

**INTERNATIONAL ASSOCIATION
FOR APPLIED LINGUISTICS**

**ASSOCIATION INTERNATIONALE
DE LINGUISTIQUE APPLIQUEE**

A.I.L.A.

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STOCKHOLM

AILA SECRETARIAT
c/o Prof. Dr. Max Gorosch
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CONTENTS

From the Secretariat	p. 3
Our Congress in Copenhagen, 21st-26th August 1972	p. 5
Announcement for AILA members	p. 7
List of the office-bearers of AILA 1969-1972	p. 8
List of AILA Commissions and networks existing June 1972	p. 9
Stockholm modern language teaching seminar devoted to language for special purposes	p. 11
ACLA third symposium on Applied Linguistics, University of Quebec in Montreal, 25-27 May 1972	p. 13
York Child Language seminar, May 15th, 1972	p. 15
From our National affiliates	p. 17
A. The Swiss affiliate of AILA, the "Commission Interuniversitaire Suisse de Linguistique Appliquée, CILA" sent us an interesting report : "Rapport sur l'enseignement de la linguistique dans les universités suisses".	p. 17
B. Bericht über die 3. Arbeitstagung der Gesellschaft für Angewandte Linguistik (GAL) e.V., 7.-9. Oktober 1971, Universität Stuttgart.	p. 19
C. Übersetzungswissenschaftliches Kolloquium 26. und 27. Mai 1972 Saarbrücken.	p. 22
D. The BAAL Seminar on German applied linguistics. University of Nottingham, 24-26 March 1972.	p. 23
National Council for Modern Languages, England	p. 25
Publications received	p. 27
List of National affiliates, affiliated groups and centres of the AILA per June 1972	p. 29

FROM THE SECRETARIAT

Dear AILA Member,

In this issue of our Bulletin we have the pleasure of reporting to you about some recent AILA activities which have been brought to our knowledge.

You will also find a report by the Executive Secretary General on his participation in the Third Canadian Symposium on Applied Linguistics organized by the Canadian Association of Applied Linguistics, our only affiliate in the western hemisphere, at the University of Quebec in Montreal (25-27 May 1972).

Like all AILA sympathizers we are looking forward to the Congress in Copenhagen where we have an opportunity to meet in person, to discuss past activities and experiences, and plan the work of the next three years for which the Congress will give the key-note. Copenhagen will do its best to please you !

As the next issue of the AILA Bulletin will be published by the new Secretary General to be elected at the General Assembly of the AILA, we say good-bye to all our Readers and hope you have found our Bulletin useful.

The Secretariat
Bertil Malmberg Max Gorosch

OUR CONGRESS IN COPENHAGEN 21st - 26th august 1972

There will be several new members of AILA affiliates who are not fully informed about the scope and organisation of our Congress, the 3rd International Congress of Applied Linguistics, Copenhagen, Denmark, 21st - 26th August 1972.

It will be a *working and planning Congress* in which linguists interested in application will find an opportunity to get information about experiences during the last three years and to plan the guide-lines for the next period of three years, particularly of all kinds of international collaboration for the implementation of all the resolutions and recommendations which have been accumulated at meetings in which AILA has taken part.

This collaboration will be steered by Commissions and Task-Centres, which in the Congress itself will be represented by a Main Group. In order for existing Commissions to organise "Business meetings", or few new Commissions to be set up by interested persons, or for centres, institutions, working parties and university departments to form networks for international collaboration, a whole afternoon and evening has been left free, and suitable premises will be put at their disposal.

Every effort will be made to ensure the general policy, adopted for AILA at the 2nd International Congress of Applied Linguistics at Cambridge, that *AILA shall work in between the Congresses*, and that the Congresses shall have as their main function to sum up what has been implemented during the past three-year period and state guide-lines for the activities which should be carried out during the next period. This will be particularly true about the Commissions, which are supposed to present reports on seminars, symposia, working parties, studies, etc. which have been organised, furthermore plan for the meetings and topics of the next three-year period, and finally, choose office holders for the planned activities.

The Congress Organizer, Prof. Dr. Jacques Qvistgaard, as well as the Executive Secretary General, Prof. Dr. Max Gorosch, will be at the disposal of the colleagues who wish to organize informal meetings to discuss collaboration or just to talk about subjects of common interest.

For the formalities of inscription etc., please write to :

3rd International Congress of Applied Linguistics
c/o DIS Congress Service
36, Skindergade
DK-1159 COPENHAGEN K
D e n m a r k

If you want to organize an informal meeting to discuss collaboration, you are welcome to write in beforehand to Professor Jacques Qvistgaard, Handelshøjskolen, Fabrikvej 7, DK-2000 Copenhagen, Denmark.

