

EuroLinguistics Newsletter

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

Editorial

Dear EuroLinguists,

The most spectacular events in furthering EuroLinguistics during 2008 were three conferences held in Rome, Dubrovnik and Murcia (cf. Sections 1-3), to which also the world-wide Congress of Linguists (CIL 18) in Seoul, South Korea, could be added (cf. Section 4). A short version of a paper given in Seoul is included in Section 5. In this issue also two review articles are included in Sections 6 and 7.

Starting with the Rome *Convegno* in 2008 the main initiator was Prof. Gaetano Castorina at the Language Department of "La Sapienza" and Chairman of Associazione EuroLinguistica-Sud (AES), who succeeded in assembling more than 40 speakers in the Aula Magna of the "Sapienza" for presenting papers on Foreign Language Teaching: "Semplificazione, Internazionalizzazione e Innovazione nella Didattica delle Lingue Europee". Spon-

sors were British Institutes of Italy, Oxford University Press and AES, but also Cassino Letteratura dal Fronte, Consiglio Nazionale degli Ingegneri, Scuola Superiore e Centro Europeo di Formazione Nazionale Professionale per l'Ingegneria and, last but not least, Il Ministero della Pubblica Istruzione. This sponsoring was important for the success of the Rome *Convegno* with its great number of participants, its profuse lunch buffet and refreshing coffee breaks. Also four university organizations of "La Sapienza" helped to provide technical assistance and didactic knowledge and even to invite a whole school class from Rome to dance Greek *sirtaki* in the Aula Magna and to offer other Greek entertainment. Besides the new AES the following student organizations were actively involved: Studenti della Facoltà di Scienze Politiche, Associazione, LEND (Lingua E Nuova Didattica) and Associazione Allegorein (see more details in Section 1).

The second conference mentioned above of major importance in 2008 was the International Conference on "Curriculum, Language and the Law" held in Dubrovnik 18-21 Sept., 2008 which was organized by the Centre for Languages and Law, Faculty of Law at The University of Zagreb. More than 80 papers were presented at the Dubrovnik Conference on very diverse topics. The choice of Dubrovnik as a meeting place for a conference on Law and Language was very successful and very much appreciated by the numerous participants thanks to its beauty and accommodation (see Fig. 1). The magnificent scenery of the Adriatic Sea, its historical harbour, medieval atmosphere, it all inspired everybody who took part in guided tours on land and sea organized by the hosts including events of high aesthetic, architectural, musical and historical quality: one evening with supper in the Old Town (see Fig. 7), another evening with concert and baroque music in the Town Hall (cf.

Contents

1. In Rome:
Conference on the Teaching of Languages–Simplification, Internationalization, Innovation, 18-19 April, 2008.
2. In Dubrovnik:
Int. Conference: Curriculum, Language and the Law, 18-19 Sept, 2008.
3. In Murcia:
Conference on Sociolinguistics and EuroLinguistics, 12-14 Nov., 2008.
4. In Seoul:
The 18th Int. Congress of Linguists (CIL 18), 21-26, July, 2008.
5. Isoglosses and Migrating Words through Trade and Travels. (Shortversion of a Seoul paper, 2008).
6. Review of a Dissertation on Eurodeutsch and Europese. (Fall semester 2008).
7. Review of a Master Thesis on Ethnic Cleansing and Forced Migration in 1931-1948 in the former Yugoslavia. (Fall semester 2008).

Fig. 1: Aerial view of Ragusa / Dubrovnik

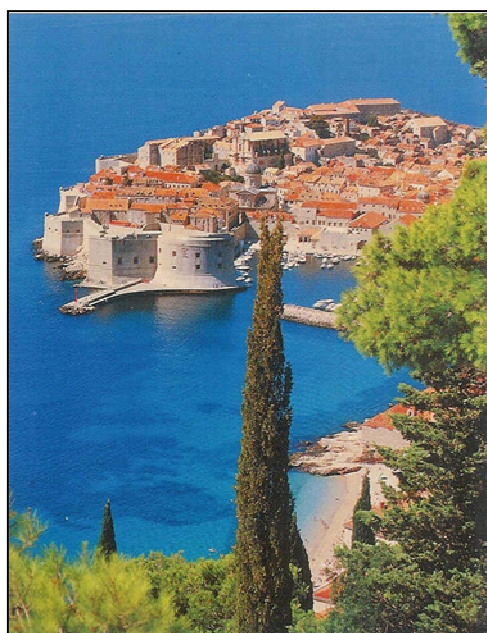


Fig.6). This belonged to the high lights of the stay in Ragusa/Dubrovnik, once an important trading centre in the past between the east and the west, the Adriatic Coast and the then Islamic hinterland of the Balkans up to the 19th century (cf. Section 2 for details).

The third event of EuroLinguistic interest was the Murcia *Congreso* in Spain, held at the Universidad de Murcia, Facultad de Letras, 12-14 Nov., 2008: "Congreso Internacional sobre la Evaluación Actual de la Diversidad y Jerarquía de Lenguas en Europa". This

well organized conference was held in the Conference Hall, "Hemiciclo" de la Facultad de Letras, to which not only invited speakers came but also a large number of language students and other students of the Facultad de Letras. The main organizers, the Dean, Prof. José Cano, together with his colleagues, Prof. Juan Cutillas Espinosa and Prof. Juan Manuel Hernández Campoy were able to mobilize a large number of students interested in socio- and Eurolinguistics. The goal of the conference was to introduce sociolinguistic and Eurolinguistic views of the use of languages in the Pyrenean Peninsula, the British Isles and also additional areas south of the Mediterranean. Muhammad el Madkouri, Madrid, gave a paper on Berber (Beréber) and Arabic (Árabe) with different varieties (e.g. Árabe Fuska, Árabe Classico) in contact with Spanish, French, English, Dutch, German, Italian on the North African side as well as in Spain proper among the immigrants (La Elco), or in seaports such as Ceuta and Melilla. He presented his enriching paper with great knowledge and expertise. Furthermore, Pilar García Mouton, Madrid, discussed the important use of linguistic atlases as a medium of a pan-European geolinguistic scope of the European languages, e.g. *Atlas Linguarum Europae* and *Atlas Linguistique Roman*.

Gaetano Castorina, Rome, gave a paper on a Eurolinguistic approach to the teaching of European languages by using a new European Communicative Method (ECM) with the help of explicit etymological clues and derivations of difficult lexical items, which simplify and make the learners aware of international loans and transferring bridges between various languages: "Simplificazione, Internazionalizzazione e Innovazione thus serving as Acquisition and Memory Helpers in language learning (see section 3: 5-6 on the **EECM**, the Etymological European Communicative Method, which is to be used for spreading the term '**Europese**').

In his sociolinguistic paper David Britain, Univ. of Essex, continued with a combined double but very productive geographical-sociolinguistic view describing language variation and change in Europe by giving a survey of and comparing British sociolinguistics with American research on urban languages (Labov, Wolfram, Saunders etc.).

Peter Trudgil, Univ. of East Anglia, approached the ethnic-sociolinguistic view by giving a survey of the minority languages on the periphery of Europe (e.g. Arumanian, Vlachika, Arvanitika, Csángó, Windisch, Nynorsk) in applying concepts of *Abstand-* and *Ausbausprache* in the sense of Heinz Kloss, the well-known German ethno-sociologist.

Rafael Monroy, Murcia, discussed the concept of *lingua franca*. The pros and contras from a sociolinguistic perspective. Tomás Albaladejo Mayodormo, Madrid, discussed the use of texts, contexts and communicative actions in the analysis of European languages.

The papers enumerated here were by no means all the papers presented at the conference in Murcia. Quite a few papers by advanced and specialized students in the particular language studies were also presented which made a good impression of recruiting young students for linguistic studies in this part of Spain.

The success of the first "Murcia Congreso" in this socio- und Eurolinguistic undertaking was also visible from the list of sponsors whom the Dean had been able to motivate such as Caja de Ahorros de Mediterráneo, Servicio de Promoción Educativa, Vicerectorado de Innovación y Convergencia Europea, Decanato de la Facultad de Letras, Departamento de Lengua Española, Lingüística General y Traducción e Interpretación and Departamento de Filología Inglesa.

Judging from the open-minded reception of and the response to the lectures on sociolinguistics and Eurolinguistics among the Murcia students and in particular their own active participation, there is no denying the fact that the initiative of the Dean was appreciated both from the experts invited and the general public, the students. To this positive remark one must also mention the fact that the students themselves were willing to pay a par-



Fig. 2: View of the Cathedral in Murcia

ticipation fee voluntarily for acquiring credit points, which is an un-heard thing of, in for instance Germany. To Dean José Cano and his colleagues we congratulate to this success of making socio- and Eurolinguistic views of language known in this part of Europe by organizing this conference.

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1. Conference on the Teaching of Languages (Rome)

The Rome *Convegno* 2008, organized by Giuseppe Castorina, Director of the Department of Languages for Public Policies at the Faculty of Political Science of the University of Rome "La Sapienza", in collaboration with Student Cultural Initiatives and with the recently founded Association "EurolinguisticaSud", focused on the challenges of multilingualism and multiculturalism in Europe and beyond. Speakers covered an impressive range of topics, related to the following areas of interest:

- 1) *processes of reorganization and*

reciprocal influences of European and non-European languages in Europe, and the evolving role of European languages in other parts of the world;

Fig. 3: *Linguistic and cultural enrichment*



2) *innovation* in school and university language teaching which helps to forge the multilingual identity at the core of the European experience;

3) *translation* as a tool for developing a common European identity and as a way of fostering linguistic democracy and intercultural dialogue; and

4) *multilingual and multicultural* aspects of media genres (TV news, advertising, and the press) in continuous evolution.

A key event during the first morning of the conference was the participation of pupils from an elementary school in Rome, who through their performances demonstrated the benefits of a European approach to education as the key to linguistic and cultural enrichment and dialogue. Another unique feature of the conference was represented by the contributions of poets and writers illustrating the influence of local languages and of other languages and cultures on their artistic production.

The Conference was opened by *Giuseppe Castorina*, who underlined the values that underpin Eurolinguistics as concept, practice, association and

area of study, and the great resource which it constitutes for all Europeans. Greetings were extended by Giuseppe Zia, representing the National Council for Engineers, by *Giorgio Bologan*, the Romanian Attaché for Immigration Cultural Policies in Rome, and by *Aurelio*

Misiti, President of the 'Ateneo Federato', and *Piero Lucisano*, Rector Representative for the Students' Educational, Guidance and Policies Rights.

The first speaker, *Franco Ferrarotti*, set the tone for the conference by emphasizing the privileges and potential of living in a multilingual European community. Important contributions were made by two European Commission representatives: *Angeliki Petrits*, EU-coordinator for university relations, and *Alessandra Centis*, Italian member of the EU monitoring group for multilingualism. Angeliki Petrits presented the European Master in Translation (EMT) initiative, which aims at creating a benchmark for translator training in Europe. Originally developed to overcome the shortage of qualified translators from some of the newer members of the Union, it now offers a high quality standard curriculum for the training of translators that may be adopted by universities all over Europe and further developed in a joint effort to ensure high standards and a productive degree of harmonization of objectives and methods. Alessandra Centis spoke

about the important role of the European Commission in promoting best language teaching practices, particularly through assignment of the European label. By assessing, identifying, describing and publicizing best practice in language teaching, the European Commission aims to make these strategies available to institutes of learning throughout the Union and to stimulate collaborative innovation. *Louis Begioni* (Univ. of Lille 3) closed the first section speaking about the evolution of the verbal systems in Romance languages, with specific reference to French and Italian, and suggested that this process can be better viewed as efficient reorganization of part of the language system rather than a simplification which represents a loss. He outlined the way in which similarities in these languages can be exploited, as an example of how the learning of different but related European languages can be made more efficient as they are added to the learner's growing repertoire of languages for different purposes and at differing levels of competence.

A particularly entertaining and exhilarating moment in the Conference was the performance by pupils in multilingual, multicultural third, fourth and fifth grade classes at the "Nando Martillini" elementary school in Rome. *Manuela Cipri*, who greatly contributed to the organization of the Conference, coordinated this special event with the school's Director and teachers. *George Carageani* (Univ. of Rome "La Sapienza") explained the cultural significance of the poems, stories and songs that were performed by the children in Romanian, and commented on the language ability of the non-Romanian pupils as evidence of the success of the children's joint efforts. *Marcella Scanzocchio*, on behalf of the school's Director *Maria Fani Capella*, introduced the second group of pupils, who performed a play based on stories from Greek mythology, followed by a group rendition of the Greek folk dance, the *sirtaki*, much appreciated by the audience, who clapped to the rhythm of the music.

