S I S Ä L T Ö

LAPPEENRANNAN TEKNILLINEN KORKEAKOULU
KIELTENOPETUKSEN KESKUS
Ola Berggren

TEOLLISUUDEN PALVELUKSESSA TOIMIVIEN INSINÖÖRIEN KIELITAIDON
TARVE JA INSINÖÖRIKUNNAN KÄSITYKSET TEKNILLISISSÄ KORKEAKOU-
LUISSA ANNETTAVAN KIELTENOPETUKSEN SISÄLLÖSTÄ

Lappeenrannan teknillisen korkeakoulun kieltenopetuksen
keskus suoritti vuosina 1973-74 opetusministeriön ra-
hoittaman tutkimuksen, jonka avulla etsittiin vastausta
lähinnä seuraaviin kysymyksiin:

1. Mitä kieliä ja kuinka hyvin teollisuuden palvelukses-
   sa toimivat diplomi-insinöörit, muun korkeakoulutut-
   kinnon suorittaneet ja insinöörit osaavat sekä mitä
   kieliä he työssään tarvitsevat?

2. Minkälaisissa kielenkäyttötilanteissa insinöörikunta
   joutuu toimimaan ja mikä on tiettyjen kielenkäyttö-
   tilanteiden tärkeysjärjestys insinöörien mielestä?

3. Minkälaista tulisi sisällöltään olla teknillisissä
   korkeakouluissa käytettävän kieltenopetusmateriaalin?

4. Missä määrin tulisi teknillisissä korkeakouluissa
   annettavaan kieltenopetukseen sisällyttää suomen ja/
   tai tavoitekielen käyttöalueen elinkeinoelämää, kult-
   tuuria, tapoja yms. käsittelevää asiatietoutta?

5. Kuinka hyödylliseksi tai haitalliseksi katsotaan vie-
   raan kielen - lähinnä englannin, ruotsin tai saksan -
   käyttö ammattiasioiden opetuksessa teknillisissä
   korkeakouluissa?

Tärkeimmät tutkimustulokset olivat seuraavat:

a. Englannin, ruotsin ja saksan kieltä taitaa yhtä moni
   kuin niitä tarvitseekin, joskin kielitaidon tasossa,
   varsinkin saksankielen kohdalla, on parantamisen va-
   raa.

b. Espanjan, ranskan ja venäjän taitajista on Suomen
   teollisuudessa huutava puute. Näitä kieliä tarvitsi-
   vat ja osasivat 1000:sta kyselyyn vastanneesta seu-
   raavat määrät:

Kieli	Kieltä tarvitsevat	Kieltä osaavat	Kieltä taitamatto- mat tarvitsijat
espanja	164	49	115
ranska	335	156	189
venäjä	326	80	246

c. Kieliä käytetään eniten lukutaitoa vaativissa tilan-
teissa ja näitä tilanteita pitävät myös useimmat vas-
taajista tärkeinä. Melkein yhtä tärkeinä pidetään
erilaisia aktiivista suullista kielitaitoa vaativia
tilanteita, vaikka niissä luonnollisestikin joudutaan
toimimaan harvemmin kuin lukutilanteissa. Hyvin
useat vastaajat painottavat lisäksi huomautuksissaan
ja kommenteissaan sitä, kuinka tärkeää insinööreille
olisi hallita arkipäivän keskustelu- ja asioimis-
tilanteissa tarvittava puhekieli. Sen sijaan vieraan
kielen kirjoitustaitoa pitää vastaajien enemmistö
tarpeettomana.

d. Opetusmateriaalin pitäisi vastaajien mielestä sisäl-
tää jokapäiväisessä kielenkäytössä esiintyviä keskus-
teluja. Näiden lisäksi tulisi heidän mielestään osan
teksti- ja äänitemateriaalista käsitellä ajankohtai-
sia kysymyksiä. Teknistä kieltä ei vastaajien mieles-
tä ole opiskeltava erikoisaloja ja -kysymyksiä käsit-
televän materiaalin avulla, vaan puolitieteelliset
tekniikan uutuuksia ja ao. maan sekä Suomen teolli-
suutta ja talouselämää yleisesti käsittelevät tekstit
ja äänitteet johtavat parhaiten toivottuun kieli-
taitoon.

e. Kulttuuria, oloja, tapoja yms. käsittelevän opetus-
materiaalin mukaanottoa kursseihin pidettiin "melko
tärkeänä", kun taas vieraan kielen käytöstä ammatti-
aineiden opetuksessa annetut mielipiteet jakaantuivat
melko tasaisesti yli koko skaalan: "erittäin hyödyllis-
tä - hyvin haitallista".

