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**Nimellä varustetut kirjoitukset edustavat kirjoittajien omaa
näkökantaa.**

**Lehteen tarkoitettujen materiaalien tulee olla toimituksessa
ilmestymiskuukautta edeltävän kuun 15. päivään mennessä.**

EDITORIAL

Jokaista opettajaa koskettavaa keskusteltavaa kertyy vähitellen ammatin harjoittamisen myötä. Keskeisenä ikusaiheena on yksi ylitse muiden - raha. Se tai sen puute puhuttivat myös kielikeskusjohtajia, jotka kohtasivat 21. ja 22. syyskuuta Joensuussa.

Konkreetteja päätöksiäkin rahankeruusta syntyi: kielitaitotodistuksista perittävien korvausten yhdenmukaistamiseksi laaditaan nykykäytäntöiden kartoituksen pohjalta yhteinen suositus. Myös KKKK:n viesti, Kielikeskusuutisten muuttuminen maksulliseksi, sivusi taloudellista teemaa. Asian käytännöntoteutusta mietittiin ja päädyttiin ratkaisuun, joka esitellään erillisessä tiedotteessa.

Myös oppimateriaalin tarvetta ja tuottamista pohdittiin talouden näkökulmasta. Korkeakoulujen kielikeskuksen myöntämä apuraha on yksi mahdollinen rahoituslähde. On kuitenkin muistettava, ettei sitä voi mieltää palkkioksi, joka saadaan tietynmittaisesta osiosta. Muiden apurahojen tavoin sillä pyritään kannustamaan aineiston laadintaan ja nimenomaan julkaisemiseen - liian paljon hyvää materiaalia piileksii yksityiskäytössä. Kielikeskusuutiset julkaiseekin, tiedot kerättyään, listan eri yliopistoissa, lähinnä kielikeskuksissa, tuotetusta kielenopetukseen soveltuvasta aineistosta.

Toinen, henkisempi ongelma, joka alituisesti askarruttaa, on yhtä pitkäikäinen kuin materiaalien toimintaedellytysten takaaminenkin. Miten kielikeskusopettaja kykenee yhdistämään työssään opetuksen ja tutkimuksen? Mahdollistaako työryhmien lehtoreiden kokonaistyöaikaan ehdottama väljyys todellisuudessa tutkimisen, kun opetuksen tarve pysyy vakiona ja lisää tuntiopetusmäärärahoja ei ole saatavilla? Kielikeskusopetuksen radikaali muuttaminen joukko- tai etäopetuksiksi tai korvaaminen peräti tenttikirjallisuudella ei liene aivan helposti toteutettavissa.

Ongelmia ei synny vain omien ulottuvuuksien uusjaosta, vaan osa vaatimuksista tulee ulkoa. Yhteen haasteeseen, kansainvälistymiseen, on vastattu rivakasti. Esim. Tampereella on kulttuurienvälisen kommunikaation opintokonaisuus, jossa yhdistyvät sekä teorian että käytännön kielitaidon opetus. Muissakin yliopistoissa suunnitellaan kansainvälisten yksiköiden perustamista.

Reagointia vaativia asioita on paljon. Omien opettajien - erityisesti tuntiopettajien - etuja on valvottava. Lisätäkseen sanomansa pontta ja vaikutusta tällä ja muillakin alueilla kielikeskusjohtajat päättivät järjestäytyä. Ensimmäiseksi puheenjohtajaksi valittiin Liisa Löfman; uusi organisaatio etsii linjaansa Tampereella 3. joulukuuta, jolloin paikallinen kielikeskus saavuttaa 15 vuoden kunniakkaan iän!

Pirkko Muikku-Werner

KEHITTYVÄ KIELIKESKUS

Anu Virkkunen
Helsingin yliopiston kielikeskus
Alustus SUKOLin seminaarissa "Elinikäinen kielikoulutus"

Kielikeskus opetuslaitoksena

Kun kielikeskusverkosto luotiin 1970-luvulla, kielikeskusten tehtävä oli kaksitahoinen: toisaalta kielikeskukset vastasivat akateemisten kielivaatimusten suorittamisesta ja hoitivat niihin kuuluvan opetuksen; toisaalta kaikki sellainen kieltenopetus, mikä ei koskenut kielilaitosten kieltenopetusta siirrettiin kielikeskusten tehtäväksi. Näin on edelleenkin pääpiirteissään asian laita. Pääosa kielikeskusopetuksesta on yhteydessä yliopistollisiin kielivaatimuksiin, sen sijaan muun kieltenopetuksen suhteen ei ole päästy suunniteltuihin tavoitteisiin, ei ainakaan Helsingin yliopistossa.

Itse opetuslaitoksena Helsingin yliopiston kielikeskus on ehkä maan suurin kielikoulu. Tarjoammehan me 18 kielen opettaja-johtoista opetusta, ja kurseillamme käy vuosittain noin 9 000 opiskelijaa. Suunnitelmissa on edelleen kielitarjonnan monipuolistaminen. Haluaisimme seuraavaksi antaa opetusta japanin ja korean kielissä. Meillä ei vielääkään opeteta yhtään varsinaista afrikkalaista kieltä: ainakin swahili olisi saatava opetusohjelmaan.

Miten muuten kielikeskus on kehittynyt ja kehittyä edelleen opetuslaitoksena? Kehityssuuntia on monenlaisia, joista otan esiin tärkeimmät. Opetusta on eriytetty jotta se täyttäisi paremmin eri opiskelijaryhmien erityistarpeita. Enää eivät filosofit ja kemistit opiskele ranskaa samassa ryhmässä muutoin kuin aivan kielen alkeis- ja jatkokursseilla.

Opetuksen eriyttäminen on lisännyt opetusmateriaalituotantoa. Samalla on virinnyt vilkas keskustelu siitä, millaista on hyvä ja interaktiivinen opetusmateriaali ja miten materiaalia on käytettävä, jotta siitä saataisiin suurin mahdollinen hyöty. Opettajiemme omassa täydennyskoulutusohjel-

massa on pohdittu myös näitä ongelmia. Uusia materiaalikokonaisuuksia syntyy koko ajan, ja nämä räätälintyönä tehdyt opetusmateriaalit motivoivat opiskelijoita ja estävät opettajia juuttumasta vuosikausiksi samoihin materiaaleihin ja leipäänymästä työhönsä.

Kielikeskuksessa on tehty myös metodologisia kokeiluja. Jo 10 vuotta sitten alettiin kokeilla suggestopediaa, ja parhaillaan meneillään team-teaching -kokeiluja. Suunnitteilla on itseopiskelun nivominen varsinaiseen kurssitukseen ja mahdollinen opetusmodulien luominen tekemään kurssitusta joustavammaksi. Toisin sanoen, oppija halutaan aktiivisemmaksi itse opetus- ja oppimistilanteessa. Kooperatiivista opetusmenetelmää meillä ei ole sellaisenaan kokeiltu, vaikka samoja periaatteita on toteutettu opiskelijajohtoisissa projekteissa.

Kielikeskuksemme työkenttään ei varsinaisesti kuulu kirjoittamisen opettaminen vieraalla kielellä. Nyt kokeilemme sitäkin. Akateemisen kirjoittamisen kurseja on ollut jo muutaman vuoden ajan; nyt, tutkimusprojektiimme liittyen, on tutkijoille pidetty kurseja tieteellisestä kirjoittamisesta englannin kielellä. Myös kielentarkastuspalvelumme kielentarkastajia on koulutettu.

Kielikeskus kielipalvelulaitoksena

Kun puhutaan kielikeskuksesta opetuslaitoksena, unohtuu helposti se seikka, että opetukseen kuuluu myös kielitaidon arviointia, tässä tapauksessa testausta. Kielikeskuksemme kokeissa suoriutuu vuosittain hyväksyttävästi noin 12 000 opiskelijaa. Kokeisiin osallistuu huomattavasti suurempi määrä opiskelijoita. Näiden virallisten kokeiden järjestäminen on suuri osa toimintaamme. Testaamiseen

liittyy myös paljon kokeitten valmistamista, siis taas kerran materiaalituotantoa.

Varsinaisten kokeitten lisäksi opiskelijamme ja myös yliopiston työntekijät tarvitsevat erilaisia kielitodistuksia. Niitäkin meiltä saa, vaikka itse emme ole tähän järjestelmään tyytyväisiä, emme varsinkaan ulkoministeriön kielitodistuslomakkeisiin. Kehittyvä kielikeskus tahotoisikin kehittää yhteneväistä kielitodistussysteemiä myös yliopiston ulkopuolisiin tarpeisiin, stipendienhakuihin ym. Työelämän kielidiplomi ei näitä tarpeita täytä.

