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# AILA News

Association Internationale de  
Linguistique Appliquée

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

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## New Series of AILA News to be compiled in Australia

The Applied Linguistics Association of Australia has agreed to work with AILA to produce the Newsletter twice a year. To reduce costs and to ensure materials arrive at the member associations as quickly as possible, one camera ready copy and an electronic copy of the Newsletter will be produced and sent to each AILA affiliate to distribute as they see fit. Submissions to the Newsletter should be via email where possible and in the body of the text with little or no formatting. Only the most basic editorial work will be done. Material that can be scanned or material on diskette is also acceptable. We will accept materials in languages other than English, but the text should be as you want it printed.

The editors sincerely thank contributors for the flood of material for this first issue of the new series of *AILA News*. We look forward to many equally interesting and informative issues. Please don't hesitate to contact us by email at:  
Richard.Baldauf@language.usyd.edu.au or  
by mail at: Richard Baldauf, Language Centre A18, University of Sydney, NSW 2006 Australia.

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Copy for the next issue is due by 31 March 1999

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

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**CHRIS CANDLIN, PRESIDENT OF AILA,  
WRITES:**

I would like to take this opportunity to thank BAAL for hosting the recent annual meeting of the AILA Executive Board and the International Committee. Just in case readers do not know, each year the EB and the IC meet, making use of the annual meeting of one of the AILA Affiliates, and drawing on their hospitality. Last year we met in Tokyo, this year in Manchester, next year (the Congress Year) again at the venue, Tokyo, and in 2000 in Paris, thanks to AFLA. This time we had much to do, as Andrew Cohen reports elsewhere in this *AILA News*. What I came away with was the strong feeling of an integrated, hard working EB, all of whom are practising applied linguists and firmly dedicated to serving your organisation. Although it is never the case that all affiliates can send representatives we did achieve that internationalisation in the 1998 representation so that the EB could gauge reactions to new initiatives and past practices. We have to work harder, nonetheless, to ensure that IC members have a strong voice. Ideas on how to achieve that are ALWAYS welcome (to me at enopera@cityu.edu.hk) or to the Secretary-General or EB members. Two matters at present concern me, one macro and the other micro (but not less important!). The macro one is working together to welcome new associate members and new affiliates. The future looks brighter here than it has done for some time, thanks to a new proactive attitude and common involvement of all EB members (and we hope IC members also). The second, more micro, is how affiliates who live and work in relatively privileged academic circumstances can assist colleagues less well provided for: in all kinds of ways, access to books and information, help with support and information about international publications, exchange visits etc etc. AILA IS A WORLDWIDE ORGANISATION! This isn't a charity appeal: applied linguistics which is not collegial, collective and international is in my book a contradiction in terms. More personally, returning to BAAL (as I did in September after ten years away) how did it feel? What struck me was two things: one how much group research with colleagues mentoring each other and developing networks for action was a hallmark of many presentations, and secondly, how it is possible for an association to designate a particular theme within applied linguistics - as

this year at BAAL, Literacy - and still have papers resonating with other areas of applied linguistic expertise - descriptive studies, acquisition, multimedia and multimodalities, ethnographic and quantitative accounts, rhetoric and many others. When people ask where are the boundaries of applied linguistics, how is it to be circumscribed, I would rather ask the question what other subject in the domain of language can so richly address the issues that confront us in communication, yet still focus so unerringly on its detail.

**THE SECRETARY GENERAL'S REPORT**

My main occupation since being elected to the office of Secretary General in August of 1996 has been to work on improving the channels of communication among various AILA officers, committee heads, regular affiliate reps, and others. This has been a real challenge. Even in this age of sophisticated means of communication, it has proven difficult to obtain complete information on those individuals who have agreed to represent their national or regional affiliate in AILA. I have enlisted the AILA Business Office (Peggy Bushee Services, Apple Valley, MN; e-mail: <pbushee@mr.net>) in this effort, part of which has involved searches on the web. In addition, having the information does not imply that contact with these reps is now effective. There is more to be done in this area. In any case, the plan is to have available on the AILA website which is still under construction (<http://www.brad.ac.uk/acad/aila/>) and in hard copy, a Directory for AILA that is as updated as often as possible, including the complete and accurate information for the following: AILA Executive Board members, official representatives for the regular affiliates, the contact person for the associate members, the complete list of honorary members, contact information for the convener(s) for all Scientific Commissions, contact information for the AILA Business Office, and contact information for those concerned with AILA publications: the Managing Editor of the *AILA Review*, the Editor of the *AILA News*, the manager of the AILA website, and so forth. Currently, the web site does have a listing of the Scientific Conveners, information on the *AILA News*, and information about the AILA Business Office. (There is a separate web site for the next AILA Congress in Tokyo:

<http://langue.hyper.chubu.ac.jp/jacet/AILA99/>). A second task which has been enormously time-consuming but ultimately extremely rewarding has been to work with a team from the Executive Board (Jill Bourne, Hilario Bohn, and Chris Candlin) in an effort to rewrite the AILA Statutes and By-laws so that they best serve AILA as we approach the next century. The plan is to have the Statutes worked over extensively in the next few months so that they can be circulated to International Committee reps well in advance of the Tokyo business meetings in August of 1999 and ratified at the IC meetings. Currently, the May 1998 version of the Statutes and the By-laws can be found at the AILA web site, that is the version in circulation before discussions and subsequent revisions of them at the recent meetings of the AILA Executive Board and International Committee in Manchester.

Finally, I have been working closely with the new AILA Business Office to assist them in taking on the challenge of making crucial links between individuals and associations worldwide. Until taking on our association, their work had been at the local level within the State of Minnesota. They are now supporting an international association. It is fair to say that they have taken on this task with enthusiasm and have enjoyed the international contacts. With the assistance of Peggy Bushee, an evaluation sheet was drawn up for determining the effectiveness of the Business Office. This process has assisted both the Business Office and the AILA officers in seeing what is working and what is in need of improvement.

In the role of Secretary General, I am always anxious to learn of ways to improve the way that AILA serves the international community. I appreciate the trust that the AILA Board and international affiliate reps have put in me as their Secretary General, and I look forward to hearing from our readership.

Dr. Andrew D. Cohen  
Chair, Dept of ESL, 130 Klaeber Ct, U of Minn.  
320 16th Ave SE, Mpls, MN 55455  
adcohen@tc.umn.edu,  
fax 612-624-4579, tel. (612)624-3806

## A NOTE FROM THE PUBLICATIONS COORDINATOR

### *AILA News*

With this issue of *AILA News*, we are starting a new system for communicating between ourselves, and I hope you will participate as much as possible by writing to us and telling us about your association's activities. The *AILA News* is now in the capable hands of our new Australian team, and I will work as closely as possible with them to make sure that two hard copies per annum will go out to the chairs or secretaries of your affiliation. Please send us any relevant information about research activities, especially those of the Scientific Commissions that you are involved with, information about your congresses and seminars. We are hoping to make the *AILA News* as interactive as possible.

### *Language Policy*

Feel free to write in a language other than English - AILA not only has two official languages, English and French, it is also committed to a policy of multilingualism. If you are writing to us in a language other than French or English, we would ask you to provide us with a translation into one of the official languages, so that everyone has a chance of understanding your contribution.

### *AILA web site*

The AILA Web site, managed from the University of Bradford is up and running: Its web address is <http://www.brad.ac.uk/acad/aila/>. It is continually kept updated by the AILA web team consisting of Tanja Nause, T.Nause@Bradford.ac.uk, Pamela Beimborn-Taylor, p.l.beimborn-taylor@bradford.ac.uk, and Lisa El Efraie, e.elrefaie@bradford.ac.uk

If your association or other organisations of interest to the AILA membership has its own web site, please send their address to one of the email addresses listed, and we will cross-link them with our own page.

### *AILA Review*

Everyone of you should by now have received the *AILA Review* No. 12. Copies were sent out last autumn to the named representative of your association. If you have not received a copy, please contact the AILA representative of your Association. It may be that we do not have the correct name or address for your AILA rep., or that your organisation does not have correct details about you.

*AILA Review* No. 13 is currently in the final stages of production and request forms for

ordering copies will be going out soon to your AILA representative. It will have a different format from previous Reviews. All Reviews from now on will not only go free to every full member of a national affiliate, as before, but it will also be marketed independently as a book. *AILA Review* No. 14 is in preparation and we hope to be able to complete it by August 1999.

Myself as your publications coordinator and Dr David Graddol, the editor of the *AILA Review* would like to hear your comments about the new style of the *Review* once you have had a chance to see it.

Professor Ulrike Hanna Meinhof  
Chair of Cultural Studies  
University of Bradford  
West Yorkshire BD7 1DP

### **“THE AMEP: 50 YEARS OF NATION BUILDING” INTERNATIONAL CONFERENCE**

English language teaching and learning will head the agenda at a major international conference to be held in Melbourne on 10–12 February 1999. Hosted by the Australian Department of Immigration and Multicultural Affairs, “The AMEP: 50 Years of Nation Building”, will be the climax of a year of celebrations marking the 50th Anniversary of the Adult Migrant English Program.

Since it began in 1948, the AMEP has helped about 1.5 million of Australia’s new arrivals to learn English and settle into their adopted country. As the only language program of its kind in the world, the AMEP is acknowledged as a world leader and Australia’s most important migrant settlement program.

Today the AMEP is a massive program, providing nine million hours of English language tuition a year from an annual budget of \$95 million. In 1997/98, the program provided tuition to about 39,000 clients drawn from 89 language backgrounds.

#### *Opportunities for professional development*

“The AMEP: 50 Years of Nation Building” will showcase the important contribution the program is making to Australia’s nation-building process, to the successful settlement of non-English speaking migrants and refugees, and the maximisation of Australia’s cultural diversity. The conference is structured into three concurrent streams addressing: the role of language in migrant settlement and integration;

professional/academic issues for English language teaching; and a marketing/expo stream on teaching methods and materials. To maximise opportunities for professional development, each stream will provide a mix of case study presentations, panel discussions and papers delivered by experts in each field.

#### *A roll-call of language experts*

The conference, which will be opened by the Governor General of Australia, His Excellency Sir William Deane, has attracted a range of high-profile international and Australian speakers.

Brunson McKinley, the newly-elected Director-General of the International Organization for Migration, Geneva, is scheduled to deliver an opening plenary address on “The International Movement of People, Language and Settlement”. Other speakers providing an international perspective on English language and settlement issues will include Dr Robert Bach, Executive Associate Commissioner for Policy and Planning, US Immigration and Naturalization Service; Dr David Graddol, lecturer at the Open University, UK, and author of *The Future of English?*; Dr Denise Murray, Chair, Linguistics and Language Development, San Jose State University; Professor Barry McGaw, Director, OECD Centre for Education Research and Innovation, Paris; and Professor Richard Tucker, Carnegie-Mellon University, Pittsburgh. Christopher Candlin, Chair, Professor of Applied Linguistics, Department of English, City University of Hong Kong, will give a plenary address on “Researching and Teaching in Language Learning: Australia’s Contribution to Theory and Practice”. The conference will also host a roll-call of Australian settlement and language experts including Pam Peters, Associate Professor, Linguistics, Macquarie University; Professor Joseph Lo Bianco, CEO, Language Australia; Paris Aristotle, Chair, Victorian Foundation for Survivors of Torture and Trauma; Geoff Brindley, Coordinator, Research, National Centre for English Language Teaching and Research (NCELTR); Uri Thernal, Executive Director, Multicultural Affairs QLD; Dr Robert Debsky and June Gassin, Horwood Language Centre, University of Melbourne; Moira Schulze, Director, Adult Multicultural Education Services (AMES) Victoria; and Helen Zimmerman, Director, Australian Centre for Languages. English language practitioners will be particularly interested in the “mini-expo” session showcasing exemplary Australian

English language teaching products — focusing on new and emerging technologies. Another conference highlight will be the launch of *New Life, New Language: The Adult Migrant English Program 1948-1998*. This book provides an in-depth account of the historic, social and pedagogical changes the AMEP has seen in its 50-year history.

