UNIVERSITY OF JYVÄSKYLÄ

VOCABULARY FOR THE STUDENT OFFICE PERSONNEL OF THE HÄME POLYTECHNIC
A Resource/Self-Study Material Package

A Pro Gradu Thesis

by

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ENGLANNIN KIELEN LAITOS

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Sanaston hallinta on tärkeä osa kielitaitoa. Vieraan kielen sanojen oppimiseksi ja opettamiseksi on olemassa monenlaisia tapoja. Sanaluetteloiden ulkolukua ei enää pidetä tehokkaana menetelmänä. On huomattu, että sanojen oppiminen kontekstissa, niiden päättely asiayhteydestä ja erilaiset mielikuvat tehostavat oppimista. Erityisen tärkeää on, että sanoja käytetään aktiivisesti jo silloin, kun niitä opetellaan ja tuotetaan joko puhuttua tai kirjoitettua kieltä ko. sanoja käyttäen. Vain näin sanoja voidaan oppia käyttämään todellisissa tilanteissa. Sanaston opettamisessa on viime aikoina kiinnitetty yhä enemmän huomiota opiskelijoiden yksilöllisyyteen ja tarpeisiin. Tämän seurauksena on korostettu sekä opiskelijoiden työssään tai opinnoissaan tarvitsemaa sanastoa (English for Specific Purposes) että mahdollisuutta itse valita opittavat sanat, oppimismenetelmät jne. Erityisesti on tähdennetty sitä, että sanojen opettamisen sijasta tulisi opettaa, *kuinka* sanoja voi oppia. Tällöin oppijat voivat edistyä itsenäisestikin.

Opetusmateriaalipaketin tarkoituksena on toimia opiskelumateriaalina Hämeen ammattikorkeakoulun opintotoimistojen työntekijöille. Kansainvälistymisen myötä ammattikorkeakouluilla on yhä enemmän yhteyksiä ulkomaisiin oppilaitoksiin. Opintotoimistossa työskentelevien kielitaidon, etenkin englannin kielen taidon, tarve on kasvanut. Englantia tarvitaan ulkomaisia opiskelijoita tai opettajia opastettaessa ja yhteyksiä ulkomaisiin oppilaitoksiin hoidettaessa.

Materiaalipaketissa keskitytään opintotoimistojen työntekijöiden työssään tarvitsemaan ammattikorkeakoulussa opiskelemiseen liittyvään sanastoon. Tarkoituksena on 1) esittää keskeiset opintotoimistojen työntekijöiden työssään tarvitsemat ammattikorkeakoulukontekstiin liittyvät sanat sanaluetteloina, 2) ohjata opiskelijoita sanaston itsenäiseen opiskeluun ja 3) antaa mahdollisuus harjoitella pakettiin koottuja sanoja ja niiden käyttämistä. Materiaali on tarkoitettu pääasiassa itsenäiseen opiskeluun. Sen avulla erilaiset oppijat saavat mahdollisuuden yksilölliseen työskentelyyn.

Materiaalipaketti on jaettu neljään osaan: 1) Käyttäjän opas, 2) Sanastonoppimismenetelmiä esittelevä osa itsenäisen opiskelun ja edistymisen mahdollistamiseksi, 3) Harjoitusosa AMK-sanaston opettelua ja käytön harjoittelua varten, joka on jaettu teemoittain kahdeksaan kappaleeseen, joihin sisältyy tunnistusosa, sanastoa esittelevä osa, tuottamisosio sekä menetelmäharjoitus. Lisäksi ᵛᐟ sanaluettelot, joissa sanat esitetään aakkosjärjestyksessä käännösvastineineen (suomi-englanti, englanti-suomi).

Asiasanat: vocabulary, vocabulary learning, vocabulary teaching, elaboration, English for specific purposes, polytechnic

CONTENTS

1 INTRODUCTION

Vocabulary is an important aspect of language use: we may know grammar of a language or how to produce its sounds, but without words to express various meanings, meaningful communication is not possible (see e.g. McCarthy 1990:viii, Wallace 1982:9). Vocabulary can be seen as one part of language proficiency along with, for example, grammar and knowledge of the structure of a language. Lexical competence has been defined as knowledge about vocabulary use and ability to actually use it. This competence is regarded as part of language competence along with grammatical, semantic and phonological competence. Language competence, again, can be seen as one aspect of communicative language competence, which also includes sociolinguistic and pragmatic competence. (Council of Europe 1998:72.)

Though vocabulary learning was a neglected area of second language learning research for some time (Carter and McCarthy 1988), there are now various views and theories about how vocabulary is learnt most effectively. Memorising word lists is no longer seen as a useful method, instead, acquiring words from context, inferring their meanings or using associations or experience are considered effective. One of the recent theories that has influenced vocabulary teaching is elaboration theory, based on cognitive and constructive learning theories. It emphasises the importance of learners producing language using words they are to learn (see e.g. Kristiansen 1998). Only by actively using words can they be learnt for production. In general, it is considered most efficient to learn words by combining various methods (see e.g. McCarthy 1990). In addition, recent trends in teaching foreign language vocabularies have focused on independent learning and, therefore, the learner's control and teaching how to learn words (e.g. Wallace 1982, McCarthy 1990, Kang and Golden 1994). The kind of vocabulary learners need, for instance, at work, has become an important factor in selecting words for teaching. This kind of specialised vocabulary is often seen as the most important element in English for specific purposes (see e.g. Robinson 1991:27-28).

The present material package is designed for the student office personnel of the Häme polytechnic. Polytechnics are a new sector in Finnish higher education system, founded during the 1990s, after which they have rapidly

established extensive international contacts. This and other internationalisation objectives of polytechnics imply, for instance, that foreign languages are taught as well as used as a medium of instruction. Students are recommended to carry out parts of their studies abroad, and the institutes in Finland are eager to take in foreign students. Consequently, polytechnic staff needs to be able to, for instance, give information about the institute, tutor in a foreign language and assist in student and teacher exchange. Such matters are primarily taken care of by student offices (*opintotoimisto*). Therefore, the personnel of a student office need to have such language skills that enable them to function in their work. The Häme polytechnic is a large institute (nine units, 6000 students, 500 staff members), the international contacts of which include teacher and student exchange as well as co-operation with businesses. About one third of the students go abroad to study and more than one hundred foreign exchange students come to the institute annually. In addition, the institute offers several courses/programmes in English. Therefore, being able to use English to advice foreign students or teachers and take care of some international contacts, is an important aspect of the professional skills of the student office staff. It was perceived (learners, head of the language centre) that a self-study material package focusing on specific vocabulary, namely the vocabulary relevant to the polytechnic context, would be useful for the personnel of the student offices.

The focus of the material package is on words related to the polytechnic context. The aim is to present a central polytechnic-related vocabulary needed by the student office personnel in their work. It will function as reference/resource material from which the users can find words specific to the polytechnic context. To achieve this, part 4 of the material package presents alphabetical lists of polytechnic related terms. In addition, the aim is to instruct users/learners on how to study the vocabulary in question on their own. It has been noted that making learners aware of how words can be acquired facilitates learning and particularly independent progress of learners. For this purpose, part 2 introduces techniques and strategies that can be used to learn foreign language vocabulary. Further, the aim is to provide material (texts, tasks) to help users/learners practise using words, and to retain and learn them. Part 3 contains exercises for this purpose. The units begin with texts and tasks in which learners are asked to recognise or infer words related to the theme of the

unit. The purpose is to activate learner's previous knowledge and schemas (constructivism). The exercises of each unit contain controlled practice requiring only production of words presented in the unit, and production tasks (mainly based on elaboration theory) requiring learners to actually use the words to produce meaningful communication. In tasks, words are mostly presented in context, not as isolated elements. The objective is to prompt learners to use language and words in situations that resemble their real life working situations, since only by using words can they be acquired for production. Each unit also contains an exercise in which methods for learning words (introduced in part 2 of the material package) are practised using the vocabulary of the unit.

Learning theories relevant for the present material package are presented briefly in Chapter 2. Chapter 3 contains definitions of the concept of word and various kinds of vocabularies. In Chapter 4, the focus is on matters concerning learning and teaching foreign language vocabulary. First, opinions about what it is to know a word are introduced. Second, two aspects of vocabulary knowledge, namely comprehension and production are examined. Third, issues pertaining to selecting, organising and presenting vocabulary for teaching and other aspects worth considering when teaching words are discussed. Fourth, vocabulary learning strategies and learning words in context are considered. Finally, frequent exposure and the number of words to be taught are discussed. Chapter 5 provides an introduction to ESP, particularly vocabulary in ESP. The framework for the present material package is discussed in Chapter 6. The material package itself (Chapter 7) is followed by conclusions.

2 LEARNING THEORIES

The development of learning theories that have influenced foreign language teaching may been seen from fairly mechanistic behaviorism towards learner-centred constructivism. In the following, the learning theories considered important for the present material package are shortly introduced with particular focus on the way they see learning of a vocabulary in a foreign language.

According to a **behaviorist** view (Ellis 1985:12, 20-21), learning is based on stimulus-response links. Learning is habit formation, which can take place either by imitation or by reinforcing learners' responses to stimuli (linguistic input). Kristiansen (1993:105-106) observes that behaviorism has had its influence on vocabulary learning methods, in which disconnected sentences or separate words to be filled in sentences have been used. For instance, drills and fill-in exercises are still frequently used in foreign language teaching. However, such methods do not require deep processing or use of prior knowledge, but are rather based on repetition. In addition, they do not necessarily contain any relevant matter to learners and do not arouse their interest. Therefore, they do not cause permanent changes in learners' knowledge structures.

The behaviorist view was challenged from the 1960s onwards (Ellis 1985:12). As observed by Kristiansen (1993:106, 1998:17, 21-24), behaviorism can be criticised because it does not require connecting new information with prior knowledge, and therefore, learner's knowledge structures do not change. The cognitive theory may be seen as an antagonist to behaviorism. It emphasises organising and transforming information so that it can be assimilated with a learner's prior knowledge structures. According to the present **constructive** approach, which is largely based on cognitive psychology, learning is directed by a learner's existing schemas of a given topic. It is a result of a learner's activity, and therefore reflects his/her attention, interpretation and actions. Therefore, tasks such as multiple choice or adaptation are not regarded as efficient for learning. Von Wright (1992:16, 20-21) notes that according to constructivism, learners have an active role in setting their own goals, looking for information and feedback concerning the

world and themselves. Teaching should be based on a learner's individual way of perceiving and interpreting the world. As observed by Anderson (1985), cognitive and constructive views emphasise connecting new items, such as words, to several experiences when learning them. This creates numerous retrieval paths for items, so that if one of them fails, there are others to use instead.

Another theory important to the vocabulary learning is **schema theory**. Kristiansen (1998:25-30) points out that the concept of schema was introduced in learning theories by Sir Frederick C. Bartlett, who showed that knowledge is stored in memory in schemas (abstract, organised entities), not as haphazard, separate elements but as organised structures. The concept of schema also refers to the fact that we organise knowledge as hierarchical entities (schemas, scripts, internal models). According to Atkinson et al. (1996:291), schemas influence both encoding new information and retrieval from memory. If a particular schema is active when we, for example, read a text, we encode facts related to that schema. When recalling the text later, schemas aid in searching items from memory. Kristiansen (1998:25-30) notes that according to schema theory, prior knowledge helps to organise items to be learnt in long-term memory. The more organised the existing schema, the easier it is to interpret and assimilate information relating to it. If new items are unrelated to prior knowledge, learning will not be effective. Learning may be seen as verifying existing schemas, adding new to them, and building new schemas. The way schemas facilitate remembering target words has been illustrated by e.g. Dorobish and Walls (1998). Learners may be presented with a list of cue word and target word pairs such as *page-BOOK, ball-BAT*. After studying words, learners are given lists of only cues and asked to remember the target words. For instance, if *bat* was originally in a person's baseball schema instead of a night-flying animal schema, baseball context will be more likely than animal context to help remember *bat*. Therefore, cue words and pictures may be used to activate a conceptual schema for a word and to aid recall. The additional context provided by the cue is supposed to encourage more meaningful encoding and meaningful retrieval from a larger semantic context.

Elaboration theory has recently influenced the way vocabulary is taught. Kristiansen (1998:32-34) notes that both schema theory and elaboration theory

emphasise the importance of learners construing their own knowledge structures with the help of prior knowledge, by elaborating and applying. An individual's cognitive and emotional schemas direct dealing with new information. According to Levin (1988), elaboration includes constructions, additions, and generations that enhance meaning and therefore facilitate remembering items to be learnt. Consequently, it involves items that do not need to be remembered as such, but that facilitate storage in memory. Basically, elaboration refers to the depth, expanse and diversity used in processing new information and in connecting and assimilating it with prior knowledge (Anderson 1985).

Kristiansen (1998:32-34) observes that using a new word both in communicative sentences that learners create as well as in wider contexts integrates new items into existing knowledge networks. Learning is most effective when knowledge is adapted to fit an existing schema by learners themselves (self-generated elaboration). According to Atkinson et al. (1996:284), the more the items are elaborated, the better they are later recalled or recognised. This is because the more connections we establish between items, the larger the number of retrieval routes and if one route fails, there are others that may be used. Kristiansen (1998:51) points out that elaboration techniques may have always been used for learning, but have been studied only since the 1960s. From L1 learning, elaboration was expanded to be used in foreign language learning, and has later been recognised to be an efficient strategy in learning various subjects.

As observed by Kuusinen and Korkiakangas (1995:60-61), learning may be viewed on two levels: in surface processing, attention is paid to a text itself rather than its content. Details are detached from the whole and parts of a text are treated as unconnected with one another. In deep processing, attention is paid to the meaning and content of a text. Learners attempt to express the idea of a text with their own words and connect it with their prior knowledge. Kristiansen (1998:35, 49) points out that the retrieval of items, such as words, requires deep processing, for instance, elaboration. Kristiansen (1993:108, 114, 1998:48-49) further notes that in surface processing, attention is paid to the appearance of words and memorising them. Vocabulary is often practised using surface processing methods focusing on separate elements (e.g. multiple

choice tasks). These create no retrieval cues and words are easily forgotten. However, when deep processing words, learners use them in communication and therefore they have to constantly use and retrieve previously learnt words and structures. Producing language requires learners to use their prior knowledge and assimilate new linguistic items with it.

Kristiansen (1993:109, 1998:51-63) notes that early studies on elaboration showed how forming various kinds of sentences with new words aided memorisation of these words, and that the superiority of elaboration techniques to rote rehearsal has been repeatedly proved in empirical experiments. Results of research on elaboration may be summarised as follows (Kristiansen 1998:51-63): The quality of elaboration as well as whether it is produced by learners themselves are important for retrieval. The most useful way seems to be that learners produce communication of various kinds. Remembering words is facilitated if the generations made by learners are precise, specific, interesting or unique. It is useful if the sentences generated by learners are long and complex, and if they include cause and effect (see also Anderson 1985, Levin 1988). Creating bizarre images or writing crazy stories has also been proved to be effective.

Kristiansen (1998:107-110) notes that elaboration begins with one foreign language word. Examples are provided, and learners are asked to construct their own sentences including a given word. Later, two words can be given for elaboration, but more than two words to be elaborated should be written down. It is useful to write down elaborations as well, since writing requires the brain to process the task more, which facilitates committing words to memory. Elaboration tasks may require a learner, for instance, to use a new word to make a (long) sentence or a question, to lengthen, continue or alter a sentence, to add a cause or effect to it, to include words with quite different meanings to one sentence, or to make crazy sentences. In addition, questions are central to elaboration. Atkinson et al. (1996:284) note that the questions set up a meaningful connection, a retrieval path between items and therefore, for instance, questions about causes and consequences are effective. According to Kristiansen (1998:94-97, 102), research on learning has shown that asking questions and trying to answer them is more efficient than simply answering questions.

Kristiansen (1998:63, 105-106) points out that in vocabulary elaboration, learners' own thinking is central: they generate communication by themselves. In addition, elaboration enables practising items that interest learners, not only teachers or material writers. Elaboration facilitates storage and retrieval of vocabulary items because when learners elaborate, they produce communication relevant to themselves and express their ideas using words to be learnt. This is usually regarded as motivating and interesting by learners. Levin (1988:191) observes that one of the advantages of elaboration is that it may be used by all learners regardless of their age or language proficiency.

3 WORDS AND VOCABULARIES

It has been claimed that vocabulary and vocabulary learning have been neglected by research (see Ellis 1985:5, Carter and McCarthy 1988:1, Broeder, Extra, and van Hout 1989:88). However, as observed by, for instance, Allen (1983:1, 5) and Laufer (1989:10), vocabulary has gained in interest after 1970s, and vocabulary learning has become to be considered an important aspect of learning a language (see Chapter 4). One reason for this is the awareness of the fact that communication often breaks down due to lexical problems. In this chapter the concept of a word and different types of vocabularies are discussed.

When we talk about vocabulary of a language, we assume that it contains the words of that language. However, deciding what items of language actually are words is not always easy. Carter and McCarthy (1988:18) note that to discuss vocabulary learning, it needs to be assumed that a language has "things called words", which are freestanding and consist of meaningful 'bits' of language. McCarthy (1990:3) explains that meaningful, freestanding items of language, such as the word *eating*, may again contain freestanding items (e.g. *eat*), and bound (non-freestanding) items (e.g. *-ing*). *Eat* and *-ing* are morphemes, while *eat* and *eating* are words, because they are meaningful by themselves. According to a conventional view (Sinclair and Renouf 1988:147), a 'word' means a unit of language comprising a base form, such as *give*, and an associated set of inflections (e.g. *gives, giving, gave, given*).

Difficulties in defining a word are discussed by Jackson (1988:1-17). In writing, a word is often regarded as an item bounded by spaces, but some items are problematic, such as *can't*: it contains the items *can* and *not*, so should it be taken as one or two words? Other problems of deciding whether particular items should be seen as one or more words may be caused by homographs (words pronounced in a number of ways, e.g. *bow*), homophones (different spelling and meaning though pronounced the same way, e.g. *feet-feat*), homonymy (different meanings but the same form, e.g. *bank*) or polysemy (a word has a number of senses or variants of one meaning, e.g. *grow*).

Jackson (1988:6-8) suggests that words with alternative spellings (e.g. *analyse/analyze*) or pronunciations (e.g. *either*) be regarded as variants of one word. As pointed out by Wallace (1982:14), in case of inflection (e.g. *sew,*

sews, sewing, sewed, sewn), items are different words ortographically, phonologically and grammatically (occur in different grammatical contexts), but if meanings are considered, they are variant forms of the same word. Further, items such as *bank* in *he was sitting on the bank of the river* vs. *I'm going to the bank to cash a cheque* may be treated as different lexical items but one word, since they have different meanings but the same form. Jackson (1988:9-14) defines lexemes as "the base forms of the words from which other forms are considered to be derived" (e.g. *sing*). Words such as *singer* should be seen as separate lexemes from their head words since they belong to a different word-class, and are frequently used in different ways in the sentence structure. In addition, there are multi-word lexemes, which according to McCarthy (1990:6, 8) include compounds, idioms, binomials and trinomials, and should be treated as single lexical items, because their meanings cannot be analysed by breaking them into smaller parts.

A distinction may be made between lexical and grammatical words, or content and structure words (Jackson 1988:15-17, Wallace 1982:18). Lexical/content words are necessary words that carry referential meaning, while grammatical/structure words make a sentence grammatically complete and provide connections to other sentences but are nearly "empty" in meaning in isolation. However, this distinction is not clear-cut.

The relationships of a word with both other words as well as with our experience of the world are important not only in understanding the meaning of a word but also in learning it. Jackson (1988:50-55) notes that the relation between words, items and phenomena that we talk about is called reference or **denotation**. This relation is arbitrary so that there is no reason why a particular word is in a relation of reference to a particular item, thing or phenomenon. Some lexemes refer generally, others more specifically, since the lexemes of a language reflect the distinctions that speakers want to make, and particular groups may wish to make finer distinctions than others. Therefore, specialist groups often have a vocabulary to talk about their specialism. Wallace (1982:18-19) points out that some words may have numerous denotations depending on context. This seems to be the case for many common words, while technical words tend to have one specific meaning, which may make them easier to learn. Jackson (1988:58-60) observes that **connotation**, in turn,

has to do with associations that a word has in addition to its denotation. Connotations may vary from generation to generation, from individual to individual depending on experience. The denotations and connotations of a lexeme depend on linguistic and situational context.

Meaning relations between words are called **lexical or sense relations** and are defined by McCarthy (1990:15-16) as having to do with how words are related to one another in terms of their meanings, how they are similar or different, whether they can substitute one another, and so on. According to Jackson (1988:64-67, 75-76), such relations include synonymy, antonymy, and hyponymy. First, words are synonyms if they have the same meaning. Synonymy can be either strict (words can be used interchangeably in all contexts), or loose (words may be substituted for one another in a wide range of contexts but not absolutely). Second, antonymys are words having opposite meanings (e.g. *small-large, alive-dead, wife-husband*). Third, hyponymy as described by McCarthy (1990:19), is a relationship of inclusion, so that words may be organised hierarchically (e.g. *fruit*: *apple-orange-peach* etc.)

Syntagmatic lexical relations of a word with other words include collocational meaning and fixed expressions (Jackson 1988:96-108). McCarthy (1990:12, 14) points out that collocation is an important element in the study of vocabulary, since it is a significant organising element in languages. Some words go together more firmly than others, and knowledge of collocation then concerns knowing what words are most likely to co-occur (see also Section 4.3.4).

Words may be seen as belonging to various types of vocabularies. For instance, Carter (1988:171-172) draws a distinction between core vocabulary (neutral, central to the language), subject-core (core and neutral to a particular field or subject; associated with a specialised topic), and non-core (expressive of subject). Widdowson (1983:92-93) observes that some words are schematically bound, while those that are not may be interpreted in various ways, and are said to have high indexical potential. These are frequent and occur in a wide variety of texts. For instance, *do* (as a pro-verb) can refer to any activity, and has therefore high indexical potential, while *dote* is more specific and indexical in use to a narrow range of reference. Words with a wide indexical range belong to procedural vocabulary which structures and supports

the specific, field-related vocabularies. Procedural vocabulary then refers to words that are used to talk about other words, defining them, for instance (McCarthy 1990:49-50).

4 TEACHING AND LEARNING FOREIGN LANGUAGE VOCABULARY

Wallace (1982:9) points out that in a sense, learning a foreign language may be considered basically learning the vocabulary of that language, though the system of a language (grammar/structure) is important as well. However, one may posses a good knowledge of this system but not be able to communicate in that language, while if one has the vocabulary, it is usually possible to communicate to a certain extent at least. The same is noted by Kristiansen (1998:47), who also remarks that the first prerequisite of communicative language use is knowing the vocabulary, the second is using it in novel situations of language use when learning the language. If the second prerequisite is not met, transfer to communication situations of real life will not be achieved. As observed by Broeder, Extra, and van Hout (1989:87), most learners attach great importance to vocabulary, since on it depends their ability to communicate.

However, as noted by Carter and McCarthy (1988:39-52), from around the 1930s to 1970, vocabulary was not considered an important aspect of learning a foreign language. Structural linguistics emphasised phonology and syntax, so sounds and grammatical structure were seen to be the most important aspects of language. In the 1970s, however, the importance of vocabulary started to be acknowledged. Vocabulary was seen as a language skill, with the responsibility of learning it shifting to learner. Learning words from lists was no longer seen as the best method, instead, words should be learnt in context and contrast (e.g. sound: *wine/whine*). In the late 1970s, in addition to interest in studies of the lexicon, the needs of learners, such as specific purposes, became increasingly important. Vocabulary was seen as a resource for communication. The trend of identifying useful, generalizable vocabulary that target groups may use as a resource continued into the 1980s.

Carter and McCarthy (1988:49) point out that the central features of the recent trend in vocabulary teaching have been assisting learners to learn and personalising vocabulary learning according to the purposes and needs of learners. For instance, in a vocabulary expansion section in a course book by Ellis and Sinclair (1989a, 1989b), learners are asked to consider what words

are important for them to learn and to assess and keep record of their performance. According to Wallace (1982:34, 64-65), "learners can be their own best teachers" and advance quickly on their own, if they can correct their answers and are exposed to target language in an appropriate way (e.g. suitable reading matter). McCarthy (1990:129-130) observes, too, that vocabulary learning is a particularly productive area for the encouragement of learner autonomy. He suggests that learners be invited to develop their personal learning styles in, for instance, memorising and retaining words, and given control such as the use of an individual way of recording words, making idiosyncratic associations for them, or testing themselves. Morgan and Rinvolucri (1986:9) advice that learners produce their own pictures as frames for new words or choose the words they want to learn or teach to each other. The effectiveness of the learner's control has been demonstrated by a study (Atkinson 1972 as quoted by McCarthy 1990:130) in which learners who were allowed to control how they learnt words performed 50% better in retention tests than when they studied random wordlists. Kang and Golden (1994:57) note as well that it is important to help learners develop skills to understand and learn vocabulary on their own. According to them, the most efficient way to do this is to help learners to develop strategies to use internal and external contexts to infer word meanings (see Section 4.4.1).

In this chapter, some issues concerning teaching and learning foreign language vocabulary are discussed. First, various views on what it is to know a words are presented. Second, the distinction between comprehension and production is introduced in general level, and in Section 4.2.1, the concept of comprehension is discussed with the focus on understanding and storing words in memory, while Section 4.2.2 deals with the main aspects of production, namely vocabulary use and retrieval of words from memory. In Section 4.3, the focus is on vocabulary teaching, particularly criteria to select vocabulary for teaching (4.3.1), the ways of organising vocabulary for teaching (4.3.2), matters concerning the presentation of vocabulary (4.3.3), and some aspects that need to be taken into account when teaching vocabulary, such as collocations and word formation (4.3.4). In Section 4.4.1, techniques and strategies for vocabulary learning are presented. In 4.4.2, learning vocabulary by translation (word lists) and in contexts are discussed. Section 4.5 is

concerned with an important question pertaining to learning lexical items: how often should a word be repeated for it to be actually learnt?

4.1 Knowing a word

It is common to talk about learning words, teaching words or knowing a word, but there are various notions about what is meant by knowing a word. What seems to be in common to most of these views is that basically, knowing a word is seen as both understanding it and being able to use it. For instance, knowing an item of vocabulary may be seen as meaning at least understanding its meaning and being able to use it correctly (with right collocates, in appropriate contexts) (Yin 1980:76, 78). In addition, Channel (1988:84-85) points out that the learner has learnt a word when it can be recognised and understood both in and out of context, and used naturally and appropriately. Acquisition of individual words consists first of comprehension, then of comprehension and production (receptive control is gained before active control, see Section 4.2). Moreover, some vocabulary items may never enter a productive word storage, but remain part of receptive competence.

According to Wallace (1982:27), "knowing" a word in a target language may mean the ability to:

(a) recognise it in its spoken or written form;
(b) recall it at will;
(c) relate it to an appropriate object or concept;
(d) use it in the appropriate grammatical form;
(e) in speech, pronounce it in a recognisable way;
(f) in writing, spell it correctly;
(g) use it with the words it correctly goes with, i.e. in the correct collocation;
(h) use it at the appropriate level of formality;
(i) be aware of its connotations and associations.

Wallace (1982:9-13) also lists the following symptoms of poor vocabulary learning :

1. not being able to remember vocabulary that has been taught
2. using vocabulary that is inappropriate in a given situation (progress of a ship measured in knots, not miles/kilometres)
3. using vocabulary at the wrong level of formality
4. having a vocabulary that is not right for one's needs
5. unidiomatic use of vocabulary
6. meaningless use of vocabulary
7. using dictionaries incorrectly
8. using incorrect grammatical forms, pronunciation, stress or spelling

Madden (1980:112-113) points out that there are words in three levels of competence in our vocabularies: 1) words recognised and understood but not used, 2) words we know how and when to use, but cannot define and 3) words we can define. Words may enter our vocabularies at any of these levels. Ordinarily a word comes to level 1, proceeds to level 2 through encounters in contexts, and to level 3 through successful use. However, this may take time, and some words remain at level 1. According to Meara (1989:70), we need to distinguish between a) words we know well, b) words we know partially, c) words we know we knew, but cannot remember, d) words we have entirely forgotten but would remember if our memories were jogged, and e) words we never learnt. Dollerup, Glahn, and Hansen (1989:30-31) suggest that there are three parts in our vocabularies: words we know, the strategies we use for decoding words and understanding, and the text in which words occur. When we read a text, for instance, it is possible to combine the knowledge of words and the strategies for decoding them.

Summers (1988:115) notes that in spite of how knowing a word is defined, it seems that need and acquisition are closely connected: if a word is important to the learner, it is likely to be remembered, but if detailed understanding is not needed, there is no need to acquire a specific meaning. Other factors that influence our perception and, therefore, learning a word include its pronunciation, the kinetic sensation of mouth, nose, lungs and throat, the shape on a page, TV screen etc., conventional associations such as metaphors, collocations, literary associations, the associations the word has for the individual learner, and the situation of encountering the word (context of utterance/text, people, time, place etc.) (Morgan and Rinvolucri 1986:5-6).

4.2 Comprehension and production

Comprehension and **production** are two aspects of knowing the vocabulary of a language. According to Nattinger (1988:62), comprehension depends on strategies that permit one to understand words and store them in memory, while production includes strategies that activate the storage by retrieving words from memory, and by using them in appropriate situations. Therefore, it has been suggested that comprehension and production are distinct skills for

the learning of which different methods are important. To describe the same aspects, terms receptive and productive vocabulary are used by, for instance, Wallace (1982:23), who notes that learners are usually able to recognise more words than they can produce, since it is difficult to produce a word correctly (pronounce and spell correctly, use a correct grammatical form, or use it in an appropriate collocation). Therefore, more work is required for acquiring a productive vocabulary of, say, 2000 words than a reading vocabulary of the same number of words. Most language learners become aware of the fact that more words are understood than used, and not all that have been learnt for understanding become part of the productive vocabulary (see e.g. Allen 1983:105).

Theories about how words are organised in mind are rather complex, and will not be discussed in detail here. It should be pointed out, however, that as observed by Aitchison (1987:191-194), to permit comprehension and production the mental lexicon, i.e. words in the mind, is organised according to both phonology and meaning. The phonological component (words that sound similar are stored close to one another) is useful for comprehension, because hearers may examine several words in the mental lexicon at the same time and search for the meanings to match these. The organisation by meaning (words with similar meaning are stored close to one another) is important for production, since speakers may compare various words in the mental lexicon, select one with the most appropriate meaning, and produce the appropriate sounds. Somewhat simplified, when we recognise words, we decode sounds to appropriate meaning, and when we produce words, we think of the meaning and find the appropriate sounds to realise it. It has been therefore suggested (see e.g. Nattinger 1988) that in teaching comprehension, strategies from form to meaning should be used, while the techniques aiding production ought to be focused on the meanings of words, which lead to an appropriate form for a given situation.

In the following, comprehension and production are discussed in accordance with Nattinger (1988), i.e. comprehension includes understanding, storing words in memory, and perception and action (here shortly brought up under storage), while production comprises the use of vocabulary and retrieval of words from memory.

4.2.1 Comprehension

Understanding and inferring

When we read a text, for example, we may not always be familiar with all the words it contains. However, this does not usually prevent us from understanding the meaning of a passage, either because we are able to guess the meaning of the unfamiliar words with the help of context, or they are not crucial for understanding the general meaning.

Nattinger (1988:62-64) stresses the importance of helping learners understand meanings of new lexical items, but convincing them that it is possible to understand the meaning of a passage even if one does not know all the words it contains, or all the meanings of those words. Inferring word meanings is an important vocabulary learning strategy, and will therefore be discussed in more detail in Section 4.4.1.

Channel (1988:89-90) observes that in speech comprehension syllable and stress recognition are crucial for decoding what has been said and, therefore, for accessing meanings in the mental lexicon. This is why optimising comprehension requires methods enabling learners to internalise the pronunciation of individual sounds, stress and the number of syllables. Consequently, it would seem that writing is not a good way to present words, because it does not give sufficient information about these characteristics.

Storing vocabulary in memory

It is often not enough to understand words that we encounter; to be able to use them and understand them again later, they must be stored in memory. As pointed out by Nattinger (1988:64-65), short-term memory holds a somewhat invariable number of units, which are often "chunks" of information including several items. When people become more familiar with the material to be learnt, the size of the chunks increases. A learner must "chunk" new material in a meaningful way, and making this easier by the teacher increases the number of items learners retain. Therefore, it has been suggested (British Council Teachers 1980:93) that vocabulary should be presented so that chunking these items is facilitated, which then increases the number of items learnt. Chunking

may be facilitated by contextualisation, for instance, picture or dialogue (some strategies for enhancing storage are discussed in Section 4.4.1).

Associations are considered important for storing words in memory. Nattinger (1988:64-65) stresses the importance of presenting a word in a network of associations, since to know the meaning of a word is knowing its associations with other words. Carter and McCarthy (1988:12) note as well that words are more likely to be retained if they are analysed or enriched by imagistic or other associations. Channel (1988:94), however, reminds that though creating lexical associations is important when learning new words, it is not yet certain what kind of associations best advance retention.

Nattinger (1988:64-70) observes that function words and concrete nouns are easier to commit to memory than content words that stand for abstract concepts. This is due to the small number and frequent occurrence of the first, and the fact that they carry with them a definite image. In addition, form may be more important than meaning in remembering a word, so that we hear or see a certain "shape" and try to remember what that shape means. Therefore, exercises to aid storing ought to be centred on these forms. For instance, basic affixes have long featured in vocabulary teaching since they help students to decode words. Words can also be presented in word "families" so that several words built around a certain root are gathered to illustrate the associations between them. The meanings of these words may differ somewhat, but students will better remember their general meaning if they are grouped together. Words can also be grouped according to their historical or ortographical similarities, or according to their collocations (see Sections 4.3.2 and 4.3.4).

Learner's interaction with the environment is considered crucial for storing words in memory, since it provides associations and requires the mental activity necessary for language learning (Nattinger 1988:67-70). Morgan and Rinvolucri (1986:4, 9) note that to be able to use a certain word, a learner must "interact" with the word. In addition, learners are inclined to remember what they have created or discovered themselves.

4.2.2 Production

Vocabulary use

As regards the use of vocabulary, Nattinger (1988:70) emphasises the importance of learners being able to use the words they have been learning even if their vocabulary as a whole and their knowledge of grammar were not perfect. This is because capability to take part in conversations will contribute to the self-confidence crucial to using language.

Allen (1983:21, 67-69) points out that comprehending the meaning of a word is but the first step in learning it and should therefore be given as little time as possible; instead, more time should be allotted to activities requiring the use of words for communication. Using the acquired vocabulary as early as possible, for instance reading simplified material, does not only enhance learners' ability to communicate, but may also produce a sense of achievement, which keeps up interest and motivation. Therefore, it is important to show learners how they will be able to use what they have learnt. For this purpose learners should discuss real life problems in the foreign language, and create dialogues related to practical situations. Allen (1983:99-101) further notes that activities requiring the use of foreign language words for communication include paraphrases and summaries of articles, essays etc., letters to native speakers of that language, and situational/functional dialogues, which may be imagined or simulated in class, written, and related to a situation (e.g. "at the post office"). Learners should be made aware of the fact that the dialogues will not be corrected in detail but that the main aim is to encourage them to see how much they can actually say in a foreign language and what is still to be learnt.

Madden (1980:116) observes that vocabulary learning becomes more meaningful if learners are provided with an opportunity to apply new words as soon as possible. Students should be encouraged to express their own ideas, so that new information is connected with old and remembered on the basis of the meaning. Kristiansen's (1998:36, 104-105, 141) opinion is that learning a language is not possible by reading a text a few times, studying word lists, answering questions, translating, or by multiple choice, cloze or transformation tasks, because these reduce the communication generated by learners themselves. If they are to use the language productively, they need to practice

using it, both orally and in writing. Therefore, it is important to try out language that has been learnt in class and to use it to communicate in social interaction. Only if learners are able to use the vocabulary and review it often enough are they able to commit the words to memory permanently.