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ANNOUNCEMENT FOR AILA MEMBERS

During the 3rd International Congress of Applied Linguistics the following meetings of the governing bodies of AILA will take place :

1. Sunday, 20th August 1972, at 13.00
"Old" AILA Executive Committee meeting. This meeting will continue as the first meeting of the new *International Committee* of the AILA. Participants : only national delegates and co-opted Committee members.
2. Wednesday, 23rd August 1972, at 19.00
Meeting of the *General Council*. Participants : up to three representatives from each national affiliate plus the co-opted Committee members.
3. Thursday, 24th August 1972, at 16.00
Meeting of the *General Assembly*. Participants : all the participants of the Congress who are members of a national affiliate or direct individual members.

On Tuesday, the 22nd August 1972, at 16.00 (the whole evening) there will be meetings of the *AILA Commissions*.

All meetings will be held in the premises of the Handelshøjskole (Copenhagen School of Economics), Fabrikvej 7, Copenhagen.

Rooms will be indicated on a special notice-board of the AILA Secretariat.

AILA Secretariat

LIST OF THE OFFICE-BEARERS OF AILA 1969 - 1972

President	Pit Corder British Association for Applied Linguistics, BAAL
Vice-President	Gerhard Nickel Gesellschaft für Angewandte Linguistik, GAL
Vice-President	Antoine Culioli Association Française de Lin- guistique Appliquée, AFLA
Vice-President	Guy Rondeau Association Canadienne de Linguistique Appliquée, ACLA
Vice-President	Ivan Poldauf Czechoslovak Working Commission for Applied Linguistics
Secretary General	Bertil Malmberg Associations Scandinaves de Linguistique Appliquée, ASCLA
Exec. Secretary General	Max Gorosch Association Suédoise de Linguistique Appliquée, ASLA
Treasurer and Congress Organiser	Jacques Qvistgaard Association Danoise de Linguistique Appliquée, ADLA
Co-opted Member of the Committee	Norman Denison
Co-opted Member of the Committee	John L.M. Trim

LIST OF AILA COMMISSIONS AND NETWORKS EXISTING JUNE 1972

Task area of the Commission or Network	Responsible(s)
1. Sociolinguistics	Prof. Dr. N. Denison, London School of Economics Prof. Albert Verdoodt University of Louvain
2. Constrastive Linguistics	Prof. Gerhard Nickel, University of Stuttgart
3. Linguistic problems met with in the international technical co-operation (esp. with the developing countries)	Mr. Lennart Ohnell, Sweden (for Europe)
4. Application des modèles de grammaire à l'enseignement des langues modernes	Prof. E. Roulet, University of Neuchâtel
5. Language centres	(Convener) : Prof. W. Grauberg University of Nottingham
6. Media in modern language teaching	(Preparing a report) : Prof. J.L.M. Trim, Cambridge University
7. Modern language teaching- learning for adults	Prof. Max Gorosch, School of Economics, Copenhagen
8. Terminology and lexicography	Dozent Dr. E. Wüster, Austria
9. Training of teachers of languag- es for special purposes	Prof. J. Qvistgaard, School of Economics, Copenhagen
10. Child language	Prof. Th. Andersson, University of Texas, USA Prof. R.W. Rutherford, University of York (for Europe)

List of AILA Commissions or Networks adopted at meetings of the Internat-
ional Committee but not yet set up :

1. Psycholinguistics
2. Quantitative linguistics
3. Modern Language Teaching
4. Language Teaching Technology

5. Applied Phonetics
6. Examinations, Tests and Certificates
7. Language for special purposes
8. Application of Linguistics in Medicine
9. Linguistics and writing problems, shorthand etc.

(This list does not express any kind of priority and does not exhaust the list of commissions and networks which could be set up; proposals for others will be welcomed by the Secretariat).

STOCKHOLM MODERN LANGUAGE TEACHING SEMINAR DEVOTED TO LANGUAGE FOR SPECIAL PURPOSES

An international seminar devoted to Language for Special Purposes took place in Stockholm, Sweden, under the auspices of AILA-International Association of Applied Linguistics. More specifically, the Seminar was devoted to Modern Language Teaching to Adults and the exact topic of debates was the following :

The Definition of Linguistic Contents and the Production
of Models for Study Materials in MODERN LANGUAGE TEACHING/
LEARNING FOR ADULTS with particular reference to LANGUAGE
FOR SPECIAL PURPOSES

During the four days of discussions the more than one hundred participants from 10 - 12 countries expressed their views both within plenary sessions and within the discussions by language groups (English, French, German and Spanish).