Yliopistoväen keskuudessa parhaiten tunnetut kielikeskuksen palvelut lienevät itseopiskelustudio, jossa itseopiskelun ohjaajien kanssa voi opiskella 37 kieltä, ja käännös- ja kielentarkastuspalvelumme, jossa yliopiston palveluksessa päätoimisesti olevat henkilöt voivat tarkistuttaa vieraskielisten tekstiensä kieliasun. Käännöspalvelusta emme voi puhua suureen ääneen, koska ainoa kääntäjämme joutuu tällä hetkellä keskittymään vain yliopistomme keskushallinnon tarpeisiin. Mutta myös itseopiskelun ja tarkastuspalvelun kehittäminen jatkuu.

Juuri tällä hetkellä on itseopiskelustudion uusiminen ajankohtainen asia: remontti alkaa heti lukukauden päätyttyä joulukuussa: välineistöä uusitaan, saadaan ensimmäiset kaksi mikroa ja kaksi tv-vastaanotinta opiskelijoiden käyttöön. Pääsemme siis kokeilemaan tietokoneavusteista kieltenopetusta, ja itseopiskelustudion käyttäjät voivat katsella myös videoita.

Kielentarkastuspalvelun kehitysohjemaan on kuulunut sekä kielentarkastajien että alkuperäistekstien tuottajien koulutusta. Englanninkielistä tieteellistä kirjoittamista käsittelevistä tutkimuksesta on tekeillä julkaisu, ja mahdollisesti voitaisiin saada aikaan tutkijoille käsikirja vieraskielisen kirjoittamisen apuneuvoksi.

Kielikeskus tutkimuslaitoksena

Opetus ja tutkimus käyvät käsi kädessä. Opettajien pitäisi voida hyödyntää alan tutkimustuloksia työssään. Tutkimus taas saa aiheensa todellisesta elämästä ja pyrkii vastaamaan todellisiin kysymyksiin; ei siis tutkimusta vain tutkimuksen vuoksi.

Tutkimuslaitoksena kielikeskus olisi aivan ihanteellinen. Suomalaisten kieltenoppiminen on lähes valkea laikku, terra incognita. Samoin puuttuu tutkimusta siitä, miten suomea opitaan vieraana kielenä. Erinomainen kontrastiivisen tutkimuksen lähtökohta on kaksikielisen yliopistomme luoma mahdollisuus vertailla äidinkielenään suomea ja ruotsia puhuvien opiskelijaryhmien tuloksia keskenään. Tutkimusta kaipaisivat lisäksi metodien sopivuus suomalaisten opetukseen ja testaukseen, olemassaolevien testien taso ja arvo jne. jne.? Lisänä voisivat olla tilaustyönä tehtävät tarvekartoitukset sekä erilaisten kielikurssien evaluoinnit.

Tutkimusta voitaisiin siis kehittää, mutta tämänhetkinen tilanne on vielä hyvin toisenlainen. Kielikeskuksemme on meneillään yksi varsinainen tutkimusprojekti, kontrastiivinen tutkimus tieteellisen tekstin kirjoittamisesta suomeksi ja englanniksi. Tuloksia on jo saatu, ja rahoitustakin, vaikka projektin tulevaisuus on tällä hetkellä budjetin varjossa.

Kielikeskusten tarpeita täyttävää tutkimusta voisivat parhaiten tehdä kielikeskuksen opettajat tutkijakoulutusta saatuaan. Jos olisi mahdollista irrottaa opettaja joksikin aikaa opetustyöstä, lyötäisiin monta karpästä yhdellä iskulla. Ensinnäkin tutkimus voitaisiin parhaiten kohdistaa juuri akuutteihin ongelmiin. Toiseksi, tutkija tietäisi kaikki kielikeskuksen resurssit ja tuntisi tutkimukseen tarvittavat välineet juuri kielikeskuksessa. Yhteistyö ja -ymmärrys muiden kollegoiden kanssa olisi jo olemassa, ja koehenkilöt ja kokeilutilanteet saataisiin suoraan kielikeskuksesta. Neljänneksi, välttyttäisiin tutkimuksen norsunluutornilta, kun tutkimuksen tekijä olisi kielikeskuksessa, toisten ulottuvilla, yhdessä pohtimassa eteen tulevia

ongelmia ja saamassa muilta virikkeitä tutkimuksen kuluessakin. Kun kaikki nykyään katsovat pystyvänsä arvostelemaan kieltenopetusta, usein unohtetaan, mitkä asiantuntijaresurssit meillä onkaan itse kieltenopettajissa.

Helsingin kielikeskuksessa tutkimus on vähäistä sitäkin syystä, että yliopistossamme ei ole soveltavan kielitieteen laitosta. Laitoksen puute tarkoittaa myös kirjaston puutetta. Tähän on tulossa kuitenkin korjaus, kun yliopistomme on myöntänyt meille kirjaston aloitusmäärärahan tälle vuodelle. Tämä kirjasto tulee varmasti palvelemaan kieltenopettajia laajemminkin.

Tulevaisuuden visioita

Joskus aikoinaan kahvipöytäkeskustelussa tuli esille ajatus kielikeskuksen rakentamisesta Baabelin tornista, jossa kullakin kielellä olisi ainakin oma kerroksensa materiaaleineen ja monipuolisine opetusvälineineen. Virallista aloitetta ei tornin rakentamisesta ole tehty eikä varmaan tehdäkään, mutta muutamia tärkeitä uusia ajatuksia torniin liittyi.

Kieltenopetuksen keskittäminen johonkin tiettyyn paikkaan yliopistossa on hyvä asia. Esimerkiksi alan kirjallisuuden sijainti opetustilojen lähellä on välttämätöntä. Itseopiskelun rajaaminen yhteen itseopiskelustudioon vähentää sen käyttömahdollisuuksia. Esimerkiksi ESADEssa Barcelonassa ollaan juuri rakentamassa eräänlaista "Baabelin tornia", jossa jokaisen kerroksen aulaan on tehty muutama itseopiskelupaikka tietokoneineen ja materiaaleineen. Toisinsanoen, opiskelijat voivat käyttää hyödyllisesti kaiken aikansa, jopa lyhyet välitunnit. Myös kaikkien kielikurssien materiaalit ovat opiskelijoiden ulottuvilla, jotta opiskelija voi itse harjoitella tunneilla oppimiaan asioita.

Minun tornissani olisi myös lukustudio ja kirjoitusstudio. Lukustudiossa olisi varattu tietyt ajat eri kielillä lukemista varten, ja sinne saisivat tulla lukemaan opiskelijat tenttikirjojaan ja tutkijat alansa kirjallisuutta. Paikalla olisi muutama opettaja

neuvomassa tiukan paikan tullen. Samalla periaatteella toimisi kirjoitusstudio, jossa tietokoneitten ääressä istuvat kirjoittajat voisivat pulmissaan kääntyä paikalla olevan opettajan puoleen. Luultavasti sekä luku- että kirjoitusstudion käyttäjistä työskentelisi englannin kielellä, mutta jo alkuvaiheessa pitäisi varata myös muille kielille omat aikansa, jotta tutkintovaatimuksiin voitaisiin ottaa esimerkiksi norjankielisiä kirjoja. Tällainen lukustudio ehkä rohkaisisi opiskelijoita lukemaan tenttikirjoja alkukielillä eikä ajan hampaan syömiä, usein hyvin virheellisiäkin opiskelijasukupolvien laatimia äidinkieliä lyhennelmiä.

Illichiläisittäin meillä voisi kullakin olla kansalaisen elinikäinen kieltenopetuksen luottokortti, jonka tarjoamat palvelut kukin saisi käyttäen elämänsä kannalta sopivimpaan aikaan. En tiedä, kuinka kielikeskukset voisivat palvella koko Suomen kansaa, mutta jos kunkin akateemisen kansalaisen myöhempään täydennyskoulutukseen kuuluisi esim. kaksi kielikurssia valmistumisen jälkeen, tilanne olisi vielä jotakuinkin hallinnassa, ja varsinaiseen työelämään ja sen vaatimuksiin tulisi paremmat yhteydet.

Tämänkin lisäksi kielikeskuksessa löytyisi kehitysmahdollisuuksia. Tarvittaisiin esimerkiksi kieltenopettajien jatkokoulutusta ja perusopetusharjoittelua aikuiskasvatuksen alueella toimiville kieltenopettajille. Kieltenopetuksen laajalla saralla on nyt todella aika yhdistää voimavarat. On turha erottaa pieniksi saarekkeiksi näin pienessä maassa, jossa on ehkä maailman kunnianhimoisin kielten opetusohjelma. Yhdessä pitäisi pohtia, ei ainoastaan kielten opetusta, vaan myös siihen nivoutuvaa kulttuurien opetusta. Eikä tässä ole kysymys vain rahasta vaan pääasiassa yhteistyöhalusta.

THE ORGANIZATION OF FOREIGN LANGUAGE TEACHING IN ESTONIA

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My article is rather a superficial view than an expert assessment of the lay of the land. I shall concentrate on the teaching of English, which has been the leading foreign language in Estonia. Russian, which was to be everybody's second language, had a privileged status and was never called foreign; during high tide periods of Russification it even used to be labeled as the second mother tongue.