Vocabulary retrieval

Retrieval of vocabulary items may not be exactly the same as knowing them, since we are all familiar with the feeling that we know a word, perhaps a very common one, but cannot recall it. Or perhaps we cannot think of a name of a person, though we know that we know the name. According to Nattinger (1988:71-75), effective retrieval cues for recalling vocabulary items appropriate for the situation connect the word and its meaning, and may be: 1) situational sets (words related to a particular situation), 2) semantic sets (words linked by relationships such as synonyms, antonyms, co-ordinates, superordinates, subordinates, etc.), 3) metaphor sets, and 4) collocations (see Section 4.3.4).

Wallace (1982:61-3) notes that learners usually put the target word down with its translation or explanation and attempt to memorise it by repeating it over and over again, which is boring and inefficient. As alternatives to this strategy, he mentions vocabulary cards and making a "meaning bridge" between the target word and its L1 translation (strategies for retrieval will be discussed in Section 4.4.1).

4.3 Teaching vocabulary

4.3.1 Selecting vocabulary for teaching

The foreign language vocabulary items need to be selected for teaching. This selection process may be determined by various criteria. The most usual ones include frequency of words and learners' needs. Frequency has long been used when selecting vocabulary items for general English courses, so that lists containing the most common words in English have been compiled and vocabulary teaching based on these lists. However, such lists are no longer considered useful, since more emphasis, particularly in ESP, has been paid to

learners' needs. These and other criteria, namely range, difficulty and availability, are discussed below.

Frequency as a criterion for selecting vocabulary for teaching means that words are selected according to how frequently they appear in a language. It is often taken for granted that the most frequent words should be presented during the early stages of language teaching to enable the learner to communicate the most important matters. However, for instance Wallace (1982:16-18) notes that though it would seem important to teach common words before more unusual ones, the selection cannot be determined by frequency alone. The use of frequency lists is objected to by McCarthy (1990:66-67, 80) as well, because the frequency count is influenced by, for instance, the size of a corpus used to get the frequency count, and whether word-forms have been grouped together or taken as separate units. In addition (Sinclair and Renouf 1988:150), frequency counts result in lists of words such as *a*, *the*, *of*, *to* etc. No text contains such impoverished vocabulary, and, therefore, to construct a motivating course based only on such words seems quite impossible.

Range, i.e. the scope or use of a word, may also influence selection. A word may be fairly frequent, but its range may be quite small if it occurs in but a few texts. Therefore, the most important words for learning are those with both a high frequency and a wide range. The range of a word is often indicated in dictionaries (if it occurs mostly in certain kinds of texts, it is said to be e.g. "technical"), and very restricted words are not included in course books for general language teaching. (McCarthy 1990:69, 84.)

Another criterion for selection is that of the **difficulty** or **learnability** of words. McCarthy (1990:86-87) notes that the learnability of words is related to frequency to some extent, since it is possibly easy to learn words that are encountered most frequently. However, it cannot be assumed that since a word is frequent, it will be learnt quickly or, conversely, if it is infrequent, it will not be learnt quickly, since there are other reasons for difficulty. According to McCarthy (1990:86-87), these include

1) spelling difficulties
2) phonological difficulties
3) syntactic properties
4) meanings perceived as close to one another (e.g. *make – do*)
5) "false friends" (e.g. Swedish *aktuellt* is not the same as *actually*)

6) learners' inability to relate the meaning of a word to their world experience or culture.

Carter and McCarthy (1988:13-15) note that difficulty in acquiring a word may be due to

1) its relations with other words in the native or the target language
2) its polysemy (i.e. a word has several senses or variants of one meaning, e.g. *grow*)
3) its pronounceability
4) associations it creates
5) whether it is learnt productively or receptively
6) whether key-word techniques (see section 4.3) may be used, and
7) the contexts in which it is encountered.

Wallace (1982:20-21) remarks that some words may have so similar meanings that they may be confused by learners, particularly those with reciprocal meanings (e.g. *borrow/lend*), or words in the same semantic field (such as *horse, colt, mare, pony*). (See also Laufer 1989:10-18.)

Learners' needs are often considered the most important criterion for selecting words for teaching. McCarthy (1990:87-90) points out that the selection of vocabulary may not only be influenced by a teacher's/course book writer's predictions about learners' needs, but also by a sense of need in the learner (developed by teacher) and the learners' own perceptions of their needs. The importance of developing a sense of need, i.e. learners get a feeling that they need a particular word, is emphasised by Allen (1983:9-10, 94), who suggests that it is not enough to tell learners a word, its meaning and that they will need it some day. She notes that those who have needed English for their own purposes are better at using the language than those who have learnt it, for instance, to pass a test. The need to learn certain words may be felt by a learner because the words are needed to understand something interesting or important, or to express something. However, as pointed out by McCarthy (1990:90), the learners' sense of need may not be the same for the whole group or class, or with a teacher's view. Therefore, it would seem to be important to let individual learners proceed according to their interests by, for example, giving them an opportunity to choose some of the vocabulary. Likewise, Wallace (1982:28-29) notes that it is possible to let learners choose the vocabulary, so that they must communicate to get the words they need i.e., they should feel they need a word as they would need it in a situation in real life and ask for it. This would be useful since learners are more likely to remember words that have been presented in response to their own needs and interests. According to Allen (1983:108), what needs to be considered respecting

learners' needs are questions about which words are needed to talk about people, things, and events in the place where learners live and study, to respond to routine directions and commands, for certain classroom experiences or in connection with learners' particular academic interests.

One more criterion, according to Wallace (1982:16-17), is **availability**, namely that in particular learning situations some fairly unusual words may be the most useful ones. Therefore, words may sometimes be learnt or taught because they are seen particularly important to certain situations in which the learners (might) find themselves. This is related to ESP vocabulary (see section 5.4), since a word may be relatively unusual in English as a whole but essential, for example, in a certain profession.

4.3.2 Organising vocabulary for teaching

Vocabulary may be ordered in various ways for learning. The most common techniques are organising words by topic, meaning, form, or lexical relations.

First, foreign language vocabulary is frequently organised by **topic** for learning. However, as noted by McCarthy (1990:91), this may be problematic, since it is difficult to define a topic and what a given topic comprises, to decide what topics are most beneficial for learners, or to predict what words are most useful or frequent within a particular topic. Still, topics relate more easily to people's experience than, for instance, formal categories, and may therefore better help learners understand and perceive vocabulary items.

Second, **meaning** is a frequently used organising principle in vocabulary teaching. Organising vocabulary by meaning is based on using, for instance, Componential Analysis, which describes words "in terms of shared and non-shared semantic features". (McCarthy 1990:93, 111.) Jackson (1988:79) notes that in Componential Analysis, the meanings of lexemes are analysed into components, so that components of different lexemes may be compared. For instance, the word *girl* is analysed to the components '+human', '+non-adult', '+non-male'.

Meanings may be represent by means of grids. Figure 1 below shows a typical grid which contains a list of properties or features (horizontal axis) and a list of words related by a common meaning or component (vertical axis). In

addition to grids, semantic maps (see Section 4.3.4) have been used to organise words according to their meaning (McCarthy 1990:95, Kristiansen 1998:70-90). McCarthy (1990: 93-94, 97) notes that grids and maps present words according to meaning-relations and can be used as reference or visual presentation devices, as gap-filling exercises, for group work or for recording words in vocabulary notebook. They provide learners with an alternative to wordlists or other conventional ways of arranging words (e.g. according to synonyms). However, they do not ensure that the words will be remembered better or used more correctly. Furthermore, grids may be criticised in that the language describing the features is often awkward, and while grids may be good for visual reference, they are difficult to store in memory and not of much use when searching for a word in real-life communication. McCarthy (1990:32) further remarks that the difficulty with Componential Analysis is that the exact components of a word are not always easy to define, and may vary according to individual opinions.

	Not rich, ornamental or patterned	Straightforward	Unattractive (of people)	With nothing added	Uncomplicated	Without sophistication or education	Not having much brains	Not difficult	Comfortably informal	Warm and friendly
Plain	+	+	+	+						
Simple	+				+	+	+	+		
Homely									+	+

Figure 1. A componential analysis grid for words *plain*, *simple* and *homely* (Rudzka et al. 1981:129).

Third, it has been argued that **structure** or **form** be a useful organising principle for vocabulary teaching. Word formation is one way of classifying vocabulary, so that words are grouped together considering the similarity of structure (e.g. adjectives ending in –*al*). According to McCarthy (1990:5, 110), learning such groups of words is supposed to be fairly effective, if the number of words is relatively small. Since words may be stored in memory in terms of their form as well as their meaning, grouping words on the basis of their graphological or phonological similarity may aid learning. Moreover, introducing words in families, such as *safe/safely/save/safety*, may enhance vocabulary learning (Allen 1983:90). (See about word structure in vocabulary teaching in Section 4.3.4.)

One frequently used technique in organising words according to their form is grouping them in an alphabetical order. Jackson (1988:208-210) points out that the disadvantage of such ordering is that it seems to organise lexemes in relation to each other in an arbitrary way: neighbouring entries in a dictionary, for example, rarely have any semantic relation. However, the tradition of alphabetical ordering is likely to have evolved because it was perceived easy to find an item located at the appropriate point in an alphabetical list, and this practice is still observed by nearly all reference books.

Fourth, another technique is grouping words according to their **lexical relations**, so that they may be presented with their synonyms or antonyms. Alternatively, words may be grouped according to hyponymy (see Chapter 3), and perhaps presented in hierarchical diagrams (McCarthy 1990:19).

4.3.3 Presenting vocabulary for teaching

Some of the issues of presenting vocabulary may be considered interrelated with those of its organisation, so that if words are organised alphabetically, they will also be presented so. Therefore, some other aspects such as actual means and order of presenting vocabulary are discussed in this section. On the whole, there are various opinions about how the vocabulary should be presented for learning. Some possibilities include presenting words as word lists with translation equivalents in learners' first language (L1), with explanations in first language or target language, or presenting words in

context. In this section, the focus is on presenting the vocabulary in general, and the significance of context will be discussed in more detail in Section 4.4.2.

The following aspects are considered important for the presentation of vocabulary: 1) meaningful presentation: a word must be presented so that its meaning is perfectly clear and unambiguous, 2) situation presentation: words should be learnt in situations in which they are appropriate, and 3) presentation in context: words should appear in their natural environments with words they usually collocate with. (Wallace 1982:29-30.)

McCarthy (1990:111-113) notes that the meaning of a word may be presented by means of definition, illustration or exemplification, using hyponymy, synonymy or antonymy, a combination of these, or translation. Translation, pictures, explanation in L1, and definitions in simple target language are also listed by Allen (1983:12-13) as alternatives for presenting vocabulary. She takes up the issue that in a foreign language class a word is often presented before its meaning, while in L1 learning the opposite order is the norm. Some teachers have tried to apply this order by calling learners' attention to an object before naming it. This is recognised by McCarthy (1990:112-113) as well, who observes that a word may be introduced either by first explaining a meaning and then giving the word for it, or by presenting the word first and then telling students what it means.

There are various alternatives, such as writing or pictures, of concretely presenting words. A written stimulus is the most common way to introduce new words, and though pictures are versatile and time-saving in presenting words, there are words that are difficult or impossible to explain by pictures (McCarthy 1990:115). However, Allen (1983:54-55) points out that learners are often interested in pictures and like to imagine, for example, what has happened, or will happen next in the situation in a picture. Therefore, pictures may be useful, since discussing or writing about them will create in learners a sense of need for the words (see Section 4.3.1). Drawings, photos, realia, or mime are considered useful for linking words and their meanings by Wallace (1982:39). In addition, an example sentence containing the new word is supposed to be more useful than a definition of the word, since illustrating

sentences activate the appropriate schema and help learners produce their own utterances/sentences (Allen 1983:47-49, Kristiansen 1998:89.)

Elliott and Adepoju (1997:246-248) note that learning is not effective if L1 word and target words are presented simultaneously, because target word receives little attention and no meaning association of it can be built. However, spacing (presenting L1 word and target word with a pause of few seconds between them) facilitates learning, because it allows attention to each input in turn. Therefore, presenting target word before L1 word (cf. traditional order) is superior to learning, because target word gets attention and learners have a chance to process it and form association for it before L1 word imparts information about the meaning.

A further question is *when* vocabulary should be presented, if it should be explicitly presented at all. On the one hand, it has been suggested that learners should try to work out the meanings of new words by themselves (see Section 4.4.1). On the other hand, it is considered important to introduce vocabulary items and discuss their meanings before they are encountered in, for example, texts. This view seems to be supported by the evidence that learning is most efficient when new knowledge is assimilated to what is already known and the appropriate schemas are activated in learner's mind. A schema such as "school day" includes assumptions (settings, locations, etc.) which can be activated by pre-teaching vocabulary. A typical schema-activation is to ask questions on a subject (e.g. "school day"), which may create in learners the feeling of need for a word that would fit a meaning activated in learner's mind (McCarthy 1990:109). The effectiveness of pre-teaching vocabulary has been discussed by Nation and Cody (1988:100-101), who argue that pre-teaching seems to influence comprehension significantly, but for this to take place, new vocabulary items need to be connected to the existing semantic networks. Activities prior to actual presentation of vocabulary, such as predicting what words will be encountered in a text, are considered important by Morgan and Rinvolucri (1986:8) because they focus learners' attention to vocabulary and increase motivation to find out what is in the text. The importance of prediction for language learning and use has been acknowledged by Hutchinson and Waters (1987:140) as well, who note that prediction enables learners to find

out how much they know about the language and the topic, and therefore gives them confidence, activating their minds for learning.

However, it is not always possible to pre-teach all words. Therefore, it has been suggested that words essential to overall comprehension and impossible to infer from known root or context should be pre-taught (British Council Teachers 1980:91). Madden (1980:114-115) points out that there is, first, important vocabulary that ought to be pre-taught because it cannot be guessed in context, second, vocabulary that can be guessed in context, and, third, vocabulary which can be ignored until studied after using a text.

4.3.4   Other aspects of teaching vocabulary

In this section, some issues important for teaching vocabulary are discussed, namely word formation, grouping, semantic maps, dictionaries, and collocations.

Word formation and knowledge of the structure of words have been considered important for extending one's vocabulary. (See Section 4.3.2 for organising vocabulary according to structure.) Teaching suffixes and prefixes is useful (Allen 1983:95), because as familiar parts of words they aid learners to understand more words. In addition, it is important to know correspondences between word forms and grammatical functions so that wrong forms will not be used (e.g. *It was a very enjoy party*). Kristiansen (1998:64-67) points out that vocabulary may be extended by word formation: prefixes, suffixes and compound words. For instance, practising compounds could begin with exercises in which new words are produced by combining given words. Next, learners could be asked to make up meaningful words when given the first part. After this, various ways of making compounds may be taught. However, it is important to make such exercises communicative by asking learners to make dialogues containing words they have formed. This will facilitate recall, since a sentence is a better retrieval cue than a word, and a conversation better than a sentence. According to Wallace (1982:86, 88), learners might be familiarised with affixes by grouping and comparing words of similar derivation, while memorising lists of roots would not be efficient. McCarthy (1990:100)

suggests that since word formation is important, affixes and their typical meanings as well as compounding may be introduced quite early.

Grouping and semantic maps. Kristiansen (1998:70-71, 82) points out that we automatically group together words that somehow seem to go together. Research on the influence of semantic relationships between words on learning has shown that people organise randomly presented words into groups or pairs in their minds and remember them as groups. Grouping words to be learnt facilitates retrieval and is most effective if done by learners themselves. Groupings may be presented visually by semantic maps or clusters. It is, however, important for learning that in addition to grouping words, learners use them to communicate, to write stories or dialogues, for example. In foreign language teaching, antonyms are frequently used in grouping words. Presenting words with their antonyms may help learning words and practising communication, since an antonym generally provides means to elaborate the message. Kristiansen (1998:85-87) observes that one way of grouping words is grouping them in hierarchies. Due to the hierarchical organisation of memory, it may be beneficial to practise vocabulary as a hierarchical entity.

Figure 2 illustrates semantic clusters and clines, which may be used to teach new words. In clusters, words that are similar or group around an idea are collected together, while clines may be used to teach shades of meaning. New words are added to appropriate places in clusters or clines, and old ones are practised at the same time. (Brown 1980:2-3, 5). Wallace (1982:54) notes that establishing semantic clusters from authentic texts (grouping together words that are somehow connected with a particular object or phenomenon) helps learners to see the differences and similarities of the words in the same semantic field, and useful collocations can be established.
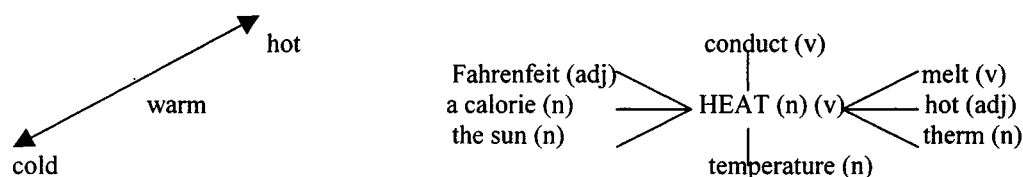

Figure 2. A cline (left) and a cluster (right) (Brown 1980:3, 5)

Dictionaries. It has been suggested (e.g. Summers 1988, British Council Teachers 1980:87) that dictionaries be useful tools to be used in language, and particularly vocabulary learning. Summers (1988:111-112, 116) advises that students ought to be encouraged to use dictionaries. Dictionaries may aid learning words because they provide learners with further exposure to the word in other contexts, with different collocates and constructions. Dictionaries often present examples of how a word is used and antonyms or words with similar meanings. These may help learners remember the word and eventually produce it. However, even though dictionary use and inferring the meaning of a word from a text are valuable learning strategies, they do not make a word part of learner's active vocabulary, but repeated exposure to a word is needed. Therefore, as pointed out by Brown (1980:11), the use of dictionaries or reference books should be combined with, for instance, reading, so that dictionaries are used to check if learners have inferred the meaning of a word right from context.

Collocation. Knowledge of collocation involves knowing the network of associations between a word and other words in the language and knowing what words can stand alongside the given word in a sentence (Taylor 1992:4). Nattinger (1988:69-70) points out that the meaning of a word has much to do with the words with which it collocates, and these associations help learners remember words and infer meanings from context. In addition, memorising collocational groups will make learners conscious of some lexical restrictions and aware of what kinds of words they can expect to find together. It has therefore been suggested (Brown 1980:2) that learners find and practice collocates within each new list of words and practice old words that collocate with the new. Wallace (1982:92) notes that the best way to learn collocations is to be exposed to the target language in various kinds of contexts.

4.4 Learning vocabulary

4.4.1 Vocabulary learning strategies

Various strategies have been suggested to be used when learning vocabulary. However, research on these strategies has not so far convincingly demonstrated superiority of any one strategy.

Inferring. As was pointed out in Section 4.2.1, it is not always necessary to know all the words to understand the meaning of a passage, for instance. Several authors have emphasised the importance of ignoring difficult or unknown words and inferring their meanings from context, which is one of the most important strategies in vocabulary learning. According to British Council Teachers (1980:80), some of the difficulty caused by unfamiliar words results from learners paying too much attention to them, which hinders their understanding of the passage. Therefore, they should be taught to ignore such words, and to be satisfied with somewhat imperfect comprehension. McCarthy (1990:125) describes inferring as involving creating a schema for the unknown word(s), based on world-knowledge and previous experience of the world and texts. Nation (1980:20) points out that as learners advance, they ought to be able to guess meanings of words from context. The strategies for this may be taught, and involve a step-by-step procedure of looking closely at the word, its immediate context and wider relations. Various kinds of context clues (e.g. the topic, grammatical structure, the other words in a sentence, intonation or punctuation), word morphology (see Section 4.3.4), and learners' prior knowledge or knowledge of the world may help infer the meaning of a word (see e.g. British Council Teachers 1980:82-85, Brown 1980:10-11, Chandrasegaran 1980:61-68, Nattinger 1988:63-64, Vaurio 1998). It has been pointed out by Brown (1980:15) that guessing is an important motivating factor: if learners guess correctly, they feel they have succeeded and gain confidence, and even if they guess wrong, the effort is better than being passive. In addition, as observed by Chandrasegaran (1980:61, 68), if learners are taught to infer, their vocabulary will widen, their reading comprehension will improve and they may become more efficient, independent learners.

However, inferring the meaning of a word for understanding does not guarantee that we remember the word later. For inferred words to be acquired, motivation and relevance are needed (Vaurio 1998:48). Haastrup (1989:43-44) suggests that if a word is easily guessed, it is likely to be forgotten, while comprehension problems are needed for learning words through inferring. Words learnt through inference and feedback are supposed to be retained better than words learnt through presentation and formal practice. This is because inferring requires more difficult decisions which facilitate retention. Schouten-

van Parreren (1989:78-79) studied how learners retrieved words they had learnt while reading. For instance, a word and its meaning may be connected with recollections of the situation in which the word had occurred in a text, or emotions or experiences which the words or text had evoked. The most effective technique for retention was to guess the meaning of an unknown word, to look it up in a dictionary and to analyse the word form.

Note-taking is another frequently used strategy. According to McCarthy (1990:127), this can be done in the form of a card-index file, the benefits of which are that the cards may be rearranged according to particular groupings or associations, organised alphabetically to help find a particular word, and are flexible in terms of the amount of information on a card. Alternatively, words may be recorded in a vocabulary notebook, in which they can be added to and studied at any time. Morgan and Rinvolucri (1986:10) note that it is useful to store words in vocabulary notebooks in a creative way, for instance, associating vocabulary items with certain shapes or the ground plans of learners' homes. Such words and shapes in vocabulary books are supposed, when revised, to "bring back interesting memories of interaction – more than can be said of most bilingual lists" (Morgan and Rinvolucri 1986:10). Vocabulary cards should be more effective for learning than words in a reading passage or word lists, since cards may be shuffled and organised randomly (cf. fixed place on a list) (see e.g. Brown 1980:12, Fountain 1980:104, Sandosham 1980:54). Sandosham (1980:54) further recommends that as many words as possible should be collected on separate cards, containing the word, its explanation and sample sentences of its use. Using these cards to build a word bank is supposed to be stimulating and useful for vocabulary learning.

Learning words in **lists** as a vocabulary learning strategy is discussed by Nation (1980:18-19), who notes that despite it being unfashionable, it is a strategy used by many learners. Its advantage is that a great number of words, even over 30 words/hour, may be learnt in a short time and retained for weeks. Learning is more efficient if the foreign language word is associated with a L1 word instead of a foreign language synonym or definition. Nation further points out that words and translation should be put on vocabulary note cards, and that associations between a foreign language word and its translation are

important and may be formed by using a keyword technique (see below), analysing word roots or affixes, or using the shape or sound of the target word.

Various vocabulary learning strategies have been developed particularly to enhance the storage of vocabulary items. According to Nattinger (1988:65-66), these include **mnemonic** devices, i.e. memory techniques. One such technique is <u>Loci</u>: items to be remembered are situated, for instance, along a familiar path, or are objects in a familiar room; to memorise an item, the learner places a visual image of it at one loci in the imagined scene. The entire scene is then brought back to mind for retrieval. Another device is <u>Paired associates</u>: two words of similar sound and meaning are linked. One more device is called <u>Keyword</u> technique: a mental image is made, connecting the target word with a L1 word which has some formal (e.g. sound) association with the target word. To illustrate this, Spanish word *perro* 'dog' sounds like the word *pear*, so the learner visualises a pear-shaped dog. Bizarre images are supposed to be the most effective associations. Keywords can either be invented by students or provided by the teacher. Techniques for forming keywords can be taught, and may be of use for both beginners and advanced students. Wallace (1982:61-63) points out that the more far-fetched, ridiculous or easy to visualise the "meaning bridge" between the target word and its L1 translation, the more effective will it be; at least the learner must actively think about what is to be learnt. In addition, McCarthy (1990:118) notes that the keyword technique is claimed to be effective, but it has also received criticism because of its complexity and because it cannot be performed on all words.

Some studies have attempted to determine the strategies that learners actually use. For instance, Gu and Johnson (1996:652-655, 668) found that learners believed that vocabulary was best learnt by studying and using words, or by acquiring them from context, but did not see memorisation as an effective strategy. In fact, the use of memorising correlated negatively with learners' language proficiency. The most important strategies were contextual guessing, use of dictionaries for learning (not just comprehension), note taking, paying attention to word-formation, contextual encoding, and intentional activation of new words. The use of these correlated positively with both a vocabulary size test as well as with general English proficiency. Visual repetition seemed to be ineffective, while mnemonics, semantic encoding as well as word-list learning

seemed to promote only the size of vocabulary but not general proficiency. Lawson and Hogben (1996:120-121) found that the most frequently used strategy was repetition (e.g. writing word and meaning) and the least frequently used one was the analysis of word-features (e.g. spelling, affixes). Of simple elaboration strategies translation and simple contexts codes (links between elements of sentence) were used to some extent, while physical appearance or sound of a word were not much used. Complex elaboration strategies (e.g. use of context, paraphrase, mnemonics) were used by many learners, but not to a great extent. Learners seemed to favour repetition, which did not require information transfer to connect new material with existing knowledge.

McCarthy (1990:120) suggests that a variety of techniques, some individual and idiosyncratic to the learner, would best guarantee that a word is learnt and remembered. This view is supported by a study by Lawson and Hogben (1996:121), which confirmed that learners using various strategies performed better in a retention test than those using only one or just a few strategies. A similar result was obtained by Gu and Johnson (1996:668), who found that learners who used various strategies or learnt words by reading performed better than those using only memorisation and visual representation.

Teaching vocabulary learning strategies may help learners to learn more words. As observed by Kang and Golden (1994:70), learners may be taught to develop knowledge and abilities to learn vocabulary, such as awareness of polysemy, learning words with their collocates, and finding out what strategies work best for them. Most important is, however, to make learners aware of the importance of the exposure to language, and how to make use of it (e.g. inferring word meanings from context).

4.4.2 Translation and context in learning vocabulary

One of the central issues pertaining to teaching and learning vocabulary is the question whether this is better done in or out of context, frequently using word lists with translations. As observed by Prince (1996:478), it is a widely held view that vocabulary learning should shift from learning words with their translations to learning words in the foreign language context. However, there

is not much experimental evidence to support this, nor has it been the view of many learners themselves.

Encountering words in context has been considered an efficient way to learn words by e.g. McCarthy (1990) and Wallace (1982:47-48), who notes that translation used to be very common in foreign language teaching, resulting in almost non-existent use of the language to be learnt. The reaction to this was that the use of L1 in class was almost banned, though it can save time and comfort learners. Still, according to Wallace, the translation of vocabulary items should be controlled, and explanations of words in the target language should be used from the lower intermediate stage on (cf. Nation 1980). These give learners extra exposure to the target language, and if they fail to remember a given word in future, they will have an alternative phrase, an explanation or synonym for it. Wallace (1982:49, 60, 64) further observes that vocabulary is most often taught in a spoken or written context and that it should also be stored and memorised in context, as authentic as possible.

Sarawit (1980:73-74) notes that the change in language teaching from structural, audiolingual methods toward cognitive, situational, communicative and notional approaches has renewed the focus on the importance of teaching vocabulary in context. If a word is memorised, it may be stored but never retrieved, but using it in a context associates it with other words; it "participates" in a real situation and may then be recalled later in an appropriate context. Stevick (1976:30) explains that vocabulary is easier to learn in context than in isolated word lists because meaningful contexts permit more complex and deeper processing.

The use of at least some translation is advocated by Mackay and Mountford (1987:13-14), who note that translation may be useful because it provides an opportunity for learners to relate their prior knowledge to the acquisition of language. Moreover, translation may help understanding, particularly if items in the target language have a similar sound to those in L1 (Taylor 1992:3).

Nation and Cody (1988:101-102) remark that research has revealed the amount of learning from context to be smaller than what has been expected. They question whether words can actually be learnt by guessing them in context: the redundancy of information in context helped learners guess the meaning and they were not likely to learn the word, because they were able to

understand the text without knowing the word in the first place.(See inferring in 4.4.1.)

According to Carter and McCarthy (1988:12-15), words are usually learnt in word lists, at least in the early stages of foreign language learning. However, as learners advance, they need to infer and decode words in context. They claim that it has not been convincingly demonstrated that meeting words in a variety of contexts is more beneficial, either in terms of knowledge of forms or meanings of words, than translation or looking up a word in a dictionary. Therefore, they recommend a mixture of approaches, such as key-word techniques, translation, dictionary use, or context-based inferential strategies.

Prince (1996) compared the recall of vocabulary learnt either in context or with the help of translations. The results show that translation was a superior technique in terms of quantity, but that weaker learners were not able to apply what they had learnt to foreign language contexts. Prince (1996:489-490) suggests that inferring is not enough for a word to be learnt so that it may be used productively. Therefore, vocabulary learning requires a stage in which words are isolated from context and processed in an elaborate way, for instance, by focusing attention to word forms or associating words consciously with those already known. However, context does have its advantages, such as authenticity, which requires developing inferring skills. In addition, meeting words in text helps learners see that the words are actually used to communicate and gives them examples of how words are used. These contribute to learner autonomy and facilitate transfer of knowledge. Therefore, methods combining translation and context learning approaches should be developed so that the efficiency of translation and the autonomy of context learning could be joined.

Grace (1998:540, 543) notes that if the meaning of a word is inferred from foreign language context, learners remember the word better than if it is given with its translation in L1, because inferring requires deep-level processing. A disadvantage of this method, however, is the possibility that wrong inferences are made and thus, wrong meanings retained. Both pure foreign language contexts (inferring) as well as such context together with sentence-level translation might stimulate deep processing, and therefore promote the retention of vocabulary. However, the condition with both foreign language

context and sentence-level translation seem to aid recall even more that just context. This may be partly due to the fact that without translation wrong inferences are made and wrong meanings retained.

Probably the most frequently used technique to teach words in context is to present them in texts. Schouten-van Parreren (1989:76-77) notes that words should be presented in texts rather than as isolated items in, for instance, word lists, because texts provide "cognitive hold" for words so that it will be easier to store them in memory, interference that may take place if words are presented in lists is reduced, and texts present a linguistic and a psychological reality. Therefore, extensive and intensive reading may be the best techniques for the development of a large vocabulary. It has been observed by Kang and Golden (1994:66-68) that glosses, definitions and mnemonic techniques do not provide the learner with, for instance, the knowledge of semantic relationships that is needed to know a word fully and to use it in various contexts. Instead, words should be learnt in context where they appear with their collocates and the way they are actually used. They further remark that research on adult learners shows that reading, particularly reading for pleasure or own interests, developed learners' vocabulary significantly.

Another way of teaching words in context is using **clozes**. According to Carter (1988:161), cloze procedure involves deletions from sentences or texts into which a learner inserts appropriate items. The deletions can be random or directed at teaching or testing linguistic features such as particular grammatical categories or lexical items. The procedure is regularly used to develop vocabulary. Noss (1980:38) discusses how cloze dialogues may be created to focus on a specific vocabulary area. Every third line of a dialogue is left out, and learners should reconstruct lines from context. In addition, there should be no more than ten words on each line and all of them have to occur somewhere else in the dialogue. In this way, students are forced to use important and frequent words in various ways as required by the context. However, they are not encouraged to think of new ideas, words or synonyms. Hutchinson and Waters (1987:139-140) point out that gaps such as cloze demand thinking, which is crucial for learning: if everything is familiar and certain, learners do not need to think and, therefore, do not learn.

4.5 Frequent exposure and the number of words to be taught

It is often not enough to come upon a word once for it to be committed to memory; it has to be encountered at regular intervals. In addition, as Brown (1980:1) notes, it is important not only to learn new words, but also to expand the usefulness of those already known and to hinder forgetting.

Wallace (1982:29) points out that a word has to be repeated a number of times before it is learnt. Words to be learnt should occur repeatedly not only during one lesson but at regular intervals. According to Prince (1996:490) and British Council Teachers (1980:93), encountering words regularly, in various contexts and tasks as well as in different lessons is important because it reinforces what is known and sets a basis for learning new words. McCarthy (1990:117) stresses that a word should be repeated very soon after it has first been encountered, since most forgetting takes place right after initial learning.

Various studies have examined the extent of effective repetition. Nation and Cody (1988:100-101), for instance, observe that repetition of vocabulary items influenced some learners more than others, but in general, the minimum number of repetitions, 10, was sufficient to have an influence. Wallace (1982:28) notes that it has been estimated that to become part of a learner's productive vocabulary, only five to seven new words per lesson can be learnt. McCarthy (1990:37, 117), however, points out that there are no sure answers to how many new words should be presented per lesson. In addition, there are problems in finding out how much repetition would be enough for learning a word, because recognising a word in a test is not the same as recalling the word, which, in turn, does not ensure that one is able to use it. Cook (1978:105) observes that after selecting the words to be taught, there seems to be no harm in introducing some expendable items to enhance the realism of a text or a dialogue. What seems to be important (see Wallace1982:34, 64, Allen 1983:94) is that the material should not contain too many or too difficult new words, because this easily arouses frustration and learners give up, while if they understand most of the material new words are generally learnt.

5 ENGLISH FOR SPECIFIC PURPOSES (ESP)

During the last few decades, increasing attention has been paid to specialist language needs, and the extent of teaching languages, and particularly English, for specific purposes has been and is still growing. This chapter aims to provide an introduction to ESP. First, some general features of definitions and characteristics of ESP are discussed. Second, history of the development of ESP is considered. Third, authenticity of ESP materials is examined. Finally, ESP vocabulary is discussed.

5.1 Definition and characteristics of ESP and LSP

The concepts of LSP (language for specific purposes) and ESP (English for specific purposes) allow various interpretations and definitions. What seems to be common to most definitions and characterisations, however, is the focus on a learner's needs and purpose. For instance, Hutchinson and Waters (1987:19) define ESP as "an approach to language teaching in which all decisions as to content and language are based on the learner's reason for learning". Robinson (1980:12) describes ESP courses as courses designed to meet the needs of students, these needs being rather specific and based on occupation or study. Robinson (1991:1), however, points out that it is impossible to give a universally pertinent definition of ESP, since what is specific and appropriate in one part of the world, may not be so in an other part.

Some authors have approached ESP by attempting to define features typical of it. For instance, Robinson (1991:2-4, 32) lists criteria for ESP courses. First, ESP is goal directed, i.e. English is studied for work or study purposes, not because of an exam or students' interest in the language as such. Second, ESP courses are based on needs analysis, specifying what learners have to do thorough the medium of English. Other characteristics include a specified time period for the course, and adults as students. In addition, it is assumed that learners have studied English for some years, though ESP can also be taught to students with no previous background knowledge of English. Finally, ESP courses may be written as if all students were involved in the same kind of work/studies. However, even when they do have similar job/study needs, they

are likely to differ in terms of the rate in which they learn the language. One further feature of ESP is that the language is not required to be native-like, but adequate for learner's purposes. As observed by Robinson (1980:6, 13-14), ESP learners learn English in order to acquire some particular knowledge or skills, and ESP thus differs from EGP, in which language itself is the subject matter. Students may participate in an ESP course prior to starting to act in their occupational/educational role, or studying ESP and performing the role may be combined, or they may be competent in their occupation or discipline already, but may wish to be able to perform this role in English as well as in L1.

Phillips (1981:92-93) identifies two criteria for a language for specific purposes (LSP) course. First, what distinguishes LSP from other language teaching is learner's purpose (clearly formulated behavioral objective, not just linguistic competence but command of skills of which language is an integral part). The behavioral nature of the purpose refers to purposes such as studying in the foreign language, or using it at work. Second, the purpose should be shared by all learners in the group.

