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LANGUAGE CENTRE NEWS

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KORKEAKOULUJEN
JYVÄSKYLÄN YI

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KIELIKESKUSUUTISTEN TOIMITUSKUNTA

TOIVOTTAA LEHDEN LUKIJOILLE

HYVÄÄ JA MENESTYKSELLISTÄ TYÖVUOTTA

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RAPORTTEJA - REPORTS

Pearl Lönnfors
University of Helsinki

ACTIVE USE OF VIDEO TO DEVELOP ORAL PRODUCTION AND SELF-EVALUATION

Video filming of learner-oriented tasks is a very effective method of developing different aspects of language learning. In planning the use of video one must describe the language learning aspects and designate the pre-task preparations and the follow-up and evaluation phase, both for the learner and the teacher. Among other functions, video can be used diagnostically, to develop awareness of paralinguistics, to develop group dynamics and different general and professional language functions and to instil a feeling of self-confidence.

The activities should be planned progressively, beginning with a simple individual presentation or small group discussion and culminating in a learner-planned activity requiring more formal language. Preparation prior to filming may vary from simply explaining the task to preparing extensive background information, technical or specialized vocabulary etc. The final phase, the follow-up and evaluation, should be clarified to the learner prior to the filming. Learners should be encouraged to do a self-evaluation, without the teacher being present. Finally, the learner and teacher compare evaluations and revise.

At the Helsinki University Language Centre we have been developing the use of video during the past eight years. Depending on the activity, the focus may be on diagnosing problematic errors in pronunciation and grammar, encouraging the students to speak, developing special and argumentative language or practising and evaluating the use of formal language.

INTRODUCTION

In the following, I intend to focus on the productive use of video, that is using the camera to film different learner-oriented tasks. In order to determine how to use the video with a particular group of learners one must examine what aspects of language learning can be developed through this method. I would like to describe some of these language learning aspects, present possible activities, describe the pre-task preparations and then look at the learner/teacher follow-up and evaluation of the activities.

Video can be used 1) diagnostically to determine weaknesses on an individual level, 2) to analyze and develop awareness of paralinguistics, 3) to analyze and develop group dynamics, 4) to develop different language functions, both for general and professional use and 5) to build up the learner's self-confidence in using the target language. These aspects should be kept in mind when choosing and developing activities for the learners, based on their present and future needs.

The initial activity should be simple and either an individual presentation, and interview/pairwork situation or a small group discussion. Role-play and simulations provide excellent opportunities to focus on many aspects of communication and language development. More complex activities such as planned meetings, seminars and conferences or project presentations requiring more formal language may come at the last phase of a course. In other words there should be a logical progression in planning video activities that corresponds with the course progression.

PRACTICAL APPLICATIONS

I'd like to describe and explain the experiences I've had working with video over the past eight years by using a few examples.

The participants in these activities were students of law and of journalism at the University of Helsinki.

The examples are shown progressively, in other words, from simple to more complex tasks. The tasks and evaluation forms can be found in the Appendices.

The number of video sessions per course varies depending on the needs of the students and the length of the course. As early on as possible in a course, usually during the third meeting, they participate in their first video session. Prior to the session they are given a task description and a self-evaluation form.

The main purpose of this first session is to build up the self-confidence of the students, to pick out any specific language problems that need correcting and to strengthen the basis for group interaction in the class. As the students are usually insecure about their language abilities, the initial activity should be simple and should not involve more than 3 students.

In the first example three law students are traveling in England. They have received the task description and self-evaluation form during the previous lesson. Each group of students is assigned 30 minutes, 10 for filming and 20 for replay and evaluation. (See Appendix 1: Video Activity 1)

EVALUATION

During the filming of the task the teacher is completing the Teacher Evaluation Form. At the end of the session I leave the students on their own to review and evaluate their performance. They are usually very critical. And the one comment made by 99 % of the students is "I can't find the words I need". When I return to the room we exchange comments and evaluations. (Appendix 2: Video Self-Evaluation Form 1)

As is apparent from the Student's Evaluation Form 1, group interaction plays a central role in this activity. Finnish students are usually quite shy and reluctant to speak up particularly in a foreign language. But I've found that by having them discuss the problem helps them to feel more relaxed and less self-conscious. As the groups are small, it's possible to advise the students individually if they have any specific language problems.

EXPANDING SPECIALIST VOCABULARY

The second video session usually involves 3 - 4 students. The task is more demanding and the language required is more subject-specific. For example, law students may be expected to rate several crimes in order of seriousness. While expanding their legal vocabulary, they are also practising such functional skills as persuasion, agreeing and disagreeing. This session is preceeded by in put and oral practice both in the language laboratory and in the classroom.

The third phase is a learner-centered project varying from faculty to faculty. It may be a meeting or business conference, it may be a cooking lesson by domestic science students or it may be a presentation of artificial insemination by veterinary students.

The next example is a meeting. The participants were law students and they chose the third topic as a basis for discussion. The evaluation forms are self-explanatory. And again, this session has been preceeded by extensive homework, lab work and class practice. During the evaluation we discuss what was positive and/or negative and how the meeting might have been improved. (Appendices 4 & 5: Video Activity 2 and Student & Teacher Evaluation Form 2)

DEVELOPING INTERVIEW TECHNIQUES

The last three examples are interviews taken from a course in interview techniques for journalist students.

An essential consideration when planning video activities, as with planning for any other activities, is the present and future needs of the students. The activity must be meaningful and motivating. And why not fun! These three examples are presented in chronological order. Needless to say, the students have been exposed to many types of interviews and have analysed both good and bad interviews during this progression. (Appendix 6: Video Activity & Evaluation 3)

Video Activity 3 is meant to be a short interview of about 3-5 minutes. With this group of students there was no shyness problem! And they took their task seriously!

The next example is a simulated T.V. program. The complete simulation took four hours during which a 10 minute video program was produced. One of the team members was the producer and cameraman. As an experiment I combined a law and a journalist class, so there were two students from each faculty. (Appendix 7: Video Activity & Follow-up 4)

The three newscasts were taped consecutively. Those who finished first started their evaluation before the replay of the program, by discussing the follow-up questions. Finally the whole class got to see all the programs. This stage was very interesting because each team wanted to see what the others had done with the same material.

This exercise provided an excellent opportunity to polish up their language skills as well as to focus on body language and other paralinguistic features.

THE GRAND FINALE

As a final project, the journalist students were required to conduct an authentic interview with a native English speaker. The interview objects had been approached earlier and had expressed their willingness to be interviewed. A team of two planned and set up the interview. They took turns filming and interviewing. The evaluation form was the result of group tasks and was compiled entirely by the students. (Interview Evaluation 5)

It should be obvious at this point that the language in the last three exercises has progressed from the use of simple language to the use of a quite sophisticated vocabulary in the final interview.

THE VALUE OF USING VIDEO

The question is often posed, when talking about video: "Is it worth the time, effort and energy involved?" And then: "Can't an audio-recording serve the same purpose?" If I answer the second question first, I think it is obvious from what you've read that the answer is "No". Each serves a different purpose. They complement each other.

To answer the first question, I would not be as categorical. Sometimes it may not be worthwhile. As with all other teaching methods, the needs of the students must dictate the value of using video. And certainly it is just one of many methods at our service.

APPENDIX 1

VIDEO ACTIVITY 1: General Conversation

You will be working in twos or threes today.

SITUATION: You are riding in a train in England and want to start a conversation with the person(s) sitting next to you. There are basically three things you want to do:

1) Make contact
2) Talk about yourself
3) Make a date

Introduce yourselves first and then find out about each other. Be friendly. Try to ask as many short questions as possible to get as much information as possible from your travel companion(s). Try to answer in long sentences, keep talking, do not just say Yes or No. Here are some ideas to start you off but ask for as much detail as possible when you get interested. Don't accept short, safe answers. Ask about his or her:

FAMILY   Brothers and sisters. Parents. Chilhood - happy?
                home - where does he live?

FRIENDS   Many or just a few? What do they talk about & do? Is
                it easy to make new friends?

EDUCATION   Different schools, colleges or universities. Favorite
                school subjects & why. Exams & paper qualifications.
                Future plans.

EMPLOYMENT   Present job. What exactly he does. Positive/negative.
                Previous jobs-details. Future plans.

FREE TIME   Hobbies. Sports. What does he do weekends/evenings?
                What does he read? TV, radio, cinema.

TRAVEL   Countries visited. Parts of own country he knows.
                Languages. Favorite holidays. Future plans.

PL/2.82/Helsinki

APPENDIX 2

VIDEO SELF-EVALUATION FORM I

1. Group Interaction
    Check the statements that best describe your performance.

    a) I showed I was interested in what the others were saying
        by looking at them when they spoke, by nodding my head, by
        making agreeing or disagreeing noises. (+2)

    b) I was looking too much at the table or my notes and
        seldom at the others. (-1)

    c) When I finished making a comment, I passed the conversation on
        to another person (by saying their name or looking at them.)
        (+2)

    d) The remarks I made led to no further discussion. (-1)

    e) My remarks were about the right length: short enough to give
        the others a chance to talk, long enough to give the others
        something to comment on. (+2)

    f) My remarks were: too long (-1)
                            too short (-1)

    If your total score is between 5-6, you have excellent group interaction techniques.
    If your total score is between 3-4, an English speaker would find you a little cool and unfriendly.
    If your total score is between 1-2, don't be so shy next time; an English speaker might interpret it as rudeness.