Let us begin with a few glimpses of the *historical background*. Until quite recently the English taught in Estonia used to be (and still is in the Soviet Union) almost an extraterrestrial language. Very few people has seen or heard it spoken in real life. Among the teachers of English there were some who had been to England before the war. Having been there was considered a crime, so it was safer not to mention the fact to anyone. In my student years - around 1960 - there were half of a dozen people in Estonia (three in Tartu and as many in Tallinn) who spoke English as their mother tongue or had acquired it in childhood. One of them still lives in Tallinn. Where books could not help, they were the only available sources of ultimate truth about English for the whole Estonian nation. But often they could not help either, as they, too, had been separated from living English for decades.

The books were even more dated. The Soviet Union would not publish or buy any book where the rotten bourgeois society was reflected without criticism. When in 1963 an FL department head reprinted the Linguaphone conversational course (copyright laws were quite unknown here at that time, and are often violated still), she was severely reprimanded for propagating the bourgeois way of life, especially for having included the pictures where people appeared in even-

ing dress or lived in beautiful houses. Textbooks were mainly based on classical fiction of the 19th century - Galsworthy, Dreiser and Fast. Thus the English we used to learn and teach was largely the 19th century English. The best and only textbook of contemporary English was the British communist paper Morning Star that one could occasionally buy at newsstands.

Only the Finnish television has given north Estonians the privilege of hearing contemporary English. Otherwise whatever reached us from the English-speaking world was translated; the rare films we saw at our cinemas were always dubbed into Russian. Only the songs in the films were undubbed - instead, the announcer would read the Russian translation of the lyrics on the muffled background of the original song... But all this was a minor tragedy, compared to the long, complete and hopeless isolation from the outer world in general.

At school the beginning of FL teaching has varied around the fifth form. Under the newest curriculum it begins in the 6th form; the previous curriculum launched it in the 4th form. Many people think that the best results were achieved about 30 years ago when English was taught only for the four (last) years of secondary school but with a larger number of lessons per week. Otherwise the number used to be very small, down to a ridiculous one lesson per week in some senior forms.

School textbooks have been compiled by our own teachers of English. They should be complete with numerous supplements, of which only workbooks and teacher's books are printed. The other study-aids, such as books of supplementary exercises or cursory reading, cassettes, flash cards, tables, are usually in short supply or not

issued at all - for lack of production capacity, they say.

On the other hand, teachers complain that the textbooks are overloaded with material and too difficult. I decided to try and teach by them. The 6th form textbook has been devised for two periods a week. Now there are four periods a week for that textbook, and I still hardly manage to do everything the authors suggest in the teacher's book. It is even fortunate that the supplementary material is lacking!

There are several schools in a number of Estonian towns where foreign languages are taught already *from the first form*. There are so-called English-biased, German-biased, and even one or two French-biased schools. They use special sets of textbooks and study-aids. There are also schools where there is just one specialized class for a foreign language starting in the first form. Children are tested for sound imitation and memory before admission to such schools or classes, and competition between children is tough. Since the schools are considered elitist, there is sometimes competition between their parents as well.

From the 6th form upwards some other subjects (geography, literature) are taught in the foreign language. Some specialized FL schools introduce another FL at an intermediate stage (6th form or later).

Where local authorities refuse to allot money for such early FL classes, they may be organized at the parents' expense.

Foreign languages are also compulsory at *specialized secondary and vocational schools*. Some of them are well equipped and attract good teachers; but few attract good students, since after finishing the basic school (9 years) most children prefer (or rather their parents want them to prefer) the ordinary secondary school, and the more able ones are admitted there.

In *higher education* a FL course is compulsory for two years; it is meant to provide ESP (or GSP if the student has learned German in secondary school),

primarily reading skills in the area of the student's major studies. However, so far - due to low motivation - the command of FL people get from secondary school has mostly been poor. I once tested four dozen freshmen from different faculties for their knowledge of English. The test was compiled exclusively on the basis of what they were supposed to have learned during their first year of English (the 5th form). In spite of six more years of study in the subsequent forms, the average result was that they knew only 53 % of the elementary vocabulary and grammar. The poorest knew about 10 %, which, if extrapolated over the whole of the secondary school material, would virtually be zero.

Hence the first year in higher education is usually planned for rebuilding an elementary knowledge of the language which is to be transferred to special literature in the second year. But one 90-minute class a week is merely enough to slow down the forgetting speed of the little that students have memorized - unless a student is an enthusiast. About 15 % are; the rest find FL learning a torture. It remains to be hoped that the current explosion of international contacts will increase the interest in FL among students - as it has already done among working people, within the past one or two years.

Interested students can learn other foreign languages at free optional courses. Tartu University offers a wide choice of such courses, whereas at the Teacher Training Institute the choice is very limited.

Post-graduate students have to take an exam in a FL at the beginning and the end of their course, and are entitled to free training in it. Those people are usually intelligent enough to learn to read their speciality literature in a FL and often to speak the language as well, but rarely to write it. To translate their summaries or articles or papers into a FL, they need the services of translators.

Outside the Ministry of Education network, there is a *Language Centre* in

Tallinn where a number of foreign languages are taught both to adults and schoolchildren. These courses are extremely popular now. Before a new intake in autumn, people queue up overnight to get admitted. The courses have fees, of course.

A year or so ago a boom of *language teaching cooperatives* started. The cooperatives charge high fees and pay high salaries to teachers - already up to 15 roubles for a 45-minute lesson, which is 7 times the pay a teacher gets at school, and until last month, 4 times the pay one could get teaching part-time in higher education. Nevertheless, i.e. in spite of high fees, the demand is soaring, and the result is that schools and universities are being drained of FL teachers. Only three years ago English teachers' jobs were scarce at Tallinn schools (not so outside Tallinn), today teachers are becoming scarce. Some of the newest cooperatives have also begun to offer courses in business English.

Doubts are in the air about the quality of teaching at those numerous cooperatives. For instance, they employ our FL students, some of whom are making very slow academic progress at the Institute.

FL teachers are trained in two places: at the Tallinn Teacher Training Institute and at Tartu University. The training is more professional in Tallinn and more academic in Tartu, but the graduates of both have mainly been placed in jobs as school-teachers. Now compulsory job placement has been done away with. Both institutions train teachers of English and German. Tartu used to admit twice as many FL students as Tallinn; they have also had a few intakes of students of French in Tartu. The trouble is that many graduates are reluctant to work as teachers; some would rather use their FL skills as members of hotel staff, tourist guides, or even as chambermaids. Hence there is a growing lack of FL teachers in provincial and country schools. Few graduates consent to leave Tallinn, even when they are badly wanted back home.

The annual intake of students of English at the Tallinn Teacher Training Institute used to be 16 (and 9 students of German). Their degree qualifies them as secondary school teachers of English and basic school teachers of German (vice versa for students of German). This academic year, with the FL learning boom, 39 students of English were admitted, and among them a record of seven boys against the usual zero to two.

We have been using home-made textbooks and study-aids for our students, along with those published in Russia. Only now that our lecturers are allowed to go to courses in England have we been able to bring back photocopied pages and whole textbooks. With our miserable copying facilities, we are hardly violating copyright: with next to no hard currency there is no way of getting either copying machines and materials or an adequate supply of textbooks. Poor equipment and old-fashioned textbooks and teaching methods are problems all over Estonia. There are many schools, including those where our student teachers have their teaching practice which have only one reel-to-reel tape recorder which ceased to function years ago. Communicative or discourse teaching methods are only theoretical notions to some FL teachers; to others they mean hardly anything. Suggestopedic teaching is beginning to gain ground in cooperatives: there might be a dozen teachers in Estonia who have had some expert training in that method.

Perhaps the picture I have painted looks a bit sad and gloomy. But it is becoming the picture of the past. There is every reason to be optimistic. This is the case at least at the Teacher Training Institute, where the lecturers' salaries are being raised, their teaching hours reduced, and the number of students to be trained as FL teachers is increasing. Next year for the first time two new degree courses will be introduced - for future teachers of Swedish, and Finnish! As the saying goes: the situation is brilliant but not hopeless.

TIEDOTUKSIA ** INFORMATION

OSOITTEENMUUTOS ** CHANGE OF ADDRESS

HUOMIO!

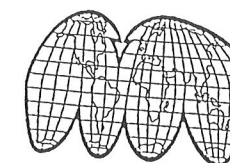
Jyväskylän yliopiston ja samalla Korkeakoulujen kielikeskuksen postiosoite on muuttunut. Uusi postiosoite on Jyväskylän yliopisto, PL 35, 40351 Jyväskylä.

PLEASE NOTE!

The postal address of the University of Jyväskylä and the Language Centre for Finnish Universities has changed. The new postal address is University of Jyväskylä, PL 35, 40351 Jyväskylä.

