FIPLV WORLD NEWS

A news service provided and edited by the
Fédération Internationale des Professeurs de Langues Vivantes (FIPLV)

FIPLV Contact address: PO Box 216, Belgrave, 3160 Australia

FIPLV website address: www.fiplv.org

President: Denis Cunningham, PO Box 216, Belgrave, 3160 Australia
Tel.: +61-39-7544714; Fax: +61-39-4169899.
E-mail: djc@netspace.net.au

Vice President: Margareta Leoj, Sweden.
E-mail: margareta.leoj@edu.kungsbacka.se

Secretary General: Eynar Leupold, Germany.
E-mail: Leupold@ph-freiburg.de

Treasurer General: Jan Robertson, 32 Panorama Terrace, Queenstown 9197,
New Zealand. Tel.: +64-3-4418551; fax: +64-3-4411260.
E-mail: janrobertson@xtra.co.nz

Editor of Publications: Cecilia Odé, Institute of Phonetic Sciences, University
of Amsterdam, Herengracht 338, 1016 CG Amsterdam, The Netherlands.
Tel.: +31-20-5252190/2183; fax: +31-20-5252197.
E-mail: c.ode@uva.nl

Subscription at the price of CHF 45 a year available from Jan Robertson.

Advertisements CHF 300 full back page, CHF 200 full inside back page, CHF 100 full inside page, CHF 50 half inside page. Orders sent to Jan Robertson.

Any item may be quoted, reproduced or translated provided acknowledgments are given to FIPLV WORLD NEWS.

FIPLV Designers: Silke Gantert & Doreen Wagner

FIPLV Website design and webmaster: Marie Blomkvist
address: www.fiplv.org, email: fiplvwebmaster@telia.com
# Table of contents

**Front inside cover:** Contact Addresses

**Linguistic Cultures**  
*by Denis Cunningham*  
2

**The FIPLV International Award: Citations of New Awardees**  
Olga Aleksandrova  
Marjory Gale Ellsmore  
Mairi S. Ferguson  
Raili Hildén  
Anita Vanaga  
6

**The FIPLV International Award**  
*The Award presented to Mary Gray, by Noeline Grant*  
12

**FIPLV Reports**  
Report on the FIPLV-Amsterdam Working Party  
*by Edward Batley*  
13

Report on David Ingram receiving his Festschrift, June 2005  
16

Report on FIPLV Meetings in Malaysia, September 2005  
18

Travels and Tributes  
*by Denis Cunningham*  
21

**Article**  
Observing infant communication. What it may teach adults  
*by Jeannette van der Stelt*  
25

How are languages marketed? A checklist  
*by Francisco Gomes de Matos*  
41

**Publications received**  
44

**Book announcements**  
45

**Calendar of Upcoming Events**  
47

**FIPLV World Congress 2006**  
Invited Speakers and Important Dates  
48

**Advertisement**  
50

**Back inside cover:** from the Editor  
*Cecilia Odé*
Linguistic Cultures

Note from the President

All languages are living phenomena, if they are not dead. As such, they are subject to growth, evolution or decay. Death will be inevitable for some (Crystal 2000; Hagège 2000), in the context of: curriculum choice, language policy, languages in education policy, language shift, or total annihilation. As I have said elsewhere (Cunningham 2005:9), we must take every step manageable to redress this decline.

On this occasion, however, I would like to present a few ideas on another trend: the evolution of specific languages in the face of emerging and advancing technologies or, to be more accurate, information and communication technologies (ICT). The intention is not to focus on linguistic and cultural diversity nor on the extreme of an international lingua franca (Crystal 1997) – now giving rise to the movement of English as a lingua franca (ELF) (Jenkins 2004) - but on evolution within a given language.

While the focus is mainly on English, the notion of “Englishes” of Braj Kachru (Kachru 1997) – and David Crystal’s assertion that “no-one owns English anymore” (Crystal 1999) – is not ignored but merely provides other perspectives in which the following may be contextualised.

We are now witnessing an evolution of (the English) language occurring at an exponential rate, a rate hitherto unseen, deriving from the following causes, among others:

• coping with the curse of the Third Millennium, a lack of time
• reducing costs
• adjusting to restrictions of technological platforms
• transferring from the printed text to more visual media, and
• creating terms of communication which test the comprehension of speakers of advanced generations.

Youth, in particular, are inventing neologisms, which address the restrictions imposed by (the first three of) the above.

Further, David Ingram pointed out recently that “the evolution of English currently is much influenced by globalisation, rapid international communications, rapid international transport, international commerce, mass media, technology, etc” (Ingram 2005), which further identify causes without exhausting this task.

It is in this context that we witness the emergence of “linguistic cultures” within a language in modern means of communication: electronic mail (email), “texting” in short message system (SMS) and chat (e.g., MSN). I use the term “linguistic cultures” loosely, as we may in fact be witnessing a phenomenon
which might be defined more scientifically as sub-culture, genre, register, etc. (Ingram 2005), as we wait to see if it undergoes some process of fossilisation.

Let’s look at an example generated several years ago and do a little test! I would like you to:

- translate the following into English
- give the equivalent in another language you know or are teaching
- provide ten such items in the language other than English
- give the English equivalents of these

<table>
<thead>
<tr>
<th>SMS Item</th>
<th>English translation</th>
<th>Other language</th>
<th>LOTE Item</th>
<th>English equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>M8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2MORO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTYL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L8A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XLNT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THX</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GR8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VBG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCNU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Predictably, glossaries for such trends in the linguistic culture of email, SMS and chat have appeared. Some sites include:

- http://members.aol.com/nightomas/source/html
- www.tangled.com/acronyms.htm
- http://www.thepageofstuff.com/Main/abbreviations.html

All the above terms were understood immediately by English-speaking teenagers in Australia five years ago. This is not necessarily the case now, as younger users invent their own.

The conventions of letter-writing have been replaced by an informal approach in emails, grammar and spelling have dissolved miraculously for many, punctuation has met with a more sporadic or elliptic treatment – witness the use of capitalisation in all three technological platforms! – while the emerging linguistic cultures reveal terminology and style which may confuse (and frustrate) older generations.

When I completed my final year of schooling (many years ago), I had to study eight texts (e.g., novels, plays, collections of verse) in the first language,
on which I was examined. Now, it is proposed in Victoria that students being examined at the final level of schooling write on one text and have the option of writing on another or a film – amid allegations of “dumbing down” the curriculum, hotly contested by the accreditation authority.

We also read recently that the Bible Society in Australia has translated the entire text of the Bible into the abbreviated language of mobile phone text messages and is offering free software along with a search engine so people can download the verses and send them on (www.biblesociety.com.au): “In da bginnin God cre8d da heaven & da earth” (Genesis 1:1).

The trend is clear but the resultant neologisms may not be. What is lucid communication for some, is bafflegab for others.

Aware that similar trends exist in languages other than English, I propose the above as a challenge:

• to what extent is the above an accurate description of similar evolution in other languages?
• what impact should this trend have on our curriculum for teaching languages?
• if the communicative approach was criticised for diluting linguistic expectations, what would be the effect of embracing the above?
• what would be the fallout of the tension between what we have been teaching and what students may want to learn?
• on the question of relevance to our learners, what would be the result of our excluding such innovative trends from our curriculum?

I invite members to contribute personal reflections and perspectives on this topic, which may generate volatile debate.

Why not further the discussion or debate at the 22nd FIPLV World Congress (FIPLV 2006) on 15-17 June 2006 in Göteborg, Sweden (refer www.fiplv.org)?

Over to you!

Denis Cunningham
President – FIPLV
October 26, 2005

Selected References


Cunningham D. 2005b. The International Promotion of Linguistic Diversity. Keynote address at the LATEUM International Conference, Moscow, Russia, 28 September.


The FIPLV International Award:
Citations of New Awardees

Olga Aleksandrova
FIPLV Member Association Affiliation: Linguistic Association of Teachers of English at the University of Moscow (LATEUM).
Qualifications: Lecturer, Translator, Doctor of Philology, Professor of English.
Fields of Expertise and/or Interest: Foreign languages teaching, Language and cultural studies, English in use, Cognitive linguistics.
Citation: Olga Aleksandrova is nominated for the FIPLV International Award in recognition of her exceptional contribution to the English and foreign languages teaching and researching over an extended period of time. She started her career as an English language teacher in the Moscow State Lomonosov University. In the late 70s she was awarded the State award for young researchers for her contribution to the research in the field of Humanities. In 1999 she was awarded the Lomonosov award of the Moscow State Lomonosov University for her exceptional contribution to the teaching of foreign languages in Russia. She is supervisor of many research works in the field of foreign languages. Olga Aleksandrova is Head of the Department of English Language at Moscow State Lomonosov University. This Department was the founder of the first Association of English Language Teaching in Russia (now LATEUM – IATEFL Associate, member of FIPLV). Olga Aleksandrova is author of more than 120 publications in the field of linguistics and cultural studies.

Marjory Gale Ellsmore
FIPLV Member Association Affiliation: The Australian Federation of Modern Language Teachers Associations (AFMLTA, MLTA NSW).
Qualifications: see Citation.
Fields of Expertise and/or Interest: Languages teaching and learning, languages teacher development, syllabus and examination development and assessment, the linguistics of language and culture, community languages, international exchange programs, lifelong learning.
Citation: Since her very first language learning experiences in country NSW at Cessnock High School, Marjory Ellsmore has been a seeker of excellence in
Languages learning, Languages teaching, Languages policy and Languages administration, on both a personal and public level.

A teacher of Latin, French and German early in her career, she later took up the challenge to learn and teach other languages to be able to meet the changing needs of the students and the various schools at which she has taught. She has inspired many of her students to become teachers of Languages themselves and has been a role model to colleague Languages teachers in furthering their own learning and taking up the challenge of fighting for the place of Languages in the curriculum. In schools where she has taught the Languages programs have expanded. At one school the Languages Department was reinstated one year after her appointment, at another the school had only French, and within 5 years Chinese, Japanese and Italian were added.

Returning to live in Sydney from 2 years study leave in France in 1977, she immediately became a member of syllabus committees for French and has had unbroken membership of similar NSW Board of Studies committees until present when she is Deputy Chair of the Board Curriculum Committee for Languages. She was also involved with the Higher School Certificate Examination for French over many years: member and chairperson of the exam committee, Senior Marker and Supervisor of Marking. As a member of the Teachers Federation she has been their representative on many committees and at forums to ensure the voice of Languages in the curriculum is heard.