From among the more interesting papers presented as part of the Seminar (there were about 15 papers and reports taken together) we quote the ones given by M. Gorosch, J. Spencer, W. Wolf and R. Mackay.

The Seminar conclusions are being analysed in great detail both in Stockholm and elsewhere on the basis of the final reports presented by each group.

All the papers as well as the final reports drafted by group chairmen and rapporteurs will be published in book form before the end of the year. All those interested in obtaining a copy of the book should write to -

C.G. Sandulescu
MLT Seminar
BOX 40245
S-103 44 Stockholm 40
S w e d e n

ACLA THIRD SYMPOSIUM ON APPLIED LINGUISTICS

UNIVERSITY OF QUEBEC IN MONTREAL, 25-27 MAY 1972.

The Executive Committee of the CAAL had kindly invited a representative of the AILA International Committee to participate in the Symposium; the Executive Secretary General was nominated for that task; the travel and board costs were generously covered by the CAAL.

The programme comprised plenary sessions followed by questions and presided by a specially invited linguist. After each session there were workshop meetings, following up the topic of the plenary session. Separately there were exhibitions of "hardware" and "software".

I had the great pleasure myself to preside the first plenary session and transmit a greeting to the 500 (!) participants from the AILA International Committee. In spite of the great number of participants everything functioned smoothly, thanks to a perfect organisation of the Local Organizing Committee lead by professors J.-C. Lavigne and M. Bricault and their Secretariat.

On the last evening of the Symposium the Annual Meeting of the CAAL was held, led by CAAL president Prof. Guy Rondeau (one of the AILA vice-presidents) and the Secretary General, prof. J.J. van Vlasselaer. After the President's Report and the financial report of the assistant treasurer, prof. G. Roy, a new Executive Committee was elected. Among the subjects treated during the Meeting I picked up an interesting item : the CAAL has a network of regional correspondents, whose task it is to promote the interest for Applied Linguistics in their district.

Following up a matter treated in a meeting of the AILA International Committee in Stuttgart in 1970, Prof. Rondeau offered CAAL's hospitality for an AILA International Committee meeting in Canada in autumn 1973.

My general impression was one of a great interest in Applied Linguistics

based on the existence of concrete needs in Society (e.g. bilingualism, immigrants acculturation); furthermore, of a spirit of co-operation between teachers at all levels and researchers from all branches of language study; in this way the practical experience and more or less organized observations of the active language teacher met with the theoretical and sceptical spirit of the linguists of various schools, with satisfactory results for both parts. The questions following the plenary lectures and the introductory talks of the workshops gave witness about a friendly, critical and constructive attitude of both categories.

The first AILA President, professor Bernard Pottier also participated. He and I thus got an opportunity of talking of AILA's first activities in the middle 60'ies, which we have not had for many years in Europe.

The problem areas treated at the Symposium were similar to those we are used to meet with in Europe; it was clear that information about the various activities in the field of Applied Linguistics was very unsatisfactory or in some cases non-existing, and we all agreed upon the utility of more intensive collaboration between the two categories. The ways and means to bring it about was discussed, and the stumbling block was the one that could be foreseen - the cost of travelling over the vast distances (a primordial difficulty for CAAL itself with a territory four times as extended as Europe. Thanks to the generosity of the CAAL, we in the International Committee have got a more concrete picture of our energetic and promising off-spring across the Atlantic, and we have seen that we have the same problems to tackle and we have felt we could tackle them better by meeting more.

Max Gorosch

Exec. Sec. General.

YORK CHILD LANGUAGE SEMINAR

MAY 15th, 1972.

Those working in child language who have either made themselves known to us in York or we have communicated with were asked to come to York for a small informal Seminar, in which the object was friendly dialogue between participants. Several papers were almost substantive, but most were descriptions of work in progress or try-outs (i.e. papers which were not yet ready for large conferences but were on themes of considerable interest to those working in the field). It was hoped that those concerned with acquisition would come together with educationists having an interest in language. It turned out that such a get-together was unusual and welcome, so that we hope Mr. Ron Berrisford, the Linguistics Association section leader in this subject will convene a similar meeting next year for which we will help to stimulate contributions, and which will be held in Newcastle. We also hope that Mrs. Ingram in the Edinburgh Department of Linguistics can be persuaded to stimulate an interim meeting in Edinburgh meanwhile. Anyone interested is invited to notify us of their address and we will circulate details of further meetings when known. The format of the meeting was that papers lasting roughly 20 to 25 were introduced and the same time for discussion. In addition, in most cases some form of handout, mostly summaries of the papers were given out, and these can be obtained from the individual authors : some form of publication will be considered later, perhaps after another such meeting, and after the AILA meeting. One alternative considered is that authors have their contributions typed into A4 duplicating Ronco skins and run off copies which can be put into a folder or bound, and made available centrally from York, Mrs. Ingram or Mrs. Anne Marie Bratt will, I hope, act as chairmen for the AILA child language commission sessions in Copenhagen.