The morning session continued with a talk by *Rita Salvi* (Univ. of Rome "La Sapienza") about the essential role of language training for non-language majors at university level, particularly with

regard to the teaching of specific academic and professional communicative competences. She expressed concern about the dwindling resources being allocated for this purpose in view of the fact that Italians lag behind the citizens of many other European countries in their knowledge of other languages. *Ilías Spyridonidis* (Univ. of Salonicco) presented a specific case of the spread of Italian language and culture in Northern Greece, followed by *Massimo Palumbo* from the Italian Office of the European Parliament, who accurately described the crucial function of European multilingualism as a "carrier of democracy".

The afternoon session began with a talk by *José María Jiménez Cano* (Univ. of Murcia) about current political implications of the teaching of Spanish in a general context of supremacy of the English language, including the role language policy played in the recent Spanish elections.

Linda Lombardo (LUISS "Guido Carli" University, Rome) illustrated teaching materials for developing university students' media literacy through a comparative analysis of the language of TV news reporting of the 2003 Iraq war in Italy, the UK and the US, demonstrating the ways in which differences in reporting reflected a cultural construction of the conflict. *Juan Antonio Cutillas Espinosa* (Univ. of Murcia) focused on changing models of English pronunciation and the case for teaching a Lingua Franca Core, concluding that the choice of a model for language teaching should be based on a careful

consideration of geographic, demographic and mobility factors and should in any case avoid establishing a priori limits to student achievement. *Stefano Arduini* (University "Carlo Bo", Urbino) spoke about

the importance of translation in establishing and maintaining intercultural dialogue, while *Marinella Rocca Longo* (University of Rome 3) discussed features of New Zealand English, comparing Pākehā English and Maori English. *André Rousseau* (University of Lille 3) examined recurrent models of nominal composition across languages in a comparative historical perspective. *Filippo Bettini* (University of Rome "La Sapienza") focused on plurilingualism as the central experience and driving force behind the literary event known as "Festival Mediterranea". Poet and publisher *Vincenzo Luciani* spoke about the revival of Italian dialects and expressed an optimistic view of their future development, while *Elio Miracco's* (University of Rome "La Sapienza") contribution explored historical and contemporary contacts with the Albanian language in a prospective of European convergence.

The final section of the day included contributions by *Paolo Donadio* (University of Naples, "Federico II") on the tension between local and global during the European constitutional process; *Massimo Bartoletti* on behalf of Fabrizio Locurcio (Editor of the journal *Atlas Orbis*) on the practice of multilingualism in newspapers and journals; *Laura Ferrarotti* (University of Rome "La Sapienza") on the challenges posed by adapting advertisements to different languages and cultures; and *Ancelita Iacovitti* (LUSPIO University, Rome) on the relationship between internationalisation and in-



Fig. 4: Plenary Session with G. Castorina, F. Ferrarotti, L. Lombarda and G. Gobber

novative language teaching on the one hand and social cohesion on the other.

On the second day, the conference was opened by the Dean of the Faculty of Political Science, *Fulco Lanchester*, who underlined the importance of university language training for study and professional purposes. The first speaker was *Giuseppe Castorina*, who discussed the need for innovation in the Evaluation and Certification of linguistic competence at university level, and described the features of the Test of English for Special Purposes (TOESP), currently being used at several Italian and European universities. *Angelo Avella* (University of Rome "Tor Vergata") illustrated what he called "the Italian roots" of South America through an account of the life and influence of Teresa Cristina di Borbone in Brazil and the spread of the Italian language and culture in that part of the world. *Antonio Castorina* (University of Rome 3) spoke about a variety of Spanish which has developed in Equatorial Guinea on the West African coast, and its particular evolution and influence. *Francesco Zannini* (University of Rome "La Sapienza") talked about the presence of the Arabic language in European history and its growing importance in Europe today, and discussed the strategic and political significance of the teaching methods adopted. *Domenico Sturino* (University of Calabria) presented a study of the linguistic barriers in health care in Italy,

Fig. 5: Participants from the left: D. Sturino, Mrs Sturino, L. Ferrarotti and V. Merolle



with suggestions for what needs to be done to overcome them. *Anna Maria Curci* and *Carmen Dell'Ascenza* (Lend, Lingua e nuova Didattica) described the principles and outcomes of the "Poseidon" programme, whose aim is to prepare foreign language teachers and teacher trainers as reflective facilitators in a learner-centred approach, which develops native language competence and awareness as the basis for the more effective and interrelated learning of other European languages.

In the final section, *Tiziana Colusso* (Board Member, European Writers' Congress) talked about poetry as a tool for learning language, and illustrated this concept through a reading of one of her own poems as well as a poem by *Giulia Niccolai*, member of the avant-garde and famous Italian literary movement "Gruppo '63". Writer and poet *Chidi Uzoma* discussed his experiences of multiculturalism in Italy, particularly in Rome, suggesting that a focus on interculturalism is needed in order for recent immigrants and their families to be able to feel part of the new community. *Daniela Giordano* (Artistic director of the Festa d'Africa Festival) explored the impact of African theatre in European languages both in terms of enrichment of these languages and as an instrument for cross-cultural communication. *Paola Giunchi* (University of Rome "La Sapienza") illustrated ways of helping students at lower levels of language competence to gain access to authentic specialized texts without impoverishing these texts by simplifying them lexically or syntactically. *Arnulfo Martínez Portales* (University of Rome "La Sapienza") discussed the political implications of specific translations of selected Spanish words, giving data on student interpretations of these translations. *Serafina Filice* and *Ros-sella Pugliese* (University of Calabria) presented a case study involving the teaching of German through English, which supports the efficacy of a teaching approach relating new languages to known languages, a practice which is central to the concept of Eurolinguistics. The Conference ended with Sture Ureland's (University of Mannheim) comments on the teaching and acquisition of foreign lexemes in European presented afterwards to a special class of students.

The varied but interrelated ap-

proaches to languages, their interactions and evolutions presented during the conference will hopefully provide an impetus for the further promotion and development of multiculturalism and multilingualism in a world much in need of dialogue.

(*Laura Ferrarotti*)

2. International Conference Curriculum, Language and the Law (Dubrovnik, 18 – 21 September, 2008)

The Dubrovnik International Conference 2008 was organized by the Centre for Language and Law, Faculty of Law, Zagreb within the framework of the international Tempus Project „Foreign Languages in the Field of Law“ (Coordinator: Faculty of Law, University of Zagreb, Grantholder: University of Antwerp).

The aim of the conference was to provide an interdisciplinary forum for discussion in scientific fields where law and language converge and, in particular, to promote the incorporation of legal linguistics and other language-related law courses into the academic curricula at universities in Europe and elsewhere.

2.1 Participants and papers

The participants were almost 30 linguists and lawyers from Austria, Belgium, Brazil, Bulgaria, Canada, China, the Czech Republic, Croatia, Denmark, Finland, Germany, the Republic of Ireland, Italy, Japan, Latvia, Luxembourg, Malaysia, Netherlands, Norway, Poland, the Russian Federation, Slovenia, Spain, Switzerland, the UK and the USA.

2.2 Lectures and Papers

The keynote address was given by Vijay Bhatia (City University of Hong Kong), who highlighted the nature and functions of intertextuality and interdiscursivity in legal genres. Individual legal texts are rarely interpreted on their own; more often than not, these specialized forms of discourse are understood and interpreted in the context of "critical sites of engagement" which are highly specific to legal practice and culture. A framework for the analysis of legal discourse in the context of some of the constraints imposed by professional legal practice and culture was suggested.

In their joint plenary lecture, *Ian Engberg* (University of Aarhus) and *Isolde Burr* (Univ. of Cologne) presented the curricula of "Studiengang Europäische Rechts-linguistik" at the Univ. of Cologne and the course in specialised translation at the University of Aarhus. The Cologne programme is a novel BA/MA-programme combining studies in law with studies in linguistics. It is oriented towards European law and based on a wide international network of cooperating partners. The Aarhus programme, on the other hand, is a more traditional MA translation programme emphasising research skills and the inclusion of recent knowledge about legal linguistics and especially legal semantics. Through the comparison of the two curricula the

Fig. 6: Picture of the Town Hall in Dubrovnik.



authors showed possible points of future development in both types of the programme.

In his plenary lecture, *Colin Robertson* (Council of EU, Brussels) analyzed differences between multilingual and monolingual legal systems as regards the role of translation, terminology and term-equivalence across languages. Different 'types' of legal system were identified, such as national law, international law and supranational law (EU law), and the multilingual dimension to each of these legal orders was explored. Furthermore, the author outlined a typical model for making monolingual national law and then demonstrated what changes, and why, when the context is multilingual. The paper also discussed the relevance of multilingual law in modern life, translation, multilingual drafting, legal-linguistic revision and linguistic theory, as well as the interconnections between the different legal orders, and their superposition. In conclusion, the need for skilled practitioners, proper training and attention to detail and quality was pointed out.

In section 1: "Curriculum Development and Legal Education", *Ludger Kremer* (University of Antwerp) and *Lelija Soćanac* (University of Zagreb) jointly presented the objectives and activities of the international Tempus project "Foreign Languages in the Field of Law" within whose framework the conference was organized. The main project objective has been to set up the Interdisciplinary Centre for Language and Law, which is in charge of foreign language curriculum development and implementation for law students and legal practitioners at Croatian universities, and curriculum development and implementation of workshops for foreign language lecturers and translators specializing in law. In addition to teaching, the Centre promotes research on various aspects of the interface between language and law, hosts Croatian and international projects on relevant research areas, organizes conferences and promotes international cooperation. *Heikki E.S. Mattila* (University of Lapland) presented studies of legal linguistics at the University of Lapland, which are compulsory for all law students. The courses focus on the functions and characteristics of legal lan-

guage, legal terminology, history and fundamental characteristics of major legal languages (English, French, German), the Latin background of modern legal languages, as well as their mutual relationships and international use, particularly in the European Union. Simultaneously, students' mastery of languages is developed through general language courses. *Christopher Goddard* (Riga Graduate School of Law) described a three-semester professional training programme for legal linguists (MA in legal linguistics) organised at Riga Graduate School of Law in support of EU organizations, state administrative institutions, and others in the private sector. Other papers in this section focused on teaching legal translation. In their joint paper, *Elisa Calvo Encinas* (Universidad Pablo de Olavide, Sevilla), *Juan Miguel Ortega Herráez* (Universidad Autonoma de Madrid) discussed functional approach to legal translation teaching and methods to combat literality, *Guadalupe Soriano Barabino* (University of Granada) presented legal curriculum for training legal translators, *Inmaculada Soriano Garcia* (University of Granada) discussed teaching of legal terminology to future translators. Two papers, presented by *Claudia General* (University of Applied Sciences, Winterthur) and *Gertrud Hofer* (Zürcher Hochschule Winterthur) focused on qualification and quality control of court interpreters in Switzerland. Several papers presented language teaching methods to law students and legal professionals: *Adela Bahenska* shared her experience of teaching International Legal English to law students and professionals in Prague, while *Nikolina Korečić* (Zagreb) spoke about teaching intercultural communication skills to Croatian lawyers.

Eamonn Shanahan (Zagreb) spoke about the lexical approach in teaching of legal English to practising professionals. In their joint paper, *Devikamani*

Menon and Maya David (University of Malaya) discussed English language skills for law. In their joint paper *Tamara Sladoljev-Agejev and Jasminka Pecotić-Kaufman* (University of Zagreb) stressed the importance of legal English in advanced business English courses in Croatia. *Louise Rayar* (Maastricht University) discussed the importance of legal translation as a tool for teaching legal research skills. *Milica Gačić* (University of Zagreb) presented linguistic analysis of EUR-Lex as a tool for teaching the basics of European legal English, French and German. *Lju-*

Fig. 7: Picture from the Main Street in Dubrovnik, Sept. 2008



bica Kordić (University of Osijek) discussed the importance of German for Croatian lawyers.

