Preface to the Proceedings of the Eurolinguistics Conference 2017 at Volkshochschule Donauwörth

After the sudden unexpected closing of Europäisches Haus Pappenheim, where I had also organized three international Eurolinguistics conferences, I was very fortunate in getting the offer to continue many of my concepts as well as develop new ideas at a further-training institute for adults. The institute’s name is Volkshochschule Donauwörth (Vhs Donauwörth) and those who gave me this chance are the institute’s president, Paul Soldner, and its director, Gudrun Reißer. There had been some loose contact with them already since my time in Pappenheim and I am happy that my work made Paul Soldner and Gudrun Reißer have enough confidence in me establishing a new project section at their institution. We call this project section “Innovative Europäische Sprachlehre (InES)” ‘Innovative European Language Teaching’.

The InES project rests on two pillars:

1. The first pillar consists of developing, testing and offering more efficient ways toward foreign language competence, especially as a beginner: here, I continue to offer my three empirically already well analyzed language teaching models: Basic Global English, the Language Workout method in the form of SprachFitnessStudios ‘language gyms’ on European languages for homogeneous learner groups (from Europe), and the Sprach-Not-Arzt model ‘Language Emergency Doctor’ for heterogeneous learner groups from all over the world so that they can quickly acquire knowledge in a European language (here, German). Despite the already proven efficacy, I am constantly looking for improvements; meanwhile the 5th and improved edition of my Sprach-Not-Arzt book has been published (cf. Grzega/Sand/Schweihofer 2017). Recently, we have also tested out the concept of the Alphabet-Not-Arzt ‘Alphabet Emergency Doctor’ for those learners of German who are not familiar with the Latin alphabet yet; further, we are experimenting with new ways of training communicative competence on the intermediate level.

2. The second pillar consists of developing, testing and offering more efficient ways toward native language competence, especially regarding a better understanding of the interconnection between language, thought, and action: here, I continue to offer my Ort-und-Wort-Wanderung ‘Town and Tongue Tour’, which guides a group through the center of a European town, stopping at various spots, asking how things surrounding the group are and were designated in European languages and illustrating what the designations tell us about Europe’s cultural history. Besides, I have further elaborated my “edutaining” European quizzes, with additional audio and video material apart from questions. Based on such questions I published a European quiz book in a German and an English version (cf. Grzega 2017a, Grzega 2017b). Moreover, I have developed more interactive and “edutaining” lectures on the interconnection of language, thought and action in European languages, related to the following topics: music, food, celebrations, the use of numbers, freedom, peace, ecology and economy. The lectures are spiced up with musical performances related to the topic. Sometimes, such lectures require extensive research as part of the project. The research results have partly been gathered in a book (Grzega 2017c): The main parts of the book are written in a style for a broad audience; the footnotes and the appendix give all necessary academic figures, brief definitory discussions and concrete sources. I have also started to create interactive poster series: The two series that exist so far (in German) are “Language and..."
Peace” and “Language and Ecology”. Finally, we have begun to offer cultural training and political education by using poems that are intelligible all over Europe (Grzega 2017d) and by using musical renditions of some of these poems.

In addition to on-site offers in Donauwörth and other parts of Germany, we have started to give insight into our project work by recording a few videos with examples and putting them on YouTube (they can be found by inserting “Innovative Europäische Sprachlehre” into the search line or looking for entries under my user name “Joachim Grzega”).

I would like to emphasize, again, that all activities in the InES project are Eurolinguistic stricto sensu: This means that that all measures take into account all large sub-zones of Europe, no matter whether a political, geographical or cultural definition is set for a certain topic (cf. the definitive discussion in Grzega 2012 and 2013). It is in this vein that we should understand Eurolinguistics as a discipline of its own—a discipline that helps us see the true core of Europe and understand differences within Europe, thus delivering for more empathy within Europe and beyond. This is why I have again added the 2015 Memorandum at the end of this issue.

As part of the InES project, we were able to carry out the first international Eurolinguistics conference at Vhs Donauwörth from 29 September to 1 October 2017. Here too, contributions were supposed to relate to all large geo-cultural zones of Europe—either in the results or in a new methodology. Apart from the academic contributions, the international audience was entertained with (a) the musical version of poems that do not have to be translated because they consist of words, phrases and word-elements known all over Europe, (b) a tour through Donauwörth relating to the European history of designations, (c) new publications from Applied Eurolinguistics.