Mike Vaughan-Rees (of the Linguistics Dept., Trinity and All Saints Colleges, Horsforth, Leeds) began the day by looking at the development of the compound NP in his English/French bilingual child's two languages. He was followed by a colleague Michael Crompton, who described a decimalisation

survey they had both worked on in which the sub-sample of schoolchildren "produced a much greater variety of coin-names than adults" - very much linguistics at work on contemporary change. Dennis Freeborn of the English Dept., St. John's College of Education, Gray's Court, York, described a replication of P.R. Hawkins' experiment in which children's attempts to describe pictures formed the main quoted empirical evidence cited by Bernstein in recent years. Freeborn's results were somewhat different. Linda Ferrer presented a paper jointly with Gordon Wells (Bristol University School of Education) in which their pilot study for a survey of the language development of pre-school children was the subject. Their thesis was that this is a job which still remains to do in spite of several attempts in recent years, and they went on to describe the improved circumstances by which their recordings are made, and the number of ways in which their analysis would claim to improve on previous attempts overdependent on formal aspects of language, and in particular aiming to convey something about the growth of communicative competence rather than simply underlying competence. Dr. Joan Tough from the Leeds University Dept. of Education gave a very frank assessment of the considerable problems she and her team had found in attempting a functional analysis of the development of language use, showing for example that syntactic simplicity could convey semantic or referential complexity (and vice versa) but you were still left to attempt to grade "complexity" ! Sinclair Roger (from the University of East Anglia) continued the critique of the various sorts of linguistic measure which could be used to chart language development, and made a plea for certain non-linguistic criteria to be used even though he realised they were difficult to assess. Mr. Vivian Cook (North East London Polytechnic, Dagenham, Essex) described an experiment he had carried out with 3 to 7 year old children in the understanding of relative clauses which he felt had curious results in spite of careful experimental design. He felt that there was a gap in the literature suggesting a need for a comprehensive study of relative clauses. Mrs. Ruth Clark (Edinburgh University Dept. of Linguistics) gave a characteristically thoughtful paper in which she looked critically at what are often called skills, and in particular argued that imitation played a crucial role in language development, but that it differed in "form and function at different stages of development". Mrs. Elisabeth Ingram from the same department questioned the whole question of universals in the study of child language, without necessarily denying the interest in such matters in theoretical linguistics. I used the occasion to investigate the common stock of knowledge by which conversations are disambiguated, with reference to a particular recorded conversation.

R.W. Rutherford, Child Language Survey, York, June 9, 1972.

FROM OUR NATIONAL AFFILIATES

A. The Swiss affiliate of AILA, the "Commission Interuniversitaire Suisse de Linguistique Appliquée, CILA" sent us an interesting report : "Rapport sur l'enseignement de la linguistique dans les universités suisses".

It is with pleasure we are publishing below an extract from the named report concerning the Applied Linguistics :

1.

5. La *linguistique appliquée* porte un nom déplorablement ambigu, qui suscite le doute et la controverse. Notre propos n'est pas une 'venatio definitionis'. Contentons-nous de reconnaître que la linguistique appliquée est trop souvent encore confondue avec la pédagogie des langues vivantes et que, si son domaine est en réalité bien plus vaste, il reste difficile de le cerner en quelques phrases. Le traitement automatique des langues y a grande part, comme aussi la statistique, la psycholinguistique (la langue joue un rôle primordial dans le développement des facultés intellectuelles et on ne saurait l'oublier en un temps où l'on parle si volontiers de la "démocratisation des études") et la sociologie du langage (problème des minorités linguistiques, particulièrement important en Suisse). L'exploration de ces diverses voies exige des moyens qui manquent presque totalement à nos universités. L'acquisition ne doit pas être perdue de vue, mais il est nécessaire de procéder par étapes et de coordonner les efforts. De plus, si la pédagogie occupe le premier plan, c'est qu'en l'espace de vingt ans, l'enseignement des langues a passé de l'artisanat au stade industriel, en raison de l'accroissement de besoins précis (maîtrise des langues parlées qu'exigent la nécessité et l'aisance sans cesse grandissantes des communications) et d'un impact technologique sans précédent. Il est donc naturel que l'attention se porte en priorité sur cette application-là. L'apprentissage de la langue vaut d'ailleurs aussi bien pour la

