Editorial

Dear Eurolinguists,

In this issue we are concentrat-
ing 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-Bobbiolio, to present and discuss a new program of Testing of English for Specific Purposes (TOESP). This lecture tour of our Italian 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-
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 pentagonalism 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 paper presented to the ELAMA workshop “Migrating words and concepts between languages in and outside Europe” held at the International Conference on “Sémantique et lexicologie des langues d’Europe: des aspects théoriques aux applications”, Université Charles-de-Gaulle-Lille 3, Oct. 22-23, 2007.}

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, Eurolinguistics East, Eurolinguistics Centre and Eurolinguistics South 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. 1: Branches of the Eurolinguistic Association

<table>
<thead>
<tr>
<th>ELA</th>
<th>ELAMA Eurolinguistischer Arbeitskreis Mannheim e.V. (f.1999)</th>
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</thead>
<tbody>
<tr>
<td>AES</td>
<td>Associazione Eurolinguistica Sud, Roma (f.2005)</td>
</tr>
<tr>
<td>ENSE</td>
<td>Eurolinguistic Network South East, Zagreb (f.2007)</td>
</tr>
</tbody>
</table>

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 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.

Fig. 3 Structure of the Eurolinguistic Association (proposal in Lille, Oct. 22, 2007)

![Diagram showing the structure of the Eurolinguistic Association](image)

Comments on the structure 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 Eurolinguistic associations and may have

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4 Fig. 4 was presented to the Uppsala Symposium in 2005.
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 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 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 constituting 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-
session of the Statutes of ELA, an overall view of the position of Eurolinguistics and its goals were discussed both in Uppsala and in Berlin:

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

Such an overview of the role of Eurolinguistics shows us that the study of language must be integrated with that of many other humanistic subjects within a European framework, such that Eurolinguistics 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 Eurolinguistics is about.

Francesca Vaccarelli and Giovanni Agresti preparing their powerpoint presentations in Lille

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5 Fig. 5 was presented in Oct. 2001 to the Croatian Academy in Zagreb and later published in Vol. 5 of Studies in Eurolinguistics (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. “Anglist-ische 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 "faculte 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 defiliologisation 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:


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.

The 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 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:

- 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 skillfully 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 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. Garibaldi 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, 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 inter-vocalic consonants are dropped: e.g.: *occio*, in Ger-
man *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 dilatum, differre)
- brain (L cerebrum),
- flu (L influenza),
- lintel (L lintellus, limitellus),
- uncle (L avunculus),
- curl (L corolla),
- inch (L uncia),
- comb (cornet),
- perm (permanent)

It is important for the student to be-
come familiar with those processes that
govern the changes in meaning or that
take advantage of the implicit expres-
siveness and semantic transparency of
phono-symbolism, facilitating the learn-
ing of such motivating and particularly
dynamic learning aspects, which in ad-
dition to metaphor and metonymy,
also include “word-formation” “con-
version”, acronym, “clipping”,
“compounding”, “blend”, “affixa-
tion” 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 Pro-
fessor Gaetano Castorina at “La Sapi-
enza”. 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
Europeans from various European
languages which have been imported
from or via Latin (vinum, statio(n),
schola), French (restaurant, parvunu),
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 explicit 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 acquisi-
tion in a parrot-like imitation is needed
for the learner, excepting the deviating
pronunciation, here because the Ger-
man learner already knows the Eu-
ropean 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’ lan-
guages 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 Euro-
pean lexicon by means of etymologiza-
tion on the basis of Latin/Greek knowl-
edge or indirectly through exposure to
other European languages. This cog-
nitive approach to the common European
lexicon has been lost through the intro-
duction of the structural methods of imi-
tation (“patterns”), with its excessive
emphasis on the dissimilarities in pho-
netics, 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
differences have been neglected which
are so important in European commu-
nication 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 interna-
tional lexemes accessible to learners as
uniting and similar elements in a Euro-
pean conversation. They act as step-
ning stones of communication in the
perception of the numerous and very
similar Europemes between the
speakers of different European lan-
guages. 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),
would nevertheless be a waste of
accessibility not to take advantage of
what is similar in the lexica, i.e. the lexi-
cal Europemes. These similarities con-
stitute valuable memory helpers in mas-
tering the listening comprehension and
use of the acquired new lexical items in
a new, deviating phonetic shape and
possibly deviating semantic interpreta-
tions. 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 communi-
cation leaps from one European lan-
guage to another. Consequently, one should
start with what is known – the lexical
and phraseological Europemes - 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 lan-
guage class, because he feels intuitiv-
ely that he is learning to understand
and speak “Europese” and obtains a
feel for what a European conversation
means.

Starting from these so-called “mem-
ory 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 etymo-
logical method as sketched above. For
Italians with their huge supply of Ro-
mane and Latin lexemes this facilitates
not only the acquisition of English but
also of German with a similar abun-
dance of Latin-derived etyma. If foreign
language teaching is also carried out
within a European framework with the
intentionally elaborated European lexi-
con 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 founda-
tion. (PSU)

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**Eurolinguistic Association (ELA)**
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 17th and 21st 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


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.