Since it is the goal of the InES project to make a general public more empathetic for linguists and linguists more empathetic for the general public, I also included (as I did at my previous Eurolinguistics conferences) a section in which all guest speakers briefly presented their results from academic research in a style that was also intelligible for laypeople and that attracted some of them to formulate interesting questions. This section was well received by both laypeople and researchers alike. Our thanks go to all conference participants who engaged in this attempt to make academic research interesting for non-experts.

In the organization of the conference, I was assisted by Vhs Director Gudrun Reißer, whom I would like to thank for this. Financial help for the conference came from Donauwörth’s Lord Mayor Armin Neudert (who also opened the conference), Sparkasse Donauwörth, and Raiffeisen-Volksbank Donauwörth. People who participated in the conference were from all areas of Europe: the west (Germany, Austria), the south (Spain, Italy), the east (Hungary, Poland) and the north (Sweden). Some of the presentations given at the conference are published in this volume. These researchers and topics are:

- Prof. Dr. **Rosa Maria Calafat Vila** (University of Palma, Spain): “Lenguas minorizadas europeas: texto y contexto – actitudes lingüísticas del hablante”
- Prof. Dr. **Magdalena Szulec-Brzozowska** (University of Lublin, Poland): “EUROJOS: A Project for Developing Cognitive Definitions of Selected Concepts Across Europe”
- **Marlene Herrschaft-Iden** M.A. (University of Passau, Germany): “The Notion of Europe in British Conservative Parliamentary Speeches”
- Dr. **Bea Klüsener** (Vhs Wuppertal & University of Eichstätt-Ingolstadt, Germany): “120 Years of Dracula – An Essay on Vampires and Other Blood-Suckers in European Literary and Non-Literary Discourse”
• Prof. Dr. **Joachim Grzega** (Vhs Donauwörth & University of Eichstätt-Ingolstadt, Germany): “Qualitative and Quantitative Comments on Peace and War from a Eurolinguistic Perspective”

• Prof. Dr. **Laura Ferrarotti** (University of Rome-La Sapienza, Italy): “English in the Linguistic Landscape and Its Potential for English Language Teaching”

• Prof. Dr. **Joachim Grzega** (Vhs Donauwörth & University of Eichstätt-Ingolstadt, Germany) & Dr. **Bea Klüsener** (Vhs Wuppertal & University of Eichstätt-Ingolstadt, Germany): “New Ideas for Testing and Training Communicative Competence”

In addition to the papers published here, Prof. Dr. Dr. **Wolfgang Dietrich** (University of Innsbruck, Austria, UNESCO Chair of Peace Studies) spoke on “Interpretations of the Many Peaces in History and Culture”, capturing them under the categories energetic peaces, moral peaces, modern peaces, postmodern peaces and transrational peaces. Prof. Dr. **Bernhard Pöll** (University of Salzburg, Austria) offered “Some Comments on Pluricentric Languages in Europe” and showed that pluricentrism can be understood as a purely descriptive concept, or as a political concept supporting measures that make a speech community distributed over more than one country accept the co-existence of several standard norms. Prof. Dr. **Manuela Cipri** (University of Rome-La Sapienza, Italy) gave an insight into gender-related stereotypes (“Stereotipi di genere nella cultura europea”), bringing together observations from linguistics, semiotics and arts. Ass.Prof. Dr. **Andrea Reményi** (University of Budapest-Piliscsaba, Hungary) presented her theoretical and practical thoughts on “EU Integration Through a Possible New (Language) Teacher Exchange Programme”, based on a number of empirical data (such as interviews). Dr. **Beyza Björkman** (University of Stockholm, Sweden) presented several findings on “English as a European Business Lingua Franca” (focusing on pragmatic aspects) and also answered quite a number of questions on English as a European Lingua Franca in general.

The contributions at the conference also related to aspects of peace, sometimes very directly (as in the talks by Grzega and Dietrich), sometimes indirectly—in the lexical treatment of different social groups (as in the talks by Klüsener and Herrschaft-Iden), in linguistic rights and tolerance (as in the talks by Calafat and Pöll), in the development of intercultural linguistic competence (as in the talks by Reményi and Björkman and the didactic ones by Ferrarotti as well as Grzega and Klüsener). Applied Eurolinguistics, indeed, can well be seen as a branch contributing to Peace Studies—especially at times where peace is more and more threatened.

*Donauwörth/Eichstätt, December 2017*
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