langue maternelle que pour une langue étrangère, et à tous les niveaux, de l'école primaire à l'université sans omettre l'éducation des adultes (notamment des travailleurs étrangers). En face de exigences à satisfaire et des moyens à disposition, la linguistique appliquée en Suisse a tout juste atteint l'âge ingrat. D'une part, la formation en linguistique des enseignants n'est le plus souvent que superficielle; d'autre part, la majorité de nos licenciés d'anglais, d'allemand, d'espagnol, de français ou d'italien ignore le fonctionnement même d'un laboratoire de langues et les méthodes audio-visuelles, pour ne rien dire des fondements de la linguistique générale. Cette carence scandaleuse a été dénoncée, reconnue : bornons-nous à renvoyer aux rapports circonstanciés et clairvoyants d'E. Roulet et de P.F. Flückiger. (E.R. : Les modèles de grammaire et leurs applications à l'enseignement des langues vivantes, Conseil de l'Europe, 31.7.1970; Rapport sur le projet de création d'un centre suisse de recherche, d'information, de formation et de perfectionnement pour les professeurs de langues vivantes, Commission pour l'étude de méthodes et des moyens modernes d'enseignement, 8.8.70; P.F.F. : compte rendu du Séminaire de Saalbach, Gymnasium Helveticum 24, 1969-1970, 275-276; Die Aus- und Weiterbildung der Fremdsprachenlehrer in der Sicht neuer Unterrichtsziele und -methoden, (avec une excellente bibliographie), 4.1.1971).

Du stade des recommandations, il est temps de passer à celui des réalisations. En d'autres termes, il est désormais urgent de réviser radicalement le programme de formation des futurs maîtres de langue. Il faut leur donner des connaissances solides en linguistique générale, leur enseigner l'analyse contrastive, la théorie de la traduction, l'analyse des erreurs, les méthodes d'évaluation, les principes de la programmation, les bases de l'étude sociologique et psycholinguistique de l'acquisition du langage, enfin les techniques auxquelles ils peuvent ou doivent recourir.

6.

G. Redard

B. Bericht über die 3. Arbeitstagung der Gesellschaft für Angewandte Linguistik (GAL) e.V., 7. - 9. Oktober 1971, Universität Stuttgart.

Die 3. Arbeitstagung der Gesellschaft für Angewandte Linguistik wurde von deren 1. Vorsitzenden, Herrn Professor Dr. Gerhard Nickel, M.A. und dem Stuttgarter Sekretariat der GAL sowie mit freundlicher Unterstützung der Stiftung Volkswagenwerk und des Rektorates der Universität Stuttgart vorbereitet.

Diese Großveranstaltung, zu der mehr als 800 Besucher aus dem In- und Ausland gekommen waren, stand unter der Schirmherrschaft des Rektors der Universität Stuttgart, Herrn Professor Dr.-Ing. Karl-Heinz Hunken, der der Gesellschaft für Angewandte Linguistik bei der feierlichen Eröffnung ganz besonders dafür dankte, daß sie während der vergangenen Jahre durch Fach- und Informationstagungen sowie intensive Mithilfe bei der Planung des Stuttgarter Sprachenzentrums entschieden dazu beigetragen habe, daß die Stuttgarter Universität als eine Hochburg der Angewandten Sprachwissenschaft weit über die Grenzen der Bundesrepublik Deutschland hinaus bekannt wurde.

Das Tagungsprogramm umfaßte neben sechs Hauptvorträgen annähernd 120 Kurzvorträge.