For more information, or to register for “The AMEP: 50 Years of Nation Building”, visit the conference Website at: [www.vicnet.net.au/~conaus/dima.htm](http://www.vicnet.net.au/~conaus/dima.htm) or contact the conference secretariat, Conference Australia, on + 6 13 9650 6655 Fax: +61 3 9650 3535. Email: [jude@conaus.com.au](mailto:jude@conaus.com.au)

**AMERICAN ASSOCIATION FOR  
APPLIED LINGUISTICS  
ANNUAL CONFERENCE**

Saturday, March 6 - Tuesday, March 9, 1999  
The Tara Stamford Hotel - Stamford,  
Connecticut

*Plenary Speakers*

Lois Bloom, on first language acquisition  
Paul Meara, on second language lexicon  
John Rickford, on Ebonics  
Bambi Schieffeline, on literacy  
Thomas, on second language acquisition research

*Invited Colloquia*

David Birdsong: The End-State in Late L2 Acquisition;  
Diana Eades: Language in Legal Contexts;  
Thomas Ricento: Language and Politics;  
Norman Segalowitz: Cognitive and Psycholinguistic Approaches to Second Language Acquisition;  
Nina Spada & Roy Lyster: School Age Second/Foreign Language Learners

*Program Chair*

Patsy M. Lightbown, Concordia University  
e-mail: [lightbn@vax2.concordia.ca](mailto:lightbn@vax2.concordia.ca)

*Associate Chair*

Nina Spada, McGill University  
e-mail: [edns@musica.mcgill.ca](mailto:edns@musica.mcgill.ca)

*Local Chairs*

Sue Dicker, Hostos Community College, CUNY  
e-mail: [susied@email.msn.com](mailto:susied@email.msn.com)  
Julia Spescha, Queensborough Community College, CUNY  
e-mail: [JuliaJive@aol.com](mailto:JuliaJive@aol.com)

*AAAL Business Office*

P.O. Box 21686, Eagan, MN 55121-0686  
Phone: 612-953-0805, Fax 612-431-8404

e-mail: [aaaloffice@aaal.org](mailto:aaaloffice@aaal.org)

*AAAL on the Web*

<http://igor.lis.wisc.edu/aaal>.

Conference web site:

<http://www.er.uqam.ca/nobel/r21270/index.html>

**REPORT FROM ALAB (APPLIED  
LINGUISTICS ASSOCIATION OF  
BRAZIL)**

The Fifth Brazilian Congress of Applied Linguistics, sponsored by the Applied Linguistics Association of Brazil (ALAB) was held in Porto Alegre, Brazil, in the first week of September 1998. The Congress brought together researchers from different countries, including Argentina, Uruguay, Mexico, USA, Canada, Spain, Belgium and France. The Congress was preceded by two-day mini-courses (14 in all) taught by different specialists on topics related to applied linguistics and including, among others, the teaching of translation (Amparo Hurtado, from Spain), pedagogical lexicography (Jean Binon, from Belgium), process-product research (Nina Spada, from Canada), discourse and text (Daniel Coste, from France). Long distance learning, evaluation, adult literacy, interactional sociolinguistics were also presented.

The structure of the Congress itself included plenary sessions, round tables, symposia and posters. The symposia were the most numerous, more than 50, totaling more than 300 papers.

Although most of the activities were conducted in Portuguese, English, Spanish and French were also frequently used. Details about the program, including the abstracts for all the presentations, are available on ALAB's homepage (<http://atlas.ucpel.tche.br/~alab/>)

**LINGUISTICS AND APPLIED  
LINGUISTICS CONFERENCES IN PERTH,  
WESTERN AUSTRALIA**

Perth, Western Australia, is the venue for two conferences in Applied Linguistics and Linguistics in September 1999, during Western Australia's spring wildflower season.

The 1999 Congress of the Applied Linguistics Association of Australia (ALAA) is to be held 26 to 29 September 1999. Hosted at the University of Western Australia's St Georges College and Graduate School of Education and convened by Dr Graham McKay of Edith Cowan University, the congress is being organised by a

committee including members of several educational institutions in Perth.

*Applied Linguistics Now: The Critical Issues* is the theme of the congress and keynote speakers are:

Prof Shirley Brice Heath, Stanford University, California. Prof. Heath's interests lie in the areas of indigenous language policies and the educational issues raised by the presence of language-minority students in the classroom.

Associate Prof. Leo Van Lier, Monterey Institute of International Studies, California. Prof Van Lier's research deals with the development of language pedagogies and bilingual education.

Prof. Nobuyuki Honna, Aoyama Gakuin University, Tokyo. Prof Honna's work focuses on the development of new Englishes and the teaching of these varieties. He edits the new journal *Asian Englishes*.

The congress will consider a wide range of language-related matters such as second language acquisition/learning; language teaching; language policy; language minorities; English as an international language; new Englishes, discourse analysis; critical linguistics; indigenous language programs; language maintenance.

The ALAA Congress will be immediately followed by the conference of the Australian Linguistic Society (ALS) (29 September to 1 October 1999), also held at the University of Western Australia and convened by Prof. Ian Malcolm of Edith Cowan University. The two conferences will share a common day, Wednesday 29 September 1999. At present keynote speakers for the ALS conference are to be finalised but it is hoped that they may include Prof Walt Wolfram (North Carolina State University), Prof Janet Holmes (Victoria University, Wellington, NZ) and Prof Viv Edwards (University of Reading).

On-campus accommodation in student residences will be available and accommodation in nearby hotels can be arranged. Tour opportunities for visitors who wish to see more of Western Australia during the wildflower season will be available.

To register your interest in the ALAA congress please contact:

Keynote Conferences  
PO Box 1126  
West Leederville Western Australia 6901  
Telephone: (+61 8)/(08) 9382 3799  
Fax: (+61 8)/(08) 9380 4006

email: [keynote@ca.com.au](mailto:keynote@ca.com.au)

ALAA congress convenor:  
Dr Graham McKay  
School of Language and Literature  
Edith Cowan University  
2 Bradford Street Mount Lawley  
Western Australia 6050  
Telephone: (+61 8)/(08) 9370 6543  
Fax: (+61 8)/(08) 9370 6608  
email: [g.mckay@cowan.edu.au](mailto:g.mckay@cowan.edu.au)

Contact for the ALS conference is:  
Prof Ian Malcolm  
School of Language and Literature  
Edith Cowan University  
2 Bradford Street Mount Lawley  
Western Australia 6050  
Telephone: (+61 8)/(08) 9370 6478  
Fax: (+61 8)/(08) 9370 6027  
email: [i.malcolm@cowan.edu.au](mailto:i.malcolm@cowan.edu.au)

#### SCIENTIFIC COMMISSION ON LANGUAGE AND ECOLOGY

The Language and Ecology group within AILA has been very active in 1998. Richard Alexander and Alwin Fill organized a symposium on Ecolinguistics and Critical Discourse Analysis for the IPRA Conference in Reims, France. The symposium was well attended, and six papers were delivered. At the GAL conference (Gesellschaft fuer Angewandte Linguistik) in Dresden (September 1998) two papers on ecolinguistic topics were given by members of the Odense group. At the next AILA conference in Tokyo (1999), language and ecology will for the first time be the topic of a keynote talk. This will be given by Alwin Fill (Graz). A workshop on Ecolinguistics (planned by Frans Verhagen and Andrew Goatly) will make the topic of "language and ecology" even more present at the next AILA gathering. For the year 2000 it is hoped that the ecolinguistics community and all interested friends will come to Austria again. The Austrian conference of linguists to be held at Graz will be a good frame for a symposium on "language and ecology". All colleagues interested in this topic are invited to write or e-mail to Alwin Fill, Dept of English, Graz University, Heinrichstr. 36, A-8010 Graz, Austria. e-mail: [fill@kfunigraz.ac.at](mailto:fill@kfunigraz.ac.at)

## BAAL ANNUAL MEETING 1998

Members of the British Association for Applied Linguistics were delighted to welcome representatives of other AILA affiliates at their 31st Annual Meeting in September 1998 at the University of Manchester. Many of them contributed to the conference as speakers: Chris Candlin and Vijay Bhatia took part in a colloquium on 'Communicative practices at work'; while Anna Mauranen, Angeliki Psaltou-Joycey, Andrew Cohen, Vilson Leffa and Britt-Louise Gunnarsson all gave papers. In addition, Professor Candlin took part in a workshop on professional development for postgraduate students.

The conference was attended by about 170 people in all, including seven postgraduate holders of BAAL scholarships. Altogether there were over 70 papers, colloquia, workshops and posters.

The theme of the conference was 'Language and Literacies', and the papers reflected the wide range of topics now covered by the notion of 'literacies'. These included: bilingual literacy, academic literacy, media literacy, contrastive rhetoric, and literacy in non-linguistic modes of communication, as well as more traditional concerns with developing and testing literacy skills, and the role of literacy in the British National Curriculum. Our plenary speakers - Ulla Connor, Usha Goswami, Michael Hoey and Gunther Kress - each gave an inspiring and challenging talk.

As usual, the BAAL Annual Meeting packed a lot into 48 hours. As well as the work, there was fun in the shape of a reception, a conference dinner, and an energetic Ceilidh. The Manchester skies stayed clear for us, and we hope for similar good fortune as we head for Edinburgh in 1999.

Susan Hunston  
BAAL Meetings Secretary

## ALANZ

The Applied Linguistics Association of New Zealand (ALANZ) has 69 members in 1998. ALANZ sponsors seminars and an annual symposium. This year's topic for the symposium held in November in Wellington is "Applications of corpus-based analysis in language education". Recently completed corpora

of spoken and written New Zealand English and of New Zealand Sign Language, and corpora of broadcast Maori and of Samoan which are currently being compiled, are providing a new basis for grammatical, lexical and discourse studies of language use in New Zealand. These studies are expected to influence language teaching, lexicography and language policy in New Zealand.

