NOVI SAD
10–12.10.2014.

Град Нови Сад
City of Novi Sad

POLYGLOT

CONFERENCE
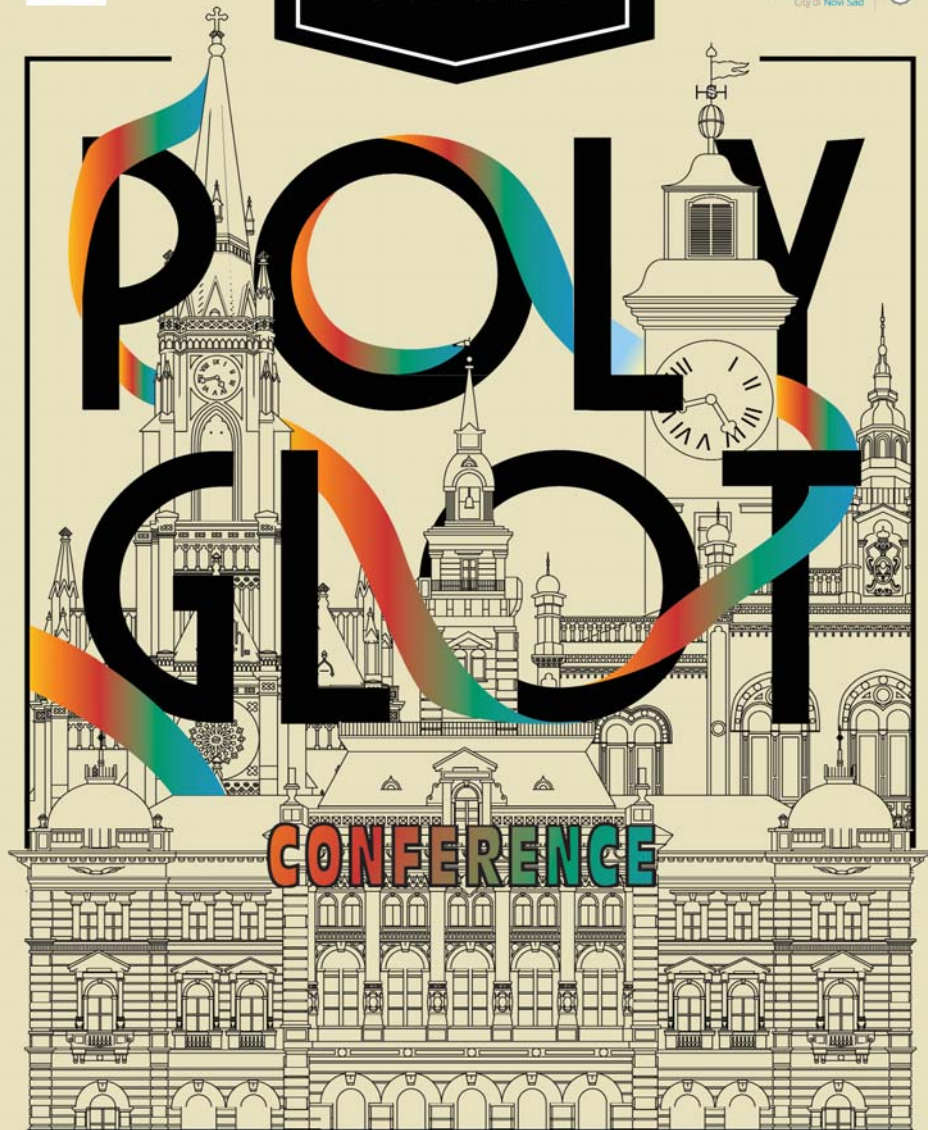
Where Language Opens Worlds

TIMETABLE

Friday 10th October 2014

12:00-13:30   Arrival at the Cultural Center of Novi Sad. Distribution of name tags
13:30-14:30   Opening ceremony
14:30-15:00   Opening cocktail
15:00-16:30   Guided tour of the city (group 1)
16:30-18:00   Guided tour of the city (group 2)
18:00-18:30   Transfer (public transport, taxi, on foot) to Restaurant Romanov
18:30-00:30   Meal and social gathering

Saturday 11th October 2014
SESSION A

10:00-10:45   45-minute lecture - Vanja Ković: «Neural representations of sound symbolism and conceptual organization»
10:45-11:15   Refreshment break
11:15-12:30   50-minute lecture - Josip Cvrtila, Bartłomiej Janiczak: «The story of a young polyglot», followed by a 25-minute exchange amongst participants about their language learning experience
12:30-14:30   Lunch and social gathering
14:30-15:15   45-minute lecture - Carole Westerkamp: «The magic of metaphor: A speech on compelling storytelling for teachers, trainers and thinkers»
15:15-16:00   45-minute lecture - Michał Grześkowiak: «Language Coach - becoming more than a language teacher»
16:00-16:30   Refreshment break
16:30-17:15   45-minute lecture - Martine Alonso Marquis, Branislav Sovilj: «Acting and humour in a foreign language: intercultural challenges of creative work»

SESSION B

10:00-10:45   45-minute lecture - Nataša Šofranac: «Translation: techniques, options, risks, dangers»
10:45-11:15   Refreshment break
11:15-12:30   75-minute lecture - «Minority languages in Vojvodina»:
- Kornél Kiss (Hungarian language)

	- Sergej Tamaš (Ruthenian language)
	- Blažena Homa Cvetković (Ruthenian language)
	- Vladimíra Dorčová-Valtnerová (Slovak language)
	- Pavel Gătăianțu (Romanian language)
12:30-14:30	Lunch and social gathering
14:30-15:15	45-minute lecture - Leonas Tolvaišis: «Promoting the Serbian Language and Branding Serbia Abroad»
15:15-16:00	45-minute lecture - Conor Clyne: «The importance and advantages of linguistic diversity - Preserving linguistic diversity»
16:00-16:30	Refreshment break
16:30-17:15	45-minute lecture - Niels JL Iversen: «Vocabulary acquisition - wordlists, the role of context and the number of words you need to learn»

Sunday 12th October 2014

09:50-10:35	45-minute lecture - Alexander Dimitris George Rawlings: «How to learn and maintain multiple foreign languages»
10:35-11:00	Refreshment break
11:00-11:45	45-minute lecture - Luca Lampariello: «A Practical Introduction to Phonetics and Phonology»
11:45-12:30	45-minute lecture - Alexander Arguelles: «Reading Literature in Foreign Languages: Tool, Techniques, Target»
12:30-14:30	Lunch and social gathering
14:30-15:15	45-minute lecture - Luis Miguel Rojas Berscia: «Towards an ontological theory of language: Radical Minimalism, Memetic Linguistics and Linguistic Engineering, Prolegomena»
15:15-15:50	35-minute lecture - Andrej Fajgelj: «New realities, new words»
15:50-16:30	Closing speeches
16:30-17:00	Distribution of certificates of attendance
17:00-18:30	Interviews and group photos; multilingual greetings and language games (filmed event)

VENUE ADDRESS:

КУЛТУРНИ ЦЕНТАР НОВОГ САДА
CULTURAL CENTER OF NOVI SAD
http://www.kcns.org.rs
Katolička porta 5
21000 Novi Sad
Phone: +38121528972
45°15'22.65"N 19°50'43.07"E

The evening meal on 10.10.2014 will be held at Restaurant ROMANOV, near Hotel Vigor. It can be reached by public transport, bus lines 9 and 12 (from the bus stop a 5-10 minute walk is necessary).
http://www.romanovns.com
RESTORAN ROMANOV
ul. Jožefa Atile 11-13
21000 Novi Sad
Phone: +381216363996
45°14'18.32"N 19°49'01.07"E

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How to reach Novi Sad:

http://polyglotconference.com/novi-sad-info   (English)
http://www.azpneumatica.com/broshure_ns.pdf   (Italian)

Novi Sad offers a lot of attractions to tourists:

http://www.turizamns.rs

Android application:
http://www.turizamns.rs/android-aplikacija-novi-sad-city-guide-0

ДОБРОДОШЛИ У НОВИ САД!
WELCOME TO NOVI SAD!