Als Hauptvorträge hielten :

1. Prof. Dr. Mario Wandruszka, Tübingen : *Was ist Interlinguistik ?*
2. Prof. Dr. Leopold Engels, Leuven : *Zur Problematik der Sprachenzentren.*
3. Dr. Rebecca Valette, Chestnut Hill : *The Role of Testing in Foreign Language Instruction.*
4. Prof. Dr. Georg Heike, Köln : *Die Rolle der Phonetik im Ausspracheunterricht.*
5. Prof. Dr. Carl Graumann, Heidelberg : *Psycholinguistik : ein Brennpunkt.*
6. Prof. Dr. Helmut Schrey, Duisburg : *Problem der Lehrmaterialgestaltung.*

Die große Zahl der Kurzvorträge wurde in den folgenden 10 Sektionen gehalten :

1. Technologie und Medienverbund
(Leitung : Dr. Reinhold Freudenstein, Marburg)
2. Übersetzungswissenschaft
(Leitung : Prof. Dr. Wolfram Wilss, Saarbrücken)
3. Didaktik des Fremdsprachenunterrichts
(Leitung : Dr. Korbinian Braun, München)
4. Beschreibung der Gegenwartssprachen
(Leitung : Gerhard Kaufmann, München)
5. Psycholinguistik
(Leitung : Prof. Dr. Carl Graumann, Heidelberg)
6. Linguistik
(Leitung : Dr. Ulrich Engel, Mannheim)
7. Sprachtests
(Leitung : Robert Nowacek, Kaufbeuren)
8. Maschinelle Sprachanalyse
(Leitung : Prof. Dr. Dieter Krallmann, Bonn)
9. Phonetik
(Leitung : Prof. Dr. Georg Heike, Köln)
10. Sprachheilkunde
(Leitung : Dr. Horst Kreye, Köln)

Sowohl die Vorträge selbst als auch die daran anschließenden Diskussionen zeigten in sehr eindrucksvoller Weise das große Interesse deutscher Wissenschaftler an den Problemen der Angewandten Sprachwissenschaft und darüber hinaus die intensiven Bemühungen in Theorie und Praxis, den Rückstand auf diesem Gebiet gegenüber einem großen Teil des Auslands abzubauen.

Darauf wies auch der 1. Vorsitzende der GAL, Herr Professor Dr. Nickel, während der auf dieser Tagung ebenfalls stattfindenden 3. Ordentlichen Mitgliederversammlung hin. Im Rahmen der Anstrengungen der Gesellschaft für Angewandte Linguistik um die Koordination und Intensivierung der Forschung auf dem Gebiete der Angewandten Sprachwissenschaft in der Bundesrepublik Deutschland sah Herr Professor Nickel die im Auftrage der Stiftung Volkswagenwerk durchgeführte Registrierung und Dokumentation laufender und geplanter angewandt-sprachwissenschaftlicher Forschungsaufgaben und -projekte durch die Stuttgarter Dokumentationsstelle der GAL.

In ähnlicher Weise maß der 1. Vorsitzende der GAL den jährlich erscheinenden Kongreßberichten über die Jahrestagungen eine informative sowie koor-

dinierende Funktion bei und betonte, daß diese außerdem einen Brückenschlag zwischen den Veranstaltungen auf nationaler Ebene und dem kommenden Weltkongreß darstellten, der 1972 in Kopenhagen von der Association Internationale de Linguistique Appliquée (AILA) veranstaltet wird.

Voraussichtlich wird der Kongreßbericht der 3. Jahrestagung der GAL bis zum Weltkongreß in Kopenhagen fertiggestellt sein. Vertrieben wird er durch den Julius Groos Verlag, Heidelberg.

Bereits erhältlich ist dort der Bericht der 2. Jahrestagung.

Das Rahmenprogramm der 3. Jahrestagung bildete eine Fachausstellung "Angewandte Linguistik", auf der namhafte Firmen aus dem In- und Auslande ihr Angebot zeigten. Unter diesen waren :

- Verlagsgesellschaft Cornelsen-Velhagen & Klasing
- Verlag Moritz Diesterweg
- Elektron, Werk für Angewandte Elektronik
- Verlag Langenscheidt KG
- Phywe AG
- Verlagsgemeinschaft Schroedel - Lensing.

Besonderen Anklang fand die Fachausstellung in Lehrerkreisen. Von diesen wurde auf die Nützlichkeit und den Informationswerhingewiesen.

Bereits jetzt liegen Teile des Programms der 4. Jahrestagung der GAL vor, die am 12. und 13. Oktober 1972 wieder in der Universität Stuttgart stattfinden wird. Interessenten werden gebeten, sich umgehend mit dem Organisationsbüro in Stuttgart in Verbindung zu setzen.

Organisationsbüro
der 4. Jahrestagung der GAL
7 Stuttgart 50 Hallschlag 151
z. Hd. Herrn D. Riebicke.