ALANZ also publishes a refereed journal, *New Zealand Studies in Applied Linguistics*, edited by Dr Cynthia White. The most recent 1998 number includes the following:

### Articles:

- Community information and advisory services: some practical considerations (Steven Chrisp)
- A communicative approach to teaching Maori language (Alice Patrick)
- An exploratory study of goal setting and the nature of articulated goals in second language writing development (Alison Hoffman)
- Showing attitude: uses of hedging in academic speaking (Helen Basturkmen)

### Research reports:

- Monolingual speakers of New Zealand's languages (Donna Starks)
- A pilot analysis of selected documentary samples from the Maori broadcast corpus (Mary T Boyce)

Recent monographs by ALANZ members have included:

- Sara Cotterall and Alison Hoffmann, 1998, *How to learn another language*. Wellington: School of Linguistics and Applied Language Studies
- Averil Coxhead, 1998, *An Academic Word List*. Wellington: School of Linguistics and Applied Language Studies
- Graeme Kennedy, 1998, *An Introduction to Corpus Linguistics*. London: Addison-Wesley-Longman
- Graeme Kennedy, Richard Arnold, Pat Dugdale, Shaun Fahey, & David Moskovitz, 1997, *A Dictionary of New Zealand Sign Language*. Auckland: Auckland University Press
- Marilyn Lewis (Ed.) 1997, *Journeys in language and learning: ESOL students in elementary classrooms around the world*. Ontario: Nelson
- Marilyn Lewis (Ed.) 1997, *New Ways in Teaching Adults*. Alexandria, VA: TESOL.

Graeme D. Kennedy  
Professor of Applied Linguistics  
School of Linguistics and Applied Language  
Studies  
Victoria University of Wellington  
P O Box 600  
Wellington, NEW ZEALAND  
Phone: 64 (04) 4715316 or 64 (04) 4721000 ext.  
8722  
Fax: 64 (04) 4955057  
email: graeme.kennedy@vuw.ac.nz

#### **AILA SCIENTIFIC COMMISSION LANGUAGE AND THE MEDIA**

The AILA Scientific Commission Language and the Media has now established its own web page which can be found by visiting the AILA web page <http://www.brad.ac.uk/acad/aila/>. We hope to be able to publish regular information about the activities in our member countries, especially information about local seminars and conferences, calls for papers, and other reports of interest. The web site includes information about the Symposium which we will hold at Tokyo. We are also planning a business meeting for our membership at Tokyo.

Ulrike Meinhof and Kay Richardson,  
Coordinators of Language and the Media

#### **OBITUARY: CHARLES A. FERGUSON**

Members of the Applied Linguistics community noted with sadness the death of Charles A. Ferguson on September 2, 1998 at the age of 77. Following his graduation from the University of Pennsylvania, from which he received his B.A., M.A. and Ph.D., Fergie (as he was affectionately known by many) began work at the newly-established Foreign Service Institute of the U.S. Department of State in Washington. Among other responsibilities, Fergie coordinated the Arabic teaching program at FSI, and established a branch school in Beirut which operated for many years. From there he was recruited in 1955 to join the Middle East Center at Harvard University where he taught linguistics and Arabic for four years before leaving to accept a position as founding President of the Center for Applied Linguistics (CAL).

As Fergie has written "... [he] was constantly operating with a professional tension between solving practical language problems

and doing academic linguistics." The position at CAL, Fergie noted "... seemed to be exactly appropriate for my interests and experience, and [he] served from February 1959 through December 1966." It was at CAL that Fergie became so centrally involved in the spread of applied linguistics and in his commitment to the solution of practical language problems by applying the insights, tools and techniques from the language sciences.

Throughout his long and distinguished career (at FSI, CAL and subsequently as founding chair of the Linguistics Department at Stanford University), Fergie continually demonstrated an influential and far-reaching vision of what applied linguistics is and can be. This vision was developed, refined, and articulated by him on numerous occasions, and exemplified, for instance, by his inaugural plenary address in Boston at our first AAAL meeting in December 1978, by his lecture "Applications of Linguistics: Issues and Challenges for the Linguistic Community" on the occasion of the golden anniversary of the Linguistic Society of America, and by his plenary address in San Francisco on the occasion of AAAL's 10th anniversary meeting.

Fergie was uniquely responsible for bringing to the attention of educators and policy makers throughout the world the potential contributions of applied linguists to problems of educational and national development. Exemplary of his accomplishments were his work in shaping the five-country East African Survey of Language Use and Language Teaching as well as his convening the series of Anglo-American-French dialogues which became the exceedingly productive International Conferences on Second Language Problems (the so-called ICSLP conferences).

When one thinks of distinguished scholarship in our field, it is hard to imagine a more productive or a more respected scholar. In addition to his generally acknowledged reputation as the world's leading authority on Bengali (his Ph.D. dissertation was written on the phonology and morphology of Standard Colloquial Bengali), and some would add Arabic as well (his M.A. thesis was a treatise on the Moroccan Arabic Verb), Fergie helped to define the parameters of the field of Sociolinguistics. It was instructive to Christina Paulston and me when we were editing our recent volume *The Early Days of Sociolinguistics: Memories and Reflections* (to which Fergie contributed

substantively) that he was overwhelmingly cited by other contributors as the "founding father" of the discipline.

Fergie, is well known, in addition, for his early work on caretaker speech and on child phonology research that remain benchmarks for those of us who have attempted to follow in his footsteps. He was, as well, among the first to push the frontiers of the field by analyzing a form of speech like sports announcers' talk, an innovative direction at the time, but which would not seem at all unusual today.

Despite a series of medical problems during the past five years, Fergie remained intellectually curious, in touch with developments in the field and with the younger as well as more established scholars. He continued to serve the profession through his membership on the board of Editorial Directors of the Annual Review of Applied Linguistics, and his recent collaboration with Thom Huebner led to a landmark collection of his writings on language and society (Sociolinguistic Perspectives) covering thirty-five years of scholarship.

As Fergie noted recently "Not only have I had moderate success in my chosen field...but I have had the good fortune to see a great improvement in the scholarship of those areas of linguistics of greatest interest to me.... I have also been fortunate to be 'in on the ground floor' of a surprising number of institutions and organizations in linguistics and related fields."

One of these organizations was the American Association for Applied Linguistics on whose Executive Committee he served from inception through 1983.

I suppose that the final characteristic about Fergie that strikes me was his genuine and continual concern throughout his long and distinguished career for his students and for his colleagues, particularly those from developing countries. I remember Bonifacio Sibayan telling me on one occasion how touched he was by Fergie's concern for his welfare. At the time, Boni, an honorary life member of AAAL, was a graduate student at the University of Michigan and was attending his first international conference in Rome. Boni did not know his way about the city and he remembers vividly Fergie's (himself a Lutheran) going out of his way to ensure that Boni was able to attend Sunday mass in this unfamiliar city.

In the 33 years that I knew him, I never, ever, heard him say an unkind word about anyone, never heard him make a disparaging

remark about a colleague or student. Fergie was a consummate scholar, a catalytic researcher whose own work has both stood the test of time and influenced countless others (e.g., his work on "Diglossia" has generated more than 1200 notes, articles, etc.), a cogent and prolific synthesizer and disseminator of information, and a kind and gentle human being.

Dick Tucker  
Carnegie Mellon University  
October 1998

Note: The quotations attributed to Ferguson are taken from "Long-Term Commitment and Lucky Events" to be published in *First Person Singular III: Autobiographies of North American Scholars in the Language Sciences*. EFK Koerner (Ed.) Amsterdam Studies in Theory and History of Linguistic Science.

#### **AILA SCIENTIFIC COMMISSION ON LEARNER AUTONOMY IN LANGUAGE LEARNING**

In response to a proposal developed by Anita Wenden and Leslie Dickinson, the Scientific Commission on Learner Autonomy was established by the AILA International Coordinating Committee at its meeting in Amsterdam in August 1993. Its present convenors are Sara Cotterall, New Zealand, and Leni Dam, Denmark.

##### *Activities*

The main aim of the Scientific Commission is to encourage, support, and co-ordinate developments within autonomous language learning. On behalf of the commission, its convenors try to pursue this aim by:

- providing members of the commission with up-to-date information as regards literature, on-going events, new, etc. through the publication of an annual newsletter. The next newsletter will be due spring 1999. One of its features will be details about the symposium on learner autonomy in Tokyo 1999.
- providing an electronic discussion forum on learner autonomy (AUTO-L)
- setting up and circulating a data base describing on-going research projects within the area (LAPI). An up-dated list will be available at the end of 1998.
- supporting and facilitating contacts between people interested in and/or working within

the area through the newsletter, the electronic discussion forum, and the LAPI.

- organising a symposium on learner autonomy at AILA conferences, followed by a business meeting for our members. (Leni Dam is organising the symposium for the AILA 99 Congress) The title of the symposium in Tokyo 1999 is "Promoting learner autonomy - new insights". Within this overall topic, the symposium will be concerned with the following three areas: "Dimensions of learner counselling", "Assessment of processes and outcomes", and "Contexts and constraints when developing learner autonomy".

#### Contacts

To join the Scientific Commission and subscribe to the newsletter, contact Sara Cotterall at: sara.cotterall@vuw.ac.nz To access the annual newsletter of the AILA SC on Learner Autonomy, go to:

<http://www.vuw.ac.nz/lals/LALLnews/>

To receive a copy of the current Learner Autonomy Project Inventory (LAPI), contact Leni Dam at: Dam@DLHI.DLH.DK

To subscribe to the electronic discussion forum (AUTO-L), contact Anita Wenden at: Wldyc@cunyvm.cuny.edu

To find out more about the forthcoming symposium to be held at AILA 99, contact Leni Dam at: Dam@DLHI.DLH.DK

#### Recent Publications on Learner Autonomy in Language

SC members have been involved in a number of recent or forthcoming publications on learner autonomy in language learning:

*Taking Control: Autonomy in Language Learning*, Richard Pemberton, Edward S.L. Li, Winnie Or and Herbert Pierson (Eds), Hong Kong University Press, 1996. This collection includes 18 chapters contributed by key researchers in the field and provides coverage of theoretical issues as well as a range of examples of current practice in language learning and teaching in a number of different cultural contexts.

*Autonomy and Independence in Language Learning*, Peter Voller and Phil Benson (Eds.) Longman, 1997. This new was published last year by Longman in their Applied Linguistics and Language Study series (general editor: Chris Candlin). The editors' introduction provides the context and outlines the main issues involved in autonomy and independence. Later chapters discuss the social and political

implications of autonomy and independence and their effects on educational structures. The consequences for the design of learner-centred materials and methods are discussed, together with an exploration of the practical ways of implementing autonomy and independence in language teaching and learning. *Learner Autonomy 5: The Role of Motivation* by Ema Ushioda, 1996; 68pp; ISBN 1 871730 23 6 is a new publication in the series on learner autonomy published by Authentik in Dublin. The book costs 7.25 Irish pounds, including postage and packing and may be ordered direct from Authentik, 27 Westland Square, Dublin 2, Ireland, by post, fax (++ 353 1 6771196) or e-mail sales@authentik.ie). If ordering by post, please enclose payment (bank draft in Irish pounds) or give your Mastercard or Visa number and expiry date. If ordering by fax or e-mail, please give your Mastercard or Visa number and expiry date.

*Language and Development: Teachers in a Changing World* by Brian Kenny and William Savage (Eds.), Longman, 1997. This is a collection of 21 accounts of language education in the context of international development work in Cambodia, China, India, Indonesia, Laos, Malaysia, Papua New Guinea, the Philippines, Singapore and Vietnam. An effort by 35 contributors, the book's three main sections are "Coping with Change", Teaching and Learning in Different Worlds", and "Responding to the Players". The concluding section, "Language and Development" by William Savage, characterizes the language-and-development practice described in the earlier chapters as being pro-autonomy, as well as change-oriented, experiential, collaborative and communicative.