2. Language Ability

    Circle the words that best describe your performance.

    a) Vocabulary: I had no diffuculty/ some difficulty/
        great difficulty finding words I needed in order to say what I
        wanted to say.

    b) Pronunciation of Words: I had no / some / much difficulty
        pronouncing general / legal words.

    c) Intonation: The flow of my language is
        i)   natural, fast enough, with enough ups and downs (pitch
             range).
        ii) fast enough, but sounds monotonous (no ups and downs).
        iii) choppy with some gaps when I try to find the right word.

    d) Grammar

TEACHER'S EVALUATION FORM 1

Language Skills

Idioms/Vocabulary

Grammar Structures

Pronunciation/Intonation/Stress

Communicative Skills

Agrees

Disagrees

Asks questions/ Solicits info- opinions

Answers/Gives info- opinions

Student Names

VIDEO ACTIVITY 2:

Meeting

PLANNING A MEETING

Below is a list of suggestions for a meeting. Discuss and decide among yourselves which meeting you would like to hold.
Choose a Chairman to lead the meeting and a secretary to take the minutes.
Decide what role each person will take. Each person should then prepare herself/himself to present a particular suggestion or point of view.

Draw up an Agenda for the meeting. Be sure that all meeting participants receive a copy of the agenda before the meeting. Remember to note the time and place of the meeting.

MEETING SUGGESTIONS

1. A meeting of Board of the Helsinki University Law Students Association to discuss proposed changes in the curriculum to be presented to the Law Faculty.

2. A meeting of officials at the Ministry of the Interior to discuss possible action to be taken regarding unemployment in Finland.

3. A joint meeting of representatives from the Helsinki University Law Students Association, Law Faculty and Kielikeskus to discuss language courses.

4. Any other meeting.

PL/82/HKI

APPENDIX 5

VIDEO EVALUATION FORM 2

Video Questionnaire

Before you see the replay of your meeting, please fill in the following questionnaire: The first part is about your Chairman and the second part is about your own participation. Choose the rating that you think is most suitable for each item. 5 = best, 1 = worst
===

CHAIRMAN	1	2	3	4	5
Opening the meeting					
Introducing the participants					
Presenting the agenda					
Dealing with items on the agenda					
Opening the floor to discussion					
Calling upon speakers					
Noticing when someone wanted to say something					
Asking one participant to comment on another's remarks					
Trying to get the differing views expressed					
Summarizing the comments					
Directing discussion to a particular matter					
Restating a proposal or motion made					
Asking for a second to the motion					
Asking for comments on the motion					
Putting a matter or question to the vote					
Giving the results of the vote					
Closing the meeting					

Additional comments (vocabulary, grammar, pronunciation etc.)

(same forms for Teacher Evaluation)

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APPENDIX 6

VIDEO ACTIVITY 3: A T.V. Interview

Prepare a T.V. interview with one of the persons in the following list.

Christopher Columbus, just arrived in the 'East' Indies in 1492
Napoleon, just about to set off for Moscow in 1812
Julius Caesar, on his way to the Senate on March 15, 44 BC
Marco Polo, just back from China in 1295
The only survivor of a real or imaginary disaster
A famous inventor
A national hero from your country

VIDEO EVALUATION FORM 3

A. General
1. What were the worst & best points of the Interview as a whole?

i.e.: rhythm, timing, clarity, interest in partner, interest in viewers, interest in subject, other....

2. Did the interview begin and end well?

3. The middle: were there good connections between speakers? (openings & closings)

4. Was the interview a good length?

5. Was the interview interesting to watch?

6. Was the message communicated well?

B. Individual: Rate yourself on the following points.

	No 1	2	3	4	Yes 5
1. I spoke at a good speed					
2. I spoke clearly.					
3. I had good eye contact with my partner.					
4. I had good eye contact with the viewers.					
5. I was thinking about what I was saying & not just reading the words					
6. I was listening to what my partner was saying and responding to him. (In other words -not just thinking about what I would say next.)					
7. I looked fairly relaxed.					
8. I was fairly relaxed.					

C. Other comments.

1. Did you enjoy this project? Why?
2. Did you suffer at all from this project? Why?
3. Did you learn anything from this project? What? Why?
4. Any comments on how to improve the project, your interview, your individual performance?

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People in the News

What the simulation is about

The EBC (English Broadcasting Corporation) has several radio and TV stations, each aimed at a different section of the public. You will be working in a team: one team works for EBC-1 (whose audience is lowbrow), another team works for EBC-2 (whose audience is middlebrow), and the third team works for EBC-3 (whose audience is highbrow).

During the simulation each team works on a news magazine programme called *People in the News*. Throughout the time leading up to the broadcast of the programme, news items and telephoned reports arrive in the studio. Some, but not all, of these are the content of the programme. Each station selects different items, bearing in mind the interests of its public.

The programme itself consists mainly of interviews with people in the news (role-played by the participants) and on the spot reports from correspondents.

Talking points

What makes a good interview?

Useful language

Part of your finished programme will consist of interviews between 'reporters' and 'people in the news'. Broadcast interviews often begin with introductions like these:

We have with us in the studio Mr Dixon, who has just...
This is Mrs Richards, who has just...
Miss Green, welcome to the studio...
We welcome to the studio Mr Jim Burns, the well-known...

And interviews or reports often finish like this:

Mr Dixon, thank you for joining us.
Mrs Richards, thank you very much.
And now back to John at the newsdesk.
This is Bill Brown returning you to the studio.

Follow-up discussion

When the simulation is over, consider your answers to these questions:

What exactly did you have to do in the simulation?
How was the work divided between the members of your team?
Did anything go wrong?
If you did the whole simulation over again, what would you do differently?
Where do you feel your English let you down most and what gaps in your knowledge did you discover?

From: Leo Jones: Eight Simulations, CUP 1983

GETTING IDEA OR TASK
Did You choose an interviewee who talks?
Did You choose an interviewee who knows?
Did You choose an interviewee with authority to make statements?
Did You do Your background reading?
Did You check the morgue?
Did You prepare questions in advance?
Did You do preparatory interviewees?

GETTING THE APPOINTMENT
Did You approach the right person?
In case of resistance, how did You cope with it?
Did You ask for Your interview in an appropriate manner?

STARTING THE INTERVIEW, introduction
Were You on time?
Did You present Your Medium?
Did You present Yourself?
Did You present Your task/subject?
Did You present the use of the interview?
Did You tell how long it would take?
Did You tell when it would be published?

TO THE POINT
Were you appropriately dressed?
Did you ask for permission to use the recorder?
Did You respond appropriately to the interviewee's degree of formality
Did You get to the point fast enough?
Were You able to ask Your prepared questions?
Did You follow up the answers?
If the answers were incomprehensible did You ask for clarification?
Were Your questions comprehensible?
Were they single or conglomerate questions?
Were they the right degree of open-endedness?
Did You pick up loose ends and hints?
Did You loose a scoop because You stuck to prepared questions?
Did you observe body language?
Did You overcome resistance by polite force?
Did You bring a digressing Interviewee back to the topic?
Did You build on Your interviewee's Ego?
Did you successfully play Your hand with advance information?
Did you check obvious contradictions?
Did You check controversial statements?
Did you end politely?
Did You listen?
Did You ask Your interviewee to exemplify broad statements?
Were you afraid of pauses or did You let the silence do its job?
Did You stress Your readers'/viewers'/listeners' right to know?
Did You arrange for checking, if asked for?
Who directed the interview?
Will You ever get another interview from that person?

	-3	-2	-1	0	+1	+2	+3
Scale for evaluation	horrible awful	terrible	bad	neutral	good	very good	splendid

(Pat. pend.: Svenska social- och kommunalhögskolan)

С.И. Сохин
Институт русского языка им. А.С. Пушкина

ПРОБЛЕМЫ КРАТКОСРОЧНОГО ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ

ПО ПЛАНУ ДЕЯТЕЛЬНОСТИ МЕЖДУНАРОДНОЙ АССОЦИАЦИИ ПРЕПОДАВАТЕЛЕЙ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ (МАПРЯЛ) СЕКРЕТАРИАТ МАПРЯЛ И ИНСТИТУТ РУССКОГО ЯЗЫКА ИМ. А.С. ПУШКИНА ПРОВОДИЛИ I-4 ОКТЯБРЯ 1985 Г. МЕЖДУНАРОДНЫЙ СИМПОЗИУМ "ПРОБЛЕМЫ КРАТКОСРОЧНОГО ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ".

В нем приняло участие свыше 150 зарубежных и советских методистов, преподавателей, организаторов курсового обучения общественных и государственных организаций, проводящих курсы русского языка, в их числе представители Болгарии, Венгрии, ГДР, Польши, Монголии, Чехословакии, Кубы, Югославии, Италии, Финляндии, Австрии, США, Нидерландов, Испании, Австралии, Алжира, Советского Союза. На его пленарных и секционных заседаниях было заслушано 80 докладов и сообщений, прозвучавших в 3 секциях: общие проблемы курсового обучения, курсовое обучение студентов и специалистов-русистов, проблемы курсового обучения русскому языку специалистов.

Работа симпозиума подтвердила дальнейшее распространение и развитие форм курсового обучения русскому языку, тенденцию к большей дифференциации, а также выдвинула ряд новых перспективных задач, решение которых еще предстоит. Это обучение профессиональному общению специалистов разного уровня и квалификации; дальнейший поиск более интенсивных методик обучения, пригодных для уже сложившихся и широко признанных форм курсового обучения; соотношение краткосрочных и пролонгированных форм внутри курсового обучения; поэтапное обеспечение различных типов курсового, в том числе краткосрочного обучения, стабильными учебниками и учебными пособиями (особенно в странах широкого его распространения - ГДР, ЧССР, НРБ, ВНР, ПНР, Монголии, СФРЮ).

Среди принятых симпозиумом рекомендаций - рекомендация уточнять типологию курсов в зависимости от целевых установок обучения, разрабатывать программы, учебники и учебные пособия для каждого из типов курсов и организовывать обмен подготовленными учебными материалами; рекомендации содействовать созданию эффективной системы повышения квалификации преподавателей курсов русского языка, совершенствовать принципы, приемы и методы интенсивного курсового обучения.