C. Übersetzungswissenschaftliches Kolloquium 26. und 27. Mai 1972 Saarbrücken.

Am 26. und 27. Mai fand erstmals außerhalb der GAL-Jahrestagungen im Institut für Übersetzen und Dolmetschen der Universität Saarbrücken ein Kolloquium der Sektion Übersetzungswissenschaft der GAL statt, das nach seinem erfolgreichen Abschluß nach dem Willen der Tagungsteilnehmer zu einer ständigen Einrichtung werden soll.

In den insgesamt sieben Vorträgen wandten sich die Referenten dem Problem der Beschreibung des Übersetzungsprozesses, Fragen der Übersetzungstechnik sowie der Methodik und Didaktik des Übersetzungsunterrichts zu.

Zu dem ersten Problemkomplex nahmen aus sprach- und kommunikationswissenschaftlicher Sicht Prof. Dr. Hans J. Vermeer (Heidelberg), Dr. Werner Koller (Zürich) und Dr. Klaus Birkenhauer (Tübingen), aus informationspsychologischer und psycholinguistischer Sicht Dr. Hella Kirchhoff (Heidelberg) Stellung.

Mit dem zweiten Problembereich setzten sich Dr. Katharina Reiss (Würzburg) in einem Beitrag zur Texttypologie und Günter Rohdenburg M.A. (Stuttgart) in einem Referat über sprachspezifische Übersetzungsstrategien auseinander. Über Ansätze zur Erarbeitung methodischer und didaktischer Prinzipien für die Übersetzerausbildung berichtete Dr. Gisela Thiel (Saarbrücken).

Aus diesem Kolloquium und seinen Resultaten ergeben sich für die Gestaltung des Programms der Sektion für die Jahrestagung 1972 folgende Konsequenzen :

1. Angesichts des kurzen zeitlichen Abstandes zwischen Sektions- und Jahrestagung dürfte sich eine Beschränkung auf insgesamt vier Vorträge empfehlen.
2. Eine Weiterführung der bei der Saarbrücker Veranstaltung in Gang geratenen Diskussion wäre vor allem für den ersten und den dritten der genannten Problembereiche wünschenswert. Dabei sollten zu der Frage der Erhellung des Übersetzungsprozesses stärker als bisher Psycholinguistik und Kybernetik, zum Problem des Übersetzungsunterrichts nach Möglichkeit auch Berufspraktiker zu Worte kommen.

Das unter diesen Aspekten zu erstellende Programm wird vorgelegt, sobald genügend Meldungen zur Übernahme von Referaten vorliegen.

D. The BAAL Seminar on German applied linguistics.
University of Nottingham, 24-26 March 1972.

FINAL REPORT

It had been the aim of this seminar "to provide a survey of how the models and techniques of linguistics may be applied to the description of the German language, with a view of improving our understanding of some of the practical problems of first and second language learning" (from the First Circular, July 1971).

There were 50 resident and a few non-resident members of the seminar. At least 8, including 3 of the 9 speakers, had come from abroad. Approximately 40 additional enquiries and preliminary applications had been received, many of which had to be turned down after the dead-line for bookings on 1st February 1972.

Almost all speakers provided abstracts of their papers in advance and distributed handouts for their talks at the meetings. The following topics were discussed :

- (1) Dr. L. Seiffert (U Birmingham) presented a survey of German philology and linguistics 'from Grimm to Bierwisch' which traced several traditions of phonological, grammatical and lexical studies in two parts; one, the historical-comparative paradigm and two, synchronic grammar models.
- (2) Mr. J. Trim (U Cambridge) contrasted German and English intonation patterns and their study from the mid-1850's to the present day, listing and illustrating basic similarities and differences under several headings.
- (3) Dr. B. Engelen (PH Heidelberg) started his discussion of the linguistic and didactic relevance of a 'dependency' grammar of German by emphasising the crucial role of the verb in the sentence. From a surface-based distributional analysis of different sentence patterns he was led to interrelationships between syntactic form and semantic meaning of classes of verbs, 'abstracta' and certain adjectives.

- (4) Mr. R. Strauch (U York) gave a tentative exploration of the semantic and syntactic relationships of quantifier constructions in German within a logical and TG framework.
- (5) Dr. G. Wahrig (Wiesbaden) illustrated his approach to the classification of dictionary entries with reference to the adjective 'hell'. The syntactic and semantic criteria, e.g. kernel sentences and semantic constituents, were said to be valid both for lexical description and the teaching of vocabulary.
- (6) Dr. N. Denison (LSE) questioned the usefulness of the notion of 'deep structure' in the light of L1 and L2 language teaching experience, supported by contrastive studies and error analysis of interference.
- (7) Mr. B. Gomes da Costa (NE London Poly) reported on the difficulties he had encountered, using standardised American tests, in his empirical research into proficiency levels reached by British undergraduate students of German.
- (8) Mr. L. Götze (Goethe-Institut München) discussed theoretical and practical problems of 'didacticising' the results of linguistic research, with special reference to the concept of 'Satzbaupläne'.
- (9) Mr. C. Butler (U Nottingham) reviewed recent work on the description of technical registers in German under the headings of stylistic, lexical and syntactic studies and drew on his own work on the design of a German course for chemistry students.