*Neues Lernen - Selbstgesteuert - Autonom/ New Developments in Foreign Language Learning - Self Management - Autonomy*, Goethe Institut, Munich, Germany, 1997. The Goethe Institute produced a new volume on learner autonomy in June 1997. The collection included contributions in English and German from L. Dickinson, D. Little, R. Kussler, S. Papaefthymiou-Lytra, A. Raasch, U. Rampillon, P. Schulze-Lefert, F. Vieira, D. Wolff and A. Wenden. Orders to: fmv-distributor, Gutenbergstr. 11, D-82205 Gilching, Deutschland (Germany). ISBN: 3 - 930220 - 30 - X, Fax: + 49 - 8105-24869.

*Learner Autonomy in Language Learning: Defining the Field and Effecting Change*, Edited

collection of papers presented at AILA 96 Symposium on Learner Autonomy, Jyväskylä, Finland. (In press.) David Crabbe and Sara Cotterall have prepared an edited volume of papers presented at the AILA 96 Symposium on Learner Autonomy. The collection presents a coherent overview of research activity in the field, and then presents the papers as instantiations of each area of activity. As soon as publication is complete, details will be posted on AUTO-L. Forthcoming:

*Autonomes Fremdsprachelernen*, Christoph Edelhoff and Ralf Weskamp (eds.), Max Hueber Verlag, Ismaning. ISBN 3-19-00.6625-6 The book is the outcome of a week's workshop held in Fulda in November 1995. The contributions are partly in German, partly in English. The contents cover e.g. "Autonomie zwischen Theorie und Praxis" (David Little, Dieter Wolff), "Autonomie und "Lernen, wie man lernt"" (Marianne Häuptle, Christoph Edelhoff), "Autonomie und Klassenzimmer" (Michael Legutke, Leni Dam, Jörg Eschenauer), "Autonomie und Qualität" (Lienhard Legenhausen).

*Focus on Learning Rather than Teaching*, David Little (ed.) This book will be an edited volume of papers and contents of workshops presented at the IATEFL Learner Independence SIG conference in May 1998. Included in the book will be the keynote presentations "Why focus on learning rather than teaching?" (David Little), "How focus on learning rather than teaching?" (Leni Dam), "Focus on learning rather than teaching - with what results?" (Lienhard Legenhausen) as well as a number of practical ideas for classroom practice presented in the workshops (Jette Lentz, Hanne Thomsen, a.o.)

#### *Forthcoming Events in Europe*

In connection with the IATEFL Annual Meeting held in Edinburgh, 28th March - 1st April 1999, there will be an "Informal day of discussion on independent learners" on Saturday, 27th March at Heriot Watt University, Edinburgh, organised by the Learner Independence SIG. The discussion will partly take its starting point from video recordings of classroom practice. For further information contact IATEFL Conference publicity at 3 Kingsdown Chambers, Whitstable, Kent, CT5 2FL, UK. E-mail: iatefl@compuserve.com If you have got any questions or comments, please contact me.

Yours sincerely,

Leni Dam : Leni Dam Afdelingen i København/8. afdeling Emdrupvej 101, DK-2400 Copenhagen NV Tel. +45 39 69 66 33, ext. 2554 Fax. +45 39 69 01 82 E-mail. Dam@DLH1.DLH.DK

#### NEW BOOKS

*Language Planning in Malawi, Mozambique and The Philippines* Robert B. Kaplan and Richard B. Baldauf, Jr. (Editors) Multilingual Matters, ISBN 1-85359-444-X, £29.95 (US\$59.00) Available January 1999 This volume covers the language situation in Malawi, Mozambique and the Philippines explaining the linguistic diversity, the historical and political contexts and the current language situation, including language-in-education planning, the role of the media, the role of religion, and the roles of non-indigenous languages. The authors of each of the monographs in the volume are indigenous and have been participants in the language planning context. This volume draws together the existing literature on The Philippines while for Malawi and Mozambique, which are not well represented in the international language policy and planning literature, these monographs provide some first insights. The purpose of the volumes in this series is to present up-to-date information on polities that are not well-known to researchers in the field. A longer range purpose is to collect comparable information on as many polities as possible in order to facilitate the development of a richer theory to guide language policy and planning in other polities that undertake the development of a national policy on languages. This volume joins a series which is currently committed to providing descriptions of The Czech Republic, Hungary, The Ivory Coast, Japan, Nepal, Singapore, South Africa, Sweden, Taiwan and Tunisia.

*Translation into the Second Language* Stuart Campbell. Longman, Applied Linguistics and Language Study Series, ISBN 0-582-30188-2 £14.95 The dynamics of immigration, international commerce and the postcolonial world make it inevitable that much translation is done into a second language, despite the prevailing wisdom that translators should only work into their mother tongue. This book is the first study to explore the phenomenon of translation into a second language in a way that will interest applied linguists, translators and translation teachers, and ESOL teachers working with advanced level students.

Rather than seeing translation into a second language as deficient output, this study adopts an interlanguage framework to consider L2 translation as the product of developing competence; learning to translate is seen as a special variety of second language acquisition. Through carefully worked case studies, separate components of translation competence are identified, among them the ability to create stylistically authentic texts in English, the ability to monitor and edit output, and the psychological attitudes that the translator brings to the task. While the case studies mainly deal with Arabic speakers undergoing translator training in Australia, the conclusions will have implications for translation into a second language, especially English, around the world. Translation into the Second Language is firmly grounded in empirical research, and in this regard it serves as a stimulus and a methodological guide for further research. It will be a valuable addition for advanced undergraduate and postgraduate students of applied linguistics, translation theory, bilingualism and second language acquisition as well as those involved in teaching or practicing translation at a professional level.

#### **HERITAGE LANGUAGE INSTRUCTION: ISSUES AND CHALLENGES**

Nelleke Van Deusen-Scholl Berkeley Language  
Center, UC Berkeley e-mail:  
nvdeusen@uclink4.berkeley.edu

The issue of heritage language instruction is currently receiving a great deal of interest in the United States. The focus of foreign language instruction is in the process of shifting from an emphasis on the so-called 'critical languages' during the Cold War era to a more international perspective in the era of globalization. Within this, heritage languages represent a unique category that allows for new language policy approaches that bridge the gap between domestic and global contexts. This has necessitated a reassessment of the role of heritage languages within the university structure and of their place within both the foreign language and area studies curriculum, a topic that functioned centrally at a recent colloquium on "Heritage Languages in the Academy" at Yale University.

In addition to the effects of globalization and worldwide political changes, the foreign

language curriculum at colleges and universities throughout the United States has been affected by a shift in constituencies as a result of the demographic shifts that have accompanied recent immigration. Several of the European languages that used to constitute the core of the traditional foreign language programs (e.g. German, Russian, French) are encountering a decline in enrolments, while many of the non-Western and formerly less commonly taught languages (e.g. Chinese, Korean, Japanese, Tagalog, Hindi, Vietnamese, etc.) are growing rapidly in size. A large percentage of the students in these classes grew up in households where these languages were spoken. Aside from raising some fundamental questions about the role of foreign languages in the curriculum, these recent developments have also created new challenges for instruction.

This past year (1997-98), the Berkeley Language Center started a Heritage Language Interest Group to bring together instructors and language coordinators at UC Berkeley who are involved in teaching heritage learners. The objectives of the group are to gain insight into the concerns of the language departments and programs and to provide them with a forum to share their experiences in heritage language instruction. Instructors also reflect on pedagogical problems and classroom practice and have begun to seek constructive solutions to these problems that are informed by current research on language pedagogy and applied linguistics. The first step in this process has been to problematize the issues and to compare them across languages.

The most immediate questions to be addressed concerned the definitions of "heritage language" and "heritage learners." The interpretation of the concept 'heritage language', for example, is highly context-bound, while 'heritage learner' covers a heterogeneous population. Equally problematic in this regard are the alternative designations of 'native speakers' or 'false beginners.' The term 'heritage language' originated in Canada in the context of maintenance of heritage communities, while in the United States it usually refers to immigrant communities. Objections have been raised to linking the term 'heritage' to immigrant communities only, as it appears to exclude the native American languages. It is also not entirely clear which immigrant groups are included under the definition.

In foreign language programs, heritage learners are generally thought of as those students who have some degree of native proficiency in the language and/or some measure of exposure to the culture. Heritage learners may range from newly arrived immigrants to fifth generation Americans and may include students who are fluent in the language, those who have only peripherally been exposed to the culture, and those who do not speak the language at all but perceive some type of cultural connection. Heritage learners bring multiple levels of ability to the classroom, which has created major challenges for instruction. Beginning students who have no prior exposure to the language often feel intimidated by heritage learners, although they may perceive their ability as greater than it actually is. Heritage and nonheritage students tend to differ in terms of needs, pace of learning, and cultural perspectives, while few textbooks and classroom materials take these differences into consideration. Thus far, the most commonly adopted approach to heritage language teaching has been instituting so called 2-track programs, where heritage students and nonheritage students are separated into different course sections. However, this solution tends to be less informed by sound pedagogical judgment than by administrative expedience. The selection criteria for the dual tracks are not always clearly articulated and the instructional materials may remain the same. The only difference maybe an accelerated pace of learning for the heritage track. Some of the issues that must be taken into consideration in curriculum planning are outlined below:

#### *Literacy*

Heritage speakers of languages that have non-alphabetic writing systems may be able to speak the language, but often do not know how to write the characters (e.g. Chinese, Korean, Japanese). For those languages that have an alphabetic system, the speakers may not possess the writing skills that are required of advanced level language or literature classes in their native language (Spanish speakers may be fluent, but lack academic writing skills, for instance). For Vietnamese, assigning the proper tones becomes problematic, as the Northern Vietnamese variety, which is taught as the standard, differs in its number of tones (6) from the South (5); students from the South—who tend to be in the majority in the classroom—thus may have major problems spelling Vietnamese correctly.

#### *Conversational vs. academic fluency*

Students who learned a particular language at home may be proficient in that language in a very limited way, allowing them to hold simple conversations on everyday topics, but often they do not have the more elaborate linguistic system that is required for academic tasks (such as scientific or content-specific vocabulary, expository writing skills, etc.).

#### *Language variation*

For several languages, different linguistic varieties may exist and students may come from these different linguistic backgrounds. Many of the Chinese speakers, for example, grew up speaking Cantonese at home, but may find that Mandarin is the only variety that is taught at the university. There may also be pronunciation differences between the standard that is offered in the classroom and the variety that the students speak. Northern and Southern Vietnamese, as noted above, have tonal differences which contribute to pronunciation difficulties.