Признано считать наиболее актуальным проведение исследований в следующих направлениях:
- изучение сфер общения и коммуникативных потребностей специалистов разного профиля в области русского языка;
- разработка методических принципов интенсивного обучения русскому языку на курсах с разными целевыми установками в особенности обучение чтению.

Симпозиум просил руководство МАПРЯЛ организовать еще одну предметную комиссию "Русский язык в производственно-экономической сфере".

Участники Симпозиума считали проведение данного симпозиума этапом подготовки к очередному УI Конгрессу МАПРЯЛ и предложили продолжить обсуждение проблематики симпозиума на заседаниях Конгресса, а также провести первое заседание предметной комиссии "Русский язык в производственно-экономической сфере" в рамках УI Конгресса МАПРЯЛ.

Tuija Nikko
Korkeakoulujen kielikeskus

RUOTSIN KIELIKOKEITA KOSKEVA NEUVOTTELU HELSINGISSÄ

Kielikeskusten ruotsin opettajat kokoontuivat marraskuun alussa Helsinkiin keskustelemaan kirjallisen kielitaidon arvioinnista. Tilaisuus oli jatkoa edellisvuoden suullisen kielitaidon arviointia koskeneelle neuvottelulle, josta on raportti Kielikeskusuutisissa 7/1984.

Korkeakoulututkintojen kielitaitovaatimusten kytkeytyminen kielitaitolakiin lisää vaatimuksia toisen kotimaisen kielen kokeiden vertailukelpoisuudesta eri kielikeskuksissa: kielikeskuksessa kielikokeen suorittaneelta ei vaadita kielitutkintolautakunnan apujäsenelle suoritettua kielitaitotodistusta valtion virkaa varten, vaan uusiin korkeakoulututkintoihin sisältyvät kokeet sisältävät kaksikielisellä virka-alueella toimivalta korkeakoulututkinnon suorittaneelta valtion virkamieheltä vaadittavan kielitaitotodistuksen (kielitaitolakia tältä osin koskeva asetuksen muutos annetaan taannehtivasti lähiaikoina). Koska em. virkamiehiltä vaadittavassa kielitaidossa korostetaan sekä suullista että kirjallista kielitaitoa (ns. pieni kielikoe), tämä on luonnollisesti huomioitava myös kielikeskusten kielikokeissa ja opetuksen tavoitteissa.

Sekä suullisen että kirjallisen kielitaidon arvioinnissa ruotsin opettajat pitävät tärkeimpänä päämääränä yksimielisyyttä toisaalta hylätyn ja hyväksytyn, toisaalta tyydyttävien ja hyvien tietojen rajasta. Tämänkertaisen neuvottelutilaisuuden aluksi eri kielikeskusten edustajat kertoivat kirjallisen kielitaidon opetuksesta ja arvioinnista omassa kielikeskuksessaan. Todettiin, että vaikka pääpaino on ehdottomasti suullisen kielitaidon opetuksessa ja testauksessa, kirjallisen kielitaidon vaatimus huomioidaan kaikissa kielikeskuksissa niin opetuksessa kuin loppukokeessa. Kirjallisten harjoitusten määrä ja muoto vaihtelee ennen kaikkea aloittain, suurempia yliopistojen välisiä eroja ei todettu. Arvioinnissa havaittiin sellainen ero, että joissakin kielikeskuksissa arvioidaan pelkästään globaalisesti, joissakin pelkästään analyyttisesti ja joissakin käytetään molempia arviointitapoja. Keskeisimmät kriteerit liittyvät kaikkialla esityksen sisältöön ja sanoman perille menemiseen. Harjoitustyyppien valintaan ja harjoittelun määrään vaikuttaa ennen kaikkea tarkoituksenmukaisuus alan kannalta. Suosituimpia alasta riippumatta tuntuvat olevan referaatit suomenkielisen tekstin pohjalta ja erilaiset vapaamuotoisemmat kirjoitelmat (esim. kommentin tai vastineen laatiminen ruotsinkieliseen

tekstiin). Erittäin tarkoituksenmukaisia ja suosittuja kirjallisia harjoituksia esim. lääketieteen opiskelijoiden keskuudessa kuuluvat olevan potilaskertomusten laatimiset ja kirjalliset selostukset kuvitellulle potilaalle erilaisista hoitotoimenpiteistä. Viimeksi mainituista harjoituksista Marita Sandelinilla Turusta oli mukanaan mielenkiintoisia esimerkkejä.

Alustusten jälkeen ryhdyttiin arvioimaan opettajien etukäteen lähettämiä harjoituksia ja loppukokeita useammassa pienryhmässä. Kussakin ryhmässä arvioitiin ensin globaalisesti neljä eri harjoitusta tai koetta siten, että kaikki ryhmän jäsenet ilmoittivat lyhyen tutustumisen jälkeen, minkä arvosanan he ensivaikutelmansa perusteella niistä antaisivat. Sen jälkeen kussakin ryhmässä arvioitiin vielä kaksi harjoituksista analyyttisesti käyttäen hyväksi kielikeskuksissa käytössä olevia kriteeritaulukoita. Arvioitavia kokeita oli yhteensä 9 ja ne oli jaettu ryhmien kesken siten, että kaikki kokeet tulivat arvioiduiksi molemmilla tavoilla kuitenkin niin, että kukin arvioitiin analyyttisesti vain yhdessä ryhmässä. Analyyttisessa arvioinnissa useimmat ryhmät valitsivat kriteerit harjoitus/koetyypin perusteella siten, että esim. kirjoitelman kriteereitä olivat sisältö, dispositio, tyyli ja sanavalinta sekä kielioppi. Referaatin kriteerejä olivat edellä mainittujen lisäksi itsenäisyys eli kyky irrottautua lähdetekstistä.

Tulokset olivat läsnäolleiden iloksi yllättävän yksimieliset. Hylätyn ja hyväksytyn rajasta ei tuntunut vallitsevan epäselvyyttä. Tyydyttävän ja hyvän suhteen oli ryhmien sisällä pieniä eroavaisuuksia etenkin globaalisesti arvioitaessa. Samat kokeet oli arvioitu eri ryhmissä hämmästyttävän yksimielisesti riippumatta siitä, oliko ne arvioitu analyyttisesti vai globaalisesti. Nyt saavutettujen tulosten perusteella ei tietenkään vielä voi väittää, että kirjallisen kielitaidon arvioinnista vallitsee sataprosenttinen yksimielisyys, olihan kyse vain muutamasta kokeesta! Oli kuitenkin ilahduttavaa todeta, että samoilla linjoilla ollaan. Keskusteluissa todettiin, että etenkin loppukokeeksi referaatti suomenkielisestä tekstistä soveltuu paremmin kuin vapaa kirjoitelma, koska sama lähdeteksti mahdollistaa huomattavasti oikeudenmukaisemman arvioinnin. Lähdetekstin on kuitenkin oltava sellainen, että se soveltuu referoitavaksi, eli sen on oltava tarpeeksi argumentoiva. Edelleen todettiin, että kurssin aikana tapahtuvassa jatkuvassa arvioinnissa analyyttinen arviointi on oppimisen kannalta suositeltavampaa, koska sen avulla oppilaille voidaan antaa selkeämmin palautetta. Loppukokeissa taas tuntuu globaalinen arviointi usein riittävän, vain rajatapauksissa voidaan turvautua analyyttiseen.

Suuri osanottajamäärä oli jälleen kerran osoitus siitä, että kieli-
keskusten ruotsinopettajat pitävät yhdenmukaista arviointia erittäin tärkeänä
opiskelijoiden oikeusturvan kannalta. Päätettiin, että ensi syksynä kokoon-
nutaan keskustelemaan tekstin ymmärtämisen arvioinnista ja laaditaan mahdolli-
sesti myös yhteisiä kokeita. Tämänkertaisen tilaisuuden yhteydessä kuultiin
lisäksi Liisa Korpimiehen esitelmä kommunikatiivisesta kielitaidon mittauk-
sesta, jossa hän kertoi Lancasterissa syksyllä 1985 järjestetyssä samaa aihetta
käsitelleessä seminaarissa esitetyistä ajatuksista ja jakoi osanottajille
esimerkkejä uusimmista kommunikatiivista kielitaitoa mittaavista kielikokeista.

Jouko Seppänen
Helsinki University of Technology, Language Centre

INTRODUCING MICROCOMPUTERS TO LANGUAGE LEARNING

SYMPOSIUM AND SOFTWARE SHOW ON USING MICROS IN LANGUAGE TEACHING,
12-13 NOVEMBER, 1985, DEBRECEN

At the Language Centre of Helsinki University of Technology it is today
possible to study ten different languages, namely English, German, Russian,
Swedish, French, Spanish, Italian, Japanese (1983), Arabic (1984), and Chinese
(1985). In addition, Finnish is taught to foreign students and oral communica-
tion in Finnish for Finnish students.

The Challenge of Internationalization

According to a survey conducted by the Central Union of Engineers and
Architects technology students are well motivated in their language studies
(Tolonen 1985). Some language courses are so popular that not all students
wanting to study a given language can always enroll in the course although we
have a total of 30 language teachers. The number of students is about 6,000.
The students realize that in the future engineers will need increasingly better
and more versatile skills in foreign languages since Finland is a small country
and highly dependent on international contacts and operations.

Transition to Information Society

Committees and working groups looking into Finland's transition from an
industrial society into a post-industrial and information society have given
the impetus to develop and introduce computing curriculums at all levels of the
educational system. Computer science and engineering are already established
in universities and various colleges. Now application and use of computers and
information technology are being introduced at the lower levels and in non-
technical fields as well. During the past few years microcomputers have invaded
universities, schools, homes, and companies in great numbers.

In some universities computer literacy has been introduced also in language teaching on an experimental basis. Because both the medium and the application area are new, the foremost needs are in teacher training and in acquiring suitable hardware, software, and supporting literature for computer aided language learning (CALL) and teaching.