Nauhoitepalvelu tiedottaa

UUSIA ÄÄNITTEITÄ



ENGLANTI

BBC YOUR WORLD

37/90	Refugees: A Fourth World?	14'04"
38/90	Is Tourism Really Good for Your Country?	14'02"
39/90	Macho Man and Pornography	14'07"
40/90	How Can More Women Get into Politics?	14'02"
41/90	The Paranormal - Does It Exist?	13'54"

BBC THE WORLD OF BOOKS

37/90	"Apples in the Snow" (by Geoffrey Moorhouse)	5'09"
	"Like Life" (by Lorrie Moore)	4'10"
	"Alarms and Excursions - 30 Years in Israel" (by Naomi Shepherd)	4'30"
	"The Gate of Angels" (by Penelope Fitzgerald)	4'45"
	Miniature Book Society	5'50"
38/90	"The Burden of Proof" (by Scott Turow)	4'37"
	"The Chatto Book of Love Poetry" (ed. by John Fuller)	5'
	"Pacific Destiny" (by Robert Elegant)	4'25"
	"The Racket" (by Anita Mason)	4'25"
	CD ROM	6'08"
39/90	"Dickens" (by Peter Ackroyd)	5'20"
	"Islamic Frontiers of China" (by How Man Wong & Adel Dajani)	5'40"
	"Brazzaville Beach" (by William Boyd)	5'25"
	"Burton - Snow upon the Desert" (by Frank McLynn)	4'22"
	"Lady Boss" (by Jackie Collins)	3'30"
40/90	"Darcy's Utopia" (by Fay Weldon)	4'45"
	World Mystery Convention	6'35"
	"The Life and Times of Hercule Poirot" (by Ann Hart)	4'40"
	"Living with Dreams" (by Dr. Roderick Peters)	3'15"
	"Impressionist Dreams" (by John Russell Taylor)	4'58"

41/90	"My Son's Story" (by Nadine Gordimer)	4'55"
	"Proust: A Biography" (by Ronald Hayman)	5'40"
	"Legacies" (by Bette Bao Lord)	3'55"
	"Teaching Little Fang" (by Mark Swallow)	3'55"
	Poetry International	5'40"

BBC INTERNATIONAL PROFILE

37.	Charles Glass (an American journalist held hostage in Beirut in 1987)	14'08"
38.	Sir Ralf Dahrendorf: Politician, Sociologist and Academic	14'10"

BBC SCIENCE MAGAZINE

34/90	Salty Solution to Climate Change	6'45"
	High Resolution Optical Astronomy	6'58"
	Petrol from Coal	4'25"
	Folding Designer Proteins	5'15"
35/90	Annual Meeting of the British Association for the Advancement of Science:	
	Polar Science Reveals 2 Degree Warming	5'07"
	Salmonella Vaccines	5'02"
	Genetic Diversity: Does It Matter?	5'50"
	The World's Largest Machine, and What It Has Found	6'55"
36/90	Mine's a Gene & Tonic	4'35"
	Algae Power	6'05"
	A Star Is Born	8'07"
	Iron to Stimulate Phytoplankton	4'12"
37/90	Rock-Eating Snails	6'49"
	Fuel from Water and Sunlight	4'51"
	Big Bang May Go with a Whimper	4'55"
	Mini Black Holes	6'30"
38/90	Levitating Goldfish	4'11"
	Plant Protein May Stop HIV	5'32"
	Contrasting Views of Hunter-Gatherers	6'17"
	Slimming Standard Puzzles Weightwatchers	6'21"
39/90	The Blood/Brain Barrier	5'07"
	New Hepatitis Virus	5'09"
	New Electron Microscope	6'04"
	Geospace	5'56"

40/90	Built-In Magnetic Compass for Salmon	5'38"
	Bridging the Synaptic Gap	4'46"
	Ocean Mud As a Record of Climatic Change	5'26"
	Chemists Make a Molecular Junction Box	6'36"
41/90	A Computerised Noah's Ark	7'45"
	Flight of the Bumblebee	6'36"
	Pigments of the Imagination	7'43"

BBC HELLO TOMORROW

37/90	The Fruit Book	4'26"
	Roof Top Gardens in Colombia	2'25"
	Lesotho's Health Minister Speaks Out	4'48"
	The Seeder Weeder	2'52"
	Syringes That Stop AIDS Spreading	2'35"
	Learning from Wars	3'54"
	Chilli Growing in the Solomon Islands	2'18"
38/90	Oral Rehydration Made Safer	4'22"
	Strengthening Houses against Hurricanes	2'23"
	Water Problems in the Occupied Territories	4'17"
	News Round Up	1'
	Snails in the Desert	4'42"
	Teaching Villagers New Skills	3'24"
	Amazonian Indians and the Generation Gap	3'33"
39/90	Zimbabwe's Campfire Scheme (1)	4'20"
	Cyclone Resistant Buildings	2'35"
	Zimbabwe's Campfire Scheme (2)	3'04"
	Integrated Pest Management	2'35"
	The Resurrection Plant	4'18"
	Health Campaigns in the Caribbean	2'59"
	Health Research	3'30"
40/90	Technology Transfer - Blight or Blessing?	3'48"
	Street Children in Brazil	5'35"
	Multi Storey Farming	2'07"
	Child to Child	3'38"
	Keeping the Water Flowing	3'03"
	Timber Poles for Construction	2'29"
	Pits for Planting	2'19"

TIEDUSTELUT JA TILAUKSET: 941-603 525/MAIJA TUMPPILA

Tapahtumia

Vorankündigung

NORDISCHE KONFERENZ ZUR VIDEODIDAKTIK

- Termin: 14. - 17. 5. 1991
- Ort: Kalmar/Schweden
- Themen:
- Analysen mündlicher Kommunikation
 - Videodidaktik und Arbeit mit Video im Unterricht
 - Vorstellung vorhandener Videos für den DaF-Unterricht:
 - kommerzieller Markt
 - Eigenproduktionen
- Veranstalter: TBV Avdelning Kalmar län/Schweden
Zentrales Spracheninstitut Jyväskylä/Finnland
Goethe-Institut Stockholm
- Programm:
- Plenarvorträge (45 min)
 - Vorträge und Demonstrationen (45 min)
 - Kurzvorträge und Demonstrationen (20 - 30 min)
 - workshops

Lehrmittelausstellung, Exkursionen

VORANMELDUNG UND CALL FOR PAPERS

Ich möchte an der Nordischen Konferenz zur Videodidaktik teilnehmen und

- einen Vortrag/eine Demonstration halten keinen Vortrag halten
- Vortrag/Demonstration (45 min) Kurzvortrag/Demonstration (20 - 30 min)

Thema:

.....
.....

Name, Anschrift, Telefonnummer:

Weitere Informationen zum Programm und den Teilnahmegebühren erhalten Sie in der nächsten Ausgabe der "Kielikeskusuutisia" oder bei:
Wolfgang Krause, TBV Avdelning Kalmar län, Norra vägen 35, S-39234 Kalmar und
Sabine Ylönen, Zentrales Spracheninstitut Jyväskylä, Seminaarinkatu 15, SF-40100
Jyväskylä.

SEMINAR/WORKSHOP**EVALUATION MÜNDLICHER SPRACHFERTIGKEIT****ORAL PROFICIENCY EVALUATION**

am 1. und 2. Februar 1991

February 1-2, 1991 in Jyväskylä

In this workshop we will deal with techniques of interviewing for proficiency testing purposes.

This will be done by analysing test video material under the guidance of the below mentioned lecturers, as well as by doing and analysing interviews on the spot.

The workshop is aimed at the present and potential future interviewers of the following tests: The Finnish Foreign Language Diploma for Professional Purposes (Työelämän kielidiplomi) and the Certificates for German Language of the Goethe-Institut.

This workshop will be held bilingually, in German/English, with two working groups, one in German and one in English.

The number of participants is limited to 30 persons.

We kindly ask each participant to arrange his/her accommodation in Jyväskylä. The programme will be sent in January 1991. Deadline for registration is December 31, 1990.

The lecturers and group leaders are:

DAVID MARSH (University of Jyväskylä)

LIISA SALO LEE (University of Jyväskylä)

SAULI TAKALA (University of Jyväskylä)

HUGO ZENKNER (Goethe-Institut Helsinki)

Registrations to: Continuing Education Centre
University of Jyväskylä
Gerhard Kohl
PL 35
40351 Jyväskylä

phone 941-603 741

In dieser Veranstaltung beschäftigen wir uns mit INTERVIEWTECHNIK in Testsituationen.

Beschäftigen heißt einmal die Analyse von Videomaterial unter Anleitung und Moderation der u.g. Referenten, wie auch die Durchführung und Analyse von Interviews vor Ort.