In section 2: "Legal Terminology and Lexicography", *Peter Sandrini* (University of Innsbruck) focused on transcultural comparison of legal concepts and terms. *Francois Blais* (Centre for Legal Translation and Documentation Ottawa) discussed the specific bilingual situation in Canada with its two different legal systems. He also presented a new program of legal translation for lawyers. In their joint paper, *Elena Chiocchetti* and *Isabella Stanizzi* (European Academy of Bolzano) discussed

criteria for harmonizing multilingual legal terminology. *Susan Šarčević* (University of Rijeka) compared the terminology in various language versions of EU directives in the field of consumer protection law with the Croatian terminology in the transposed national legislation. She also analyzed the role of translation in the harmonization process, raising the question to which extent the terminology in the Croatian translations of the respective EU directives is taken into account. *Maja Bratanić* and *Vedrana Ilijevski* (University of Zagreb) discussed a number of problems using the examples of EU legal terminology in the Croatian Euro-term and proposed long term procedures for its more systematic standardization. *Martina Bajčić* (University of Rijeka) spoke about the search for Croatian equivalents for EU terms in competition law. *Martin Mac Aodha* (N.U.I. Maynooth, Ireland) examined the applicability of the Explanatory Combinatorial Dictionary model, proposed by Alexander Zholkovsky and Igor Mel'čuk in the late 1960's, to bilingual law dictionaries to improve the quality of linguistic information these provide the translator. *Dubravka Papa* (University of Osijek) spoke about legal aspects of American political phraseology.

Section 3: "Legal Translation and Court Interpreting", attracted a large number of contributions. *Marta Chroma* (Charles University Law School, Prague) explored the difference between semantic and legal interpretation in the translation process. *Anne Lise Kjær* (University of Copenhagen) discussed differences between legal translation in the EU and translation in other contexts due to the special character and organization of the legal system. She argued for a broad perspective which includes not only comparative law and legal translation, but also theories of legal integration. *Iwona Witzak-Plisiecka* (University Łódź) talked about translation in the legal context as a challenge for the general theory of translation. *Alenka Kocbek* (University of Primorska, Koper) argued that indiscriminate application of Vermeer's principle of cultural embeddedness may prove to be misleading, as it may cause disturbances in the legal communication occurring through the translation act. In their joint paper, *Raquel*

Martínez Motos and *Adelina Gómez González-Jover* (University of Alicante) discussed anisomorphism in the translation of legal texts, comparing the English and Spanish law of succession. *Carmen Bestué* (University of Barcelona) spoke about the translator as the new contract drafter, providing an analysis of computer contracts. *Lucja Biel* (University of Gdansk) analyzed SL-oriented and TL-oriented equivalents in legal translation, using the corpus of company law texts and cognitive linguistics tools. *Janka Doranić* (Ministry of Foreign Affairs and European Integration, Zagreb) spoke about problems of translation from Croatian into English in the field of company law. *Juan Miguel Ortega Herráez* (Universi-

lated to Austrian asylum law. *Ase Johnsen* (University of Bergen) presented results of ongoing research on court interpretation based on a corpus of recorded trials at the Bergen Town Court. *Ada Gruntar Jermol* (University of Ljubljana) spoke about difficulties involved in legal translation in terms of concepts, terms, stylistic and syntactic features etc. *Sonia Vaupot* (University of Ljubljana) focused on specific features of legal French and problems of legal translation in terms of style, syntax and grammar, compounded by specific legal concepts and terms.

Fig 8: Dubrovnik Harbour at sunset



dad Autónoma de Madrid) analyzed the interaction between the interpreter and other professionals in multilingual and multicultural legal proceedings and proposed some actions aimed at facilitating cooperation and better understanding between legal professionals and linguists. *Ingrid Simonnaes* (University of Bergen) spoke about the development of an electronic corpus for the analysis of legal translations. *Eva Wiesman* (University of Bologna) spoke about the language use of notaries, analyzing the translation of phraseological units in Italian documents. *Gernot Hebenstreit* (University of Graz) presented a project for the development of a multilingual database of terms re-

In section 4: "Legal and Linguistic Aspects of Multilingualism", *Janet E. Ainsworth* (University of Seattle) spoke about the cognitive and cultural challenge of code-switching to English-Only rules in American workplaces. *Maria del Carmen Acuyo Verdejo* (University of Granada) spoke about English informative texts for immigrants in Spain. *Sture Ureland* (University of Mannheim) spoke about the cultural roofing and Europeanization of Scandinavia with special reference to medieval texts, giving a broad European view of the codification process underlying the rise of Old Danish or Old Swedish to fully fledged instruments of legislation in Scandinavia between the 12th and 14th



centuries. *Antonia Blasina Miseri* spoke about the Italian minority in Croatia, focusing on the position of the Italian community in *bilingual areas, representation of minorities* in the Croatian parliament and laws for the protection of minorities regarding education, bilingual signs, cultural organizations and the media. *Olga Voronkova* (University of Mannheim) focused on *minority rights in Poland, Lithuania and White Russia*.

In section 5: "Language in Litigation and Arbitration" *Stefania M. Maci* (University of Bergamo) investigated those legal aspects which have caused a modification of Italian and English arbitration practices in terms of intentions, purposes and processes. *Michaela Domijan-Arneri* (TLT Solicitors, London) spoke about problems in *multilingual litigation* from the perspective of an English solicitor. In their joint paper, *Laura Ervo, John Pointing* and *Leslie Blake* analysed the new Scandinavian communicative court culture contrasted with the decline of 'orality' in the *English legal system*. *Celina Frade* (University of Rio de Janeiro) investigated the formation of questions in common-law style cross-examination as opposed to civil-law questioning tradition. *Tarja Salmi-Tolonen* (University of Turku) discussed the construction of arbitration reality in arbitrators' talk, focusing on the degree of re-contextualisation of meaning in the conducted interviews with arbitrators in the US and Europe. In a joint paper, *Dragana Bjelić, Barbara Pišker* and *Vesna Vulić* (Polytechnic of Požega) discussed the *concept of reasonable time* in court proceedings in Croatia.

In section 6: "Forensic Linguistics", *John Olsson* (Forensic Linguistics Institute, Llanfair Caereinion, Powys) analysed a number of *police recorded interviews* to evaluate the question of whether recording guarantees accuracy of interview content and fairness of procedure. *Cecile Brich* (Leeds University) presented an assessment of the accuracy of *Foucault's analysis* of discursive practices in judicial settings in the light of subsequent scholarship. In their joint paper, *Maria Spassova* (University Pompeu Fabra, Barcelona) and *Tim Grant* (Aston University, Birmingham) explored the applicability of morpho-syntactically annotated *tag*

pho-syntactically annotated *tag sequences* as a classification measure in Spanish written text categorization by author's gender and origin.

Section 7: "Analysis of Legal Discourse" started with the presentation of *Davide Mazzi* (University of Modena and Reggio Emilia) focusing on the dialogic nature of legal discourse and strategies employed by judges in order to project themselves into the argumentation they construct in judgements. *Diana Yankova* (New Bulgarian University, Sofia) considered some *differences in legal reasoning, structure and lexis* across three diverse legal systems – those of Continental law, Common law and Community law drafting, as well as the implications of these differences for teaching English for lawyers. *Stanislaw Goźdz-Roszkowski* (University of Łódź) spoke about the problem of vagueness in legal lexical units and proposed building a systematic and *exhaustive phraseological profile* to provide insight into the usage of legal terminology. *Magdalena Nigoević* (University of Split) discussed argumentative schemes and *discourse markers* in legal texts. *Rada Malobabić* (University of Rijeka) described major syntactic features of EU legislative writing. *Dragica Bukovčan* (Police College, Zagreb) analyzed *binominal expressions* in the German and English language of criminal law. *Borislav Marušić* (University of Osijek) described the functions of the verbal system in the language of German public administration.

In section 8: "Legal Drafting and Transparency", *Christopher Williams* (University of Foggia) highlighted some of the changes in the Scottish Parliament legislative style resulting from the Plain Language movement by comparing some of the earliest legislative texts passed by the Scottish Parliament with some of the most recent ones. In their joint paper, *Aino Piehl* and *Matti Räsänen* (Research Institute for the Languages of Finland) described the project whose aim is to investigate the different factors in writing a law that is both legally adequate and easily comprehensible. *Viktorija Osolnik Kunc* (University of Ljubljana) discussed comprehensibility of the language of law and public administration in Slovenia, Austria and Germany. *Do-*

minique Markey (University of Antwerp) focused on the efforts to make legal French more accessible to the general public in France, Belgium and Canada.

Section 9: "Language Issues in EU Law" started with a presentation by *Erik Hertog* (Lessius School Antwerp) focusing on the right to access *justice across languages and cultures*, i.e. the right to a free interpreter and translation of relevant documents in criminal proceedings. *Tamara Čapeta* (University of Zagreb) presented the findings of empirical research of European Court of Justice judgments in preliminary ruling with the aim to assess whether the ECJ really performs linguistic comparisons, *how often, with which purpose* and *which languages* are taken into consideration. *Iris Goldner Lang* (University of Zagreb) tried to detect how to balance free movement of persons and acceptable linguistic limitations to such freedom by taking relevant case-law into consideration.

The conference was concluded with *plenary lectures* given by *Maurizio Gotti* (University of Bergamo) and *Sieglinde Pommer* (Harvard Law School). *Maurizio Gotti* analysed legal drafting in an international context in the light of linguistic and cultural issues. He investigated the means whereby normative discourse is employed in different cultural, linguistic and legal environments on the example of Model Law on International Commercial Arbitration adopted by UNCITRAL in 1985 and later integrated into the laws of several countries with different constitutional, socio-cultural and economic conditions.

Sieglinde Pommer investigated the applicability of the cultural approach to legal translation exploring the complex interaction of culture, law, and communication with a special focus on the important role of comparative legal analysis in the framework of global legal discourse.

It is very difficult to summarize a large number of papers covering such a wide range of topics at the interface between language and law. In conclusion, we can say that the conference has offered an invaluable overview of the latest developments in the new field of legal linguistics, and opened a number of possibilities for future research and international cooperation.

(Lelija Sočanac)

3. Conference on Sociolinguistics and Eurolinguistics in Murcia

3.1.1 Introduction

The following speech was held by S. Ureland in opening the Euro-linguistic section of the Murcia Congreso 2008:

“Queridos Colegas y Amigos de Eurolinguística,

The most important aim of this congress will be the creation of a global podium in Spain for presenting Eurolinguistics and Europeanistics as new disciplines of studying the European languages and cultures both within as well as outside Europe (inner and global Eurolinguistics). In doing so we start from the conviction that language contacts in bi- or multi-lingual individuals are of great importance for the genesis and change of a given language in the past as well as in the present (cf. Pushkin Theses 1 and 4).

This interaction of European languages within and between multilinguals is carried out by means of translation, interpreting and transfer of technical and cultural concepts and words (*Lehnngut*), which take place directly between speakers of European languages and indirectly between European and non-European languages overseas (Theses 14 and 15). This interaction between inner and global cultures and languages in Europe and overseas is constitutive for the whole linguistic and cultural development because it depends mainly on fusion between East and West, South and North in copying and transferring so-called interferences, integrations adaptations or imitations (cf. Thesis 5). Given this fact, multilingualism will therefore be the primary object of study in developing Eurolinguistics in the larger framework of *Europäistik*, the researchers of which must possess quite a different education and technical know-how than found today in the more nationally oriented disciplines (cf. Fig. 5 in *Eurolinguistic Newsletter No. 4*, p. 4). Eurolin-



Fig. 9: The main building of the University of Murcia

guistics as a partial branch of the larger roofing *Europäistik* will therefore occupy itself with languages and cultures from a Europe-wide perspective which also includes languages and cultures overseas. Without this perspective of the fusion of languages and cultures we cannot describe and explain the convergence and divergence of European languages and cultures. Such congruent development in the long history of linguistics is describable only in a Pan-European way or in terms of global multilingual and multicultural perspectives.

After this proclamation of a new type of linguistics we are introducing a totally new orientation towards a European and global linguistic science. In making this statement I also want to thank the University of Murcia and La Facultad de Letras in particular with its organizational committee, Dean José Cano, Prof. Juan Cutillas Espinosa and Juan Hernández Campoy for inviting and preparing this congress in Murcia which constitutes another step of European cooperation in things Eurolinguistics by putting Spain and the Pyrenean Peninsula on the Eurolinguistic map and thus increasing international togetherness considerably. By our presence here we will have the chance to invite Spanish Eurolinguists to join the roofing organization ELA (Eurolinguistic Association) by founding a new branch of Eurolinguistics in the future: Asso-

ciación *Eurolinguística Sur-Oeste* as an extension of ELA founded last year in Lille in 2007. We hope the name proposed will find acceptance among yourselves to include other languages besides Spanish on the Pyrenean Peninsula.