Acquiring Micros for CALL

We got our first microcomputer in the summer of 1983. A Finnish company, Visiotek Oy, specializing in the design and manufacture of microcomputer based systems for education provided us with a machine free of charge for experimentation. Their AMC-100 family workstation was an 8-bit machine with a Microsoft CP/M-80 operating system and MBASIC.

Mainframe computers and terminals provided by the university Computing Centre had not been used before by the teachers except for some use of mark cards in automatic checking of multiple choice tests in some examinations.

Choosing the Programming Language

We decided to use BASIC to guide our language teachers into the world of computing. This was a conscious decision. BASIC was chosen not because of its merits in language processing or courseware writing, which are in fact quite modest, but rather because of its availability and simplicity. We made it clear, however, that there are better languages such as Lisp or Prolog, but that they would not be as easy to learn and to use. They would not be equally available on micros and most of the existing CALL software was in BASIC.

It was also quite clear that our language teachers would not be likely to become programmers (although they might make more money if they did). It was, however, considered necessary and useful that they understand at least intuitively what programming is all about and how computers function in order to expel any fears. Having some hands-on experience in designing and debugging even simple programs would help a teacher to appreciate a programmer's job in a possible teamwork context in the future.

Teaching a Subset BASIC

Thus, during the autumn term 1983 an elementary course in BASIC was arranged to familiarize the teachers with the secrets of programming and computing. The course consisted of a weekly two-hour lecture and working with

the computer during the week with the help of the lecturer. The lectures also provided some background information about computers and their use in general, some history of computer aided instruction (CAI) on mainframes, and on recent developments and trends in computer aided learning (CAL) and language learning (CALL) brought about by personal computers.

About BASIC we chose to teach only a subset of statements and commands that were necessary or useful in simple language programmes. The concepts of algorithm and flowchart were illustrated with the help of examples from everyday life such as how to use a telephone and how to syllabicate words. Next, simple ready-made language programs were presented to the teachers. The teachers were then asked to modify the given programs so as to work in their own target language. Continuing in this way we quickly got versions of each type of program for all object languages. The types of programs thus introduced can be classified in order of increasing functionality as follows:

1. Greeting the user and introducing oneself to the program (Using constant and variable strings in PRINT, INPUT; and IF statements).

2. Providing instruction to user and documentation to the reader of the program text about the purpose and functioning of the program (The difference of PRINT and REM statements).

3. Asking weekdays, months, metals, colors etc., checking the student answer, and acknowledging the answer with "right" or "wrong" (Making loops with DIM, FOR ... NEXT, and DATA statements around dialogues).

4. Providing the user with help, controlling the flow of program in accordance with the dialogue, monitoring student performance and keeping score of his/her answers (Making branches and blocks of program text using IF and GOTO statements).

5. Presenting menus and choosing the right alternative (Simplifying program structure by introducing subroutines, GOSUB and other constructions).

Implementing Teachers' Ideas

Having got an insight into how the basic constructions work and are applied in sample situations the teachers soon came up with their own ideas and suggestions about what points could be programmed in their target language. The constructions were then applied and modified to take into account various lexical, morphological and grammatical problems of the different languages independently by the teachers. The teachers were then asked to systematically work out what aspects of their object language could be programmed. In this way we managed to accumulate a collection of about 40 programs in 6 languages (Renkonen and Seppänen 1983) during the autumn semester.

Problems with Character Sets

Some of the problems that we encountered were the absence of diacritics and special characters needed in various languages and the primitive editing possibilities of the MBASIC system. Particularly our Russian language teachers were frustrated in not being able to use Cyrillic letters in their programs.

As mentioned before Arabic, Chinese, and Japanese are also taught at our Language Centre. Currently we do not have equipment that can handle their scripts, but we are looking into possibilities of obtaining this in the future. For instance, buying a Japanese microcomputer would seem feasible, since computer technology is highly developed and fairly cheap in Japan. Another possibility is to obtain a Kanji gradeup kit for a western micro e.g. the MacIntosh.

Using Basic Software Packages

After the course some teachers bought for themselves home computers like Apple IIe and Commodore. Similar machines were then bought also by the Language Centre so that the teachers could make use of the same type of machine at home and at work. Recently we have obtained a MacIntosh as a continuation to the Apple line.

Buying an Apple soon turned out to have been a good idea, since Apple had the largest selection of educational software available on micros at that time. Apple also had many handy programs for word processing, data management, graphics etc. that could be readily used for preparation of teaching materials, test questions, as well as word and name lists, book and software catalogues, and other administrative work.

Basic software for personal computing includes standard packages for word processing, data management, graphics etc. These can well be used in many ways to help the teacher. They can perhaps provide a more pleasant first acquaintance with the computer than a course in coding BASIC. One can then little by little move over to more advanced applications. A tool-oriented personal computing approach may sometimes be preferable when introducing computing to non-technical adults like language teachers who may have a negative attitude toward programming.

Acquiring Language Software

With the Apple we proceeded to purchase and test out some language software produced in other countries, mainly in the US, Great Britain, and Western Germany. We thus acquired sample programs such as Spelling Checker, Typing Tutor, Speed Reader, Cloze Master, Storyboard, Crossword Magic etc.

Drill and practice type programs are available for rehearsing vocabulary and grammatical patterns. We have bought sample programs on for example French irregular verbs (Kunnallispaino Oy) and German propositions (Verlag fuer Deutsch). Some authoring packages for CAL like Question Master and PILOT have also been tried.

Simulation and game programs developed for illustration of systems and processes in other domains can be useful also in language teaching. We have acquired packages dealing with energy management, pollution control, career development, elections etc. and used them to teach special vocabulary and language use in the respective fields. There is an ample choice of fictive adventure and game software on the market. We have tried e.g. Mystery House, Le Prisonnier, and Les Batisseurs d'Empire (The Professor).

Courseware Production in Finland

In Finland there are two companies that produce microcomputer systems for education, i.e. Nokia Electronics and Visiotek Oy. The former is a large multibranch firm while the latter specializes solely in school computing. Both companies also market their products abroad. As hardware manufacturers neither produces educational software but both promote courseware developed for their machines by publishing educational computing newsletters (Noppi and AMC News).

Production and publishing of educational software is taking shape in Finland (Rantanen 1984, 1985). Some of the major educational publishers have set up courseware departments and are currently offering a wide range of programs on various school subjects, among others on native and foreign languages. There are also some companies and free lance authors specializing in educational software development for various fields (e.g. Oppio Oy). Most of the courseware houses concentrate on software other than language teaching, but many firms are offering language courseware as well.

Seminar and Research Activities

The University of Tampere has been involved in CAI research since the late seventies and has arranged seminars on CAI in 1983 and 1985 (Hopkins and Karvonen 1985). In 1983 the State Technical Research Centre arranged jointly with the British Advisory Unit for Computer Based Education (AUCBE) a training seminar on CAI for teachers (Aston 1983). Also the Finnish-French Association for Scientific and Technical Research has arranged a similar colloquium (Mether 1984).

In 1984 the University of Jyväskylä started an extensive project on CAL in the schools and the use of tool software in teaching (Konttinen 1985) and has arranged seminars on the subject. Also our Language Centre has held seminars for language teachers at the Language Centre of Helsinki University of Business Administration and the Nordic Institute of Helsinki University. Gradually language centres and philological departments at all universities are becoming involved in educational computing.

During the past few years software development groups have also been set up in some universities and even schools. University groups are often working in close cooperation with companies or teachers' associations. The Finnish Foreign Language Teachers' Association (SUKOL) for example has started a project to develop language teaching program packages such as Kieli-Welho (Language Wizard) for schools.

The domestic supply of language programs is, however, still scarce and the quality of programs offered often not high enough to convince language teachers of their educational potential. A comprehensive survey on the needs and market situation was made in Rantanen 1984.

Building Up a Courseware Library

We have started building up a library of language courseware. The material has been acquired from different sources. Some 40 items covering different languages have been purchased from various international commercial sources. Some programs have been obtained free of charge for testing purposes from Finnish educational publishers, other groups or individual authors. A number of public domain programs have been collected by teachers and students from microcomputer magazines, user clubs etc. Finally many students and some of our teachers have written programs themselves. The experience obtained using this courseware in teaching has been reported in Renkonen 1984 and 1985.

Accumulating CALL Literature

We have also started to accumulate a book library of CALL and CAL literature. The collection is still quite meager, since rather few books on the subject have been published so far even worldwide. Most of them come from Great Britain. We have currently a collection of about 30 books.

The Role of Micros in CALL

Today's microcomputers and currently available courseware can be used successfully as a complementing medium in language teaching. A computerized classroom offers new modes of interaction between the students, the teacher, and the subject matter in a learning situation. The computer also presents new challenges on how to make the best of its educational potential.

Micros can also be used in assigned self-study type of work, in for instance reading or listening courses, where the students are given choice of fiction or non-fiction to read or listen to. When they think that they have mastered the material, then can sign up for a test. This method can be applied to computerized material with the advantage that the whole process of learning, testing, and scoring can be integrated and fully automated and made a personalized and interactive learning event.

Finally the microcomputer can become a useful tool for self-study in an open learning and problem-solving environment provided that good language learning courseware becomes available. Then the computer will complement various other forms of self-service study options such as language studios, book and tape libraries, amateur radio etc.

The Promise of AI

We think that the computer has immense future potential in language learning and teaching. Today's systems are fairly simple, being based on conventional programming languages and techniques that are not really suitable for either language processing or writing teaching programs. Currently available programs do not allow free use of language, they are not able to explain mistakes, or to conduct meaningful conversation with the user beyond the scheme fixed in the program. Present day teaching programs do not incorporate functional knowledge about the language or the subject domain under discussion. They simply manipulate character strings in accordance with external control.