Dieses Seminar wendet sich besonders an (potentielle) Interviewer im Zusammenhang mit dem FINNISCHEN BERUFSSPRACHEN-DIPLOM (TYÖELÄMÄN KIELIDIPLOMI) und den ZERTIFIKATSPRÜFUNGEN des Goethe-Instituts.

Die Veranstaltung wird zweisprachig - Deutsch/Englisch - ausgerichtet, wobei sich sowohl eine deutsch- als auch englischsprachige Arbeitsgruppe bilden wird.

Die Teilnehmerzahl ist auf max. 30 Personen begrenzt.

Alle Interessenten bitten wir, sich selbst um die Übernachtung zu kümmern. Das Programm wird im Januar 1991 an die Teilnehmer verschickt. Anmeldungsschluß ist der 31.12.1990.

Die Referenten sind:

DAVID MARSH (Universität Jyväskylä)

LIISA SALO LEE (Universität Jyväskylä)

SAULI TAKALA (Universität Jyväskylä)

HUGO ZENKNER (Goethe-Institut Helsinki)

Anmeldungen bitte an: Universität Jyväskylä
Fortbildungszentrum
Gerhard Kohl
PL 35
40351 Jyväskylä

Tel. 941-603 741

THE FIRST PILGRIMS TEACHER TRAINING COURSE IN FINLAND!

Pilgrims and The Centre for Continuing Education at Lappeenranta University of Technology will arrange:

AN INTERNATIONAL TEACHER TRAINING WORKSHOP

in Lappeenranta between 7th and 11th January 1991.

For: Language Centre teachers of (oral) English or other languages. English teachers from other language schools are also welcome.

Venue: The Language Centre at Lappeenranta University of Technology

Language: English

Aims: To update the participants' teaching methods and to give them new ideas about classroom management and student centered-language learning.

Provisional Content:

1. The use of authentic teaching material:
 - Newspapers, radio, company documentation etc.
2. The use of visuals:
 - Active video viewing techniques
3. Business and professional activities:
 - The use of case studies, simulations and role play
 - "Design" games for technical students
 - Teaching business people English the way they are taught business
4. Cross-cultural awareness

Teacher: Judith Baker or Sheelagh Deller

Price: 2000 mk (the price includes tuition, hotel + breakfast, morning coffee, lunch and afternoon coffee)

Enrolment: Please fill in the enclosed enrolment form and send it by 14th December 1990 to:

Lappeenrannan teknillinen korkeakoulu
Täydennyskoulutuskeskus
PL 20
53851 LAPPEENRANTA

Additional Information:

Ola Berggren	tel. (953) 177 43
Lea Hirvonen	tel. (953) 574 3902
Kirsi Silvennoinen	tel. (953) 574 3903

**VAKKI - Vaasan korkeakoulun
käännösteorian ja ammattikielten tutkijaryhmä**

SEMINAARIKUTSU:

*Tervetuloa 9.-10.2.1991 Vöyrillä järjestettävään
XI VAKKI-seminaariin, jonka päätemoina ovat:*

Erikoiskielten ja käännösteorian tutkimus

Seminaarien tarkoituksena on toimia erikoiskielten, käännösteorian ja niihin läheisesti liittyvien alojen tutkijoiden kansainvälisenä ja monikielisenä koahtamispaikkana. Tällä kertaa palaamme vanhaan käytäntöömme ja toivomme, että kaikilla osanottajilla olisi esitelmä.

Toivomme seminaariin erikoiskieliä, leksikologista ja leksikografista tutkimusta koskevia esitelmiä ja tutkimusraportteja (20 esitelmä +10 min. keskustelu). Näiden lisäksi järjestetään sektioesitelmiä (20+10 min.) sekä workshop-työskentelyä seuraavista erikoisteemoista (15 min. esittely +15 min. keskustelu):

Kääntäminen ja kansainvälistyminen (esim. kulttuurien välinen viestintä, kääntäminen ja tiedottaminen, intralinguaalinen kääntäminen ja popularisointi, verbaalinen ja non-verbaalinen viestintä käännösprosessissa, kääntäminen ja tietokoneingvistiikka (ei demonstraatioita)

Vieraina: Dr. Hans Lindquist Lundin yliopistosta ja Prof. Dr. Justa Holz-Mänttari Tampereen yliopistosta

Yhteyshenkilöt: Rune Ingo (961-248 132, pääteposti: Rune.Ingo@wmac00.uwasa.fi; ei lolkakuu) ja Hartmut Schröder (961-248 154, pääteposti: his@uwasa.fi; ei joulukuu)

Terminologian teoria

Vieraina: Dr. Gerhard Budin Wienin yliopistosta

Yhteyshenkilö: Anita Nuopponen (961-248 155, pääteposti: nuopponen@gado.uwasa.fi)

Osallistumismaksu on 500 mk, johon sisältyy yöpyminen kahden hengen hotellihuoneessa, ateriat, linja-autokuljetukset (Vaasa-Vöyri-Vaasa) ja seminaarijulkaisu. Linja-auto Vöyrille lähtee lauantaiamuna klo 8.40 ja palaa Vaasaan sunnuntaina n. klo 16.00. Lähempiä tietoja seminaarista antaa Anita Nuopponen, puh. 961-248 155, pääteposti: nuopponen@gado.uwasa.fi; fax: 961-248 208. Ilmoittautumisten tulee olla perillä viimeistään 14.12.1990 ja esitelmien lyhennelmien viimeistään 15.1.1991.

Vaasassa 11.10.1990

Hartmut Schröder
puh.joht.

Marianne Nordman
varapuh.joht.

Ilmoittautumislomake s. 32.

Computers in English language education and research

The aim of the course is to examine recent developments in the use of computers in major areas of English language education and research, with special reference to CALL (computer-assisted language learning).

Emphasis will be given to:

the need to explore interconnections between major areas of application mentioned in the list of topics below

the need to investigate both hardware and software capabilities

the need for full discussion of computer technology in relation to the professional and other concerns of course members

the need for awareness of future developments as well as practical current realities

The following topics will be covered:

- CALL (computer-assisted language learning), including recent practical classroom experience of CALL
- computational linguistic research in areas such as English grammar, lexicography and speech processing
- computer-based English language testing

The course will contain:

lectures and demonstrations (including demonstrations of software and hardware)

discussions in which course members will be encouraged to explore both practical and more general issues regarding the educational and research use of computers

workshop-sessions in which course members will be able to experiment with both education- and research-oriented software

The Co-directors of Studies will be Mr Scott Windeatt, Language Centre, University of Newcastle upon Tyne, and Professor Geoffrey Leech, Department of Linguistics and Modern English Language Education, and Institute for English Language Education, Lancaster University.

Visiting speakers are expected to include the following:
(areas of expertise are indicated in italics)

Professor Graham Davies
Recent developments in Information Technology (IT) and language learning in the UK
Ealing College of Higher Education
David Eastment
CALL in the EFL classroom
Bell Educational Trust, Cambridge
Tim Johns
CALL for teaching English as a foreign language
University of Birmingham

3 - 15 April 1991
Lancaster

Dr Peter Roach
Spoken language: interaction with the computer
University of Leeds
Professor John Sinclair
Text processing in English language research
University of Birmingham
David Scarborough
Text and Hypertext
City of London Polytechnic

Lecturers from Lancaster University are expected to include the following:

Barry Forde
Hardware, networks and communications
Department of Computer Services
Dr Gerry Knowles
Computer phonetics: text-to-speech processing
Department of Linguistics and Modern English Language Education
Dr Jenny Thomas
Educational and research uses of databases
Department of Linguistics and Modern English Language Education

Qualifications of members

The course is intended for experienced English language teachers and educators. Emphasis will be on key practitioners rather than on administrators or policy makers. Although it is not assumed that course members will have experience of programming or in the use of computers, such experience will be a valuable background for the course. Course members who have such experience will be encouraged to share it with others, eg through discussions or short presentations.

Numbers

There are vacancies for 30 participants.

Fee and accommodation charges
Course fee: £660
Accommodation charge: £325
Total fee: £985

This course is residential only.
The total fee includes academic programme, accommodation and all meals.

Location and accommodation
The course will take place at Lancaster University. Participants will be accommodated in modern single study bedrooms with wash handbasins. Bathroom facilities will be shared.

Applications
Applicants are advised to apply before 4 January 1991.

in Helsinki by 21.12.1990

The British Council
Erottajankatu 7, 00130 Helsinki
Tel. 90-640 505

SOCIETY FOR EFFECTIVE AFFECTIVE LEARNING
on Friday 22nd, Saturday 23rd and Sunday 24th March 1991
at the University of Reading

PATHWAYS TO POTENTIAL

The Conference will cover the latest developments in Accelerated Learning, Suggestopedia, Neuro-Linguistic Programming, Psychosynthesis, Yoga, Autogenic Training, Alexander Technique and other methods designed to help learners, trainers and teachers achieve their full potential. Leading experts from East and West will conduct workshops. The Conference will be of particular interest to trainers from industry, teachers of languages and other subjects, and individuals wishing to develop Creativity, Study Skills, Interpersonal and Presentation Skills. It will be particularly helpful to those engaged in discovering and developing potential in children regarded as handicapped or slow learners.