In 1993 she reluctantly left the classroom when she gained the position of French Language Adviser to the NSW Department of Education, part of the then Curriculum Directorate. The first non-francophone person to take up this position, she worked side by side with the French government appointed attachée linguistic to support the teaching and learning of French in NSW schools. Her local background, combined with her wide experience as a successful teacher and expertise in French language and curriculum areas, was greatly appreciated by teachers in NSW. As a particular initiative, she introduced ‘language immersion’ weekends for teachers in the country so they could develop their language skills at the same time as classroom strategies and teaching and learning activities. Working with the French Embassy, she was interviewed on SBS Television as part of a promotional video developed by the Embassy to promote the importance of French in Australia. Among other things, she also supported newly appointed teachers of French, helped develop
primary school programs, ran workshops for teachers and students throughout NSW and developed teaching and learning resources to support teachers in the classroom.

In 1996, Marjory took up the position of Senior Curriculum Adviser in the Saturday School of Community Languages, where she has been able to inspire the 350 teachers of 23 languages that are taught to high school students through the Saturday School. Ever a strong voice for language learning, she has continued her promotion of Languages learning for Australian students through her role in the Saturday School. Principal of the Saturday School since 2002, she continues to maintain her enthusiasm for the importance of Languages learning. In this role in particular she has been able to use her influence and contacts to convince and support schools in introducing new Languages programs to their schools. Approximately 10 high schools have introduced Chinese, 2 have introduced Serbian and another Khmer. As a member of the Australian Network of Government Languages Schools (ANGLS), she is part of cooperative activities to support those languages which are at risk of being removed from the curriculum, supporting teacher exchange between states and the sharing of resources.

Marjory has actively encouraged teachers to join the MLTA, throughout her career and now in particular, the ‘community languages’ teachers at the Saturday School who had not previously thought to join. This year she funded two teachers of Arabic and two of Macedonian to attend the Melbourne AFMLTA conference. She also funds her teachers to attend other professional association activities and stresses the importance to all her staff and students of the value of lifelong learning.

An active member of the Modern Languages Teachers Association from the start as a Languages student in Newcastle, she has been a member of many committees over the years, especially those reporting to governments and educational authorities on the role of Languages in our society and our schools. She has also organised and conducted many workshops for teachers. More recently, when the MLTA in NSW went through a ‘down’ patch, for three years as nominal secretary, she maintained a voice for Languages at Professional Teachers Council forums and submissions and now a member again of the revitalised MLTA NSW.

In the struggle that faces Languages teachers in Australia to maintain a proper profile for Languages in the curriculum and for Languages learning to be a valued aspect for our society, the role played by Marjory Ellsmore, always an outspoken advocate, has been outstanding. Her strong voice is still being heard in the work of maintaining quality Languages programs in NSW schools and in supporting and maintaining the teaching of those languages which may otherwise have been lost to the education system.
**Mairi S. Ferguson**  
**FIPLV Member Association Affiliation:** the New Zealand Association of Language Teachers (NZALT).  
**Qualifications and Fields of Expertise and/or Interest:** see Citation.  
**Citation:** An effective and excellent classroom teacher of the German language, Mairi Ferguson is unassuming and modest about her exceptional and outstanding contribution for the benefit of both language learners and language educators in New Zealand.

Her *Year 11 Revision Workbook* (1997) became the authority for practice in the prescribed structures and vocabulary for the national School Certificate examination. She fulfilled a contract from GANZ (NZ German teachers association) to produce the prescribed School Certificate vocabulary for use in schools, and in 2003 she reviewed the Level 1 vocabulary for the new NCEA (National Certificate in Educational Achievement) and was co-writer of sample units of work with assessment tasks. She was also the German writer for producing the support materials for the new German Curriculum. Her expertise, having been previously used to review Year 13 Bursary oral tests and vocabulary lists, led her to be contracted to produce the new vocabulary and structure lists for the external examinations for NCEA Levels 1, 2 and 3. Her first book was revised and re-published as *Elementary German* (2004) and she produced a second, *German Practice* (2004), to cover the new structures and vocabulary for the three levels of NCEA.

For ten years Mairi assisted with the annual Auckland Goethe Society school examinations as the writer and marker for Years 11 and 12 and as oral examiner. In 2004 and 2005 she organised and convened the *LangSem Professional Development* days for 300 teachers of the German, French, Chinese, Japanese and Spanish languages from the primary, secondary and tertiary sectors, and she is co-organiser and convenor of the biennial international NZALT Conference to be held in Auckland in July 2006.

From 1999-2001 Mairi was the President of GANZ. She was the Auckland Regional Officer of NZALT and a member of the National Executive from 1999-2003 and since 2001 has continued her untiring services to the Association as President of the NZALT Auckland Region. She is a worthy recipient of the FIPLV International Award.
**Raili Hildén**  
**FIPLV Member Association Affiliation:** Federation of Foreign Language Teachers in Finland Suomen ruotsinopettajat ry (Association of Swedish Teachers in Finland).  
**Qualifications:** PhD, University Lecturer in Foreign Language Education Research Centre for Foreign Language Education (REFLECT), Department of Applied Sciences of Education, University of Helsinki.  
**Fields of Expertise and/or Interest:** Language teaching, researching and teacher training, with special interest in teaching and testing oral skills.  
**Homepage:** [http://home.edu.helsinki.fi/~rhilden/Home_page.htm](http://home.edu.helsinki.fi/~rhilden/Home_page.htm)  
**Citation:** Ms Raili Hildén has had a long and successful career in language teaching, researching and teacher training, her specialty being teaching and testing oral skills. She is a teacher of Swedish and Russian but her expertise has served the teaching of all languages. She has acted as an expert in various working groups for the National Board of Education, e.g. the present national core curricula. She has also taken part in developing the European Language Portfolio in Finland and is greatly responsible for applying the Common European Framework and its skills criteria for the Finnish school system and language teaching. She is also a member of the Finnish Matriculation Examination Board, which organises the national exams for students at the end of their upper secondary education.  
Ms Hildén has always actively shared her expertise and findings with other language teachers through SUKOL’s Tempus-journal, and she has also been one of the most respected lecturers in SUKOL’s teacher training sessions.

**Anita Vanaga**  
**FIPLV Member Association Affiliation:** Latvian Association of Language Teachers (LALT or: LVASA in Latvian).  
**Qualifications:** Degree in philology and teaching of Latvian language and literature from the University of Latvia, Faculty of Philology (1974), MA degree, University of Latvia (1996); Teacher of Latvian and Latvian literature at the French Lyceum, Riga (1986 – 2004); Deputy director of academic studies at the Faculty of Social Sciences, University of Latvia (2004 – present).
Fields of Expertise/or Interest: Language teaching methodology; language policy in Latvia and abroad, pedagogy.

Citation: Anita Vanaga serves as Vice-president of the Latvian Association of Language Teachers (LALT), President of the Association of the Teachers of the Latvian Language and Literature, as well as a member of the Board of Educators of Latvia.

Anita Vanaga is known to be one of the most experienced and recognized specialists in teaching Latvian as a native language. She has made a substantial contribution to developing the national language policy in Latvia, as well as promoting the best practices in teaching Latvian language and literature (by organizing a forum of the native language teachers, 2002; expanding collaboration with the Ministries of Education of Lithuania and Estonia, 2000-2001; initiating a competition “My teacher of the Latvian language”, 2004, etc.). Her pedagogical work and versatile activities have stimulated deep interest of her pupils in the Latvian language and literature – many of them have also been among prize winners at the regional and national language competitions.

Anita has contributed her expertise to developing the scenario for the national public speaking competition in 2005, initiated by LALT. Her ideas and active leadership have considerably helped to organize the European Day of Languages 2005 in Latvia and its central event - in the capital Riga (more information available on www.lvasa.lv).

In 1999, in recognition of her remarkable achievements and expertise, Anita was given the award named after Atis Kronvalds, and in 2003 she received the Award of the President of Latvia. Anita Vanaga has also received numerous Diplomas of Distinction from the Department of Education, Youth and Sports of the Riga City Council and the Ministry of Education and Science of Latvia. All her life has been devoted to teaching Latvian and Latvian literature, her work always being an example of excellence, responsibility and expertise and resulting in outstanding achievements and success.

PS from the Editor:
Texts of the Citations are composed by the nominating Member Associations who bear full responsibility for content and length.
For Nominations, Criteria, Procedures and Presentation of the FIPLV International Award, see FIPLV World News 62 or the website www.fiplv.org.
The FIPLV International Award presented to Mary Gray

Mary Gray was presented with her FIPLV award at our Wellington Langsem on 29 July. Members of the Languages community around the country and beyond were invited to send Mary messages of congratulations which were then read out by our Exec members. Mary was truly touched by the celebration!

I introduced the background of the Award, Anne Jacques (Junior VP) read the Citation, NZALT Exec members read out 12 personal messages of congratulations to Mary, the Chinese Ambassador spoke, then the award was presented by Ian McKinnon, Vice Chancellor of Victoria University. Jan Robertson had asked us to arrange flowers on behalf of FIPLV... then we adjourned for drinks and nibbles. All in all, it was a most successful presentation. Along with Flora Chan, a very capable Chinese media-savy, we wrote this media release.

This award certainly helped bestow a deep sense of worthiness and pride in Mary and at last, wider recognition for the years and years of devotion and commitment to the cause!

Congratulations on the initiation of this award. It certainly has helped raise the profile of our language educators in our country.

Noeline Grant
Senior Vice President NZALT
August 23, 2005
FIPLV Reports

The FIPLV-Amsterdam Working Party

Report

The following document was endorsed in April 2005 during the meeting of the Executive Committee, and ratified by the World Council during the meeting in Paris, September 2005.

The WP met on 8 and 9 January 2005 at the University of Amsterdam’s Institute of Phonetic Sciences. The WP consisted of Margareta Leoj (FIPLV-Vice-President), Cecilia Odé (FIPLV-Editor of Publications), Maria Fenclova (President of the FIPLV-Region of Central Europe), Konrad Schröder (President of the FIPLV-Region of Western Europe) and Edward Batley (Conseiller Honoraire de la FIPLV), who chaired the meeting.