RAILWAY AND BUS STATION
Железничка
станица „Нови Сад"
Novi Sad Train

Hotel Novi Sad

Computer camp for kids

EXCHANGE OFFICES
(underground level)

НОВИ САД
NOVI SAD

HOTEL VIGOR

RESTORAN ROMANOV

KULTURNI CENTAR

HOTEL MEDITERANEO

Hotel Zenit D.O.O
Hotel Zenit
HOTEL ZENIT
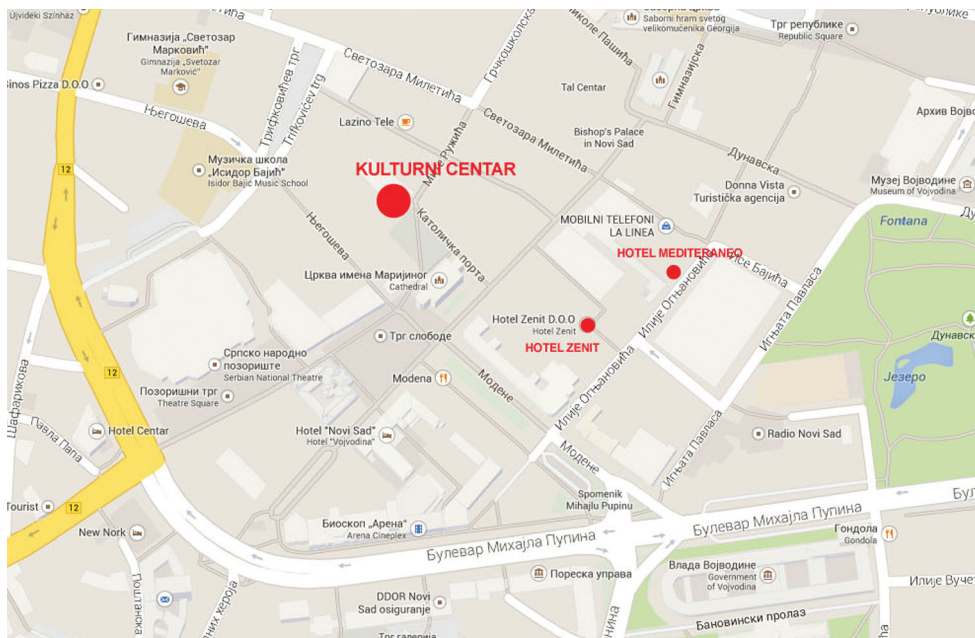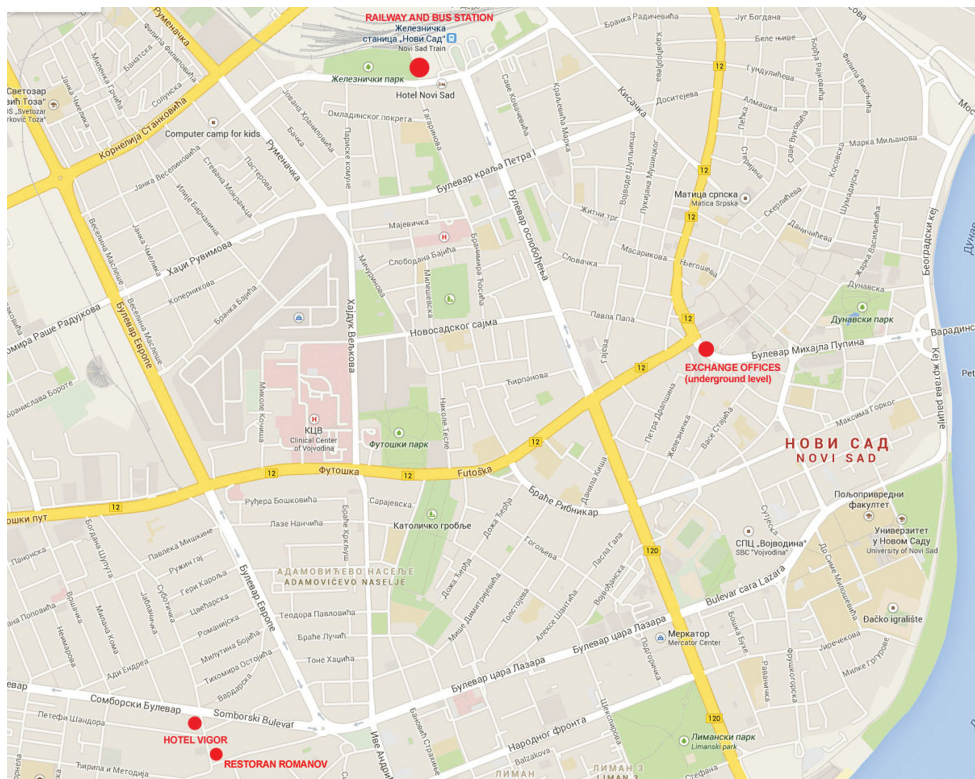
ANDREJ FAJGELJ

Director of the Cultural Center of Novi Sad

New realities, new words

Нове реалности, нове речи

Andrej Fajgelj is director of the Cultural Center of Novi Sad and assistant professor at the Faculty of Philology and Arts in Kragujevac. He graduated in French language and literature at the University of Novi Sad. He earned Master's degree and PhD at the University of Montpellier III, France. He is one of the founders of the Center for Contemporary Education in Novi Sad. He launched a number of successful projects: Work ethic in Serbia, European Day of neighbours, production of a Serbian Cyrillic keyboard. He is Member of Program Council of the Forum of Slavic Cultures and President of the Organizing Committee for the application of Novi Sad to become European Capital of Culture in 2021.

At the Polyglot Conference he will give the last lecture.

VANJA KOVIĆ

Neural representations of sound symbolism and conceptual organization

Неуралне основе језичког симболизма и семантичке организације

Vanja Ković graduated in the field of psychology in Novi Sad. She finished her Master and PhD studies at the University of Oxford, at the Department of Experimental Psychology, where she presented her PhD thesis under the mentorship of Prof. Kim Plunkett, with the highest possible grade. In Novi Sad she worked as Docent at the Department of Psychology, Faculty of Philosophy, from 2008 until 2012. Since 2012 she has been working as Docent at the Department of Psychology, Faculty of Philosophy in Belgrade, and as member of the Laboratory for neurocognition and applied cognition.

When we ask a person if he/she would attribute the name 'mil' or 'mal' to a large object, more than 80% of people would name a large object 'mal'. This trend was pointed out in early 20th century by Edward Sapir, and with that he reopened the debate about language symbolism and about the idea that the relationship between the sound of a word and its meaning is not completely arbitrary (Sapir, 1929), which was debated by Ancient Greek philosophers. The existence of language symbolism effect, i.e. the tendency of coupling curvy shapes with 'soft' names, and pointy shapes with sharp names, has recently been confirmed on the neural level (Ković, Plunkett & Westermann,

2010, Revil, 2014). However, the question of language symbolism in processing natural language is still unclear. Therefore, we conducted several studies in Serbia with the intention of testing whether the effects of congruency found when processing pseudo-words are also present when processing words.

One behavioural and one event-related potential (ERP) studies were conducted, in which a total of 45 subjects participated. Subjects did the task of visual lexical decision where words and pseudo-words of sharp and soft phonological structure were put within curvy and pointy frames. If the symbolism effect is present during this process, we can expect that words will be processed more efficiently if they are presented in a congruent context (e.g. soft words in curvy frame), when compared to situations when they are presented in an incongruent context (soft words in pointy frame). Behaviour results show that congruity has no influence on speed of processing, but it affects accuracy. Namely, there were more mistakes in congruent experimental situations, independently from the lexical status of the stimulus ($F(1,24) = 6.20$; $p<0.05$). The results of the ERP experiment show that the effects of congruence appear very early on the neural level (100-160ms), whereby the effect is more pronounced on central electrodes. Incongruent stimuli cause greater negative deflection of the ERP waves when compared to congruent ones, showing that they are more complex for processing. The obtained findings point to the fact that congruence effects are also present when processing natural language, but these are very early effects that are later erased by effects of higher processing.