Speakers, from East and West, include:

BAILEY Kathey, from Northampton, U.K.. A trainer in the use of Right Brain Techniques to help business people develop study skills.
BAUER Dr. Rupprecht, from the Universität Gesamthochschule, Essen. Author of the book "Suggestopedia" and of numerous articles on Suggestopedia.
BROOKS Stephen, from British Hypnosis Research. A specialist in the application of NLP to improve problem solving and developing new thinking strategies in industry. His workshop, which will be presented with Paul Hobbs of MK Electric, will be entitled "The Application of Neuro-linguistic Programming (NLP) in Industry".
BURDEN Dr. Robert, Director of the Centre of Applied Psychology, University of Exeter, co-worker with Professor Reuven Feuerstein on Structural Cognitive Modifiability, a method which has achieved apparently miraculous success in raising the intelligence of backward children.
CHITTANANDA Pat, Chairperson of the British Wheel of Yoga and Alexander Technique teacher. Her workshop will be on the Alexander Technique.
DAUNCEY Guy, of Vancouver, Canada, author of "After the Crash".
DIAMOND Dr. Marion, Anatomy/Physiology Professor at the University of California (Berkeley) and author of two books and more than a hundred articles on Neuro Science.
EVANS Roger, London, Director of Creative Learning Consultants and author of the book "The Creative Manager".
FLAK Micheline, of R.Y.E. (Research on Yoga in Education), Paris. A teacher of yoga and of English and creator of a method of introducing yoga into the classroom to help children concentrate and learn better.
GATEVA Dr. Evelina, Centre of Suggestology and Development of the Personality, Sofia University, Bulgaria - Teacher of Languages by Suggestopedia.
HERON John, Founder of the Human Potential Research Project - a pioneer centre for experiential learning and enquiry at the University of Surrey.
HOBBS Paul Training Manager of M.K. Electric, London, who will conduct a joint workshop with Stephen Brooks on N.L.P. in industry.
HOOPER Grethe, Suggestopedic EFL teacher from Florence, Italy who will give a workshop entitled "Shaping our Own Reality".
HOW Ludi - of Malmesbury, Wiltshire, Practitioner in Stress Recognition and Management, executive member of the British Association for Autogenic Training and Therapy. Her workshop will introduce ways in which AT can increase self confidence and clear pathways to an individual's potential resources.

KITAIGORODSKAJA Professor Galina, University of Moscow - Director of "Intensive" (Suggestopedic) Language Teaching.
KUSHLIK Dr. Albert, University of Southampton, specialist in the development of the potential of handicapped children. The title of his workshop will be "Enjoying Working with People who have Severe Challenging Behaviour".
LOZANOV Dr. Georgi, Centre of Suggestology and Development of the Personality, Sofia University, Bulgaria. Creator of Suggestopedia.
MERRITT Stephanie, of San Diego, USA, Educator, Consultant and internationally-known lecturer in the field of Accelerated Learning, will give a workshop on "Learning with Music and Imagery".
MILLER Alison, of Synergistic Learning, USA, an internationally recognised teacher, trainer, consultant and writer, who has recently been teaching by Suggestopedia in Japan.
PALMER Dr. Lyelle, President of SALT (Society for Accelerative Learning and Teaching), Iowa, USA., who will give a presentation on "The World's Greatest Kindergarten Results".
PARDO Enrique, France, Director of Pantheatre, an artistic association, the aim of which is to carry out theatrical and cultural research.
POSTLE Dennis, Richmond, Surrey Author of "The Mind Gymnasium" associate facilitator with the Human Potential Resources Project at the University of Surrey, Guildford. His workshop will be entitled "Emotional Competence - a Luxury or a Professional Obligation?".
RATELBAND Emile, of Holland, a successful businessman who has been especially selected by Anthony Robbins, author of "Unlimited Power", to conduct his personal development seminars throughout Europe.
ROSE Colin, M.D. of Accelerated Learning Systems, U.K., producers of home study language courses.
SPINOLA Roland, of the Herrmann Institut, W Germany, who has run a successful "New Learning" course for IBM, Germany, using Suggestopedic techniques to teach technical subjects.
WAGNER Hartmut, Director of SKILL Training in Heidelberg, W Germany, a group offering seminars for Creative Learning and Teaching.
WATKINS SEYMOUR Eileen, London NLP teacher trainer and counsellor.
WHITMORE Lady Diana, Director of the Trust for Psychosynthesis and Education, London, author of "Psychosynthesis in Education".

For full conference programme and enrolment form, apply to
The Chairman, S.E.A.L., Forge House, Kemble, Glos. GL7 6AD

UNIVERSITY OF CAMBRIDGE
SUMMER INSTITUTE IN ENGLISH AND APPLIED LINGUISTICS
LANGUAGE AND UNDERSTANDING

at Downing College, Cambridge
14 - 27 July 1991

Academic Director: Professor Gillian Brown

The Summer Institute in English and Applied Linguistics will be an intensive two-week course, taught by international experts. The Principal theme in 1991 will be language and understanding.

The course is intended primarily for university and college lecturers, teachers trainers and senior teachers of English. The aim will be to enable participants both to update their know-ledge and to discuss the recent developments in research with some of the leading authorities in the field.

The minimum qualification for attendance will be a Master's degree in applied linguistics or an equivalent qualification in EFL. A wide international audience is expected. Attendance will be limited to 60 places.

The Programme

On each morning in the programme, a well-known scholar will give an overview of recent developments relevant to an aspect of language understanding and, against this background, will go on to discuss the importance of one area for language teaching. Substantial time for discussion will be built into the time-table. In the afternoon, participants will divide into a number of workshops to explore the applicability of the morning's discussion in teaching, in assessment and in the preparation and evaluation of materials.

The programme is expected to include:

WEEK ONE

Understanding speakers from different speech communities
Professor Lesley Milroy (University of Newcastle)

Understanding, language and educational processes
Professor Christopher Brumfit (University of Southampton)

Relevance and understanding
Dr Deidre Wilson (University College, London)

Understanding texts
Dr Michael Short (University of Lancaster)

How syntax helps in understanding
Professor Keith Brown (University of Essex)

Understanding words
Jean Aitchison (London School of Economics)

Psychological processes and understanding
Dr Allan Garnham (University of Sussex)

How learners learn a second language
Professor Ellen Bialystok (York University)

Can understanding be measured?
Professor Bernard Spolsky (Bar-Ilan University)

Where understanding fails
Professor Gillian Brown (University of Cambridge)

The programme will be fully residential, and based at Downing College, in the centre of Cambridge.

The fee for the course will be £1,350, to include all teaching, accommodation in single bed sitting room and all meals.

The closing date for applications is 12 April 1991. They should be sent on the form on p. 33 to:

University of Cambridge Board of Extra-mural Studies
Madingley Hall, Madingley,
Cambridge CB3 8AQ, England

A registration fee of £100 should be sent with applications. The remainder of the fee should be paid in full by 1 June 1991. The registration fee will not usually be refunded if an applicant withdraws after acceptance.

Payment of fees from countries other than the United Kingdom should be made by VISA or Mastercard, sterling banker's draft drawn on a UK bank, crossed international money order, or a cheque drawn on a UK bank. Cheques should be made payable to "The University of Cambridge". Cash, personal cheques drawn on banks outside the UK and Eurocheques cannot be accepted.

A limited number of scholarships places will be available for participants from countries whose first language is not English. Details may be obtained from the address above.

First
Language International
 Conference
 in association with the
 University of Copenhagen

Teaching Translation and Interpreting
"Training, Talent and Experience"
 31 May - 2 June 1991
 Elsinore, Denmark

FIRST CIRCULAR

The conference is intended for

- teachers of translation, interpreting, and terminology
- company language trainers, and
- students at college/university level

The conference will be held during 3 days (31 May from 12:00 am to 2 June 14:00 pm, 1991). Each day will be filled with

- (a) a plenary address by a well-known specialist,
- (b) sectional papers on specific topics, and
- (c) a social/cultural programme

In order to allow for fruitful discussions and ample question time, the attendance will be limited to 100 participants only.

Call-for-papers

Sectional papers of about 30 minutes + 10 minutes question time are invited from specialists in translator/interpreter training. Suggested sub-themes:

- Art, craft and luck in translation and interpreting
- Interpreting & translation: similarities and differences
- Interpreting, consecutive
- Interpreting, simultaneous
- Terminology training
- Literary translation: theory, practice & criticism
- Technical translation
- Machine translation and its impact on translator training
- Translation theory & critique and translator training
- Translator/interpreter training programmes: What should a comprehensive course offer?