Mackay and Mountford (1987:2) point out that the term "languages for special purposes" is ordinarily used to refer to the teaching of language for a utilitarian purpose. According to them, two features in this field of English language teaching are significant. First, the learners are often adult or post-secondary level learners and second, they need English to be able to function in their occupational or social roles, or to further their education.

Hutchinson and Waters (1987:18) do not list features of ESP, but say what ESP is not: First, "specialised varieties" of English are not taught, since using language for specific purposes does not mean that it would be a special form of the language (see below). Second, it is not just teaching words and grammar, since much more is involved in communication. Third, though the content may vary, ESP does not differ from other forms of language teaching when language learning process is considered.

The fact that ESP involves no special language has been stressed by many writers (see above Hutchinson and Waters). Mackay and Mountford (1987:4-5) point out that ESP implies a special aim, but no special language. For example, languages of medicine, or banking, do have some vocabulary items that do not

occur in other fields. However, they are not syntactically restricted, and therefore, not languages as such. Robinson (1980:5) notes that English for *special* purposes is seen as suggesting special languages (restricted languages), while English for *specific* purposes emphasises a learner's purpose and the entire range of language resources.

Robinson also (1991:4-5) suggests that ESP courses do not need to involve specialist language and content, because activities may be specialist and appropriate even with non-specialist language. In addition, the selection of specialist texts should not make a course ESP, but what is more important is a demonstrated need either for specialised texts or some other type of material.

There are various branches of ESP as well as different labels for these (see e.g. McDonough 1984:6-7). For instance, Hutchinson and Waters (1987:16-17) describe ESP as branching from English as a foreign language (EFL), which again is a part of English language teaching (ELT). ESP can be further divided into English for academic purposes (EAP) and English for occupational purposes (EOP).

5.2 Development of ESP

As was mentioned at the beginning of this chapter, the need for specialised language skills has increased. ESP has its origins in the increased dissatisfaction with the situation that regardless of their needs or aims, all learners were provided with similar material (McDonough 1984:4). According to Hutchinson and Waters (1987:6-8), the reasons for the advance of ESP may be summarised as follows: First, scientific, technical, and economic activity with English as the main language of international contacts increased after the Second World War. Second, attention in linguistics turned from formal features of language to the ways in which language is used in real communication. Third, educational psychology began focusing on the learner, stressing individual needs, interests and the influence of attitudes to learning.

Hutchinson and Waters (1987:9-14, 73) further distinguish five phases in the development of ESP, and regard ESP as being in its fourth phase with the fifth starting to emerge. However, they point out that examples of all the

phases can be found in use somewhere in the world, since ESP has developed at varying speeds in different countries. The phases are:

1) The concept of special language: It was assumed that the English of e.g. electrical engineering was a different register from that of e.g. biology. Grammatical and lexical features of different registers were identified by using register analysis. Attention was to be paid to the language forms learners would meet in their work/studies.

2) Beyond the sentence: Focus turned to understanding how sentences were combined in discourse to produce meaning. It was considered important to develop learners' knowledge of using sentences to perform various communicative acts.

3) Target situation analysis: Learners' needs were important in the process of course design. To enable learners to function adequately, the target situation should first be identified and then its linguistic features should be analysed to form the syllabus for a course (i.e. needs analysis).

4) Skills and strategies: The thinking processes and strategies underlying language use are considered more important than the surface forms. Emphasis was on reading and listening strategies.

5) A learning-centred approach: The approach is based on understanding the processes of language *learning*, so that these processes and learner are considered at every stage of ESP course design and implementation.

There are currently various approaches and methods in ESP, based on views on language, communication needs and language skills (see e.g. McDonough 1984:4-5). Robinson (1980:11) notes that of the contemporary approaches to ELT, particularly appropriate to ESP seem to be the emphasis on successful performance, communication and interaction (rather than the rules of English) and learner-centredness.

5.3 Authenticity of ESP material

An important concept in ESP is the authenticity of materials, for which various definitions have been suggested. There are also differing opinions of whether the material used in ESP courses should be derived from real life or either composed or modified according to the learners' needs.

Robinson (1980:34-36, 1991:54) explains that authentic materials in ELT generally imply print, audio, video or pictorial material produced for another purpose than language teaching. In ESP this may be, for example, material used in learners' specialised study or work situation. The use of authentic data is regarded as a crucial element of ESP course, and texts written to exemplify selected structural or lexical items have been objected to: since they do not derive from the real world, they will not help learners to use language in real life. Instead, using real passages ought to promote performance in real life. Widdowson (1976 as quoted by Robinson 1980:37) advocates constructed materials, stressing the importance of texts within the competence of learners. These achieve true communication with learners and may therefore be seen as more authentic than real world texts, which learners might have difficulty in understanding. In addition, Allen and Widdowson (1978:59) recommend that the texts be composed rather than taken from existing textbooks to avoid syntactic complexity and distinct features of style which might confuse learners and direct their attention from the features they are supposed to focus on. Besides, in this way it is possible to foreground features of language which have a particular communicative function.

Using authentic material is recommended by Palmer (1981:67-68), who, however, points out that if teachers are not able to make use of authentic material, it might be better to design inauthentic but teachable material. According to Phillips (1981:101), authentic language means language naturally generated by the learner's special purpose, and language of this kind should be used in ESP courses. Mackay and Mountford (1978:18-19) note that the material ought to be authentic (appropriate as communication) and simplified (appropriate to learners' language proficiency level). Simplification of textual material does not necessarily lead to inauthentic discourse, if material is composed rather than adapted.

Hutchinson and Waters (1987:158-160) report that in the early stages of ESP, texts were always written for specific learning purposes. They note that "authentic" has usually meant obtained from the target situation and not initially produced for the purposes of language teaching. Their opinion is that there are no authentic texts in ESP: a text can be authentic only in the context for which it was written, and all ESP texts are automatically removed from

their original contexts. Therefore, they point out that instead of authenticity, is it important to examine the texts' suitability to the learning purposes. Their view consolidates the use of various kinds of texts, so that, for instance, real life texts could be used when the idea is to increase learners' motivation by enabling them to see what they can actually do with language, and constructed texts could be used to illustrate a certain structure, or a lexical item.

5.4 Vocabulary in ESP

As pointed out by Robinson (1991:27-28), vocabulary, particularly specialist vocabulary or terminology has often been regarded as the most important element of ESP. Therefore, lists of words typical of a particular specialist area are sometimes compiled, but there are limitations to such lists. For instance, Sager (1981 as quoted by Robinson 1991:27-28) has observed that terminology is not very fixed. This is due to the speed of scientific development, its social and geographical spread, and the duplication of research in various places resulting in group specific variations and synonyms.

Hutchinson and Waters (1987:165-166) assert that vocabulary is one of the areas in which language content of various specialisms may be seen to differ. They distinguish four types of vocabulary: 1) structural (e.g. *are, this, however*) 2) general (e.g. *table, run, weather*) 3) sub-technical (e.g. *engine, acid, budget*) and 4) technical (e.g. *auricle, schistosome, fissure*). They note, however, that the differences even in vocabulary of specialisms are smaller than might be expected, and that it is the fourth category that will show any significant variation. In addition, these technical terms often cause the least problems to learners, because they are frequently in international use or can be figured out with the help of familiar word roots or learner's knowledge of the subject matter. However, (Cowie 1988:129) the difference between technical and non-technical vocabulary is not always clear-cut, if, for instance, words have scientific and non-scientific senses (consider e.g. the word *iron*, a metal with the symbol *Fe*, which may be used in idioms such as *strike while the iron is hot*, or in non-scientific compounds, *iron-grey*).

Robinson (1991:28) makes a distinction between the levels of vocabulary as well. The first, most distinct, level is that of specialised vocabulary. The second

is called semi-technical, subtechnical or general scientific/technical, and it includes words occurring in a number of scientific or technical areas. The third level is general, non-academic, such as in general English courses. It is usually agreed by ESP practitioners that it is the second level that should be taught in ESP courses.

Macay and Mountford (1978:128) remark that it is generally admitted that a specialist does not seem to use sentence patterns that do not occur in other fields, but does use such vocabulary items. However, they regard this as insufficient information for producing teaching materials, resulting only in word lists that claim to be typical of a field of activity. What is needed is a description of the communicative value of the language used by a specialist.

Robinson (1980:71) concludes that vocabulary is evidently a key issue in ESP and some courses are built solely on it. One problem, particularly with lower level learners, is that a great number of vocabulary items ought to be presented at once. Moreover, methods of teaching, practising and testing vocabulary vary to a great extent. Robinson (1991:29) notes that the learning of vocabulary according to a semantic system has been advocated in LSP, but she also stresses the importance of paying attention to the structural patterns in which words occur and the items which they typically collocate with.

6 FRAMEWORK FOR THE MATERIAL PACKAGE

6.1 Polytechnics and the Häme Polytechnic

Polytechnics

Polytechnics, or AMK-institutions, are regional, multi-field institutions of higher education. They emphasise contacts with working life, and if compared with universities, are more practically oriented.

Parallel to universities, polytechnics are a new sector in the Finnish education system (Ministry of Education 1999:6-7). They were founded in the 1990s, mostly by raising the standards of the institutes that had provided post-secondary vocational education, and by merging several institutes to create multi-field polytechnics. The aim was to promote the level and quality of vocational education, to incorporate it into the higher education system, and to improve its international comparability, as well as to increase international co-operation. The intention was to provide young people with a more practical and professionally oriented higher education degree as an alternative to the traditional university degree. After an experimental phase, all polytechnics will operate on a permanent basis from August 2000.

There are currently over 30 polytechnics in Finland (Häme Polytechnic1999b:11). According to the Ministry of Education (1999:4, 8), there were 24,000 new students in polytechnics in 1998. The estimated total number of students should be about 100,000 when the education has reached its full extent. The largest polytechnics have as many as some 8,000 students, while there are about 1,000 students in the smallest.

Polytechnics provide education for those who have completed the matriculation examination or an upper secondary level vocational qualification. The completion of a polytechnic degree takes 3,5-4 years. The degrees are comparable to bachelor's degrees with a professional emphasis. The programmes consist of 140-160 credits and include basic and professional studies, optional studies, practical training, and a diploma project. (Ministry of Education 1999:4, 8-9.)

Polytechnics provide not only undergraduate education, but also adult education and training, as well as open polytechnic instruction. Their duties

also include research and development work to serve their instruction and to support working life. (Ministry of Education 1999:8.)

Polytechnics differ from universities in that their degrees are based primarily on the needs of working life. The students obtain both theoretical knowledge and practical professional skills of the field of their choice. Degrees corresponding to the Finnish polytechnic degree are found in, for instance, Germany (Fachhochschule) and Netherlands (Hoogeschole). (Häme Polytechnic 1999b:11.)

Polytechnic studies in Finland are provided in Finnish and Swedish. However, many polytechnics provide courses or degree programmes in a foreign language, usually in English. Teaching in a foreign language is important, since polytechnics have active international co-operation, student and teacher exchange and joint projects. One of the aims of the internationalisation is that a third of the graduates will have spent at least a three-month period of study or practical training abroad. (Ministry of Education 1999: 8-9, 12.)

The Häme Polytechnic

The Häme Polytechnic received a permanent polytechnic status in 1995. It was formed on the basis of eight institutes located in the province of Häme. (Häme Polytechnic 1998:9.) There are currently more than 6,000 students and about 500 staff members in the Häme Polytechnic. (Häme Polytechnic1999b:7).

The Häme Polytechnic is maintained by seven municipalities forming the Joint Municipalities for Polytechnic Education in Häme. The basic organisational units in The Häme Polytechnic are faculties or schools, which are the following: The faculty of technology; the faculty of forestry, agriculture and horticulture; the school of crafts and design; the business school, and the school of health care and social services. (Häme Polytechnic1999c:7). In addition to education, the institute provides research and development work for, for example, the business world. (Häme Polytechnic1999b:13-14.)

The Häme Polytechnic has exchange programmes in studying, teaching and doing research. Its partners are not only other polytechnics, colleges and universities, but also different companies and public service organisations. The polytechnic has over 100 partner universities all over the world. Nearly 100

foreign exchange students come to study in the Häme Polytechnic annually, while the number of Finnish students going abroad to study is 300-400. About 70 teachers and lecturers in both the Häme Polytechnic and partner institutions are involved in teacher exchange programmes. (Häme Polytechnic1999d:4-5.) The most popular target countries for exchange in 1998 were Great Britain, Germany, China and Canada, and the majority of coming exchange student were from Great Britain and Germany. (Häme Polytechnic1999c:9.)

6.2 Learners and their needs

The present material package has been designed for the personnel of the student offices of the Häme Polytechnic. The offices take care of general and individual guidance and tutoring, student registration and records, social matters (e.g. financial aid for students), student application and selection, and study guides. (Häme Polytechnic1999b:15.) Some 10-20 people work in the offices. Their proficiency levels in English differ to a considerable extent, some of them use English nearly every day, some not at all.

Since not all necessary themes can be covered in an English course for the personnel of the student offices, it was decided that some of the relevant matters would be available for the learners as a resource package/self study material. The most appropriate aspect for this purpose was seen to be vocabulary, which was further limited to the specific vocabulary, i.e. relevant to the polytechnic context and needed by the personnel of the student offices in their work. This kind of vocabulary was regarded as important both by the head of the language centre as well as the learners themselves (Taina Juurakko, personal communication, November 1999). Learners need this vocabulary both for written communication (correspondence) and oral communication (face-to-face, phone conversations).

6.3 Aims of the material package

The aims of the present material package are 1) to compile a list of central polytechnic-related vocabulary needed by the student office personnel in their work, and 2) to enable them to study these words and to practise using them.

The package will function as reference material for the personnel, providing them with resource material to be used, for instance, when they cannot recall a particular vocabulary item specific to the polytechnic context. The material may also be used as self study material, i.e. it will enable learners to study the vocabulary in question on their own. However, learning may take place only if learners use the material to study the vocabulary, and the way they use it will determine how and what they learn about the words. The material package provides the learners with an opportunity to acquaint themselves with new ways of learning foreign language words, and to learn words so that they may recognise them in their written form, recall them at will, relate them to appropriate objects or concepts, spell them correctly, and use them with correct collocations (see Section 4.1 about knowing a word). With the help of the material package, the learners are able to practise both comprehension and production (see Section 4.2). However, since the material package is designed to be used as self-study material, the focus is on text comprehension and written production. Tasks for practising oral production are voluntary, and can be completed only if the learners work with a partner; otherwise, instructions are given to complete such tasks in writing. Tapes or phonetic transcription of words or texts are not included in the material package, but may be added later, particularly if the material is used in the classroom.

The material package consists of four parts: first, a user's manual, second, a section introducing techniques and strategies used in learning foreign language vocabulary, third, a section with exercises for using words, and fourth, a glossary (alphabetical lists of terms related to studying in a polytechnic).

6.4 Methods

Since the scope of the vocabulary to be covered in the material is quite strictly limited to the specific field of polytechnic-related vocabulary, the material package has been influenced by **ESP** (English for specific purposes) literature (see Chapter 5). Consequently, the selection of words has been determined by the learners' needs for particular words at work. The material used in texts and exercises is either authentic (to illustrate texts from real life) or composed for the material package (to illustrate certain words). The tasks have been designed

to resemble real life situations, i.e. they include letter writing, answering emails, discussions and other tasks that the learners perform at work.

The criteria for **selecting vocabulary** items (Section 4.3.1) include frequency, range, learnability, availability and learner's needs. Since the vocabulary had already been limited to one needed in a specific context, frequency and range could not be used as selection criteria; instead, the selection process was mainly determined by the learners' needs. The relevant terms were gathered from existing vocabulary lists of polytechnic-related terms and other appropriate material, such as study guides of the polytechnic. The vocabulary items may be **organised** either by content, meaning, form or lexical relation (Section 4.3.2). Though alphabetical order has its limitations (see Section 4.3.2), it was seen to be the most appropriate for the present material package, because it makes finding words in lists easy and fast.

The methods of **presenting vocabulary** (see Section 4.3.3) include word-lists with definitions/explanations, words and translation equivalents in L1, and presenting words in contexts. All these methods have been found to be somewhat effective, but none is without problems (see e.g. McCarthy 1990:36). First, word-lists can be memorised, but they presumably cannot be retained for long, nor do they aid rapid recall. Second, translation equivalents may speed recall by supplying a "path" through the learner's L1 mental lexicon, but it might prevent the internal organisation of efficient and separate L2 equivalents. Third, some sort of mental contextualisation of a word is regarded as essential for learners to get a real grasp of a word. However, as pointed out in Section 4.4.2, research has not convincingly confirmed that learning words from context would be any more advantageous than translation equivalents. Therefore, an approach combining the two methods has been adopted for the material package: the vocabulary items are presented in the glossary part in written form with their translation equivalents, and they also appear in context in texts and in exercises for using words. This accords with the notions suggesting that a variety of techniques (e.g. combining translation equivalents and learning from context) would best guarantee that a word is remembered and assimilated, and that a word must be encountered regularly in various contexts and tasks for it to be learnt. (See e.g. McCarthy 1990, Prince 1996.)

To achieve the aim of presenting the central terms that the personnel of the student offices need at work, word-lists have been compiled and are presented in the glossary (part 4) in an alphabetical order (Finnish-English, English-Finnish).

To achieve the aim of enabling the users to study and learn the words in the word lists, parts 2 and 3 focus on studying and learning words. First, part 2 contains an introduction of some vocabulary learning strategies and other ways to enhance vocabulary learning (Sections 4.3.4 and 4.4.1). The objective is to provide the learners with alternatives to studying words from word lists. These techniques are also practised in some of the tasks in part 3; however, since the material is designed for self-study, this part mainly advises the users/learners how to use these strategies when studying the vocabulary on their own. It is recommended that the learners try to apply some of these strategies to find out which would be the most appropriate for them. This approach was chosen because a great deal of vocabulary learning takes place incidentally, not in a classroom (see e.g. Kang and Golden 1994), and it would be important to teach learners *how* to learn words, for instance, how to use written context to infer word meanings.
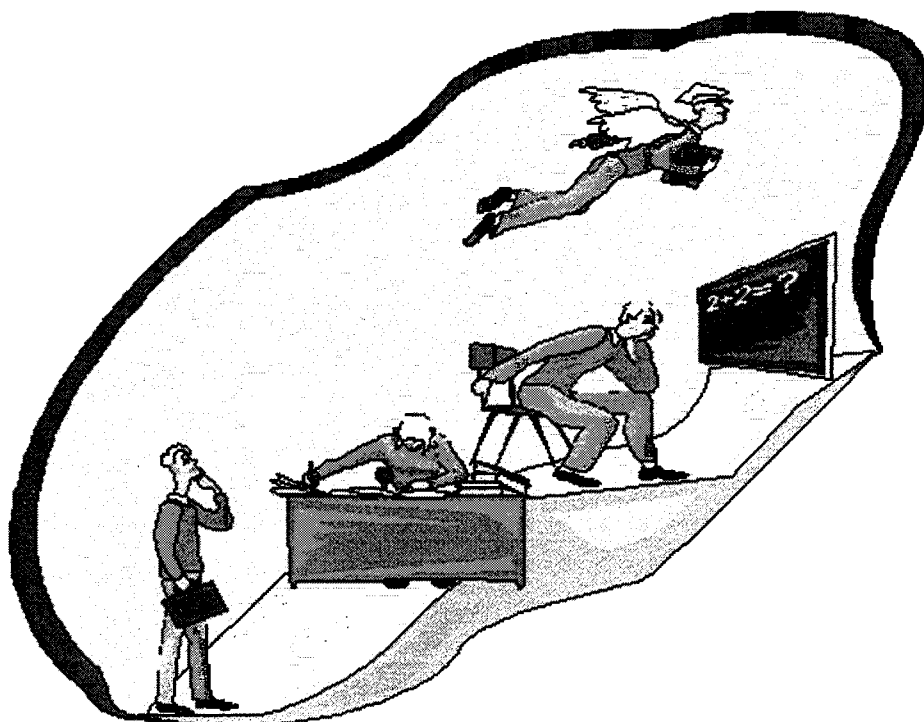
Second, as a means to enable the users to study/learn words, part 3 contains exercises for using words enlisted in the glossary. The part has been divided into eight units with different themes. Each unit contains the following sections:

1. **Orientation**: this may be a text or other written material, includes tasks in which the learners are asked to, for instance, recognise or infer words related to the theme of the unit. Its aim is to provide a starting point, activate schemas and prior knowledge (see Chapter 2, constructivism and schema theory), and arouse the learners' interest. It may also be used by learners as a pre-test: they can find out whether they need the vocabulary presented in the given unit, and whether they already know the words well enough or need further practice.

2. **Language focus/presentation**: this section provides a short introduction to the theme of the unit and discusses or explains important vocabulary items where needed.

3. **Practice**: this section contains first more controlled practice, which does not require learners to produce more than particular vocabulary items (mainly words introduced in section 1), for instance, to fill in words in a letter. These tasks have been included particularly to suit the proficiency level of less advanced learners. It also provides an opportunity to see words in context. Answer key is provided at the end of the material package. Second, there is more open-ended and demanding practice, in which the learners are asked to use words (mainly from section 1) to produce communication (whole sentences, dialogues or stories), for instance, to write a letter. These exercises are mainly based on elaboration theory (see Chapter 2). The objective of such tasks is to prompt the learners to actually use language and words in situations that resemble their real life working situations, since only by using words can they be acquired for production (see Chapter 2 and Section 4.2). This is followed by a vocabulary learning method exercise: the learners are instructed to practice a vocabulary learning method (introduced in part 2 of the material package) using words of the unit. This is to help them become accustomed to various ways of learning foreign language words, and consequently, become more independent in learning foreign language vocabulary.

The material package contains various kinds of tasks and is as such based on no single theory about vocabulary learning or teaching. The purpose has been to combine various ways and methods of learning words, which has been found to be effective (see above). Not only are the words presented in both word-lists with their translation equivalents and in context in texts and tasks, but also the task types vary so that there are inferring exercises, cloze tasks, elaboration tasks and various exercises for practising vocabulary learning methods and strategies.

AMK-SANASTON OPPIMATERIAALIPAKETTI HÄMEEN AMMATTIKORKEAKOULUN OPINTOTOIMISTON TYÖNTEKIJÖILLE

MATERIAALIPAKETIN SISÄLLYS

OSA I
OHJEITA
MATERIAALIPAKETIN
KÄYTTÄJÄLLE

MATERIAALIPAKETIN KÄYTTÄJÄLLE

Ammattikorkeakoulun kansainvälistymisen ja ulkomaisten oppilaitosten kanssa tehtävän yhteistyön myötä on englannin kielestä tulossa tärkeä työväline myös opintotoimiston väelle. Tarvitset yhä useammin työssäsi englannin kieltä neuvoessasi ja opastaessasi ulkomaisia opiskelijoita tai opettajia. Joudut vastaamaan englanninkielisiin kirjeisiin ja sähköposteihin sekä käymään keskusteluja englanniksi.

Tämän oppimateriaalipaketin tarkoituksena on auttaa sinua englannin kielen opiskelussa. Materiaalipaketissa keskitytään sellaisiin ammattikorkeakoulussa opiskelemiseen liittyviin sanoihin ja termeihin, joita tarvitset työssäsi opintotoimistossa. Näitä termejä on koottu materiaalipaketin sanasto-osaan (osa 4). Tarkoituksena on, että materiaalipaketin sanasto-osa toimii resurssi- tai lähdemateriaalina, josta voit löytää tarvitsemiasi sanoja. Lisäksi voit materiaalipaketin avulla opiskella käyttämään näitä sanoja.

Sanojen osaaminen on vain yksi osa kielitaitoa. Sanojen lisäksi tarvitset mm. kielioppia ja tietoa siitä, mitä missäkin tilanteessa on sopivaa sanoa. Täysin ilman sanoja et kuitenkaan voisi kommunikoida lainkaan. Kun käytät kieltä työssäsi, tarvitset perussanaston lisäksi tiettyjä erityissanoja ja termejä, lähinnä ammattikorkeakouluopintoihin liittyvää sanastoa.

Materiaalipaketin teoreettisina lähtökohtina ovat mm. konstruktiivinen oppimiskäsitys ja skeemateoria, jotka korostavat oppijan keskeistä roolia oppimisessa. Aikaisemman tiedon ja skeemojen aktivoiminen ennen uuden oppimista on tärkeää, jotta uusi tieto voidaan liittää jo olemassa olevaan tietoon ja muistaa paremmin. Teoreettisin lähtökohtiin kuuluu myös vieraan kielen, erityisesti sanaston, oppimista koskevia tutkimuksia, kirjallisuutta ja teorioita (esim. elaborointi). Näistä kerrotaan tarkemmin materiaalipaketin osassa 2.

Materiaalipaketissa on tämän "käyttöoppaan" lisäksi kolme osaa. Näistä ensimmäisessä (osa 2) kerrotaan yleisesti sanaston oppimisesta sekä joistakin tekniikoista ja strategioista, joita pidetään vieraan kielen sanojen oppimisen kannalta hyödyllisinä. Tämän osan avulla voit testata sanastonoppimismenetelmiäsi ja kokeilla uusia tapoja oppia vieraan kielen sanoja. Sinun kannattaa lukea tämä osa läpi ja kokeilla siihen liittyviä tehtäviä. Tarkoituksena on, että huomaat, miten monin eri tavoin sanoja voi opiskella ja ehkä löydät jonkin juuri sinulle mieluisan ja sopivan menetelmän. Kun opit käyttämään erilaisia sanojenoppimismenetelmiä, opiskelusi helpottuu ja voit edistyä huomattavasti myös itsenäisesti opiskellen.

Seuraavan osan, harjoitusosan (osa 3), tarkoituksena on auttaa sinua harjoittelemaan ammattikorkeakouluopintoihin liittyvien sanojen käyttöä. Tarvitset työssäsi englannin kieltä, ja on tärkeää, että pystyt sitä myös käyttämään todellisissa tilanteissa. Siksi paketin harjoituksista on pyritty tekemään sellaisia, että ne muistuttaisivat mahdollisimman paljon tilanteita, joissa normaalisti käytät englantia työssäsi. Tehtäviin sisältyy mm. kirjeiden kirjoittamista, sähköpostiviesteihin vastaamista ja puhelinkeskusteluja.

Harjoitusosa on jaettu kahdeksaan osaan aihepiireittäin:

1 HAMK:iin hakeminen ja valinta (application for and selection to the Häme Polytechnic)
2 Yhteishaku, erikoistapausvalinta ja ilmoittautuminen (joint application, selection in exceptional cases, and enrolment)
3 AMK-järjestelmän ja HAMK:n yleisesittely (polytechnic system and Häme Polytechnic in general)
4 AMK-opintojen rakenne (structure of polytechnic studies)
5 Opintojaksojen arviointi ja opintorekisteri (assessment of study units and record of credits)
6 HAMK:n palvelut (services of the Häme Polytechnic)
7 Opintotuki (student financial aid)
8 Muut opiskelija-edut (other benefits for students)

Jokaiseen aihepiiriin kuuluu tiettyjä sanoja, joskin monet sanat liittyvät hyvin erilaisiin tilanteisiin ja esiintyvät siksi useammassakin kappaleessa.

Harjoitusosassa jokainen kappale on jaettu seuraaviin osiin:

- **teksti/tekstejä** tai muuta materiaalia sekä **tunnistusharjoitus**. Tekstin tarkoituksena on johdatella asiaan, aktivoida aiemmat tietosi ja skeemasi aiheesta (ks. edellä) ja mahdollisesti herättää mielenkiintosi. Tehtävänä on usein tunnistaa kappaleen aihepiiriin liittyviä sanoja teksteissä/tilanteissa, joissa ne tavallisesti esiintyvät. Samalla voit usein testata, kuinka hyvin hallitset kappaleen käsittelemän sanaston ja tarvitsetko kappaleessa tarjottavaa lisäharjoitusta. Joissakin kappaleissa sinua myös ohjataan pohtimaan strategioita, joiden avulla tunnistit sanat.

- **hyvä tietää**-osiossa esitellään kappaleen sanastoa ja kerrotaan sanojen käyttöön liittyvistä asioista, annetaan synonyymeja jne.

- **Harjoituksia**, joissa käydään läpi kappaleen sanastoa. Kappale alkaa **tuottamisharjoituksilla**. Ensimmäiset tuottamisharjoitukset vaativat vain kappaleen sanojen tuottamista, esimerkiksi aukkotehtävien täydentämistä näiden sanojen avulla. Näissä tehtävissä riittää, kun osaat tuottaa oikeat sanat. Samalla kuitenkin näet sanat asiayhteydessä, ei vain irrallisissa lauseissa. Materiaalipaketin lopusta (osa 5) löydät vastaukset näihin tehtäviin. Yritä kuitenkin suorittaa jokainen tehtävä loppuun ennen kuin katsot vastauksia. Kun olet tarkistanut vastauksesi, korjaa mahdolliset virheesi. Voit myös pohtia, mistä virheet ehkä johtuvat. Osa tuottamisharjoituksista on vapaampia ja vaativampia: ne edellyttävät sanojen käyttämistä sekä kielen tuottamista muutenkin. Niissä voit esimerkiksi kirjoittaa itse dialogin, kirjeen tai sähköpostiviestin tai harjoitella miten reagoisit tietyissä tilanteissa. Tällaisiin tehtäviin ei tietenkään ole yhtä ainoaa oikeaa vastausta, koska jokainen reagoi omalla tavallaan, aikaisemman tietonsa, mielikuviensa jne. pohjalta. Näihin tehtäviin on paketin lopussa (osa 5) annettu esimerkkivastaukset. Useimmat tehtävistä ovat sellaisia, että voit suorittaa ne yksin, mutta pakettiin kuuluu myös joitakin pari- tai ryhmätehtäviä. Nämä ovat tietenkin valinnaisia ja ne voi hyvin suorittaa esim. kirjallisina tehtävinä yksin opiskellessaan. Kappaleen lopussa on **menetelmätehtävä**. Näissä tehtävissä harjoitellaan sanastonoppimismenetelmiä (ks. materiaalipaketin osa 2) kappaleen sanojen avulla. Opit uusia sanoja ja samalla voit harjoitella monipuolisia menetelmiä sanojen opiskelemista varten.

Lisäksi löydät paketista sanasto-osan (osa 4). Se sisältää keskeisiä ammattikorkeakoulussa opiskelemiseen liittyviä sanoja, joita saatat tarvita esimerkiksi neuvoessasi ulkomaalaisia opiskelijoita. Sanaluetteloista löydät siis muitakin sanoja kuin harjoitusosan kappaleiden sanat. Sanat on järjestetty luetteloihin "sanakirjamaisesti" aakkosjärjestyksessä, jotta voisit helposti löytää etsimäsi sanan. Sanat on järjestetty luetteloihin sekä suomi-englanti että englanti-suomi järjestyksessä. Sanasto-osan lopusta löydät koulutusalojen, koulutusohjelmien, suuntautumisvaihtoehtojen ja tutkintojen nimet sekä tutkintonimikkeet alojen mukaan ryhmiteltynä.

OSA II
MITEN SANOJA
VOI OPPIA?
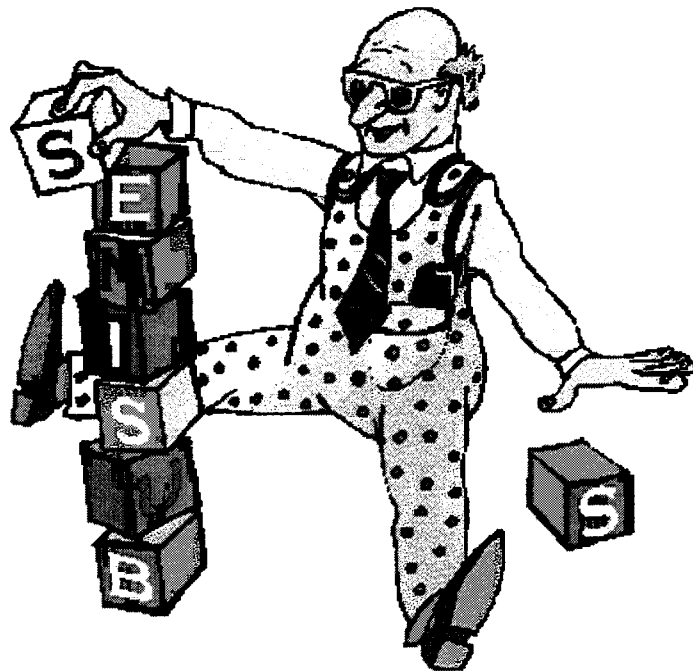
SANASTON OPPIMISESTA

Seuraavassa esitellään muutamia sanojen oppimista ja opiskelua varten kehitettyjä strategioita ja tekniikoita. Niiden käyttöön ohjataan myös joissakin harjoitusosan tehtävistä. Alla olevien reflektiotehtävien ja johdanto-osan jälkeen voit tutustua seuraaviin strategioihin/menetelmiin:

1. sanan merkityksen päättely kontekstin avulla
2. muistiin merkitseminen ja sanakortit
3. sanojen ryhmittely
4. elaborointi
5. sananmuodostus
6. kollokaatio
7. muistitekniikat
8. sanakirjojen käyttö.

Tehtävä 1

Kun olet itse tietoinen siitä, millainen opiskelija olet, miten ja millä menetelmillä opit parhaiten, voit tehostaa oppimistasi ja helpottaa itsenäistä opiskelua. Seuraavien kysymysten pohtiminen voi auttaa sinua saamaan lisää tietoa itsestäsi vieraan kielen sanaston oppijana.

1. Mihin tarkoitukseen haluat oppia englantia ja minkälaisissa tilanteissa tarvitset kieltä?

2. Millaista kielitaitoa tarvitset näissä tilanteissa (sanasto, kielioppi, puhuminen, kirjoittaminen, kuunteleminen, luetun ymmärtäminen)?

3. Miten koet englannin kielen sanojen opiskelun (tärkeää?, miksi/miksi ei?)

4. Minkälaisten sanojen oppimisesta olisi sinulle eniten hyötyä? Miksi?

5. Palauta mieleesi jokin tilanne jossa äskettäin tarvitsit englantia. Oliko sinulla ongelmia sanaston kanssa? Millaisia?

6. Usein ymmärrät paljon enemmän sanoja kuin mitä osaat tuottaa. Sanan osaamisella voidaan tarkoittaa monia asioita, kuten
   - ymmärrät puhutun/kirjoitetun sanan
   - voit palauttaa sanan mieleesi tarvitessasi sitä
   - osaat käyttää sanaa sen oikeassa merkityksessä
   - osaat käyttää kieliopillisesti oikeaa muotoa sanasta

- osaat lausua sanan oikein
- tiedät, mitä muita sanoja voit käyttää ko. sanan kanssa
- osaat kirjoittaa sanan oikein
- osaat käyttää sanaa sopivassa tilanteessa
- tiedät, liittyykö sanaan positiivisia tai negatiivisia mielleyhtymiä

Mitä sanan osaaminen sinun mielestäsi tarkoittaa? Mihin pyrit opiskellessasi sanoja?

Tehtävä 2

Ota materiaalipaketin sanalistasta umpimähkään yhdeksän sanaa (ei peräkkäisiä). Voit kirjoittaa ne paperille. Yritä sitten opetella sanat viidessä minuutissa. Tee muutama minuutti jotain muuta.

Hetken kuluttua voit tarkistaa kuinka monta sanaa muistat. Tärkeintä ei kuitenkaan ole se, muistatko sanat vaan se, <u>miten</u> opettelit niitä.
Mitä menetelmää käytit (eli miten opettelit eri sanat)?

Käytätkö tavallisesti samaa menetelmää opetellessasi sanoja?

Mitä muita menetelmiä olet käyttänyt opetellessasi vieraan kielen sanoja?

Mitkä näistä menetelmistä ovat toimineet parhaiten?

Mistä luulet sen johtuvan?

