallonische Bierbrauer **Jean de Chèrne** („Eichbaum“) erhält die Konzession zur Führung der Brauerei und Schankwirtschaft „Zum Aichbaum“ (Quadrat Q 5), neue Brauerei in P 5: heutige Eichbaum Brauereien AG.

1685: **Philipp Wilhelm zu Pfalz-Neuburg** (katholische Linie) tritt die Erbfolge als Kurfürst von der Pfalz an. Seine Thronfolge bewirkte die **Gleichberechtigung der christlichen Konfessionen**, Katholiken gelangten erst-

mals in den Stadtrat.

1689: **Pfälzischer Erbfolgekrieg**: Französische Truppen zerstören Mannheim.

1697: Kurfürst **Johann Wilhelm** fordert auf zum Wiederaufbau der Stadt. Neubürgern und geflohenen Rückkehrern werden erweiterte Privilegien zugesichert (u. a. Steuer-vorteile).

1720: Kurfürst **Karl Philipp** verlegt Hofhaltung und Staatsverwaltung von Heidelberg nach Mannheim und befiehlt den Bau eines Schlosses (Ende 1760 fertig gestellt).

**Jean Clemens Froimon** (Geburtsdatum und Herkunftsort unbekannt) gehörte dem kurfürstlichen Ingenieurscorps an. Seit 1722 wird er bezeichnet als „**Ingenieur et Capitaine dans le Regiment de Souzbach**“. Einige Skizzen für Grundrisszeichnungen, die eine Neuordnung der Schloss-

gestaltung im barocken Sinne vorschlagen, sind überliefert. Am 20.07.1726 eingeleitete Baumaßnahme: Haus für Ballspiel („jeu de paume“, Vorläufer des heutigen Tennis).

**Guillaume d'Hauberat**, Nachfolger von Froimon, war aus kölnischen Diensten ausgeschieden und wurde 1726 nach Mannheim berufen. Seine baulichen Aktivitäten waren:

- Innendekoration in Treppenhaus und Rittersaal des Schlosses
- ebenso Innendekoration der Schlosskirche.

1778: Die **Bayerische Erbschaft** wird angetreten mit der Folge, dass Kurfürst **Karl Theodor** seine Residenz von Mannheim nach München verlegt.

1808: Auf Initiative der badischen Erbgroßherzogin **Stephanie** (Adoptivtochter Napoleons I.) wird der Schlossgarten angelegt (1811 vollendet): Stephanienufer, Marmordenkmal der Erbgroßherzogin am Rheinufer am Ein-

gang des Waldparks.

### III. INDUSTRIE, WIRTSCHAFT UND KULTUR

Von den Kurfürsten nach Mannheim berufene ausländische Architekten gestalteten das Stadtbild, Künstler und Gelehrte beeinflussten das kulturelle Leben Mannheims.

Beispiele:

1733: Der Grundstein zur Jesuitenkirche wird gelegt (Vollendung 1760). Das Bauwerk

ist die größte Barockkirche am Oberrhein. Die Figuren am Hochaltar wurden angefertigt von dem flämischen Bildhauer und Architekten **Peter Anton von Verschaffelt** (aus Gent stammend), Vertreter der **klassizistischen Richtung des Barock**, trat 1752 nach einem längeren Rom-Aufenthalt in die Dienste des Kurfürsten Karl Theodor. Verschaffelt schuf u. a. Bildwerke für die Jesuitenkirche, das Giebelfeld der Schlossbibliothek und Figuren für den Schlosspark Schwetzingen. Seine Arbeit als Architekt in Mannheim ist u.a. in den Bauten des Zeughauses (vis-à-vis Reiss-Engelhorn-Museum in D 4) und des Palais Bretzenheim in A 2 dokumentiert (erbaut für **Josepha Seyffert-Haydeck**, Maitresse des Kurfürsten Karl Theodor, Tänzerin am Mannheimer Opernballett, und ihre vier Kinder. Diese wurden vom Kurfürsten legitimiert und in den Grafenstand erhoben.). (siehe: Verschaffeltstraße in der Neckarstadt).