8 January
The WP discussed the following:
(i) the problems currently experienced by member associations of the FIPLV West-European and Central European Regions; (ii) the difficulties experienced by the FIPLV Regions themselves; (iii) the work of the Nordic-Baltic region; (iv) the general and national conditions which impinged disadvantageously on the work of language associations; (v) major issues such as: the continuity of language education through the various sectors of education and beyond; the issues raised by the making of language policies; the contribution of multilingual education to peace, democracy and mutual understanding; teaching FL1 in such a way as to facilitate the learning of FL2 etc. (vi) the out-datedness of the current organisation of the FIPLV Regions of Europe after the political events of 1989 and the recent expansion of the European Union, (vii) the perceived need of the European Commission General Directorate C for Education and Culture, the Council of Europe and other European agencies to consult, deal and transact business with a single entity representing the collective experience, expertise, views and interests of freely joined modern language associations throughout Europe.

9 January
After a full discussion, members of the Working Party agreed unanimously to the following proposal, which it wished to be taken into active consideration by
the FIPLV Executive at its next meeting in April. Until such time as the proposal was approved by the Executive, or approved after amendment, and became an official FIPLV document, members of the WP agreed to keep it confidential.

PROPOSAL

that a meeting be called of representatives of all language associations in the West-East-North-South regions of Europe¹ (including interested contacts or representatives from countries in which no functioning multilingual association exists, e.g.: Austria, Belgium, Denmark, Hungary, Switzerland, etc.)² with FIPLV Officers (composition to be decided by the Executive, etc.) to discuss the proposal to found a new umbrella organisation within the Federation to represent the interests of the language associations in promoting the teaching and learning of languages in Europe. The new organisation – in shorthand “FIPLV-Europe”³ – would have a particular interest in developing, promoting, and supporting the implementation of, an effective multilingual language policy for Europe (which would have ramifications in all sectors of education, in trade, business, industry, and in national and international organisations). “FIPLV Europe” would conform to the Statutes of the Federation, specifically to the aims of the Federation as stated in Article 3, namely:

3.1. to promote the teaching and learning of languages in order to facilitate and improve communication, understanding, cooperation, mobility and friendly relations among all peoples of the world,
3.2. to develop, support and promote policies designed to improve the quality of language learning and make language learning available to all,
3.3. to work towards greater opportunities for and the continuity and coherence of multilingual education in primary, secondary, further, higher and adult education,
3.4. to improve the professional training and development of language teachers in all sectors of education,
3.5. to help and advise on the founding of professional associations of teachers of living languages,
3.6. to support, coordinate and develop the work of its member associations,
3.7. to encourage members of different language associations in the same country to cooperate with each other and promote their common concerns on matters relating to the teaching and learning of living languages,
3.8. to support nationally and represent internationally the views of member associations;
and to the functions of the Federation as stated in Article 4, namely:

4.1. to act in a consultative role by making its professional advice and expertise available to UNESCO, the Council of Europe and other international organisations which promote the teaching of living languages,
4.2. to convey to member associations information on languages and language education emanating from the work of international organisations,
4.3. to promote research into the teaching and learning of languages and related disciplines,
4.4. to hold world congresses and regional conferences,
4.5. to organise international meetings to examine specific issues,
4.6. to disseminate information on the teaching and learning of living languages,
4.7. to keep member associations informed about the work of other member associations.

Depending on the outcome of the meeting and its recommendations, the Working Party recognized that amendments to these and other Articles of the FIPLV Statutes might have to be made.

Notes
1 This cumbersome term is used in order to give due recognition to the existence of the current FIPLV Regions and of the Nordic-Baltic region, to signify Europe as the EU currently stands (including Norway and Switzerland), and to appeal to the even broader Europe of the future which foreseeably could embrace the Ukraine, Russia, Turkey, etc. The WP believed it to be unhelpful and inappropriate to define Europe since FIPLV is a non-political and non-governmental organisation. While the WP foresaw the possibility of the FIPLV Regions of Europe, as they currently stand, being abolished, changed, replaced and/or of an umbrella structure being added, such decisions could only be made by FIPLV after full discussion with the various representatives at the meeting and a broad consensus had been firmly established.
2 The development of reliable language contacts (including governmental ones) in these and other countries was an urgent matter and would prove vital in making the meeting an effective one.
3 This term is used by the WP as a convenient shorthand. It is catchy, memorable, easily used, readily translatable and would be universally understood. The WP believes, however, that it is not its responsibility to decide on a title but for the Federation once it has been informed by the views expressed at the meeting.
The sequence of events foreseen by the WP were (i) consideration of the WP proposal by the FIPLV Executive in April and then the World Council in Autumn 2005, (ii) ratification of the proposal by the World Assembly during the World Congress in Göteborg 2006, (iii) the meeting should be organised by FIPLV, perhaps jointly with the General Directorate for Language and Culture, and take place in 2007. This should be discussed with the Officers of the General Directorate at the earliest opportunity. The WP recommended that the meeting might take the form of a prepared international symposium of a scientific nature with a particular focus on the internal and external needs of an expanding Europe (e.g. problematics of language policy making and language diversity, continuity in multilingual education, language education for democracy, peace and mutual understanding, etc.). The discussion by representatives could ideally commence before the symposium and be concluded after the symposium in the form of recommendations, decisions, resolutions and/or a report. These are merely WP’s recommendations. FIPLV will of course make the decisions. The WP considered it vital to ensure the success of the meeting by starting preparations well in advance. Possibly formal ratification by the World Assembly could be sought electronically before the World Congress, so that a progress report can be included in such publicity as the forum of the World Congress in Göteborg can provide. The Executive might consider constituting a Working Party in such a way as to get these preparations underway without undue delay.

Edward Batley
Conseiller Honoraire de la FIPLV
3 March 2005

A Festschrift for Professor David Ingram AM

Report

David Ingram is one of those rare, gifted and indefatigable gladiators who has fought long and hard for the cause of languages. David has assumed an integral and leading role in many fields related to the teaching of languages. The mapping of these for languages – under the section themes of policy, practice, proficiency, and parity/presence and prosperity – did not do justice to this leading role, but it was a reflection of some of the areas in which he contributed so much.

The idea of creating a Festschrift for Professor David E. Ingram AM was the inspiration of Anikó Hatoss, who was invited research fellow to the Centre for
Language Learning Teaching at Griffith University and worked under David’s guidance on her PhD thesis. Our cooperation on this volume started when we were waiting for the Keith Horwood Memorial Lecture to begin – fittingly delivered by David at the Fourteenth Biennial National Languages Conference of the Australian Federation of Modern Languages Teachers Associations (AFMLTA). We introduced ourselves to each other and agreed to bring together a volume commemorating David’s work, as he was about to retire from Griffith University at the end of 2003.

The task of giving a proper acknowledgement for David’s work was extremely challenging as it was hard to capture the enormity of his contribution to the field of applied linguistics internationally, and more specifically in the context of Australian language policies, language teaching practices and language testing, the world of ‘proficiencies’. The difficulty of the task, however, was alleviated by the fact that there was no shortage of colleagues, friends, students and research fellows who had worked with David in the past 30 odd years of his career and were inspired by his work and personality. As the notion took shape, we agreed to contact high profile contributors to the languages and applied linguistics fields, who had worked in some way with David. These leading linguists of international renown warmed to the task immediately, with few declining. We also saw the Festschrift as a means for former students and others early in their careers to have the possibility to publish – a necessity in the tertiary sector in recent years. These, indebted to David’s leadership personally or professionally in their formative years, accepted the offer and challenge to contribute. Consequently, the Festschrift is an intended mix of articles by luminaries whose names are known to all, and younger scholars who will be leaders of the future.

In fact, there were so many papers that we were able to agree, with author approval, to allocate several contributions to a forthcoming issue of *Current Issues in Language Planning*, for which Anikó and I were invited to be guest editors. This volume should appear before the end of 2005.

Bringing the volume of some thirty articles to publishing stage was an enjoyable but time-consuming task – as the third co-editor dropped out – and took us into early 2005. Locating a suitable and willing printer was more problematic, especially for Anikó, who undertook the task of contacting likely candidates. As options continued to disappear, I found myself in the unlikely location of Iasi in Romania in April where, over schnapps at midnight, I learned that my contact there – it is a long story! – was not only a lecturer at the local university but also ran a printing house. Negotiations continued so, with guarantees of a quality publication, quick production at low cost and punctual despatch, the deal was finalised in a context of solidarity. The expected volume of 340 pages became one of 420 with the conversion to pdf and printing. Five advance copies arrived in time with the others continuing to arrive for sale internationally.
It was intended that the presentation of the Festschrift to David (see picture) take place at the AFMLTA Biennial National Languages Conference in Melbourne in early July, but this became impossible when David withdrew his offer of papers because of uncertainty in his new workplace. Another alternative was required, so I negotiated with my colleague, Pandora Petrovska, who is responsible for the professional development of staff at the Victorian School of Languages (VSL), where I also work. She was in the process of organising the Annual VSL Conference, so a brief slot was allocated on the program for a “Tribute to David Ingram”, after I had invited him and his agreeing to attend. Thus, I was able to acknowledge his excellent contribution appropriately on 25 June before some 700 language teachers of the Victorian School of Languages.

It was unfortunate that the co-editor, Anikó Hatoss, could not be present, but David was moved as, somehow, we had managed to maintain the confidentiality of the process from him.

Denis Cunningham
President, FIPLV

(for details on the Festschrift, see “Book announcements”, p.45)

Kuala Lumpur – Malaysia, 1 – 4 September 2005

Report

1 Background
Having received information and an invitation by email some months before, I had deleted this, thinking it to be SPAM. When I received the same by post a couple of weeks later, its authenticity became apparent. The invitation was real, so negotiations began by email and post. The International Congress and Convention Association (ICCA) was hosting the Asia Pacific Association Meetings Mart (APAMM) in Kuala Lumpur (Malaysia) on 1-2 September.
2 Planning
Negotiations were completed, accommodation reserved and air tickets provided for this event supported by Malaysia Airlines, Tourism Malaysia and the Kuala Lumpur Convention Centre. I also attempted to contact the Malaysian national multilingual association, as I saw this as an excellent opportunity to further the objectives of FIPLV. On 1 September, early morning, I arrived in Kuala Lumpur.