Tutkimuksen tulokset (kysymyksiin annetut vastaukset ja
tutkimusta koskevat huomautukset) synnyttivät joukon
uusia ongelmia, joita on edelleen selvitettävä nyt saa-
tuihin kokemuksiin perustuvan tutkimuksen avulla. Tut-
kimuksen seuraavassa vaiheessa pyritään saamaan eri
kielenkäyttötilanteet mahdollisimman täsmällisesti yksi-
löidyiksi sekä kunkin tilanteen tärkeys kielikohtaisesti
määritellyksi niin että saadaan selvä vastaus kysymykseen:
"Mitkä ovat kussakin kielessä ne konkreettiset kielen-
käyttötilanteet, joissa toimimista opetuksen yhteydessä
tulee systemaattisesti ryhtyä harjoittelemaan?"

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Tutkimusraporttia "TEOLLISUUDEN PALVELUKSESSA TOIMIVIEN

INSINÖÖRIEN KIELITAIDON TARVE JA INSINÖÖRIKUNNAN KÄSITYK-

SET TEKNILLISISSÄ KORKEAKOULUISSA ANNETTAVAN KIELTEN-

OPETUKSEN SISÄLLÖSTÄ" voi tilata 1975-02-20 jälkeen

osoitteella

Lappeenrannan teknillinen korkeakoulu
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OLA BERGGREN:

LANGUAGE NEEDS OF PROFESSIONAL ENGINEERS:
SUMMARY by Michael Pickering

The report is on research into the language needs of engineers,
done by the language instruction centre of Lappeenranta
College of Technology. (The results can be given under three
headings: Languages, Language subskills, Teaching Materials.)
Questions were asked concerning which languages are needed,
and how much of them, by engineers, studying or qualified, and
concerning the engineers' view of the order of importance of
language use situations.

Languages.

English, Swedish and German are adequately represented, but
there is some room for improvement in the standard of German.
Spanish, French and Russian are far from well represented.
The table below is based on the 1000 replies to the question.

Language	No. needing the language	No. with knowledge of the language	No. needing, but without the language
Spanish	164	49	115
French	335	156	189
Russian	326	80	246

Subskills

Subskill	Amount	Respondents' estimate of importance of subskill	Language Use Situation
Reading	Largest	Most important	
Speaking	Less than reading	Almost as important as reading	Business transactions using oral skill would
Writing	--	Not necessary	be at too high a level of difficulty

Teaching Materials

Skill/ Knowledge	Language Variety	Respondents' views on topics
Speaking	colloquial	everyday conversational topics
Writing) Speaking)		current affairs topics
Writing) Speaking)	technical	1 semi-technical foreign & native country material 2 industry and economy of Finland and the foreign country

Background knowledge	such as occurs	culture, conditions, customs are quite important topics
Professional knowledge and skills	technical	ranged evenly along scale from 'especially valuable' to 'very detrimental'
	This column could be omitted.	

The results of the research raise new problems to be clarified
in further research on the basis of the experience now obtained.
Later, a more precise definition of language use situations
will be attempted, in order to determine the direction of
future teaching activity.

Michael Pickering
Turku University

THE QUALIFICATIONS OF A FOREIGN LANGUAGE TEACHER: A BASIS FOR DISCUSSION

INTRODUCTION

This report intends, not to provide an answer to the question What should a teacher's qualifications be? but rather to provide a basis for training sessions, e.g. discussion groups, lecture courses. Neither is the report a review of the three books (see below) nor a summary of them, but is instead a structured comparison of the statements of the goals of foreign language teaching contained in each of them.