On the other hand, if you show 3 objects simultaneously (a monkey, a giraffe and a banana) to a speaker of English or a child younger than 7 and ask them which of these objects go together, the answer may surprise you, as an adult speaker of Serbian would say – monkey and giraffe. But, in contemporary papers on thematic and taxonomic processing, the interest shifts from developmental and cultural differences to the role of thematic and taxonomic concepts in organization of semantic knowledge of an adult, educated individual. In accordance with this tendency, we conducted researches with the intention to systematically examine the role of thematic and taxonomic knowledge in organization of semantic memory through the series of normative, behavioural and neural (ERP) researches. Our preliminary, behavioural research, and researches concerning the eye movement show that thematic preference dominates in the Serbian language (Ilić et al., in preparation) on the same language material on which, in Anglo-Saxon population, dominant taxonomic processing was recorded. However, the ERP studies clearly show that both manners of processing are active on the neural level (component N400), but taxonomic material is harder to process when compared to the thematic one. We want to conduct the same ERP research on Anglo-Saxon population in order to reach more complete answer about potential differences in semantic processing on the neural level.
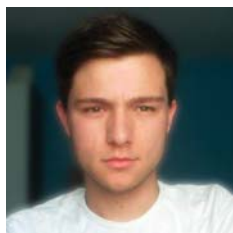
JOSIP CVRTILA
The story of a young polyglot (1)
Прича младог полиглоте (1)

My name is Josip Cvrtila and I am currently a student at the Faculty of electrical engineering and computer science (FER) in Zagreb, Croatia. I have been interested in foreign languages during my whole life and I started to learn them very young. I've dealt with a lot of languages so far, although I haven't reached the same level in all of them. I've also taught different languages to many people. Right now, I feel comfortable talking in 10-12 languages, depending on the topic discussed.

The lecture consists of two parts, the first of which is titled "My lifelong adventure with languages". In this part I will talk about myself in general, how and why I have started to learn languages, which languages I have learnt so far, how they have helped me to improve my life quality and to meet new people and cultures. Here I will also mention all the interesting facts I have managed to find about those languages, so that I could potentially motivate others to start learning as well. The main languages that will be dealt with in this part of the lecture are: Croatian (my native language), English (the language I am completely fluent in and speak without a foreign accent), German, French, Spanish, Italian, Polish, Russian and Swedish, but I will also mention some other languages that I have studied, although without reaching conversational fluency. These include: Chinese, Hungarian, Tagalog, Arabic, etc. The main purpose of this part of the lecture is to motivate others to start learning languages by showing them that it is possible and that everyone can do it.

The second part of the lecture is titled "Why should we *really* learn languages and how?". In this part I plan to mention some anecdotes related to languages, the reasons why I think that everyone should learn them, and I also plan to talk in a bit more detail about all the problems that I have encountered whilst learning languages, so that others could learn from my mistakes without having to make them again. This means that I will talk about what to do when we lack of motivation, how to get study materials even when they are not easily available, where to find partners for a language exchange, how to adjust the way in which others learn, so that they would suit our own needs in order to learn more efficiently; how to get rid of shyness and not be afraid of making mistakes, how to be brave enough to speak the language from "day one" (for those who fancy such approach) and also what to do when we don't have enough free time to dedicate to language learning, i.e. how to organize it better.

BARTŁOMIEJ JANICZAK

The story of a young polyglot (2)

Прича младог полиглоте (2)

My name is Bartłomiej Janiczak, I'm Polish and live in a small village - Łuczyce - near Kraków. I'm 17 years old, and since almost four years I've been learning languages on my own what has become my greatest passion. I speak fluent English and Spanish, I can communicate quite freely in Italian, German and French and have a basic knowledge of Portuguese, Russian and Czech. This year I've been studying Armenian and Serbian. I'd like to talk about my own experience in learning languages - how my passion started, how I took up learning languages on my own, who and what motivated me and keeps me motivated. I'd like to tell something about looking for, finding and choosing your best way to learn languages, because I think that everyone should have his own path and pattern, since everyone learns differently. I can add something also about the most difficult things for me in the process of learning languages and also describe some interesting and exceptional characteristics of Armenian grammar.

CAROLE WESTERKAMP

The magic of metaphor: A speech on compelling storytelling for teachers, trainers and thinkers

Магија метафоре: говор о очаравајућем приповедању за наставнике, тренере и мислиоце

... Once upon a time there was a woman named Carole... Carole taught Physical Education in primary and secondary school before switching to being a primary school teacher and then teacher of English and German in secondary school and NLP trainer. She realised that, whatever you teach, what is remembered most are the stories you tell. So… she made storytelling her core business!

My name is Carole Westerkamp and I am a teacher (Physical Education, English, German and Primary School) and an NLP trainer. NLP stands for Neuro Linguistic Programming, a way of stimulating behavioural change by paying close attention to the language we use when speaking to ourselves or to others.

One of the suppositions of NLP is: all learning, behaviour change is subconscious. We don't exactly know how learning takes place - we can only see that it has taken place at some point. And another supposition is that the subconscious brain takes everything personally. This means that if we tell a story to an audience, each and every person in that audience hears his or her own story. If I say: I am telling this story for all of you, but for one of you in particular, everybody will wonder if he/she is the one I mean.

Metaphors are very powerful tools in teaching languages (or anything else, for that matter). It has to do with divergent thinking as well, thinking "outside the box". In dealing with someone who has limiting beliefs about him- or herself and (language-) learning, there are ways of changing these beliefs so that the person will start thinking maybe he or she can learn after all...

In storytelling we use a lot of techniques that have to do with hypnosis. In fact, every successful communication is a form of hypnosis. Many people think hypnosis is a very deep trance in which you do things you don't really want to do or didn't set out to do, but that is not the case. When we do things "automatically", without thinking, we are in a light trance. Language learners know that once you reach that stage, you speak a language well: you don't need to think of "what to say and how to say it". This is the stage we want people to reach when telling them stories. They lose whatever inhibitions they had that prevented them from learning or speaking another language.

I will be telling some short stories and also showing "action-metaphors" (physical images), so everyone will hear, see and feel the power of storytelling and the audience will be mesmerized. My speech therefore is inter-active, the audience will be invited/induced to participate without having to come on stage. The learning effect will be even greater than expected.

MICHAŁ GRZEŚKOWIAK

Language Coach - becoming more than a language teacher

Језички тренер - како постати више од наставника језика

Michał Grześkowiak - Creator and Educator, working with people as a Coach, delivering workshops as a Trainer, giving talks as a Speaker. Passionate about human communication, personal growth and music.

A Coach is a person who helps you to:
- get from point A to point B;
- build your consciousness;
- plan your actions.

It applies perfectly to language learning, which in fact is getting from point A to point B.

We can apply language coaching in 4 main areas:

1) MOTIVATION
Building strong motivational fundament:
Recognizing personal motives: needs, values, reasons, goals and benefits;
Finding a personal *why* and *for what*;
Setting specific language goals based on personal motives.

Motivation management:
Building sustainable habits;
Finding a supporting environment;
Wise system of rewards;
Using challenges to get into the flow state.

2) MINDSET
Learning the importance of beliefs;
Finding current beliefs and optimizing them;
Eliminating limiting beliefs;
Empowering with supporting beliefs;
Self discovery through discipline practice;
Recognizing self-sabotages.