View of the Castle of the Prince-Electors in Mannheim in the 1920s before its destruction in World War II
und Schmoller in P 1.
- Mäzenatentum: Herschelbad (U 2), Bernhard-Kahn-Lesehalle (N 2), Kunstthalle (Moltkestraße, Nähe Wasser-
turm).

Die „Ostjuden“ dagegen unterscheidet sich von den alteingesesse-
nen Familien durch ihre jiddische Sprache, fremde Mentalität, eigene kultu-
turelle und religiöse Bräuche und zu-
meist große Armut.

1679: Karl Clemens Froimon (Geburtsda-
tum und Herkunftsort unbekannt) gehört dem kurfürstlichen In-
genieurcorps an. Seit 1722 wird er bezeich-
net als „Ingenieur et Capitaine dans le Re-
giment de Soulzbach“. Einige Skizzen für Grundrisszeich-
nungen, die eine Neu-
ordnung der Schloss-
gestaltung im barocken Sinne vor-
schlagen, sind überliefert. Am 20.07.1726 eingeleitete Baumaßnah-
me: Haus für Ballspiel „(jeu de paume), Vorläufer des heutigen Tennis).

Guillaume d’Hauberat, Nachfolger von Froimon, war aus künstlichen Diensten ausgeschieden und wurde 1726 nach Mannheim berufen. Seine baulichen Aktivitäten waren:
- Innendekoration in Trep-
benhaus 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 bairischen Erbgrößherzogin Stephanie (Adoptiv-
tochter Napoleons I.) wird der Schloss-
garten angelegt (1811 vollendet): Steph-
phanienfur, Marmordenkmal der Erb-
größherzogin 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 Ge-
lehrte beeinflussten das kulturelle Le-
ben Mannheims.

Beispiele:
1733: Der Grundstein zur Jesuiten-
kirche wird gelegt (Vollendung 1760). Das Bauwerk ist die größte Barockkirche am Ober-
rein. Die Figuren am Hochaltar wurden angefertigt von dem französischen Bild-
hauer und Architekten Peter Anton von Verschaffelt (aus Gent stam-
mend), 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 Siegelbollwerk und Figuren für den Schlosspark Schwetzingen. Seine Ar-
beit 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 doku-
mentiert (erbaut für Josepha Seyffert-
Haydeck, Mätresse des Kurfürsten Karl Theodor, Tänzerin am Mannheimer Opernballett, und ihre vier Kinder. Die-
se wurden vom Kurfürsten legitimiert und in den Grafenstand erhoben. (siehe: Verschaffeltstraße in der Ne-
ckarstadt).

Der Sekretär Karl Theodors war der Schriftsteller Cosimo Alessandro Coll-
lini (geboren: Florenz 14.10.1727, ge-
storben: Mannheim 22.03.1806). Collini war zuletzt Direktor des naturwissen-
schaftlichen Kabinetts in Mannheim. Die von ihm verfassten Quellen zur Ge-
schichte der Pfalz waren: „Précis de l’histoire du palatinat du Rhin“ (1763), außerdem „Lettres sur les Al-
lemands“ (1790). Wissenschaftliches Ansehen erwarb er sich außerdem als Mineraloge (Collini-Center, Collini-
Straße).

Alessandro Galli da Bibiena (gebo-
ren: Parma 15.10.1685, gestorben: Mannheim 05.08.1748) war Architekt, Bühnenbildner und Theater-Ingenieur, stand zunächst im Dienst des Kurfürs-
ten Karl Philipp, der ihn 1742 zum O-
berbaudirektor ernannte. Karl Theodor beauftragte ihn mit dem Bau der Jesui-
tenkirche, die nach Bibienas Tod durch dessen Schüler Franz Wilhelm Raba-

IV. VOM NATIONALSOZIALISMUS BIS ZUR GEGENWART


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. Tristan lecturing in front of the map of Europe at the Leipzig Conference

Eurolinguistic Association (ELA)
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, Greek, 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, Burgdorff, Tornow, Schmitt, Reiter)
B) “Europa als a Linguistic Area” (Speakers: Heine/Kuteva, Kortmann, Voronkova, Tomić, Irslinger).
C) “Einzelsprachen und Spezial Aspekte” (Speakers: Haspelmath, Comrie, Tristam, Stern, Voss).
D) “Schlussfragen” (Speakers: Grzega, 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 19th 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. Hinrich’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:

7. Eurocom (Foreign language didactics, European Multilingualism). (H.G. Klein): 2002 and Euro-
On ELA Membership

Membership in a local Eurolinguistics branch (AES, ELAMA, ENSE) will automatically imply membership in ELA, provided the membership fee has been paid to the local association.

As a bonus an annual issue of Eurolinguistics Newsletter plus a lower price for volumes of Studies in Eurolinguistics are offered.

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