On behalf of the provisional executive committee of ELA and as Chairman of ELAMA I greet you all Eurolinguists assembled here today in Murcia cordially welcome hoping our congress will open the gates to Eurolinguistics South West (AESW) and initiate a fruitful Eurolinguistic cooperation in the future. Thank you!

3.1 Comments on the Teaching and Acquisition of Foreign Lexemes in Europe¹

3.1.1 Introduction

The Rome Convegno in April 2008 was held under the motto “Intercultural Dialogue” and “Together in Diversity” as suggested by the European Commis-

¹This paper was presented as a plenary paper to the Murcia Congreso Internacional sobre la evaluación actual de la diversidad y jerarquía de lenguas en Europa, Nov. 12-14, 2008.



Fig. 10: Announcement of Sture Ureland's paper by Dean José Cano

sion for the year 2008. However, in Murcia in November 2008, this international dialogue also had an additional aspect "Diversity and Hierarchy" concerning various approaches to the teaching of European languages and problems of multilingualism. Here I would like to discuss some of the aspects of a new method in foreign language teaching (FLT) based on the so-called **etymological-historical study** of Europeanisms and internationalisms (cf. Sections 10 and 11 in Table 1). Before that, I will give a historio-graphical survey of how FLT has undergone considerable changes of methods and aims since the beginnings in modern times

3.1.2 Historical survey of methods and aims of foreign language teaching

Through the foundation of *ELA (EuroLinguistic Association)* in 2007 in Lille, an umbrella organization was created under which EuroLinguistic research was planned on a Europe-wide scale also for coordinating theories and methods of language teaching. These will be more international than earlier methods

and theories created with- in a national-philological frame-work. In the history of FLT one can discern a distinct inter-relation between the progress in theoretical linguistics and language teaching methods in the ever changing needs of foreign languages in Europe.

In the days of traditional normative grammar, the method of foreign language teaching during the early 19th century was the normative classical paradigm-concept of memorizing and learning the rich flora of morphological suffixes by heart (cf. 1, Table I). Also the teaching of traditional syntactic constructions was according to classical concepts of well-formed-ness as standardized by Cicero for Classical Latin. One could claim that traditional school grammar was heavily influenced from this Greek-Latin translation model which had dominated the didactics of language teaching developed during the past millennium since the Middle Ages. It was primarily a translation-one-way-model, the aim of which was to produce an exact translation of the Latin or Greek original (cf. 3, Table I).

Table I: Historical list of methods and aims for teaching foreign languages (FLT)

1. Normative grammar of classical languages (Latin and Greek):
In France: The French Port-Royal

grammatical concepts (logic, clarity, elegance, beauty, standard, non-dialectal nor vernacular). In Germany: W. von Humboldt's influence on K.F. Becker's well-known Normative School Grammar of 1829.

2. The rise of National Philologies in Germany between 1819-1836: Grimm (1819-1821), Bopp (1816), Dietz (1836), Lachmann (1826, 1829) and the rise of Germanic and Romance Historical-Comparative Linguistics.
3. The ancient Paradigm-and-Translation Method.
4. The break-through of Articulatory Phonetics in the 1850s-1890s: Brücke (1856), Merkel (1857), Helmholtz (1863), Sievers (1876), Sweet (1877), Jespersen (1889), and also Jones (1909-1950).
5. The Foundation of Association Phonétique Internationale (AIS) in Paris by a number of prominent and outstanding West-European phoneticians: Passy (1887), Viëtor (1884), Sweet (1877), Jespersen (1889) etc. and the publication of the International Phonetic Alphabet (IPA) in 1886.
6. The Phonetic Direct Method e.g. Sweet (1877), *Le Maître phonétique* (1907), Jones (1909) and the Berlitz Schools).
7. The modern Imitation-and-Pattern-Method of American structuralism and behaviourism: Bloomfield (1933, 1942) Sapir (1921) and Fries (1945, (1952), Skinner (1938, 1954).
8. Generative-Transformational Grammar (TGG) of the 1960s - 1970s: Chomsky (1957, 1965).
9. The break-through of the Ethnic-Social View of languages and Ethnicity and Communication Methodols (Weinreich 1953, Haugen 1953, Fishman 1970 Labov 1966, 1970, 1972, Fishman (ed.) 1970, Fishman 1989).
10. Historical - Etymological Method with a complementary Euro-



Fig. 11: From the left: A. Castorina, G. Castorina, J. A. Cutillas Espinoza, J. Cano, visiting a central site of the Spanish Reconquista in Caravaca

linguistic view in Germany and Italy (cf. The Memory and Acquisition Helpers and the Foundation of ELA (ELAMA; AES; ENSE). (cf. *Eurolinguistics Newsletter* 4 (April, 2008: 6-9).

11. The positing of **EUROPESE/ EUROPEAN** as a unique common linguistic component in European languages and its didactic advantages for Foreign Language Teaching. (see 3.3 and 3.4 below).

In Germany, it was this classical Paradigm-and-Translation Grammar, also based on the French Port-Royal rational grammar, which was to be applied by Wilhelm von Humboldt in Prussia and used later for normative school grammars as elaborated by K. F. Becker (1829, 1835) also in the rest of Germany and Europe on the whole. The latter was a man of practical use of theories for teaching languages at

school and although he was a contemporary of Wilhelm von Humboldt and Jacob Grimm, he is hardly remembered nowadays as the father of the normative school concept which is now still used to a large extent in almost all European schools today. This Paradigm-and-Translation Method of a Latin-Greek origin (cf. 3, Table I) became the basic elementary school grammar approach throughout the 19th century into the middle of the 20th century, when new views of language teaching were introduced (see the criticism by Bloomfield 1942, Sapir 1921, Glinz 1974, Fries 1945, 1952).

However, it was the breakthrough of articulatory phonetics in the 1850s-1890s and the foundation of the Association Internationale Phonétique (AIP) in Paris and the creation of the International Phonetic Alphabet (IPA) in 1886 which made the Phonetic Direct Method in foreign language teaching fashionable (cf. 6, Table I). It gave rise to the exact physiological description of the articulatory organs and their function in speech which laid the basis of articulatory phonetics and which was indispensable for describing a correct native-like pronunciation in foreign language teaching (e.g. the Berlitz schools) and its technical application in the mass media (e.g. telephone, radio, sound movies, etc.). (See also the historical background of the study of phonetics in Britain, France, America, Germany and Scandinavia in Collins and Mees 1999).

Then, in connection with WW II and the success of American structuralism and anthropological linguistics, a new language teaching method saw the light, the popular modern Imitation-and-Pattern-Method (cf. 7, Table I). It was based on behaviourist and structural methods of teaching and learning languages after WW II (cf. Skinner, Sapir, Bloomfield and Fries) who gave

us the Modern Direct Methods of Language Teaching used today, not only for pronunciation in all school books and language labs. Phonetics and structural drills of patterns became obligatory means of instruction in most European countries where modern American structural linguistics was introduced and where English as a foreign language was introduced into the school systems after the dawn-fall of the German-inspired methods based on the Translation-and-Paradigm-Grammar mentioned above (cf. 3, Table I). Also with the advent of modern speech recording devices such as gramophone records, radio broadcasts, tape recorders and finally the computer, structural phonetic approaches in the direct methods of language teaching together with explicit exercises in pattern drills and also sophisticated new electronic teaching materials became an irrefutable means of teaching oral speech, not mechanical translation.

Somewhat later another strong theory formation took place during the late 1950s and early 1960s in America which became a theoretical competitor to the current structural and phonetically-based theories – Noam Chomsky's Transformational Generative Grammar (TGG) – with its focus on man's creative power in syntax (cf. 8, Table I). However, the decisive criterion in the TGG judgement of grammaticality was *the speaker-hearer's intuition as the ultimate standard that determines the accuracy of any proposed grammar, linguistic theory, or operational test* (cf. Chomsky 1965: 21). This claim became untenable for any empirical investigation of language contact or for language teaching models, because "intuition" and "tacit knowledge" was not "immediately available to the user of the language", nor applicable for learning a correct phonetic pronunciation, nor native-like imitation of sentence patterns. It was rather man's overall syntactic creativity that was focused upon in TGG and his generative sentence production underlying his spoken language. Therefore, the overly theoretical monolingual concept and its lack of interest in multilingual problems, language history and, last but not least, the social-ethnic setting of communication disqualified TGG as a useful didactic background because it

lacked an empirical basis for innovating methods for foreign language teaching and the social and ethnolinguistic environment, that is, the enormous role which language contacts and multilingualism play within the individual speaker. Consequently, the turn to social and ethnic aspects in linguistics during the 1950s and 1960s-1980s with Weinreich (1953), Haugen (1953), Fishman (1970, 1989) and Labov (1965, 1972) opened up a totally new field of language didactics with the multilingual individual in the focus of attention (cf. 9, Table I).

3.2 Towards the rise of national philologies in Germany

In the historiographical description of the major theoretical approaches to foreign language teaching outlined here, I did not mention another model of analysis for the teaching of lexical items unknown to a learner: the Historical-Etymological Method, which was a by-product of Historical-Comparative Lexicology/Lexicography and the teaching of classical languages during the 19th century (cf. 10, Table I). This method was current at especially the German type of Humanistic Gymnasium in the sense of Wilhelm von Humboldt, where Latin and Greek were taught as key subjects for entry to higher education. Thanks to Humboldt's great success in reforming higher education in liberal Prussia and the introduction of specific language philologies, e.g. at the Humboldt Universität in Berlin, the first chair of the German language in Germany was opened in the middle of the Napoleonic Wars in 1810. After the opening of this chair in Berlin, the road was paved for a new era of Historical-Comparative Linguistics in the rest of Germany during the following decades (cf. 2, Table I), when Jacob Grimm in Göttingen and Friedrich Dietz in Bonn were able also to establish neophilological subjects such as Germanistik in Berlin and Romance studies in Bonn (1836) respectively.

Grimm's *Deutsche Grammatik* (1819) and Dietz' *Grammatik der romanischen Sprachen* (1836) became the bibles for the study of Germanistik and Romance languages respectively. In the wake of these pioneer discoveries of Historical-Comparative Grammar

and the new text-critical methods of Karl Lachmann, a chain of new neophilological chairs all over Germany were introduced so that the ground work of today's national philologies was laid around the middle of the 19th century (cf. 2, Table I). In order to reconstruct the historical-comparative grammars of the neophilological subjects, knowledge of Greek and Latin was necessary, which was offered by the newly established *Humboldts Humanistisches Gymnasium* throughout Germany and then refined in the studies at the universities but also through the study of Sanskrit and Hebrew (cf. 2, Table I). The reconstruction of ancient languages and the study of comparative grammar became a key stone for the advancement of the humanities in 19th century Germany. Rules of historical sound changes and morphophonological variation were discovered which gave access to the reconstruction of a Historical-Comparative Indo-European lexicon and those of the oldest stages of Old Greek, Latin, Romance, Germanic, Slavic, Celtic etc. These stages were discovered through the spirit of Grimm, Bopp, Dietz, Fink, Schleicher and Lachmann. The classical method of analyzing the lexemes occurring in the modern languages as etyma of the past became a fruitful source for reconstructing the ancient roots of Indo-European languages and cultures. This discovery had been made possible thanks to the English contacts with India, where William Jones was a judge working for the East Indian Company who discovered Sanskrit in his legal studies there and who presented a famous paper to the Asiatic Society of Calcutta in 1786, when he claimed Sanskrit to be genetically related to European languages (Greek, Latin, Gothic etc.). The method of comparative philology was then some decades later developed in Britain, Germany, Italy and France leading to the great discoveries of the 19th century, which culminated in the decipherment of the Egyptian hieroglyphs (Champollion in 1815-1822), the cuneiform-script of Old Persian (Grotefend in 1802-1803 and Rawlinson in 1836-1849) and culminating with Hittite in Asia Minor (Hrozný in 1915-1917) and Minoan Greek (Chadwick and Ventris in the 1940s-1950s), (cf. details in Doblhofer 1993/1957). The historical

etymological method and linguistic reconstruction were thus the preconditions for opening up and reading the written archives entombed in the Near East to the archaeologists and historians who now possessed the keys to understanding the past directly from written ancient texts. The Etymological Historical-Comparative Method was thus the cornerstone of linguistic interpretations of ancient texts and linguistic reconstructions which had its path of victory through the philological and linguistic institutions of Europe.