3) MATERIAL
Setting very precise targets in learning;
Through 20/80 analysis finding the priorities;
Choosing the best natural and artificial materials;
Discovering relevant statistics;

4) METHODS
Finding a personal style in learning;
Finding how human memory works;
Learning mnemotechniques;
Decoding grammar;
Modelling in learning pronunciation.

Through Coaching presence a Coach will help a learner to discover which of these elements (motivation, mindset, material, methods) need work.

MARTINE ALONSO MARQUIS

BRANISLAV SOVILJ

Acting and humour in a foreign language: intercultural challenges of creative work

Глума и хумор на страном језику: интеркултурални изазови креативног рада: проблем превођења идиоматских израза у филмовима и позоришним представама

Martine Alonso Marquis (a.k.a. Martina Španjolka) was born in Montreal, Canada and currently lives between Paris and Brussels. She is the creator, main-protagonist, co-director and co-producer of the web-series "Naša Snajka". Apart from her recent passion for script-writing, acting and creative video-making, she is Director of the Pat-Cox Humanity in Action Fellowship in the European Parliament. She also teaches International Relations at Sciences Po in Paris, where she obtained her PhD in 2014. Previously, she worked as Head of Cabinet of a Slovenian Member of the European Parliament.

Branislav (Bane) Sovilj was born in Novi Sad, Serbia, and currently lives in Beijing, China. In 2013 he participated in the Serbian edition of the prestigious language contest "Chinese Bridge" and was awarded with a scholarship to study Chinese language at the Beijing International University. Bane is a creative collaborator and production assistant of the web-series "Naša Snajka". Apart from his passion for languages, he is also a talented musician, who played and sang with various bands and choirs. He currently teaches English language in Beijing. Previously he worked as Social Media & Community Manager of a cross border factory, a Berlin-based public think-and do-tank.

This presentation will focus on the intercultural and linguistic challenges of acting, and more generally of creative work in a foreign language and in a multicultural team. As a concrete example, we will present the project of "Naša Snajka", a humoristic web-series (www.nashasnajka.rs) created by Martina Španjolka, who also is the main protagonist.

The first part of the presentation will be moderated by Bane Sovilj, creative collaborator of the project from the very beginning. The web-series will be introduced to the public via a conversation between the moderator and host from Novi Sad Bane, and his guest Martina. During this conversation, we will discover Martina's biography, what served her as inspiration for the series and what are the issues tackled in it (eg. intercultural marriage and the specificities of Balkan mentality). We will also discuss the particular difficulties of script writing and comedy acting in a foreign language, especially for someone with no previous experience.

As the team had the ambition to make this series available to a large public (among which are Serbian and non-Serbian speakers as well as learners of Serbian language), we will look into the multilingual aspect of it, the challenges of translation and creation of subtitles. During this exchange between the moderator and his guest, excerpts of the series will be shown and discussed in more details, especially to illustrate particular challenges.

The second part of the presentation will be dedicated to the specificities of team work in an intercultural and multilingual setting. Martina will take the role of the moderator, while Bane will become her guest. In their exchange, we will discover what can be the rewards and obstacles of work in a multinational team that communicates in a language that is nobody's mother tongue, or where some members of the team do not speak the main language of the project (Serbian). Through previously filmed video interviews, we will also be introduced to other members of the team and discover their perspective on this intercultural experience.

NATAŠA ŠOFRANAC

Translation: techniques, options, risks, dangers
Превођење: технике, шансе, ризици, опасности

Nataša Šofranac is an English Literature lecturer at the Faculty of Philology, University of Belgrade. She finished her Master's degree in 2006 and her Doctorate in 2013.
She received funding from the British Scholarship Trust to complete research at the University of Nottingham, and from English Speaking Union in the summer of 2011 to take courses at The Globe theatre in London.
She participated and presented her papers at the international conference on translation at the University of South Brittany, L'Orient, France, in 2003 and at the Institute for Foreign Languages of Montenegro in Podgorica in 2011.
She is a member of the Society of Simultaneous and Consecutive Interpreters of Serbia and she is an accredited translator of EU institutions. She has volunteered on several courses of consecutive interpreting organized by the Philologia Association for selected students of the Faculty of Philology. She was hired as an instructor for conference interpreting at the 'Mastertranslation' school in Belgrade.
Since 1998 she has been working as simultaneous and consecutive interpreter for leading governmental and non-governmental, domestic and international organizations, such as SDC, NDI, USAID, GIZ, BFPE, Delegation of the EU, Government of FRY/Serbia, embassies, scientific and cultural institutions.

The thing about interpreting is that it needs life-long learning. Many believe it's not about knowledge, but about skills, that it is a craft. But it would be fair to say that it's both. Knowledge is a prerequisite, then comes training, acquiring practical skills and routine, and then polishing and maintaining them through every-day hard work. These are the building blocks. But where can we find them? There is no one-stop shop. The knowledge required does not end with language proficiency, with accuracy and fluency. In order to do this job, one has to know, or, to say the least, be well-informed of a myriad of subject-matters and that implies both horizontal and vertical building. Young people are very interested in becoming interpreters – which does not necessarily imply that they are equally keen on learning how to do it well. They are excited about travelling, meeting important people, gaining an insight into all sorts of worlds, including show-business and sports. But one minute on TV, sitting between two presidents or whispering into a prime minister's ear, costs a lot of time and effort. So, young people will generally tell you "I am not interested in politics" or "Listening to prime time news is boring", as an excuse for not knowing the name of a politician of the hotbed of a global crisis. Not even to mention acronyms and nonce-formations. One has to be in the loop. You never know it all. Languages are changing faster than ever, underpinned by state-of-the-art technologies and a rather informal trend in global communication, adopted even by top officials. Deregulation often means more rules than ever. "Eurocracy" has given rise to a new *lingo*: the EU English used by internationals, so one has to keep abreast of all

the innovative, economical and catchy phrases being produced. If you want to be a good interpreter, you will try to learn as many terms as possible, but that will soon bring you before a *fait accompli*: you either want to peck at the perimeter, doing bits and pieces of serious work, or you become a specialist in several areas and bring them as close to perfection as possible. Code of conduct, professionalism and many other pieces of the puzzle also play their role.

KORNÉL KISS

Minority languages in Vojvodina - Hungarian language

Језици мањина у Војводини - мађарски језик

Kornél Kiss is teacher of Serbian as foreign language. He was born in Mali Iđoš, a village with a predominant Hungarian population. He finished primary and secondary schools in Hungarian. His undergraduate studies were taught in Serbian, where he majored in Serbian Language and Literature for National Minorities. He then did his Master's degree in Hungarian at the Faculty of Teacher Education.

During his studies he worked as journalist in several Hungarian newspapers in Vojvodina and hosted a youth radio show at Radio Vojvodina. He received "Podolski" award for the best young publicist. He taught also classes of nurturing native (Hungarian) language to children in Kać.

After his studies he was employed as teacher of Serbian as non-native in Hajdukovo.

He speaks Serbian and Hungarian fluently, and can communicate in English and German.

Preservation of the Hungarian Language in Vojvodina

Circa 250,000 Hungarians live in Vojvodina. This makes them the most numerous national minority on the territory of Serbia. They mostly live along the Hungarian border and in several municipalities where they are absolute or relative majority. The number of Hungarians in Vojvodina constantly declines. This is caused partly by falling natality, partly by moving to western countries and partly due to assimilation.

The first two reasons are related to the real conditions in the domestic economy, unemployment and lack of hope for achieving stable existence, whereby leaving the country in the last couple of years has been made easier because it is easier to obtain Hungarian citizenship. Assimilation – whether quietly encouraged by some or spontaneous – is a major problem of citizens of southern parts of Vojvodina, where they are in minority.

The presentation will say something about different ways of assimilation, possible ways to lower its influence on the decreasing number of Hungarians, role of Hungarian intellectuals and National Council of Hungarians in preserving Hungarian language and culture.