Sanojen opettelemista "ulkoa" sanalistojen avulla on käytetty paljon vieraan kielen opetuksessa. Tätä menetelmää ei kuitenkaan nykyisin pidetä kovin tehokkaana. Listoista opeteltaessa sanat voidaan ehkä oppia nopeasti, mutta niiden käyttämisessä voi olla ongelmia. Jotta sanoja opittaisiin myös käyttämään, ne olisi opittava kontekstissa eli jossakin yhteydessä, esimerkiksi tekstissä. Silloin voidaan oppia tärkeitä asioita sanan käytön kannalta, esimerkiksi minkä muiden sanojen kanssa sitä voidaan käyttää. Kontekstista sanoja oppii parhaiten esimerkiksi lukemalla ja yleensä käyttämällä kieltä mahdollisimman paljon. Lukemista pidetäänkin yhtenä tehokkaana tapana oppia sanoja. Oppiminen on tehokkainta silloin, kun luet sellaisia tekstejä, jotka kiinnostavat sinua tai joista etsit jotakin sinulle tärkeää tietoa. Jos kuitenkin jostain syystä olisi opeteltava sanoja listoista, suositellaan tällöin käytettäväksi sanakorttimenetelmää, jossa listat muutetaan korttien muotoon (ks. alla).

Sanojen oppimisessakin pätee vanha viisaus kertauksesta opintojen äitinä. Yleensä sanan kuuleminen tai näkeminen kerran ei riitä sen oppimiseksi. Oppimisen kannalta on hyödyllistä, jos opittavia sanoja kerrataan (se, kuinka monta kertaa sana on toistettava ennen kuin se opitaan riippuu monista tekijöistä, kuten oppijan yksilöllisistä ominaisuuksista). Pelkkä kertaaminen ei kuitenkaan riitä siihen, että sanoja opittaisiin myös käyttämään. Niiden käyttämistä on myös harjoiteltava.

1 SANAN MERKITYKSEN PÄÄTTELY KONTEKSTIN AVULLA

Lukiessasi tekstiä äidinkielelläsi et aina välttämättä tiedä jokaisen sanan merkitystä. Silti saat enimmäkseen aivan hyvin selvää siitä, mitä tekstissä sanotaan. Vieraskielistä tekstiä lukiessasi eteesi tulee vielä useampia sanoja, joiden merkitystä et tunnista. Jos näitä sanoja ei ole kohtuuttoman paljoa, voit ymmärtää tekstin sanoman riittävästi tai jopa lähes täydellisesti. Tämä voi johtua siitä, että tuntemattomat sanat eivät ole **tekstin merkityksen** kannalta oleellisia, tai siitä että (tietoisesti tai tiedostamattasi) osaat **päätellä** sanan merkityksen esim. asiayhteydestä tai sen osien avulla. Onkin tärkeää, että lukiessasi vieraskielistä tekstiä et pyri ymmärtämään jokaisen yksittäisen sanan merkitystä tai tekstiä sana kerrallaan vaan kokonaisuutena. Kun vastaan tulee outo sana, ei kannata heti luovuttaa tai etsiä sanaa sanakirjasta, jollei se ole tekstin/asian ymmärtämisen kannalta välttämätön. Usein tekstissä esiintyy pieniä vihjeitä kuten muita sanoja, jotka voivat auttaa päättelemään jotain tuntemattoman sanan merkityksestä. Näiden lisäksi apua antavat yleistieto, tieto siitä asiasta mitä teksti tai keskustelu koskee sekä tieto siitä, millaisia sanoja voi esiintyä tietynlaisessa tekstissä. Sanojen merkityksen päätteleminen kontekstin avulla auttaa oppimaan sanoja, koska samalla sanojen merkitystä pohditaan aktiivisesti. Kun sanojen merkityksen päättelyssä harjaantuu, sanavarasto laajenee ja samalla myös luetun ymmärtäminen helpottuu.

Sanojen merkityksien päättelyä helpottavat ja ohjaavat esimerkiksi seuraavat asiat, joihin siksi kannattaa kiinnittää huomiota:

- aihe (mistä puhutaan, mikä on luettavan tekstin sisältö)
- otsikko (jos tekstillä sellainen on)
- tekstissä/keskustelussa esiintyvät muut sanat, esim. toisto ja sanat, jotka viittaavat toisiin sanoihin (esim. pronominit)
- kieliopillinen rakenne
- välimerkit tekstissä ja sävelkulku puheessa.

Seuraavat esimerkit osoittavat tarkemmin kuinka nämä tekstistä löytyvät "vihjeet" tai aiempi tieto asiasta voivat auttaa sanan merkityksen päättelemisessä ("tuntematon" sana on alleviivattu):

- lauseessa määritellään tuntematon sana (esim. *A credit means a student's average study effort of 40 hours.*)
- lauseessa annetaan esimerkki tuntemattomasta sanasta (esim. *There are many degree titles, such as horticulturist, nurse, or bachelor of business administration.*)
- tuntemattomasta sanasta kerrotaan, mitä kaikkea siihen sisältyy (esim. *The academic year is divided into two semesters: autumn semester and spring semester.*)
- lauseessa kerrotaan, millainen tuntematon sana on (esim. *Vocational specialisation studies are blocks of study of 20 - 40 credit units and directed to those who already have a polytechnic degree.*)
- lauseessa esiintyy tuntemattoman sanan synonyymi, eli samaa tarkoittava sana (esim. *The thesis, that is, the final year project is usually completed at the end of studies.*)
- lauseessa esiintyy tuntemattoman sanan vastakohta (esim. *That course is compulsory, it is not a free-choice course.*)
- lauseessa esiintyy jokin muu vastakkaisuutta ilmaiseva sana. Jos tiedät sen ilmaisevan vastakkaisuutta (esimerkissä *but*) ja tunnet toisen sanoista merkityksen,

voit päätellä sen avulla toisenkin (esim. *That course is not free-choice but compulsory.*)

- sanaan voi kuulua tuttuja osia, kuten etu- tai loppuliitteitä, jotka voivat auttaa sen merkityksen päättelemisessä, tai sana voi olla yhdyssana, jonka merkityksen voi päätellä sen osista (ks. alla kohta *sananmuodostus*)
- äidinkielen tai muun vieraan kielen sana voi muistuttaa tuntematonta sanaa niin paljon, että sen merkityksen voi päätellä (esim. *In the faculty of technology you can study, for example, information technology*)
- yleistieto tai tieto jostakin tietystä aiheesta voi myös auttaa sanan merkityksen päättelemisessä (esim. *Students in higher education in Finland do not pay any tuition fees but they must pay for their books and other materials, and their housing and living.*)

Tehtävä 3

Yksi tapa harjoittaa tätä päättelykykyä on tehdä sitä ensin tietoisesti tiettyjen vaiheiden kautta. Harjoituksen avulla vaiheiden läpikäyminen nopeutuu ja automatisoituu. Oletetaan, että et tunne seuraavassa tekstissä sanaa *credit*.

> *Polytechnic students often choose courses that they are interested in. However, it is also important to students that each course gives them credits, because students need them to get a degree.*

Yritä nyt päätellä sanan *credit* merkitys seuraavien vaiheiden kautta:

1. Mihin sanaluokkaan sana kuuluu? Onko se substantiivi (vastaa kysymykseen "mikä?"), verbi (ilmaisee tekemistä), adjektiivi (vastaa kysymykseen "millainen?"), adverbi (vastaa esim. kysymykseen "miten?")?
   → sana on substantiivi
2. Katso sitä lausetta tai virkettä, mihin sana sisältyy. Mitä sanoja ko. sanan lähettyvillä on, millaisia ne ovat? Esimerkiksi jos tuntematon sana on substantiivi, kuvataanko sitä jollain adjektiivilla, millaisella? Voit kysyä itseltäsi kysymyksiä kuten "kuka/mikä tekee mitä kenelle/mille?". Voit tehdä virkkeestä useampia, lyhyempiä virkkeitä. Onko lauseessa käytetty lainausmerkkejä, sulkumerkkejä, kursivointia tms. ja mitä ne kertovat?
   → tekstin mukaan *credit* on jotain mitä opiskelijat saavat kursseilta (*each course gives them credits*) ja jotain, mitä opiskelijat tarvitsevat (*students need them*).
3. Tutki sen lauseen, mihin tuntematon sana sisältyy, ja kappaleen muiden lauseiden välisiä suhteita. Tällaisia voivat olla syy-seuraussuhde, vastakohdat, esimerkin anto, yleistys, aikasuhde jne. Suhteita ilmaisevat joskus, mutta eivät aina pikkusanat kuten *but, because, when, however, as a result, if, before* jne.
   → Edellisessä virkkeessä todetaan opiskelijoiden valitsevan kursseja kiinnostuksen vuoksi. Tätä seuraa sana *however*, 'kuitenkin', joten seuraavassa virkkeessä kerrotaan todennäköisesti jotain edellisestä poikkeavaa. Tässä virkkeessä on myös toinen lause joka alkaa sanalla *because*, 'koska'. Tämä lause voi selittää jotain sanasta: opiskelijoille on tärkeää saada *credits*, koska niitä tarvitaan tutkintoa varten.
4. Päättele kohtien 1-3 avulla sanan mahdollinen merkitys.
   → Se, mitä opiskelijat saavat kursseilta ja tarvitsevat valmistuakseen, mikä ei suoranaisesti liity kiinnostukseen opittavaa asiaa kohtaan on <u>opintoviikko</u>.
5. Tarkista arvauksesi:
   • Onko arvauksesi sanaluokka sama kuin tuntemattoman sanan?
     - opintoviikko on substantiivi (ks. kohta 1.)
   • Korvaa tuntematon sana veikkauksellasi. Jos lause on järkevä, arvasit todennäköisesti oikein. Jos ei, yritä uutta arvausta.

- "opiskelijoille on kuitenkin myös tärkeää saada kursseilta opintoviikkoja, koska…"
- Jos tuntemattomassa sanassa on useampia osia, pilko sana nähdäksesi vastaavatko sen osat veikkaustasi.
  - sanassa ei ole useampia osia.
  → päättely onnistui

2 MUISTIIN MERKITSEMINEN JA SANAKORTIT

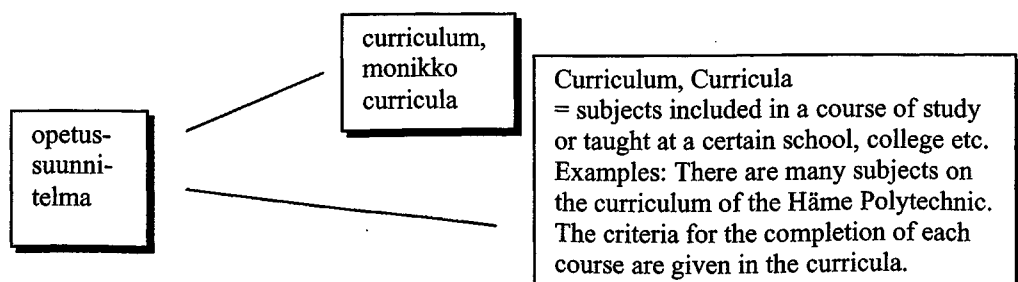Muistatko sanat paremmin, jos kirjoitat ne itsellesi ylös?

Käytitkö tätä menetelmää kun opettelit sanastopaketin sanoja (yllä)?

Sanojen kirjoittaminen voi auttaa niiden painamisessa mieleen. Yleensä uusien sanojen muistiin merkitsemistä pidetään oppimisen kannalta hyödyllisenä. Kaksi muistiin merkitsemisessä käytettyä tapaa ovat:

1. **Muistikirjat.** Voit kirjoittaa muistikirjaan ne uudet sanat, jotka haluat oppia. Muistikirjan etuihin kuuluu se, että voit kirjoittaa siihen sanat valitsemassasi järjestyksessä: aakkosjärjestyksessä, aihepiireittäin, jne. Sanojen muistamista voi helpottaa mielikuvituksellinen, luova järjestys, joten sanat voi ryhmitellä esimerkiksi niistä mieleen tulevien muotojen tai värien mukaan. Toinen tapa voisi olla se, että piirrät vaikkapa kotisi pohjapiirroksen ja jaat sanat eri huoneisiin ja paikkoihin. Lisäksi voit itse valita, mitä kirjoitat muistiin: pelkän sanan ja sen suomenkielisen vastineen, sanan määritelmän tai kuvauksen englanniksi, esimerkkilauseita siitä, kuinka sanaa käytetään jne. Ehkä haluaisit piirtää jotain sanaa kuvaavaa tai käyttää eri värejä sen mukaan, millaisia mielikuvia sanat sinussa herättävät. Tyyli on täysin vapaa. Muistikirjaa voit lisäksi pitää mukanasi siltä varalta, että innostuisit käyttämään joutoaikaa sanojen opetteluun.
2. **Sanakortit.** Voit kirjoittaa uudet sanat pienille paperi- tai pahvikorteille. Kortin toiselle puolelle kirjoitat uuden sanan englanniksi. Kääntöpuolelle voit kirjoittaa sanan suomenkielisen vastineen tai englanninkielisen määritelmän lisäksi esimerkkilauseita siitä, kuinka sanaa käytetään. Korttien valtti on se, että voit järjestää ne joko aakkosjärjestykseen, aihepiireittäin, mielikuvien mukaan, jne. ja voit aina järjestää ne uudelleen halutessasi. Näin et opi muistamaan sanaa vain sen perusteella, missä kohtaa se on esimerkiksi sanalistassa. Lisäksi voit käyttää kortteja sanakuulusteluun: katso korttia ja yritä muistaa, mikä sana toisella puolella on ennen kuin käännät kortin. Näin saat helposti selville, mitä sanoja et vielä muista ja voit niputtaa ne omaan pinoonsa lisäharjoitusta varten. Seuraavassa esimerkissä vasemmalla on kortin se puoli, jolla sana on suomeksi. Kortin kääntöpuoli voisi näyttää joko siltä, miltä kortti oikealla ylhäällä (sana englanniksi) tai oikealla alhaalla (sana englanniksi, määrittely ja esimerkkejä) riippuen siitä, kuinka paljon sanaa koskevaa informaatiota haluat korttiin sisällyttää.

| curriculum, monikko curricula |
| opetus- suunni- telma |

Curriculum, Curricula
= subjects included in a course of study
or taught at a certain school, college etc.
Examples: There are many subjects on
the curriculum of the Häme Polytechnic.
The criteria for the completion of each
course are given in the curricula.

3 SANOJEN RYHMITTELY

Tehtävä 4

Seuraavassa esimerkissä sanoja on ryhmitelty eri perusteiden mukaan niin, että joka ryhmän (rivin) sanoilla on jotain yhteistä. Yritä päätellä, mitä se kussakin tapauksessa on. Vastaukset löydät tämän kohdan lopusta.
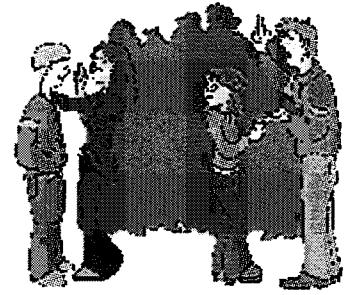
1. common basic studies, communication studies, competence-based examination, compulsory studies
2. study module, product development, exchange period, degree title
3. student counselling, student exchange, student office, student selection
4. read, study, investigate, analyse, examine

Sanojen oppiminen on helpompaa, jos ne liittyvät jollain tavoin toisiinsa eivätkä ole vain hajanaiselta vaikuttava joukko sanoja. Oppiminen on tehokkainta silloin, kun oppija itse ryhmittelee opittavat sanat. Sanoja voi ryhmitellä sen mukaan, mitkä kuuluvat jollain perusteella samaan joukkoon tai vaikka vastakohtapareiksi. Oppimista tehostaa edelleen, jos oppija itse päättää, millä perusteella jakaa sanat omiin ryhmiinsä. Ryhmittelyä voi käyttää esimerkiksi sanojen muistiin merkitsemisessä (ks. yllä).

Varsinaisen ryhmittelyn lisäksi oppimista voi tehostaa piirtämällä sanoista kuvioita, joista näkyvät sanojen väliset suhteet. Tällaisia voivat olla vaikkapa sanojen hierarkiasuhteita kuvaavat "puukuvaimet" tai yksinkertaisesti kuviot, joissa yksi sana on keskellä ja siihen liittyvät sanat sen ympärillä (ks. esim. 1).

Esimerkki 1:

international relations office   partner institution

teacher   international   student
exchange ——————— co-operation ——————— exchange

international semester   exchange period
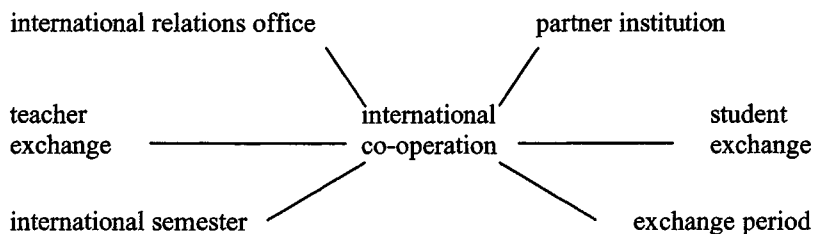
Voit myös kokeilla käsitekartan piirtämistä: valitse teema (esim. *examination*). Kirjoita tämä sana paperin keskelle. Liitä siihen (viivalla/nuolella) ensimmäinen sana, mikä siitä tulee mieleesi. Jatka näin liittäen mukaan aina uusia sanoja, joita mieleesi tulee edellisistä (ks. esim. 2).

Esimerkki 2:

assessment ——————— evaluation

evaluation criteria

examination ——————— **examination**
regulations

grade

excellent very good good satisfactory   pass fail

credit record

credit

credit transfer
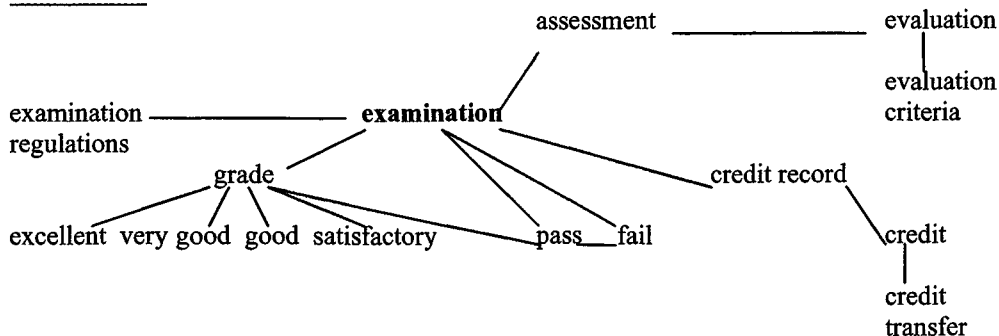
Voit ja sinun kannattaakin ryhmitellä ja mahdollisesti kuvata näitä ryhmiä aivan oman valintasi mukaan. Se, että mietit kuinka sanat ryhmittelisit ja kuinka kuvaisit niiden välisiä suhteita tehostaa oppimistasi. Sanat jäävät helpommin mieleen ja samalla opit, kuinka ne liittyvät toisiinsa. Kuvioihin voit tarpeen mukaan lisätä uusia oppimiasi sanoja. Taas näet sanojen väliset suhteet ja samalla kertaat aiemmin oppimiasi sanoja.

(Tehtävän 4 sanoilla oli yhteistä:
1. *com-* alku
2. yhdyssanoja
3. *student-* alku
4. verbien merkitykset muistuttavat toisiaan)

4 ELABOROINTI

Elaboroinnilla tarkoitetaan kielen oppimisessa laajentamista, soveltamista. Sitä pidetään nykyisin hyvin tehokkaana tapana oppia vieraita kieliä ja uusia sanoja (ks. myös kohta "käyttäjän opas"). Materiaalipaketin tehtävistä monet perustuvat elaborointiteoriaan. Elaboroinnin perusperiaatteiden tuntemisesta on oppijalle hyötyä.

Voit nyt kokeilla elaborointia. Ota taas materiaalipaketin sanalistoista satunnaisesti muutamia sanoja ja kokeile niiden opettelemista elaborointia käyttäen. Opetellessasi uusia sanoja elaborointi tarkoittaa käytännössä sitä, että käytät uutta sanaa. Muodosta siis valitsemistasi sanoista lauseita tai kysymyksiä (yksi uusi sana/lause). Voit myös kirjoittaa dialogin tai tekstin käyttäen näitä sanoja. Esimerkiksi jos haluat oppia sanan *assignment*, muodostat lauseen, jossa käytät sitä, esim. *Students must complete many difficult assignments during their studies*. Mitä pidempiä ja monimutkaisempia virkkeitä uusien sanojen avulla muodostat, sitä paremmin opit sanat. Myös hassujen/mielettömien tarinoiden uskotaan auttavan sanojen muistamisessa, toisaalta myös loogiset, syy-seuraussuhteita sisältävät virkkeet ja tarinat edistävät oppimista. Elaboroidessasi voit myös kirjoittaa tuottamasi lauseet ylös. Kirjoittaessasi aivosi prosessoivat tehtävää perusteellisemmin kuin puhuessasi, joten muistat asian paremmin. Voit verrata elaborointia siihen tapaan, jota edellä käytit sanojen oppimiseen.

Elaborointi on tehokkaampaa kuin sanojen opettelu esimerkiksi sanalistasta, koska saat itse aktiivisesti ajatella ja prosessoida sanoja. Näin muistat uudet sanat paremmin ja opit myös käyttämään niitä. Lisäksi saat uusia lauseita tuottaessasi käyttää kieltä muutenkin, jolloin saat harjoitusta sen rakenteissa ja palautat mieleesi jo oppimiasi sanoja. Useimmiten saat vielä melko vapaasti muodostaa sanoista lauseita tai kertomuksia, jolloin voit käyttää kieltä kertoaksesi sinua kiinnostavista asioista. Tärkeintä on se, että käytät sanoja ja kieltä aktiivisesti viestiessäsi itsellesi merkityksellisistä asioista. Sinun kannattaa ehkä käyttää tätä menetelmää myös, jos haluat opiskella sanoja itsenäisesti, eli muodosta lauseita, kertomuksia jne., joissa käytät uusia sanoja.

5 SANANMUODOSTUS

Moni englannin kielen sana on muodostettu toisten sanojen avulla. Tällaisia ovat mm. yhdyssanat sekä etuliitteiden (prefiksien) ja loppuliitteiden (suffiksien) avulla muodostetut sanat. Voit laajentaa sanavarastoasi paljonkin, jos opit muodostamaan yhdyssanoja ja tuntemaan etu- ja loppuliitteitä sekä niiden merkityksiä.

Tehtävä 5

Luultavasti tunnet jonkin verran englannin kielen etu- ja loppuliitteitä. Niillä on usein jokin merkitys. Mitä arvelisit esimerkiksi ammattikorkeakouluista käytettävässä sanassa *polytechnic* esiintyvät liitteen *poly-* merkitsevän? Jos tiedät merkityksen olevan 'monta', miten se mielestäsi liittyy ammattikorkeakouluihin? Tunnetko seuraavat etuliitteet: *multi-, inter-, co-, post-?* Miten liitteet auttavat päättelemään seuraavien sanojen merkityksen: *multidisciplinary, international, co-operation, postgraduate?* (ks. tämän kohdan loppu.) Loppuliitteistä paljon käytetään esim. päätettä *-er,* jolla usein kuvataan tekijää (*lecture-lecturer,* luento-luennoitsija).

Etu- ja loppuliitteitä on englanninkielessä paljon. Monella niistä on tietty merkitys jonka tunteminen voi auttaa sanan merkityksen päättelemisessä. Ei kuitenkaan ole kovin hyödyllistä alkaa opetella ulkoa kaikkia liitteitä ja niiden merkityksiä. Niihin kannattaa kuitenkin kiinnittää huomiota esimerkiksi teksteissä ja tehtävissä ja sitä kautta pyrkiä omaksumaan keskeiset liitteet merkityksineen. Materiaalipaketissa on joitakin sananmuodostustehtäviä. Näissä sekä vaikkapa lukiessasi voit kiinnittää huomiota sanoihin joilla on samanlainen alku tai loppu, siihen miten niiden merkitykset muistuttavat toisiaan ja miten ne eroavat.

Yhdyssanoissa on yhdistetty kaksi sanaa, joskus useampiakin sanoja. Muutamia yhdyssanoja, jotka liittyvät ammattikorkeakouluopintoihin ja joiden merkitys on melko helppo päätellä, jos tuntee niiden osat, ovat esim. *working life* (työelämä), *student exchange* (opiskelijavaihto) ja *final examination* (loppukoe). Englannin kielen yhdyssanoista jotkut kirjoitetaan erikseen (edellä), jotkut yhteen (esim. *undergraduate*), jotkut taas väliviivalla (esim. *competence-based examination, on-the-job training*).

Tehtävän 5 vastaukset:
Etuliitteet yllä: *multi-* (moni,→*multidisciplinary,* monialainen), *inter-* (välissä, välinen→*international,* kansainvälinen), *co-* (yhteis→*co-operation,* yhteistyö), *post-* (jälkeinen→*postgraduate,* tutkinnon suorittanut opiskelija/tutkinnon jälkeiset (opiskelut))

6 KOLLOKAATIO

Kollokaatiolla tarkoitetaan sitä, että tietyt sanat esiintyvät yhdessä usein, tai että jotakin sanaa ei yleensä käytetä yhdessä jonkin toisen sanan kanssa. Esimerkiksi puhuttaessa pakollisista kursseista käytetään sanaa *compulsory* ('pakollinen', *compulsory courses*) eikä sanaa *obligatory* (myös 'pakollinen'). Kollokaatioihin kannattaa kiinnittää huomiota sanojen opiskelemisen yhteydessä, jotta osaa käyttää oppimiaan sanoja toisten, sopivien sanojen kanssa. Tieto kollokaatioista voi myös auttaa muistamaan sanoja ja päättelemään niiden merkityksiä kontekstin avulla. Kollokaatiotkin oppii parhaiten käyttämällä kieltä, jolloin sanat ja rakenteet tulevat tutuiksi ja oikeiden kollokaattien käyttäminen automatisoituu vähitellen. Kollokaatiot on materiaalipaketissa huomioitu tehtävissä joissa sinua pyydetään yhdistämään keskenään esim. verbi ja sen kanssa käytettäväksi sopiva substantiivi tai substantiivilauseke. Näitä tehtäviä tehdessäsi kiinnitä erityistä huomiota siihen, mitkä sanat esiintyvät keskenään.

7 MUISTITEKNIIKAT

Muistitekniikoita on monia. Millaisia muistitekniikoita olet itse käyttänyt muistaaksesi eri asioita?

Yksi tavallisimmista muistitekniikoista lienee seuraava: kuvittele mielessäsi esimerkiksi jokin tuttu reitti, vaikka työmatkasi, tai tuttu paikka. Sijoita mielessäsi reitin varrelle tai paikkaan ne sanat, mitkä haluat muistaa. (Esim. sanoja, jotka liittyvät ammattikorkeakouluun pyrkimiseen voitaisiin sijoittaa vaikka seuraavasti: *entrance exam* kotiportille, *application form* suojatielle jne.) Käy jonkin ajan kuluttua reitti uudelleen läpi mielessäsi. Muistatko sanat luomiesi mielikuvien avulla? Tämä tekniikka on tehokas, jos halutaan muistaa ulkoa lista sanoja. Se ei kuitenkaan välttämättä sovellu abstrakteja käsitteitä kuvaavien sanojen opetteluun eikä ole paras menetelmä silloin, kun sanat halutaan oppia niin, että niitä voidaan myös käyttää.

Yksi kielen opiskelussa käytetty tekniikka sanojen oppimiseksi on nimeltään *Key word* ("avainsana") -tekniikka. Voit kokeilla sitä seuraavasti: haluat oppia sanan *counsellor* (*study counsellor*, 'opintoneuvoja'). Mikä suomen kielen sana tulee mieleesi sanasta tai sen alusta? Yhdistä nämä kaksi sanaa mielikuvaksi. Esimerkiksi jos sanan alusta *coun-* tulee mieleesi sana kaunis, voit yhdistää sanat mielikuvaksi kauniista opintoneuvojasta. Tämän mielikuvan pitäisi auttaa sinua muistamaan sana myöhemmin.

8 SANAKIRJOJEN KÄYTTÖ

Pohdi hetki, kuinka itse käytät sanakirjaa. Millaisissa tilanteissa tarvitset sitä ja millaista tietoa siitä haet?

Sanakirjat ovat tärkeitä apuvälineitä, kun käytämme vierasta kieltä. Niistä voi olla apua myös kielen ja sanojen oppimisessa. Sanakirjaan ei kuitenkaan kannata eikä aina ole mahdollistakaan turvautua jokaisen tuntemattoman sanan kohdalla. Tekstiä luettaessa jokainen sana ei useinkaan ole koko tekstin sisällön ymmärtämisen kannalta välttämätön, joten ei haittaa vaikka et tuntisi kaikkia sanoja. Tuntemattoman sanan merkitys kannattaa yrittää päätellä tai ymmärtää asiayhteydessä, jolloin sanaa ei ehkä ole välttämätöntä etsiä sanakirjasta. Jos kuitenkin tarkistat merkityksen sanakirjasta, voit kokea onnistumisen tunteen arvatessasi oikein. Jos arvasit väärin, ainakin yritit keksiä sanan merkityksen ja prosessoit sitä aktiivisesti mielessäsi. Nämä kumpikin edistävät oppimista. Toisaalta sanakirjoja kannattaa käyttää, koska ne "altistavat" kielelle ja sanalle ja tarjoavat yhden eri kontekstin, jossa sanan voi nähdä. Sanakirjan käyttö tuskin yksinään kuitenkaan riittää siihen, että oppisit käyttämään sanoja. Siksi siihen kannattaa yhdistää myös muita tekniikoita.
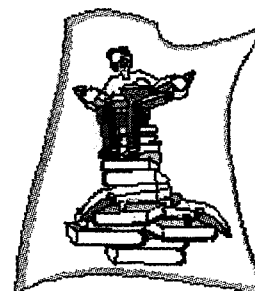
Tehtävä 6

Sanakirjasta voit löytää sanan merkityksen lisäksi muuta hyödyllistä tietoa. Katso esimerkiksi seuraavia sanakirjan (Oxford advanced learner's dictionary 1989) määritelmiä sanoista *applicant, optional* ja *thesis*. Mitä kaikkea ne kertovat näistä sanoista?

Esim. 1 **applicant** /'æplɪkɘnt/ *n* ~(for sth) person who applies, esp for a job, etc: *As the wages were low, there were few applicants for the job.*

Esim. 2 **optional** /-ʃɘnl/ *adj* that may be chosen or not, as one wishes; not compulsory: *optional subjects at school* ° *Formal dress is optional.* ° *The cassette player is an optional extra in this make of car,* ie It will cost extra if one chooses to have it.

Esim. 3 **thesis** /ˈθiːsɪs/ *n* (*pl* **theses** /ˈθiːsiːz/) 1 statement or theory put forward and supported by arguments. 2 long written essay submitted by a candidate for a university degree; dissertation.

Kuten esimerkeistä näet, sanakirjoissa annetaan tavallisesti sanan määrittely vieraalla kielellä sekä esimerkkilauseita sanan käytöstä. Esimerkkilauseet auttavat ymmärtämään sanan merkityksen ja niistä näet kuinka sanaa voidaan käyttää, koska niissä sana esiintyy kontekstissa, kollokaattiensa (ks. kohta 6) kanssa. Lisäksi löydät sanakirjasta usein lausumisohjeen (ks. esimerkit) sekä sanasta mahdollisesti käytettävät lyhenteet ja ehkä muita sanoja, jotka on muodostettu ko. sanasta. Joskus sanakirjoissa annetaan sanojen synonyymejä tai vastakohtia (ks. esim. 2). Sanan vastakohdan tai muiden, merkitykseltään samankaltaisten sanojen näkeminen voi auttaa sanan muistamisessa. Tietyn sanan kohdalla saattaa sanakirjassa kuitenkin olla useampia merkitysvaihtoehtoja (ks. esim. 3). Näistä ei kannata valita jotakin täysin umpimähkään tai luottaa ensimmäiseen vaihtoehtoon. Ne kannattaa lukea läpi ja kiinnittää huomiota esimerkkeihin. Kun vertaat näitä siihen kontekstiin, jossa olet nähnyt tai kuullut sanan tai jossa aiot käyttää sitä, voit löytää oikean merkityksen. Jos käytössäsi on englanti-suomi ja suomi-englanti sanakirja, katso mitä tietoa löydät englanti-suomi sanakirjasta yllä annettujen esimerkkisanojen kohdalta. Voit myös miettiä sanoille suomenkieliset vastineet ja katsoa sitten suomi-englanti sanakirjasta, mitä niistä kerrotaan.

OSA III
AMK-SANASTON
OPETTELUN
HARJOITUSOSA
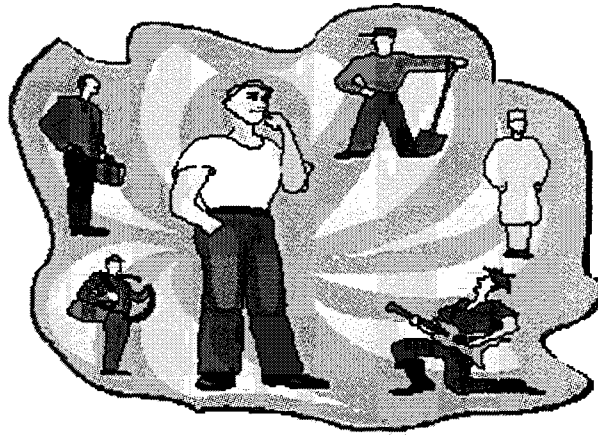
1 HAMK:IIN HAKEMINEN JA VALINTA
(APPLICATION FOR AND SELECTION TO THE HÄME POLYTECHNIC)

Alla on kolme lyhyttä tekstikatkelmaa. Lue tekstit.

Teksti 1

ELIGIBILITY AND STUDENT SELECTIONS
You are eligible to study in a polytechnic if you have completed general or vocational upper secondary education or an equivalent foreign qualification. Polytechnics decide on the criteria for student selection independently. The selection is usually made on the basis of certificates, work experience and entrance examinations. For selection purposes, there is a national joint application system controlled by the National Board of Education.
(Lähde: Ministry of Education 1999:10-11.)

Teksti 2

ADMISSION
Students are admitted to the Polytechnic to study in a specific degree programme. The admission criteria are prepared by the admissions committee set up by the President. The head of the degree programme makes the decision on who of the candidates are admitted and who are placed on a reserve list. Students may also be admitted as private students to study and complete individual courses or modules by decision of the head of the degree programme. Students are admitted to open polytechnic education in order of application.
(Lähde: Häme Polytechnic 1999b:6-7).

Teksti 3

Waldstrasse 37
12345 Köln
Germany

Häme Polytechnic
Student office
Jaakonkatu 28
Hämeenlinna
Finland   10August 2000

Dear Sir or Madam

I saw the advertisement about Häme Polytechnic and I would be pleased if
you could send me your prospectus and more information on applying to the
International Business degree programme. I would also like to know what the
admission requirements are and whether there is an entrance examination.
I am looking forward to hearing from you.

Yours faithfully

Martina Meier
Martina Meier
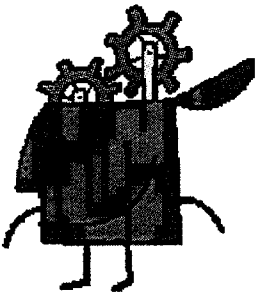
Tunnistusharjoitus

Teksteistä on alleviivattu joitakin sanoja. Kirjoita seuraaville viivoille suomeksi ne
sanat, jotka tiedät. Yritä päätellä aiheyhteydestä tai arvata loput sanat (ks.
opetusmateriaalipaketin osa 2, kohta 1).

general or vocational _____

upper secondary education _____

qualification _____

student selection _____

certificate _____

work experience _____

entrance examination _____

national joint application system _____

admit _____

degree programme   _____

admission criteria   _____

president   _____

head of the degree programme   _____

candidate   _____

reserve list   _____

private student   _____

course   _____

module   _____

open polytechnic   _____

apply   _____

admission requirements   _____

Vastaukset voit tarkistaa vastausosasta (materiaalipaketin osa 4).