3.3 Foundation of ELA, etymological analyses and their significance for Foreign Language Teaching

After this historical survey of earlier concepts and methods of FLT, we have reached a new stage of development by the foundation of ELA in that we can use our experience of the past and widen our scope to encompass the languages of Europe in synchronic-diachronic etymological analyses when it comes to understanding and explaining the common stock of European lexemes for the benefit of international communication. We need not create this stock of common Europemes because they are already there to be investigated. We only need to open Pandora's box of Europemes and invite learners to etymological analyses. The foundation of ELA has created a basis for analytical investigation of common European etyma which are firm components in the structure of our common European language which we would suggest to call **EUROPESE** here (see the review of Kristin Otto's dissertation in Section 6).

3.4 The Europese view of common Europemes and its didactic implications

By means of the insight into the basic common European component through loan and transfer processes in Europese we will have an instrument for coordinating theories and methods of language teaching on a European scale which is going to be more overall European and less national-philological. The main contribution of the newly founded ELA will be to coordinate all efforts of European countries in educating language learners to see the European

languages as results of multilingual integration and assimilation processes of linguistic and cultural contacts in the past as well as the present (cf. *Pushkin Theses* 3 and 4). Such a Europeanizing centre of research (cf. *Pushkin Theses* 5 and 6) has been created through the founding of ELA, which provides a theoretical and practical organization for this task. I am here also thinking of the new language teaching ideas in form of the **Memorizing and Acquisition Helpers** as suggested by Prof. Castorina at "La Sapienza" and now also applied didactically at the British Institutes of Milan (see the description in *Eurolinguistics Newsletter* No. 4 (April, 2008), now available under www.elama.de). There one can also find Dr Annalisa Cucco-Bobboli's article describing the so-called "**English Communicative Method (ECM)**" and the "Test of English for Specific Purposes (TOESP)" (cf. *idem*. pp. 6-9). I am convinced that the two events discussed here, the Founding of ELA and the break-through of a new didactic language teaching technique based on etymology for conveying foreign languages will have significant implications for spreading the insight into the common linguistic heritage of Europe and breaking the national-philological monopoly. In this context I also want to draw attention to the two mottos of the European Commission for 2007 and 2008 mentioned above: "Together in Diversity" and "The Year of Intercultural Dialogue", whereby the focus on 'Togetherness' and 'International Understanding' through dialogue is being stressed. The two mottos and the European Communicative Method (ECM) which we would like here to call the **Etymological European Communicative Method (EECM)** are to be seen as cornerstones for improving language teaching on a Europe-wide scale, the beginning of which is also discussed in the last issue of *Eurolinguistics Newsletter* No. 4 (April, 2008).

3.5 Euro-Deutsch, Euro-English, Euro-French, Euro-Russian etc.

An important step towards enlarging the aforementioned **Etymological European Communicative Method** of language teaching (EECM) to a broader ethnolinguistic and historical-etymological basis, will be the attempt

to introduce new terms such as *Euro-English*, *Euro-Deutsch*, *Euro-French*, *Euro-Russian* etc. as new approaches to the international central position of the Common European Lexicon (CEU-ROLEX) discussed above, which is only indirectly mentioned and mostly not taken advantage of in language teaching, although it is a crucial means of memorizing and acquiring new European or international lexemes. This new language teaching method also welcomes the plaidoyer for putting *Euro-English* in the sense of Prof. Castorina as fundamental new goals of didactics in teaching and testing English 2008 as a foreign language (TOESP), whereby the limits of the traditional language learning methods will be improved for grown-ups and whereby in teaching the idealized abstract native speaker of British Standard English will in its perfection also be modified as an ideal and a frame of reference.

The whole didactic undertaking in improving foreign language teaching such as English, German, French, Russian etc.) must be to help learners to overcome language barriers and support multilingualism. This means also to create the feeling of togetherness in mastering the difficulties of communicating by using the common stock of foreign lexical items which are already present in the rich flora of widely-spread Europeanisms and internationalisms, mostly of Greek, Latin, French, Italian or English origin. We are lucky in Europe to have the latter Internationalisms as stepping stones of communication between and as an intellectual scene behind speakers of all languages in Europe – the so-called Europeanisms functioning as a common heritage of linguistic and cultural loans between European languages.

In order to reform language teaching along these lines, modern Eurolinguistic research promoted by the different branches of ELA (cf. Figs. 1-3 in the report of *Eurolinguistics Newsletter* 4, pp.2-3), we should make a firm but convincing stand of internationalization and innovation of methods and theories towards a European goal. As a common cover-term for the various designations: *EuroEnglish*, *Euro-German*, *Euro-French*, *Euro-Russian* etc. I would rather suggest a cover term **EUROPESE** as expressing the common stock of similarities uniting the Euro-

pean languages.

3.6 Conclusion

A presentation of such a Europe-competent and Europe-minded approach outlined here will be appreciated by a future generation of language pedagogues and Eurolinguists. For the benefit of innovation towards a more European-based education in the sense of *Europäistik* as depicted in Figure 5 of Newsletter 4, p. 4) such new goals and methods will be of great significance in Europeanizing the teaching and testing of languages for specific purposes (TOESP) like *English* or *German for medicine, law, business, tourism, management, tourism* etc.. The first round for such a pan-European or European language teaching programme has been laid in the outlines of methods for the **TOESP** and **ECM Programme** published in *Newsletter 2008* (cf. Cucco-Bobboli, www.elama.de, Newsletter 4, pp.6-9 (2008)). From a historiographical point of view this turn to an internationalization of language teaching, learning and testing implies a reintellectualization of language didactics. In the older historical-etymological method of analyzing ancient texts, we had access to etymological connections between the Latin/Greek etyma and modern language forms. Also through learning other European languages with similar Europeanisms derived from Greek or Latin we can establish associative links between the European languages and cultures through applying our **Etymological European Communicative Method (EECM)**. This cognitive-historical approach to the common European stock of lexical items has been lost through the introduction of structural methods of the post-war period ("patterns and drills") with its excessive emphasis on dissimilarities in phonetics, spelling, morphophonology or syntax. Through its focus on formal dissimilarities, the similarities in the lexicon, phraseology and semantics have been neglected which are so important to be made conscious of as *unifying elements in European communication* across the national-philological boundaries.

(P.S.U., Murcia, Nov. 2008)

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Fig. 12: Nahe der Friedensbrücke zwischen Nord- und Südkorea



4. Bericht zur Kongressreise: CIL 18th Int. Congress of Linguists, Seoul, Südkorea, 21-26.07.08

4.1 Reiseverlauf

Mit einem Lufthansa Flug am 18.

Fig. 13: Fence and watchtower at the Demilitarized Zone (DMZ) close to Seoul.



Juli über Prag, Warschau, Moskau, Novosibirsk, Omsk, Ulan Bator und Peking landeten wir in Incheon (Seoul) am 19. Juli, 2008 und wurden von dort zum Sejong Hotel in Seoul transportiert. Das wichtigste Ereignis in der Woche war neben den wissenschaftlichen Kontakten und Papers eine ganztägige und sehr gut betreute Exkursion zur der Demilitarized Zone zwischen Nord- und Südkorea, gelegen ca. 50 Km vom Zentrum Seouls. Hier konnte man die Teilung Koreas mit Stacheldraht und verminten Sperranlagen besichtigen, was an die ehemalige DDR-BRD Grenze erinnerte vor 20 Jahren für die älteren Teilnehmer eine depressive Wiederholung der Erinnerungen an den Kalten Krieg. Auf der Reise wurde auch der 3. Infiltration Tunnel von 1978 besichtigt und die Dora Observatory am 38. Breitengrad, wovon wir in das nordkoreanische Grenzgebiet blicken konnten. Nach Ende des Kongresses flogen wir dieselbe Strecke wie oben erwähnt zurück nach Frankfurt.

4.2. Organisation

Der 18. International Congress of Linguists wurde von der Linguistic Society of Korea an der University of Korea in Seoul veranstaltet. Die verantwortlichen lokalen Organisationen waren das Ministry of Education, National Institute of the Korean Language, Seoul Metropolitan Government sowie Korea University in Zusammenarbeit mit dem Permanent International Committee of Linguists (CIPL). Zirka. 1000 Teilnehmer aus der ganzen Welt hatten sich registriert

und hörten Papers, die in acht Plenary Sessions, zehn Parallel Sessions und 19 Workshops angeboten wurden. Der Umfang eines solchen gigantischen Kongresses zum Thema „Unity and Diversity of Languages“ konnte niemand überblicken oder die diversen Inhalte wiedergeben.

Die Auslagerung der Teilnehmer zu Hotelzimmern in Stadtteilen mit gewaltigen Entfernungen zum Tagungsort an der Korea University machte es auch nicht leichter für die Teilnehmer, in der 12-Millionen-Stadt Seoul einen wissenschaftlichen und persönlichen Kontakt miteinander zu finden. Trotz einer perfekt funktionierenden Organisation und koreanischer Freundlichkeit und Hilfsbereitschaft ertrank die Geselligkeit und Teilnahme Freude in der Vermassung und Entfernungen. Da half am Ende auch nicht das übergroße Banquet im Grand Ballroom of the COEX Convention Center mit einem exzellenten Dinner.

4.3 Inhalt und die Präsentation des Eurolinguistik-Papers in Seoul

Unser gemeinsames Paper zum Thema europäische Mitbürgerschaft, europäische Identität und europäische Isoglossen in Europa wurde in der Forum Lecture, Topic 3 „Language Policy“ präsentiert, am 25. Juli in einer Gruppe von etwa acht anderen Forschern und mit einer Hörerzahl von 25 Personen. Die Reaktion zu der europaweiten Perspektive war unter den asiatischen, amerikanischen und afrikanischen Hörern neutral höflich aber freundlich. Es war kaum möglich in einem so kleinen Kreis Gehör für die Eurolinguistik zu gewinnen. Die Vorbereitung für unseren Beitrag zur Eurolinguistik muß in der Zukunft an dem nächsten Congress der Linguisten in fünf Jahren (2013 in San Francisco) besser im voraus bekannt gemacht werden, damit unsere

Konzeption von der europäübergreifenden Sehweise in der Beschreibung von gemeinsamen Einflüssen und Beziehungen zwischen den europäischen Sprachen eine zweite Chance weltweit bekommt.

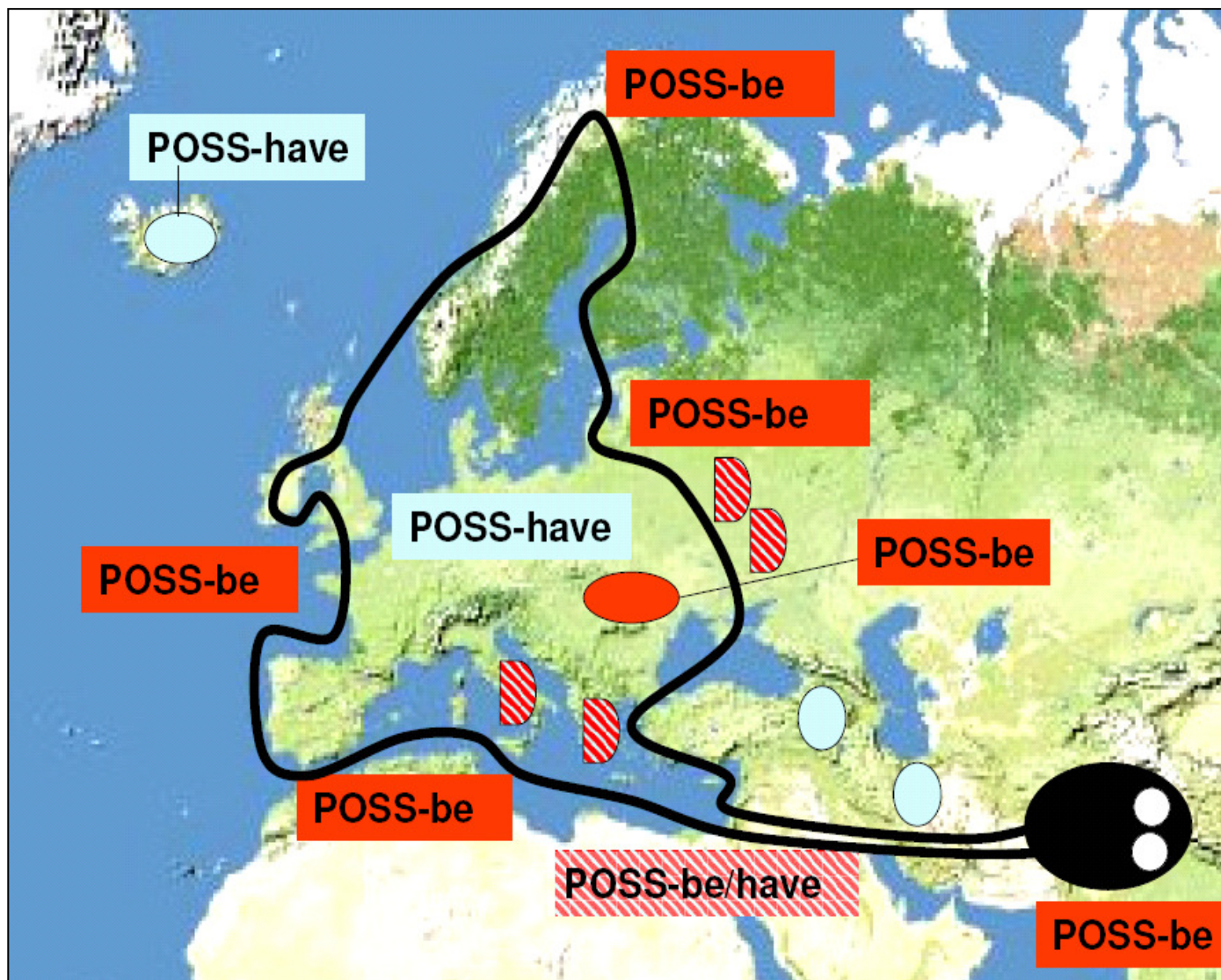
(P. S. U.)