On the other hand, the linguistic picture becomes more complete if we say that most Hungarians – especially where they constitute absolute majority – speaks Serbian poorly. The presentation will discuss (possible) reasons and solutions.

SERGEJ TAMAŠ

Minority languages in Vojvodina - Ruthenian language

Језици мањина у Војводини - русински језик

He was born on 14/04/1975 in Vrbas, graduated in 1997 at the Institute of International Relations, Taras Shevchenko National University, Kiev, Ukraine (topic 'The Status of National Minorities in West and Central Europe after World War II'). He enrolled in post-graduation studies at the Faculty of Economy, Belgrade, majored in International Economy, obtained his Master's Degree in 2003 on the topic of 'Capital Inflow from International Financial Institutions in Transition Countries'. He is currently on his PhD studies. He has more than ten years of experience of working in profession and provincial administration. He was an examiner within the Examination Commission for state exam for 'Basis of the European Union System'. He participated in activities of the Euro-regional cooperation Danube-Kris-Mures-Tisza as well as of Danube Strategy. He participated in organization of multiple international conferences, scientific meetings, workshops as well as professional seminars. He worked on the preparation of the National Strategy of Ruthenians in Serbia. In 2012 he was elected as member of the Workgroup for Programming IPA Project of cross-border cooperation Hungary-Serbia for 2014-2020 on behalf of the Autonomous Province of Vojvodina, and within the Government of the Republic of Serbia and European Integration Office. Since April 2013 he has been appointed as Director of the Institute for Culture of Ruthenians in Vojvodina.

Diversification of world in the Ruthenian language on the territory of central Europe

The Ruthenian language today is the oldest living language of Ruthenians in Vojvodina and Republic of Serbia. The ethnic community consists of circa 15,000 people, with developed social and recreational functions, but at the same time it is the rudiment of an East Slavic community which goes back to the time before modern East Slavic communities were formed.

Together with Sorbian, out of about forty Slavic literary micro languages, it functions and is present in education, science, culture, news, state administration and literature, with creative potential to express philosophical jargon, Bible as well as more complex human emotions. It has fully developed informative, scientific, educational, cultural and creative institutions and individuals.

A challenge of the Ruthenian language and its ethnical community is the urbanisation, in which the rural community is dispersed; it has to overcome several challenges, like Jews or Afro-Americans, and at the same time to save the original values of the community, being at home and using the legacy of the modern global civilisation.

BLAŽENA HOMA CVETKOVIĆ

Minority languages in Vojvodina - Ruthenian language

Језици мањина у Војводини - русински језик

Blažena Homa Cvetković was born in Ruski Krstur on 11 December 1963, where she finished primary school and (legal) secondary school in Ruthenian language. She graduated at the Faculty of Philosophy, Department of Ruthenian Language and Literature, and Serbo-Croatian Language; then she acquired the title of Teacher of Ruthenian Language and Literature, and Serbo-Croatian Language as the language of social environment.

Qualifications, work experience: linguistic editor in 'Руске Слово' Newspaper-Publishing Institution (2001-2013), librarian at the Faculty of Philosophy (1998-2001), teacher of Ruthenian language in primary school in Gospođinci (1997), journalist, speaker and programme editor in Novi Sad Television (1993), journalist in 'Руске Слово' Newspaper-Publishing Institution (1990), translator in the City Assembly of Novi Sad (1989), member of the Association of Translators of Vojvodina, President of Language Editors and Translators Section of the Society for Ruthenian Language, Literature and Culture, assistant and associate on projects related to the Ruthenian language and other Slavic languages, cultures, religions and education.

She has published her works in CMK Informator, Slavistički zbornik FF, Studia Ruthenica, 'Шветлосц' magazine for culture and literature, Kalendar, 'Руске Слово' newspaper, 'MAK' magazine, she attended counselling, round tables and linguistic congresses both in Serbia and abroad.

She currently works as language editor in 'Руске Слово' Newspaper-Publishing Institution, collaborates with the Institute for Culture of Ruthenians, Society for Ruthenian Language, Literature and Culture, Association of Translators of Vojvodina, as well as societies that deal with the status of women in Vojvodina, ecumenical issues and issues of language and multiculturalism.

Preserving the Ruthenian language through magazines, publications and newspapers

The Ruthenian language is one of six official languages in the Autonomous Province of Vojvodina. It is used and preserved in educational, cultural and church institutions, and media have a special role in its preservation. The paper presents publications, periodical magazines and 'Ruske Slovo' (*Руске Слово*) weekly, through which Ruthenian written word and language are preserved, nurtured and developed, in accordance with innovations in real life. The paper also points out factors that affect the preservation of the Ruthenian language and the way in which other languages influence Ruthenian. Preservation of the Ruthenian language is at the same time preservation of Ruthenian identity, and its proper use is the beauty of expression in newspapers, magazines and publications and at the same time an indicator of the level of education, literacy and culture of a nation.

VLADIMÍRA DORČOVÁ-VALTNEROVÁ

Minority languages in Vojvodina - Slovak language

Језици мањина у Војводини - словачки језик

Vladimíra Dorčová-Valtnerová (1981) has finished Bachelor studies of Slovak language and literature at the Faculty of Philosophy in Novi Sad in 2005. She received her Master's Degree of European Studies at the Centre of European Studies within the Association of Centres for Interdisciplinary and Multidisciplinary Studies and Research at the University of Novi Sad in 2011. In the period 2005-2008 she worked as journalist for Slovak editorial of Vojvodina TV. During the following four years she worked as coordinator of the Information Committee in the National Council of the Slovak national minority. In March 2013 she returned to active journalism, when she was employed as journalist at 'Hlas Ljudu' Slovak weekly, published in Novi Sad, and she became the editor in chief of this newspaper in September of the same year. In the period 2008-2012 she was the president of the Association of Slovak Journalists (ASN). She is member of ASN and Journalists' Association of Serbia. As member of monitoring team, she cooperates with Novi Sad School of Journalism, and with other institutions and organizations in Serbia and Slovakia.

Preserving the Slovak Language in Vojvodina (Serbia) through Magazines and Publications

A lot of evidence speaks in favour of the fact that magazines and publications, in one word *printed media*, greatly contribute to preservation of minority languages, more precisely the Slovak language in Vojvodina and Serbia in general. One of these is the last year's jubilee that commemorated Slovak press in Vojvodina: 150 years since the first printed magazines for children and youth entitled 'Slavik' and 'Zornjička' (1864) published by Jozef Podhradski, teacher of Novi Sad Grammar School.

When we draw a parallel between the beginning of Slovak press in Vojvodina and Serbian press, we can see that the local Slovak people quickly realised the importance of the written aspect of preservation, but also of developing their native language, because the year 1813 could be perceived as the beginning of Serbian press, when the first issue of 'Novine Serbske' edited by Dimitrije Davidović and Dimitrije Frušić was published in Vienna.

Thinking about contemporary Slovak press in Serbia, which helped Slovaks to survive and last until today, and having in mind that media are often called 'watchdogs' or 'gatekeepers', I have to stress that minority media must also play the role of 'gatekeepers'. This is often forgotten in our 'minority' journalist sphere, but this should not happen because it 'lessens' the advantage of consumers of minority press. Readers of minority press, when they get information from more sources (apart from media in Serbian, there are media in native language and vice versa), acquire 'tools' to form their opinion and perceive the reality in a better and more objective way.