Many participants (most of whom are in higher education, cf. List) told me that they had derived great benefit from the proceedings, which had included an exhibition of relevant books and periodicals (cf. List), co-sponsored by the Goethe-Institut. Accommodation and meals at a hall of residence also proved satisfactory.

I think it is fair to report that the objective of the seminar has been successfully achieved. I am hopeful that the proceedings which were recorded will in due course be published in book-form.

Reinhard Hartmann

NATIONAL COUNCIL FOR MODERN LANGUAGES, ENGLAND

Professor J. Coveney, Head of School of Modern Languages, University of Bath, England, sent us the following publicity statement concerning the recently established National Council for Modern Languages, England.

It is with pleasure we are publishing the named statement :

"On the initiative of the Association of University Professors of French, a National Council for Modern Languages has been established to act as a co-ordinating body for modern languages in the higher and further education sectors. The Council consists at present of 14 members, representing the major languages (French, German, Italian, Russian and Spanish) taught in universities, polytechnics, and colleges of education; most are nominees of professional associations in the field, such as the Conference of University Teachers of German, the British Universities Association of Slavists, the British Association for Applied Linguistics, with several co-opted individually to represent interests not covered by a particular association. The Chairman of the Council is Professor J.C. Ireson, Head of the French Department at the University of Hull, and its Secretary, Professor J. Coveney, Head of the School of Modern Languages at the University of Bath.

The formation of this National Council is the result of the strong feeling among language teachers in higher and further education that a representative body is needed which would aim at continuing the momentum of the 1960s, when the Committee on Research and Development in Modern Languages was able to recommend the provision of Government funds to start a number of projects for the development and improvement of modern language teaching. This Committee ceased to exist in 1970. A number of important projects in various languages are now grounded for lack of support.

At a time when the country is moving into the European Communities and forming closer economic relationships with various other nations, this situation seems, to say the least, unsatisfactory. The National Council for Modern Languages sees its primary function as the encouragement of re-

search and the co-ordinated development of the teaching of modern languages in the higher and further education sectors."

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PUBLICATIONS RECEIVED

1. Conseil de l'Europe
Comité de l'Enseignement Général et Technique
Réunion d'experts sur "l'utilisation de la télévision en circuit fermé
et autres moyens audio-visuels pour l'enseignement des langues vivan-
tes"
Glasgow, 11 - 14 janvier 1972
Rapport, 41 pages
Strasbourg, le 21 mars 1972

2. United Nations Educational, Scientific and Cultural Organization, Unes-
co
The Role of Linguistics and Sociolinguistics in Language Education and
Policy
Summary of discussions, findings, suggestions and recommendations of
an Advisory Group of Consultants which was convened at Unesco House in
Paris on 19 - 23 July 1971, 20 pages
Paris, 28 February 1972

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The contribution of Educational Anthropology and Socio-Linguistics to
Educational Development
Summary of discussions, findings, suggestions and recommendations of
and Advisory Group of Consultants which was convened at Unesco House in
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Paris, 28 February 1972

4. United Nations Educational, Scientific and Cultural Organization, Unes-
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Anthropology and Language Science in Educational Development (ALSED)
A Programme Statement, 8 pages
Paris, May 1972

5. Centre International de Recherches sur le Bilinguisme, Université Laval,
Québec, Canada
Objectifs et champs de recherches en cours. Programme de documentation.
Politique d'édition. Liste de publications, 16 pages

6. Konrad Schröder

Sprachenpolitik aus der Sicht einer erweiterten EWG - Gegenwärtiger
Fremdsprachenunterricht an unseren Schulen

Vortrag anlässlich der Herbsttagung 1971 "Psycho- und Soziolinguistik"
in der internationalen Tagungsstätte Sonnenberg (Harz), 12 pages

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During the last few years teaching was mainly done by several university professors and other specialists from abroad. Between those collaborators and the Centre a close relationship was established.

Therefore we are really very happy to give them our full support by taking care of the printing and distribution of this AILA-Bulletin.

Prof. dr. J.L. Wieërs

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