3 Kuala Lumpur (Malaysia): 1-3 September
Met at the airport, I was taken to the Crowne Plaza Hotel. After accessing my room, I had the first of three sumptuous breakfasts, this time with Angela Chau (of ICCA) and another colleague. A walk and shopping in the city centre followed.

4 The Asia Pacific Association Meetings Mart (APAMM): 1-2 September
4.1 The Rationale
The motive behind the event was to highlight Malaysia specifically and Asia generally as an excellent location to host an international event. Consequently, ICCA invited 17 “sellers” and 17 potential “buyers” to gather, meet and discuss.

4.2 The Participants
The “sellers” included mainly representatives of convention centres and events organisers. Present were:

- Promoters of convention centres in Australia (Adelaide, Cairns, Perth, Sydney), India, Japan, Macau, Malaysia, New Zealand (Auckland, Christchurch), Singapore, Sri Lanka and Thailand
- Malaysia Airlines
- Tourism Malaysia

The potential “buyers” embraced a diverse range of associations/organisations from:

- Australia: International Early Psychosis Association, International Solar Energy Society Asia Pacific and FIPLV
- India: World Association for Social Psychiatry
- Malaysia Asia Pacific Association of Medical Informatics, Asian & Oceanic Society of Regional Anaesthesia and Pain Medicine, and Asian Research Symposium on Rhinology
- Philippines: Asia Pacific Academy of Ophthalmology, Asian & Oceanian Association of Neurology and the Asia-Oceania Association of Oto-Rhino-Laryngological Societies
- Republic of Korea: Asia Pacific Association of Medical Informatics
- Singapore: Asia Pacific Financial Services Association, International Spa Association, ITMA Asia and the World Toilet Organization
• South Africa: International Society of Music Education
• Thailand: The Asia & Pacific Seed Association
• United Kingdom: World Route Development Forum

While the list of “sellers” reflected a high degree of similarity, all the “buyers” had in common was representation of international organisations which could be enticed to host an event in the region.

4.3 The Program
The meetings mart began at 1630 on 1 September with introductions, a series of plenary presentations by the hosts and some potential “buyers”, before drinks and a 10-course dinner at the Crowne Plaza Hotel – replete with a multicultural Malaysian performance of dances.

The real work began the next day as all “sellers” had one-on-one access to all “buyers” for 15 minutes in a round-robin format. Thus, the “sellers” could target potential “buyers” while the “buyers” could explore possibilities in more depth, learning more about what specific “sellers” had to offer, and initiating productive dialogue and potential collaboration.

4.4 Socio-cultural Activities
Excellent dinners followed each day’s program, begun over breakfast in the Crowne Plaza Hotel. I accepted the option of a city-tour (3 September) but stupidly rejected a post-conference stay in a seaside resort in Langkawi.

5 Meeting with Representatives of Malaysian National Multilingual Association: 3 September
The letter I had sent some weeks before to the only association contact I had in Malaysia had remained unanswered, but it had arrived. As a result, I was contacted by and met with Dr Maya David and Dr Asmiah Omar, Vice-President and President of Persatuan Bhasa Moden Malaysia respectively.

We had a productive meeting on the afternoon of 3 September, sharing materials and information on our respective associations, discussing ways of collaborating more closely (and their possible membership of FIPLV), while exploring shared activities in Malaysia in the future.

Denis Cunningham
President: FIPLV
13 September 2005
Travels and Tributes

The highlights of my recent trip were afforded by conferences, encounters and, especially, the opportunity to recognise excellence in language teaching internationally – through presenting the FIPLV International Award to worthy recipients.

Allow me to share a few choice moments of my recent travels!

1 St Petersburg (Russian Federation)
Arriving in St Petersburg at 1400 (local time) on 19 September after 2.5-hour flight, I was met at the airport and taken to the university hotel. Collected by Anna Orlova – the guide allocated to me – we took a tour by car before a walk around the city and dinner.

A visit to the University of St Petersburg started the next day before a visit to the Hermitage and returning to the university. There, I met firstly with Evgenji Kurkov, Secretary-General of MAPRYAL, before a following meeting with him and the MAPRYAL President (and Rector of the University), Ludmila Verbitskaya. Key discussion items were: the international promotion of Russian, collaboration between MAPRYAL and FIPLV, a Russian presence on the FIPLV Executive, and the FIPLV International Award for Vitaly Kostomarov, among other matters.

A surprise was to be taken to the breathtaking Mariinsky Theatre for a performance of Pushkin’s “Queen of Spades”. I was told we were seated in the Tsar’s box, as we enjoyed caviar and champagne during the intervals, before meeting the Director of the opera, Valery Gergiev, over cocktails.

Returning to the hotel at midnight, I was at the airport on time the next day for my next flight on 21 September.
2 Riga (Latvia)
Arriving at the airport at midnight, or 0100 local time on 26 September, I was met by Diana Rumpite, President of LALT. We arrived at the Radio Draugi Hotel at 0200 – before getting up five hours later.

After breakfast with Egle Sleinotiene and Mari Uibo – overseeing the formation of national multilingual associations in Lithuania and Estonia respectively – we were met by my ever-reliable guide, Aija Tamsone, who took us to the Latvian Society House. The last time I had seen Aija was when she stayed with me in Melbourne in January/February.

2.1 European Day of Languages Conference
An interview with a reporter of a national newspaper preceded the evergreen conference to celebrate the European Day of Languages (26 September). The bilingual program featured old friends and colleagues:

- Ina Druviete, Minister for Education
- Helmi Stalte, Chairperson of the Culture, Arts and Religion Commission of the Riga City Council
- Janis Valdmanis, Director of the State Language Agency
- Evija Papule, Deputy Head of the Department of the General Education, Ministry of Education
- Andrejs Vasiljevs, Program Director of the “Tide” Company
- Baiba Sermulina, Program Co-ordinator of the Academic Program Agency

There were exciting student performances and a presentation of members of the dwindling Liiv community. My role on the program was to present the 2004 FIPLV International Award to Laimdota Trinkuna. In doing so, I took the opportunity to publicise the role and activities of FIPLV. She was fêted further by a series of admirers who gave her bouquets.
I enjoyed further discussions with Diana Rumpite, Egle Sleinotiene, Mari Uibo and Irene Matisone over lunch. There followed a multilingual concert by students in the local park, which I enjoyed with Irene after an interview for national television.

Iva Druviete, Minister for Education, hosted an evening reception for key participants that evening. Having negotiated beforehand, I took the opportunity to present the 2005 FIPLV International Award to Anita Vanaga, who was quite chuffed.

3 Moscow (Russian Federation)

Arriving at Sheremetyevo at 2005 (local time) on 27 September, I was met by Prof Olga Alexandrova and a post-graduate student (who had studied in Australia), Lena – my guide. They took me to the Soyuz Hotel, which would be “home” for the next four nights.

3.1 LATEUM International Conference: 28-30 September

The conference began with a forum on testing and a welcome cocktail party on 28 September, while the main program began on 29 September with plenaries by:

- Denis Cunningham: “The International Promotion of Linguistic Diversity”
- Guy Cook: “Applied Linguistics: Definitions and Disagreements”

Following my keynote address, I presented the 2005 FIPLV International Award to Prof Olga Alexandrova (see picture), in front of the 200 assembled participants from some dozen countries.

In all, there were over 100 presentations by contributors (in English or Russian) from many states of the Russian Federation, Armenia, Belarus, Latvia, the UK, Cyprus, Ukraine, and the USA.

Other plenary presentations included:

- Olga Alexandrova: “Diversified Approaches to the Study of Languages”
- Philip Kerr: “Learning to Learn”
- Douglas Allan: “360° English: Benchmarking Adults’ Progress”
while section workshops - reflecting the Conference theme of “ELT as Sustainable Development: Secondary and Tertiary Education” – were divided into the following sub-themes: Business English, Cognitive Studies, Discourse and Culture, Lexicology, Literature Studies, Phonetics/Phonology, Research in ELT, Teacher Development, and the Media, Advertising and Public Relations.

The closing ceremony included input from participants, before the Conference Dinner at the Gallery of Artists Restaurant for some twenty officials, organisers and invited guests.

3.2 Sixth International Seminar on the European Language Portfolio: 29 September – 1 October

Coinciding with the LATEUM Conference was the International Seminar for the Council of Europe on the European Language Portfolio, hosted by Prof Irina Khaleeva, Rector of the Moscow State Linguistic University (and President of RALMLT). Also invited to attend, I arrived at the venue (the President Hotel) to participate on the second day. There, I caught up with Irina Khaleeva and conveyed greetings on behalf of FIPLV at the initial session of the day, before plenary presentations by Irina Khaleeva (“A Case Study: The Russian Federation”) and Michael Byram (“General Introduction to International Competence and its Relation to Communicative Competence”).

The primary reason for attending was to meet and network with representatives of FIPLV member associations, the Council of Europe and other organisations. Thus, I managed to meet with Irina Khaleeva and Vladimir Shleg of Moscow State Linguistic University, Joseph Sheils, with responsibility for languages at the Council of Europe, Rolf Schärer, David Little, Michael Byram and Christopher Reynolds. After a lengthy meeting with Joe Sheils, I left the conference as the circa 80 participants began small group activities based on structures and challenges established the day before. Most if not all of the COE countries were represented.

3.3 Meetings in Moscow

As I was in Moscow, I tried to include as many meetings as possible. The first meeting was with Profs Olga Alexandrova, Natalia Gvishiani and Ludmila Baranova, and Ekaterina Mikhailovskaya (President of LATEUM), at 1430 on 28 September.

Breakfast discussions took place with the other keynote speaker, Guy Cook, while I enjoyed dinner with friends, Alexei and Natalya Gvishiani, at a Bavarian restaurant on the Thursday. Other meetings took place during the two conferences – some of which are mentioned above – while others did not eventuate as some colleagues were not in Moscow at the time.

Denis Cunningham
President: FIPLV
15 October 2005
Observing infant communication  
What it may teach adults

by Jeannette van der Stelt

“The child is moving his face, his lips and tongue, his arms and hands and his whole body, and the movements are directed towards his mother: he is addressing her, and she is ‘receiving’ him. Simultaneously, she is addressing him with sounds and gestures of her own and he is receiving her.”

(Halliday, 1979, p. 171)

Part 1: It is your instrument, baby: explore!