PAVEL GĂTĂIANŢU

Minority languages in Vojvodina - Romanian language

Језици мањина у Војводини - румунски језик

Pavel Gătăianţu was born in 1957 in Lokve-Sân Mihai, Banat, where he went to primary school. He went to secondary school in Alibunar and then to the Faculty of Political Sciences in Belgrade. Later he worked as teacher in Alibunar and Vršac. In 1986 he moved to Novi Sad where he worked as analyst in the Provincial Committee of the League of Communists of Vojvodina. He started working in Radio Novi Sad in 1990 as editor of a cultural show in Romanian, and in 2003 he became assistant of the editor in chief. Between 1990 and 1994 he was the founder and first president of the Romanian community in Yugoslavia. Since 1972 he has been engaged in literary work in the 'Youth Forum' magazine in Novi Sad. He published his first collection of poems 'Absent Time' in Serbian in Belgrade in 1976. He also published the following collections of poems: 'Numbered Snake', 1984; 'Birth of Prose', 1986; Poems, 1987; 'Revolver Calibre', 1991; 'Training hounds', 1997; 'Undreamt Dreams' 1999; 'Sisyphus's Shoulder', 2001; 'Made in Banat', 2002; 'From the Country of Šabanija', 2006; 'Anarchy with Tea Brake', 2011; 'Hotel Balkan', 2012. He published also prose works: 'Assassination of Public Order', 1995; 'Ballastology', 2005. He also published several book about journalism and several CDs. He is present in several anthology books in Romania and Serbia. Furthermore, he published several selections of his own works. His poems have been translated into Serbian, Hungarian, Slovak, Slovene, French and German. He is founder of magazines in Romanian and German languages. He was awarded at the festival Eminescu, Putna - Suceava 1993; ETHOS, Iași 1995; Libertatea, Pančevo, short prose 1995; EMIA, poetry, Deva 2002; Mihai Eminescu, Târgoviște 2004; Special Award Đorđe Košbuk, Bistrica 2005; Religious poetry, Timișoara 2005 and Harababura-Tudor Arghezi, București 2006.

«Europa» magazine - Novi Sad

«Europa» magazine from Novi Sad has been published by the Europe Foundation (NGO) since 2008. In the beginning it was dedicated to culture, science and art in transition, but now it is focused only on science and art. Thirteen issues have been published so far, dealing with the following topics: European ideas, elite, interculturalism, migrations, influences on mass media, regionalism, religions, beliefs, minorities, ecology, subculture, ethics, Balkans in the EU. Number 14, which is currently being printed, has the Danube as its topic.

The magazine has the following sections: introduction, European ideas, interview, philology, Slavic studies, orientalism, English studies, Roman studies, German studies, essay, Europe music, visual art, humanities, book and magazine reviews and current news. Earlier it published both prose and poetry, but this section was replaced by a new

one, which is called 'Document'.

«Europa» is open to young intellectuals, students and PhD students who write about contemporary topics and research in Romanian or other European languages. Each paper has an abstract and keywords in English.

The magazine is internationally accredited in the best European data base CCEPL in Frankfurt am Main in Germany, Ondex Copernicus in Warsaw and EBSCO in USA, and it is also in the on-line catalogue World Cat.

The editorial body has associates in entire Europe, America and Asia.

The editor in chief and founder is the writer, publicist and journalist Pavel Gătăianțu.

Website: www.europango.com

«Europa» magazine publishes texts in Romanian language as well as in other languages. All texts in Romanian language are edited in order to preserve language standards at the highest level. Prof. Carmen Dărăbuş, who was lector at the Department of Romanian Literature in Novi Sad, edits all the texts. «Europa», as media that publishes texts in Romanian, circulates in the entire territory covered by the Romanian language, with special emphasis given to Vojvodina, where the Romanian national minority lives.

In Vojvodina there are other media that broadcast programme in Romanian in Zrenjanin, Kovačica, Kikinda, Alibunar and Sečanj and printed local media in Vladimirovac and Uzdin.

LEONAS TOLVAIŠIS

Promoting the Serbian Language and Branding
Serbia Abroad

Промовисање српског језика и брендирање Србије
у свету

*Leonas Tolvaišis is lecturer in public administration at the Faculty of European Legal
and Political Studies in Novi Sad, Educons University. He earned his Ph.D. in political
science at Vytautas Magnus University in Kaunas. He worked at the University of
Bologna and taught at the National Research University "Higher School of Economics"
in Moscow as visiting lecturer. He participated in several Serbian language projects at
the Universities of Novi Sad and Priština. He speaks most Slavic, living Romance and
several Germanic languages, and is currently studying other languages relevant for
South-eastern European studies.*

The aim of the paper is twofold: to explore the appeal of the Serbian language to
foreigners and to conduct a public policy analysis in the area of branding Serbia and its
culture. Both objectives are seen as opportunities and ways of dealing with numerous
fundamental challenges currently faced by the country.

The concept is based on the author's lifelong experience, going all the way from
mastering Serbian as an autodidact to embarking on the path of Balkan studies, settling
down in Serbia and making the Serbian language a key instrument of his professional
activities. The paper is enriched with numerous insights into the opportunities to study
the Serbian language and culture that exist in various countries.

The paper is divided into two parts according to the aims stated above. The core of the
first part draws on an original research of the experiences of foreigners coming to Serbia
for a study period. Exploring into the motivations and experiences of students opting for
Serbian as foreign language and choosing Serbia as destination country, the research
attempts to find out the existing potential for a thought-out cultural strategy, both with
regard to promoting the Serbian language and with the aim of branding Serbia's culture
in the world. The special questionnaire is designed with a view to discern the key points
of attraction to foreigners in Serbia and to identify potential target groups and profiles of
people willing to relate their long-term professional and life activities to Serbia. The
analysis of the respondents' experiences in Serbia allows to distinguish both advantages
to be prioritized and negative aspects to be tackled by a cultural policy strategy. For
logistic reasons, the sample is based predominantly on the students enrolled in the
interdisciplinary master's program of the University of Bologna (the program is preparing
specialists in a wide range of occupational profiles). Other available respondents of
compatible profiles are included in the sample as well.

The outcomes of the research are put in a wider context, complemented with available
research evidence of the trends of studying Serbian in the world. The paper will provide
a comprehensive overview of the current representation of the Serbian language in the
world, image-making issues and dominant Serbian cultural models and patterns, as seen
by the target group.

The results and conclusions of the first part are integrated into the public policy analysis laid out in the second part. The analysis is broken into several sections. It starts from reconsidering the existing key cultural strategy goals in the light of Serbia's social and demographic challenges, such as brain drain, negative selection, etc. Then, the legal and institutional framework defining Serbia's outward cultural strategy is analysed. The main actors setting this strategy are distinguished (considering also the specificities of such branding-sensitive areas as trade, tourism and others). The institutional actors are classified according to their influence and impact on policy agenda-setting, formulation, adoption, implementation and evaluation stages. A separate section represents a SWOT analysis of Serbia's branding policies, distinguishing its strengths, weaknesses, opportunities and threats. Beside available statistical data, the sources will include content analysis of thematic mass media production related to qualified immigration and brain gain in Serbia.

The paper will be concluded with a set of recommendations for decision-makers. Drawing on the outcomes and empirical evidence, it will critically assess and attempt to elaborate on the strategy of promoting the Serbian language and Serbia's cultural pattern abroad.

CONOR CLYNE

The importance and advantages of linguistic diversity - Preserving linguistic diversity
Значај, предности и очување језичке разноликости

Conor Clyne is the creator of Language Tsar, a website and YouTube channel dedicated to language learning and travel. For more than a decade he has been combining his academic and professional life with his passion for languages and travelling. This voyage has taken him all over the world from the sunny beaches of Rio to the political power centres of Washington and Brussels to a rapidly emerging Asia. Along the way he has acquired proficiency in close to 10 languages. Through his website, he aims to share his personal experiences and language/travel knowledge while inspiring a new generation of globetrotting polyglots.
Conor Clyne is a qualified lawyer by profession and studied in 5 countries (USA, Italy, Netherlands, France & Ireland), gaining a Master in International Relations and a Master in Law and Economics, in addition to his Bachelor in Corporate Law.