Submission of papers containing an informative title of up to 10 words and a one-page summary should be sent by 16 November 1990, to

Prof. Cay Dollerup
 Centre of Translation Studies and Lexicography
 University of Copenhagen
 Njalsgade 90
 DK 2300 Copenhagen S, Denmark

Place

LO-Skole, Elsinore, Denmark

Accommodation

Accommodation (room with bath) at the LO-Skole is included in the fee, unless participants wish to make their own arrangements.

Registration fee

Deposit before 1st January 1991: Dkr. 1000,-; Total fee Dkr. 3300,-
 after 1st January 1991: Dkr. 1400,-; Total fee Dkr. 3700,-

The full fee is payable by 1st March 1991. Cancellations received before 1 March 1991 will be fully refunded. After this date, but before 10th May Dkr. 500,- will be refunded.

Registration form on p. 34.

Aila '93

10TH WORLD CONGRESS OF APPLIED LINGUISTICS
 X^E CONGRES MONDIAL DE LINGUISTIQUE APPLIQUÉE
 FREE UNIVERSITY AMSTERDAM 8 - 15 AUGUST 1993

The Dutch Association of Applied Linguistics, ANÉLA, has the pleasure of inviting members of AILA-affiliates and other colleagues working in the field of Applied Linguistics to participate in the 10th AILA World Congress, which will be held in Amsterdam and will have as its main theme:

LANGUAGE IN A MULTICULTURAL SOCIETY

Programme outline

There will be four different kinds of presentation:

- Plenary papers by invited speakers
- Keynote addresses by invited speakers
- Section papers
- Poster sessions

There will be sections and symposia on a large number of topics, including those covered by the existing Scientific Commissions of AILA.

Venue

All conference activities will be held on the premises of the Free University, Amsterdam.

Preregistration

A second announcement with more detailed information concerning the programme, fees, accommodation, social events, and tours will be sent to you by September 1991 if you fill in the form on p. 35, and return it before April 1, 1991, to:

AILA '93
 Free University Convention Service
 P.O. Box 7161
 NL-1007 MC AMSTERDAM
 THE NETHERLANDS

For further information, please contact:

Dr. Johan F. Matter
 Secretary General AILA '93
 Vakgroep TTW-VU
 10A-28
 P.O. Box 7161
 NL-1007 MC AMSTERDAM
 THE NETHERLANDS
 phone: *31-(0)20-548 30 75
 e-mail: bitnet AILA@LET.VU.NL

EAST-WEST MEETING ON LANGUAGE TESTING
 THE FIFTH REGIONAL LANGUAGE TESTING SEMINAR
 Tallinn, 2-4 September 1991
 (First Announcement and Call for Papers)

Tallinn Technical University will organize the traditional Regional Language Testing Seminar as a follow-up East-West meeting for the participants of the Jyväskylä Conference "Language Testing in Europe" and for those who were unable to attend the Jyväskylä Conference.

The scope of this Regional Language Testing Seminar is wider both geographically and in terms of topics, including theory, research and application of national standards, local examinations and classroom language tests. Keynote addresses, special sections and poster presentations will be held.

The participants may submit a typed 2-3 page summary in English, German or French to be published prior to the Seminar and submitted with the registration form. The deadline for registration is 1 March 1991.

The participation fee, payable on the spot before the Seminar, includes coffee/tea during the Seminar, social program and preprints of summaries. The social program includes a visit to the University of Tartu, sightseeing tours, conference dinner and concerts. Visits with families and longer tours can also be arranged.

You can reach Tallinn by boat or plane from Helsinki or Stockholm and by plane or train from Moscow or Leningrad.

Offers for papers, registration and all enquiries to:

Valmar Kokkota
 Department of Foreign Languages
 Tallinn Technical University
 Ehitajate tee 5
 Tallinn 200108
 ESTONIA, USSR

Tel. 53 10 67
 Fax 0142-532446 Kokkota

LET NET Network

PROJECT OF CREATION OF THE *LET NET* NETWORK
 by André EDEL, ENSAM Paris

Preliminary considerations

In various engineering training institutions language teachers are often confronted with tasks which, in most cases, differ from traditional language tuition. Their students are very often at the intermediate or even advanced level and on the verge of entering a professional career which is likely to involve a lot of foreign contacts. Hence, language teachers are led to give their students more information about other cultures. They may also be in charge of developing and organising student exchanges, for language purposes.

But more and more the language teachers we are have also other roles to play. Since our institutions are developing scientific collaboration with foreign universities and companies, we often become a vital link in this type of cooperation. Given language barriers we are often asked to act as an intermediary between our scientific colleagues and foreign professors or visitors. When the students have to spend some time abroad within the framework of such cooperation programs we are asked to seek grants to cover their expenses. We may also have to answer queries from foreign universities.

Those are but a few examples of the various tasks involved in the job. It seems obvious that the future evolution of the European Community, together with the new situation in Europe as a whole, will result in greater mobility between European students. The goal ERASMUS has set - 1 out of 10 students moving within the European Community - is likely to be reached. This number may increase thanks to possible new contacts with other European countries.

Personally, I have often regretted the lack of contacts with colleagues in Germany. This feeling was shared some months ago by the participants of a seminar held in Paris under the auspices of the GE TH (French *Grandes Ecoles* / German *Technische Hochschulen*). The idea sprung of setting up a network for language teachers in engineering education institutions in France, Germany and Europe as a whole.

But why restrict ourselves to engineering education institutions? The main reason is that we have similar objectives and preoccupations; another reason is that a limited number of members might be more efficient. Each European town where such an institution exists will have the possibility to be represented.

Objectives of the network

What is suggested is the setting up of a network called *LET NET* (Languages for Engineering Training / Network of European Teachers) and the linking of all European Engineering training institutions through their language teachers.

The main objective would be to provide the participants with information about the other European members. This would make it possible for each member to establish direct contacts with colleagues, based on common skills and subjects of interest. To this end, a directory (issued yearly?) could be published, containing the members' names and addresses together with a short list of their fields of activities.

After sending their personal details for the directory, the members are expected to answer to other members' queries or proposals for collaboration. The enclosed form is a proposed questionnaire with the data that will constitute the directory.

It is expected that the *LET NET* action will not be limited to issuing a directory. Collaboration programs initiated through *LET NET* are supposed to develop directly between the members. But the activities of the network could be extended to writing a newsletter, organising seminars on common themes, approaching local or European authorities, asking for financial support etc...

Implementation of LET NET

LET NET has first been presented at the SEFI Seminar "Educating for Mobility" held in Lille on June 7-8, 1990: this paper is now addressed to all colleagues already known in Europe. We hope you too will be interested and send back the enclosed questionnaire. Besides, in order to have a large and useful network you are expected to communicate this information and copies of the questionnaire to all persons in your country likely to be interested in the project.

The next stage will be the setting up of a society (not profit corporation following the French law of 1901). A general statutory meeting is scheduled on

September 22, 1990 at:

ENSAM 151, Bd De l'Hôpital F 75013 Paris.

CONGRESS CALENDAR (updated 23.10.1990)

1990

December

- 16.-19.12. 11th Annual International Conference on
Copenhagen Information Systems (ICIS)
Contact: Nils Björn-Andersen, Informatics and
Management Accounting, Howitzvej 60, DK-2000
Frederiksberg, Denmark
- 17.-20.12. English for Special Purposes Seminar for
Bath Teachers: "Developing ESP Materials"
Contact: Language Training Services, 5
Belvedere, Landsdown Rd, Bath, Avon BA1 5ED,
U.K.
- 27.-30.12. Conference of the Modern Language Association
Chicago Contact: MLA, 10 Astor Place, New York, New
York 10003-6981, U.S.A

1991

January

- 17.-20.1. EXPOLINGUA Vienna, 2nd Trade Fair for
Vienna languages, Translation and Cultural
Communication
Contact: Wiener Messen und Congress GmbH,
Messenplatz 1, Postfach 124, A-1071 Wien,
Austria

February

- 7.-11.2. EXPO-LANGUES Paris
Paris Contact: Christine Frichet, 62 rue de
Mironesnil, F-75008 Paris, France

March

- 14.-16.3. 4. Göttinger Fachtagung: "Fremdsprachenaus-
Göttingen bildung an der Universität - Schreiben in der
Fremdsprache"
Contact: Dr. K. Vogel, Sprachlabor der Univ.
Göttingen, Weender Landstr. 2, 3400 Göttingen,
Germany
- 24.-28.3. 25th Annual Conference of Teachers of English
New York to Speakers of Other Languages (TESOL)
Contact: TESOL Central Office, 1118 22nd Str.,
N.W., Suite 205, Washington, D.C. 20037,
U.S.A.