Introduction
Young parents (“young” is not necessarily related to their actual age but to their new role as an adult) nowadays are usually fascinated by the communicative competence of their very young children; let us say children of less than two years of age. Proud mothers and fathers report remarkable milestones in the development of speech production and comprehension of their baby. Having studied infant speech development for more than 30 years, the stories of parents still can amaze me. Often I cannot answer their specific questions: speech development is a very complex process, which seems to proceed along different paths. And most of the time, children learn to talk in a rather short time.

In the Institute of Phonetic Sciences of the University of Amsterdam, we had already a tradition of studying speech development. Louise Kaiser, the first Dutch professor in Phonetics, had gathered in the 1930s parental reports on young children’s sound productions (of course written down alphabetically).

In 1975 portable methods for sound recording permitted us to audio record young children, even in home situations. Two boys and their mothers were audio taped weekly (up to 8 months of age) during naturalistic every-day-situations and these tapes were to be analysed with the help of students. Our leading principle was that we had to do with pre-linguistic children and thus we sought an alternative for the alphabet (or the International Phonetic Alphabet, which is closer to the sound, but as a tool at the same description level). At that time, our leading question was: “What are infants doing when they produce sounds? No, not the vegetative ones, the ones we can interpret and imitate at will. Those sounds will become speech sounds”.

25
Transcribing infant sounds
Long-time, in literature a newborn baby’s sound production is said to be crying to express hunger or pain. Around three months these sounds have changed into the much more agreeable “cooing” sounds, or “pleasure cries” as Wasz-Hockert and colleagues described them in their 1968 acoustic study. However, in 1975 we knew already that in African cultures very young infants rarely cried. Western infants, due to cultural and educational peculiarities, had to cry when expressing their needs. Their mothers usually were at a certain distance! We decided to ignore the cry sounds in our recordings. Looking back now, that was a decisive step in the development of our transcription system and our present approach of the field.

As phoneticians trained in the segmental tradition, we started to look for sound segments on the tapes that we had recorded from the two boys. While listening to such a segment however, we lost the distinction between cries and non-cries. In the young baby, an audible inspiration preceding the expiratory sound appeared to be crucial for the “real-cry” category. We had found a physiological way for segmenting the infant’s sound stream: the respiratory cycle. A segment of a shorter duration risked to be misinterpreted.

An infant non-cry utterance thus is defined as an expiratory sound production that ends at the moment of inspiration. Duration of an utterance thus varies with the inspiration-expiration cycle.

A next, logical step because fitting in with the level of description, was our focus on phonation characteristics. Glottal stops and aspirated voicing have to do with closure of the vocal folds. Rising or falling intonations result from a subtle interaction between the muscular tension of the closed vocal folds and the subglottal air pressure. One single utterance is sometimes completely phonated; at other times phonation is interrupted. All these movements can be considered as alternations of the primary function of the larynx: protecting the lungs for the things we swallow and inhale.

Like for all mammals, the human mouth is primarily meant for feeding: sucking, chewing, and swallowing. In newborn babies it functions during crying and phonation as a resonator in no matter what position. So we did not bother about “vowel quality”: the mouth haphazardly was more or less open or not. But, human adult speech sounds result from a very subtle coordination of phonation and articulatory muscle movements. Mandible, lips, tongue, uvula and velum can change the shape of the resonator.

So the transcription method is based on the physiology of sound production. In this manner we eliminated as much as possible the adult ear and prejudiced adult perception, which is prompting bias in description of infant sounds due to training with the alphabet system.
Results
We found a physiologically developmental process underlying sound production in the first year of life. In the first year of life, infants systematically master the coordination of movements that enable them to become articulated persons. The successive speech motor milestones are graphically represented in Figure 1.

The respiration cycle, meant to keep you alive, gradually is controlled for speaking. The expiration phase can be prolonged, while the inspiration can be swift and deep.

Speech motor milestones
Voice control is tightly related to changes in respiration since vocal fold vibration depends on the subglottal air pressure. The form and the openness of the oral and nasal cavity are more or less haphazard: the infant younger than three months does not change the resonator. All attention seems to be on phonation.

The control over the closure of the vocal folds is thus the first thing that the infant tries to gain. A simple form of multiple-syllable-production is possible from about 6 weeks onwards. That can be a glottal series of /u-u-u/-sounds or an aspirated part in an utterance /aha/. In Dutch, both sounds have a clear communicative function, especially in teaching situations. The /u-u-u/ means to stop a person to proceed his/her actions, the /ahaa/ (depending on the intonation) expresses a large scale of meanings that have to do with mutual understanding. The ability to interrupt the vocal fold vibration is basic in a consonant-vowel-consonant-vowel (cvcv) sequence where the consonant is voiceless, as in “papa” for example.

Tension of the vocal folds in relation to the subglottal pressure is the next step in phonation control. A four-months-old baby is exploring its vocal possibilities in its extremes: glissandos, growls, diplophone sounds, and loud and creaky voices. These aspects will serve in adult intonation patterns that express all subtleties of emotions.

Articulatory control follows the general laws for neurological development; from the central spine to the periphery, and from global to precise. We found that 3-months-old babies actively start to use their articulators to change the filter function of the oral cavity. They produced a uvular roll during a voice utterance, which sounds as /aaRRaa/ almost meaning “funny one” in Dutch. The tongue root and the velum also could be brought closer to each other and then it sounded like /achh/, the well-known Dutch unspeakable consonant. Typical for this age is that the baby can only manage to produce one articulatory movement per utterance.

Then comes the moment that many parents report: my baby says “papa” or “mama”, the universal word! Hopefully, you can understand at this point that this milestone is the result of about six months sports school training in daily voice and articulation control from the part of the baby. The duration of the
phonated utterance now is long enough to permit the infant to produce at least two articulatory movements (see Figure 1, point 6: Babbling sounds).

Gradually, the infant comes to understand that sounds have a fixed meaning related to specific situations. The child starts to produce (most of the time) one-syllable sounds that resemble adult words: /ba/ for “bal”. These sounds are called Phonetically Consistent Forms or (proto) words.

**Basic training summary**

We think that around the age of six or seven months, the majority of the infants have mastered the basic principles for the production of speech sounds. Further development is a matter of more ability in playing the instrument. And, of course, in liking to play it in more complex situations and at the right moment and with the desired effect: applause.

The infant needs a didactic programme for that, and the name of that programme is “Mama-Papa”. As a matter of fact, “she” was before birth the baby’s food, disco, warmth, motion, excitement, and relaxing sleep. After birth “she” also becomes the baby’s hunger, silence, distress, and boredom. “He” can replace “her” in every way, and especially in motion and excitement.

As Berry Brazelton (Brazelton & Tronick, 1980) puts it, the baby is in the “envelope of caring parents”. They offer a balanced programme for the baby’s senses and exploratory movements.
Schematic overview of the speech motor milestones

phonation is indicated by
articulation is indicated by
loudness variation by

1. Laryngeals
   a). !
   glottal stop
   b). h
   aspirated
   c).
   interrupted phonation
   d).
   combinations of interrupted phonation with glottal stops and aspirated voice

2. Simple articulations
   a).
   articulation with interrupted phonation
   b).
   articulation with an uninterrupted phonation
   c).
   onset with an articulation
   d).
   articulation at the end of a sound production

3. Prosodic sounds
   a).
   rise-fall intonation
   b).
   fall-rise intonation
   c).
   complex intonation
   d).
   rise-fall intonation + loudness variation

4. Babbling sounds
   a).
   two articulations with interrupted phonation
   b).
   two articulations with uninterrupted complex intonation

5. Phonetically Consistent Forms (PCF) or Words
   a).
   monosyllabic word “bbaaa!”
   b).
   bisyllabic word “upappaa?”

Figure 1. The six landmarks in the speech motor development during the first year of life, as described by Koopmans-van Beinum & Van der Stelt (1979, 1986). Figure adapted from Van der Stelt, 1993.
Part 2: You are playing, I am the audience

Introduction

Seen in a historical perspective, psycholinguistics have dominantly claimed the domain of speech development, indicating the earliest period of communicative development as “pre-linguistic” since sound-meaning criteria were not yet met by the infants. The 6-months-old child is reported to say “papa”, but is obviously not referring to that “person with the moustache”.

Towards the end of the 1970s this linguistic approach however changed, and I was very happy with that. Margaret Bullowa focussed scientific attention upon the precursors of speech communication, as did Colin Trevarthen (1979) with the introduction of terms like “primary and secondary intersubjectivity”. Since Piaget proposed his theory of infant psychological development “intentionality” was thought to be present only after the 9th month. With the increased number of observational studies by means of video recordings intentionality became a possible motive in the behaviour of infants younger than six months. Studying the communicating dyad, and their subtle interaction, resulted in a huge pile of books and publications that had a behavioural and/or social point of view. The onset of speech development drifted from two-years-of-age in the 1920s to before birth nowadays.

The communicative approach of the developmental process, using audio and video recordings, also necessitated new research methods as a replacement of the paper-and-pencil for alphabetic and behavioural description. In 1984 a huge research proposal of our Speech Development Group was granted (Koopmans-van Beinum, et al., 1990). We recorded the communicative development of 6 normal and 12 cleft-palate infants and their mothers from birth to two-years-of-age. The pairs were videotaped monthly in naturalistic home situations by means of two synchronized cameras. The split-screen images permitted us to analyse the interaction of both mother and baby to the millisecond. But: “What is communicative behaviour in a mother-infant pair when the baby is 2 weeks old? Can that be related to later behaviour? Have mother-baby pairs initially their own body language?”

Transcribing communicative behaviour

Describing behaviour had already been a solidified tradition in The Netherlands, honoured with the Nobel Prize for Nico Tinbergen in 1973, when we started this research in 1984. One of the rules is that during the observation period, you may not change the content of you behavioural dictionary.

In line with the transcription system for baby sound production (see Part 1. based on coordination of respiration, phonation and articulatory movements in the individual), we developed a transcription system for the mother-infant dyad. Pilot studies had given an indication of what we could expect with regard to occurring behaviour at the ages studied. Since we realized that beforehand you
do not know which behaviour is going to “work” communicatively, we decided to attend to all movements. Impossible of course, you will say, but we managed to define a behavioural dictionary that was applicable for the first two years of mother and child, and for both persons involved (Van der Stelt & Jansonius-Schultheiss, 1990).