Linguistic diversity is important for many reasons. Roughly 25 languages vanish every year and half the world's languages are in danger of extinction. With each language's disappearance, humanity risks losing the history of that language's culture. Moreover, learning another country's languages is both a mark of respect and a sign of openness; and, importantly, preserving minority languages goes further than just the cultural realm. On both a macro and micro level, there are great benefits to learning less represented languages, and thus avoiding English (or another international) language hegemony. As an individual, there are many financial advantages to learning lesser spoken languages, as well as speaking international languages. The same goes for a countries' language education policy: learning both will provide economic benefits.

The challenges for lesser spoken languages in an ever globalizing world are manifold. Few linguistic communities can operate without significant influence from important regional and international languages. In spite of this challenge, new opportunities are arising for lesser spoken languages thanks to technological developments which allow both the linguistic diasporas and non-native speakers to access the language via the internet. Creating a vibrant online environment for lesser spoken languages to complement the real world community is an exciting development that can reverse the decline and risk of extinction of less represented languages.

English domination as the world's *lingua franca* is by no means guaranteed. In previous centuries, other languages such as French (which was the language of diplomacy from the mid-17th to mid-20th centuries), Spanish and Portuguese have fulfilled this role only to lose their prestige when their metropole economic fortunes faded. We can see the legacy of this bygone era in the status of French as an official language in many international organizations and the widespread use of Spanish and Portuguese in the former colonies (especially in Latin America). With the relative economic decline of the US and the UK, space will emerge for other languages such as Mandarin, Russian,

Portuguese, Spanish and French to become dominant regional languages and eventually perhaps to rival English on the global linguistic stage.

My presentation will outline the main advantages and challenges for both individuals and governments in ensuring linguistic diversity, in addition to examining the value and likely longevity of English as the world's predominant international language.

NIELS JL IVERSEN

Vocabulary acquisition - wordlists, the role of context and the number of words you need to learn

Стицање вокабулара - листе речи, улога контекста и број речи које треба научити

My career as an independent language learner started in the mid '60s when I decided to learn Italian at home, because this language was used in musical scores - and later Spanish, when I found a text book written by the same team as my Italian textbook. And then Latin because I wanted to understand the Latin animal names. School supplied English, German, French and Latin, and when I later studied French at the Romance institute at the Århus university I added a couple of languages like Catalan and Romanian. But when I got my final exam in January 1982 I realized that the '68 generation had grabbed all the good jobs at the university level, so during the following 25 years I didn't systematically study languages. Instead I travelled, composed music and painted surrealistic paintings. I returned to language studies as a dedicated amateur in 2006, when I stumbled over the HTLAL forum just before a trip to Romania and Moldova, and since then I have tried to get a firm grip on the Indo-european language group - and maybe also a few languages from other families.

One of the few incontestable truths about words is that some words are used very often and others much more sparingly. This has been shown across language boundaries and holds true in spite of different word definitions. The obvious conclusion from this is that any language learner should learn these words at an early stage. On the other hand most of the specific information in a text or conversation is hidden in the rarer words. The frequencies of these words are almost irrelevant. In some cases they are common in certain types of texts (like words for weather phenomena in weather reports), but generally they are so rare that it is worth doing something special to remember them whenever you happen to see them.

The most common 1000 words have certain characteristics: they comprise the typical 'grammar words' like articles, prepositions, pronouns and numbers, and they are more likely to be irregular than the rarer words. So grammar words WILL be learnt both because they are common and because they are central to your grammar studies.

What then about the rarer words? If you read and listen enough you are bound to meet

at least some of them so many times that you will remember them, but it may take some time, and you may need many fortuitous meetings before you have correctly deduced the correct meaning and morphological type of a given word. And even worse: you have to do this using comprehensible texts or utterances - it is hard to guess the meaning and grammatical form of a new word in a text you don't understand. And that's where dictionaries and structured memorization techniques can help you out. Of course children learn thousands of words without using a dictionary, but instead they have parents, sibling and comrades - and they have oceans of time and a lot of neurons to spare. Adults rarely have the same opportunities.

Let's first assess the size of the task. According to Paul Nation «learners need around 6,000 word families to read novels written for teenagers, to watch movies, and to participate in friendly conversation. Around 8,000 to 9,000 words are needed to read newspapers, novels, and some academic texts (Nation, 2006). These figures assume 98% coverage of the input texts, which still leaves 1 word in every 50 or around six words on every page as unknown vocabulary».

And I can supplement with some personal information. I have made vocabulary estimates based on samples from dictionaries for all my languages, and I can say that I would feel uncomfortable reading a book without a dictionary in any language where my total estimated vocabulary was less than 10,000 headwords. It takes at least 20,000 headwords to be able to read ordinary books without feeling the need to look words up now and then. It is also worth pointing out that a given book always will contain fewer words than you need to read it - simply because you can't predict which of these words it actually will use. Of course you can read a book about gardening if you want to learn the names of flowers and gardening tools, but you can't prevent it from using rare words that aren't specifically garden related.

So what formal methods are available? The central idea is that spaced repetition is better than non-spaced repetition - or in other words: the worst possible technique is simply to repeat a word with or without a translation: horse cheval, horse cheval, horse cheval... or cheval, cheval, cheval *ad nauseam*. There are several systems which build on long-term repetition: flash cards, systems like Anki and Huliganov's Goldlists. Even the great Mezzofanti used flash cards, which are small paper cards in a box: if you know the word on the first card you remove it from the box, and if not it goes to the back of the box. Anki and similar software builds on the same principle, but includes an observation made by Herman Ebbinghaus, namely that the optimal repetition pattern is built on progressively longer intervals. Finally Huliganov's goldlists are built on a system where you first write the words you want to learn in sets of 25 in a book - and according to Huliganov that's all you do - don't try to memorize them using mnemonics or cramming. A couple of weeks later you 'distil' those lists, i.e. you transfer the words you still don't know to a second book, leaving aside the words you remember. And the same procedure is repeated again a couple of weeks later.

My own three column wordlist system differs from these three systems in the time frame: I'm more interested in doing a proper job during the first round, and then I only operate with one repetition round a day later - though it obviously would be worth following up

on this with one or more repetition round later - maybe using one of the long-term systems. My first observation is that the simple repetition cycle ("cheval horse, cheval horse") has to be broken, and the most logical way to do this is to learn words in blocks of five to six - just at the border of your short time memory, but not beyond it. So you make three columns and write 5-7 foreign words (while keeping your source within reach). When you are sure you can remember the meaning of each word you write their translations in the second column. Then you look through the original words with their translations, and then you cover the first column and fill out the third column in the third column and proceed to the next block of words. One day later you do a repetition round. I'm not very fuzzy about the way you do the repetition, but it is important that you do at least one repetition round.

Unlike Huliganov I do however believe in the use of mnemonics (or 'memory hooks', as I call them). But you don't have to build complete stories about each word - an association based on the beginning of a word will be just as efficient as a 'silly story' that relates to every part of it. Memory artists typically memorize a standard set of data and then they relate every item they have to remember to a member of that set. But their task is to remember a set of well known items in a specific order; your task is to learn unknown items without any particular order. That's not the same thing.

Finally: context. I often make wordlists directly from dictionaries, but only at a stage where even the unknown words remind me of other words - and besides I have probably seen many of them before without remembering them. I see this as some kind of 'mopping up' operation. The normal procedure at the early stages is to jot down unknown words when you work with a text or hear them. Maybe you have a guess at their meaning at this stage, but often it would disrupt your current activity if you had to look them up here and now. Leave that for later, when you make a wordlist or add the words to your flash card collection. But what role does the context play here? Well, it may give you hint about the idiomatic use of a word, and that's important. But do you really need to memorize a whole sentence to remember a word? I hope not, since I wouldn't even dream about doing it. The idiomatic context is mostly limited to a few words, and the broader context is only there to keep you amused.

I have not said much about activating your passive words, and it would be beyond the scope of this lecture to delve into this subject. However it cannot be stressed too much that you can't learn a language simply by amassing thousands of words. You need to use them to make them active, and it is not enough to construct sentences with the words on your lists. Both speaking and writing are more a question of getting a natural flow with the words you already know, and memorizing words can only help you with this by filling out some of the potholes along the way. YOU have to provide the bulldozer.