Pohdi seuraavaksi, mitä strategioita käytit sanojen tunnistamisessa
1 tiesitkö sanan ennestään
2 arvasitko sanan
3 päättelitkö sen kontekstista/asiayhteydestä
4 tunnistitko jonkin sanan osan ja päättelit sanan sen avulla
5 katsoitko sanakirjasta/materiaalipaketin sanaluettelosta
6 muistuttiko sana jotain muuta, esim. muun kielen sanaa jonka tunnet.

Täydennä seuraavaan taulukkoon mitkä asiat auttoivat sanojen tunnistamisessa.

SANAT	1 tieto	2 arvaus	3 päättely	4 sanan osa	5 sanakirja /-luettelo	6 muun sana
general/ vocational upper secondary education						
qualification						
student selection						
certificate						
work experience						
entrance examination						
national joint application system						
admit						
degree programme						
admission criteria						
president						
head of the degree programme						
candidate						
reserve list						
private student						
course						
module						
open polytechnic						
apply						
admission requirements						

HYVÄ TIETÄÄ

Joudut yhä useammin työssäsi vastaamaan HAMK:ssa opiskelua koskeviin kysymyksiin englanniksi puhelimitse, kirjeitse tai sähköpostilla. Tällöin tarvitset muun muassa hakemiseen, valintakokeisiin, pääsyvaatimuksiin jne. liittyvää sanastoa. Kun opiskelija tiedustelee HAMK:iin hakemiseen liittyviä asioita, voit myös joutua kertomaan HAMK:sta yleensä (ks. kappale 3) tai jostakin koulutusalasta/-ohjelmasta (ks. kappale 3).

Tässä kappaleessa esitetyt sanat löydät myös sanaluetteloista (osa 4). Niiden käytöstä kannattaa huomata, että

- pääsyvaatimuksista puhuttaessa voidaan käyttää termejä *admission requirements*, *admission criteria* tai *entry requirements*. Kun puhutaan pääsyvaatimusten täyttämisestä, voidaan käyttää verbiä *meet* (*to meet the admission requirements*)
- *admission criteria* on monikkomuoto, sanan *criteria* yksikkö on *criterion*
- koulutukseen tms. hakijasta voidaan käyttää sanaa *candidate* tai *applicant*
- hakulomakkeen täyttämisestä käytetään sanontaa *to fill in/out an application form*
- koulutusohjelmajohtaja on joko *head of the degree programme* tai *head of programme*
- kansainvälisten asioiden koordinaattori on joko *co-ordinator for international relations* tai *international relations co-ordinator/officer*
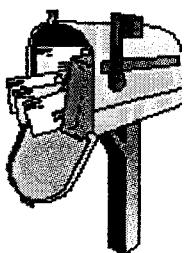
Tuottamisharjoitus 1

Seuraavassa näet vastauksen yllä olevaan kirjeeseen (teksti 3). Täydennä puuttuvat sanat, löydät ne kirjeen alta suomeksi (sanat ovat oikeassa järjestyksessä). Vastaukset voit tarkistaa vastausosasta.

Häme Polytechnic
Student office
Jaakonkatu 28
Hämeenlinna
Finland

Martina Meier
Waldstrasse 37
12345 Köln
Germany

17August 2000

Dear Ms Meier

Thank you for your letter. The 1)_____ for our institute are either a completed 2)_____ or 3)_____ upper secondary education or an equivalent foreign qualification. There is an 4)_____ for International Business programme. The 5)_____ is also influenced by 6)_____ and 7)_____.
If you are a student, the best way to apply to the programme would be to contact the 8)_____ at your educational institute, who will have more information about 9)_____. Your international relations coordinator will help you to fill in and send your 10)_____ and learning agreement to the contact person at our polytechnic. I enclose our prospectus for international students, a brochure for International Business 11)_____ and an application form.
If you have any more questions, please do not hesitate to contact us in the student office.
Yours faithfully
(name)

1) pääsyvaatimukset
2) yleinen
3) ammatillinen
4) pääsykoe
5) opiskelijavalinta

6) todistukset
7) työkokemus
8) kansainvälisten asioiden koordinaattori
9) opiskelijavaihto
10) hakulomake
11) koulutusohjelma

Tuottamisharjoitus 2

Kirjoita vastaus kirjeeseen, jonka kirjoittaja tiedustelee HAMK:n hakumenetelmistä ja valintakokeista. Valitse seuraavista ala, josta kirjoittaja olisi kiinnostunut: a) luonnonvara-ala, b) hallinnon ja kaupan ala, c) kulttuuriala, d) sosiaali- ja terveysala, e) tekniikan ja liikenteen ala, f) ammatillinen opettajankoulutus ja kirjoita kirje, jossa neuvot kuinka koulutukseen haetaan, mitkä ovat pääsyvaatimukset, onko valintakokeita ja lupaat lähettää lisämateriaalia.

Käytä seuraavia sanoja haluamassasi järjestyksessä:
- to apply to
- application form
- entrance examination
- admission criteria/requirements
- to be admitted to
- international relations coordinator

Esimerkkivastauksen näet vastausosasta.

Menetelmäharjoitus
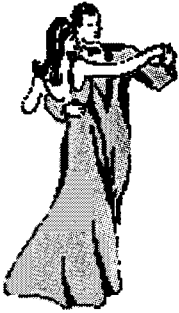
Tässä tehtävässä harjoitellaan sananmuodostusta (ks. tarkemmin materiaalipaketin osa 2, kohta 5.) Näet alla muutamia verbejä. Muodosta niistä substantiiveja ja/tai yhdyssanoja, jotka liittyvät koulutukseen hakemiseen ja pääsemiseen. Esimerkki on valmiina. Vastaukset voit tarkistaa vastausosasta.

to apply (hakea, pyrkiä)	*application* (hakemus)	*application form* (hakulomake)
to enter (tulla/mennä sisään)	(sisäänpääsy/-tulo)	(pääsykoe)
to admit (päästää sisään/hyväksyä)	(pääsy/hyväksyminen)	(valintakriteerit)
to select (valita)	(valinta)	(opiskelijavalinta)
to experience (kokea)	(kokemus)	(työkokemus)
to qualify (pätevöittää, kelpuuttaa)	(pätevyys)	
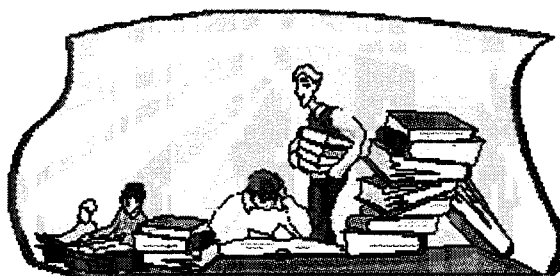
2 YHTEISHAKU, ERIKOISTAPAUSVALINTA JA ILMOITTAUTUMINEN
(JOINT APPLICATION, SELECTION IN EXCEPTIONAL CASES, AND ENROLMENT)

Lue seuraavat tekstikatkelmat

Teksti 1

JOINT APPLICATION SYSTEM

The joint application system is a national procedure that Finnish educational institutions use when selecting new students. This means that a student can apply for admission to several different schools, by filling out only one application form. Education given in a foreign language (other than Finnish or Swedish) are not however included in the joint application system, which means that students apply directly to the school.

The joint national application system is divided into two separate systems; the joint application system to Polytechnics, and the joint application system to upper secondary schools, vocational upper secondary schools and some folk high schools.

Application dates: The application dates for Polytechnic studies beginning in autumn 2000 are between March 13 and April 7.

Application forms: You can get forms and instructions from schools, the student admission offices of Provincial Governments, the information services of local employment offices and libraries. You should send the joint application system forms to the Provincial Government of the province where you are resident. Foreigners who have no Finnish certificate and wish to apply to a Polytechnic or any other educational institution should contact the school concerned for further advice on how to apply.

Announcement of results and admittance

Vocational institutions and Polytechnics as well as folk high schools send a letter to every admitted student. If you are admitted, you will be asked to confirm your entry by the school. If you do not contact the school by that date, your student place will be cancelled and given to somebody else.

(lähde: Opetushallitus. Education for foreigners.)

Teksti 2

SELECTION IN EXCEPTIONAL CASES

A person who does not meet the admission requirements of a polytechnic can apply to study if he/she may be regarded as having sufficient knowledge and skills to study in a polytechnic, or if there are other sufficient grounds for admitting the applicant to the polytechnic.

In addition, selection in exceptional cases may be used if:

- the candidate meets the admission criteria, but his/her certificate lacks grades required in the joint application system form (for example, degree certificates based on competence-based examinations and other degree certificates of secondary education)

- the candidate is a foreign or Finnish applicant who has taken a degree abroad, meets the admission criteria but his/her degree certificate lacks grades required in the joint application system form for polytechnics.

To apply, a candidate must fill in an application form for exceptional cases. The form will be sent to the student office of the polytechnic. The candidate should include copies of school and work certificates and of filled-in joint application form. The polytechnic will decide whether the candidate will be invited to the entrance exam.

(lähde: Häme Polytechnic 2000a:9.)

Teksti 3

COMPULSORY ENROLMENT

All students of Häme Polytechnic shall enrol in writing as either present or absent. Enrolment is valid for the whole academic year or for one semester.

If you enrol as absent, you must give good grounds for being absent. This will guarantee that your right to study will continue during your absence. Only those students who have completed the attendance note can use their right to study and receive financial aid. An enrolment fee (FIM 100) will be charged for late enrolments.

(Lähde: Häme Polytechnic 2000c.)

Tunnistusharjoitus

Etsi teksteistä (1, 2 ja 3) seuraavien sanojen englanninkieliset vastineet. Vastaukset voit tarkistaa vastausosasta.
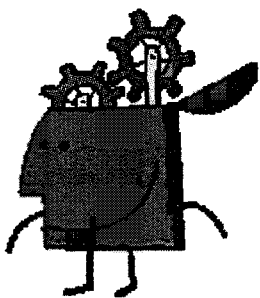
Teksti 1

hakuajat _____

yhteishaku(järjestelmä) _____

tulosten ilmoittaminen _____

lukio _____

opiskelijapaikka _____

yhteishakulomake _____

ammatti-instituutti   _____

ammatillinen oppilaitos   _____

Teksti 2

näyttökoe   _____

erikoistapausvalinta   _____

tutkintotodistus   _____

arvosana   _____

opintotoimisto   _____

erikoistapausvalintalomake   _____

Teksti 3

ilmoittautua   _____

lukuvuosi   _____

osallistumisilmoitus   _____

läsnäoleva   _____

opintotuki   _____

ilmoittautuminen   _____

ilmoittautumismaksu   _____

poissaoleva   _____

lukukausi   _____

opinto-oikeus   _____

HYVÄ TIETÄÄ

Kun HAMK:iin hakeva opiskelija tiedustelee hakumenetelmistä ja muista siihen liittyvistä asioista, saatat joutua kertomaan yhteishakumenetelmästä tai erikoistapausvalinnasta. Myös hakuprosessin jälkeen tapahtuvasta ilmoittautumisesta on kerrottava uusille opiskelijoille. Tähän liittyvästä sanastosta kannattaa huomioida seuraavat asiat:

- Eri maiden koulutusjärjestelmät ovat erilaisia. Täysin toisiaan vastaavia järjestelmiä ja oppilaitoksia on harvoin ja siitä syystä termeissäkin on paljon eroja. Kuten edellä olet voinut huomatakin, Suomen AMK:sta käytetään englanninkielistä termiä *polytechnic*, yliopistoista taas sanaa *university*. Toisen asteen koulutuksen termit ovat ongelmallisia, koska järjestelmämme poikkeaa esim. englanninkielisten maiden järjestelmästä jossain määrin. Lukiosta voit nähdä käytettävän esim. termejä *high school*, *upper secondary school* tai *general upper secondary school*. Ammattikoulutuksesta puolestaan käytetään termejä *vocational education* tai *vocational upper secondary education*.
- erikoistapausvalinnasta puhuttaessa käytetään HAMK:ssa sanontoja *selection in exceptional cases* tai *selection in individual cases*
- sana ilmoittautua voi olla joko *enrol* (esim. *to enrol as peresent/absent*, ilmoittautua läsnäolevaksi/poissaolevaksi) tai *register* (esim. *to register for a course*, ilmoittautua kurssille).
- *absent* merkitsee 'poissaoleva', *absence* taas 'poissaolo'
- opintotoimistosta voidaan käyttää termejä *student office* tai *student affairs office*
- näyttökokeesta on käytössä eri termejä, esim. *competence-based examination*, *skills test*, *practical examination* ja *demonstration examination*

Tuottamisharjoitus 1

Lue seuraava sähköpostiviesti, jonka lähettäjä tiedustelee HAMK:iin hakemisesta. Täydennä viestin alla olevaan vastausviestiin oikeat sanat. Vastaukset voit tarkistaa vastausosasta.

Date: Fri, 25 Feb 2000
From: marijkestoep@imaginaryaddress.nl
To: opintotoimisto@hamk.fi
Subject: How can I apply?

Hi!

I am a student from the Netherlands. I would be interested in coming to study in the Häme Polytechnic. I have had a look at your website, but there are some issues I do not understand about how I can apply to study. What is the joint application system? When should I apply and can I apply even though I have no Finnish degree?
I am looking forward to hearing from you.

Best wishes
Marijke Stoep

To:marijkestoep@imaginaryaddress.nl
Cc:
Attchmnt:
Subject: RE: How can I apply?

Hello!

Thank you for your e-mail. Here is some information about the questions you asked:

The 1)_____ (yhteishakujärjestelmä) is a procedure that Finnish educational institutions, including polytechnics, use when selecting new students. A student can apply to several different schools by filling out only one 2)_____(yhteishakulomake). However, education given in a foreign language (other than Finnish or Swedish) is not included in the joint application system. The 3) _____ (hakuajat) for Polytechnic studies beginning in autumn 2000 are between March 13 and April 7. However, if you have no Finnish4) _____ (todistus), or otherwise lack the 5)_____ (arvosanat) needed for the joint application system form, we have in our institution a procedure called 6)_____ (erikoistapausvalinta). If you could e-mail me your postal address, I would send you the 7) _____ (erikoistapausvalintalomake) and some further information.

Best wishes
(nimi)

Tuottamisharjoitus 2

Lue alla oleva sähköpostiviesti, jonka lähettäjä tiedustelee HAMK:iin pääsemisestä ja jatkomenettelystä. Täydennä alla olevaan vastausviestiin puuttuvat sanat. Vastaukset voit tarkistaa vastausosasta.

Date: Sat, 13 March 2000
From:donaldbrown@imaginaryaddress.uk
To: opintotoimisto@hamk.fi
Subject: Entrance examination

Hi!

I have applied to the Häme Polytechnic (degree programme in Business Information Technology). How do I find out if I am invited to the entrance examination? When will the results be announced? If I am admitted, what do I need to do next?
I would appreciate your early answer.

Best wishes
D.B.

To:donaldbrown@imaginaryaddress.uk
Cc:
Attchmnt:
Subject: RE: Entrance examination

Hello!

Thank you for your e-mail.

First, all 1) _____ (hakijat) will be invited personally to the entrance exam. You will receive a letter by the end of April.

The date of 2) _____ (tulosten ilmoittaminen) is June 21st 2000.

If you are admitted to study in the Häme Polytechnic, you need to accept your 3) _____

(opiskelijapaikka) and 4) _____ (ilmoittautua) as either 5) _____ (läsnäoleva) or 6)

_____ (poissaoleva). 7) _____ (ilmoittautuminen) is valid for the whole 8)

_____ (lukuvuosi) or for one 9) _____ (lukukausi). If you enrol as

absent, you must give good grounds for being absent, so that your 10) _____

(opinto-oikeus) will continue during your absence. You must enrol by August 4th 2000, or you will be

asked to pay 11)_____ (ilmoittautumismaksu) (FIM 100).

Should you require more details, please contact me.
Best wishes
(nimi)
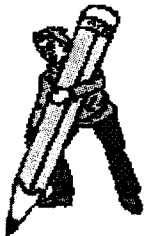
Tuottamisharjoitus 3

Lue seuraava opiskelijan lähettämä sähköpostiviesti ja vastaa siihen. Esimerkkivastauksen näet vastausosasta.

Date: Mon, 18 Apr 2000
From: olavnorman@imaginaryaddress.no
To:opintotoimisto@hamk.fi
Subject: How can I come to study in HAMK?

Hello!
I am a student from Norway. I would be interested in applying to study in theHäme Polytechnic.
I am particularly interested in some of your international semester courses. How and when should I apply? Should I apply through the joint application system that was mentioned at yourwebsite?
I would also like to know what I am supposed to do after I have applied: when do I know if I have been admitted and what do I need to do after that? Could you also send me some general information about your institute?
I look forward to hearing from you.

Best wishes
Olav Norman
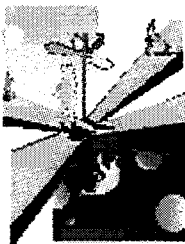
Menetelmäharjoitus

Tässä tehtävässä harjoitellaan sanastonoppimismenetelmistä sanojen ryhmittelyä ja elaborointia (ks. tarkemmin materiaalipaketin osa 2, kohdat 3 ja 4). Ryhmittele seuraavat sanat (voit itse valita kuinka moneen ryhmään, kuitenkin mielellään useampaan kuin kahteen, ja millä perusteella: niiden luomien mielikuvien mukaan, sen mukaan miltä ne kuulostavat tai näyttävät jne.). Suomenna sanat. Kirjoita kappale (tai tarina tai keskustelu), jossa käytät näitä sanoja. Esimerkkiryhmittelyn näet vastausosasta.
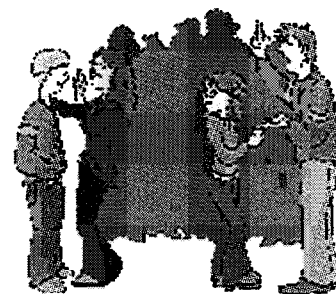
joint application system, absent, upper secondary school, enrol, academic year, selection in exceptional cases, joint application system form, attendance note, vocational institution, application form for exceptional cases, enrolment, semester, present, application dates, vocational upper secondary school, enrolment fee

3 AMK- JÄRJESTELMÄN JA HAMK:N YLEISESITTELY
(POLYTECHNIC SYSTEM AND HÄME POLYTECHNIC IN GENERAL)

Seuraavassa tekstikatkelmassa kerrotaan lyhyesti AMK-järjestelmästä. Lue teksti.

Teksti 1

Polytechnics provide higher education. They are multi-field institutes that emphasise working-life contacts and are more practically oriented than universities. Polytechnics often include many different schools, or units, in which you can study different subjects. Polytechnic degrees are higher education degrees (Bachelor's degrees). The studies are organised in degree programmes. They consist of 140-160 credits. You need to study about 3.5-4 years in a polytechnic to get a degree.
(Lähde: Ministry of Education 1999.)

Tunnistusharjoitus 1

Etsi tekstistä seuraavat sanat. Selitä sanojen merkitys omin sanoin tekstin avulla päättelemällä tai suomenna sanat. Suomennokset voit tarkistaa vastausosasta.
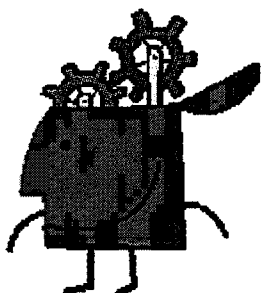
working life contacts _____

higher education degree _____

higher education _____

degree _____

degree programme _____

multi-field _____

credit _____

university _____

Bachelor's degree _____

unit _____

Pohdi seuraavaksi, mitä strategioita käytit sanojen tunnistamisessa
1 tiesitkö sanan ennestään
2 arvasitko sanan
3 päättelitkö sen kontekstista/asiayhteydestä
4 tunnistitko jonkin sanan osan ja päättelit sanan sen avulla
5 katsoitko sanakirjasta/materiaalipaketin sanaluettelosta
6 muistuttiko sana jotain muuta, esim. muun kielen sanaa jonka tunnet.
Täydennä seuraavaan taulukkoon mitkä asiat auttoivat sanojen tunnistamisessa.

SANAT	1 tieto	2 arvaus	3 päättely	4 sanan osa	5 sanakirja-/luettelo	6 muun sana
working life contacts						
higher education degree						
higher education						
degree						
degree programme						
multi-field						
credit						
university						
Bachelor's degree						
unit						

Tunnistusharjoitus 2

Seuraavassa on lueteltu HAMK:n koulutusalat

1 technology and communication
2 land-based industries
3 crafts and design
4 business and administration
5 health care and social services
6 vocational teacher education

Alla näet lyhyet kuvaukset HAMK:ssa opiskeltavista aloista. Lue kuvaukset, mutta älä huolestu, jos et tiedä tai ymmärrä kaikkia sanoja. Tarkoituksena on, että osaat päätellä, mitä alaa kukin kuvaus tarkoittaa. Yhdistä yllä luetellut alat (1-6) ja alla olevat kuvaukset kirjoittamalla alan numero kuvauksen otsikoksi. Yritä suomentaa alojen nimet, kirjoita lisäksi kunkin alan antama tutkinto kuvauksen loppuun (ks. esimerkki ensimmäisessä kuvauksessa). Vastaukset voit tarkistaa vastausosasta.

2 land-based industries, luonnonvara-ala

The aim of this education is to achieve maximum economic efficiency for the production chain and to discover new solutions meeting the needs of more demanding consumers. In addition to material solutions, new service opportunities within the field of natural resources are sought after. The degree programmes of this field are agriculture and rural industry, landscape design, forestry, and horticulture.

A graduate from this field is a Bachelor of *Agriculture and Forestry.*

The aim of this education is to develop educational communities and their staff on the basis of their needs. The activity is based on a strong vocational basis, continued development, international contacts and co-operation networks. The education provided includes basic and further education for teachers in polytechnics, vocational institutes and adult education centres, and traffic instructor training.

In this education, students learn languages and the necessary skills and expertise to conduct profitable business in different countries and cultural environments. Potential positions include challenging and demanding duties in international business such as analysing, organising, planning, management, leadership and consulting. The degree programmes of this field are marketing, tourism development, accountancy and finance, and business information technology.
A graduate from this field is a Bachelor of_____

These studies give a good theoretical background in the most central areas of the engineering profession. In addition to technological know-how, other important skills include those related to acquiring new information, keeping abreast of technological developments, creative problem-solving, entrepreneurship, project and team work, and work in international and network environments. These skills also constitute the basis for the technological know-how leading to innovations, new products and new businesses. The degree programmes of this field are automation technology, bioprocess engineering, mechanical engineering, logistics, media technology, building and construction engineering, business and technology, information technology and computer science, product design and development, and environmental engineering.
A graduate from this field s is a Bachelor of _____

This education is part of the field of culture. The students in this field learn about the design and production process and about marketing. The degree programmes of this field are design, product development and product design, and craft leading and recreational activities
A graduate from this field is a Bachelor of _____

The goals of this education are to educate multiskilled professionals to meet the need for diverse health care services in today's society, to emphasise the importance of preventive health care and social services in the promotion of human well-being, and to familiarise the students with the Nordic Welfare Model. The degree programmes of this field are nursing and health care and health care and social services
A graduate from this field is a Bachelor of _____

(Lähteet: Häme Polytechnic 1997, Häme Polytechnic 1998, Häme Polytechnic 1999c.)

HYVÄ TIETÄÄ

Saatat työssäsi joskus joutua kertomaan uusille opiskelijoille tai HAMK:iin pyrkiville ammattikorkeakoulujärjestelmästä ja esimerkiksi selittämään, millainen tutkinto AMK:tutkinto on. Sinun on hyvä osata myös esitellä HAMK:ia yleisesti (esim. eri koulutusalat). HAMK:n koulutusalojen, koulutusohjelmien ja tutkintonimikkeiden englanninkieliset nimet löydät materiaalipaketin sanasto-osasta (osa 4) sanaluettelojen lopusta. Siellä koulutusohjelmat, suuntautumisvaihtoehdot ja tutkintonimikkeet on järjestetty aloittain (ei aakkosjärjestyksessä).

Huomaa, että

- ammatillisesta opettajakorkeakoulusta on käytössä kaksi termiä: *vocational teacher education college* ja *vocational teacher training institute*, joista HAMK:n oppaissa ja esitteissä käytetään ensimmäistä
- Luonnonvara-alasta voit nähdä käytettävän termejä *land-based industries* tai *natural resources*, joista ensimmäinen on hiukan yleisempi; sanan *faculty* yhteydessä käytetään kuitenkin termiä *Faculty of Forestry, Agriculture and Horticulture*.
- koulutusohjelmasta käytetään termiä *degree programme*, suuntautumisvaihtoehto on *option*

Tuottamisharjoitus 1

Täydennä seuraavaan tekstiin puuttuvat sanat. Vastaukset voit tarkistaa vastausosasta.

The Häme Polytechnic became a 1)_____ (vakinainen AMK) in 1995. The Häme polytechnic consists of former institutes located in the province of Häme. The organisational 2)_____ (yksiköt) are called 3)_____ (koulutusohjelmat). They are grouped under the following schools or faculties: 4)_____ (tekniikka), 5)_____, (luonnonvara-ala), 6)_____ (hallinto ja kauppa), 7)_____ (kulttuuri/käsi- ja taideteollisuus), 8)_____ (sosiaali- ja terveysala), and 9)_____ (ammatillinen opettajankoulutus).

Tuottamisharjoitus 2

Opintotoimistoon tulee puhelinsoitto. Soittaja haluaa tietoja siitä, millainen oppilaitos ammattikorkeakoulu ja erityisesti HAMK on sekä kuinka HAMK:iin pääsee opiskelemaan. Täydennä seuraava puhelinkeskustelu (A opintotoimiston työntekijä, B soittaja). Vastaukset voit tarkistaa vastausosasta.

A: Hämeen ammattikorkeakoulu, opintotoimisto, (nimi?)
B: Hello, this is Jason Knight. Do you speak English?
A: Yes, I do. 1)_____? (kuinka voin olla avuksi?)
B: Well, I saw your web-site and I would be interested in 2)_____ (hakea opiskelemaan) the Häme Polytechnic. I am not sure if I understood, but a polytechnic is somehow different from a 3)_____ (yliopisto), isn't it?
A: Yes. We also provide 4)_____ (korkea-asteen koulutusta), but are more practically oriented, and 5)_____ (työelämäyhteydet) are important to us.
B: Hmm. What is a 6)_____ (AMK-tutkinto) then?

A: It is like a 7)_____ (kandidaatin tutkinto). You need 140-160 8)_____ (opintoviikko) to get that degree.

B: I see. And do you have any 9)_____ (kursseja) or programmes in English?

A: We organise 10)_____ (kansainvälisen lukukauden kurssit), which are always in English, the International Business programme, and some individual courses. You can have a look at them in our international semester list.

B: Where can I get it? And what are the 11)_____ (pääsyvaatimukset) for courses and is there 12)_____ (pääsykoe)?

A: You need to have completed 13)_____ (toisen asteen koulutus) or an equivalent. There is an entrance exam for most of the 14)_____ (koulutusohjelma). If you give me your name and address, I'll send you our international semester list and some other information.

B: Great. My name is Jason Knight.

A: 15)_____ (Kuinka se kirjoitetaan?)

B: J A S O N K N I G H T.

A: (repeats). And your address?

B: 703 West Street, London, A12 3BC, England

A: (repeats)

B: Ok, good. Thank you very much. Bye.

A: Goodbye.

Tuottamisharjoitus 3

Harjoittele seuraava puhelinkeskustelu joko dialogina parin kanssa tai siten, että kirjoitat vastauksesi paperille. Seuraavassa näet soittajan vuorosanat (A) englanniksi, omat vastauksesi (B) suomeksi. Jos työskentelet parin kanssa, sopikaa kumpi on A ja kumpi B. A katsoo tehtävää tehdessään keskustelun paketin vastausosasta, jossa A:n vuorosanat ovat suomeksi, B:n englanniksi (eli kummallakin on keskustelusta se versio, jossa omat vuorosanat ovat suomeksi). Tärkeää ei ole se, että käännät vastaukset suoraan sana sanalta, pyri vastaamaan mahdollisimman luontevasti. Jos työskentelet yksin, suomenna englanninkieliset ja käännä englanniksi suomenkieliset kohdat.

A	B
- How many students are there in the Häme Polytechnic? - Is there a main building or a campus or how are the schools located? - And what can one study in your institute? - Do you have any courses or programmes in English?	- Noin 6000. - HAMK:iin kuuluu yhdeksän yksikköä. Yksikköjen toimipisteet sijaitsevat eri paikoissa, esimerkiksi Hämeenlinnassa, Valkeakoskella ja Riihimäellä. - Koulutusaloja on kuusi: tekniikan ja liikenteen ala, luonnonvara-ala, kulttuuriala, hallinnon ja kaupan ala, sosiaali- ja terveysala ja ammatillinen opettajankoulutus. Kaikkiin näihin aloihin sisältyy useita koulutusohjelmia. - Kaikki kansainvälisen lukukauden kurssit pidetään englanniksi. Myös yksi koulutusohjelma, international business programme, on kokonaan englanninkielinen.

Tuottamisharjoitus 4

Harjoittele seuraava tilanne joko parin kanssa keskusteluna tai kirjoita se dialogina. Opintotoimistoon soittaa opiskelija, joka on kiinnostunut ammattikorkeakouluopinnoista. Hän haluaa tietää

- minkälainen oppilaitos ammattikorkeakoulu on
- minkä tasoista koulutusta ammattikorkeakoulussa annetaan
- mitä tutkintoja ammattikorkeakoulussa voi suorittaa
- kuinka kauan tutkinnon suorittaminen kestää

vastaa näihin ja lisäksi

- lupaa lähettää soivaa materiaalia (opinto-opas, esitteitä, hakulomake jne.)
- muista ottaa ylös soittajan yhteystiedot

Esimerkkidialogin näet vastausosasta.

Menetelmäharjoitus

Tässä tehtävässä harjoitellaan sanojen muistiin merkitsemistä (ks. tarkemmin materiaalipaketin osa 2, kohta 2). Katso tämän kappaleen tunnistusharjoituksia 1 ja 2. Poimi niistä ne sanat, jotka erityisesti haluaisit oppia. Voit ottaa sanoja myös tunnistusharjoituksen 2 koulutusaloja kuvaavista teksteistä tai materiaalipaketin sanaluetteloista (esim. jos haluat oppia tiettyjen koulutusohjelmien nimet tai tutkintonimikkeitä). Kirjaa sanat ylös muistivihkoon (vinkkejä materiaalipaketin osassa 2) tai tee niistä sanakortteja (materiaalipaketin osan 2 ohjeiden mukaan).
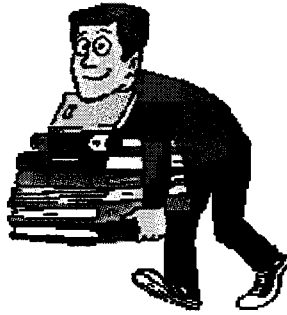
4 AMK-OPINTOJEN RAKENNE
(STRUCTURE OF POLYTECHNIC STUDIES)

Lue seuraava tekstikatkelma, jossa kerrotaan AMK-opinnoista ja katso alla olevaa kuviota opintojen rakenteesta.

Each student in the polytechnic is responsible for planning, carrying out their studies and monitoring their progress. Head of the degree programme, teachers, student counsellor, and student tutors provide help in this. Each student is expected to construct his/her individual study plan at the beginning of studies. Polytechnic studies are divided into study units, which may be either compulsory, alternative or free-choice. The extent of study units is specified in credits. In order to take a study unit, a student must register for it.
(Lähde: Häme Polytechnic 2000b:22, 24-25.)

Degree awarding studies in the Häme Polytechnic

basic studies
- common basic studies
- field-specific studies

professional studies
- compulsory professional studies
- alternative professional studies
  - major options
  - minor options

elective/free choice studies

practical training

thesis
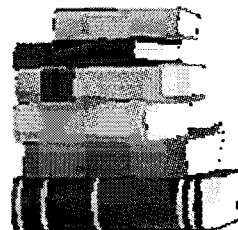
(Häme Polytechnic 2000b:67)

Tunnistusharjoitus
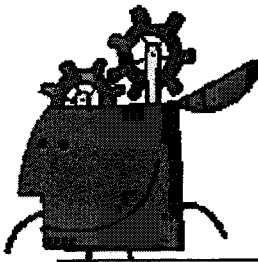
Yhdistä kuviossa olevat sanat (vasemmalla) ja niihin sopivat määritelmät (oikealla) kirjoittamalla sanan edessä oleva numero määritelmän eteen. Löydät sanat yllä olevasta tekstistä tai kuviosta. Suomenna sanat viivoille. Esimerkki on valmiina. Vastaukset voit tarkistaa vastausosasta.

1 compulsory studies

__pakolliset opinnot__

2 individual study plan
_____

3 thesis
_____

4 study unit
_____

5 student counsellor
_____

6 common basic studies
_____

7 alternative studies
_____

8 practical training
_____

9 student tutor
_____

10 free-choice studies
_____

11 professional studies
_____

___ polytechnic studies are divided into these

___ studies that are completely elective; you can choose almost any courses, also from other institutes

___ students gain practical work experience in a real-life working environment, they can practise the theory they have learnt in the polytechnic

___ a student who has been trained to help new students to settle in and give general advice

___ each student makes an outline about what courses he/she is going to take and when

_1_ courses that you have to take

___ common to all students in all degree programmes. In the Häme Polytechnic, they include subjects such as communication studies, studies and working life, and environmental protection.

___ can be a design, research or a product development project performed by students to show that they can apply their knowledge and skills in a practical task

___ studies that have to do with student's vocational field

___ a person whose job is to advice students

___ courses that you can choose, but you must take at least some of them
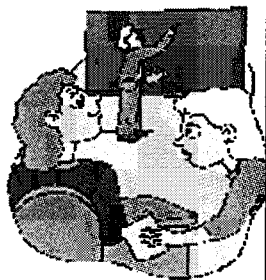
HYVÄ TIETÄÄ

Työssäsi on tärkeää, että osaat kertoa opiskelijoille HAMK:ssa annettavan koulutuksen rakenteesta ja mahdollisesti myös opintojen sisällöstä. Kappaleen sanastosta kannattaa huomata että

- opintojen loppuvaiheessa suoritettavasta opinnäytetyöstä käytetään hyvin erilaisia termejä. Ammattikorkeakoulujen esitteistä ja oppaista löytyvät ainakin seuraavat: *diploma project, degree work, degree thesis, final (year) project* ja *thesis*. Näistä HAMK:n Prospectus käyttää termejä *thesis* ja *final year project*.
- työharjoittelusta voidaan käyttää yllä esitetyn termin *practical training* lisäksi termiä *work placement. Practical training placement* taas tarkoittaa työharjoittelupaikkaa.
- opintojaksot voivat olla joko pakollisia, joista käytetään termiä *compulsory*, vaihtoehtoisia joista voidaan käyttää sanoja *alternative* tai *optional*, tai vapaasti valittavia, eli joko *elective* tai *free-choice*
- koulutusalasta voidaan käyttää joko termiä *field of study, discipline* tai *educational field*

Tuottamisharjoitus 1

Opiskelija tulee opintotoimistoon tiedustelemaan AMK-opintojen rakenteesta. Täydennä keskustelusta puuttuvat sanat. Vastaukset voit tarkistaa vastausosasta.
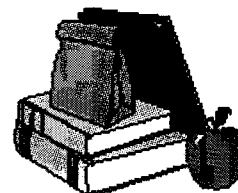
A: Hi, I was wondering if you could answer a few questions...
B: Sure. What would you like to know?
A: Well, the structure of the 1)_____ (amk-opinnot) seems a little confusing to me. I don't know what 2)_____ (kursseja) I can take and when I should take them.
B: If you're a first-year student, I would recommend that you start with 3)_____ (perusopinnot).
A: I thought so. But what are 4)_____ (yhteiset perusopinnot)?
B: Those are studies that each student in our polytechnic has to take. The extent of the studies is 30 5)_____(opintoviikkoa), and they include subjects such as 6)_____ (viestintäopinnot) and 7)_____ (opiskelu ja työelämä).
A: What does that mean?
B: Well, you can see descriptions of courses in the Prospectus, but communication studies, for example, include Finnish, Swedish, and a foreign language. However, if you don't speak Finnish or Swedish, you don't have to take these courses, you can choose some other courses instead.
A: Good. Then you have 8)_____ (pakollinen), 9)_____(vaihtoehtoinen) and 10)_____ (valinnainen) studies. What's the difference between alternative and free-choice 11)_____ (opintokokonaisuudet)?
B: Well, alternative means that there's a list of courses of which you have to take some, say three, but you can choose what those three are. Free-choice means that you may take any courses you like, also from other 12)_____ (koulutusohjelmat) or 13)_____ (oppilaitokset).
A: I see. Could you tell me a little about 14)_____ (työharjoittelu)? Should I think about it now already?