This dictionary was only the result after a lot of discussion during video observations with my colleagues, for sure. I pleaded for leaving out the (complicating) assumptions about the child having a “memory”: that possibly could be a result from analysis of the occurring behaviours over the various months. We ended up with a 16 channel-200 codes system. In the channel “head movements”, V was used for a “vertical movement of the head, raising or lowering”, for example. The transcription of five minutes interaction took about 8 hours, and “only” 8 hours thanks to specially developed equipment by our electronic department for direct code+time registration in a database.

Per recording, per channel, and per person a “protocol file” was constructed, with onset- and offset-times for each code. These timings were found by means of slow motion display of the videotape. The 16 files (one per channel) are then transformed to ASCII files and served as input for database software. Of course all files started at the same frame number of the videotape.

The amount of time involved in analysing mother-infant interaction in this manner may seem disproportionate. Because afterwards you have to come to a sensible synthesis of what you broke up. The interpreting adult in this manner is eliminated as much as possible, and notions like “initiative” must be formalized as well.

We developed a model for the transmission of movements between mother and infant (Van der Stelt, 1993, see Figure 2). “Output” of a person are the movements in the various channels. These movements, the “input” for the other person, are primarily processed by the eye, the ear, and by touch (the senses). The sensory-motor transmission between two individuals is limited, since both do not perceive all movements of the partner. The partner only perceives eye movements, like a change in gaze direction, when he or she is looking at the face of the partner.

Certain communicative movements, such as an eyewink, likely occur when the receiver is looking at the sender’s face. An eyewink thus is only produced under the communicative condition that the partner is ready to receive the message. Below, I will discuss the channels that, in my opinion, are for sure involved in basic human communication.

The gaze channel
The gaze direction of both the mother and the infant was transcribed separately by means of 6 codes for “looking at the face of the partner”, “looking at the body or hands”, or “looking at an object”, “looking around”, “looking at another person in the room”, and “eyes are closed”. When both mother and baby were
looking at the face of the partner, there was face-to-face contact. A change in gaze direction is transmitted to the partner only when that partner is looking at the face. We could also check who started to look at the face of the partner, and who made the contact or broke it off.

**The channel for mimical movements**
Mimical movements included “smile or laughing face”, “eyebrows raised or questioning face”, “cry face”, “frowning”, “exaggerated mouth and tongue movements”, and a code for “neutral face”. Changing facial expression is transmitted when the partner is looking at the face.

**The speech channels**
For mother and baby the speech channel was different, obviously. The baby’s sound productions included categories that we already used for the transcription of infant sound production (see part 1). We only refined the categories with regard to aspects of intonation patterns (simple pattern versus a more complex intonation).

The categories we used for the mother’s speech were “concerned with the infant’s sound production, imitation included”, “about the infant’s movements”, “about the mother herself”, “about situations”, and a category “variety of sounds” which included games and rituals. Of course we also needed a category “adults’ talk”. Sound productions are always reaching the partner, even when the listener is at some distance. Speech movements are seen when the partner is looking at the face.

The other channels in the transcription system are head movements, body movements, leg movements of the baby, and hand/arm movements. Further, we noted whether the mother or the infant touched one another and specified where on the body.

Mother and baby interaction, Calcutta, India (Photo 2000 Johannes Odé)
Sensori-motor transmission model for mother-infant interaction

The synthesis of the coded behaviours
The coded movements in the sixteen channels can be combined to more complex behaviour patterns. A smile for example, can be with or without sound. By checking the mimical movements for “smile face” together with the sound
production channel for “laughing”, we can decide about the quality of behavioural pattern “smiling”.

The behavioural score is comparable to the score of a musical composition, which prescribes the musician what must be done at a certain moment. The transcribed movements have their place in time, they have duration, a position in the sequence of movements per channel, and a position in relation to the movements in the other channels as well. The sensori-motor transmission model (Figure 2) can be helpful in defining patterns in mother-infant interaction.

Kerkhoven (1989) constructed a software programme that enabled inspection and manipulation of the database in various ways.

Firstly, it provided a graphical representation of the transcribed data to enable visual inspection. Secondly, the programme offered the possibility to select specific channels and codes from the database (see Figure 3), and thirdly, the duration and frequency of occurrence of (combined) behaviours can be calculated. Fairly simple statistical programmes that calculated the numbers of the occurring movements and percentages of time per 5 minutes transcribed recording, were used for further statistical analyses.

Nowadays, very advanced programmes are commercially available for ethological research, pattern detection and statistical analyses. We had to develop our own software step by step, and that forced us to realize why and how we wanted the various analyses.

Basic features of human speech communication
Bullowa (1979) pointed to the prerequisites for mother-baby communication that develop well before the baby produces his or her first word. Intersubjective tuning, transmission of intentions or “meanings”, and turn taking are considered to be basic for speech communication in general.

Intersubjectivity
We interpreted “intersubjectivity” as the evidence that mother as well as the infant is aware of the presence of the partner. In our database we assumed that this was the case in the visual domain when both mother and baby were looking at the face of the partner: face-to-face contact. In the auditory domain intersubjective tuning was regarded to be established when the two persons involved were making sounds simultaneously: vocalizations in unison usually indicate a close bonding. Closely connected persons do not cry or laugh together in alternation. So, by checking the sound production channels for mother and baby, we could decide about the moments that they were “talking at the same time”.

Of course, simultaneous sound production during face-to-face contact is a very obvious example of intersubjective tuning via the visual as well as the auditory modality.
Recording 2, Fanny-SUSAN, 2 months 4 days, afternoon 16.00 hours.
Onset time transcript frame number 10045: time 16.11.06

<table>
<thead>
<tr>
<th>time C</th>
<th>IV</th>
<th>IM</th>
<th>IH</th>
<th>IS</th>
<th>comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>s</td>
<td>h</td>
<td></td>
<td>looking mother face+smile</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>glottal stops</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>‘aarruhh’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>horizontal head movement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>‘aarruhh’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>eyebrows raised + glottal stop</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>looking mother face</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>head bows down</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>‘aarruhh’ + rising tone</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>looking up head movement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>laryngeal sound + frown</td>
</tr>
</tbody>
</table>

Figure 3.
Fragment of a transcription of infant behaviour (baby Fanny) that occurred in the second recording (2 months old). IV is the visual channel for the infant (f is the code for looking at the face of the mother). IM is the channel for infant mimical movements (s is the code for smile face, e for eyebrows raised, and f for frowning). IH is the channel for infant head movements (h indicates a horizontal head movement, v is used for a vertical movement of the head). IS is the channel for transcribing the infant’s sound production. The codes in that channel are given in the comment column (‘aarruhh’, for example). C is a new file constructed to store predefined behavioural patterns of the baby, in this example all the moments that the baby is looking at the mother’s face (IV; f) together with sound production (IS). The baby has produced 7 utterances, and 6 of them occurred while looking at the mother’s face (given in the C file). Figure adapted from Van der Stelt (1993).

Intentionality
Intentions are considered to be expressed by sound productions and by mimical movements (sometimes in co-occurrence with head movement) during face-to-face contact. At that moment the partner of the sender is receiving a message
that he or she must interpret. We have restricted intentional messages to the moments that at least two simultaneous movements occur during face-to-face contact. For example, a baby’s sound production is only regarded to be intentional when it is produced during “looking at each other’s face”.

We have distinguished three kinds of intentions:
1. Visual intentions are composed by simple movements in the mimical and the head movements’ channels while face-to-face contact is present. When the mother is moving her head towards the baby with a big smile on her face, and while they are looking at each other, this is considered to be a clear visual intention of the mother that the baby cannot but receive.
2. Audible intentions occur when either mother or baby are producing a sound during face-to-face contact: the sound production not only is transmitted via the auditory channel, the mouth movement is seen as well.
3. A combination of a visual and an auditory intention do occur in early mother-infant interaction fairly often. While looking at each other, mother and baby exchange a lot of messages by means of many channels: visually, audibly, and by means of touch, for example.

**Turn taking**
Assuming that the mother has an intuitive didactic programme in mind (to teach her baby to speak), we have looked at her preference for responding to her infant’s sound productions. Some sounds may urge her to respond, other sounds she may choose to neglect. Further, her selective behaviour may change with the

Baby drinking water out of its mother’s hand (Kerala, India, photo Johannes Odé)
baby’s progression towards the adult speech level. “Primitive sounds” more and more will be neglected in favour of “real words”.

We have checked whether the mother felt the need to respond to the speech motor milestones (see Figure 1) or not. Further, we have set a time lapse: the mother was to react within (a fraction of) a second.

All monthly recordings of two mother-daughter pairs have been analysed by means of the behavioural transcription system, and data are resynthesized according to the fundamentals of basic human speech communication.

Results

**Intersubjectivity**

We have compared the results on intersubjective tuning of the two mother-infant pairs, and these results appeared to be different (e.g. Van der Stelt, 1993). In Claire and mother EVE, the presence of face-to-face contact was systematically less frequent than in the other pair (Fanny and mother SUSAN). Simultaneous sound production was more frequent for Claire and EVE, but only in the first five recordings. The frequency of vocalization in unison during face-to-face contact appeared to be higher for Claire and EVE in the first five recordings, and lower than for Fanny and SUSAN after five months of age. The impact of these differences indicates that Claire and EVE used the two channels (visual and sounds) more selectively than Fanny and SUSAN who preferred to continue using the channels simultaneously. In a book-reading situation for example, Claire and EVE no longer looked at each other. Visually they focussed on the pictures, and purely audibly the pictures were labelled. Fanny very often had to look at her mother’s face for understanding what she may mean. SUSAN said that Fanny did not like book reading.

**Intentionality**

The two mother-infant pairs were compared with regard to the three forms of transmitted intentions. Intra-pair comparisons were made because the mother is expected to transmit more audible intentions to the infant than the infant to the mother. Inter-pair comparisons of the mothers and the infants were also made: do the infants send their respective mothers about equal numbers of messages?

1. The number of visual intentions is not different for the partners in one pair. However, comparing the children showed that Claire transmitted more visual intentions to her mother than Fanny did to her mother SUSAN. EVE transmitted more visual intentions to daughter Claire than SUSAN to Fanny, but this difference was not yet significant in the first five months.

2. As was expected, the mothers transmitted significantly more audible intentions to their daughters than the children to them. The children amongst them did not differ. The two mothers did not differ with regard to the number of
audible intentions, but they did with regard to the total duration of those audible messages. EVE’s face-to-face sentences were much longer than SUSAN’s.