#### *Cultural issues*

Native speakers of heritage languages who grew up in the US may have a different perception of their native cultures than that represented by the teacher or by the textbook. They thus may have very different needs and expectations in the classroom than speakers who do not have any background in that language or culture. Most traditional foreign language materials do not address this, as they tend to cater to the average foreign language student who might perhaps travel to the country. Some heritage students enter a language course with a certain degree of resentment against or disdain toward their own culture. This was found to be the case among the Hindi speakers, who did not want to be identified as different or separate growing up, but were nevertheless drawn to studying their own language at the university level. Many heritage learners who initially take a language course for an 'easy A' find that it allows them to rediscover their own roots and identity, and they often gain a new, more positive perspective about their cultural heritage.

Language instructors who are native speakers who immigrated to the U.S. may reflect their own cultural norms and values by, for example, representing one variety as a more acceptable prestige norm, by projecting certain positive or negative feelings toward their native country, or by imposing a foreign standard norm instead of the variety spoken within an immigrant community (for example, by insisting

on a hypercorrect 'pure' form of the language and disallowing codeswitching).

#### *Varying oral proficiencies*

Heritage language speakers do not constitute a homogeneous group of speakers, but have widely divergent language abilities. Some have only had passive exposure to the language and may understand it to some extent, but never speak it. This was noted for Hindi, where young adults tended to resent the use of Hindi in the home and try to assimilate as much as possible to American culture. Others may have limited skills in the heritage language and codeswitch or codemix frequently to English. One of the Spanish courses at UC Berkeley is, for instance, specifically designed for such 'non-fluent native speakers.' Another group consists of those speakers who are fluent, but speak a different variety (e.g. Cantonese rather than Mandarin; South Vietnamese rather than North Vietnamese). A group that is often not counted as heritage learners, but does show 'heritage motivation' are students who seek to reconnect with their cultural roots, even though they may never have been exposed to the language. Thus, African-American students who study, for example, Swahili, may fall under this last category.

In our discussions, it has become clear that the issue of heritage language instruction in the foreign language curriculum is complex and does not lend itself to an easy, 'one size fits all' solution. It requires a flexible approach to teaching, curriculum design, and methodology which take into consideration the learners' diverse needs. One current project, undertaken with the support of the Berkeley Language Center, is the development of a heritage language curriculum for Tagalog, which may serve as a model for other programs on campus. The Berkeley Heritage Language Interest Group would like to establish contacts with other language professionals who are interested in this issue and would welcome an exchange of ideas.

### **INTERNATIONAL CONFERENCE ON STORYTELLING AUGUST 26-27, 1999**

Brock University, St. Catharines, Ontario,  
Canada

We welcome the submission of abstracts for 20-25 minute talks. Papers accepted for presentation will be considered for a proceedings publication.

Submissions may take any perspective as long as they address, in some way, the issue of storytelling. Specific areas of inquiry include, but are not limited to the following:

- Bilingualism
- Issues of audience
- Discourse analysis
- Language acquisition
- Ethnolinguistics
- Language change
- First Nations studies
- Gender and language
- Power and language
- Grammaticalizations
- Semantic and conceptual structures

The deadline for receiving abstracts is January 18, 1999. Acceptance of your paper for presentation implies a commitment on your part to register and attend the conference. Notification of acceptance will be sent out on March 1, 1999. Send 3 copies of a 1-page, 250 word abstract. Include the title of the paper on the abstract but not names. Please include a cover page with the following information:

- author's name(s) and affiliation(s)
- mailing address
- e-mail
- fax number
- title of presentation
- three to five key words

Submissions by e-mail are also encouraged. Abstracts should be sent to: International Conference on Storytelling c/o Monica Sanchez, Department of Applied Language Studies, Brock University St. Catharines, Ontario, L2S 3A1 Canada OR [msanchez@spartan.ac.brocku.ca](mailto:msanchez@spartan.ac.brocku.ca)

Note: Only one individual and one joint abstract per author will be accepted. For further information, please contact Monica Sanchez at the above addresses or at the following fax (905) 688-1912 (attn: Monica Sanchez, ICS).

### **SCIENTIFIC COMMISSION ON TEACHER EDUCATION**

Sandra Savignon, Professor of Speech Communication and Director of the Program in English as a Second Language at Penn State University, USA, is pleased to announce that Professor Minoru Wada, Meikai University, Urayasu-city, Japan, has agreed to join her as co-convenor of the Scientific Commission on Teacher Education. For a decade from 1982 --

1992 Professor Wada served as Curriculum Specialist in charge of English language education for the Japanese Ministry of Education. Since 1992 he has taught courses on Curriculum Development and Communicative Language Teaching to undergraduate and graduate students at Meikai university and remains actively involved in teacher education for Japanese English teachers at the secondary school level. At the forthcoming AILA Meeting in Tokyo the Scientific Commission on Teacher Education will hold a special colloquium on Issues in Communicative Language Teaching and Teacher Education. Participants will include researchers and teachers from Asia, Australia, Europe, and North America. Plans are also being made for activities and meetings in subsequent years. If you would like to join the Scientific Commission on Teacher Education and receive further information about or contribute to its various activities, please contact Sandra Savignon at sjs25@psu.edu (FAX 011-814-863-7986).

#### **PENN STATE CENTER FOR LANGUAGE ACQUISITION RESEARCH**

The Pennsylvania State University is pleased to announce that Professor James Lantolf has accepted the position of Professor of Spanish and Applied Linguistics and Director of the new Penn State Center for Language Acquisition Research beginning Fall 1999. Well known internationally as a leading scholar and mentor in language acquisition research with a strong commitment to teaching, and , for the past five years , North American editor of the journal *Applied Linguistics*, Jim will join a faculty with colleagues in a range of disciplines with a common interest in language acquisition, including Sandra Savignon, Professor of Speech Communication and Director of the Program in ESL, and Judith Kroll, Professor of Psychology and an editor of a new journal, *Bilingualism*. The Penn State Center for Language Acquisition Research is a multi-level research and instructional support center to promote work on all aspects of language acquisition. The term is defined broadly to include a variety of theoretical and applied approaches from a number of disciplines. The use of technology in teaching language is one focus, and center initiatives will provide graduate students with training and experience in a variety of innovative approaches to language acquisition. More

importantly for the field of applied linguistics, the center will provide enhanced opportunities for interdisciplinary research and collaboration across psychology, linguistics, and language instruction.

#### **TWO OR MORE LANGUAGES IN EARLY CHILDHOOD: SOME GENERAL POINTS AND SOME PRACTICAL RECOMMENDATIONS**

Annick De Houwer, PhD  
Associate Professor, Communication,  
University of Antwerp Research Fellow, Science  
Foundation Flanders, Belgium  
Convenor, AILA Scientific Commission on  
Child Language

In an increasingly multilingual and diversified world more and more young children find themselves in an environment with more than one language. Similarly, with changing employment and moves to different parts of the world, parents can feel overwhelmed by the linguistic demands on them and their children. What can parents expect of their children? Do parents have anything to contribute to the process of early language development? Does it confuse children to learn two or more languages at once? Do children have to be specially intelligent to be able to cope with more than one language? People everywhere have strong ideas about children growing up with a second or third language in childhood. These ideas then influence how people will interact with their children, or how they look at other people's children. These ideas also influence how professionals such as teachers, doctors and speech therapists advise parents of children growing up bilingually. Sadly, often the ideas that people have about children growing up with a second or third language in childhood are not of any benefit to these children, and may in fact have adverse effects. One of the purposes of this article is to try and dispel some common 'myths' about children growing up bilingually, and to offer some suggestions that can help children to become fluent users of two or more languages. A bilingual environment most often is a necessity, not a choice. Many discussions of the advantages or disadvantages of early bilingualism seem to be based on the idea that a bilingual environment is something that parents *choose* for their children. This, however, is usually not the case: young children growing up

bilingually are for the most part growing up bilingually because there is no way that they can grow up monolingually. There are many reasons for the presence of two languages in young children's environments: it is possible that most of the people that children meet speak only one language, but that some people speak only one language, and other people another (e.g., Italian at home, French at school). On the other side of the spectrum, children may grow up in a community where most people speak the same two languages on a day-to-day basis. The usage rules for these languages will determine when a particular language will actually be spoken. Imposing changes in these conventions so that all bilingual speakers in the child's social world would limit themselves to one and the same language in all circumstances is not only impossible, but also ethically dubious since it infringes on individuals' linguistic rights. Hearing two or more languages in childhood is not a cause of language disorder or language delay. All over the Western world, speech therapists or medical doctors who see young children growing up with more than one language often advise parents to 'give up' one of the languages (typically, the language to be 'given up' is the language that is not used in the overall environment - so speech therapists in the United States of America often suggest that in speaking to their children parents stop using Spanish at home in favor of English, while speech therapists in Flanders may advise parents to stop speaking English in favor of Dutch). The common reason given for the advice of monolingualism instead of bilingualism is twofold: first, it is often claimed that hearing two or more languages will 'confuse' the child and lead to grave problems in acquiring language, and second, it is claimed that the acquisition of the main language of the environment will stand a better chance without the 'competition' from the other language. However, there is no scientific evidence to date that hearing two or more languages leads to delays or disorders in language acquisition. In fact, the many children growing up with two or more languages from infancy without any signs of delays or disorders in language acquisition are the most visible proof for the lack of a necessary relationship between a bilingual environment and language learning problems. In addition, there is no scientific evidence that giving up one language automatically has a beneficial effect on the other language. Quite to the contrary: the abrupt end

of the use of the home language by a child's parents may lead to great emotional and psychological difficulties both on the part of the parents and on the part of the child. After all, language is strongly linked to emotion, affect, and identity. For a three-year-old, the fact that all of a sudden her mother is not talking to her any more in the familiar sounds that she was still so hard trying to understand, and, what is perhaps worse, the fact that her mother does not respond any more to the things she has to say to her, can make the child in question feel emotionally abandoned, totally lost and quite upset. Speech therapists who give the 'monolingualism' advice should then not be surprised to find that the child in question starts to exhibit troubling behavior. Should the child recover from this traumatic experience, there is no evidence that progress in the main language of the environment is helped by the loss of the home language. In educational settings it has been shown that in fact building on a child's skills in a first language help the acquisition of a second one. Children's use of two words within one sentence is not a sign of confusion. Often it is claimed that small children who are learning to speak two languages go through a stage of 'mixing' and 'confusion' that shows that they cannot keep their languages apart. The 'evidence' for this is seen to consist of sentences with words from two languages (whether using words from two languages within one sentence is necessarily a sign of 'confusion' is a matter of considerable debate, though; scholars have shown that the use of such sentences by mature bilinguals in effect shows a great deal of linguistic skill). It is true that occasionally small bilingual children use sentences with words from two languages. At the same time, however, they use many more sentences with words from just one language. The fact that they use words from two languages in one sentence, then, does not mean that children are unable to keep their languages apart (they show that they can do this in their sentences with words from just one language). The question then becomes just in what circumstances children use sentences with words from two languages. Children use these sorts of sentences only when they are talking to people that they know will understand two languages. Also, children tend to use sentences with words from two languages only when they are talking to people that do not get upset if they use these sorts of sentences. In other words, the social context in which children find themselves

determines whether and to what extent they use sentences with words from two languages. The same happens with bilingual adults: they also use sentences with words from two languages, but only in sociolinguistic settings in which this is appropriate. Children do not just 'pick up' a language: they need a strongly supportive and rich environment. A prevailing idea is that it is very easy for children to learn a new language, and that hardly any effort is involved. However, learning language, even just one, is a long drawn-out process that takes many years. Languages are very complex, and have very many different aspects. To learn all these complexities you need a lot of life experience. It may not take very long to learn how to carry on a simple conversation (although it does take monolingual children approximately three years before they can carry on an intelligible conversation with strangers), but it takes a lot more time to be able to develop the skill to give a formal speech. In learning to speak, the role of the environment is very important. Children must be given a chance to learn, and they can get this chance only when people talk to them a lot in many different circumstances. Language development in the early stages crucially depends on vocabulary knowledge, and the more words children know, the better they will learn to speak and the more chances they will have at school. Book reading is an excellent help in the acquisition of words, and book reading in any language, even when a baby can hardly sit up yet, plays a highly supportive role not only in the learning of language but also in the emotional bonding between child and parent. Furthermore, it is an activity that in many cultures is seen as appropriate for both mothers and fathers to engage in. It is also an excellent way of introducing children to aspects of culture that they may not be seeing much of in their local environment. Since especially in the first 10 years of life language is such an important basis for the achievement of academic and social skills, it is no luxury to reflect a little more on just what the elements are that play an important role in learning a language (whether it is only one, two, or more). Although it is not possible here to spell out all the things that parents should consider when their child is in a situation where he or she could learn to speak more than one language, the brief list of pointers below may be of assistance. My advice to parents would be, though, not to stop at this brief article, but to read some of the material listed at the bottom.