CALL will prove viable only when the student is allowed to make the system questions and get meaningful answers from it. To achieve this it is necessary to convert the computer from a blind string manipulator into a knowledgeable and intelligent language tutor. The breakthrough can happen when intelligent authoring and tutoring systems, educational expert systems, and knowledge-based learning environments become commercially available.

The necessary technology such as Lisp and Prolog languages and machines, artificial intelligence (AI) programming techniques, and knowledge engineering (KE) techniques are already available. It only remains to combine them with didactic knowhow and linguistic knowledge as provided by computational linguistics (CL) research into intelligent tutoring systems (ITS).

Learning Lisp and Prolog

In order to envisage these developments and to pave way for them into education Lisp and Prolog languages are being experimentally taught at two high schools (Lisp at Suomalainen yhteiskoulu and Prolog at Parkanon lukio). The projects are supported by experts from Helsinki University of Technology in Lisp and Turku University in Prolog and two companies, Nokia and Visiotek, providing the hardware.

An educational Lisp system, Mikko Lisp (Erling, Lassila, and Pirinen 1985), has been developed for the Nokia PC based on Common Lisp specification (Steele 1984), the new dialect of Lisp that is quickly becoming an industry standard. The package includes a textbook on Lisp in Finnish (Hyvönen and Seppänen 1985) and it is intended for learning Lisp and AI programming techniques on a personal computer.

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KIRJAKATSAUS – BOOKS BRIEFLY

Siegfried Weber:

KOMMUNIKATIONSVERFAHREN IN WISSENSCHAFT UND TECHNIK

Herder-Institut der Karl-Marx-Universität, VEB Verlag Enzyklopädie Leipzig 1985, 92 S.

In der bekannten Reihe "Zur Theorie und Praxis des Deutschunterrichts für Ausländer", die vom Herder-Institut der Karl-Marx-Universität Leipzig besorgt wird, liegt jetzt der Beitrag "Kommunikationsverfahren in Wissenschaft und Technik" von Siegfried Weber vor.

Die Schrift ist, so der Untertitel, zur fachsprachlichen Aus- und Weiterbildung von Ausländern gedacht und stützt sich auf Untersuchungen der Technischen Hochschule Karl-Marx-Stadt auf dem Gebiet der Kommunikationsverfahren in der fachsprachlichen Kommunikation.

Die Möglichkeiten ihres Einsatzes, besonders auf dem Gebiet Deutsch als Fremdsprache, versucht der Autor im 5. Kapitel in 4 Thesen darzustellen, ohne dabei die Dialektik von Tätigkeits- und Systemaspekt leugnen zu wollen.

Für den Sprachlektor ist wohl das Kapitel 3 "Sprachliche Realisierung der Kommunikationsverfahren" das wichtigste, da hier der Verfasser an Hand ausgewählter Kommunikationsverfahren die in Betracht kommenden sprachlichen Mittel (grammatische und lexikalische) unter funktionalkommunikativem Aspekt darstellt. Er beschränkt sich auf die in der Fachsprache Wissenschaft und Technik häufig anzutreffenden Kommunikationsverfahren Klassifieren, Definieren und Charakterisieren und nennt eine Reihe dazu gehörende sprachliche Mittel. Das ist im Falle des Klassifizierens (Bezeichnungen für Übergeordnetes und Untergeordnetes) und Definierens (sprachliche Wiedergabe der Restriktion) besonders anregend. Beim Charakterisieren fällt die Beispielsammlung aus verschiedenen Bereichen der Technik auf.

Die Kapitel 1, 2 und 4 tragen mehr theoretischen Charakter, sind aber notwendig, da sie u.a. Kenntnis von Verfahrensmerkmalen (s. Kapitel 2) bzw. vom Kooperieren von Kommunikationsverfahren (s. Kapitel 4) geben, die für die Entwicklung eigener Lehr- und Lernmaterialien durch den Sprachlektor von Nutzen sein können.

In den Kapiteln 1 ("Der Beitrag der Kommunikationsverfahren zur Erfüllung von Kommunikationsaufgaben in Wissenschaft und Technik") und 5 ("Zur Einbeziehung der Kommunikationsverfahren in die fachsprachliche Ausbildung ...") diskutiert der Verfasser spezielle Aspekte der seit Mitte der siebziger Jahre in der DDR - Linguodidaktik anzutreffenden funktional-kommunikativen Sprachbeschreibung und versucht sie für den Bereich Fachsprache Wissenschaft-Technik nutzbar zu machen. Dem dient auch der überschaubare Quellen- und Anmerkungsapparat.

Martin Hahn

Manfred Richter, Danusa Lisková:

KURZ UND BÜNDIG,
100 LANDESKUNDLICHE LESETEXTE

VEB Verlag Enzyklopädie Leipzig, 1985, 120 S.

Das vorliegende Büchlein enthält 100 sehr kurz gehaltene Lesetexte zur Landeskunde DDR. Sie sind eine Auswahl aus den Lehrbüchern "Lesestoffe für den Deutschunterricht", die die Autoren an der Ökonomischen Hochschule Bratislava/CSSR erarbeitet haben.

Die Themen der Texte berichten bunt durcheinandergewürfelt von der Gegenwart in der DDR und deutscher Geschichte. Der Leser findet z.B. Texte zur Verwaltungsreform in der DDR, über den Polytechnischen Unterricht, das Rabyjahr, über die Jugendweihe und das Festival des politischen Liedes. Er kann sich über Sitten und Bräuche, die sich bis heute erhalten haben, informieren (Polterabend, Osterwasser, ...), erfährt von Städten (Berlin, Leipzig, ...), Landschaften (Erzgebirge, Thüringer Wald, ...), Historischen Gebäuden (Semperoper, Kaffeebaum, Wartburg, ...) und Persönlichkeiten (Schumann, Permoser, Goethe, ...).

Jeder Text enthält mindestens eine Redewendung. Mit diesen umgangssprachlichen Elementen wollen die Verfasser eine Auflockerung der Texte erreichen. Die Redewendungen sind außerdem im Anhang alphabetisch geordnet und erklärt.

Zu jedem Text gibt es einige kurze Fragen, die, wie auch der Text selbst, Diskussionsgrundlage sein sollen und zur weiteren Beschäftigung mit dem jeweiligen Thema anregen wollen.

Für die Gestaltung des landeskundlichen Deutschunterrichts reicht das vorliegende Buch keinesfalls alleine aus, da die jeweilige Problematik in den Texten nur oberflächlich angeschnitten wird. Außerdem wären mehr Informationen über Persönlichkeiten in Kultur und Wissenschaft der DDR, über aktuelle Innen- und Außenpolitik und Probleme der Gegenwart wünschenswert.

Auf Grund der sehr kurz gehaltenen Texte und kurzen Fragen eignet sich das Buch vor allem für den mündlichen Deutschunterricht. Es sollte auf alle Fälle durch Zusatzinformationen, Dias, Filme und Tonträger ergänzt werden. Der Phantasie des Lehrers sind dabei keine Grenzen gesetzt.

Sabine Ylönen

TIEDOTUKSIA - INFORMATION

Suomen kielistudioyhdistys r.y. järjestää
Kaikille kieltenopettajille

KIELISTUDIOPÄIVÄN

lauantaina 8.2.1986 Helsingin kauppakorkeakoulussa,
Runeberginkatu 14-16.

Ohjelma
klo 9.00 - 10.00 Ilmoittautuminen
    10.00 - 11.00 Yhdistyksen sääntömääräinen vuosikokous
    11.15 - 12.15 Fullbright-stidendiaatti Daryl Gibb
                   (Tampereen yliopiston kielikeskus):
                   Using the Video Disk in Language Teaching
                   (esitelmä englanniksi, mahdolliset kysy-
                   mykset suomeksi)

         sekä rinnakkaisohjelma videokameran käytöstä

    12.15 - 13.45 Lounastauko

    13.45 - 15.15 Lehtori Anders Nygård (Åbo Akademi):
                   Kielistudioharjoitusworkshop
                   (eri harjoitustyyppien läpipuimista ja
                   kokemusten vaihtoa)
    15.15 - 15.30 Päätöskeskustelu

Ilmoittautuminen yhdistyksen sihteerille Ritva Miettinen,
Lokkisaarentie 4 as. 16, 00980 Helsinki, helmikuun alkuun
mennessä.
Osallistumismaksu 30 mk. Osallistuminen ei edellytä
jäsenyyttä.

TERVETULOA!

AFinLA:n TIEDOTUKSIA

Suomen soveltavan kielitieteen yhdistys AFinLA r.y. valitsi syyskokouksessaan 1985 Jyväskylässä yhdistyksen hallituksen vuodeksi 1986. Uudeksi puheenjohtajaksi valittiin apul. prof. Viljo Kohonen (Tampere, puh. 931-156 753) ja sihteeriksi FL Raija Ryhänen (Tampere, puh. 931-114 160/koti, 931-156 856/työ). Mervi Eloranta (Jyväskylä, puh. 941-675 885/koti) toimii varasihteerinä.

Muut hallituksen jäsenet:

Varsinaiset jäsenet:

Kari Sajavaara (vpj., Jyväskylä)
Matti Leiwo (vpj., Jyväskylä)
Raija Hämelin (rah.hoit., Helsinki)
Jorma Tommola (julk.toim., Turku)
Sauli Takala (Jyväskylä)
Pekka Hirvonen (Joensuu)
Leena Laurinen (Helsinki)

Varajäsenet:

Liisa Lautamatti (Jyväskylä)
Pekka Boman (Pori)
Håkan Ringbom (Turku)
Raija Ruusuvuori (Turku)
Silja Pellinen (Tampere)
Heikki Nyyssönen (Oulu)
Auli Hakulinen (Helsinki)

Yhdistyksen uusi osoite!