ALEXANDER DIMITRIS GEORGE RAWLINGS

How to learn and maintain multiple foreign languages

Како учити и одржавати више страних језика

Alexander Dimitris George Rawlings was born and raised in London and had a passion for languages from a very young age. In February 2012 he was named Britain's most multilingual student in a competition run by Harper Collins, after being tested for fluency in 11 different languages. He finished his degree in German and Russian at Oxford University, and now he is living and teaching different languages in Budapest.

The achievements of polyglots is often portrayed as exceptional, or out of reach for the average language learner. We describe these people as 'talented' or 'gifted', and some even have small scale cults of personality surrounding them. But is there really such a thing as a polyglot, meaning somebody who is just better at learning languages than other people? Or are polyglots really just the same as any other language learners, although perhaps a little further down the line?

In this talk I will draw on my own experiences of studying multiple languages to argue that anybody can be a polyglot. So long as certain steps are followed and particular principles are strictly adhered to, learning multiple languages is very much an attainable goal.

But after learning a language comes the more difficult challenge of maintaining it, and doing so while also moving on to study more. Many fear that learning new languages pushes the old ones out. Those who become polyglots are the ones that succeed at this stage. So why do so few make it past this point? Is there a secret to keeping it all going?
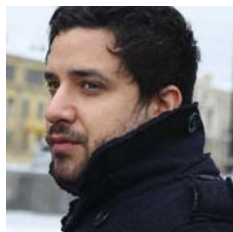
LUCA LAMPARIELLO
A Practical Introduction to Phonetics and Phonology
Практичан увод у фонетику и фонологију

Luca Lampariello has been studying foreign languages for over 20 years. He holds a degree in Electronic Engineering from La Sapienza University of Rome and attended the Higher Institute of Interpretation and Translation in Paris. He is fluent in ten languages and has coached hundreds of students using an original system of study to develop native-like pronunciation and syntactic capacity. Since 2008, his videos on YouTube and blog, The Polyglot Dream, have attracted thousands of followers and language learners all around the world.

Phonetics and phonology generally refer to fields within descriptive and theoretical linguistics, respectively, which study the sounds of speech and how sounds work within languages. For most foreigner language learners, however, these fields are not accessible in easy or practical terms. This lecture will present general overview of the role of sounds in foreign language learning with the goal of providing a more comprehensible, entertaining, and ultimately effective approach to language acquisition. The lecture will use practical examples and exercises to address the difference between pronunciation and intonation, the importance of intonation in successful communication, as well as suprasegmental or prosodic features common among European languages.

ALEXANDER ARGUELLES

Reading Literature in Foreign Languages: Tool, Techniques, Target

Читање књижевних дела на страним језицима: начини, технике, циљеви

Alexander Arguelles earned his B.A. in French and German comparative literature at Columbia University and his M.A. and Ph.D. in comparative historical religion and comparative historical Germanic linguistics at the University of Chicago. He held a post-doctoral research fellowship in Germany, has been a professor at universities in South Korea, Lebanon, and the U.S., a language specialist at the Southeast Asian Ministries of Education Organization in Singapore, and is currently associate professor and director of the language learning institute at the American University in the Emirates in Dubai. He is conversant in most living Germanic and Romance languages, has a reading knowledge of many ancient and medieval literatures, has developed professional abilities in Korean, and is working on doing the same with Arabic.

In this presentation, I will discuss the reading of literature in multiple foreign languages from three different perspectives. First of all, I will examine the use of literature (lengthy connected texts whose vocabulary and structure go beyond that of the conversational level) as a tool for overall language development in general and for vocabulary acquisition in particular, even for those who have functional communication as their main foreign language learning goal. Secondly, I will present and discuss a variety of different techniques that one can use to develop the ability to read literature in multiple foreign languages (extensive vs. intensive reading, facilitating the transfer of knowledge and skills from one language to another, knowledge of word families, use of dictionaries, bilingual texts, translations, audio books, and computer programs). Finally, I will present the argument that the ability to read literature (well-written, culturally significant works, artistically crafted with a conscious message) in multiple foreign languages is not only a target that can be attained with systematic planning and application, but a target worthy of scholarly attainment as an endeavour to raise the discipline of polyliteracy to a humanistic quest to understand and appreciate original, culturally significant texts from multiple times and places beyond one's own by adopting, at least during the act of reading, the culture and the mindset in which they were written.

LUIS MIGUEL ROJAS BERSCIA

Towards an ontological theory of language:
Radical Minimalism, Memetic Linguistics and
Linguistic Engineering, Prolegomena
Ка онтолошкој теорији језика: радикални
минимализам, миметичка лингвистика, језичко
инжењерство, пролегомена

Luis Miguel Rojas Berscia (1991) is a Peruvian linguist, holding a Licentiate degree from the Pontifical Catholic University of Peru (PUCP) with a thesis on the syntax and semantics of causative constructions in Balsapuerto Shawi and a MA from Radboud University Nijmegen with a thesis based on a thorough description of the Selk'nam language. He is currently doing a PhD at the Max Planck Institute for Psycholinguistics. His research hoists from two axes: linguistic theory and grammatical description. He is currently working on the development of an ontological theory of language and languages (Memetic Linguistics), and on the description and revitalisation of some South American languages: Shawi (Kawapanan), Munichi (isolate), Munichis Quechua (Quechuan) and Selk'nam (Chonan).

ποταμοῖσι τοῖσιν αὐτοῖσιν ἐμβαίνουσιν, ἕτερα καὶ ἕτερα ὕδατα ἐπιρρεῖ.
«Ever-newer waters flow on those who step into the same rivers.»
Heraclitus

In contrast to what has happened in other sciences, the establishment of what the study object of linguistics as an autonomous discipline is has not been resolved yet. Ranging from external explanations of languages as a system (Saussure 1916), the existence of an mental innate language capacity or UG (Chomsky 1965, 1981, 1995), the cognitive complexity of the mental language capacity and the acquisition of languages in use (Langacker 1987, 1991, 2008; Croft & Cruise 2008, Evans & Levinson 2009 et al.), most, if not all, theoretical approaches provide explanations that somehow isolated our discipline from developments in other major sciences, such as physics and evolutionary biology. In this lecture I will present some of the basic issues regarding the current debate in the discipline, in order to pull out some problems regarding the modern assumptions on language. Furthermore, a new proposal on how to approach linguistic phenomena will be given, regarding what I call "the main three" basic problems our discipline has to face ulteriorly. Finally, some preliminary ideas on a new paradigm of Linguistics which tries to answer these three basic problems will be presented, mainly based in the recently-born formal theory called Radical Minimalism (Krivochen 2011a, b) and what I dub Memetic Linguistics and Linguistic Engineering.

The lecture will be closed with a session on the role on construction vs. grammar learning for Second Language Acquisition, both as opposed but complementary ways for memetic learning and imitation in its more fundamental ways.

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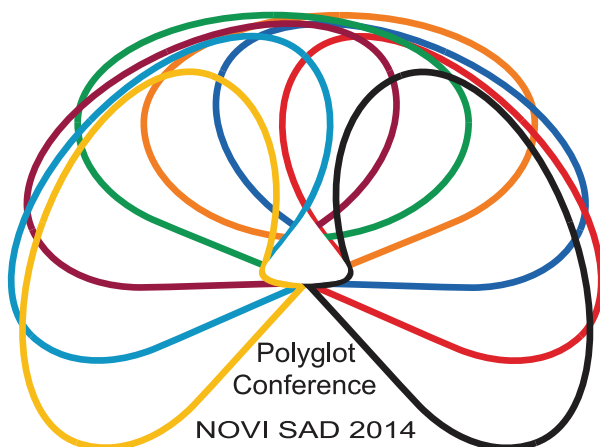
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