B: No, it is usually taken at a later stage of studies. At that time you look for a job in your 15)_____(koulutusala) and work in a real life working environment for a while. This is how you learn more about 16)_____ (työelämä) and about how the theory you learn at school works in practice. It gives you 30 credits, which is about 12 months of work.

A: That sounds interesting. And how about the 17)_____ (opinnäytetyö)?

B: That is something you do at the end of your studies, therefore, it is also called the 18)_____ (lopputyö). It can be a paper that you write, or it can be a design, research or a 19)_____ (tuotekehittely) project that you make by yourself, to show that you can apply what you've learnt in a practical task.

A: Ok. I think that was all... I'm going to make my 20)_____ (henkilökohtainen opiskelusuunnitelma) now.

B: Good. And if you have any questions about that just come and ask or contact a 21)_____ (opinto-ohjaaja) or a 22)_____ (tutor-opiskelija).

A: I will. Thank you.

B: 23) _____ (eipä kestä).

Tuottamisharjoitus 2

Opiskelija kyselee sinulta AMK-opintojen rakenteesta. Miten vastaat seuraaviin kysymyksiin? Esimerkkivastaukset löydät vastausosasta.

1. How would you describe the structure of the polytechnic studies?
2. What is the difference between alternative and free-choice courses?
3. What language courses I must take if I have not studied Finnish and Swedish before?
4. What is meant by practical training? Is it possible for a foreign student to do it in Finland?
5. What is the thesis like and when is it done?
6. Who can help me to create my individual study plan?

Menetelmäharjoitus

Tässä tehtävässä harjoitellaan sananmuodostusta ja elaborointia (ks. tarkemmin materiaalipaketin osa 2, kohdat 5 ja 4). Muodosta yhdyssanoja, sanan alku tai loppu on annettu. Suomenna sanat. Muodosta virkkeitä, joissa käytät näitä sanoja tai kirjoita tarina/keskustelu jossa sanat ovat mukana. Valmiit sanat ja suomennokset voit tarkistaa vastausosasta.

sanat	suomennos
individual_____	_____
common _____	_____
practical_____	_____
final_____	_____
student_____	_____
compulsory_____	_____
_____thesis	_____
_____unit	_____
_____counsellor	_____
_____studies	_____
_____field	_____
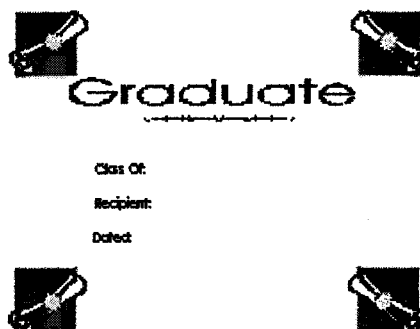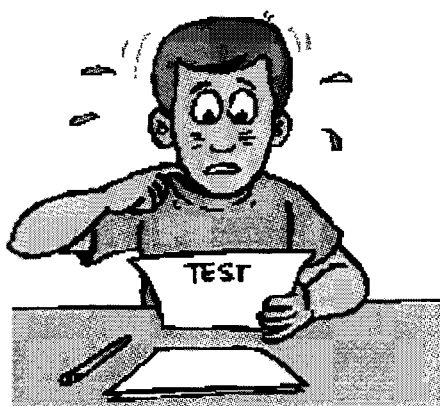
Graduate

Class Of:

Recipient:

Dated:

5 OPINTOJAKSOJEN ARVIOINTI JA OPINTOREKISTERI

(ASSESSMENT OF STUDY UNITS AND RECORD OF CREDITS)

Alla on kaksi tekstikatkelmaa, jotka koskevat opiskeluun liittyviä käytännön asioita, kuten opintoviikkoja ja opintojaksojen suorittamista sekä arviointia. Lue tekstit.

Teksti 1

ECTS CREDITS

ECTS credits are a numerical value given to course units. They describe the student's work load needed to complete course units. They reflect the quantity of work each course unit requires in relation to the total quantity of work necessary to complete a full year of academic study at the institution, that is, lectures, practical work, seminars, field work, private study – in the library or at home – and examination or other assessment activities. ECTS is based on a full student work load and not limited to contact hours only.

Häme Polytechnic degree programmes are designed so that one academic year corresponds to 40 credit units. This can be compared to the ECTS system, where studies taking up a full academic year correspond to 60 credits. Thus, one credit unit inHäme Polytechnic awards 1.5 ECTS credits, and one ECTS credit corresponds to 0.67 credit units inHäme Polytechnic. In the Finnish educational system, one credit unit is defined as corresponding to an average number of 40 hours of study by the student, whether classroom, team, or independent study.

(Lähde: Häme Polytechnic 1998:15.)

Teksti 2

ASSESSMENT OF STUDY UNITS AND RECORD OF CREDITS

The grades students get from study units are based on examinations, assignments and exercises. The assessment scale is as follows:

HAMK:grades	ECTS grades	definition
5	A	excellent
4	B	very good
3	C	good
2	D	satisfactory
1	E	pass
0+	FX	fail
0	fail	fail

If you pass an examination, but are not happy with the grade, you may try to improve it once. If you fail, you may try again twice.

After a study unit has been evaluated, the grade given will be saved in the record of credits. The grades should be in the record within a month after the end of a study unit. A student is allowed to have information about his/her record of credits, and can obtain a transcript of records, which also works as a certificate of completed studies.

(Lähteet: Häme Polytechnic 2000b:25, Häme Polytechnic 1998:17.)
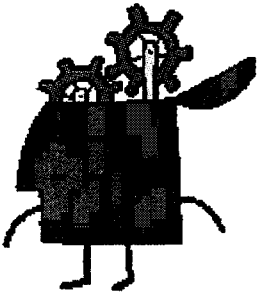
Tunnistusharjoitus

Etsi yllä olevista teksteistä (teksti 1 ja teksti 2)
- sanat, jotka tarkoittavat samaa kun seuraavat sanat/ilmaukset

assignment _____

test _____

evaluation _____

register of credits _____

lesson _____

to assess _____

- sanat, joiden merkitys on vastakkainen kuin seuraavien sanojen/ilmauksien

pass _____

bad _____

studying theory _____

dissatisfactory _____

studying with other students _____

work done in class _____

- englanninkieliset vastineet seuraaville suomenkielisille sanoille

opintoviikko _____

seminaari _____

lukuvuosi _____

arvosana _____

opintosuoritusote _____

erinomainen _____

Vastaukset voit tarkistaa vastausosasta.

HYVÄ TIETÄÄ

Saatat työssäsi joutua kertomaan opiskelijoille myös joistakin opiskeluun liittyvistä käytännön asioista, kuten opintojaksojen suorittamisesta ja arvioinnista. Sinun on hyvä osata kertoa myös opintosuoritusrekisteriin liittyvistä asioista sekä siitä, minkälaista opiskelua opintoviikkoihin sisältyy.

- opintojen arvioimisesta puhuttaessa voidaan käyttää joko sanaa *evaluation* tai *assessment* ('arviointi'), joita vastaavat verbit ovat *evaluate* ja *assess* ('arvioida')
- opintosuoritusrekisteristä on käytössä useita termejä: *record of credits*, *register of credits* ja *credit record*. Opintosuoritusote on *transcript of records*.
- tentistä puhuttaessa sanat *pass* ja *fail* voivat tarkoittaa arvosanaa (*I had two passes and one fail*) tai niitä voidaan käyttää verbeinä (*to pass/fail an exam*)
- sana *grade* voi tarkoittaa arvosanaa mutta sitä voidaan käyttää myös verbinä, jolloin se merkitsee 'luokitella, arvioida, antaa arvosana'
- tentti tai koe voi olla *examination* tai lyhyemmin *exam*
- kun puhutaan opintojakson suorittamisesta (loppuun), käytetään verbiä *complete* (*to complete a study unit*)

Final Test Scores
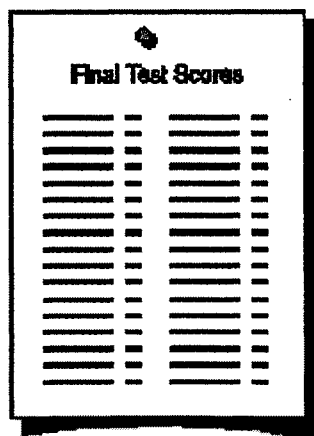
Tuottamisharjoitus 1

Opiskelija lähestyy sinua sähköpostitse ja tiedustelee opintojaksojen suorittamiseen ja arviointiin liittyvistä asioista. Täydennä puuttuvat sanat alla olevaan viestiin. Vastaukset voit tarkistaa vastausosasta.

Date: Mon, 13 Sept 2000
From: dawn.willow@hamk.fi
To:opintotoimisto@hamk.fi
Subject: assessment of study units

Hi!

I am a new student at your polytechnic. I would be pleased if you informed me about some issues concerning studies. If one 1)_____(opintoviikko) is about 40 hours of study, does it mean only 2)_____ (luennot) and 3)_____ (seminaarit) or does it also include 4)_____(käytännön- ja kenttätyö) or 5)_____ (itsenäinen opiskelu)? How do teachers 6)_____ (arvioida) the study units- on the basis of 7)_____ (tentit) only, or can 8)_____ (tehtävät) and 9)_____ (harjoitukset) influence the 10)_____(arviointi)? What can I do if I 11)_____ (reputtaa) an examination? Is it possible to see all the 12)_____(arvosanat) I have in my 13)_____ (opintorekisteri)?

I look forward to hearing from you.

Best wishes
Dawn Willow
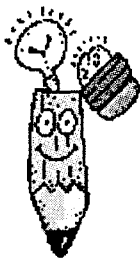
Tuottamisharjoitus 2

Vastaa yllä olevaan opiskelijan sähköpostiin (tuottamisharjoitus 1). Käytä seuraavia sanoja haluamassasi järjestyksessä:

evaluation, lectures, transcript of records, credit, seminars, field work, assessment scale, examinations, assignments, private study, exercises, grade, record of credits, pass, practical work

Esimerkkivastauksen näet vastausosasta.

Menetelmäharjoitus

Tässä tehtävässä harjoitellaan sanakirjojen käyttöä. Lue materiaalipaketin osasta 2 kohta 8. Tutki sen jälkeen alla olevia sanakirjamääritelmiä muutamista sanoista. Mitä ne kertovat näistä sanoista ja niiden käyttämisestä? Käytä määritelmiä apuna ja tee seuraavat tehtävät:
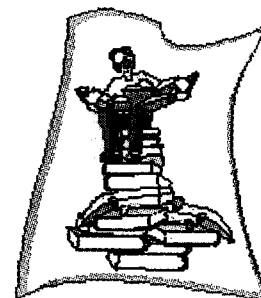
a) Valitse seuraavissa lauseissa alleviivatuille sanoille sopiva merkitys alla olevista sanakirjamääritelmistä. Voit alleviivata valitsemasi merkityksen tai kirjoittaa numerot/kirjaimet joilla se on merkitty määritelmissä lauseiden perään (ks. ensimmäinen tehtävä, esimerkki valmiina).

1 If you fail an examination, you can give it another try. (1 fail II 2 b)
2 This term, he got many good grades and only one fail.
3 Students can see all their grades in a transcript of records.
4 A credit includes not only lectures and seminars, but also field work.
5 The grades a student gets are based on exams, exercises and assignments.
6 When teachers have graded the study units, grades go to the record of credits.

b) Käännä lauseet

1 Lukuvuoden aikana opiskelijoiden täytyy tenttiä monta oppiainetta.

2 Hän reputti tentissä koska ei lukenut tenttikysymyksiä tarkasti.

3 Kuulustelija antoi reput vain yhdelle tentin suorittajalle.

4 Matematiikan luento pidettiin oppilaitoksen suurimmassa luentosalissa.

5 Kaikki opiskelijan arvosanat näkyvät opintosuoritusotteesta.

Vastaukset ja esimerkkikäännökset näet vastausosasta.

ten|tti exam[ination] (in mathematics *matematiikan* ~; English exam *englannin* ~; written exam *kirjallinen* ~; pass an exam *läpäistä* ~; fail an exam *reputtaa -issä*); *suorittaa* ~, *mennä* ~*in* take (*Br m* sit) an exam; *suullinen* ~ oral examination; (*Br m*) viva [voce examination] ~**jä** 1 (*kuulustelija*) examiner 2 (*tentin suorittaja*) candidate ~**kausi** examination period ~**kirja** book to be read for the test; (*Br*) set book; ~*t* (*m*) required reading ~**kysymys** examination question ~**ä** 1 (*pitää~*) examine (a p.*jkta*; in French *ranskassa*), give (hold) an examination 2 (*suorittaa tentti*) take an examination; pass; *historian laudatur on vielä* ~*mättä* I haven't taken my advanced history examination yet.

luen|to lecture (on *jstk*; Latin lecture *latinan* ~); *käydä -noilla* attend (go to) lectures; *pitää* ~ *jstk* give (deliver, read) a lecture on ~**kurssi** course of lectures ~**lakko** lecture boycott ~**lehtiö** lecture (note) pad, notebook ~**moniste** handout ~**ohjelma** lecture program[me], program[me] of lectures ~**päivät** [series of] lectures ~**sali** lecture room (hall) ~**sarja** series of lectures, lecture series.

1 fail [feil] **I** *itr* **1** olla riitämätön; loppua, kulua loppuun (*supplies* ~); ehtyä, tyrehtyä **2** heiketä (*his sight is beginning to* ~); riutua; kuolla **3** jättää tekemättä, laiminlyödä (*he never* ~*s to write to his mother*) **4** mennä epäkuntoon (*the brake* ~*ed*); pysähtyä (*the engine* ~*ed*); pettää (*his voice* ~*ed*) **5 a)** epäonnistua (*he* ~*ed in the attempt*; *his attempt* ~*ed*); **b)** (ark) pettää (*a trick that never* ~*s*); **c)** saada reput (*in mathematics*) **6** joutua vararikkoon; romahtaa(*one of our biggest banks* ~*ed some years ago*) **II** *tr* **1** pettää, jättää pulaan (*he* ~*ed me in the hour of need*); *his courage (heart) failed him* hänen rohkeutensa petti **2 a)** reputtaa, antaa reput jklle (*he was* ~*ed*); **b)** saada reput jssk (~ *an exam*)

➤   ~ **in a)** puuttua, olla vailla; *he fails in perseverance* häneltä puuttuu sitkeyttä; **b)** löydä laimin (*one's duty*); **c)** epäonnistua; pettyä (*one's hopes* toiveissaan); *it* ~*ed in its effect* sillä ei

ollut toivottua vaikutusta; *he has been ~ing in health lately* hänen terveytensä on horjunut viime aikoina; ~ **of** a) olla vailla (*a remedy*); b) (erik kielt laus) olla saavuttamatta, epäonnistua (*it never ~ed of its effect* (m) se saavutti aina...); olla saamatta, puuttua jklta, jäädä vaille (*he never ~ed of an audience*); ~ **to** a) jättää tekemättä, laiminlyödä, unohtaa (*he never ~s to write to his mother*); (us) ei; *he ~ed to write* hän ei kirjoittanut; b) ei voida (*I ~ to understand what you mean*); **words** ~ **me** olen aivan sanaton, en tiedä mitä sanoa; *words ~ me to tell* en pysty sanoin ilmaisemaan.
2 fail [feil] *s* **1** epäonnistuminen **2** hylätty, reputettu > **without** ~ varmasti, ehdottomasti (*I'll be there at five o'clock without ~*).

transcript [træn|skript] *s* **1** kopio; jäljennös; puhtaaksikirjoitus **2** (Am koul) todistus; tiedote **~ion** [-' skrip-] *s* (vrt *transcribe*) **1** transkriptio; siirtokirjoitus; (fon) tarkekirjoitus (*broad* ~ karkea t.; *narrow* ~ hieno t.) **2** (biol) transkritptio **3** (mus) sovitus **4** (rad) nauhoitus.

'field-work *n* **1** [U] practical academic or social work done outside the laboratory or classroom. **2** [C] temporary fortification made by troops.

grade1 /greɪd/ *n* **1** step, stage or degree of rank, quality, etc; level of classification: *a person's salary grade,* ie level of pay ° [attrib] *high/low-grade civil servants, milk, pigs, materials*° *Grade A potatoes are the best in quality.* **2 (a)** mark given in an examination or for school work: *Pupils with 90% or more are awarded grade A.* ° *She got excellent grades in her exams.* **(b)** level of (esp musical) skill at which a pupil is tested: *He's got Violin Grade 6,* ie has passed a test at that level of skill. **3** (*US*) division of a school based on the age of the pupils; pupils in such a division: *My son's in the third grade.* **4** (*US*) =GRADIENT. **5** (idm) **make the 'grade** (*infml*) reach the required or expected standard; succeed. **on the' up/down grade** getting better/worse: *Business is on the up grade.* **'grade-grossing** (*US*) =LEVEL CROSSING (LEVEL 1).
'grade school (*US*) =PRIMARY SCHOOL (PRIMARY).
'grade teacher (*US*) teacher in a grade school.
grade2 /greɪd/ *v* **1** [esp passive: Tn, Tn.pr, Cn.n] ~ **sth/sb by/accroding to sth;** ~ **sth/sb from sth to sth** arrange sth/sb in order by grades or classes, ie assessed or marked with the standard or grade obtained. °*The potatoes are graded by/according to size.* °*Eggs are graded from small to extra-large.* **2** [Tn, Cn.n] (*esp US*) mark (written work); give (a student) a mark: *The term papers have been graded.* ° *A student who gets 90% is graded A.* **3** [Tn] make (land, esp for roads)more nearly level by reducing the slope.

(sanakirjat: Uusi suomi-englanti suursanakirja 1994, Englanti-suomi suursanakirja 1994, Oxford Advanced Learner's Dictionary 1989)

6 HAMK:N PALVELUT
(SERVICES OF THE HÄME POLYTECHNIC)

Lue seuraavat tekstikatkelmat:

Teksti 1

LIBRARY, INFORMATION CENTRE AND COMPUTING FACILITIES

There is an information centre in everyHäme Polytechnic unit with professional library staff. Students and staff have access to numerous databases. Computer facilities, the Internet, and e-mail services are available for everyone. The Information Centre provides clients with traditional library services and TILA digital services.

Unit Information Centres offer room and equipment for learning and seeking information. The Information Centre staff give library instruction and guidance in the use of computers and software. The collections in the units primarily serve the needs of the faculties. Beside Finnish items, there is a growing number of foreign items in the units' collections.

Computing facilities are available at the faculties for the foreign exchange students of the Polytechnic. The use of computing facilities if free and it includes an Internet connection and an email address that is given to students as they arrive. There are a lot of Pentium level computers in the computer labs, and students have free access to the labs until the early evening.

(Lähteet: Häme Polytechnic 1999c:21; Häme Polytechnic/international relations/studying at Häme Polytechnic.)
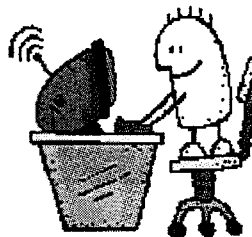
Teksti 2
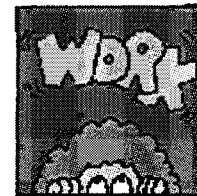
CAREERS AND RECRUITMENT SERVICES

Careers and recruitment services of the Häme Polytechnic help students and graduates to find practical training or thesis placements, summer jobs, project work, and part-time or full-time employment. The services are free for students. The services have information stands in unit libraries, where students can find information about applying for a job, about the services of government employment office, about continuing education, and about job openings. Students can also look for a job or practical training placement in the internet (www.jobstep.net).

(lähde: Häme Polytechnic 1999a:21.)

Teksti 3

INTERNATIONAL RELATIONS OFFICE

The International Relations Office of Häme Polytechnic is responsible for the official relations of over 100 partner institutions abroad and takes care of the co-ordination of student and teacher exchange.

Each faculty of Häme Polytechnic has a co-ordinator for International Relations who will be happy to assist and advice you at your request. You will find a list of these co-ordinators as well as other important information at our website http:www.hamk.fi/kv-toiminta.

(Lähde: Häme Polytechnic 1999c:24.)

Tunnistusharjoitus

Seuraavista lauseista puuttuu kustakin yksi sana. Yritä päätellä, mikä puuttuva sana on (ks. materiaalipaketin osa 2, kohta 1). Kaikki puuttuvat sanat esiintyvät yllä olevissa teksteissä (tekstit 1, 2, ja 3). Vastaukset näet vastausosasta.
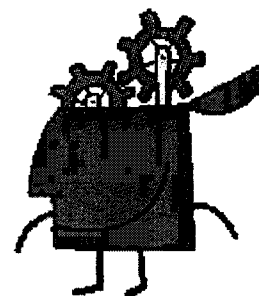
1 Students in a polytechnic are given an _____ which will enable them to get and send email.

2 If you have a job, but it is not full-time, you have _____.

3 Polytechnic _____ have finished their studies and can work in many vocational fields.

4 _____ means that students from one institute go to study to another institute, often in a foreign country.

5 In an _____, that is, in a library, you can seek information from books, magazines and databases.

6 A _____ is a store of computerised data, such as lists of articles or books.

7 _____ help polytechnic students and graduates find work.

8 The _____takes care of most of the contacts to foreign institutes.

9 To be able to carry out their practical training, students need a _____.

10 If you are interested in studying after you have taken a degree, you need information about _____.

11 Häme Polytecnic co-operates with over a hundred _____ abroad.

12 If you do not have a job, you should contact the _____.

13 The use of _____ includes, for example, an Internet connection and an email address.

Pohdi mitkä asiat auttoivat sinua päättelemään lauseista puuttuvat sanat (ks. materiaalipaketin osa 2 kohta 1 sanojen päättely kontekstin avulla). Täydennä seuraavaan taulukkoon mitkä asiat auttoivat päättelyssä puuttuvien sanojen kohdalla:

1) lauseessa kerrottiin mitä sanaan sisältyy
2) lauseessa oli sanan määritelmä
3) lauseessa oli esimerkki sanasta
4) lauseessa oli kuvaus sanasta
5) samaa tarkoittava sana
6) vastakohta/muu vastakkaisuutta ilmaiseva sana
7) jonkin kielen samankaltainen sana
8) yleistieto/tieto asiasta
9) arvaus

SANAT	1) mitä sanaan sisältyy	2) määritelmä	3) esimerkki	4) kuvaus	5) samaa tarkoittava sana	6) vastakkaisuus	7) muu kieli	8) yleistieto/tieto asiasta	9) arvaus
email address									
part-time employment									
Graduates									
student exchange									
Information centre									
a database									
careers and recruitment services									
the international relations office									
a practical training placement									
Continuing education									
partner institutions									
Government employment office									
Computing facilities									

HYVÄ TIETÄÄ

Sinun on hyvä kertoa uusille opiskelijoille myös tietyistä HAMK:n palveluista. Tällaisia ovat mm. kirjasto- ja tietopalvelut, kansainvälisten asioiden toimiston palvelut ja työ- ja rekrytointipalvelut. Jotakin tämän kaltaisia asioita käsitellään luvussa 8 (esim. opiskelijaruokailu, HAMK:in järjestämä opiskelijoiden asuminen).

Huomaa

- täydennyskoulutuksesta (AMK-tutkinnon jälkeistä lisäkoulutusta) voidaan käyttää termejä *continuing education*, *extension studies* tai *further education*. Täydennyskoulutuskeskuksesta käytetään termiä *centre for extension studies*.
- opiskelija- ja opettajavaihdosta käytetään termejä *student exchange* ja *teacher exchange*. Vaihto-opiskelija on *exchange student* ja vaihto-ohjelma *exchange programme*.
- kun kerrot mahdollisuudesta käyttää tietokoneita, sähköpostia ja internet-yhteyttä, voit käyttää termiä *computer/computing facilities* tai pelkkää *computers*

Tuottamisharjoitus 1

Täydennä seuraava keskustelu, jossa opiskelija kyselee joistakin HAMK:n palveluista. Vastaukset voit tarkistaa vastausosasta.

A: Hello. I'm an exchange student and I have a few questions. Could you tell me where the 1)_____(kirjasto) is?

B: Well, there's a library or an 2)_____(tietokeskus) in each 3)_____(yksikkö) of the Häme Polytechnic. They have good collections of items related to the needs of the faculty. You can also use a 4)_____(tietokone) there or get access to a 5)_____(tietokanta).

A: That sounds good. Though I'm afraid I don't know how to access a database...

B: Don't worry. The 6)_____(kirjaston henkilökunta) is there to help you use computers and software.

A: So can I use the computers to send 7)_____(sähköposti)?

B: Sure. 8)_____(tietokoneiden käyttömahdollisuus) are available at the faculties for free. You got an 9)_____(sähköpostiosoite) as you came, didn't you?

A: Yes. Are there computers I can use elsewhere?

B: They have a lot of computers in the10)_____(tietokoneluokat), which are open until the early evening.

A: Great. I'm going to do my 11)_____(työharjoittelu) in Finland as well. Do you know how I could get a 12)_____(työharjoittelupaikka)?

B: Well, you could try our 13)_____(ura- ja rekrytointipalvelut).

A: I don't think I've heard about that...

B: Well, it helps students to find work, for example summers jobs, 14)_____(projektityö) or 15)_____(osa-aikatyö). They also help in finding practical training placements. You could have a look at their information stand in the unit library. They include information about job openings, 16)_____(täydennyskoulutus), and the services of the 17)_____(työvoimatoimisto). Or you could try the new service in the internet, where you can look for a practical training placement. The address is www.jobstep.net.

A: Ok, I'll give it a try. Thank you.

B: You're welcome. Come again if you have more questions. And remember that if you have anything to ask about 18) _____ (opiskelijavaihto), you could contact the 19)_____ (kansainvälisten asioiden toimisto) or the 20)_____ (kansainvälisten asioiden koordinaattori) in your faculty.

Tuottamisharjoitus 2

Uusi opiskelija kyselee opintotoimiston työntekijältä HAMK:n palveluista. Harjoittele tilanne dialogina parin kanssa siten, että toinen on opiskelija, toinen opintotoimiston työntekijä. Jos työskentelet yksin, kirjoita koko dialogi ylös.
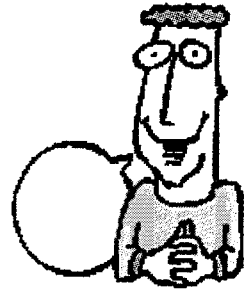
Opiskelija haluaa tietää
- kirjaston palveluista
- miten tietokoneet ovat opiskelijoiden käytössä
- voiko HAMK auttaa työharjoittelupaikan löytämisessä

Vastaa näihin ja lisäksi
- muistuta opiskelijaa kansainvälisten asioiden toimiston palveluista

Käytä seuraavia sanoja haluamassasi järjestyksessä:

computing facilities, library, unit, email, student exchange, database, practical training placement, email address, careers and recruitment services, international relations office, information centre

Esimerkkikeskustelun näet vastausosasta.

Menetelmäharjoitus

Tässä tehtävässä harjoitellaan muistitekniikoita. Lue materiaalipaketin osasta 2 kohta 7, jossa on esitelty kaksi muistitekniikkaa. Voit valita niistä toisen tai kokeilla kumpaakin. Poimi tämän kappaleen sanoista (ks. alla oleva lista) ne, jotka erityisesti haluat oppia. Kokeile niiden oppimista muistitekniikan avulla.

government employment office, continuing education, computing facilities, partner institution, student and teacher exchange, information centre, library, practical training placement, International Relations Office, email address, careers and recruitment services, graduate, database, project work, part-time employment
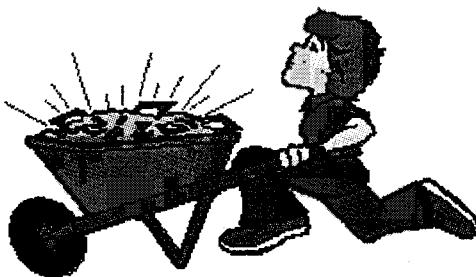
7 OPINTOTUKI
(STUDENT FINANCIAL AID)

Lue seuraava teksti:

STUDENT FINANCIAL AID - WHAT IT IS

Student financial aid is meant to secure the living of students in so far as the student's parents are not considered to be responsible for it and funds are not available under other provisions. In order to qualify, you must have gained admission to a school, be studying full time, and be in need of financial assistance. Study grant, study grant for mature students and housing supplement are government-financed benefits with monthly payments to the student's bank. The study grant and the study grant for mature students are subject to tax.

THE HOUSING SUPPLEMENT is payable to students who live on their own in a rented, right-of-tenancy or right-of-purchase dwelling, or rent a room in a dormitory run by a municipality, foundation or charitable organization. Students who do not qualify for housing supplement can apply for general housing allowance at the KELA office of their place of study.

ORDINARY STUDENT FINANCIAL AID

The amount of the aid depends on the type of school, age and marital status of the student, and the mode of accommodation. The student's financial situation is also taken into account.

Eligibility for the study grant begins with the month following your 17th birthday. Government guarantees for student loans are with certain exceptions available to all recipients of study grant.

Income check and exempt amounts(the maximum income you can have and not suffer any reduction in aid). All grants and taxable income (except state financial aid) during the entire calendar year are taken into account. For each month during which you receive study grant or housing supplement, the exempt amount is FIM 3,000, and for each aid-free month FIM 9,000. Financial aid is available also for practical training that is part of the curriculum. If your monthly pay during the training is FIM 1,800 or more, the study grant is not available, though the loan guarantee and housing supplement are.

Student loans. Student loans are granted by banks operating in Finland. The rate of interest, repayment and other terms of credit are agreed between you and your bank.

MAXIMUM AID PERIOD

For studies in an institution of higher education, financial aid can be granted for up to 55 months per one Master's-level degree. In the case of certain degrees or studies at a foreign university, the aid period can be longer. For specific reasons, it can be extended by a maximum of nine months. At polytechnics financial aid is available for a maximum of 55 months (180-credit programme), 50 months (160 credits) or 45 months (140 credits). If you get your degree in less than the time for which financial aid is available, you can use the months left over for post-graduate or other academic studies.

Foreign students can get financial help with studies if they have lived in Finland at least two years for some other purpose than studies, and their residence in Finland is considered to be permanent. Even if you have been in Finland for less than two years, you may qualify for student financial aid if you e.g. are a refugee or have remigrated to Finland. Nationals of EEA Member States can get help with studies that are closely related to their work or if they have become involuntarily unemployed.

(lähde: Kela Student financial aid 1999-2000 (English summary))
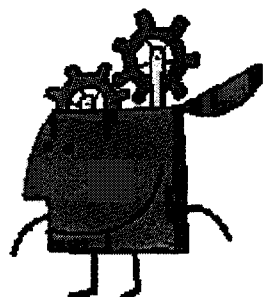
Tunnistusharjoitus

Etsi yllä olevasta tekstistä seuraavat sanat (jotkin niistä esiintyvät tekstissä useamman kerran). Yritä päätellä sanojen merkitys ja suomenna sanat:

student financial aid

_____

study grant

_____

study grant for mature students

_____

housing supplement

_____

tax

_____

student loan

_____

rent

_____

dormitory

_____

general housing allowance

_____

government guarantee for student loan

_____

income

_____

exempt amounts

_____

Vastaukset voit tarkistaa vastausosasta.

Pohdi seuraavaksi, mitä strategioita käytit sanojen tunnistamisessa:
1 tiesitkö sanan ennestään
2 arvasitko sanan
3 päättelitkö sen kontekstista/asiayhteydestä
4 tunnistitko jonkin sanan osan ja päättelit sanan sen avulla
5 katsoitko sanakirjasta/materiaalipaketin sanaluettelosta
6 muistuttiko sana jotain muuta, esim. muun kielen sanaa jonka tunnet.
Täydennä seuraavaan taulukkoon mitkä asiat auttoivat sanojen tunnistamisessa

SANAT	1 tieto	2 arvaus	3 päättely	4 sanan osa	5 sanakirja /-luettelo	6 muu sana
student financial aid						
study grant						
study grant for mature students						
housing supplement						
tax						
student loan						
rent						
dormitory						
general housing allowance						
government guarantees for student loans						
income check						
exempt amounts						

HYVÄ TIETÄÄ

Opiskelijoiden on tärkeää saada tietoa opintotukeen liittyvistä asioista, joten opintotoimistossa on osattava vastata opintotukea koskeviin kysymyksiin. Lisää tietoa opintotuesta englanniksi löydät KELA:n kotisivuilta (osoitteesta www.kela.fi/opintotuki/esitee.htm#aid). Tämän kappaleen sanastosta kannattaa huomata seuraavat seikat:

- opintotuesta käytetään termiä *student financial aid* tai *financial aid for students*, opintoraha taas on *study grant*
- sana *rent* on paitsi verbi 'vuokrata' (*to rent an apartment*) myös substantiivi 'vuokra' (*to pay a high/low rent*). Vuokrasopimuksesta puhuttaessa käytetään joko termiä *lease* tai *tenancy agreement*. Vuokranantajasta tavallisimmin käytetyt sanat ovat *landlord* (miespuolinen) ja *landlady* (naispuolinen), mutta myös sanaa *lessor* voidaan käyttää.
- tulorajasta käytetään termiä *exempt amounts*. Siitä ei ilmene, että puhutaan vuosittaisesta tulorajasta. Jos halutaan tarkentaa, että kyseessä on juuri vuosituloraja, voidaan käyttää sanontaa *annual exempt amounts*.

Tuottamisharjoitus 1

Saat sähköpostiviestin, jossa sinulta tiedustellaan opintotuesta. Lue viesti ja täydennä alla olevaan vastausviestiin siitä puuttuvat sanat. Vastaukset voit tarkistaa vastausosasta.
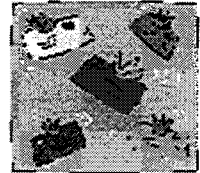
Date: Sat, 9 March 2000
From: marksmith@imaginaryaddress.com
To: opintotoimisto@hamk.fi
Subject: Financial aid

Hi!
I have been admitted to study in the Häme polytechnic. I am not a Finnish citizen but I moved to Finland about two years ago to work here. Can get any financial aid to support my studies and living? What would the amount of aid be? Can I still get it if I work part-time?
I look forward to hearing from you.

Best wishes
M.S.