AFinLA / Raija Ryhänen
Tampereen yliopisto / OKL
Pyynikintie 2
33230 TAMPERE

Jäsenet voivat tilata AFinLA:n julkaisuja os. AFinLA / Englannin kielen laitos, Seminaarikatu 15, 40100 JYVÄSKYLÄ. Muut kuin jäsenet: Akateeminen kirjakauppa, PL 128, 00101 HELSINKI.

AFinLA:an voi liittyä jäseneksi maksamalla jäsenmaksun (1986 50 mk / opiskelijat 25 mk / yhdistykset 200 mk) postisiirtotilille no 5156 23-4.

Tämän lehden välissä on jäsenmaksukuitti. Kirjoita nimesi ja osoitteesi selvästi, sillä AFinLA:n posti lähetetään maksukuitin osoitteeseen.

ENGLANNIN TEKSTINYMMÄRTÄMISEN OPETTAJIEN KOKOONTUMINEN

Korkeakoulujen kielikeskus järjestää 7.-8.2.1986 Jyväskylässä englannin tekstinymmärtämisen opettajille kaksipäiväisen tilaisuuden, jonka ensimmäisenä päivänä käsitellään jo aloitettujen ja uusien oppimateriaaliprojektien apuraha-anomuksia sekä tekstinymmärtämisen workshopin suunnittelua. Toisena päivänä on aiheena tekstinymmärtämisen arviointikriteerit.

OHJELMA

7.2. (perjantai) Paikka: A 104

12.00   Projektiryhmien muodostaminen
        (Kaikki materiaalien tuottamisesta kiinnostuneet mukaan!)

13.00   Lounas

14.00   Apuraha-anomusten laatiminen opetusministeriölle

16.00   Tekstinymmärtämisen workshopin suunnittelu
        (Kaikki kiinnostuneet mukaan.)

8.2. (lauantai) Paikka: A 104

 9.00   Tilaisuuden avaus (vs. johtaja Raija Markkanen)

 9.15   Kielikeskusten edustajien selostukset käytetyistä
        arviointikriteereistä ja koetyypeistä

11.00   Tavoitekuvaus (Eva May, Helena Valtanen) ja keskustelua

12.30   Lounas

13.30   Ryhmätyöskentelyä aiheena erilaiset koetyypit

15.30   Kahvi

16.00   Loppukeskustelu, jossa myös selostetaan workshopin alustavia
        suunnitelmia ja valitaan työryhmä

Jos olet halukas kertomaan kielikeskuksessa käytettävistä tekstinymmärtämisen arviointikriteereistä/kokeista tai alustamaan ryhmässä jostain koetyypistä, ota yhteyttä Eva Mayhin tai Helena Valtaseen (puh. 941-292 884). Alustajille maksetaan luentopalkkio, mutta muiden osalta emme pysty osallistumaan kustannuksiin.

Ilmoittautuminen tilaisuuteen 24.1.1986 mennessä Korkeakoulujen kielikeskukseen (Jyväskylän yliopisto, Seminaarinkatu 15, 40100 Jyväskylä) tai puhelimitse 941-292 884 (May, Valtanen).

Olemme tehneet ennakkovarauksen hotelli Alexandraan (Hannikaisenkatu 35) ja pyydämme Sinua ilmoittautuessasi mainitsemaan haluatko yhden hengen/kahden hengen huoneen.

Hinnat: yhden hengen huone: 230,- mk
         kahden hengen huone: 300,- mk

Korkeakoulujen kielikeskuksen nauhoitepalvelu tiedottaa

Kasettiveron ja muiden kustannusten nousun takia tarkistamme äänitteiden ja videonauhojen hintoja vuoden 1986 alusta. Hinnoittelu koskee kaikkia Korkeakoulujen kielikeskuksen tuottamia ja välittämiä nauhoitteita.

Nauhoitteiden hinnat 1.1.1986 lähtien:

Ääninauhat
AVOKELA

kesto	hinta
alle 5 min	15 mk
6 - 10 min	20 mk
11 - 15 min	25 mk
16 - 20 min	30 mk
21 - 30 min	40 mk
31 - 40 min	50 mk
41 - 50 min	60 mk
51 - 60 min	70 mk
yli 60 min	80 mk

KASETTI

kesto	hinta
alle 15 min	20,-
16 - 30 min	30,-
30 - 60 min	40,-
yli 60 min	50,-

Video-ohjelmat
U-MATIC

kesto	hinta
15 - 30 min	150 mk
30 - 60 min	200 mk

VHS ja BETA

kesto	hinta
15 - 30 min	70 mk
30 - 60 min	100 mk
yli 60 min	140 mk

Lisäksi veloitamme nauhakäsikirjoitusten kopioista 1 mk / sivu

Savonlinnan kääntäjänkoulutuslaitoksen lehtori Paul Kostera on julkaissut terminologisen tutkimuksen

VASTINEENMUODOSTUKSESTA

(Joensuun yliopiston humanistisen tiedekunnan Kielitieteellisiä tutkimuksia - julkaisusarjan n:o 4, Joensuu 1985, 103 s.).

Ylikielistä vastineenmuodostusteoriaa havainnollistetaan myös runsain käytännön esimerkein suomi-ruotsi-saksa-englanti.

Julkaisun voi tilata 24 markan hintaan os. Joensuun yliopiston keskusmonistamo, PL 111, 80101 JOENSUU tai puh. (973) 26 211/128.

* * * * * * * * *

An invitation to

LSP VAASA 87

6th EUROPEAN SYMPOSIUM
ON
LANGUAGE FOR SPECIFIC PURPOSES

August 3 - 7, 1987

School of Modern Languages
University of Vaasa
Finland

For further information please contact

Prof. Dr. Ch. Laurén
LSP Symposium 1987
School of Modern Languages
University of Vaasa
Raastuvankatu 31
65100 VAASA
Finland

Korkeakoulujen kielikeskus aloittaa vuosittaisen 12 kuukautta kestävän täydennyskoulutusohjelman kielikeskusopettajille (PILC).

Kurssi käsittelee tämän hetken suuntauksia kielenopetuksessa, opetusmenetelmiä, materiaaleja, testausta sekä teoreettisia kysymyksiä. Se kestää 12 kuukautta ja koostuu kolmesta viikon mittaisesta seminaarista ja niiden välisistä opiskelujaksoista sekä näiden aikana suoritettavista tehtävistä. Ohjelma on seuraava:

Syyskausi 1986	opetukseen sekä kurssikirjallisuuteen liittyviä tehtäviä
Tammikuu 1987	Seminaari I materiaalien analysointia ja testausmenetelmiä
Toukokuu 1987	Seminaari II puhutun ja kirjoitetun kielen diskurssianalyysia
Elokuu 1987	Seminaari III kielenopetuksen metodiikkaa

Kurssi suunnitellaan yhteistyössä Birminghamin yliopiston kanssa, ja sen rahoittavat British Council sekä opetusministeriö.

Kurssin kielenä on englanti, ja se on tarkoitettu kaikille kielikeskusopettajille. Osanottajien määrä rajoitetaan kolmeenkymmeneen, ja kurssin suorittaneille annetaan todistus. Seminaarijaksot järjestetään paikassa (opistossa, koulutuskeskuksessa tms.), jossa on täysihoito. Kuluista vastaavat osanottajat itse, mahdollisesti oman laitoksen avustuksella.

Kurssin ilmoittautumislomakkeet lähetetään kielikeskuksiin tammikuun 1986 aikana.

Lisätietoja antaa Markku Helin Korkeakoulujen kielikeskuksesta, puh. 941-292 879.

The Language Centre for Finnish Universities is arranging a 12-month Programme of In-Service Training for Language Centre Teachers (PILC). The programme will be offered every year.

The course is designed to cover current thinking in language teaching, existing materials, existing practice, testing procedures and theoretical insights. It will run over 12 months and consist of three one-week seminars with study and tasks in between. The provisional programme is as follows:

Autumn term, 1986	Assignments related to teaching and set books
January, 1987	Seminar I Materials analysis and testing procedures
May, 1987	Seminar II Techniques for analysing spoken and written discourse
August, 1987	Seminar III Alternative methodology

The course is being designed in cooperation with the University of Birmingham and sponsored by the Finnish Ministry of Education and the British Council. It is intended for all teachers at language centres. The working language will be English and the number of participants limited to 30.

Those who successfully complete the course will be awarded a certificate.

The seminars will be residential and participants should make their own financing arrangements.

Application forms will be sent to the language centres in January 1986.

Further information may be obtained from Markku Helin at the Language Centre for Finnish Universities, tel: 941-292 879.

NORDISCHE TAGUNG FÜR DEUTSCHLEHRER UND
GERMANISTEN - 1.-4.6.1986 in Jyväskylä/Finnland

SCHWERPUNKTTHEMEN:

1. Begegnung mit Österreich (Land und Leute, Kultur und Literatur,
   Geschichte und Gesellschaft)
2. Begegnung mit "Österreichisch Deutsch als Fremdsprache" (Methodik
   und Didaktik, Deutsch als Fachsprache und Lehrwerkproduktion)
3. Begegnung mit österreichischer Linguistik (Textlinguistik, Fach-
   sprachenlinguistik und Kommunikationslinguistik)

Zum Rahmenprogramm gehören Konzerte mit österreichischen Musikern, Re-
zitationen österreichischer Literatur, Ausstellungen, Filmvorführungen,
Empfänge usw.

Veranstalter: Zentrales Spracheninstitut der finnischen Hochschulen,
Fortbildungsabteilung/Universität Uppsala, und Finnischer Deutschlehrer-
verband in Zusammenarbeit mit der Botschaft der Republik Österreich
in Finnland.