5. Isoglosses and Migrating Words through Trade and Travels

5. 1. Introduction

A Eurolinguistic perspective on the modern European languages allows us to study the effects of market trade and travels on syntax, phraseology and lexical items, that is, migrating words.(1) Through the diffusion of commodities in bartering and market purchase, the new exotic words of Asian or African origin can be studied both in a synchronic but also diachronic way as being phenomena of past language contacts. A description of their development must consequently also include aspects of cultural-historical as well as geo-graphic-economic factors in order to understand their distribution on the European map. However, the geographical distribution alone will not suffice for a descriptive explanation but must be complemented with information about economic and linguistic contacts between the peoples involved in carrying out trade with each other. This is necessary not only concerning the spread of migrating words within Europe proper but also between Europe and adjacent continents such as Asia and Africa. Excepting lexicological research, such global descriptions are rare in the history of linguistics although they clearly demonstrate the depth and importance of past historical contacts which have left deep traces of syntactic, phraseological and lexical influence from non-European cultures and languages.

We are thinking in this context of linguistic traces of Euro-Asiatic and Euro-African contacts which are foremost noticeable on the peripheries of Europe in the East, South and West where direct contacts between human beings occurred here and there in the past, but also between different ethnic



Map I: *The have- and be-isogloss in Europe, North Africa and the Near East*

groups through trade and bartering. We will first illustrate this distant influence of contacts on the syntax by drawing a syntactic map of the distribution of *have-* and *be-*languages in Europe (cf. 5. 2) and then discuss the geographical spread of a number of some exotic lexical items of eastern or southern origin which illustrate the long-distance influence on European syntax and lexicon through trade and exchange of commodities (cf. 5. 3).

5.2 The possessive *have-* and *be-*isogloss in Europe and Euroasia

As an illustrative example of such in-

tercontinental linguistic influence we will first present the Euro-Asiatic and Euro-African isogloss which divides Europe's languages into *have-* and *be-*languages (cf. Map I) and then some migrating Arabic-Turkic-Ottoman and Persian-Tartar-Mongol lexemes (cf. List 1-2) which are present in modern eastern and western European languages and which reflect the impact of traders and their commodities with their migrating denotations in the sense of "Wörter und Sachen".(2)

Map I shows the areal distribution in Europe of the possessive *have-*construction in the sense of 'to possess an object', e.g. English *I have a house* and the distribution of the possessive *be-*construction, e.g. Russian *u menja dom* 'with me a house'. We claim here that such an important syntactic construction in everyday life and its varying

geographical distribution is by no means accidental but largely due to contact-induced factors between European languages, although also inherent linguistic causes cannot be excluded. Map I shows the areal distribution of the Possessive *have-* and *be-*structures in the form of a *have-* and *be-*snake (see the huge isogloss separating the European and non-European languages). The concentration of these so-called *have-languages* (Romance, Germanic, South and West Slavic together with Basque and Albanian within the snake in continental western Europe on one hand, and on the other, the distribution of the *be-languages* outside the snake (Insular Celtic on the Atlantic seaboard, together with northern and eastern Finno-Ugric, Turkic-Mongol and other languages in the huge Euro-Asiatic steppe-, taiga- and

mountain- parts of northern and eastern European areas, all this seems to match the overall eastern and southern *be*-language area in the more eastern and southern periphery of Euro-Asia (e.g. Latvian, Russian, Finno-Ugric, Turkic and also Sanskrit and Hindi), that is, also in a location outside Europe proper.

However, Map I also shows a distribution of languages containing both possessive structures within Europe, e.g. Arabic, Latin, Old Greek, Ukrainian and Belarusian. Besides these two contemporaneously occurring sets of *be*- and *have*-structures as linguistic syntactic islands close to the massive continental *have*-language European area, we can also discern isolated *have*-structures within the eastern-type of the *be*-language area, for instance Armenian in the Caucasus and Farsi in Iran both of which are *have*-languages (indicated on Map I as two blue islands). Furthermore, we can also discern Hungarian as an isolated *be*-language within the continental European *have*-area (also indicated as a blue exceptional area on Map I). The distribution of Hungarian as a *be*-language having emigrated in historical times (8th - 9th centuries) from Finno-Ugric areas beyond the Urals is a clear case of linguistic and cultural syntactic and phraseological perdurability occurring here as a linguistic *be*- island.

5.3 The distributional pattern: Centre and Periphery of *be*- and *have*-languages in Europe and overseas

Therefore, in discussing the *Nahtstelle* 'seam' (cf. Isačenko (1974) who uses this metaphor for describing the transition area between western European *have*-possessives and eastern *be*-possessives (3), also deals with the situation in the Baltic Sea area. The latter are languages, of which Lithuanian is unquestionably a *have*-language but Latvian a *be*-language. Latvian has had clear traces of contacts with Finno-Ugric languages (Livonian and Estonian) and with Russian which are all *be*-languages. Therefore, the vacillation (cf. the hatched red-blue symbols) between *have*- and *be*-structures in Ukrainian and Belarusian demonstrates strong evidence of ethnic-historical, religious-political and cultural conflicts between Poland and Russia. Conse-

quently, the *be*-structures have spread over the whole territory and developed into a standard norm, whereas in the western parts of the Ukraine and Belarus the influence of Polish (a *have*-language) and Catholicism have been dominating the development throughout the centuries causing the standard norm of western Belarusian and western Ukrainian to become *have*-languages(4).

5.4 Migrating lexemes between Euroasia and western, southern and northern Europe

A Eurolinguistic analysis of the distribution of migrating lexemes will offer a similar broad spectrum of historical and cultural contacts: the transfer of Arabic-Turkic-Ottoman and Persian-Tartarian-Mongol words into more

western-spoken European languages and Eurasia. Some examples will be presented here.(5)

5.4.1 *kaftan* 'a long warm coat'

The first lexeme to be discussed here is the spread of the Turkish-Arabic *kaftan* which has been a designation for an article of clothing in Russian since the period of the Golden Horde. (6) This article of clothing is made of wool and was introduced and spread during the Middle Ages by merchants on the markets of Moscow, Novgorod and Pskov. It became common clothing also in Russia among the Russians themselves and also among foreign traders such as Englishmen, Dutchmen and German speakers of the Hansa, who were staying over the winter while trading for many years and who needed good protection against the Russian cold winters. The *kaftan* turned out to be an excellent article of clothing for this purpose. It also spread to northern areas of Europe and so did the designation for it. Consequently we can find the same name *kaftan* also in Low German areas, England, the Netherlands and also Scandinavia since the 15th century, when the Hanseatic merchants and the English traders called it *Kafftan* (7). This migrating word also came to be used as an oriental loan word for Oriental clothing via the Venetian merchants on the Mediterranean through direct contacts with Arabic,

Persian and Turkish tradesmen, here more denoting ceremonial clothing with golden and silver embroidery, velvet or silk decorations in southern Europe. It also became popular in Italy and France where it was called *Cafetan* and was also worn in Germany and England.

5.4.2 *Sofa* and *divan*

Two other migrating words designating furniture came from Arabic-Turkic-Ottoman-Persian-Mongolian and are examples of exotic loans into eastern and western European languages as names for very popular pieces of furniture during the 16th and 17th centuries. English, Dutch and Hanseatic merchants also contributed to this transfer through their direct contact with Arabic, Persian and Turkic speakers. However,

in the east both *sofa* and *divan* had quite different domains of usage than in Europe in that *divan* denoted 'a bench in the public' and was placed in the periphery of a public room. The name *sofa*, on the other hand, denoted 'a seat on a camel cushion' among the Turks and Persians.(8)

A third and last example of direct contacts between south-eastern Europe and western Europe via the Turks or Persians is the South Slavic verb *divaniti* 'to discuss' in Croatian and Bosnian. (9)

5.4.3 Eastern migrating lexemes

Furthermore, I would like to mention a number of Old Slavic or possibly Tartar-Ottoman denotations for concepts occurring in trade and money transactions between eastern ethnic groups and the eastern Slavs as can be illustrated by the two lexical items in the following list:

List I: Eastern transfers of terms for 'market' in northern and southern Europe

Old Slavic *tъrg* 'market'
Tartar-Ottoman *bazaar* 'market'

Russ *torg*, *basar*, *barysch*
Ukr *torh*, *baryš* 'gain'
Bulg. bulg. *Тър*
Czech *trh*



Pol *targ*

Lith *turgus*

Latv *tirgus, bazārs*

Finn *Turku*

Est *turg, bazaar*

Swed *torg, basar*

Dan *torv, bazar*

Germ *Bazar*

Venet. *Τεργαστε* 'Triest

French *bazaar*

Alb. *Tregë*

The Old Slavic designation for 'market' *tǫrg* was spread through old contacts and trading between the Vikings and Slavs in the north and Venetians in the south. The second synonym (e.g. Russ *basar*) with the same meaning is a later loan which was transferred ca. 1499 into Russian from Tartar-Turkic. In the west (e.g. French *bazaar*) it obtains another more specific meaning 'antique shop' or 'Christmas fair', which was spread in the west through the trading activities of the Hansa or English tradesmen.

Another lexeme which was spread through direct contacts in trade between eastern and northern ethnic groups is the designation for 'interpreter', which was spread by the Hanseatic merchants and tradesmen in Russia:

List II: Eastern transfer of term for 'interpreter'

Old Slav *tlŭkŭ*) during the 16th century, Russ *tolk*,

Swed *tolk*

Dan *tolk*

Icel *tulkur*

Germ *Dolmetscher*

However this designation for 'interpreter' as in German *Dolmetscher* is considered to have been derived from another Old Slavic form *tlŭmač*, or perhaps also from Magyar *tolmács* (cf. Hellqvist 1980: p. 1200)

5.4.4 Summary

With the help of the examples of migrating structures and lexemes illus-

trated above, the EuroLinguistic perspective of the great number of phenomena of linguistic contacts between European and non-European languages can be made transparent as well as the broad spectrum of phraseological and lexical isoglosses criss-crossing the European continent visible which are due to linguistic and cultural contacts in the past.

Footnotes

- 1 This is a shortened version of a paper which was presented to the Parallel Session, "Language Policy" of the 18th Congress of Linguists (Chair Bernard Spolsky), Topic 3, held in Seoul, July 21-26, 2008, (CIL 18) at the Korea University.
2. cf. also Mukarovský (1969:32-51); Haider (1988); Wagner (1982:51-67); Pokorny (1949: 235-245); Clauson (1962); Buchholz and Fiedler (1987); Buchholz (2004); Ambros (1984) on European-Afro-Asiatic phenomena of language contact.
3. cf. Isačenko (1974) and Benevise (1974).
4. cf. more details in my longer article "Sprachkontakt im Grenzgebiet Polen - Weißrussland – Litauen" (cf. *Studies in EuroLinguistics*, Vol. 6 ed. by P. S. Ureland (forthcoming)).
5. See also language contacts between Insular Celtic and North African languages in Vennemann (2001) and Broderick (2009).
6. cf. Vasmer (1953:647).
7. cf. Tönnies Fenne (1607/1970:64).
8. cf. Kiesler (1994:266); Grimm (1854-1960, m,k 1971:Bd. 11).
9. cf. footnote 6.