The three statements are to be found in the following works:
Wilga Rivers, Teaching Foreign Language Skills, University of Chicago Press, 1968
Rebecca Valette and Renee S. Disick, Modern Language Performance Objectives and Individualisation, Harcourt,Brace and Jovanovitch, 1972
Roland Freihoff and Sauli Takala, A Systematic Description of Language Teaching Objectives based on the Specification of Language Use Situation, (abridged version) 1974, Language Centre, University of Jyväskylä.

Since non-interpretative comparison must be method based, an account of the method is given below. This report is intended to be used by discussion leaders and others as a basis for their approach to discussion groups, lectures, classes etc.

METHOD OF COMPARISON

When we try to make a comparison of this kind (to obtain new information from secondary sources) we require (1) a common focus and (2) a common frame of reference. In the present report, the focus is "qualification of a foreign language (FL) teacher", and the frame of reference is "structure and medium of language". Structure is represented by the poles of communicative function: expression and understanding. Medium is represented by writing and speech. The product structure X medium is then Speaking, Hearing, Reading, Writing. The first axis of the comparison is formed according to these four skills. This is the language skills axis.

The focus is composed of two further elements:
"qualification" and "language teacher". The first,
qualification, implies degree of adequacy, and the
second, language teacher, implies a particular
language user. Degree of adequacy of the language
qualification is measured on the language skills
axis. The role, of language teacher, together with
all other elements except language skill, is pro-
vided for by a second axis, the pragmatic axis,
which is split into sub-axes, for each element.
The other elements are: Analysis (of the language),
Topics, Situation, Culture, (process of) Language
acquisition. Each element is entered for each book
on the appropriate axis in the tables following
(figures 1, 2a, 2b).

SUMMARY

Following a study of the tables in figures 1, 2a and
2b we may ask What is the character of the overall
difference between the three statements? The table
below summarises these differences:

TITLE OF BOOK	GOAL OF LANGUAGE TEACHING
Teaching Foreign Language Skills: Rivers	Native-speaker like competence.
Modern Language Performance Objectives and Individual- isation: Valette and Disick	Attainment of appropriate performance objectives (cognitive and affective i.e. on the level of intellectual development and of interest and involve- ment).
Freihoff and Takala: A Systematic Description of Language Teaching Objectives	Performance of a communica- tion task with all relevant factors in the situation and context specified as regards the amount of each subskill, and modified by norms and error tolerances.

Note that there is an increasing generality in the
definition of the goal as we proceed from Rivers through
Valette and Disick to Freihoff and Takala. (1) In
Valette and Disick, in place of a global native-speaker-
like competence we find an objective to be defined under
specified learning/teaching conditions. (2) For Freihoff
and Takala, the objective is the performance of an actual
communication task to be defined under the language
teaching/learning process itself. For (1) The Bloom

taxonomies supply parameters and for (2) the norm, error tolerance and subskill are measurable variables. For Rivers, it is implicit that parameters are to be supplied from psychological learning and from pedagogical method theory.

On the whole there is no contradiction between the three statements. Freihoff and Takala intend us to define the foreign language acquisition process as the performance of learning related to a definite task, and Valette and Disick intend us to define the learning performance so as to meet a set of real conditions related to individual development. Rivers expects us to use the native-speaker's competence to define the norm on the language skills axis. Thus the 3 statements are not only non-contradictory, but are even complementary. Valette and Disick relate the student's goal (task performance) to his acquisition (learning performance), and to the teacher's goal. Rivers' (often implicit) orientation towards the learner complements the explicit orientation towards the teacher and planner in Valette and Disick and Freihoff and Takala.

THE TEACHER-TRAINER'S TASK

We now suggest the following relationship of the three goal statements to the teacher-trainer:

The teacher-trainer's task is to effect transmission of language skills and praxis with respect to:
1. level of development (Valette and Disick), error tolerance and subskill content (Freihoff and Takala)
2. appropriateness to teaching/learning conditions (Valette and Disick)
3. nativeness of competence (Rivers)

Here the teacher-training discussion leader or lecturer should begin to formulate the discussion agenda or lecture plan. He will proceed to select those points he wishes to define in accordance with his specific aim and the nature of the groups.