Der Sekretär Karl Theodors war der Schriftsteller **Cosimo Alessandro Collini** (geboren: Florenz 14.10.1727, gestorben: Mannheim 22.03.1806). Collini war zuletzt Direktor des naturwissenschaftlichen Kabinetts in Mannheim. Die von ihm verfassten Quellen zur Geschichte der Pfalz waren: „**Précis de l'histoire du palatinat du Rhin**“ (1763), außerdem „**Lettres sur les Allemands**“ (1790). Wissenschaftliches Ansehen erwarb er sich außerdem als Mineraloge (Collini-Center, Collini-Straße).

**Alessandro Galli da Bibiena** (geboren: Parma 15.10.1685, gestorben: Mannheim 05.08.1748) war Architekt, Bühnenbildner und Theater-Ingenieur, stand zunächst im Dienst des Kurfürsten Karl Philipp, der ihn 1742 zum Oberbaudirektor ernannte. Karl Theodor beauftragte ihn mit dem Bau der Jesuitenkirche, die nach Bibienas Tod durch dessen Schüler **Franz Wilhelm Raba-**

**liatti** (geboren 1716 in Savona bei Genua, gestorben 1782) vollendet wurde. Rabaliatti war seit 1746 in Mannheim. Beim Bau der Jesuitenkirche war er unter Leitung seines Lehrers Bibiena tätig. Dieser lieferte auch die Pläne für den Schwetzingen Zirkelbau mit dem darin befindlichen Theater (siehe: Bibienastraße in Mannheim-Wohlgelegen).

10. Februar 1749: **Kurfürst Karl Theodor** ernennt den Lothringer **Nicolas de Pigage** zum „Intendanten der Gärten und Wasserkünste.“

1764: **Francois Joseph Terrasse Desbillons** (1711-1789) war Franzose und kam aus Paris vom Elitekolleg Louis le Grand, wo er als Gelehrter an einer Geschichte der lateinischen Literatur arbeitete. Die Stimmung in Frankreich war gegen die Jesuiten. Sie wurden 1764 vertrieben. Francois Joseph Terrasse Desbillons ging auf Vermittlung französischer Freunde nach Mannheim ins Exil, er fand Aufnahme am Hof Karl Theodors. Auf Kosten des Hofes brachte er seine umfangreiche Bibliothek von 6000 Bänden mit. Sie sind heute der Universitätsbibliothek angegliedert.

1778: Freiherr **Wolfgang Heribert von Dalberg** wird Intendant des Nationaltheaters.

Sein Denkmal steht in N 2. (Damals befand sich das Nationaltheater in der Nähe des

heutigen Schillerparks, gegenüber der Jesuitenkirche. Nach der Zerstörung durch den II. Weltkrieg wurde es an einem anderen Ort, in der Goethestraße, mit verändertem Aussehen wieder aufgebaut.)

1782: Friedrich **Schillers Jugendwerk „Die Räuber“** wird in Anwesenheit des Dichters uraufgeführt. Freiherr von Dalberg verpflichtet Schiller als Theaterdichter (Dieses Amt hatte Schiller von 1783-85 inne).

**Wolfgang Amadeus Mozart** hält sich mehrmals in Mannheim auf, und zwar in den Jahren 1763, 1777/78 und 1790. Hier lernt er seine spätere Ehefrau, Constance Weber, kennen, verliebt sich jedoch zunächst in deren Schwester, die Sängerin Aloysia Weber. Mozart trifft hier auf die Mitglieder der „**Mannheimer Schule**“, ein Ensemble der Barockmusik (zwischen 1743 und 1780 in Mannheim ansässig). Dazu gehörten: **Johann Wenzel (Vaclav) Stamitz** (aus Prag, Stamitzstraße in der Mannheimer Neckarstadt, Stamitzsaal im Rosengarten), **Ignaz Hofbauer**, **Christian Cannabich**, **Franz Xaver Richter**, **Abbé Georg Joseph**

**Vogel** (in Rom studiert).

**Charles Gardel** war Tänzer und Ballettmeister am kurfürstlichen Hof, später leitender Choreograf. Zusammen mit seinem Bruder und Nachfolger **Pierre** (1758-1840) gilt er als Wegbereiter für die Epochenwende des Balletts um 1800 („**Mannheimer Ballett**“).