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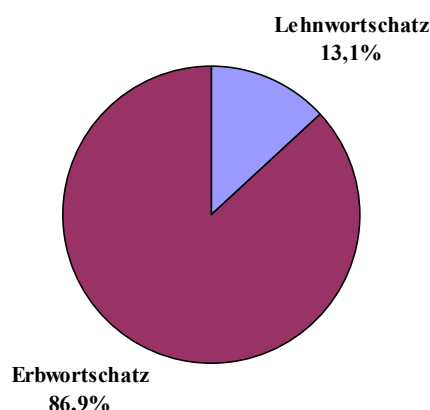
Wagner, Heinrich (1982): Near-Eastern and African connections with the Celtic world. In: O'Driscoll, Robert (ed.): *The Celtic Consciousness*. New York: George Braziller. (Olga Voronkova)

6. Review of a European-based Dissertation on Euro-Deutsch and Europese

Kristin Otto, *Europäisches und internationales Lehngut in der deutschen Presse als Spiegel der Sprach- und Kulturbeziehungen in Europa. Eine Arbeit aus der Perspektive der EuroLinguistik am Beispiel von Zeitungen aus Deutschland, Österreich, der Schweiz und Südtirol*. (Dissertation an der Universität Mannheim, Dez. 2008 (in press, Logos Verlag Berlin).

6.1 Aims and background

Fig. 67 Total distribution of inherited words and loanwords in the German newspaper corpus



This dissertation is an important contribution to the description of German and an investigation of German as a contact language used in six different newspapers published in central Europe in 2002 from Germany (Berlin, Hamburg and Cologne), Austria (Salzburg), South Tyrol (N. Italy, Bolzano) and Switzerland (Zürich). The dissertation focuses on the transfer of internationalisms and Europeanisms originating from Latin, Greek, Italian, French and English and some exotic languages overseas. The method of analysis is a synchronic-descriptive and historical-etymological approach which is new and remarkable for a dissertation of this kind with its combined descriptive and diachronic background. This combination gives the reader an idea of how Europeanisms can easily be analyzed by the speaker himself and, what is more, for pedagogical-didactic purposes in the sense of **EECM** discussed above in the Editorial, an *Etymological European Comparative Method*. Such etymological-historical analysis can also be helpful for language learning and teaching by serving as Acquisition and Memory Helpers both in speaking and writing (cf. Cucco- Bobbiolo and Castorina in *Eurolinguistics Newsletter* No. 4 (2008: 6-9)).

The number of so-called loan words (tokens) excerpted from the huge German newspaper corpus of 4.8 mil-

lion words amounts to 13.1 % classified as being loans from five donor languages, whereas the native German vocabulary ("Erbwortschatz") is almost 87 % (cf. Fig. 67).

This large number of loan words (631,485 as tokens and 6,968 as lexeme types) occur in the German printed dailies and have been systematically excerpted and counted by the author from six newspaper published in the cities mentioned above. By means of the aforementioned descriptive-statistical, historical-etymological and stylistic analyses the Europeanisms and Internationalisms have been collected in a database and also processed electronically with respect to five domains of specific purpose: economy-business ("Wirtschaft"), sports, politics, publicity ("Panorama") and cultural-publications ("Feuilleton").

6.2 Historical-comparative method of analysis

The linguistic competition ("Sprachenkampf") between the five dominant European donor languages as source languages treated in this dissertation is then described from a historical perspective from the Middle Ages down to the 20th century by means of information found in etymological standard dictionaries of German (Kluge, Duden, Pfeiffer etc.) and illustrated with tables and diagrams indicating the numerical distribution of the European lexemes involved, whether they originate from Latin (41.9%), Italian (7.5%), French (35.8%), Greek (1.5%) or English (10.9 %) as donor languages (cf. Fig. 68).

These concrete quantitative results of counting the Latinisms, Gallicisms, Anglicisms, Italianisms and Graecisms etc. give the reader a clear picture of the rise and fall of the western European languages as dominating contact languages for European and international communication since the Middle Ages, i.e. as the existing loan words excerpted are used in the newspaper texts. Such a quantification of the lexeme dominance is then also verbally discussed and explained in

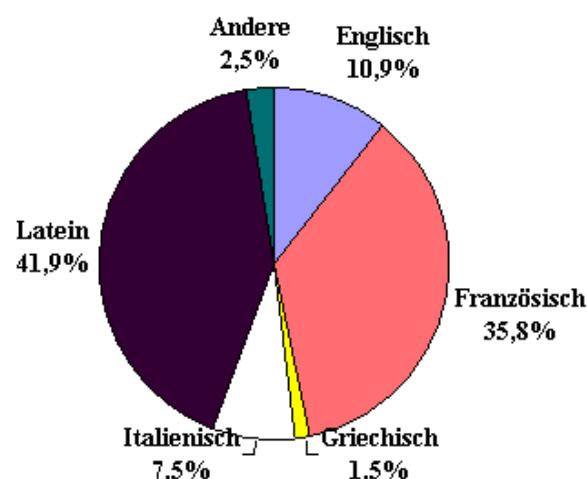
special sections of the dissertation which gives us a clear picture of the fluctuations between the linguistic European centres of culture, technology, politics, language etc.. The etymological-historical derivations of the loan lexemes gives us information of which languages have acted as source or donor languages within Europe or overseas because of historical events, cultural movements and early cultural contacts which are reflected in the loan terminology like in a mirror. The lexicon preserves history because it acts as a cultural memory ("kulturelles Gedächtnis").

Der Wortschatz konserviert also gewissermaßen geschichtliche Prozesse und wir zu einem Spiegel historischer Begegnungen, zu einem kulturellen Gedächtnis. (cf. p. 11).

Some figures and tables of the Europeanisms and Internationalisms were discussed in plenum in Murcia in connection with my oral presentation:

In an comparison between Figs. 68 and 69 we can see from Fig. 68 that there is a clear dominance of Latin loan-

Fig. 68: Distribution of European loanwords (tokens) in the German newspaper corpus (folie 21)



words (tokens) of 41.9 % and French 35.8 %, which together gives us more than three-fourths (77.7%) of the loan vocabulary in the German newspaper corpus. If we also include Italian loans

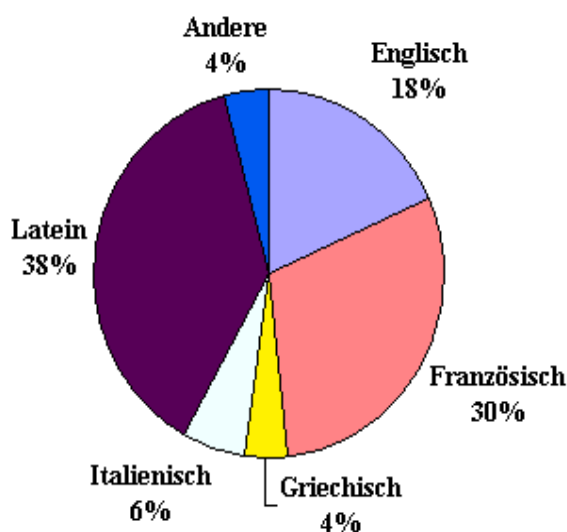


Fig. 69: Distribution of loanwords (lexeme types) in the German newspaper corpus. (p.6)

(7.5 %), we obtain more than 85 % of the loanwords in the corpus which are derived from Latin and its daughter languages. Here English loans (10.9 %) play an insignificant role in the newspaper corpus of central Europe.

However, if we now consider the number of lexeme types in Fig. 69, the distribution will be somewhat different, although the rank ordering remains the same. Latin (38 %) and French (30 %) now have almost ten percent less (68 %), but if we also include Italian (6 %) we obtain also almost three fourths (74 %) for Latin together with the two Romance daughter languages and if we compare with English (18 %) as a donor language in the German newspaper corpus, we get barely a fifth of the loan words derived from English (18%)!

6.3 Consequences for linguistic competence and didactics – Acquisition and Memory Helpers

If we now make a summary of the percentage of the loanword distribution in the German newspaper corpus of 2002, we can, as far as the lexeme types are concerned, observe an enormous dominance of Latin, French and Italian (74%), i.e. the linguistic descendants of the Roman Empire still play a prominent role in central Europe north of the

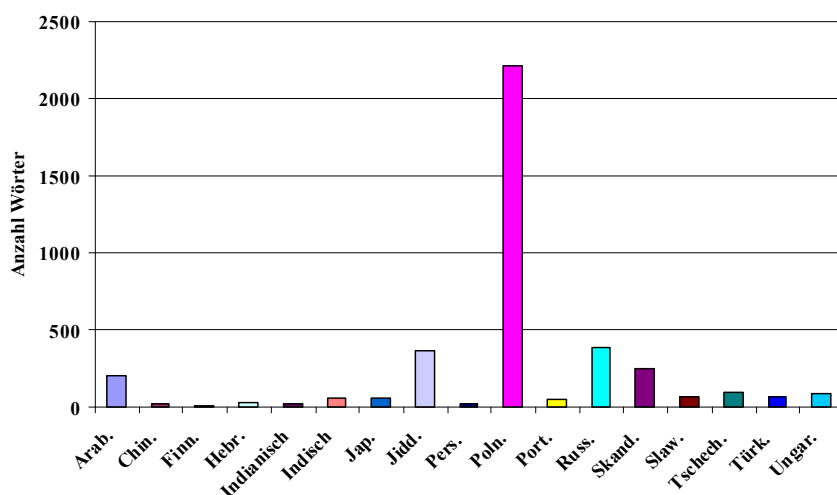
Alps after the second millennium A.D., whereas Greek and English lexeme types (together 22 %) play a smaller role in spite of the higher prestige which English as a world language has today and Greek as a language of culture and science. These figures have implications for the learning and use of German because a deep knowledge of the lexical structure and word formation of Latin/Romance linguistic material in speaking and understanding German will be more helpful

centage surpasses with more than three times the occurrence of English-derived lexical items..

6.4 Diachronic and global insights from the foreign penetration of the German lexicon

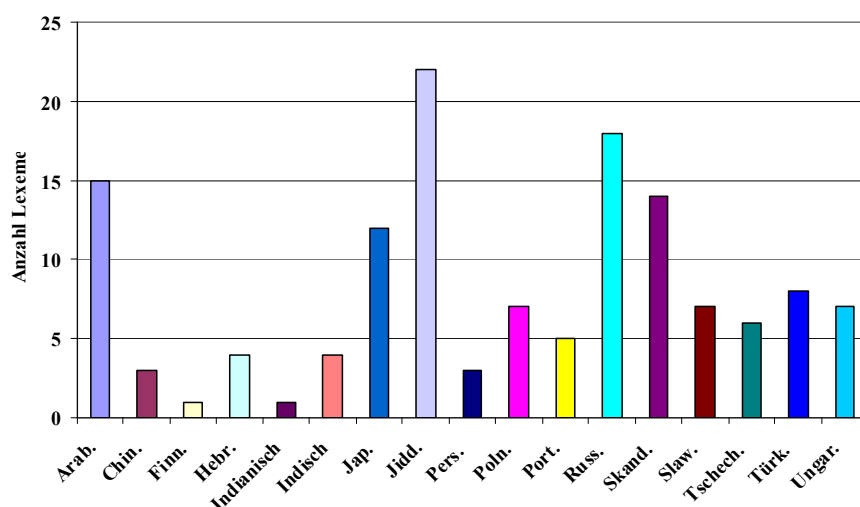
Moreover, the author deals in detail with historical contacts of German as a written and cultural language which derive from other European roofing languages. Thereby, we obtain unique new

Fig. 65: The number of exotic and smaller language transfers (tokens) in the German Newspaper Corpus (2002)



as **Acquisition and Memory Helpers** toward a competence in reading and understanding normal German texts in newspapers. The Latin/Romance per-

Fig. 66: The number of exotic and smaller language transfers (lexeme types) in the German Newspaper Corpus (2002)



quantitative perspectives of the varying influence from the five European contact languages mentioned above together with an additional number of other European languages: Polish, Czech, Russian, Turkish, Hungarian, Portuguese, Yiddish and Scandinavian, besides exotic languages such as exotic languages overseas languages (Arabic, Hebrew, Urdu and Hindi, Persian, Chinese, Japanese and Amerindian (cf. Fig. 65 p. 189). The total number of loan words as tokens from these languages are few and are limited to a couple of hundreds. (Here Polish is overrepresented in the texts with more than 2000 tokens due to the then political conflict on the Polish and German representation in the EU Commission during the Kaczynski government in 2002).