Nähere Informationen und ein ausführliches Programm erhalten Sie bei:

      ZENTRALES SPRACHENINSTITUT
      DER FINNISCHEN HOCHSCHULEN
      UNIVERSITÄT JYVÄSKYLÄ
      SEMINAARINKATU 15
      SF-40900 JYVÄSKYLÄ

American Studies Conference: March 1986

Secondary School teachers, advanced university students
and teacher trainers are cordially invited to participate
in a two day American Studies conference in March 1986 in
Helsinki. Drs. Barbara Mossberg and Allan Winkler of the
Unitversity of Oregon will lecture on the following
subjects:
      Immigration to America:
            The history of immigration
            The process of cultural adjustment

      Ethnic America
            The history of ethnic groups in America
            Ethnic literature

      The West
            Manifest Destiny and settlement of the continent
            The modern West, the California dream

      Fame, Success and the American Character
            The American myth of success from the Puritans to
            the present
            Making it in America

Drs. Winkler and Mossberg, specialists in history and
American literature respectively, are co-directors of the
American Studies Program at the University of Oregon; both
have taught as Fulbright Professors at the University of
Helsinki. They have been invited by the Association of
Teachers of English in Finland, the Association of
Teachers of History and Social Studies in Finland, the
National Board of General Education and the America Center
7o offer this series of lectures for those interested in
issues dealing with the United States. All the lectures
will be in English; written summaries in Finnish will be
provided. This American Studies conference is especially
appropriate for educators and students in the fields of
history, geography, social studies, and English language
and literature. However, attendance is open to all
interested participants and we hope that many of you will
take advantage of this unique opportunity.

                  Rosemary F. Crockett
                  U.S. Cultural Attache

ASTON UNIVERSITY

LANGUAGE STUDIES UNIT
DEPARTMENT OF MODERN LANGUAGES

MSc Course
Diploma Course

Teaching English
for Specific Purposes

*MSc and Diploma in the Teaching of English for Specific Purposes

LENGTH OF COURSES

Diploma: Two Terms. October - March
MSc: One calendar year. October - September

COURSE INFORMATION

More and more tertiary education institutes require students to learn and use English to help them either with their studies or their future job. English for Specific Purposes is therefore an expanding field but many English teachers have had little practical or academic training in the field. The Diploma and MSc in Teaching English for Specific Purposes aim to establish a professional competence in ESP. The courses are particularly suitable for those already concerned with teaching English as a foreign or second language. Both the Diploma and MSc are designed to develop practical skills and techniques while providing the necessary academic support in terms of theory and research.

THE LANGUAGE STUDIES UNIT

The Language Studies Unit, which is part of the Modern Languages Department, is largely concerned with EFL and particularly with ESP. The ESP work of the staff operates at a number of levels: in the actual teaching of ESP courses, in materials and textbook production, in seminars for ESP practitioners both in the UK and overseas, in consultancies and in a wide range of research activities. The Unit has a special collection of papers on ESP and a single-copy collection of ESP textbooks. These resources are available in addition to the University Library.

There is a large research school in Applied Linguisitics and ESP. A considerable number of our MSc graduates continue or return to undertake research for a higher degree.

ENTRANCE REQUIREMENTS

Candidates for the MSc should be graduates of an approved university or possess qualifications deemed by Senate to be equivalent. Candidates are also likely to be trained or experienced teachers. Candidates for the Diploma should generally have the above qualifications or an approved qualification in teacher training or education, plus at least two years' appropriate experience. Sympathetic consideration will, however, be given to other applications. Students registered for the Diploma in the first instance may (and frequently do) proceed to the MSc course on satisfactory completion of the Diploma examinations.

APPLICATION FORMS AND FURTHER INFORMATION

MSc Course Tutor, Language Studies Unit, Aston University, Aston Triangle, Birmingham, B4 7ET, UK. Telephone: 021-359 3611, Extension 4236, Telex 336997.

* (For historical reasons the degree of MA is not awarded at Aston University: an MSc is awarded in the Faculty of Management and Policy Sciences).

MSc and Diploma in the Teaching of English for Specific Purposes

(a) October - March (Diploma and MSc)

Compulsory courses in:

- Linguistic Features of Varieties of ESP
- Methods of Text and Discourse Analysis
- Methodology in ESP
- ESP Materials Analysis and Production
- Course and Syllabus Design
- Research Methods in Applied Linguistics

One optional course from a selection which may include

- Topics in Applied Linguistics
- ESP Administration
- Computer Assisted Language Learning

(b) April - June (MSc only)

Compulsory courses in:

- Linguistic Features of Varieties of ESP
- ESP Materials Analysis and Production
- Descriptions of Modern English
- Lexical Studies

(c) April - September (MSc only)

A dissertation of not less than 10,000 words on a topic approved by the Course Tutor

ASSESSMENT

Coursework and continuous assessment October - March (Dip and MSc) plus April - June (MSc only). In addition there are twelve hours of written examinations for MSc students (7 hours for the Diploma). For the award of the MSc, candidates must also satisfy the examiners in the dissertation to be submitted early in September. Any candidate may be required to take an oral examination.

FEES* (For all students)

At present 1985/86: MSc - £3,678 Diploma - £2,411 (including Guild of Students' Fee)

* Some LSU scholarships may be awarded to UK nationals, reducing fees by approximately 50-60%. Applications must be made in writing to the Head of Department.

VORANKÜNDIGUNG

Die Deutsche Abteilung des Sprachenzentrums der Technischen Hochschule Tampere veranstaltet in Zusammenarbeit mit dem Goethe-Institut Tampere am 28.2./01.03. 1986 ihr 2. deutschlandkundliches Seminar mit dem Thema

LEBENSSTILE UND ALLTAG

IN DER BUNDESREPUBLIK DEUTSCHLAND

Für die wissenschaftliche Leitung des Seminars wurde Prof. Heil vom Institut für Stadt- und Regionalplanung der TU Berlin eingeladen. Ferner werden der 'Rock-Beauftragte' des Berliner Senats sowie eine Berliner Rockgruppe voraussichtlich zur Seminargestaltung beitragen.

Eine Teilnahmegebühr wird nicht erhoben, eine schriftliche Anmeldung ist unbedingt erforderlich (begrenzte Teilnehmerzahl)
bei: Goethe-Institut Tampere, Hämeenkatu 14C, 33101 Tampere

Weitere Auskünfte erteilt: Deutsche Abteilung des Sprachenzentrums der Technischen Hochschule
Tampere, Tel.: 931 / 16 27 26
16 27 25

Nach erfolgter Anmeldung wird ein ausführliches Programm zugeschickt.

INTER-UNIVERSITY CENTRE of postgraduate studies
DUBROVNIK   **1985/1986**

Between Semantics and Pragmatics:
CROSS-LINGUISTIC PERSPECTIVES
12-23 May, 1986

Course Director: **Svenka Savić** (University of Novi Sad)
Coordinator: **Erling Wande** (University of Uppsala)

Course Description:
During the last ten years a lot of work has been done on linguistic universals. The aim of the course is to give an overview of recent trends in cross-linguistic research in morphology, syntax, semantics, and pragmatics, and to explore connections with psycholinguistics and sociolinguistics.

Topics of the Course:
— Cross-linguistic investigation in developmental psycholinguistics (Bowerman)
— Grammatical meaning in cross-linguistic perspective (Bybee)
— Cross-linguistic study in syntax (Chung)
— Cross-linguistic aspects of conversation (Clark)
— Tens and aspect (Dahl)
— An overview of research in linguistic universals (Hawkins)
— Accent system (László)
— Function-argument grammar (Keenan)
— Conversational particles: cross-linguistic perspectives (König)
— Action and meaning (Shugar)
— Function-argument grammar (Timberlake)

Resource Persons:
M. Bowerman (Nijmegen), **J. Bybee** (Buffalo), **S. Chung** (San Diego), **H. H. Clark** (Stanford), **Ö. Dahl** (Stockholm), **J. Hawkins** (Los Angeles), **B. László** (Zagreb), **E. Keenan** (Los Angeles), **E. König** (Hannover), **G. Shugar** (Warsaw), **A. Timberlake** (Los Angeles).

Work Schedule:
— The course is conducted five days per week, with morning and afternoon sessions. Its pattern, however, will remain flexible and will be determined by specific requirements.
— The course is basically conceived on a postgraduate level, but the participation of advanced or motivated students is invited.
— On request, the IUC will issue Certificates of Attendance. The IUC will also provide participants with a special Certificate for which, as a rule, the presentation of a paper will be expected.
— The working language in the course will be English.

General information:
— Enquiries about the course and participation should be addressed to the Secretariat of the IUC or to one of the course directors at the following addresses: Professor Svenka, Savić, Faculty of Philosophy, 21000 Novi Sad, Yugoslavia or Professor Erling Wande, Finno-Ugrin Department, Uppsala University, Box 513, S-75120 Uppsala, Sweden.
— Those interested in taking the course are requested to register with the Secretariat or one of the course directors supplying them with relevant information, i. e., name, address, academic standing and, in cases of undergraduates, a recommendation of their professors.
The IUC would appreciate the receipt of such registrations as soon as possible with a two week deadline before the commencement of the course as the latest date.
— It should be noted, however, that the course might not be given because of extenuating circumstances.
In this instance, the IUC will inform the persons registered for the course at the earliest time possible; in no circumstance, however, can the IUC assume any financial responsibility resulting from the cancellation of the course.
— Participants will pay a course fee of Din. 2.000.— per week.
— Accomodations are available in hotels in Dubrovnik at rates from ca $ 20 per day, including room and half board.
Private accommodation is also available — please write to: Tourist information centre (TIC), P. Miličevića 1, 50000 Dubrovnik, or to Hotel Lero, I. Vojnovića 18, 50000 Dubrovnik.
Accomodation may be available in the dormitory on the premises of IUC.
Information on accommodations, travel, etc. can be obtained from the Secretariat of the IUC in Dubrovnik at the following address:

INTER - UNIVERSITY CENTRE of postgraduate studies
Frana Bulića 4
YU - 50 000 DUBROVNIK   Telegraphic address: **INTERUNIVERSITY**
YUGOSLAVIA   Telephone (050) 28-666

CONGRESS CALENDAR

1986

3-8 March
Twentieth Annual Conference of Teachers of English to Speakers of Other Languages (TESOL), in: Anaheim, California, USA.
Information: TESOL Central Office, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, USA.