Investing in their children's successful bi- or multilingualism, after all, should yield a high return. Here are a few general, basic points that are important in raising children growing up with more than one language:

- Do what comes naturally to you and your family in terms of what language(s) you use when - still: make sure your children hear both (or all three, or four) languages frequently and in a variety of circumstances. Create opportunities for your children to use all of the languages they hear, not just one. Read books to and with your children in each of the languages that are important to their lives.
- Talk to all your children in the same way (not, for instance, one language to the elder and another language to the younger). Language is tied with emotions, and if your younger child is linguistically treated differently from the elder, your younger child may feel excluded, which in turn might adversely affect his or her behavior.
- Avoid midway changes in how you talk to your children, especially if your children are under 6. Don't decide to talk French to them when they're very young if before that you only used English (language is tied with emotions!). In this respect: beware of "experts" (doctors, teachers...) who tell you to stop speaking a particular language to your child.
- If you feel strongly about your children using one particular language with you: encourage your children to use the language you want them to use with you and try to discourage their use of another language by asking them to repeat a sentence, or by gently offering them the words in the language you want them to use as alternatives (it is no more cruel than asking your child to say "please" before giving her that cookie!). You may occasionally try the 'pretending not to understand' strategy as well.
- But: don't make language an issue, and don't rebuke or punish children for using or not using a particular language - if you feel your child is not talking as he or she should (in the pre-school years), have a hearing test done, even though teachers or doctors might tell you your child is lagging behind because of bilingualism and hence they consider a hearing test not necessary. - whatever else, though, let yourself be guided by your own

intuitions about what is best for you and your family.

The list of hints to help a child become a fluent speaker of more than one language is incomplete, and needs much more detailed explanation. You will find more information in the following publications:

Arnberg, Lenore, 1987. *Raising children bilingually: the pre-school years*, Clevedon: Multilingual Matters. Harding, Edith & Philip Reilly, 1987. *The bilingual family. A handbook for parents*, Cambridge: Cambridge University Press. Saunders, George, 1982. *Bilingual children: guidance for the family*, Clevedon: Multilingual Matters. Saunders, George, 1988. *Bilingual children: from birth to teens*, Clevedon: Multilingual Matters. *The Bilingual Family Newsletter* (BFN), Clevedon: Multilingual Matters.

For information and subscriptions write to: Multilingual Matters Ltd. Bank House, 8a Hill, Clevedon, Avon BS21 7HH, Great-Britain Below is a brief listing of more general and scholarly publications on bilingualism and bilingual acquisition:

Baetens Beardsmore, Hugo, 1986. *Bilingualism: Basic Principles*, Clevedon: Multilingual Matters. De Houwer, Annick, 1995. 'Bilingual Language Acquisition'. In: *Handbook of Child Language*, Fletcher, Paul & Brian MacWhinney (eds.), London: Blackwell. De Houwer, Annick, ed., 1998. Special Issue on Bilingual Acquisition. *International Journal of Bilingualism* 2:3. Hakuta, Kenji, 1986. *Mirror of Language. The Debate on Bilingualism*, New York: Basic Books.

The above text was prepared with a very general audience in mind. The author invites discussion, questions and comments from anyone, but especially from colleagues who have carried out research on bilingual children. Please write to Annick De Houwer, PSW-UIA, Universiteitsplein 1, 2610 Antwerpen, Belgium, fax 32-3-8202882, email: vhouwer@uia.ac.be

#### **AILA SCIENTIFIC COMMISSION ON LITERACY**

The Literacy SC is convened by Mike Baynham of the University of Technology, Sydney and Mastin Prinsloo of the University of Cape Town. What follows is a brief report of our 1998/1999 activities

##### *Aims and Objectives*

The AILA Scientific Commission on Literacy aims are :

- to identify and promote interdisciplinary research agenda with a strong language focus;
- to facilitate face to face and computer mediated scholarly interaction
- to produce working papers on key theoretical issues
- to organize seminars and colloquia to bring together international scholars with research interests in literacy

##### *Programme of Activities*

As part of our 1998/1999 programme of activities we are organizing a symposium on literacy research for AILA '99 and have set up a website as a focus for the activities of the Literacy SC. The website in addition to providing updates on relevant conferences, journals and publications, features a Virtual Seminar (see below) The website can be visited on:

<<http://www.education.uts.edu.au/AILA>>

##### *Symposium at AILA '99*

The Literacy SC has submitted the following proposal for a symposium to be held at AILA '99 in Tokyo, August 1st - 6th 1999.

##### *New Directions in Literacy Research: A Symposium*

###### *Introduction*

Research into literacy is an interdisciplinary project and cannot be fully addressed within any one discipline area. Within this interdisciplinary perspective, the AILA Scientific Commission on Literacy aims to bring together scholars who are committed to exploring the contribution that language-oriented research, interacting with other fields, such as social theory, can make to emergent understandings of literacy.

###### *Aims and Objectives*

to bring together literacy scholars to:

- a) review new developments in the literacy field across a range of research sites and
- b) identify future directions and agenda for research.

Research sites addressed in the symposium will include:

- Local literacies
- Schooled Literacies
- Home/school interfaces in literacy practices
- Academic literacies
- Literacy practices in multilingual settings
- Workplace literacies
- On-line literacies

- Literacy and Social Policy

Presenters will draw on as range of theoretical perspectives relevant to a multidisciplinary literacy research agenda: conversational analysis, ethnomethodology, functional linguistics, ethnography, post structuralist theory.

*Participants*

Scholars who have agreed to participate at this stage are:

David Barton, Jill Bourne, Chris Candlin, Peter Freebody, Mary Hamilton, Jenny Hammond, Catherine Kell, Ilana Snyder, Brian Street.

*Virtual Seminar*

The Virtual Seminar can be visited on:

<http://www.education.uts.edu.au/AILA/VirtSem>

At regular intervals, a distinguished literacy scholar is invited to contribute a short seminar paper on a theoretical issue or set of issues in literacy research. The text of the seminar will be made available on the website, with contributions on the seminar theme invited. After the conclusion of the seminar, the trigger paper and selected responses will be edited and a working paper will be made available on the website. (cf for a paper in this format, Brian Street's paper "Academic Literacies" in *Challenging Ways of Knowing in English Maths and Science*. Ed. Baker, Clay & Fox, Falmer Press [1996?]).

The idea of the Virtual Seminar is modelled on a seminar on Vygotsky conducted by the Virtual Faculty at:

<http://www.massey.ac.nz/~ALock/virtual/project2.htm>

The format of the Virtual Seminar is that we invite a short contribution (say 2500 words) which is then published on the website with some invited responses. The paper is then thrown open for discussion as in an ordinary seminar (except of course discussants get time to compose a response). For example a group of postgraduate students could respond as a class activity.

The following Virtual Seminar contributions have been invited for 1998:

- Assessment as Communal Versus Punitive Practice: Six new literacy crises: Peter Freebody, Griffith University, Australia  
Discussants: Catherine Kell, University of Capetown, Brian Street, Kings College, London.
- Informal Literacies and Pedagogic Discourse: Gemma Moss, University of Southampton, U.K.  
Discussants: to be announced.

**FOR OR AGAINST BILINGUAL  
EDUCATION?  
A NATURAL PHENOMENON  
REPEATEDLY MADE A PROBLEMATIC  
ISSUE**

Assoc. Prof. Jarmo Lainio  
Centre for Research on Bilingualism,  
Stockholm University, Sweden

During the last one and a half decades or so, the language question in school settings and especially the various attempts to support bilingual children's rights to receive equal opportunities within their educational system, have, once again, faced violent opposition in many countries. It seems that assimilation has returned to become the word of the day in many multilingual and multicultural settings. This is increasingly surprising, since we now have a vast body of research results, showing that an extensive bilingual programme, in conjunction with newer findings on the role of educational/pedagogical methods, is the generally best educational solution. Not only is it so for bilingual and minority children, but also for majority children (cf. Baker 1993, Cummins 1996, Thomas & Collier 1997). In parallel with this development, the question of linguistic competence and the role of language skills, has been pushed in the background, giving way to a view that proposes an overall treatment of the child, focussing on the whole child, but without giving due attention to the fact that language remains a main factor for the child's developmental progression and well-being.

These views, the 'holistic' and the 'linguistic', need not be in opposition, but have regularly been interpreted in that way, apparently for political reasons. Consequently, in this development the question of language, and especially that concerning the mother tongue(s) in opposition to a surrounding majority language or a language of wider communication, has been seen by many assimilationists as a second-range question, but also by non-linguists as a matter of minor importance. The bilingual competence has also, from time to time, been set aside in favour of the second languages, which also is an unnecessary and artificial conflict. In order to give the language question renewed attention, a mailing list will be opened, under one of the Scientific Commissions of AILA, Language and Education in Multilingual Settings. Though it will be convened by two persons, Jarmo Lainio

in Stockholm Sweden, and Daniel S. Matjila, Pretoria, South Africa, we invite researchers of various fields to join the discussion, regarding linguistic rights in school contexts and educational equality, but also regarding various topics concerning bi- and multilingualism and education, from linguistic, educational and other perspectives. In line with this, we wish to receive country-wise overall descriptions, which can be put on the list, and collected to a report on the general state of art, for bilingual education, world-wide. These reports will be formatted according to a common scheme, for sake of comparability. Those who themselves feel able to cover this in their own country/community, or can recommend writers, please contact the conveners by email (addresses below). These reports will also be discussed during a symposium of the next AILA Congress, in Tokyo 1999. The symposium further aims at discussing the arguments for and against various versions of bilingual education, based on recent research results, and at reconsidering the position of language in the process of supporting bilingual children and minority children. Representatives from various countries and linguistic contexts are urged to join the discussion.