3. The combined visual-audible intentions were transmitted comparably in the two pairs. But EVE systematically used especially the combined channels for transmitting messages to Claire. In general it can be said that EVE used every opportunity and method to instruct her daughter about speech communication. SUSAN tended to look at her daughter’s face, waiting for Fanny to say or do something.

**Turn taking**

Turn taking by the mothers upon the milestone sound productions of the infants (see Figure 1) is described. These milestones represent on the one hand, the ongoing speech motor development, and on the other hand these sounds resemble increasingly adult speech production.

Both children produce sounds in four groups of sound production: laryngeals, simple articulations, babbling sounds, and PCFs and words. EVE took her turn abundantly when Claire started to make laryngeals and simple articulations in the first five months of life, while SUSAN only took some turns on the (large numbers of the) earliest sounds of Fanny. Feedback on sound productions thus occurred much later for Fanny than for Claire. Fanny continued to produce many babbling sounds throughout the second year of life. Claire very early started to use understandable words. Only when two years of age Fanny used a large amount of words in that recording, but in fact she repeated a same word over and over: “brother”, pointing at her little baby brother.

**Conclusion**

Speech therapists tend to blame early interaction when a three-year-old child, in absence of clear physical and/or mental handicaps, is delayed in speech development. This study of early mother-infant interaction was partly undertaken to find out whether the mother’s behaviour did influence child speech production.

At three-years-of-age, Claire attended a day care centre and was said to be very “talkative”. Fanny had started then a (from time to time interrupted) period of 7 years of speech therapy in total, because of articulatory delay. It is tempting to point to the differences between the histories of these two children, especially in the first five months of their lives. Fanny did produce many “simple articulations”, but hardly had any feedback during those first months: she then never noticed (understood) that articulation might be important for her caregiver. Claire received the message that sound production “triggered” her mother over and over again to respond verbally. EVE and Claire quickly maneuvered themselves to a talking relationship.

Psychologically seen, both pairs had a good bonding pattern, but the role of speech communication was quite different. EVE and Claire talked and liked to
talk about whatever came to their minds. SUSAN and Fanny talked mostly for
directing each other’s behaviour.

We may conclude that mothers and infants must take their time to orient
themselves towards each other. In the
development of speech communication,
initially, the visual channel is dominant
and infant and mother can exploit that
channel more or less in similar ways,
permitting ideal “speech therapy”
situations. The mother and baby attend
very much to each other’s face, mimics,
and mouth movements. The baby learns
to relate seen messages with heard ones,
and gradually mutually can exchange
them. With regard to the vocal-aural
channel, the mother is more or less
handicapped when she is only focussed
on adult sound production quality in her
baby’s sound productions (e.g. Greene,
1963). Responding to sound productions
of a baby facilitates speech commu-
nication in general.

Mother Miriam and baby Nora
(Amsterdam, photo W. Wielinga)

Part 3. The synthesis

In a way Part 1 and Part 2 are caricatures: focus is on only a part of the total
communicative process, which normally also includes memory, future plans and
wishes, and specific sensibilities. But whenever you signal problems in
communication, it can be helpful to use a checklist to trace down the causes of
the problems.

Below, 10 top rules for “easy talking” are given, for a large part based on
many hours of observation, and on the results of analysis and synthesis of data.

1. Take care that you are level with your partner with regard to the eyes.
2. Listen quietly to what your partner is telling you.
3. Give your partner the time to finish, even when you already know how the
story will end.
4. Talk with your partner; do not address speech to him or her.
5. Always respond, even when you do not understand everything.
6. You can quietly ask your partner to repeat what he/she just said.
7. Give your partner the opportunity to show you what was meant.
8. Encourage your partner when he/she struggles with complicated problems.
9. Admit that you do make mistakes from time to time.
10. Tell your partner how much you appreciate your mutual contacts.

**Homework**

Choose an “eager and tuned-in student” from one of your classes. Make your intuition about that student explicit by formulating his or her behaviour in terms of communicative fundamentals, like intersubjectivity, intentionality, and turn taking.

**References**


Jeannette van der Stelt  
University of Amsterdam  
j.m.vanderstelt@uva.nl
How are languages marketed?
A checklist

Introduction: Some key questions
In a recent interaction with English language teachers at ACBEU (Associação Cultural Brasil Estados Unidos), in Salvador, Bahia, Brazil I was asked what I thought about the marketing of that language. The thought-provoking query led me to rephrase it thus:

How are languages being marketed in this post-internet age? As derived, follow-up questions, I have been asking myself: To what extent has marketing/advertising influenced/shaped the teaching of languages worldwide? What is the impact of the Internet on the language marketer’s job? How much do languages own their visibility to marketing? What has been the influence of marketing on language education? What models of foreign language teaching are being presented/“sold” by current marketing practice where, when, and why?

As a language-teacher educator and an applied linguist I am well aware that languages can be acquired, invented (cf. Esperanto), learned, taught, promoted, spread, and obviously publicized, marketed. In the latter case, how? Curiously the subject has not yet been probed by the literature either in Language Education or Linguistics (note, however, that a special issue on the marketing of languages from a Language Planning perspective is being edited by the journal Current Issues in Language Planning, published by Multilingual Matters, UK). Given the desirability of the systematic inclusion of such problems in Teacher Education Programmes, a preliminary, open-ended Checklist will be presented, aimed at arousing Colleagues’ research-mindedness on a local as well as cross-cultural basis. May this text also be a plea for FIPLV to consider Language Marketing as one of its congress topics in the near future.

In designing the Checklist below, several criteria have been selected, among which: Purposes, types, values. By marketing is meant the planning, implementation, and promotion of ideas, products (for learners and teachers, such as textbooks, resource-books, audio-and-video materials, publishers’ catalogues (in print or on-line), services (for guided or autonomous learning), to help create learning conditions that may satisfy individual and organizational goals.

In making the most of the Checklist, brainstorming is recommended as one of the strategies for creating other dimensions. In contributing to each letter in the Checklist, ask yourself/selves: How? Where? When? Why? to probe the core question in this article title. To humanize your research, be sure to ask Who by/for/with? whenever data of that nature can be found.
How are languages being marketed?
For/As to their

Appeal, accessibility, availability
Borrowing (condition, for instance, vocabulary), beauty (esthetic effect on users, etc.), ...
Cultural, crosscultural, cognitive (benefits), communicative potential for peace (for communicative peace purposes), customization (customized products and services), creativity, contacts (with other languages), constitutional uses (in national constitutions), ...
Diplomatic (uses/roles), diversity (national varieties of a language as “product variants”), distribution (direct or indirect), demographic (power), documentation (uses), ...
Economical, educational, environmental (benefits), exchange (potentials)...
Friendly (uses), future (on an international, regional basis)
Geographical (distribution), global (uses), ...
Humanizing (uses), humanitarian (uses) ...
Internet visibility, internationalization, identity-forming/affirming (condition), independence promoting (potential), ...
Journalistic (uses), ...
Kinship (to other languages), ...
Literary, legal (uses, status), learnability, ludic (word play possibilities)
Market (power, value) marketability, market potential, market reach, mass communication, mixing (potential, with other languages, as through code-switching), media appeal, motivational strategies used, ...
Newness (in world language teaching, for instance, or as a recently invented system, etc.), needs (by users, organizations, governments, armed forces, ...

Official status (Cf. UN languages)
Power (cultural, economic, social, political), prestige, popularity in the media, among specific groups/professions, age groups, ...
Quixotic (position), ...
Resilience (languages facing disappearance or death), representational (value, through speaking, listening, reading, writing or signing, that is, using signs, as by deaf persons), religious (roles), ...
Satisfaction (creation, at individual, local, national, regional, international levels), sustainability (along with its accompanying cultures), scientific visibility/relevance, ...
Trade/trading (value), terminological (uses, impact), technological visibility, translation (uses), ...
Understanding function (crossculturally), unifying (role), ...
Virtual community-creating capabilities, values (associated with its accompanying cultures), variation (language varieties: geographical, social, professional), …
Web (visibility), word play (potentialities), world spread, …
Yield (to other languages)

Concluding remarks
The marketing of languages in Language Education has both theoretical and applied dimensions, which call for systematic in-depth analysis, intra- and interculturally. The time is ripe for forms, meaning, uses, and effects of Marketing in Language Teaching to be universally investigated, so that the rights and responsibilities of Language Marketers and of their “consumers” (in this case, language learners, teachers, teacher-educators) be harmonized in light of communicative dignity, ethics, and justice. May this exploratory article motivate colleagues and teachers associations/federations in which they share their experience and commitment. By doing so, they will share this journey to the land of Dignifying/Dignified Marketing, and will contribute to language users becoming knowledgeable about what it means to “sell/buy languages” with a much-needed sense of social responsibility. Let’s prioritize this mission, too. How about starting doing YOUR share, by marketing the idea underlying this article?

Francisco Gomes de Matos
Federal University of Pernambuco and Brazil America Association
Recife, Brazil
fcgm@hotlink.com.br
Publications received

European Indicator of Language Competence, a European Commission Document. This document was published on 1 August 2005, and is available in 20 languages on the Internet with the following address:

From the Introduction (without the original footnotes):
“The European Union, built around the free movement of its citizens, capital, goods and services, is now home to 450 million people from diverse ethnic, cultural and linguistic backgrounds.

The importance of encouraging societal and individual multilingualism in the European Union was rehearsed in the Commission Communication ‘Promoting Language Learning and Linguistic Diversity: an Action Plan 2004 - 2006’. The ability to understand and communicate in languages other than their mother tongue is a basic skill that all European citizens require. The further development of foreign language skills is important to encourage mobility within the Union; it will contribute to the creation of a truly European labour market by allowing citizens to take full advantage of the freedom to work or study in another Member State. Furthermore, a labour force with practical language and intercultural skills enables European enterprise to compete effectively in the global market-place.

Learning and speaking other languages encourages a more open approach to others, their cultures and outlooks. In addition, learning other languages improves cognitive skills and strengthens mother tongue skills, including reading and writing. Learning one lingua franca alone is not enough. The Commission’s objective is a truly multilingual European society: a society in which the rate of individual multilingualism steadily increases until every citizen has practical skills in at least two languages in addition to his or her mother tongue.