To: marksmith@imaginaryaddress.com
Cc:
Attchmnt:
Subject: RE: Financial aid

Hello!
Thank you for your email.
If you have lived in Finland for more than two years, study full time and are in need of financial assistance, you can get 1)_____(opintotuki). You can apply for 2)_____(opintoraha) or 3)_____(aikuisopintotuki), and 4)_____(asumislisä). These government-financed benefits will be paid monthly to your bank. The study grant and the study grant for mature students are subject to 5)_____(vero). You can get the housing supplement if you live on your own in a rented, right-of-tenancy or right-of-purchase dwelling, or 6)_____(vuokrata) a room in a 7)_____([opiskelija-]asuntola) run by a municipality, foundation or charitable organization. If you do not qualify for housing supplement, you can apply for 8)_____(yleinen asumistuki).
You might also get a 9)_____(opintolaina). 10)_____(valtion lainatakaus) for student loans are available to most recipients of study grant.
The amount of aid depends on the type of school, your age and marital status, and the mode of accommodation. Your financial situation is also taken into account.
If you work during your studies, your 11)_____(tulot) can influence the amount of aid. There are 12)_____(vuosituloraja), that is, the highest income you can have without suffering any reduction in aid. All grants and taxable income during the year are taken into account.
If you should require any additional information, please contact me.
Best wishes
(nimi)

Tuottamisharjoitus 2

Sama opiskelija kirjoittaa uudelleen ja kyselee tarkemmin opintotukeen liittyvistä asioista. Kirjoita vastausviesti. Käytä tarvittaessa apuna yllä olevaa tekstiä ja viestin alla olevaa taulukkoa. Esimerkkivastauksen näet vastausosasta.

Date: Fri, 28 March 2000
From: marksmith@imaginaryaddress.com
To: opintotoimisto@hamk.fi
Subject: Student financial aid

Hi!
Thank you for you answer to my email about student financial aid. You told me that the amount of aid depends on the type of school, my age and marital status, and the mode of accommodation. I am 22 years old and single. I live alone in a rented apartment. What would the amount of study grant be? How about the housing supplement? I pay a rent of FIM2000 a month. You mentioned the exempt amounts. What are those amounts?
I look forward to hearing from you.

Best wishes
M.S.

AMOUNT OF STUDENT FINANCIAL AID
Study grant: monthly rates in FIM before taxes

Student	SECONDARY SCHOOL	HIGHER EDUCATION
1. is married or has maintenance liabilities	1 270	1 540
2. lives alone, aged 20 or over	1 270	1 540
3. lives alone, aged 18-19	1 270	1 540
4. lives alone, aged under 18	500	750
5. lives with parents, aged 20 or over	380	630
6. lives with parents, aged under 20	130	230

Housing supplement covers 67 % of reasonable monthly rental costs and can vary between FIM 134 and FIM 854. It is not available if the rent is less than FIM 200 per month, and is not granted for the part of the rent that exceeds FIM 1,275.
(Kela Student financial aid 1999-2000 (English summary))
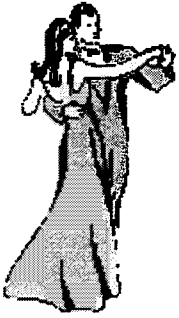
Menetelmäharjoitus

Tässä tehtävässä harjoitellaan sananmuodostusta sekä ryhmittelyä ja elaborointia. Muodosta seuraavista sanoista yhdyssanoja lisäämällä yksi tai kaksi sanaa (alku/loppu on annettu). Suomenna sanat. Vastaukset näet vastausosasta. Ryhmittele sitten kaikki listan sanat haluamallasi tavalla (ks. materiaalipaketin osa 2, kohta 3). Esimerkkiryhmittelyn näet vastausosasta. Kirjoita sitten lauseita, joissa käytät listan sanoja.
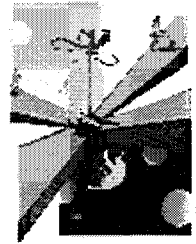
sanat   **suomennos**

student _____ _____   _____

student _____   _____

study _____   _____

housing _____   _____

exempt_____   _____

study grant for _____ _____   _____

_____ _____ for student loans _____

general housing _____   _____

income   _____

dormitory   _____

tax   _____

rent   _____
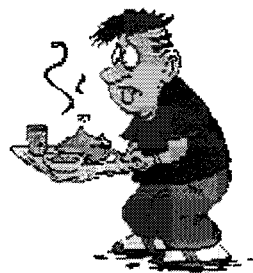
8 MUUT OPISKELIJA-EDUT
(OTHER BENEFITS FOR STUDENTS)

Lue seuraava teksti

ACCOMMODATION, STUDENT UNION, STUDENT CARDS

At each location of Häme Polytechnic there are student halls of residence. Häme Polytechnic will arrange accommodation in advance for students provided that they inform of their arrival well in advance. In Hämeenlinna, student flats are quite new and usually for two to three persons, with a private room and a communal kitchen and bathroom. Häme Polytechnic co-operates with the local student housing foundation, KH-SKV Oy, which has a number of student residences in Hämeenlinna. Reservations for students are made by Häme Polytechnic. The residences are located within a walking distance or a short bus ride from the city centre. The prices for a single room vary from FIM 950 - 1200 and also cover the costs of water and electricity. If you arrive after the 15th of the month or leave before the 15th of the month, you will only have to pay half of that month's rent. Flats include basic furniture: bed with mattress, pillow and blanket (no linen), desk in the bedroom and a dining table with chairs in the kitchen. The kitchen is equipped with cooking utensils, cutlery, crockery and cleaning equipment. Each student is responsible for keeping the flat clean. On departure the rooms should be in the same condition as on arrival. At other units of Häme Polytechnic accommodation arrangements differ, so please contact the international coordinator in advance to receive the necessary information.

The student union supports the students and promotes their interests in the Boards of Schools and Faculties of Häme Polytechnic in which the student union has official representatives. The student cards (for reduced fees in long distance railway and bus transportation as well as at various public events, theatres, concert halls, museums) are provided by the union. The student union also arranges numerous happenings, events and parties during the academic year. You can get a student card and student magazine called Hiilihamko, published four times a year, if you register as a member of the student union and pay a membership fee of FIM 100. Meals are offered at a price of FIM15-20 in the cafeterias of the polytechnic for those who have a student card. Student Health Services include medical consultation and physical examination.

(Lähteet: Häme Polytechnic 1999c:24, Häme Polytechnic 2000b:47, Häme Polytechnic/international relations/studying at Häme Polytechnic.)

Tunnistusharjoitus

Etsi tekstistä seuraavien sanojen englanninkieliset vastineet. Vastaukset voit tarkistaa vastausosasta.

asuminen _____

alennus _____

asunto _____

opiskelijayhdistys _____

(oppilaitoksen) ruokala _____

opiskelijalehti _____

opiskelija-asuntola _____

opiskelijakortti _____

opiskelija-asuntosäätiö _____

jäsenmaksu _____

vesi- ja sähkömaksu _____

opiskelijaterveydenhuolto _____

yhden hengen huone _____

HYVÄ TIETÄÄ

Saatat työssäsi joutua myös kertomaan opiskelijoille erilaisista heille kuuluvista eduista, kuten opiskelija-alennuksista ja opiskelijaruokailusta. Myös opiskelijakorteista ja opiskelijayhdistyksestä kannattaa kertoa uusille opiskelijoille. Erityisen tärkeää on opiskelijoiden asumismahdollisuuksista ja HAMK:n opiskelija-asunnoista kertominen. Tämän kappaleen sanastoon liittyen kannattaa huomata, että

- opiskelija-asuntolasta voidaan käyttää sanaa *dormitory* tai termiä *student hall of residence*. Yleistävämpi ('opiskelija-asunnot', ei välttämättä asuntolassa) on termi *student residences*.
- opiskelija-asunnosta tai solusta voidaan käyttää termiä *student flat*. *Flat* ja *apartment* tarkoittavat asuntoa, *room* taas on huone (esim. soluasunnossa).
- opiskelija-alennukset voivat olla *reduced fees/prices (for students)* tai *student discounts*?
- sanasta *cafeteria* voi ensimmäiseksi tulla mieleen kahvila, mutta sillä tarkoitetaan tavallisesti oppilaitoksen tai työpaikan ravintolaa

Tuottamisharjoitus 1

HAMK:iin opiskelemaan tulossa oleva opiskelija tiedustelee kirjeessä joistakin asumiseen liittyvistä asioista ja muista mahdollisesti opiskelijoille tarjolla olevista eduista. Täydennä vastauskirjeeseen puuttuvat sanat.

Vastaukset voit tarkistaa vastausosasta.

Stadtstrasse 99
12345 Walddorf
Austria

Häme Polytechnic
Student office
Jaakonkatu 28
Hämeenlinna

9 May 2000

Dear Sir or Madam

I have been admitted to the Häme Polytechnic. I will begin my studies in August 2000. Could you tell me about accommodation for students? Are there student halls of residence where I can get a room? How can I reserve one and how much do I need to pay for it? I would be grateful if you could inform me about other possible benefits for students as well.
I would appreciate your prompt answer.

Yours faithfully
Renate Schmidt
Renate Schmidt

Häme Polytechnic
Student office
Jaakonkatu 28
Hämeenlinna

Renate Schmidt
Stadtstrasse 99
12345 Walddorf
Austria   11 May 2000

Dear Ms Schmidt

Thank you for your letter.
The Häme Polytechnic will arrange your 1)_____(asuminen) if you inform us of your arrival in advance. There are 2)_____(opiskelija-asuntola) at each location of Häme Polytechnic. In Hämeenlinna, student flats are usually for two to three persons, with a private room and a shared kitchen and bathroom. They are located within a walking distance or a short bus ride from the city centre. The 3)_____(vuokra) for a 4)_____(yhden hengen huone) is FIM 950 - 1200. It also covers the 5)_____(vesi- ja sähkömaksu). If you arrive after the 15th of the month or leave before the 15th of the month, you will only have to pay half of that month's rent. However, the accommodation arrangements are slightly different at other units of the Häme Polytechnic, so please contact the international affairs co-ordinator for more information.
As for other benefits for students, there are 6)_____(opiskelijakortit). They provide 7)_____(alennukset) in long distance railway and bus transportation as well as at various public events, theatres, concert halls, museums. The student cards are provided by the 8)_____(opiskelijayhdistys). The student union also arranges numerous happenings, events and parties during the academic year. You can get a student card and 9)_____(opiskelijalehti) if you register as a member of the student union and pay a 10)_____(jäsenmaksu) of 100 FIM. Meals are offered at a price of FIM15-20 in the 11)_____(ruokala) of the polytechnic for those who have a student card. 12)_____(opiskelijaterveydenhuolto) are also available for students.
Should you require further details, please contact us in the student office.

Yours sincerely
(name)

Tuottamisharjoitus 2
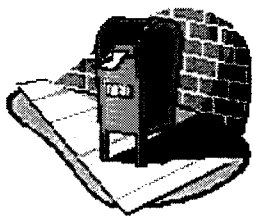
HAMK:iin tuleva opiskelija kyselee kirjeessään opiskelijoiden asumismahdollisuuksista sekä opintososiaalisista asioista. Kirjoita vastauskirje, jossa

- neuvot, kuinka opiskelijan asuminen opiskelija-asunnossa voidaan järjestää, paljonko vuokraa pitää maksaa
- kerrot, mitä alennuksia opiskelijat saavat ja kuinka
- kerrot, mitä hyötyä opiskelijayhdistykseen liittymisestä on
- mainitset myös opiskelijaterveydenhuoltopalvelut

Esimerkkivastauksen näet vastausosasta.

Menetelmäharjoitus

Tässä tehtävässä harjoitellaan kollokaatioita (ks. tarkemmin materiaalipaketin osa 2, kohta 6). Harjoituksessa kerrataan samalla myös aikaisempien kappaleiden sanoja. Vastaukset voit tarkistaa vastausosasta.
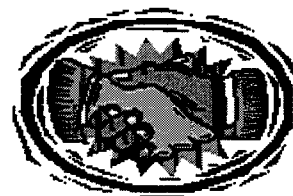
1. Yhdistä seuraaviin substantiiveihin verbi, jota tavallisesti käytetään ko. substantiivin kanssa. Valitse alla olevasta luettelosta (huom. joukossa on muutama ylimääräinen verbi!).

_____ a polytechnic

_____ a degree

_____ upper secondary education

_____ to study

_____ a reserve list

_____ an application form

_____ the admission criteria

_____ an entrance exam

_____ present/absent

_____ financial aid

_____ a study unit

_____ an examination

_____ a study unit

_____ an apartment

_____ housing supplement

complete, pass/fail, apply to, see, admit, qualify for, place on, rent, study, fill out, invite to, receive, register for, enrol as, evaluate, compete, take, meet

2. Yhdistä seuraaviin substantiiveihin adjektiivi, jota tavallisesti käytetään ko. substantiivin kanssa. Valitse alla olevasta luettelosta luettelosta (huom. joukossa on muutama ylimääräinen adjektiivi!).

_____ upper secondary education

_____ application system

_____ institute

_____ polytechnic

_____ study plan

_____ basic studies

_____ employment

_____ payment

_____ exempt amount

---

common, independent, joint, permanent, part-time, satisfactory, annual, vocational, competent monthly, individual, multi-field

---

3. Yhdistä seuraaviin substantiiveihin substantiivi, jota tavallisesti käytetään ko. substantiivin kanssa. Valitse alla olevasta luettelosta luettelosta (huom. joukossa on muutama ylimääräinen substantiivi!).

_____ the study grant

_____ student loan

_____ the degree programme

_____ exceptional cases

_____ study

---

right to, reason for, government guarantees for, course in, eligibility for, selection in, head of

OSA IV
AAKKOSELLISET
SANALUETTELOT
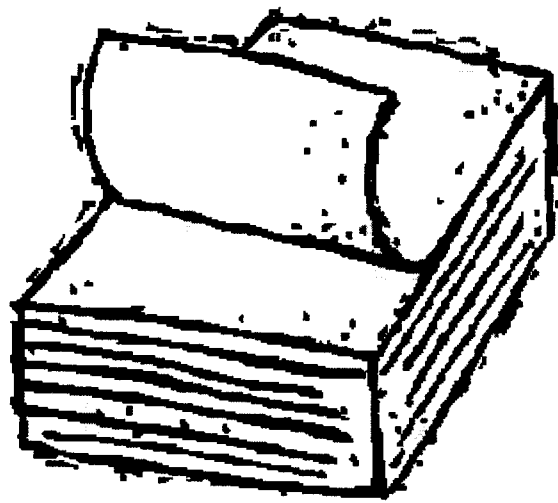
SUOMI-ENGLANTI

A

aiemmat opinnot	previous studies
aikuiskoulutus	adult education
aikuiskoulutuskeskus	adult education centre
aikuisopintotuki	study grant for mature students
aineopinnot	field specific studies
alakohtaiset opinnot	field specific studies
alemman opistoasteen ammatillinen oppilaitos	vocational upper secondary institution
aloituspaikkamäärä	intake
ammatillinen erikoistuminen	vocational specialisation
ammatillinen jatkotutkinto	further vocational qualification
ammatillinen koulutus	vocational education, professional education
ammatillinen opettajakorkeakoulu	vocational teacher education college, vocational teacher training institute
ammatillinen oppilaitos	vocational school
ammatillinen painotus	occupational emphasis
ammatillinen toisen asteen oppilaitos	vocational upper secondary institution
ammatillisen koulutuksen tutkintotodistus	vocational diploma
ammatilliset erikoistumisopinnot	professional specialisation studies
ammattiala	vocational field
ammatti-instituutti	vocational institute, professional institute
ammattikorkeakoulu	polytechnic
ammattikorkeakoulusta valmistunut	polytechnic graduate
ammattikorkeakoulututkinto	polytechnic degree, AMK-degree
ammattinimike, vakiintunut	professional title, established
ammattiopinnot	professional studies
ammattitaito	vocational skills, professional skills
ammattitutkinto	vocational qualification
ammattitutkintotodistus	vocational diploma

anoa tutkintoa	to apply for a degree
arvioida	assess, evaluate
arviointi, arvostelu	assessment, evaluation
arviointiasteikko	evaluation scale, assessment scale
arvosana	grade
asuminen, majoitus	accommodation
asumislisä	housing supplement
asunto	apartment, flat, room (esim. opiskelijasolussa)
avoin ammattikorkeakoulu	open polytechnic

E

elinikäinen oppiminen	lifelong learning
englanninkielinen käännös (todistuksesta)	English transcrip
erikoistapausvalinta	selection in exceptional cases, selection in individual cases
erikoistapausvalintalomake	application form for selection in exceptional/individual cases
erikoistumisalue	specialisation
erikoistumisopinnot	specialisation studies
erityisopettaja	special (school) teacher
erityisopetus	special education
esitiedot	previous knowledge (of)
etäopiskelukeskus	distance education centre

hakea, pyrkiä (opiskelemaan)	apply to
hakemus	application
hakija	applicant, candidate
hakuajat	application dates
hakulomake	application form
harjoitteluvaihto	trainee exchange
harjoitus	exercise
henkilökohtainen opiskelusuunnitelma	individual study plan
henkilökunta	staff
hylätty (tentistä/kokeesta)	fail

hyväksytty (tentistä/kokeesta)	pass
hyväksyä opiskelemaan / ammattikorkeakouluun	admit to study / to the polytechnic

I
ilmoittautua (läsnä-/poissaolevaksi)	enrol (as present/absent), register (for)
ilmoittautuminen (läsnä-/poissaolevaksi)	enrolment (for attendance/non-attendance), registration
ilmoittautumislomake	enrolment form
ilmoittautumismaksu	enrolment fee
insinööriliitto	The Union of Professional Engineers (in Finland)
intensiiviviikko	intensive week
itseopiskelu	private study, independent study

J
jatko-opinnot	post-graduate education
jatkotutkinto	post-graduate degree
johtava rehtori	president director
jäsenmaksu	membership fee

K
kandidaatin tutkinto	bachelor's degree
kansainvälinen koulutuskeskus	international training centre
kansainvälinen lukukausi	international semester/term
kansainvälinen ohjelma	international programme
kansainvälinen yhteistyö	international co-operation
kansainvälisten asioiden koordinaattori	international relations coordinator/officer, coordinator for international relations
kansainvälisten asioiden toimisto	international relations office
kenttätyö	field work
keskiasteen jälkeinen	post-secondary
kielikeskus	language centre
kieliopinnot	language studies
kirjasto	library
kirjasto- ja tietopalvelut	library and information services

koe	examination, exam
korkea-asteen ammatillinen oppilaitos	vocational higher-level institution
korkea-asteen koulutus	higher education
korkea-asteen koulutusohjelma	higher education programme
korkeakoulututkinto	higher education degree
koulumenestys- ja työkokemuspisteytys	grading by school success and practical experience
koulutusala	discipline, field of study, educational field
koulutusalojen välinen	cross-disciplinary
koulutusohjelma	degree programme, study programme
koulutusohjelmajohtaja	programme director, head of programme, head of the degree programme
koulutustausta	educational background
kuntayhtymä	joint municipalities
kurssi	course
kypsyysnäyte	maturity test
käytännön työ/-harjoitus	practical work

L

lainatakaus	guarantee for a loan
laitos	department
lehtori	senior lecturer
liikenneopetuskeskus	traffic instruction centre
lisä- ja täydennyskoulutus	further and complementary education, complementary and further education
luennoitsija	lecturer
luento	lecture
lukukausi	semester
lukukausimaksut	tuition fees
lukuvuosi	academic year
läsnäoleva	present
läsnäolovelvollisuus	compulsory attendance

M

majoitus	accommodation
moduuli	module

monialainen	multi-disciplinary, multi-field

N

näyttökoe	competence-based examination, skills test, practical/demonstration examination
näyttömuotoinen koulutus	education based on skill demonstration, training aiming at performance based testing

O

ohjattu harjoittelu	directed practical training
ohjaustoiminta	craft instruction and rehabilitation
ohutlevyosaamiskeskus	sheet metal development centre
omaehtoinen koulutus	self-initiated training
ongelmalähtöinen menetelmä	problem-based learning method
opettajavaihto	teacher exchange
opetussuunnitelma	curriculum, curricula
opinnäytetyö	bachelor's thesis, final (year) project, diploma project, degree work, thesis, degree thesis
opintojakso	study unit
opintojen edistymisen seuranta	monitoring a student's progress
opintojen hyväksi lukeminen	credit recognition, credit transfer
opintokokonaisuus	study module
opintolaina	student loan
opintoneuvonta, opastus	(study) guidance
opinto-ohjaaja	student counsellor
opinto-ohjaus	student counselling, study counselling
opinto-oikeus	right to study
opinto-oikeusaika	period of right to study
opinto-opas	programme book, study guide
opintoraha	study grant
opintosihteeri	study/student affairs officer/secretary
opintosuoritus	credit (mitattava esim. opintoviikkoina) performance (yleisesti)
opintosuoritusote	transcript (of records), certificate of completed studies
opintosuoritusrekisteri	record of credits, register of credits, credit record

opintotoimisto	student affairs office, student office
opintotuki	financial aid for students, student financial aid
opintotukikeskus	Centre for Student Financial Aid
opintotukilautakunta	financial aid committee
opintoviikko	credit
opiskelija-alennus	student discount
opiskelija-asuntola	student hall of residence, dormitory
opiskelija-asuntosäätiö	student housing foundation
opiskelijahuolto	student services
opiskelijalehti	student magazine
opiskelijapaikka	student place
opiskelijapalvelut	student services
opiskelijarekisteri	student record
opiskelijavaihto	student exchange
opiskelijavaihtoaika	exchange period
opiskelijavalinta	student selection
opiskelijavalintaperusteet	student selection criteria
opiskelijavalintaryhmä	student selection group
opiskelijayhdistys	students' union, student union
opiskelupaikan vastaanottaminen	acceptance of a study opening
oppiaine	subject
oppilaitos	institute
oppimisympäristö	learning environment
oppisopimuskoulutus	apprenticeship training
osa-aikatyö	part-time employment
osallistumisilmoitus	attendance note

P

pakollinen	compulsory
pakolliset ammattiopinnot	compulsory professional studies
pakolliset opinnot	compulsory studies
pakolliset perusopinnot	compulsory basic studies
periodi	period

perusopinnot	basic studies
perustutkinto	basic degree
poissaoleva	absent
projektimenetelmä	project method
projektiopinnot, projektiperustainen opiskelu	project-based study
pääaine	major, main subject
päästä läpi (tentistä)	pass
pääsykoe	entrance examination
pääsyvaatimukset	admission requirements, entry requirements, admission criteria
päättökoe	final examination
päätösehdotus	draft resolution

R

rehtori	president
reputtaa (tentti)	fail
ristiinopiskelu	cross-curriculum studies, crosswise study
ruokala (oppilaitoksen)	cafeteria

S

selvityspyyntö	request for clarification, request for settlement
seminaari	seminar
seurata (opintojen editymistä)	to monitor a student's progress
sivuaine	minor, secondary/subsidiary subject
sulautettujen järjestelmien osaamiskeskittymä	information technology expertise centre
suuntautumisvaihtoehto	option
syventävät opinnot	advanced studies

talonkirjaote	extract from the register of occupants
tehtävä	assignment
tekniikka	engineering
tekstiiliverstas	textile workshop
tentti	examination, exam
tenttiin ilmoittautuminen	registration for examination

tenttikuori	examination envelope
tenttipäivä	examination day
terveydenhoito	(student) health services
tiedekunta	faculty
tietokanta	database
tietokeskus	information centre
tietokoneluokka	computer lab
tiimityöprojektit	team-work projects
todistus	certificate
toimialarajan ylittävä	cross-boundary
toimipiste/-paikka	site, campus
toisen asteen ammatillinen koulutus	vocational upper secondary education
toisen asteen koulutus	upper secondary education
toteutussuunnitelma	course syllabus
tradenomiliitto	The Union of Professional Business Administrators (ei virallista käännöstä)
tulot	income
tuntiopettaja	part-time teacher, fee-paid teacher
tuotantotalous	management of production
tuotekehittely	product development
tutkimus- ja kehittämispalvelut	research and development services
tutkimus- ja kehitystoiminta	research and development
tutkimus- ja yrityspalvelut	research and business services
tutkimuskoulutus	research training
tutkimussuuntautunut lähestymistapa	research-oriented approach
tutkinto	degree
tutkinto, pätevyys	qualification
tutkintonimike	degree title
tutkintoon johtava koulutus	degree-awarding education, degree-oriented education
tutkintoon johtava ohjelma	degree-oriented programme
tutkintosääntö	degree regulations
tutkintotodistus	degree certificate
tutkintotodistusanomus	application for a degree certificate

tutor	tutor
tutorointi	tutoring
tutor-opettaja	teacher tutor
tutor-opiskelija	student tutor
työelämä	working life
työelämäyhteydet	working life contacts
työharjoittelu	practical training, work placement
työharjoittelujakso	work placement period
työharjoittelupaikka	practical training placement
työkokemus	work experience
työpaikkaopinnot	workplace studies, training at workplace
työssäoppiminen	on-the-job training
työtodistus	work certificate
työvoimatoimisto	government employment office
työympäristö	working environment
täydennyskoulutus (AMK-tutkinnon jälkeistä lisäkoulutusta)	continuing education, extension studies, further education
täydennyskoulutuskeskus	centre for extension studies

U

ura- ja rekrytointipalvelut	careers and recruitment service

V

vaihtoehtoinen	alternative, optional
vaihtoehtoiset opinnot	alternative/optional studies
vaihto-ohjelma	exchange program
vaihto-opiskelija	exchange student
vakinainen AMK	permanent polytechnic
valintakoe	entrance examination
valintakoeryhmä	entrance examination group
valmistua	to graduate
valtion lainatakaus	government guarantee for a (study) loan
vapaasti valittava (opintojakso)	elective/free-choice (study unit)
vapaasti valittavat/vapaavalintaiset opinnot	elective studies, free-choice studies
varasija(lista)	reserve list

vastaanottaa opiskelupaikka	to accept a study opening
verkkopedagogiikka	net pedagogy, network pedagogy
vero	tax
vesi- ja sähkömaksu	costs of water and electricity
viestinnän opinnot	communication studies
virkamiestutkinto	degree for government officials, administrator's exam
vuokra	rent
vuokranantaja	landlord/landlady, lessor
vuokrasopimus	lease, tenancy agreement
vuokrata	rent
vuosituloraja	annual exempt amount (the maximum income you can have per year and not suffer any reduction in aid)
väliaikainen AMK	temporary polytechnic

Y

yhden hengen huone	single room
yhteinen kurssi	common course
yhteiset opinnot	common studies, joint studies
yhteiset perusopinnot	common basic studies
yhteiset suuntautumisvaihtoehdot	common options
yhteishaku(järjestelmä)	(national) joint application system
yhteishakuaikataulu	joint application dates
yhteishakulomake	joint application system form
yhteishakurekisteri	joint application record
yhteishakutoimisto	joint application office
yhteistoiminnalliset työskentelymenetelmät	cooperative working methods
yhteistyöoppilaitos	partner institution
yksikkö	unit
yksityisopiskelija	private student
yleinen asumistuki	general housing allowance
yleinen toisen asteen koulutus	general upper secondary education
yliopisto	university

yliopistotason koulutusohjelma

yliopistotason tutkinto

ylioppilastutkinto

ympäristönsuojelu

yrittäjyys ja markkinointi

yrityspalvelukeskus

higher education programme

university-level degree

matriculation examination

environmental protection

entrepreneurship and marketing

business services centre

135

ENGLANTI-SUOMI

A

absent	poissaoleva
accept a study opening	vastaanottaa opiskelijapaikka
acceptance of a study opening	opiskelupaikan vastaanottaminen
accommodation	majoitus, asuminen
administrator's exam	virkamiestutkinto
admission criteria	pääsyvaatimukset
admission requirements	pääsyvaatimukset
admit to study / to the polytechnic	hyväksyä opiskelemaan / ammattikorkeakouluun
adult education	aikuiskoulutus
adult education centre	aikuiskoulutuskeskus
advanced studies	syventävät opinnot
alternative	vaihtoehtoinen
alternative studies	vaihtoehtoiset opinnot
AMK-degree	ammattikorkeakoulututkinto
annual exempt amount	vuosituloraja
apartment	asunto
applicant	hakija, oppilaitokseen pyrkijä
application	hakemus
application dates	hakuajat
application for a degree certificate	tutkintotodistusanomus
application form	hakulomake
application form for selection in exceptional/individual cases	erikoistapausvalintalomake
apply for a degree	anoa tutkintoa
apply to	hakea, pyrkiä (opiskelemaan)
apprenticeship training	oppisopimuskoulutus

academic year — lukuvuosi

assess	arvioida
assessment	arviointi, arvostelu
assessment scale	arviointiasteikko
assignment	tehtävä
attendance note	osallistumisilmoitus

B

bachelor's degree	kandidaatin tutkinto
bachelor's thesis	opinnäytetyö
basic degree	perustutkinto
basic studies	perusopinnot
business services centre	yrityspalvelukeskus

C

cafeteria	(oppilaitoksen) ruokala
campus	kampus, toimipiste
candidate	hakija, oppilaitokseen pyrkijä
careers and recruitment services	ura- ja rekrytointipalvelut
centre for extension studies	täydennyskoulutuskeskus
Centre for Student Financial Aid	opintotukikeskus
certificate	todistus
certificate of completed studies	opintosuoritusote
common basic studies	yhteiset perusopinnot
common course	yhteinen kurssi
common options	yhteiset suuntautumisvaihtoehdot
common studies	yhteiset opinnot
communication studies	viestinnän opinnot
competence-based examination	näyttökoe
complementary and further education	lisä- ja täydennyskoulutus
compulsory	pakollinen
compulsory attendance	läsnäolovelvollisuus
compulsory basic studies	pakolliset perusopinnot
compulsory professional studies	pakolliset ammattiopinnot
compulsory studies	pakolliset opinnot

computer/computing facilities

tietokoneiden käyttömahdollisuus

computer lab

tietokoneluokka

continuing education

täydennyskoulutus
(AMK-tutkinnon jälkeistä lisäkoulutusta)

cooperative working methods

yhteistoiminnalliset työskentelymenetelmät

coordinator for international relations

kansainvälisten asioiden koordinoija

costs of water and electricity

vesi- ja sähkömaksu

course

kurssi, opintojakso

course syllabus

toteutussuunnitelma

craft instruction and rehabilitation

ohjaustoiminta

credit

opintoviikko

credit recognition

opintojen hyväksilukeminen

credit record

opintosuoritusrekisteri

credit transfer

opintojen hyväksilukeminen

cross-boundary

toimialarajan ylittävä

cross-curriculum studies

ristiinopiskelu

cross-disciplinary

koulutusalojen välinen

crosswise study

ristiinopiskelu

curriculum, curricula

opetussuunnitelma

D
database

tietokanta

degree

tutkinto

degree-awarding education

tutkintoon johtava koulutus

degree certificate

tutkintotodistus

degree for government officials

virkamiestutkinto

degree-oriented education

tutkintoon johtava koulutus

degree-oriented programme

tutkintoon johtava ohjelma

degree programme

koulutusohjelma

degree regulations

tutkintosääntö

degree thesis

opinnäytetyö

degree title

tutkintonimike

degree work

opinnäytetyö

demonstration examination

näyttökoe

department	laitos
diploma project	opinnäytetyö
directed practical training	ohjattu harjoittelu
discipline	koulutusala, tiedekunta
distance education centre	etäopiskelukeskus
dormitory	opiskelija-asuntola
draft resolution	päätösehdotus

E

education based on skill demonstration	näyttömuotoinen koulutus
educational background	koulutustausta
educational field	koulutusala
elective studies	vapaasti valittavat opinnot
elective (study unit)	vapaasti valittava (opintojakso)
engineering	tekniikka
English transcript	englanninkielinen käännös (todistuksesta)
enrol (as present/absent)	ilmoittautua (läsnä-/poissaolevaksi)
enrolment (for attendance/non-attendance)	ilmoittautuminen (läsnä-/poissaolevaksi)
enrolment fee	ilmoittautumismaksu
enrolment form	ilmoittautumislomake
entrance examination	pääsykoe, valintakoe
entrance examination group	valintakoeryhmä
entrepreneurship and marketing	yrittäjyys ja markkinointi
entry requirements	pääsyvaatimukset
environmental protection	ympäristönsuojelu
evaluate	arvioida
evaluation	arviointi, arvostelu
evaluation scale	arvosteluasteikko
exam	tentti, koe
examination	tentti, koe
examination day	tenttipäivä
examination envelope	tenttikuori
exchange period	opiskelijavaihtoaika
exchange programme	vaihto-ohjelma

exchange student	vaihto-opiskelija
exercise	harjoitus
extension studies	täydennyskoulutus (AMK-tutkinnon jälkeistä lisäkoulutusta)
extract from the register of occupants	talonkirjaote

F
faculty	tiedekunta, ala
fail	hylätty (tentistä), reputtaa (tentti)
fee-paid teacher	tuntiopettaja
field of study	koulutusala
field specific studies	aineopinnot, alakohtaiset opinnot
field work	kenttätyö
final examination	päättökoe
final (year) project	opinnäytetyö
financial aid for students	opintotuki
flat	asunto
free-choice (study unit)	vapaasti valittava (opintojakso)
further and complementary education	lisä- ja täydennyskoulutus
further education	täydennyskoulutus (AMK-tutkinnon jälkeistä lisäkoulutusta)
further vocational qualification	ammatillinen jatkotutkinto

G
general housing allowance	yleinen asumistuki
general upper secondary education	yleinen toisen asteen koulutus
government backing for a student loan	lainatakaus
government employment office	työvoimatoimisto
grade	arvosana
grading by school success and practical experience	koulumenestys- ja työkokemuspisteytys
graduate	valmistua, valmistunut (opiskelija)
graduation thesis	opinnäytetyö, lopputyö
guidance	opintoneuvonta, opastus

head of programme	koulutusohjelmajohtaja
head of the degree programme	koulutusohjelmajohtaja
health services	terveydenhoito
higher education	korkea-asteen koulutus, yliopistotason koulutus
higher education degree	korkeakoulututkinto, yliopistotason tutkinto
higher education programme	korkea-aseteen/yliopistotason koulutusohjelma
housing supplement	asumislisä

I

income	tulot
independent study	itsenäinen opiskelu
individual study plan	henkilökohtainen opiskelusuunnitelma
information centre	tietokeskus
information technology expertise centre	sulautettujen järjestelmien osaamiskeskittymä
institute	oppilaitos
intake	aloituspaikkamäärä
intensive week	intensiiviviikko
international co-operation	kansainvälinen yhteistyö
international programme	kansainvälinen ohjelma
international relations coordinator	kansainvälisten asioiden koordinaattori
international relations office	kansainvälisten asioiden toimisto
international semester/term	kansainvälinen lukukausi
international training centre	kansainvälinen koulutuskeskus

J

joint application dates	yhteishakuaikataulu
joint application office	yhteishakutoimisto
joint application record	yhteishakurekisteri
joint application system	yhteishaku(järjestelmä)
joint application system form	yhteishakulomake
joint municipalities	kuntayhtymä
joint studies	yhteiset opinnot

L

landlady/-lord	vuokranantaja
language centre	kielikeskus
language studies	kieliopinnot
learning environment	oppimisympäristö
lease	vuokrasopimus
lecture	luento
lecturer	luennoitsija, tuntiopettaja
lessor	vuokranantaja
library	kirjasto
library and information services	kirjasto- ja tietopalvelut
lifelong learning	elinikäinen oppiminen

M

main subject	pääaine
major	pääaine
management of production	tuotantotalous
matriculation examination	ylioppilastutkinto
maturity test	kypsyysnäyte
membership fee	jäsenmaksu
minor	sivuaine
module	moduuli
monitor a student's progress	seurata opintojen edistymistä
multi-disciplinary	monialainen
multi-field	monialainen

N

national joint application system	yhteishaku(järjestelmä)
net/network pedagogy	verkkopedagogiikka