References:

Baker, Colin 1993. *Foundations of bilingual education and bilingualism*. Clevedon, Philadelphia & Adelaide: Multilingual Matters Ltd.

Cummins, Jim 1996. *Negotiating identity: Education for empowerment in a diverse society*. Los Angeles, California: California Association for Bilingual Education.

Thomas, Wayne P. & Collier, Virginia 1997. *School Effectiveness for Language Minority Students*. The George Washington University, Center for the Study of Language and Education. Washington, D.C.: National Clearinghouse for Bilingual Education.

The email list, which will have the title: multil-edu@ling.su.se will be opened at the beginning of December 1998, both via the AILA web site, and other lists, such as Linguist List. Email addresses to the conveners of the Language and Education in Multilingual Settings Scientific Commission of AILA: MATJIDS@alpha.unisa.ac.zafor (MA Daniel Sepeke Matjila), and Jarmo.Lainio@biling.su.se

Jarmo Lainio

**NEW E-MAIL NEWSLETTER FROM  
MULTILINGUAL MATTERS**

Multilingual Matters, a publisher of books and journals in the field of applied linguistics, will be sending out a free e-mail newsletter from January 1999 on a monthly basis. Briefly, contents of this newsletter will be:

- 1) Contents, with abstracts, of papers in journal\* issues due to be published in the coming month.
- 2) Title, bibliographic and content information on books due to be published in the coming month.
- 3) Other items of news about Multilingual Matters and/or the language world in general that would be considered to be of interest to subscribers.

4) Some special offers on new and existing titles.

\* The journals to be included are: Jnl of Multilingual & Multicultural Development, Current Issues in Language and Society, The Bilingual Family Newsletter, Language and Education, Language Culture and Curriculum, Intl Journal of Bilingual Education and Bilingualism, Language Awareness. Members who are interested in subscribing to the e-mail newsletter should send an e-mail to news@multilingual-matters.com including the word subscribe in the body of the e-mail and as the subject. If you wish to comment on, or suggest additions to, the contents of the newsletter, please send a separate e-mail to the same address.

**AILA99: SC SYMPOSIUM ON LEARNER  
AUTONOMY.**

*Title: Promoting Learner Autonomy - New Insights.*

*Morning session (2 hours)*

This will be a session for people who are interested in getting an overview of what is going on within the field of learner autonomy as well as for people already working within the area. The morning session will be divided into two 1 hour sessions. Each session include a few papers on defined topics presented during the first half hour, followed by half an hour's discussion based on written questions/comments from the audience. The papers deal with practice as well as theory.

*A. Dimensions of learner counselling.*

Speakers (listed in alphabetical order): Beverly-Anne Carter: The ABC's of Learner Autonomy: Awareness, Beliefs, and Counselling. Sara

Cotterall, David Crabbe, Allison Hoffmann: Examining the discourse of learner counselling. Richard Pemberton and Sarah Toogood: Approaches to advising for self-directed language learning.

*B. Assessment of processes and outcomes.*

Speakers: Leslie Dickinson: Autonomy, Methodology and Motivation. Jose Lai: Towards an analytic approach to assessing learner autonomy: the construction of measurement scales for self-direction in language learning. Lienhard Legenhausen: The development of discourse behaviour of young autonomous learners. Bill Savage: Talkbase, tasks, and the assessment of learner autonomy and language learning.

*Afternoon session (2 hours)*

This will be a session where practitioners and researchers in the field of learner autonomy are given an opportunity to share their views, experiences and insights on the issue "Contexts and constraints when developing learner autonomy". The session will be opened by a few animateurs/speakers leading to group discussions. The outcome of the group discussions will be reported back in a plenary session.

*Title: Contexts and constraints when developing learner autonomy.*

Speakers (animateurs): Naoko Aoki: Looking around: the institutional and psychological context of learner autonomy. Vera Maria dos Santos: Promoting learner autonomy through the Use of Critical Reading Strategies. Richard Smith: Deconstructing "the Asian learner": An action research perspective. Flavia Vieira, Isabel Marques: Investigating contexts for learner autonomy : the case of teacher and learner beliefs and practices.

Leni Dam, co-convenor and organiser of the symposium.

Leni Dam  
Afdelingen i København/8. afdeling  
Emdrupvej 101,  
DK-2400 Copenhagen NV  
Tel. +45 39 69 66 33, ext. 2554  
Fax. +45 39 69 01 82  
E-mail. Dam@DLH1.DLH.DK

## LIST OF FORTHCOMING CONFERENCES.

Note: For a more complete listing of conferences, and to use the hyperlinks to email and Web addresses on the conferences listed below, go to <http://www.cltr.uq.edu.au/conf.html>

*5-7 November '98*

5th International Conference on World Englishes, Urbana-Champaign, Illinois USA

Deadline for abstracts: 30 June '98

Contact: Prof. Eyamba G. Bokamba, Chair, 5th IAWWE Conference, Dept of Linguistics, University of Illinois at Urbana-Champaign, 707 South Mathews Ave. 4088 FLB, Urbana IL, 61801. Tel: +1 217 333 3563 or 244 3051. Email: deptling@uiuc.edu

*5-7 November '98*

Canadian Association of Immersion Teachers Annual Conference: Hooked on immersion, it's CAPITAL!, Ottawa, Canada

Contact: Suzanne Fournier, ACPI, Tel: +1 613 567 2223; Fax: +1 613 230 5940.

Email: [acpi@magi.com](mailto:acpi@magi.com)

*6-8 November '98*

23rd Annual Boston University Conference on Language Development, Boston, Massachusetts, USA

Deadline for abstracts: 15 May '98

Contact: Boston University, Conference on Language Development, 704 Commonwealth Ave., Suite 101, Boston MA 02215 USA. Tel: +1 617 353 3085.

Email: [langconf@louis-xiv.bu.edu](mailto:langconf@louis-xiv.bu.edu);

Web:

<http://web.bu.edu/LINGUISTICS/APPLIED/conference.html>

*9-12 November '98*

TEFLIN: Association of Teachers of English as a Foreign Language in Indonesia -- 46th

TEFLIN Seminar, Bandung, Semarang, Indonesia

Contact: Helena I.R. Agustien, GombelPermai V/105, Semarang 50261 Indonesia. Tel/Fax:

+62 24 471 061.

email: [lnugraha@indosat.net.id](mailto:lnugraha@indosat.net.id)

*13-15 November '98*

Interdisciplinary Conference: When Languages Collide - sociocultural and geopolitical implications of language conflict and language coexistence. Columbus, Ohio, USA

Deadline for abstracts: 15 May '98

Contact: Office of International Studies, Attn: Language Conference, 300 Oxley Hall, 1712

Neil Avenue, Columbus OH 43210-1219 USA.  
Tel: +1 614 292 8770.

Email: wolf.5@osu.edu

*18-20 November '98*

6th Symposium for language teacher educators:  
Evaluation and research in language teacher  
education, Edinburgh Scotland

Contact: Suzie Huggins, 6th IALS Symposium  
for Language Teacher Educators, Institute for  
Applied Language Studies, University of  
Edinburgh, 21 Hill Place, Edinburgh EH8 9DP  
Scotland UK. Tel: +44 131 650 6200; Fax: +44  
131 667 5927.

Email: IALS.Symposium@ed.ac.uk

*24 November '98*

Issues in cross cultural communication: towards  
culturally situated agents, Singapore.

Contact: Takashi Kido.

Email: msc-kido@pol.infosphere.or.jp.

Web:

<http://www.nttmsc.com.my/kido/pricai98cfp.htm>  
l

*24-26 November '98*

3rd Regional Conference on English in  
Southeast Asia: ASEAN Perspectives,  
Darussalam,  
Brunei

Contact: Gary Jones, Dept of English Language  
& Applied Linguistics, Universiti Brunei  
Darussalam, Bandar Seri Begawan 2028, Negara  
Brunei Darussalam, Brunei. Fax: +673 2  
421 528.

Email: gmjones@ubd.edu.bn

*26-27 November '98*

3rd International Conference on Maintenance  
and Loss of Minority Languages, Veldhoven,  
The Netherlands

Contact: Conference Secretariat, Tilburg  
University, Research Group on Language and  
Minorities, c/o Heleen Strating-Keurentjes, PO  
Box 90153, NL-5000 LE Tilburg, The  
Netherlands. Tel: +31 13 466 2588; Fax: +31 13  
466 3110.

Email: language.loss.98@kub.nl

*30 November - 1 December '98*

Congress on the Occasion of the 50th  
Anniversary of the Institute of Applied  
Linguistics,

Translation and Interpreting of the University of  
Saarland, Saarbruecken, Germany

Contact: Universitaet des Saarlandes,  
Fachrichtung 8.6, Andewandte  
Sprachwissenschaft,

sowie Uebersetzen und Dolmetschen,  
Geschaeftsfuehrung: Univ.-Prof.Dr. E. Steiner,  
D-6041

Saarbruecken, Germany. Fax: +49 681 302  
4440.

Email: ijc98@rz.uni-sb.de.

Web: <http://www.uni-sb.de/philfak/fb8/fr86>

*2-4 December '98*

6th Annual International Conference on Post-  
compulsory Education & Training: Vocational  
knowledge and institutions - changing  
relationships, Surfers Paradise, Gold Coast,  
Queensland, Australia

Contact: Dick Roebuck, Manager, Centre for  
Learning and Work Research, Faculty of  
Education, Griffith University, Qld 4111,  
Australia. Tel: +61 7 3875 5862; Fax +61 7  
3875 6868.

Email: r.roebuck@edn.gu.edu.au

*3-5 December '98*

II Jornadas de Juvenes Traductores, Las Palmas  
de Gran Canaria, Spain

Contact: II Jornadas de Juvenes Traductores,  
Universidad de Las Palmas de Gran Canaria,  
Facultad de Traduccione e Interpretacion.  
Edificio de Humanidades. C/- Perez del Toro,  
1.35003 Las Palmas de Gran Canaria, Spain.  
Email: apal@correo.rcanaria.es.

Web: <http://www4.ulpgc.es/jornadas/jt/>

*9-11 December '98*

ORAGE '98 - International Conference: Speech  
and Gesture in multi-modal communication  
and interaction, Besancon France

Contact: Colloque ORAGE'98, Laboratoire de  
Phonetique, Universite de Franche-Comte, 30  
rue Megevand, 25030 Besancon, France. Tel: +  
33 3 81 665 396; Fax: +33 3 81 665 300.

Email: orage98@granville.univ-fcomte.fr;

Web:

[http://granville.univ-  
fcomte.fr/phonetic/orage98/orage98.htm](http://granville.univ-fcomte.fr/phonetic/orage98/orage98.htm)

*10-11 December '98*

Going Romance 1998: 12th Symposium on  
Romance Languages, Utrecht, The Netherlands  
Deadline for abstracts: 18 September '98

Contact: Going Romance 1998, Utrecht Institute  
of Linguistics OTS, Utrecht University,  
Trans 10, 3512JK Utrecht, The Netherlands.  
Tel: +31 30 253 6006; Fax: +31 30 253 6000.

Email: going.romance@let.uu.nl

*17-19 December '98*

International Language in Education Conference  
(ILEC'98), Hong Kong

Contact: Secretariat ILEC '98, c/o Centre for  
Language in Education. The Hong Kong

Institute of Education. 10 Lo Ping Road, Tai Po, Hong Kong. Tel: +852 2948 8044. Fax: +852 2948 8042.