Pragmatic Axis of FL Teacher's Qualification (continued on following page)

	Rivers	Valette and Disick	Freihoff and Takala
Language Analysis	Knows the phonology of FL, can make syntactic decisions in situated interchange	can analyse the FL (taxonomy stage 5: see figure 2(b))	dan specify micro- (i.e. course) object- ives in appropriate metalanguage
Culture	understands literature, nature of culture, has reduced own culture bondage, has fuller understanding of own cultural background	knows the literature, civilisation, way-of-life culture ... 1. (literature): can identify formal features in an un- familiar work 2. (civilisation): is able to use a work of reference and maps of the country 3. (way-of-life culture): can compare and contrast foreign and native patterns on a basis of similar need; can identify foreign patterns	knows the literature, art, customs, conditions 1. has a general knowledge of wide range 2. has a knowledge of mater- ial in works of reference is able to relate features of civilisation to a map 3. has a knowledge of native patterns corresponding to foreign ones, and of sociolinguistic patterns

Figure 2(a) Each of the above entries is worded as a predicate to the subject "Qualified FL Teacher" A conjunction of these predicates is therefore arguably a composite picture - of which the table in figure 2(b) forms the remaining part - of the language teacher's qualification with respect to pragmatic skills. Note that A and B represent "minimum" and "desirable" qualifications respectively.

Pragmatic Axis of FL Teacher's Qualification (continued from previous page)

	Rivers	Valette and Disick	Freihoff & Takala
Sitation (of FL teacher as communicator _about_ the culture)	communicates tolerance, objectivity, international understanding	uses a systematic range of examples both related and not related to inter-national intercourse, and elicits appropriate student behaviours.	communicates inter-national understand-ing, performs a task related to inter-national intercourse
Topic (of teaching)	chooses certain types of material e.g. certain genres.		chooses topics according to student goals and interests
Role (of FL teacher as communicator _of_ and _in_ the language)	practical and theoretical competence, both in the language and in professional teach-ing skills.	is aware of the Bloom Taxonomy of Educational Objectives: _Cognitive_　_Affective_ Mech. skills　Receptivity Knowledge　Responsiveness Transfer　Appreciation Communication　Internalisation Criticism　Integration	has had appropriate quantity and quality of language contacts and can provide such contacts
Process of FL Acquisition	realises psycho-logical values (difficulties, stresses) e.g. in concentrating on listening material, risk of interference in moving from drills to communication etc.		
Basis of levels of FL Acquisition	approximates to native speaker competence. Goal: native-like com-petence.	progresses on the taxonomy above with self-guided and other-guidedself-evaluation. Goal: stage 5 on the taxonomies.	corresponds to norm, error tolerance and skill content in re-lation to teaching. Goal: successful performance of the teaching task.

Figure 2(b) Each of the entries in the above table is worded as a predicate to the subject "The Qualified FL Teacher" A conjunction of these and the Fig. 2(a) predicates depicts pragmatic skills.

Language Skills Axis of FL Teacher's Qualification

Role	Activity	Rivers	Valette and Disick	Freihoff and Takala
Hearer Converser	Listening	Comprehension of A Conversation, Lectures, News broadcasts B All standard speech	Comprehension of A Secondary School Book level "4" B Radio broadcast	Ability to perform the teacher's task, however defined for FL teachers, to an appropriate level (1-5) as regards each activity (=subskill) with an error tolerance rated 1-5 (see below) and a norm level rated 1-5 (see below) Error tolerance scale: 1. to the limits of communication 2. moderate, especially as regards grammar 3. rather low, both as regards grammar and style 4. extremely low: high formal demands 5. errors not permitted Norm scale: Rating 1-5 for level of lexical, grammatical and stylistic content.
Speaker Converser	Speaking	Sustained fluency in conversation which is A Good B Near native		
Translator etc.	Reading	Immediate understanding of verse or prose at A "average" level B "above average" level	To take a newspaper article and A summarise it B summarise and interpret it	
Translator	Writing	To compose freely on A One subject clearly and correctly B Several subjects, attending to style and idiom	A As for Reading (above) B as for Reading (above)	

Figure 1 Each of the above entries is worded as a subject to the predicate "is/are a language skill appropriate to the FL teacher". A conjunction of these subjects is therefore arguably a composite picture of the language teacher's qualification with respect to language skills. Note that A and B represent "minimum" and 'desirable" qualifications respectively.

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