1848: Mannheim ist Ausgangs- und Mittelpunkt der politischen und revolutionären Bewegung in Baden. Diese hatte folgende Ziele: Demokratisierung, Bürgerrechte und Abschaffung der feudalen Gesellschaftsstrukturen. Die Revolution wurde von Polizei und Militär niedergeschlagen. Schlagwort: „Gegen Demokraten helfen nur Soldaten.“

#### IV. VOM NATIONALSOZIALISMUS BIS ZUR GEGENWART

1933: Die Nationalsozialisten in Mannheim erreichen bei der Reichstagswahl vom 05.03.1933 35,5 %. Dennoch bleibt die Stadt ein **Zentrum des Widerstandes** (durch die Arbeiterbewegung!). Fast 1500 Angehörige der Opposition gegen das NS-Regime sind namentlich bekannt. 09.11.1938: In der Reichspogromnacht wurde die Synagoge in F 2 verwüstet. Jüdische Wohnungen und Geschäfte werden zerstört und geplündert.

1940: Fast 2000 Mannheimer Juden werden in das Internierungslager Gurs (Südfrankreich) deportiert (Hinweisschild am Hauptbahnhof mit Kilometer-Angabe!). Von dort ging der Weg in die Vernichtungslager des Ostens.

1943: Schwerster Luftangriff in der Nacht vom 05. auf den 06. September: Circa 6000 Gebäude werden vernichtet, mehr als ein Viertel der Bevölkerung wird obdachlos.

1945: Am 29.05. besetzen amerikanische Truppen Mannheim.

1951: Die Mehrheit der Wähler (63 %) votiert für den Südwest-Staat und somit für die Bildung des Landes Baden-Württemberg.

1987: Die Jüdische Gemeinde (ca. 500 Mitglieder) weihet ihr Gemeindezentrum mit Synagoge in F 3 ein.

2003: Enthüllung des Holocaust-Mahnmals auf den Planken.

Kuriosum: In Quadrat A 2, 4 befand sich die Zigarrenfabrik Lazarus Morgenthau. Der Tabakanbau ist in Mannheim bereits seit dem 17. Jahrhundert belegt. Der Verfall der Tabakpreise nach dem amerikanischen Bürgerkrieg (1861-1865) führt 1865 zum Ende des Unternehmens. Die

Familie Morgenthau wandert in die USA aus. Der Enkel des jüdischen Tabakfabrikanten Lazarus Morgenthau, Henry Morgenthau (1891-1967), wird Finanzminister unter Präsident Franklin Delano Roosevelt und Initiator des sog. „Morgenthau-Plans“, der – Gott sei Dank – durch den Marshall-Plan ersetzt wurde. Deutschland wäre ansonsten demontiert und auf ein Agrarland reduziert worden.

Quellen:

Mannheim-Brockhaus

Ferdinand Werner: *Die kurfürstliche Residenz zu Mannheim*. Worms 2006

#### 4. In Leipzig: Conference on EuroLinguistics at the Univ. of Leipzig, Sept. 31-Oct. 2, 2007

The conference on EuroLinguistics was held at Universität Leipzig, which is the second-oldest university in Germany and was founded in 1409. It has today 14 faculties and its focus is on interdisciplinary cooperation of research and teaching. After the fall of the SED regime and the dissolution of the GDR in 1989-1990, the reinstallation of the old university structure has continuously been carried out in the 1990s with great results. This could clearly be seen from



Prof. Tristram lecturing in front of the map of Europe at the Leipzig Conference

the excellent organization of the 2007 conference on Eurolinguistics in Leipzig. Whereas other universities, for instance in Hamburg or Baden Württemberg (Heidelberg, Mannheim, Tübingen etc.), are following the cut-back policy of the Ministries of Culture and Research in Hamburg and Stuttgart (e. g. interdisciplinary subjects such as Latin, Geek, general linguistics etc.), the Alma Mater Lipsiensis showed great concern about inter-disciplinarity by having this excellent conference organized.