Email: ilec@cle.ied.edu.hk.

Web: <http://www.ied.edu.hk/ilec98>

*18-20 December '98*

2nd International Conference on Multimedia Language Education (Rocmelia '98), Feng Shan City, Taiwan

Email: rocmelia@acer.net

Web: <http://www.rocmelia.com.tw>

*27-30 December '98*

Modern Language Association 1998 Convention: Division on Applied Linguistics, San Francisco, California USA

Contact: Richard Kern, Dept of French, University of California, Berkeley, Berkeley CA 94720-2580 USA. Fax: +1 510 642 2194. Email: kernrg@uclink.berkeley.edu

*11-15 January '99*

International Research Workshop: Ecology of Language Acquisition, Amsterdam, The Netherlands

Contact: Web: <http://www.let.uva.nl/~ecolang>

*23 January '99*

21st Annual NYSTESOL Applied Linguistics Winter Conference, Bronx, New York, USA

Contact: Ms Bhar Arsoy, Proposal Chair, Fort George Station, PS Box 251, New York NY 10040 USA.

*25-28 January '99*

6th International Symposium on Social Communication, Santiago de Cuba, Cuba

Contact: Dr Eloina Miyares Bermudez, Secretaria Ejecutiva Comité Organizador, Apartado

Postal 4067. Vista Alegre, Santiago de Cuba 4, Cuba, 90400. Tel: +53 226 42760; Fax: +53 226 41579.

Email: leonel@lingapli.ciges.inf.cu;

Web:

<http://www.seti.cs.utwente.nl/Parlevink/cuba>

*10-12 February '99*

The AMEP: 50 Years of Nation Building International Conference. Melbourne, Victoria, Australia

Contact: Conference Australia, Level 3, 128 Exhibition Street, Melbourne Vic 3000 Australia.

Tel: +61 3 9650 6655. Fax: +61 3 9650 3535.

Email: conaus@conaus.com.au.

Web:

<http://www.vicnet.net.au/~conaus/dima.htm>

*4-7 March '99*

Language 99: A conference across literature, linguistics and writing, Denton, Texas USA

Contact: Linguaging 99, University of North Texas, Dept of English, PO Box 311307, Denton, TX 76203-1307 USA.

Email: linglit@unt.edu.

Web: <http://www.unt.edu/linguaging>

*6-9 March '99*

Annual Conference of the American Association for Applied Linguistics, Stamford, Connecticut, USA.

Contact: AAAL Business Office, PO Box 21686, Eagan, MN 555121-0686 USA. Tel: +1 612 953 0805; Fax: +1 612 431 8404.

Email: aaloffice@aaal.org.

Web:

<http://www.er.uqam.ca/nobel/r21270/index.html>

*11-13 March '99*

17th Conference on Spanish in the United States. Miami, Florida, USA

Contact: Dr Ana Roca, Conference Chair, Dept of Modern Languages, Deuxieme Maison

498A, Florida International University, University Park, Miami, FL 33199 USA. Tel: +1 305 348 2046.

Email: Rocaa@fiu.edu

*April 1999 (further dates TBA)*

Stanford Child Language Research Forum, Stanford, California, USA

Proposals welcome.

Email: eclark@psych.stanford.edu

*7-9 April '99*

14th BALEAP Conference: Issues in EAP learning technologies, Leeds, UK

Deadline for abstracts: 19 February '99

Contact: Peter Howarth, The Language Centre, University of Leeds, LEEDS LS2 9JT UK.

Tel: +44 113 233 3250; Fax: +44 113 233 3252.

Email: p.a.howarth@leeds.ac.uk.

Web:

<http://www.leeds.ac.uk/languages/events/baleap99.html>

*8-10 April '99*

13th Annual Conference on pragmatics and language learning, Urbana Champaign, Illinois USA

Contact:

<http://deil.lang.uiuc.edu/pragmatics/conference99.html>

*14-17 April '99*

2nd International Symposium on Bilingualism, Newcastle upon Tyne, UK

Contact: Mrs Gillian Cavanagh ISB Organising Committee, Dept of Speech, University of

Newcastle upon Tyne, NE1 7RU, UK. Fax: +44 191 222 6518.

Email: [gillian.cavagan@ncl.ac.uk](mailto:gillian.cavagan@ncl.ac.uk);

Web: <http://www.ncl.ac.uk/~nspeech>

*15-17 April '99*

15th International Conference: Acquisition of a foreign language - perspectives and research.

Pragmatic uses and acquisition of foreign languages. Paris, France

Contact: Daniel Veronique or Francine Cicurel, Colloque "Usages pragmatiques et acquisition des langues", UFR Didactique du Francais langue etrangere, 46, rue Sait-Jacques, 75230 Paris

Cedex 05. Tel: +33 1 40 46 2825; Fax: +33 1 40 46 2930. Email:

[daniel.veronique@paris3.sorbonne.fr](mailto:daniel.veronique@paris3.sorbonne.fr) or

[francine.cicurel@paris3.sorbonne.fr](mailto:francine.cicurel@paris3.sorbonne.fr)

*16-18 April '99*

44th Annual Conference, International Linguistic Association: Gender and Language. New

York City, NY USA

Deadline for abstracts: 4 January '99

Contact: Prof. Alice H. Deakins, English Dept, William Paterson University, Wayne NJ 07470 USA.

Tel: +1 973 720 2582.

Email: [deakins@frontier.wilpaterson.edu](mailto:deakins@frontier.wilpaterson.edu)

*Sometime in April 1999*

2nd International Symposium on Bilingualism, Newcastle, UK

Contact: <http://www.newcastle.ac.uk/~nspeech>

*22-23 May '99*

International Conference on Language Teacher Education, Minneapolis, Minnesota, USA

Contact: International conference on language teacher education, CARLA, UTEC, Suite 111, 1313 5th St SE, Minneapolis, MN 55414 USA.

Tel: +1 612 627 1870. Fax: +1 612 624 1875.

Email: [carla@tc.unm.edu](mailto:carla@tc.unm.edu).

Web: <http://carla.acad.umn.edu>

*1-5 June '99*

CALICO '99 Annual Symposium: Advancing language learning technologies into the new Millennium, Oxford, Ohio, USA

Deadline for proposals: 15 December '99

Contact: CALICO, 214 Centennial Hall, Southwest Texas State University, 601 University Drive, San Marcos, TX 78666 USA. Tel: +512 245 1417; Fax: +1 512 245 9089.

Email: [info@calico.org](mailto:info@calico.org).

Web: <http://www.calico.org/calico99.html>

*3-5 June '99*

CAAL (Canadian Applied Linguistics Association) Annual Conference 1999. (During Annual

Meeting of the Social Science and Humanities Federation), University of Sherbrooke, Canada

Deadline for abstracts: 18 December '98

Contact: Dr David Heap, Dept of French, The University of Western Ontario, London, Ontario N6A 3K7 Canada.

Email: [aclacaal@julian.uwo.ca](mailto:aclacaal@julian.uwo.ca)

*13-16 June '99*

International Pragmatics Conference: Pragmatics and Negotiation (PRAGMA99). Jerusalem, Israel

Contact: Pragma99, Faculty of Humanities, Tel Aviv University, Tel Aviv 69978 Israel.

Email: [pragma99@post.tau.ac.il](mailto:pragma99@post.tau.ac.il)

*13-18 June '99*

IFIP WGs' 3.1 and 3.5 (in cooperation with 3.6) Open Conference: ConNED'99.

Communications and Networking in Education - - Learning in a Networked Society,

Hameenlinna, Finland

Contact: IT Centre for Schools, Lummetie 2 A, 01300 Vantaa, Finland. Tel: +358 9 191 29081; Fax: +358 9 191 29090.

Email: [comned-99@helsinki.fi](mailto:comned-99@helsinki.fi).

Web:

<http://www.hyvan.helsinki.fi/kttk/comned99/>

*22-26 June '99*

IALL '99: Lab, Classroom and Beyond -- Evolving technology in language education, College

Park, Maryland, USA

Deadline for abstracts: 30 November '98

Contact: Lisa Lewnes.

Email: [llewnes@wam.umd.edu](mailto:llewnes@wam.umd.edu).

Web:

<http://www.inform.umd.edu/IALL99/>

*12-16 July '99*

VIIIth International Congress for the study of child language, San Sebastian - Donostia, Spain

Contact: Email: [fvcongre@vh.ehu.es](mailto:fvcongre@vh.ehu.es);

Web: <http://www.vc.ehu.es/iascl99/iascl.htm>

*1-6 August '99*

AILA '99. 12th World Congress of Applied Linguistics: The Role of language in the 21st

Century -- Unity and Diversity, Tokyo, Japan

Contact: Secretariat for the 12th World Congress of Applied Linguistics(AILA' 99 Tokyo),

c/o International Communications Specialists (ICS), Inc. Sabo Kaikan-bekkan 2-7-4,

Hirakawa-cho, Chiyoda-ku, Tokyo 102-8646, Japan. Tel: +81-3-3263-6474; Fax: +81-3-3263-

7077.

Email: [aila99@ics-inc.co.jp](mailto:aila99@ics-inc.co.jp)

Web:

<http://langue.hyper.chubu.ac.jp/jacet/AILA99/>  
*30 August - 3 September '99*

Section "Language and the Law", 12th European Symposium on language for special purposes.

Contact: LSP'99, Section "Language and the Law", European Academy, via Weggenstein 12/a, I-39100 Bozen/Bolzano, Italy. Tel: +39 471 306 111; Fax: +39 471 306 199.

Email: [LSP99@eurac.edu](mailto:LSP99@eurac.edu).

Web: <http://www.eurac.edu/LSP99>

*9-11 September '99*

2nd International Conference on major varieties of English (MAVEN II), Lincoln, UK

Deadline for abstracts: 15 December '99

Contact: P.B. Nayar, Faculty of Arts and Technology, Lincoln University Campus, Brayford Pool, Lincoln LS6 7TS UK.

Email: [pnayar@ulh.ac.uk](mailto:pnayar@ulh.ac.uk)

*9-11 December '99*

International Conference on processes of convergence and differentiation in the languages of medieval and modern Europe, Undine, Italy

Contact: Centre Internazionale sul Plurilinguismo, Università degli Studi di Undine, Via Antonini 8, 33100 Undine, Italy. Tel: + 39 432 556 460; Fax: +39 432 556 469.

Email: [cpl@cip.uniud.it](mailto:cpl@cip.uniud.it).

Web: <http://www.uniud.it/cip/>

Please send conferences of interest to Peter White at email:

[peterw@lingua.cltr.uq.edu.au](mailto:peterw@lingua.cltr.uq.edu.au)

## COPY EDITOR'S NOTE

Many thanks to contributors, who provided problem-free email text, although the need to reformat some of the more exotic email formats to Word on my Macintosh has no doubt left its trace here and there. I have edited typos and obvious small errors, and taken the liberty of correcting the odd infelicity of English. Some contributions arrived in several versions, and I hope that the ones that appear here represent the writers' final intentions. - *Stuart*