O

occupational emphasis	ammatillinen painotus
on-the-job training	työssäoppiminen, työssä kouluttautuminen
open polytechnic	avoin ammattikorkeakoulu
option	suuntautumisvaihtoehto

optional	vaihtoehtoinen
optional studies	vaihtoehtoiset opinnot

P

partner institution	yhteistyöoppilaitos
part-time employment	osa-aikatyö
part-time teacher	tuntiopettaja
pass	hyväksytty (tentistä), päästä läpi (tentistä)
period	periodi
period of right to study	opinto-oikeusaika
permanent polytechnic	vakinainen AMK
polytechnic	ammattikorkeakoulu
polytechnic degree	ammattikorkeakoulututkinto
polytechnic graduate	ammattikorkeakoulusta valmistunut
post-graduate degree	jatkotutkinto
post-graduate education	jatko-opinnot
post-secondary	keskiasteen jälkeinen
practical examination	näyttökoe
practical training	työharjoittelu
practical training placement	työharjoittelupaikka
practical work	käytännön työ/harjoitus
present	läsnäoleva
president	rehtori
president director	johtava rehtori
previous knowledge (of)	esitiedot
previous studies	aiemmat opinnot
private student	yksityisopiskelija
private study	itseopiskelu
problem-based learning method	ongelmalähtöinen menetelmä
product development	tuotekehittely
professional education	ammatillinen koulutus
professional institute	ammatti-instituutti
professional skills	ammattitaito
professional specialisation studies	ammatilliset erikoistumisopinnot

professional studies	ammattiopinnot
professional title, established	ammattinimike, vakiintunut
programme book	opinto-opas
programme director	koulutusohjelmajohtaja
project-based study	projektiopinnot, projektiperustainen opiskelu
project method	projektimenetelmä

Q
qualification	tutkinto, pätevyys

R
record of credits	opintosuoritusrekisteri
register (for examination)	ilmoittautua (tenttiin)
register of credits	opintosuoritusrekisteri
registration (for examination)	ilmoittautuminen (tenttiin)
rent	vuokra, vuokrata
request for clarification/settlement	selvityspyyntö
research and business services	tutkimus- ja yrityspalvelut
research and development	tutkimus- ja kehitystoiminta
research and development services	tutkimus- ja kehittämispalvelut
research-oriented approach	tutkimussuuntautunut lähestymistapa
research training	tutkimuskoulutus
reserve list	varasija(lista)
right to study	opinto-oikeus
room	huone (esim. opiskelijasolussa)

S
secondary subject	sivuaine
selection in exceptional cases, selection in individual cases	erikoistapausvalinta
self-initiated training	omaehtoinen koulutus
semester	lukukausi
seminar	seminaari
senior lecturer	lehtori
sheet metal development centre	ohutlevyosaamiskeskus

single room	yhden hengen huone
site	toimipiste, -paikka
skills test	näyttökoe
special education	erityisopetus
specialisation	erikoistumisalue
specialisation studies	erikoistumisopinnot
special (school) teacher	erityisopettaja
staff	henkilökunta
student affairs office	opintotoimisto
student affairs secretary/officer	opintosihteeri
student counselling	opinto-ohjaus
student counsellor	opinto-ohjaaja
student discount	opiskelija-alennus
student exchange	opiskelijavaihto
student financial aid	opintotuki
student hall of residence	opiskelija-asuntola
student health services	opiskelijaterveydenhuolto
student housing foundation	opiskelija-asuntosäätiö
student loan	opintolaina
student magazine	opiskelijalehti
student office	opintotoimisto
student place	opiskelijapaikka
student record	opiskelijarekisteri
student selection	opiskelijavalinta
student selection criteria	opiskelijavalintaperusteet
student selection group	opiskelijavalintaryhmä
student services	opiskelijapalvelut, opiskelijahuolto
student tutor	tutor-opiskelija
student/students' union	opiskelijayhdistys
study counselling	opinto-ohjaus
study grant	opintoraha
study grant for mature students	aikuisopintotuki
study guide	opinto-opas

study module	opintokokonaisuus
study programme	koulutusohjelma
study unit	opintojakso
subject	oppiaine
subsidiary subject	sivuaine

T

tax	vero
teacher exchange	opettajavaihto
teacher tutor	tutor-opettaja
team-work projects	tiimityöprojektit
temporary polytechnic	väliaikainen AMK
textile workshop	tekstiiliverstas
thesis	opinnäytetyö
traffic instruction centre	liikenneopetuskeskus
trainee exchange	harjoitteluvaihto
training aiming at performance based testing	näyttömuotoinen koulutus
training at workplace	työpaikkaopinnot
transcript (of records)	opintosuoritusote
tuition fees	lukukausimaksut
tutor	tutor
tutoring	tutorointi

U

undergraduate	tutkintoa suorittamaton (opiskelija), alinta tutkintoa edeltävä(t opinnot)
Union of Professional Business Administrators	tradenomiliitto
Union of Professional Engineers in Finland	insinööriliitto
unit	yksikkö
university	yliopisto
university-level degree	yliopistotason tutkinto
upper secondary education	toisen asteen koulutus

V

vocational diploma	ammatillisen koulutuksen tutkintotodistus,

	ammattitutkintotodistus
vocational education	ammatillinen koulutus
vocational field	ammattiala
vocational higher-level institution	korkea-asteen ammatillinen oppilaitos
vocational institute	ammatti-instituutti
vocational qualification	ammattitutkinto
vocational school	ammatillinen oppilaitos
vocational skills	ammattitaito
vocational specialisation	ammatillinen erikoistuminen
vocational teacher education college	ammatillinen opettajakorkeakoulu
vocational teacher training institute	ammatillinen opettajakorkeakoulu
vocational upper secondary education	toisen asteen ammatillinen koulutus
vocational upper secondary institution	ammatillinen toisen asteen oppilaitos, alemman opistoasteen ammatillinen oppilaitos

W

work certificate	työtodistus
work experience	työkokemus
working environment	työympäristö
working life	työelämä
working life contacts	työelämäyhteydet
work placement	työharjoittelu, työharjoittelupaikka
work placement period	työharjoittelujakso
workplace studies	työpaikkaopinnot

KOULUTUSALAT, KOULUTUSOHJELMAT,

SUUNTAUTUMISVAIHTOEHDOT,

TUTKINNOT, TUTKINTONIMIKKEET

LUONNONVARA-ALA
(FACULTY OF) FORESTRY, AGRICULTURE AND HORTICULTURE
LAND BASED INDUSTRIES
NATURAL RESOURCES

maa- ja metsätalouden ammattikorkeakoulututkinto
Bachelor of Agriculture and Forestry

maaseutuelinkeinojen koulutusohjelma
agriculture and rural industry

maatilatalouden suuntautumisvaihtoehto
agriculture and rural studies option

hevostalouden suuntautumisvaihtoehto
equine studies option

maisemasuunnittelun koulutusohjelma
landscape design
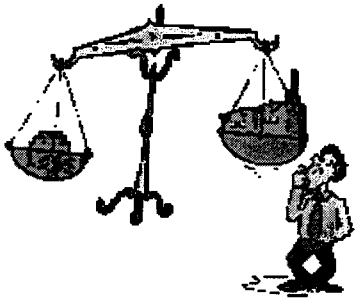
metsätalouden koulutusohjelma
forestry

puutarhatalouden koulutusohjelma
horticulture

agrologi (AMK)
agronomist

hortonomi (AMK)
horticulturist

metsätalousinsinööri (AMK)
forestry engineer

HALLINNON JA KAUPAN ALA
BUSINESS (SCHOOL)
BUSINESS AND ADMINISTRATION

liiketalouden ammattikorkeakoulututkinto
Bachelor of Business Administration, BBA

international business

markkinoinnin koulutusohjelma
marketing

matkailualan koulutusohjelma
tourism development

taloushallinnon koulutusohjelma
accountancy and finance

tietojenkäsittelyn koulutusohjelma
business information technology

tradenomi
(ei suoraa vastinetta englannissa, käytettäväksi ehdotettu esim. BBA)

KULTTUURIALA
CULTURE
(SCHOOL OF) CRAFTS AND DESIGN
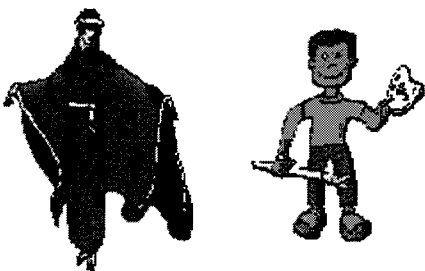
käsi- ja taideteollisuuden ammattikorkeakoulututkinto
Bachelor of Crafts and Design
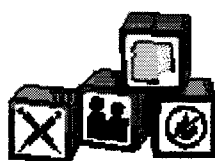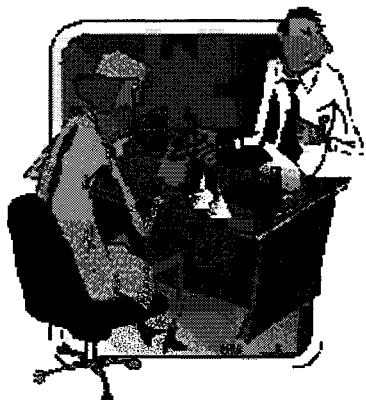
muotoilun koulutusohjelma
design

tuotekehityksen ja tuotemuotoilun koulutusohjelma
product development and product design

tuotemuotoilun suuntautumisvaihtoehto
product design

ohjaustoiminnan koulutusohjelma
craft leading and recreational activities

artenomi (AMK)
craftsman-designer (tai oppiaineen mukainen nimike)

SOSIAALI- JA TERVEYSALA
(SCHOOL OF) HEALTH CARE AND SOCIAL WORK
HEALTH CARE AND SOCIAL SERVICES

sosiaali- ja terveysalan ammattikorkeakoulututkinto
Bachelor of Health Care and Social Services

hoitotyön koulutusohjelma
nursing and health care

hoitotyön suuntautumisvaihtoehto
nursing option

terveydenhoitotyön suuntautumisvaihtoehto
health care option

sosiaalialan koulutusohjelma
health care and social services

sairaanhoitaja (AMK)
(registered) nurse

terveydenhoitaja (AMK)
public health nurse

sosionomi (AMK)
(ei käännöstä)

TEKNIIKAN JA LIIKENTEEN ALA
(FACULTY OF) TECHNOLOGY

tekniikan ammattikorkeakoulututkinto
Bachelor of Engineering

automaatiotekniikan koulutusohjelma
automation technology

tuotantopainotteinen suuntautumisvaihtoehto
production-oriented option

bioprosessitekniikan koulutusohjelma
bioprocess engineering

elintarviketeknologian suuntautumisvaihtoehto
food technology

ympäristöteknologian suuntautumisvaihtoehto
environmental engineering option

meijeriteknologian suuntautumisvaihtoehto
dairy technology option

konetekniikan koulutusohjelma
mechanical engineering

logistiikan koulutusohjelma
logistics

mediatekniikan koulutusohjelma
media engineering/
media technology

rakennustekniikan koulutusohjelma
building and construction engineering

tuotantopainotteinen suuntautumisvaihtoehto
production-oriented option

taloudellis-tekninen koulutusohjelma
business and technology

tietotekniikan koulutusohjelma
information technology and computer science

tietoliikennetekniikan suuntautumisvaihtoehto
telecommunications option

tietokonetekniikan suuntautumisvaihtoehto
computer engineering option

tuotantopainotteinen suuntautumisvaihtoehto
product-oriented option

tuotekehityksen ja tuotemuotoilun koulutusohjelma
product design and development

tuotekehityksen suuntautumisvaihtoehto
product development option

ympäristönsuojelun koulutusohjelma
environmental engineering

insinööri (AMK)
(graduate) engineer (myös alan mukaan, esim. (graduate) civil engineer)

rakennusmestari (AMK)
construction engineer

AMMATILLINEN OPETTAJAKORKEAKOULU
VOCATIONAL TEACHER EDUCATION COLLEGE
VOCATIONAL TEACHER TRAINING INSTITUTE

ammatillinen opettajakoulutus
vocational teacher education

liikenneopettajankoulutus
driving instructor education

OSA V
HARJOITUSOSAN
VASTAUKSET

1 HAMK:IIN HAKEMINEN JA VALINTA
(APPLICATION FOR AND SELECTION TO THE HÄME POLYTECHNIC)

Tunnistusharjoitus
yleinen tai ammatillinen toisen asteen koulutus
tutkinto, pätevyys
opiskelijavalinta
todistus
työkokemus
valintakoe
yhteishaku (järjestelmä)
hyväksyä (esim. opiskelemaan)
koulutusohjelma
pääsyvaatimukset
rehtori
koulutusohjelmajohtaja
hakija (opiskelijaksi hakeva)
varasijalista
yksityisoppilas
kurssi
moduuli
avoin AMK
hakea, pyrkiä esim. opiskelemaan
pääsyvaatimukset

Tuottamisharjoitus 1
1 admission requirements
2 general
3 vocational
4 entrance examination
5 student selection
6 certificates
7 work experience
8 international relations coordinator
9 student exchange
10 application form
11 degree programme

Tuottamisharjoitus 2
Esimerkkivastaus:

Häme Polytechnic
Student office
Jaakonkatu 28
Hämeenlinna
Finland

(vastaanottajan
nimi ja
osoite)

(päivämäärä)

Dear Mr/Ms (sukunimi)

Thank you for your letter and your interest in applying to the school of health care and social work (= valitsemasi ala) in the Häme Polytechnic.
The admission criteria for our institute are either a completed general or vocational upper secondary education or an equivalent foreign qualification.. The student selection is influenced by certificates and work experience. To be admitted to the school of health care and social work, you need to take an entrance examination, too.
If you are a student, I advice you to contact the international coordinator at your educational institute, who will have more information about applying for student exchange. Your international relations coordinator will help you to fill in and send your application form and learning agreement to the contact person at our polytechnic. I enclose our prospectus for international students and an application form.

If you have any more questions, please contact me.
Yours faithfully
(nimesi)

Menetelmäharjoitus

to apply	*application*	*application form*
to enter	entry	entry requirements
to admit	admission	admission criteria
to select	selection	student selection
to experience	experience	work experience
to qualify	qualification	

2 YHTEISHAKU, ERIKOISTAPAUSVALINTA JA ILMOITTAUTUMINEN

(JOINT APPLICATION, SELECTION IN EXCEPTIONAL CASES, AND ENROLMENT)

Tunnistusharjoitus

Teksti 1
application dates
joint application system
announcement of results
upper secondary school
student place
joint application system form
vocational institution
vocational upper secondary school

Teksti 2
competence-based examination
selection in exceptional cases
degree certificate
grade
student office
application form for selection in exceptional cases

Teksti 3
enrol
academic year
attendance note
present
financial aid
enrolment
enrolment fee
absent
semester
right to study

Tuottamisharjoitus 1

1 joint application system
2 joint application system form
3 application dates
4 certificate
5 grades
6 selection in exceptional/individual cases
7 application form for exceptional/individual cases

Tuottamisharjoitus 2

1 applicants/candidates
2 announcing the results
3 student place
4 enrol
5 present
6 absent

7   enrolment
8   academic year
9   semester
10 right to study
11 an enrolment fee

Tuottamisharjoitus 3
Esimerkkivastaus

To:olavnorman@imaginaryaddress.no
Cc:
Attchmnt:
Subject: RE: How can I apply to the HAMK?

Hello!
Thank you for your e-mail. Here are some answers to your questions:

You should not apply through the joint application system, because education given in a foreign language, such as our international semester courses, is not included in the system. Also, you probably have no Finnish certificate, or the grades needed for the joint application system form. Therefore, you should apply through a procedure called selection in exceptional cases. To apply, you need to fill in an application form.
The application dates for Polytechnic studies beginning in autumn 2000 are between March 13 and April 7.
After you have applied, you will be invited to the entrance exam, if needed.
The results of the student selection will be announced July 21, 2000.
If you are admitted to study in the Häme Polytechnic, you need to accept your student place and enrol as either present or absent. If you enrol as absent, you must give good grounds for being absent, so that your right to study will continue during your absence. Enrolment is free if you enrol before August 4, 2000, otherwise you must pay an enrolment fee (FIM 100).
If you could e-mail me your postal address, I would send you the list of the international semester courses, our Prospectus for foreign students, an application form for exceptional cases and some brochures about our institute.
Should you require any additional information, please contact us in the student office.
Best wishes
(nimi)

Menetelmäharjoitus
Esimerkkiryhmittely

-   joint application system, joint application system form, application dates
-   upper secondary school, vocational upper secondary school, vocational institution
-   academic year, semester
-   selection in exceptional cases, application form for exceptional cases
-   enrol, enrolment, enrolment fee, attendance note, absent, present

3 AMK- JÄRJESTELMÄN JA HAMK:N YLEISESITTELY
(POLYTECHNIC SYSTEM AND HÄME POLYTECHNIC IN GENERAL)

Tunnistusharjoitus 1
työelämäyhteydet
korkeakoulututkinto
korkea-asteen koulutus
tutkinto
koulutusohjelma
monialainen
opintoviikko
yliopisto
kandidaatin tutkinto
yksikkö

Tunnistusharjoitus 2

2 Land-based industries, luonnonvara-ala
Bachelor of Agriculture and Forestry

6 Vocational teacher education, ammatillinen opettajankoulutus

4 Business and administration, hallinnon ja kaupan ala
Bachelor of Business Administration

1 Technology and communication, tekniikka ja liikenne
Bachelor of Engineering

3 Crafts and design, käsi- ja taideteollisuus (kulttuurin koulutusala)
Bachelor of Crafts and Design

5 Health care and social services, sosiaali- ja terveysala
Bachelor of Health Care and Social Services

Tuottamisharjoitus 1
1 permanent polytechnic
2 units
3 degree programmes
4 technology
5 natural resources/land-based industries
6 business and administration
7 culture/crafts and design
8 health care and social services
9 vocational teacher education

Tuottamisharjoitus 2

1 How can I help you?/What can I do for you?
2 applying to
3 university
4 higher education
5 working life contacts
6 polytechnic degree
7 Bachelor's degree
8 credits
9 courses
10 international semester courses
11 entry requirements/admission criteria
12 entrance examination
13 upper secondary education
14 degree programmes
15 How do you spell that?/Could you spell that, please?

Tuottamisharjoitus 3

A	B
- Kuinka paljon opiskelijoita HAMK:ssa on?	- There are about 6000 students in the Häme Polytechnic.
- Onko HAMK:ssa päärakennus tai campus-alue vai missä yksiköt sijaitsevat?	- There are nine units in the Häme Polytechnic. The sites or campuses of these units are located in several places, for example, in Hämeenlinna, Valkeakoski, and Riihimäki.
- Mitä oppilaitoksessanne voi sitten opiskella?	- There are six main fields of study: technology and communication, natural resources, culture, business and administration, health care and social sevices, and vocational teacher education. Each of these fields has several degree programmes.
- Onko teillä kursseja tai koulutusohjelmia englanniksi?	- Our international semester courses are all given in English. We have one degree programme, the International Business programme, that is taught in English.

Tuottamisharjoitus 4

Esimerkkivastaus:

A: Hämeen ammattikorkeakoulu, (nimi).
B: Oh, hello, this is (nimi). Is it Häme Polytechnic? The student office?
A: Yes. How can I help you?
B: Well, I am interested in studying in Finland, and in Häme Polytechnic, but I'm not quite sure it is the kind of institute I can apply to. Could you tell me what a polytechnic actually is?
A: Well, it's an institute that often has many schools and fields of study.
B: And what kind of education does it provide?
A: It provides higher education, but it is more practically oriented than universities, for example, working life contacts are important and studies include practical training.

B: I see. And what degrees can one take in a polytechnic?

A: The degrees are Bachelor's degrees. For example, in the Häme Polytechnic, the degrees are Bachelor of Agriculture and Forestry, Bachelor of Business and Administration, Bachelor of Crafts and Design, Bachelor of Health Care and Social Services, and Bachelor of Engineering.

B: How long does it take to complete a degree?

A: Depending on the degree programme, it usually takes 3.5 - 4 years.

B: Well, that sounds interesting. Could you send me some information about your institute?

A: Yes, of course. I'll send you the list of our international semester courses and our prospectus for foreign students. Could you give me your name and address, please.

B: My name is .... And my address is....

A: Ok, good. Take a look at the material and contact us again if you find something interesting.

B: I will. Thank you very much. Bye!

A: You're welcome. Bye!

4 AMK-OPINTOJEN RAKENNE
(STRUCTURE OF POLYTECHNIC STUDIES)

Tunnistusharjoitus

1 compulsory studies pakolliset opinnot	**4** polytechnic studies are divided into these
2 individual study plan henkilökohtainen opiskelusuunnitelma	**10** studies that are completely elective; you can choose almost any courses, also from other institutes
3 thesis opinnäytetyö	**8** students gain practical work experience in a real-life working environment, they can practise the theory they have learnt in the polytechnic
4 study unit opintojakso	**9** a student who has been trained to help new students to settle in and give general advice
5 student counsellor opinto-ohjaaja	**2** each student makes an outline about what courses he/she is going to take and when
6 common basic studies yhteiset perusopinnot	**1** coures that you have to take
7 alternative studies vaihtoehtoiset opinnot	**6** studies common to all students in all degree programmes. In the Häme Polytechnic, they include subjects such as communication studies, studies and working life, and environmental protection.
8 practical training työharjoittelu	**3** can be a design, research or a product development project performed by students to show that they can apply their knowledge and skills in a practical task
9 student tutor tutor-opiskelija	**11** studies that have to do with student's vocational field
10 free-choice studies valinnaiset opinnot	**5** a person whose job is to advice students
11 professional studies ammattiopinnot	**7** courses that you can choose, but you must take at least some of them

Tuottamisharjoitus 1

1 polytechnic studies
2 courses
3 basic studies
4 common basic studies
5 credits
6 communication studies
7 studies and working life
8 compulsory
9 alternative
10 free-choice
11 study units
12 degree programmes
13 institutes
14 practical training/work placement
15 field of study
16 working life
17 thesis
18 final project
19 product development
20 individual study plan
21 student counsellor
22 student tutor
23 You're welcome/Not at all.

Tuottamisharjoitus 2

Esimerkkivastaukset:

1. There are basic studies, of which common basic studies are courses that each polytechnic student has to take. There are professional studies, which focus on matters that have to do with your vocational field. The study units are either compulsory, alternative or free-choice. Closer to the end of your studies, you carry out practical training in a real life working environment. At the end of your studies, you complete a thesis or a degree work.

2. The alternative study units are courses that you choose among various options, that is, there is a list of courses and you must take a certain number of them. The free-choice study units you may choose freely, they may even be courses from other degree programmes or other institutes.

3. If you have not studied in Finnish or Swedish, you do not need to take those courses. However, the total extent of your degree must be the same as that of other students, so you need to choose some other courses instead, for example, other language courses or courses from your field of study.

4. Practical training or work placement means that you find a job in your field of study and work there for about one year. You learn about a real working environment and you also have a chance to actually do things you have studied at school. In some degree programmes an exchange student can carry out a period of work placement in Finland.

5. The thesis is done at the end of your studies. It can be a paper, a design, research or a product development project that you make by yourself, to show that you can apply what you have learnt in a practical task

6. You may ask a student counsellor or perhaps a student tutor to help you.

Menetelmäharjoitus

individual study plan - henkilökohtainen opiskelusuunnitelma
common basic studies - yhteiset perusopinnot
practical training - työharjoittelu
final (year) project - opinnäytetyö
student tutor - tutor-opiskelija
compulsory studies - pakolliset opinnot
degree thesis - opinnäytetyö
study unit - opintojakso
student counsellor - opinto-ohjaaja
professional/free-choice/elective/alternative/optional studies - ammatti-
/valinnaiset/valinnaiset/vaihtoehtoiset/vaihtoehtoiset opinnot
vocational field - ammattiala

5 OPINTOJAKSOJEN ARVIOINTI JA OPINTOREKISTERI
(ASSESSMENT OF STUDY UNITS AND RECORD OF CREDITS)

Tunnistusharjoitus
assignment - exercise
test - examination
evaluation - assessment
register of credits - credit record
lesson - lecture
to assess - to evaluate
pass - fail
bad - good
studying theory - practical work
dissatisfactory - satisfactory
studying with other students - private study, independent study
work done in class - field work
opintoviikko - credit
seminaari - seminar
lukuvuosi - academic year
arvosana - grade
opintosuoritusote - trascript of records
erinomainen - excellent

Tuottamisharjoitus 1
1 credit
2 lectures
3 seminars
4 practical work and field work
5 private study/independent study
6 evaluate/assess
7 examinations
8 assignments
9 exercises
10 assessment/evaluation
11 fail
12 grades
13 record of credits

Tuottamisharjoitus 2
esimerkkivastaus

To: dawn.willow@hamk.fi
Cc:
Attchmnt:
Subject: RE: assessment of study units

Thank you for your email.
The 40 hours of study for one credit are not limited to lectures and seminars, but they also include practical work, field work, and even private study.
The evaluation of study units is based on examinations, various assignments and exercises. All these can have an influence on your grades. You can see the assessment scale at our Prospectus.
If you do not pass an examination, you have two chances to try again.
If you want to see all the grades that you have in your record of credits, you need to get a transcript of records. The transcript can be obtained from the student office.

If you should have any more questions, please contact us in the student office.

Best wishes
(Name)

Menetelmäharjoitus
a)
1. 1 fail II 2 b
2. 2 fail 2
3. 2
4. 1
5. grade 1, 2a
6. grade 2, 2
b)
1 During the academic year, students have to take exam(ination)s in many subjects.
2 He failed the exam(ination), because he did not read the exam(ination) questions carefully.
3 The examiner failed only one candidate.
4 A lecture in mathematics was given in the largest lecture room of the institute.
5 All the grades of a student can be found in the transcript of records.

6 HAMK:N PALVELUT
(SERVICES OF THE HÄME POLYTECHNIC)

Tunnistusharjoitus
1 email address
2 part-time employment
3 graduates
4 student exchange
5 information centre
6 database
7 careers and recruitment services
8 international relations office
9 practical training placement
10 continuing education
11 partner institutions
12 government employment office
13 computing facilities

Tuottamisharjoitus 1
1 library
2 information centre
3 unit
4 computer
5 database
6 library staff
7 email
8 computing facilities
9 email address
10 computer labs
11 practical training
12 practical training placement
13 careers and recruitment services
14 project work
15 part-time employment
16 continuing education/extension studies/further studies
17 government employment office
18 student exchange
19 international relations office
20 international relations co-ordinator

Tuottamisharjoitus 2
Esimerkkikeskustelu
A: Hello. Could you answer a few questions?
B: Yes, of course.
A: Good. I would like to know where the library of the institute is.

B: Well, there is actually a library or an information centre in each unit of the Häme Polytechnic. These unit libraries have collections of items related to the needs of the faculty.

A: I see. Are there computers I can use in the library?

B: Yes, you can also use computers there, to send email or to get access to a database, for example.

A: Great. Are there other places where the computers are available for students?

B: Well, the computing facilities in the libraries as well as in computer labs are available for free. Did you already get your email address?

A: Yes, I did. ... I am going to do at least part of my practical training in Finland. I was wondering if anyone in the Häme Polytechnic could help me find the practical training placement?

B: I think you should try our careers and recruitment services.

A: What is that?

B: It helps graduates and students to find work, and also practical training placements. You could have a look at their information stand in the unit library, or you could try a new service in the internet, where you can look for a practical training placement. The address is www.jobstep.net. I'll write that down for you.

A: Good. I'll give it a try. Thank you.

B: You're welcome. Come again if you have any more questions. And there is always the international relations office that will help you in all matters that have to do with student exchange.

7 OPINTOTUKI
(STUDENT FINANCIAL AID)

Tunnistusharjoitus
opintotuki
opintoraha
aikuisopintotuki
asumislisä
vero
opintolaina
vuokrata
(opiskelija-)asuntola
yleinen asumistuki
valtion lainatakaus opintolainalle
tulot
(vuosi)tuloraja

Tuottamisharjoitus 1
1   student financial aid
2   study grant
3   study grant for mature students
4   housing supplement
5   tax
6   rent
7   dormitory
8   general housing allowance
9   study loan
10 government guarantees
11 income
12 exempt amounts

Tuottamisharjoitus 2
Esimerkkivastaus

To: marksmith@imaginaryaddress.com
Cc:
Attchmnt:
Subject: RE: Student financial aid

Hello!
Thank you for your email.
Since you will be studying in the Häme Polytechnic (higher education), are over 20 years old and live alone, the amount of aid is FIM 1, 540 per month.
Housing supplement covers 67 % of monthly rental costs, but it is not granted for the part of the rent that exceeds FIM 1,275. Therefore, the maximum amount is 854FIM per month. This is the amount you will get with your FIM 2000 rent.
Exempt amount means the maximum income you can have without suffering any reduction in aid. During the months that you get study grant or housing supplement, the exempt amount is FIM 3,000 per month. When you do not get any aid, you can earn as much as FIM 9,000 per month.
If you have any more questions, please contact us in the student office.

Best wishes
(nimi)

Menetelmäharjoitus

sanat	**suomennos**
student financial aid	opintotuki
student loan	opintolaina
study grant	opintoraha
housing supplement	asumislisä
exempt amounts	vuosituloraja
study grant for mature students	aikuisopintotuki
government guarantee for student loans	valtion lainatakaus
general housing allowance	yleinen asumistuki
income	tulot
dormitory	(opiskelija-)asuntola
tax	vero
rent	vuokrata/vuokra

esimerkkiryhmittely
student financial aid, study grant, study grant for mature students
student loan, government guarantee for student loans
general housing allowance, housing supplement, dormitory, rent
income, tax, exempt amounts

8 MUUT OPISKELIJA-EDUT
(OTHER BENEFITS FOR STUDENTS)

Tunnistusharjoitus
accommodation
reduced fee
flat
student union
cafeteria
student magazine
student hall of residence
student card
student housing foundation
membership fee
cost of water and electricity
student health services
single room

Tuottamisharjoitus 1
1 accommodation
2 student halls of residence
3 rent
4 single room
5 costs of water and electricity
6 student cards
7 reduced fees
8 student union
9 student magazine
10 membership fee
11 cafeteria
12 Student Health Services

Tuottamisharjoitus 2
esimerkkivastaus

Häme Polytechnic
Student office
Jaakonkatu 28
Hämeenlinna

(vastaanottajan nimi
+ osoite)   (päiväys)

Dear ...

Thank you for your letter.
Your accommodation can be arranged by the Häme Polytechnic, if you notify us of your arrival in advance. There are student halls of residence at each location of the Häme Polytechnic. For example, in Hämeenlinna student flats are usually for two to three persons, with a private room and a communal kitchen and bathroom. The rent for a single room is FIM 950 - 1200. It also covers the costs of water and electricity. If you arrive after the 15th of the month or leave before the 15th of the month, you will only have to pay half of that month's rent. However, accommodation arrangements may differ at other units of the Häme Polytechnic, so please contact the international coordinator in advance to receive the necessary information.
As for other benefits for students, there are student discounts in long distance railway and bus transportation as well as at various public events, theatres, concert halls, and museums. These advantages are available if you have a student card. In addition, meals are offered at a price of FIM15-20 in the cafeterias of the polytechnic for those who have a student card. Student cards are provided by the student union. If you register as a member of the student union and pay a membership fee of FIM100, you can get a student and a student magazine published four times a year. In addition to supporting the students and promoting their interests, the student union arranges numerous happenings, events and parties during the academic year. Student Health Services are also available for students.
Should you require further details, please contact us in the student office.
Yours sincerely
(name)

Menetelmäharjoitus

1.
apply to a polytechnic
take a degree
complete upper secondary education
admit to study
place on a reserve list
fill out an application form
meet the admission criteria
invite to an entrance exam
enrol as present/absent
receive financial aid
register for a study unit
pass/fail an examination
evaluate a study unit
rent an apartment
qualify for housing supplement

2.
vocational upper secondary education
joint application system
multi-field institute
permanent polytechnic
individual study plan
common basic studies
part-time employment
monthly payment
annual exempt amount

3.
eligibility for the study grant
government guarantees for student loan
head of the degree programme
selection in exceptional cases
right to study

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8 CONCLUSION

Research on learning and teaching foreign language vocabulary shows that learning words is a complicated process influenced by numerous factors. In addition, various techniques and strategies can be used to teach and learn foreign language words, and research has not convincingly demonstrated that one method would be considerably more effective than others. However, it has been agreed that memorising lists of words is not very profitable, but that encountering words in context, inferring their meanings or using various kinds of associations facilitates learning and retention. Furthermore, to be able to actually use words in situations of real life, learners should use words to be learnt to produce meaningful communication. In vocabulary teaching, the focus has recently shifted towards individual needs of learners, so that the specialised vocabulary that learners need, for instance, at work or studies, is considered an important factor in determining the selection of what words will be taught. In addition, the importance of learners' independence and control, such as an opportunity to choose the words they learn or methods they use to learn them, has been acknowledged. It has also been noted that one of the most important matters would be making learners aware of various ways of learning words so that they can progress independently.

The present material package was designed for the personnel of the student offices of the Häme Polytechnic. The focus was on vocabulary related to studying in a polytechnic and, therefore, words that the personnel of the student offices need in their work. The aim of the material package was to provide users/learners with a vocabulary/glossary from which they could easily find the central polytechnic related terms that they come across at work. In addition, the aim was to instruct users/learners on how to study the vocabulary in question on their own, and to provide material (texts, exercises) to help users/learners practise using these words, and to remember and learn them.

The material package was designed to be used as self study material but it can as well be used as a part of course material. In addition to a user's manual, the material package was divided into three parts: In the first part, some vocabulary learning strategies and other ways that facilitate learning foreign language words were introduced. This approach was chosen because the

importance of teaching how to learn words has been emphasised: as learners become familiar with various methods that can be used to acquire foreign language words, they are able to widen their vocabularies and progress considerably on their own. The second part of the material package contained exercises for use of polytechnic related words. This section was divided into eight units. The main concern was to achieve a close resemblance between tasks/exercises and the actual situations in which learners use these words at work. In addition, words are mostly presented in context, not as isolated elements, except in word formation exercises. However, even in these learners are asked to use words they have formed to produce sentences or texts. Each unit begins with texts and tasks in which learners are required to recognise or infer words related to the theme of the unit. The purpose was to activate learners' previous knowledge and schemas (constructivism). To suit the various proficiency levels of the learners, the exercises of each unit contain controlled practice requiring only production of words presented in the unit, and more demanding open-ended exercises (mainly based on elaboration theory) requiring learners to actually use the words to produce meaningful communication. The objective was to prompt learners to use language and words in situations that resemble their real life working situations, since it has been demonstrated that only by using words when studying them, can they be acquired adequately enough to be remembered and used later. Each unit also contains an exercise in which methods for learning words (introduced in part 2 of the material package) are practised using the vocabulary of the unit. The third part of the material package consisted of vocabulary lists, from which users could look up polytechnic related words when they need them at work. The lists were compiled in an alphabetical order to enable learners to find words easily and quickly.

One limitation of the present material package is that considering the scope of a pro Gradu thesis, it was not possible to include as much variety and repetition that might be advisable for effective material for vocabulary learning. In addition, the material package focuses mainly on written material; that is, no tapes or phonetic transcription of words are included. Therefore, it is appropriate primarily for learning words in question for written communication. Though the information about the learners' needs was

available from the polytechnic, particularly the language centre and student offices, a needs analysis and testing a version of the material package with a few users would have been helpful in defining the contents of the package and testing how it works in practice.

Though the material package is clearly directed for a limited group of users (the student office personnel of the Häme Polytechnic), some sections might be useful for other polytechnic staff or even polytechnic students. With some modifications, it could be adapted to serve these groups or student office personnel of another polytechnic. A future task would be to add material that would permit studying words for oral communication, such as tapes of dialogues presented in the material package and phonetic transcriptions for words. It would be interesting to further develop the material package to better answer the needs of individual learners and to facilitate independent learning by increasing the number of reflection tasks to make learners aware of their needs, learning process and methods, and to help them monitor their own progress.

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