It was held in the honourable New Senate's Room of the President's Building. The host was the Institut für Slavistik, Südslavische Sprachwissenschaft und Südwest-Europa Linguistik with its Director, Prof. Uwe Hinrichs. At the conference the participants had also the honour of listening to the Nestor of Eurolinguistics, Prof. Nobert Reiter, from the Freie Universität Berlin, who gave a paper on "Eurolinguistik und Mitteilungspotential".

There were more than 25 participants, 18 of whom presented papers on diverse plenary topics such as the following:

- A) "Eurolinguistik, Räume und Sprachen" (Speakers: Hinrichs, Burgdorf, Tornowe, Schmitt, Reiter)
- B) "Europa als a Linguistic Area" (Speakers: Heine/Kuteva, Kortmann, Voronkova, Tomić, Irslinger)
- C) "Einzelsprachen und Spezial Aspekte" (Speakers: Haspelmath, Comrie, Tristram, Stern, Voss)
- D) "Schlussfragen" (Speakers: Grzegza, Raster and Ureland)

#### 4.1 The papers

The Chairman, Prof. Hinrichs, began his opening lecture with a valuable overview of the state of the art, the Europe-wide background, the interdisciplinary position and goals of this new branch of linguistics in Europe: Eurolinguistics, whereby he had an inspiring colourful political map of Europe with the old and the new EU-member states projected behind him as background signifying what Euro-linguistics was about, not national-philological concerns but rather a Europe-wide scope across the national borders and language boundaries. In his handout, the global comparisons between areas,

populations and numbers of languages spoken on other continents also belonged to the overall scope of the conference. We all in the audience felt that Leipzig was back to the productive spirit of a productive and challenging but lost type of "German Sprachwissenschaft" as represented by the Leipziger Schule in the 19<sup>th</sup> century, after so many years of political downfall and social decay.

Therefore, it was good to be back in Leipzig, in the footsteps of Brugmann, Leskien, Osthoff and Delbrück, the Neogram-marians and their critics who were young and dynamic then.

However, what was still most inspiring and enriching for the participants was to see Prof. Hinrichs's long list of almost a dozen older and new branches of German linguistics enumerated on his handout. These can be mentioned as being of a Europe-wide scope since the early 1990s. For the benefit of the readers these approaches are quoted here from Hinrichs's list, abbreviated and translated:

1. *Coinage of the concept 'Eurolinguistics': Semantic Eurolinguistics* (N. Reiter): 1991-2007.
2. *Subdivision of Eurolinguistics North and South, Global Eurolinguistics* (S. Ureland): 1978-2007.
3. *The Eurotyp-Project* (E. König): 1990-1994, 1998-2007.
4. *The SAE Concept* (M. Haspelmath, B. Heine, T. Kuteva, Th. Stolz): 2001-2006
5. *South-East European Linguistics and the Balkan Sprachbund* (P. Assenova, U. Hinrichs, O. Tomić): 2002-2006
6. *Eurolex, Euromorphology, Eurolatin, Eurospeak, Europhras* (Ch. Schmitt, H. H. Munske, R. Muhr, W. Eismann): 1996-1998-2004.
7. *Eurocom (Foreign language didactics, European Multilingualism)*. (H.G. Klein): 2002 and Euro-



Members of the Leipzig Conference in the New Senate's room of the Univ. of Leipzig

ling. *Interlinguistik* (H. Frank): 2000.

8. *Atlas Linguarum Europae (Linguistic Geography)* (A. Weijnen, Aliene, Vierek): 1976, 1983-1997, 1997-2005

9. *Culture and anthropology, Eurolinguistics* (J. Grzegza): 2006

10. *Indo-European Studies of the 19<sup>th</sup> and 20<sup>th</sup> cent.*

11. *Linguistic areas in Europe* (G. Dècsy, E. Levy): 1973, 1942.

Prof. Comrie and Prof. Schmidt discussing language typology





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