Heads of State and Government in Barcelona in March 2002, having set the objective of making European Union education and training systems a world quality reference by 2010, called “for further action … to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age…” At the same time, they called for the “establishment of a linguistic competence indicator in 2003.” This decision arose from the current lack of data on the actual language skills of people in the European Union and the need for reliable systems to measure progress towards this new objective.” (p.3)

“50 ways to motivate language learners”, a publication by Dr Katerina Kolyva and Dorina Angelescu (study co-ordination and brochure editing) as a result of “The study of LINGO: Motivating Europeans to learn languages”, carried out on behalf of the European Commission, Directorate General for
education and Culture by European Cultural Interactions. An on-line version of this study is available from
http://europa.eu.int/comm/education/policies/lang/key/studies/studies_en.html
and
The brochure presents 50 pages with information on, as it says in the Introduction, “50 projects, methods and events - identified by the authors of the LINGO study - that have encouraged people either to learn a new language or to make practical use of their existing linguistic skills in the field of language learning”.

IPR. Internacia Pedagogia Revuo. ILEI, Organo de Internacia Ligo de Esperantistaj Instruistoj, 05/2, 05/3.

LMS Lingua. Riksföreningen för Lärarna i Moderna Språk, Nr 2, 3, 4, 2005.

Tempus. Suomen kieltenopettajien liitto (SUKOL), Helsinki, 2005: Nrs. 4, 5, 6, and 7.

**Book announcements**

*Words and Worlds, World Languages Review*, by Félix Marti, Paul Ortega, Itziar Idiazabal, Andoni Barreña, Patxi Juaristi, Carme Junyent, Belen Uranga & Estibaliz Amorrortu, UNESCO ETXEA. “With an extraordinary ability to combine empirical data and strategic recommendations, this review of the urgent necessity to protect linguistic diversity is both a fascinating and accessible work of reference. It is also a manifesto for responsible action, so that we do not lose more of our common humanity in the name of so-called progress and globalised modernity. The authors, UNESCO ETXEA and Multilingual Matters have made an important contribution to the understanding of one of the major issues of this and coming decades. Colin H. Williams, Cardiff University.” Description: “World Languages Review aims to examine the sociolinguistic situation of the world: to describe the linguistic diversity that currently characterizes humanity, to evaluate trends towards linguistic uniformity, and to establish a set of guidelines or language planning measures that favour the weaker or more endangered linguistic communities, so that anyone engaged in language planning - government officials, institution leaders, researchers, and community members - can implement these measures.”

All information can be found at
An International Perspective on Language Policies, Practices and Proficiencies (Belgrave: FIPLV) Festschrift to honour the career of Professor David E. Ingram. Price: 20.00 Euros/AUS$40.00

This volume of 420pp, published by FIPLV, has been edited by Denis Cunningham and Anikó Hatoss as a Festschrift to honour the career of Professor David E. Ingram, while being intended as a landmark publication on language policies, practices and proficiency. It is arguably the most comprehensive overview on language policies currently. It brings together an intended mix of articles by luminaries, whose names are known to all, and younger scholars who will be leaders of the future.

The global overview of language policy by Richard Lambert is complemented by Colin Power’s assessment of policy needs for the future. Robert Kaplan considers language-in-education policy as Zeynep F. Beykont documents the development of English-only policies in the USA. György Szépe investigates policy needs in Europe, while Guus Extra evaluates linguistic trends of minority languages in Europe. Francis Mangubhai and Ibrahima Diallo add the further specific language policy contexts of Fiji and Senegal respectively, while David Ingram’s historical paper looks at policy developments in Australia.

Different perspectives are provided on intercultural communication by Tony Liddicoat and Svetlana Ter-Minasova, while others present incisive views on learner independence (Terry Lamb & Hayo Reinders), communicative peace (Reinhold Freudenstein), cooperative learning (Indra Odina), student perceptions (Shirley O’Neill et al.), research (Indra Karapetjana) and ICT (Denis Cunningham). In the context of proficiencies, David Ingram’s paper on language testing is counterbalanced by developments in Europe: the Common European Framework of Reference (Sabine Doff & Jan Franz) and language proficiency levels (Ieva Zuicena). Alan Hedley’s insightful paper on the role of Non-Government Organisations (NGOs) in linguistic diversity gives way to considerations of language based activity and shift in Hungarian (Anikó Hatoss) and French of Franco-Mauritians (Marie-Claire Patron) – and communicative rights (Francisco Gomes de Matos).

This volume is an invaluable resource for educators, applied linguists, teachers of languages, researchers of languages, policy makers involved in the field of languages, as well as those training in these areas. It would also be a valuable reference for tertiary courses embracing linguistic diversity, teaching practice and policy development in languages.

Copies can be ordered by sending an email with name, address etc. to djc@netspace.net.au and a bank cheque/money order made payable to “FIPLV” or by sending the above amount electronically to the following account:

Fédération Internationale des Professeurs de Langues Vivantes,
Commonwealth Bank of Australia, Belgrave, Australia:
CTBAAU25 + 06 3503 1018 1513
Calendar of Upcoming Events

Repeated note of the Editor
On the list below the reader can find upcoming events that have been announced to the Editor. Since these events on the calendar can easily be outdated as it reaches you, the Editor advises the reader to visit the following website, where over 200 congresses, conferences on linguistics, language learning and teaching etc. are announced and continually updated:

http://cf.linguistlist.org/callconf/index.html

By clicking on the name of a congress or conference, you get all the information you need; updates appear frequently on the Linguis List. Another site where you can find conferences is http://linux.termlnet.org. The Editor is aware of the fact that not everybody has equally easy access to the Internet. Events will only be announced in FIPLV World News if information is sent to the Editor.

2005


2006

7-9 April UK Language World conference and exhibition 2006, at the University of Manchester, United Kingdom

10-12 May Third International Conference on Cultural Diversity in English-speaking Countries, Coruña, Spain

15-17 June 22nd World Congress of FIPLV: a joint conference of LMS, Sweden and FIPLV in Göteborg, Sweden. See the website www.fiplv.org and pages 48-49 this World News) for more details.

2-5 July NZALT Biennial Conference in Auckland, New Zealand. www.nzalt.org.nz
FIPLV World Congress 2006
A Joint Conference of LMS and FIPLV

Important dates

June 11   FIPLV Executive Meeting 1 – Göteborg (Sweden) (0900-1700)
June 12   FIPLV World Council Meeting – Göteborg (Sweden) (0900-1700)
June 13   FIPLV World Assembly Meeting - Göteborg (Sweden) (0900-1700)
June 14   FIPLV Meeting on European Regions - Göteborg (Sweden) (0900-1700)
June 15-17 FIPLV World Congress – Göteborg (Sweden)

Invited speakers

Kathleen Bailey (keynote), David Crystal, Denis Cunnigham (FIPLV President)
Joint Conference of LMS, Sweden and FIPLV
15-17 June 2006 in Göteborg, Sweden

Conference theme:
Diversity in language learning and teaching

For more information please check websites:
www.lms-riks.se and www.fiplv.org

WELCOME TO GÖTEBORG!
Französisch heute
Verbandsorgan der Französischlehrerinnen und Französischlehrer (VdF).


Die VdF steht bei der Vertretung fachlicher Interessen engagiert an der Seite der Französischlehrenden. Abonnieren Sie Französisch heute und werden Sie zugleich Mitglied in der VdF!

Unser Service für Sie:
Sie werden Mitglied in der Vereinigung der Französischlehrerinnen und Französischlehrer e.V. und beziehen regelmäßig viermal im Jahr die im Mitgliedsbeitrag eingeschlossene Fachzeitschrift Französisch heute. Der Jahresmitgliedsbeitrag von € 24,- zzgl. Versandkosten wird über die Jahresabonnementsrechnung erhoben und Sie erhalten über den Vorstand der VdF eine Mitgliedskarte.

Französisch Unterrichten
Grundlagen, Methoden, Anregungen

- Welche neueren Einsichten zum Französischlernen sind wichtig?
- Was bedeutet Interkulturelles Lernen für den Französischunterricht?
- Wie kann man Lerntechniken vermitteln?

Oft reichen traditionelle Modelle zur Beschreibung des Französischunterrichts nicht mehr aus, um die heutige Unterrichtsrealität zu erfassen, die sich sowohl durch Entwicklungen im Umfeld von Schule als auch besonders durch neue Erkenntnisse zum Lehr- und Lernprozess ständig verändert.

Diese Veränderungen in den Zielen, den Inhalten und den methodischen Verfahren werden in dem Buch ausführlich dargestellt. 60 konkrete Beispiele zeigen, wie Sie diese neuen theoretischen Erkenntnisse in der Praxis umsetzen können.

Tel. 05 11 / 4 00 04 - 175 · Fax 05 11 / 4 00 04 - 176 · www.kallmeyer.de
E-Mail: abo@kallmeyer.de · Preise zzgl. Versandkosten, Stand 2005.
From the Editor

FIPLV WORLD NEWS appears in spring and in autumn. FIPLV WORLD NEWS can also be found on our website: www.fiplv.org.

CALL FOR PAPERS

We invite authors to send in their articles, research reports, reviews, reactions, discussion papers, conference reports, announcements of events, relevant web addresses etc.

Short papers are welcome in all areas of language learning, language teaching, language assessment, methodology, course materials, language theory and typology, language policy, language rights, endangered languages, etc., and, especially, every-day classroom experiences.

The deadline for Newsletter No. 64 is 15 April 2006

Contributions
As usual you can send your manuscripts to the Editor (address inside front cover). The Editor has the right to make minor changes; substantial changes will be discussed with the author. Special permission is needed for contributions exceeding the maximum of 1500 words. Longer articles (more than 1200 words) should include an abstract of max. 100 words, preferably with three keywords. Manuscripts in other languages than English should include an abstract in English of max. 100 words. Reviews not more than 400 words.

Manuscript style
Only electronic contributions will be accepted which must be sent on disc or by e-mail in an attached file, in Word for Windows format or in ASCII form, with details of the author, his/her affiliation, address, e-mail, telephone and fax numbers. The text should be in Times New Roman 14pt, single-spaced, with margins of 2,54 cm on all sides and page numbers centred bottom. The text may be organized in sections and subsections with titles. No footnotes or endnotes are accepted. Acknowledgements and references in that order should follow the text. Tables, figures and illustrations with captions should be numbered. Manuscripts that do not meet the requirements cannot be accepted, so please don’t hesitate to consult the Editor.

Cecilia Odé
FIPLV Editor of Publications