Now in studying this distribution of exotic loanwords as lexeme types, we can claim that they are very few in comparison to the overwhelming number of transfers from the five major European languages in the focus of this investigation. Compare in Fig. 66 the small number of transferred lexical items (types) from overseas: Arabic, Hebrew, Persian, Chinese, Japanese, Hindi and Urdu, American Indian. The same can be said about the more closely neighbouring European languages in the east and the south: Polish: Russian, Slovenian, Czech, Turkish, Hungarian and Portuguese. As can be seen, the number of exotic and smaller language transfers (lexeme types) in the German Newspaper Corpus hardly number more than a dozen lexical types, excepting here Yiddish, Russian, Arabic and possibly Japanese which have somewhat more numerous lexical types..

(P.S.U.)

7. Review of a MA-Thesis on Ethnic Cleansing and Forced Migration in the former Yugoslavia 1931-1948

Matilda Tunjić, *Flucht und Vertreibung der deutschen Sprachminderheiten in Ex-Jugoslawien – mit besonderer Berücksichtigung der Sprache*, Magisterarbeit, Philosophische Fakultät, Universität Mannheim,

WS 2007-2008.

7.1 Gliederung

Die vorgelegte Magisterarbeit (106 Seiten) gliedert sich in zwei Hauptteile: einen extern-ethnisch/-historischen (vgl. Kap. 2 bis 6) und einen intern-dialektologischen Teil (vgl. Kap. 7-11 mit donauschwäbischen Informanten (vgl. 79-88). Die Magisterarbeit enthält wertvolle statistische Tabellen über die donauschwäbische Bevölkerung zwischen 1931-1948 im Banat, Batschka, Baranja, Syrmien, Slawonien/Kroatien und Bosnien/ Serbien sowie übersichtliche Karten zur geographischen Verbreitung der Donauschwaben (vgl. Karte II, III, VII, X, XIII, SS. 95-102).

7.2 Völkermord an Donau-Deutschen

Schon im Titel ist das Ziel der Magisterarbeit enthalten, dadurch dass es sich um deutsche Sprachminderheiten auf der Flucht geht und zwar in Ex-Jugoslawien nach dem 2. Weltkrieg in den oben genannten Provinzen aber auch in benachbarten Gebieten in Ungarn und Rumänien, woraus die deutschsprachigen im Zusammenhang mit dem 2. Weltkrieg und den ersten Nachkriegsjahren bis 1948-1950 vertrieben wurden. Die extern-politischen und ethnischen Geschehnisse werden hier in der ersten Hälfte sehr gekonnt und überzeugend behandelt, so dass der Leser sich gut über den Hintergrund zu der Tragödie des Deutsch-tums im Süden orientieren kann (vgl. SS. 6-59), während der zweite Teil mehr eine Zusammenfassung gängiger Facharbeiten (z.B. Gehl 1989, Eberl 1989, Petri und Hagel 1967, Glauninger 2004 usw.) über dialektologische Beschreibungen des Donauschwäbischen darstellt (vgl. SS. 59-77).

7.3. Ethno-linguistische Methode der Beschreibung

In der Behandlung der historisch-politischen Ereignisse der Deutschsprachigen im Süden außerhalb des geschlossenen deutschen Sprachraums in ex-türkischen, ex-ungarischen und südslawischen Gebieten seit dem Ende des 17. Jh. skizziert die Referentin eine Fülle von Siedlungs- und Expansionserfolgen der Donauschwaben bis ins 19. Jh. unter dem Schutz der

k.u.k. Donaumonarchie. Es geht um Ortschaften in Ex-Jugoslawien, wo die Donauschwaben bis zu 70% in 115 größeren Orten zwischen 1931-1944 und mit mehr als 1000 Deutschen zusammenwohnten, in der Batschka zu 87%, im Banat zu 73%, in Syrmien zu 60% und in der Baranja zu 50%. „Nur in den Gebieten Slawonien, Koatien, Bosnien und Slowenien lebten die Donauschwaben in fast 500 Ortschaften mit weniger als 100 Deutschen“ (vgl. Wildmann 1998:288, siehe auch Tabelle A: „Gesamt- und Gebietsübersicht in Zahlen“ (S. 55). Bei Überprüfung der Kolumnendiagramme dreht es sich um eine erhebliche donauschwäbische Ansiedlung von 100.000 bis fast 180.000 im Banat und der Batschka, während in Slowenien/Kroatien es etwas weniger sind, wo etwa für 50.000 bis 70.000 Donauschwaben und in Bosnien, Serbien und Slowenien die Zahlen erheblich tiefer liegen: 10.000 bis 30.000 (vgl. dazu auch Wildmann 1998), der diese Zahlen als Ausgangspunkt für die spätere Schätzung der Verluste an Menschen nach dem 2. Weltkrieg 1944-1948 benutzt).

Die Referentin präsentiert dann eine düstere Bilanz von Flucht, Internierung, Totschlag, Mord und Hinrichtungen nach 1944 durch die sowjetische Invasion, Internierungen (KZs), Partisanenkämpfe und interne politische Auseinandersetzungen zwischen Titoisten und Ustaschen, die verheerende Todeszahlen verursacht haben (vgl. Tabelle B, S. 56), was diese Bevölkerungskatastrophe unerhörten Ausmaßes hervorrief.

Wenn man dazu noch zu den übriggebliebenen sog. Heimortkarteien geht, wird festgestellt, dass seit dem Einmarsch der sowjetischen Armee, Oktober 1944, bis zur Auflösung der Internierungs- und Zwangsarbeitslagern 1948 für Volksdeutsche auf der Flucht oder in jugoslawischen und sowjetischen Lagern unter verschiedenen Zwangsmaßnahmen insgesamt 68.664 Volksdeutsche umgekommen sind (vgl. S. 57).

Diese Zivilverluste der Jugoslawiendeutschen kann man also auf 69.000 aufrunden, was Wildmann auf 98.000 (18,1%) aus der ehemaligen Volksgruppe zusammenzählt, die insgesamt durch den Krieg und die Nachkriegszeit den Tod gefunden haben

(vgl. Wildmann 1998: „Verbrechen an den Deutschen in Jugoslawien 1944-1948“, S. 308). Hierzu siehe auch Tabellen 1, 2, 3 und 4 im Anhang, SS. 91-94. Diese Tabellen zeigen das Ergebnis von einer 50-jährigen Recherche und Sammelarbeit, Tabellen entnommen am LW: 1015, 1019 (vgl. Fußnote 125, S. 56). Als Kommentar zu diesen Ziffern hebt die Referentin hervor, dass dieser Völkermord an den deutschen Jugoslawiens sich unter schrecklichen Umständen [vollzog] (vgl. S. 56).

Jedoch diese Statistik von fast 100.000 Opfern basiert sich nur auf donauschwäbischen Heimatkarteien, aber sind in der späteren Forschung weitaus übertroffen durch das Bundesamt in Wiesbaden Bevölkerungsbilanzen und Vertreibungsverluste über die Deutschen aus dem ehemaligen Jugoslawien, vgl. Ludwig Schuhmacher in „Jahrbuch der Deutschen in Jugoslawien- Volkskalender 1960“, Stuttgart, SS. 113-144, wo Verlustrzahlen von 175.000 Personen genannt sind und davon sind 135.000 Zivilisten und 40.000 Soldaten.

7.4 Ergebnis

Wenn man die von der Referentin hier präsentierten Daten für eine Bilanz verwendet, versteht man, dass der Verlust an Menschenleben und menschlicher Kultur in Ex-Jugoslawien in Zusammenhang mit dem zweiten Weltkrieg enorm umfassend gewesen aber heute im Allgemeinwissen verhältnismäßig unbekannt geblieben ist, der durch Flucht und Vertreibung (*ethnic cleansing*) verursacht wurde. Dieser Verlust spiegelt sich auch in der Auflösung der ganzen Sprach- und Kulturdomänen der Donauschwaben bis heute in den Nachfolgestaaten Ex-Jugoslawiens (Slowenien, Kroatien, Bosnien, Serbien, etc.), wo Deutsch als Kommunikationssprache kaum vorhanden ist und unter den Jüngeren allmählich mit Englisch ersetzt wird. Auf diese Konsequenzen für die Gründe des späteren zweiten Jugoslawienkriegs von 1991-1999 geht die Referentin nicht ein sondern konzentriert sich auf die Periode 1931-1948, obwohl der Völkermord an den Donauschwaben bis heute unbekannt und meistens verdrängt geblieben ist.

Das große Verdienst der Magisterarbeit besteht aber umso mehr in der

gründlichen Aufarbeitung der Gründe und Umfang der Flucht und Vertreibung im ersten Jugoslawienkrieg. Auch die Kommentare zu einer eigenständigen donauschwäbischen Literatur (vgl. SS. 79-81) ist auch wertvoll für die Einschätzung der kulturellen Leistung der Donauschwaben, die heute neben der zivilisatorischen Volleistung im Süden des deutschsprachigen Gebietes im großen und ganzen nach der Vertreibung und Ermordung der Donauschwaben in Vergessenheit geraten ist. Die Arbeit ist auf die sprachpolitischen und ethnischen Prozesse und deren ethnolinguistischen Konsequenzen konzentriert, die zu dem tragischen Untergang des Donauschwäbischen als Kommunikationssprache in Ex-Jugoslawien und besonders im ganzen Donauraum nach 1944-1948 führten. Eine solche Aufarbeitung fehlt bis heute noch in der Forschung. Die Kapitel zu den Gründen und zum Verlauf des sprachlichen und ethnischen Untergangs (Glottozid und Ethnozid) des Deutschen zwischen 1931-1948 sind dagegen eine sehr gute Leistung.

(P.S.U.)

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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 organization. Such membership can easily be obtained through the purchase of a volume published in the series *EuroLinguistics Studies*, if it is ordered via ELAMA. As a bonus an annual issue of *EuroLinguistics Newsletter* plus a lower price for volumes of *Studies in EuroLinguistics* are offered.

(For further information on the structure and function of EuroLinguistic Association (ELA) see *EuroLinguistics Newsletter* 4 (2008), Homepage.)

I: UP-COMING CONFERENCES AND WORKSHOPS 2009

1. 42nd Annual Meeting of the SocietasLinguistica Europea, 9-12 Sept., 2009 at Faculdade de Letras, Universidade de Lisboa, Portugal: Topic: "Global languages. Local languages". (For information write to Prof. Pintodelima: pintodelima@netcabo.pt)

2. ELA-Workshop 2009 in Lisbon

"Inner and Global Eurolinguistics"

Organized conjointly by ELA (AES, ELAMA and ENSE), at the SLE Meeting, Sept. 9-12, 2009 at Faculdade de Letras de Lisboa, Portugal. (For information write to Prof. Ureland: kontakt@elama.de)

3. ELA-Workshop 2009 in Porto, 9-10 Nov, 2009

Organized by AES and ELA and as a continuation of the Workshop in Lisbon at Faculdade de Letras de Oporto, Portugal. (For information write to Maria Boichio: preciseparole@hotmail.it)

4. Int. Conference in Moscow "Language and Society in Russia and other Countries", Institute of Linguistics, Russian Academy of Sciences, Research Centre on Ethnic and language Relations, 20-26 June, 2010. (For information write to vidami@mail.ru).

II: PUBLICATIONS

1. Kusmenko, Jurij (2008): *Der samische Einfluss auf die skandinavischen Sprachen*. Ein Beitrag zur skandinavischen Sprachgeschichte. In: *Berliner Beiträge zur Skandinavistik. Band 10*. Berlin: Nordeuropa Institut.

2. Ureland, P. Sture Ureland & Iain Clarkson (eds.) (2009/1984): *Scandinavian Language Contacts*. Cambridge: Univ. Press. (2nd ed.).

3. *Studies in Eurolinguistics Vol. 6* (2009): *Migration, Contact and Linguistic Areas – from the Russian Rivers to the North Atlantic* ed. by P. Sture Ureland, Berlin: Logos Verlag (forthc.).

4. *Studies in Eurolinguistics Vol. 7:* (2009): Kristin Otto *Eurodeutsch – Untersuchungen zu Europäismen und Internationalismen im deutschen Wortschatz*, Berlin: Logos Verlag (forthc.).

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