5-8 March
Second Conference on Foreign-Language Teacher Training at University Level, in: Goettingen, Federal Republic of Germany.
Information: Zentrale Einrichtung Sprachlabor, Universitaet, Weender Landstrasse 2, D-3400 Goettingen, Federal Republic of Germany.

11-14 March
Annual Conference of the Institute for the German Language (IdS), in: Mannheim, Federal Republic of Germany.
Theme: Language Theory
Information: IdS, Postfach 5409, D-6800 Mannheim 1, Federal Republic of Germany.

24-26 March
Biannual Congress of the German Modern Language Association (Fachverband Moderne Fremdsprachen), in: Muenster, Federal Republic of Germany.
Information: F. J. Zapp, Hedwigstrasse 4, D-8000 Muenchen 19, Federal Republic of Germany

1-4 April
Twentieth International Conference of the International Association of Teachers of English as a Foreign Language (IATEFL), in: Brighton, England.
Information: IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent CT5 2DJ, England.

3-5 April
United States Central States Conference on the Teaching of Foreign Languages, in: Milwaukee, Wisconsin, USA.
Information: G. L. Ervin, Slavic Department, Ohio State University, 232 Cunz Hall, Columbus, Ohio 43210 USA.

16-18 April
Northeast Conference on the Teaching of Foreign Languages, in: Washington D.C., USA.
Information: J. Dodge, P.O. Box 623, Middlebury, Vermont 05753, USA.

21-25 April
Twenty-first Seminar of the Regional Language Centre (RELC), in: Singapore.
Theme: Patterns of Classroom Interaction in Southeast Asia.
Information: RELC, 30 Orange Grove Road, Singapore 1025, Republic of Singapore.

23 June - 20 July
Eighth International Summer Institute for Semiotic and Structural Studies, in: Chicago, Illinois, USA.
Information: Department of English, Northwestern University, Evanston, Illinois 60201, USA.

3-5 July
Seminar on Translation in Language Teaching and for Professional Purposes.
Information: Margaret Rogers, Department of Linguistics and International Studies, University of Surrey, Guildford, Surrey, GU2 5XH, England.

4-9 August
Eighth World Congress of the International German Teachers' Association (IDV), in: Berne, Switzerland.
Theme: Objectives and Strategies in Teaching German as a Foreign Language - Its Contribution towards Intercultural Understanding.
Information: Eurocentres, Seestrasse 247, CH-8038 Zurich, Switzerland.

11-16 August
Thirteenth World Congress of the International Association of Teachers of Russian Language and Literature (MAPRYAL), in: Budapest, Hungary.
Theme: Scientific Traditions and New Directions in the Teaching of Russian Language and Literature.
Information: MAPRYAL, Gorkij fasor 45, 1406 Pf., Budapest VII, Hungary.

18-22 August
Sixth International Conference of Nordic and General Linguistics, in: Helsinki, Finland.
Information: M. Tandefelt, Nordica, Helsingfors universitet, Regeringsgatan 11, SF-00100 Helsingfors, Finland.

25-29 August
Eleventh International Conference on Computational Linguistics, in: Bonn, Federal Republic of Germany.
Information: W. Lenders, IKP, Universitaet, Poppelsdorfer Allee 47, D-5300 Bonn 1, Federal Republic of Germany.

September: dates to be announced
International Association for Applied Linguistics (AILA) Commission on Educational Technology Symposium, in: Bonn, Federal Republic of Germany.
Theme: Man and the Media.
Information: V. A. Borowsky, Bendorfer Weg 16, D-5000 Koeln 91, Federal Republic of Germany.

24-25 October
Les Universites de Paris XIII et Paris III, en collaboration avec le CIREEL et avec d'autres organismes: colloque international, Paris,
sur le thème: La Fertilisation linguistique, les problèmes terminologiques posés aux langues romanes par les mots construits etrangers.
Information: Monsieur Pierre Lerat, U.E.R. des Lettres et Sciences Humaines, Université Paris XIII, Avenue Jean-Baptiste-Clément, F-93430 Villetaneuse.

14-15 November
Aslib, Translating and the Computer, 7th International Conference on Translating to be held CBI Conference Centre, Centre Point, London WC1, Jointly sponsored by Aslib, the Aslib Technical Translation Group and The Translators' Guild.
Information: Barbara Hobbs, Professional Development Group, Aslib (The Association for Information Management), Information House, 26-27 Boswell Street, London WC1N 3JZ.

21-25 November
Conference of the American Council on the Teaching of Foreign Languages (ACTFL), in: Dallas, Texas, USA.
Information: ACTFL, P.O. Box 408, Hastings-On-Hudson, New York 10706, USA.

1987

28 April - 3 May
Twenty-first Annual Conference of Teachers of English to Speakers of Other Languages (TESOL), in: Hollywood, Florida, USA.
Information: TESOL Central Office, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, USA.

16-21 August
Eighth World Congress of the International Association of Applied Linguistics (AILA), in: Sydney, Australia.
Theme: New Approaches to Applied Linguistics.
Information: Professor Dr. J. Nivette, Vrije Universiteit, Pleinlaan 2, B-1050 Brussels, Belgium.

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ENGLISH SUMMARY

REPORTS

S. I. Sochin from the Pushkin Institute of the Russian language reports on an international symposium arranged by the Institute and the MAPRJL (International Association of Teachers of Russian Language and Literature) in Moscow 1.-4.10.1985. 150 teachers attended the symposium which dealt with the problems of teaching Russian in courses of short duration. Talks given by the participants show that there is a general trend towards more differentiated courses in which language for specific purposes is taught. As a result, research is needed on the particular requirements of the students and on the methodology of LSP, with special emphasis on teaching reading.

Tuija Nikko from the Language Centre for Finnish Universities reports on a meeting of the teachers of Swedish in which the assessment of writing skills was discussed. Representatives from the language centres described the teaching and evaluation of writing skills in their respective language centres, after which exercises and tests were evaluated in groups. Each group used two methods of assessment: global and analytical. The analytical assessment was carried out employing tables of criteria used in the language centres. Assessment tasks were arranged in such a way that each test/exercise was assessed both globally and analytically. It was found out that the teachers were easily able to reach an agreement on which students should pass or fail, irrespective of the method of assessment, but that there was some slight disagreement about where to draw the line between the categories 'satisfactory' and 'good'. It was also agreed that a Swedish summary of a Finnish text was more suitable for testing purposes than an essay, because a common source text made assessment considerably fairer. Analytical assessment was preferred as a method of continuous assessment as it enables the teacher to give more accurate feedback to the students, but global assessment is often enough in the final exam.

INFORMATION

The Finnish Association of Applied Linguistics (AFinLA) elected a new board at its meeting in Jyväskylä last September (see p. 32). The new chairman of the association is Viljo Kohonen from Tampere, and secretary is Raija Ryhänen. The address of the association has changed accordingly: AFinLA/Raija Ryhänen, University of Tampere/OKL, Pyynikintie 2, 33230 Tampere, tel. 931-156 856.

New prices for tapes, cassettes and videotapes sold by the Language Centre for Finnish Universities are quoted on page 34.

The Finnish Language Laboratory Association will arrange a one-day seminar for language teachers on Saturday, the 8th of February, at the Helsinki School of Economics, Runeberginkatu 14-16. In addition to the annual general meeting, Daryl Gibb will give a talk on using video discs in language teaching, and Anders Nygård will hold a workshop on language laboratory exercises. Those wishing to attend, please write to: Ritva Miettinen, Lokkisaarentie 4 as. 16, 00980 Helsinki, by the beginning of February.

SVENSK RESUMÉ

RAPPORTER

Pearl Lönnfors från språkcentret vid Helsingfors universitet beskriver i sin rapport de metoder hon använder i sin undervisning för att få till stånd en aktiv användning av video i avsikt att utveckla studenternas muntliga framställning och självkritik.

Hon betonar vikten av en omsorgsfull planering av både videobandningar och de aktiviteter som bör föregå och följa dessa och poängterar också att uppgifterna måste planeras så att de progressivt blir mera krävande.

Video kan användas 1) som ett diagnostiskt redskap, 2) för att analysera och uppmärksamma paralingvistiska drag, 3) analysera och utveckla gruppdynamik, 4) öva upp språkliga funktioner samt 5) bygga upp studenternas självförtroende i ett främmande språk.

Lönnfors ger en mängd exempel på videoövningar med åtföljande formulär för själv- och lärarevaluering.

S. I. Sochin från Pushkininstitutet rapporterar om ett internationellt symposium som arrangerades av institutet och MAPRJL i Moskva 1.-4.10.1985. 150 lärare deltog i symposiet som behandlade de problem som korta kurser i ryska medför. De föredrag som hölls av deltagare visar att den allmänna tendensen går mot differentierade kurser i ryska för specifika ändamål. Detta leder till att forskning behövs för att utreda studenternas behov och i LSP-metodologi, speciellt när det gäller undervisning i textförståelse.

Jouko Seppänen från Tekniska högskolan i Helsingfors redogör för ett experiment i att införa mikrodatorer i språkundervisningen. Tekniska högskolans språklärare gick först på en kurs i datorstödd språkundervisning och gjorde praktiska övningar med BASIC-programspråk. Lärarnas idéer och erfarenheter användes för att utarbeta program på flera målspråk. Vid Tekniska högskolan har man dessutom börjat bygga upp ett programbibliotek.

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