30.3.-1.4. Internat. Conference on Language Education:
Interaction and Development
Hue, Vietnam
Contact: Mike McCausland, School of Education,
TSIT, P.O. Box 1214, Launceston, Tasmania,
Australia

April

2.-4.4. Conference on Language, Thought and Culture
"Language as a primary instrument of
conceptualization"
Johannesburg
Contact: John R. Taylor, Dept. of Linguistics,
University of the Witwatersrand, P.O. Box,
Johannesburg 2050, South Africa

2.-6.4. 16th International L.A.U.D. Symposium: "Multi-
disciplinary Research on Reference"
Duisburg
Contact: Richard A. Geiger, Jenaer Str. 17,
D-3400 Göttingen, Germany

3.-6.4. 25th International Conference of the Inter-
national Association of Teachers of English as
Exeter a Foreign Language (IATEFL)
Contact: IATEFL, Julia Norcott, 3 Kingsdown
Chambers, Kingsdown Park, Tankerton,
Whitstable, Kent CT5 2DJ, U.K.

8.-11.4. CAL91. Information Technology in Support of
Lancaster Learning
Contact: Prof. R. Lewis, CAL91 Symposium,
Dept. of Psychology, University of Lancaster,
Lancaster LA1 4YF, UK

9.-11.4. 5th Annual Conference of the European Chapter
Berlin of the Association for Computational
Linguistics
Contact: J. Kunze, Zentralinstitut für Sprach-
wissenschaft der AdW der DDR, Prenzlauer
Promenade 149-152, D-1100 Berlin, Germany

15.-19.4. Fifth International Lexicography Course
Exeter
Contact: Reinhard Hartmann, Language Centre,
University of Exeter, Queen's Building, Exeter
EX4 4QH, U.K.

17.-19.4. International Conference on Teacher Education
Hong Kong in Second Language Teaching
Contact: Conference on Teacher Education in
Second Language Teaching, c/o Department of
English, City Polytechnic of Hong Kong, 83 Tat
Chee Avenue, Kowloon, Hong Kong

22.-26.4. RELC 1991 Regional Seminar: Language Acquisi-
Singapore tion and the Second/Foreign Language Classroom
Contact: The Director (Seminar Secretariat),
SEAMEO Regional Language Centre, 30 Orange
Grove Road, Singapore 1025, Singapore

May

1.-5.5. MONDOLINGUA Geneva
Geneva
Contact: Mondolingua, 29 rue de Bourg, CH-1002
Lausanne, Switzerland

10.-12.5. Int. Conference on Contrastive Linguistics
Innsbruck
Contact: M. Marcus, Institut für Anglistik,
Universität Innsbruck, Innrain 52/III, A-6020
Innsbruck, Austria

15.-17.5. 10th Symposium of the Academic Committee for
Kiryat Anavim Research on Language Testing (ACROLT)
Contact: Dr. Elena Shohamy, School of
Education, Tel Aviv University, IL-69978 Ramat
Aviv, Israel

23.-27.5. The 41st Annual Conference of the Internation-
Chicago al Communication Association: "Communication
and Health"
Contact: Robert L. Cox, ICA Headquarters, P.O.
Box 9589, Austin, Texas 78766, U.S.A.

28.-31.5. Leksikografi i Norden
Oslo
Contact: Institutt for nordistikk og littera-
turvetenskap, Avdeling for leksikografi,
v/Ruth Vatvedt Fjeld, Postboks 1001, Blindern,
0315 Oslo 3, Norway

July - August

16.-21.7. Conference of the International Society of
Toronto Applied Psycholinguistics (ISAPL)
Contact: Dr. Renzo Titone, Department of
Educational and Social Psychology, University
of Rome "La Sapienza", Via degli Apuli 8,
I-00185 Rome, Italy

29.7.-2.8. 18th International Systemic Conference
Tokyo
Contact: F. C. C. Peng, Division of Inter-
national Studies, International Christian
University, 10-2, 3-chome Osawa, Mitaka, Tokyo
181, Japan

12.-17.8. 17th FIPVL Congress: "Foreign Language Learn-
Pécs ing and Lifelong Education"
Contact: 17 Posta, P.O. Box 67, FIPLV, Mrs.
Rács, H-7617 Pécs, Hungary

18.-23.8. 8th International Symposium on Language for
Jerusalem Special Purposes: "LSP and the Language In-
dustry"
Contact: Dr. D. Kurzon, Faculty of Humanities,
Institute of Languages, Literature and Arts,
The Hebrew University of Jerusalem, Mount
Scopus, IL-91905 Jerusalem, Israel

- 21.-23.8.
Helsinki EUROCALL Meeting
Contact: Anne Kankaanranta, Helsinki School of Economics, Runeberginkatu 14-16, SF-00100 Helsinki, Finland
- 27.-31.8.
Jyväskylä Language Testing in Europe
Contact: Tuomo Suontausta, Language Centre for Finnish Universities, University of Jyväskylä, Seminaarink. 15, 40100 Jyväskylä, Finland

September - October

- 17.-19.9.
Salzburg European Second Language Association (EUROSLA) Annual Conference 1991
Contact: EUROSLA 1991 Secreteriat, Linguistics Section, Dept. of English, Univ. of Salzburg, Akademiestr. 24, A-5020 Salzburg, Austria
- 30.9.-4.10.
Hamburg II. Internationaler Hamburger Kongress zur Wirtschaftskommunikation (IHCW 1991)
Contact: Organisationskomitee IHCW 91, z. Hd. von Prof. Dr. T. Bungarten, Arbeitsbereich UK, Germanistische Seminar der Univ. Hamburg, Von-Melle-Park 6, D-2000 Hamburg, BRD

November

- 2.-4.11.
Kobe 17th Annual International Conference on Language Teaching and Learning
Contact: JALT Central Office, Lions Mansions Kawaramachi #111, Kawaramachi Matsubara agaru, Shimogyo-ku, Kyoto 600, Japan
- 7.-10.11.
Frankfurt EXPOLINGUA - International Fair for Languages, Translation and International Communication
Contact: Mainzer Ausstellungs GmbH, Alexander-Diehl-Strasse 12, D-6500 Mainz 26, Germany

1992

- 3.-9.1.
Barcelona 26th International Conference of the International Association of Teachers of English as a Foreign Language (IATEFL)
Contact: IATEFL, Julia Norcott, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent CT5 2DJ, U.K.

ENGLISH SUMMARY

In the Editorial, Pirkko Muikku-Werner discusses the meeting of the language centre directors in Joensuu, 21.-22.10.1990. One of the main topics was money - or rather the lack of it. Guidelines for fees charged from language proficiency certificates will be drawn up after the current situation has been sorted out. The subscription price proposed for the Language Centre News (in Finland only) was also dealt with, and the decision made is introduced on the separate leaflet enclosed with this issue. The production of teaching materials was also considered from the economical point of view: the purpose of the grants awarded by the LCFU is not to cover all the "production costs" but rather to encourage teachers to publish material which they have prepared for their courses. To help teachers find suitable materials, the LFCU will also collect and publish a list of materials produced at different language centres. Other matters discussed were the teaching load of the teachers and their chances to do research alongside teaching, and how to meet the challenges of internationalisation at the language centres. In order to better advance of the interests of their language centres, the directors decided to form a new organisation and elected Liisa Löfman as chairperson. The new organisation will meet in Tampere on the 3rd of December when the local language centre celebrates its 15th anniversary.

Anu Virkkunen, substitute director of the Helsinki University Language Centre, discusses the future development of the language centre from several points of view. The centre is perhaps the largest language school in the country: it provides instruction in 18 languages to some 9000 students each year. The most important developmental trends in teaching, according to Virkkunen, are the differentiation of courses into more subject-specific ones, the development of tailor-made teaching materials, the adoption of new teaching methods and modes, and the teaching of academic writing. The language centre should also invest more resources in research, and provide teachers with both training in research methods and opportunities to engage in research work. At the moment, there is only one research project going on, a contrastive study of scientific writing in Finnish and English. Virkkunen points out that research conducted by teachers would best serve the interests of the language centre and the development of teaching. In addition to language courses, the language centre offers different kinds of services, such as language proficiency certificates, translation and correction services, and self-study facilities. Two micros and two television sets will be added to these facilities next spring. In her visions of the future, Virkkunen discusses the further development of self-study facilities which in addition to language labs could include reading and writing "labs" with teachers to assist the users. She also presents the idea of offering further educational training in languages to postgraduate students and others with a university education. It would be important, too, to develop the training of language centre teachers and others teaching languages to adults, and to increase cooperation between all language teachers.

SEMINAR/WORKSHOP
EVALUATION MÜNDLICHER SPRACHFERTIGKEIT

ORAL PROFICIENCY EVALUATION

am 1. und 2. Februar 1991
February 1-2, 1991 in Jyväskylä

Ich möchte an dem o.g. Seminar teilnehmen.

I would like to participate in the above mentioned workshop.

Datum/Date

Unterschrift/Signature

Anmeldeschluß

Deadline for registration: 31.12.1990

Kontaktadresse:

Contact address:

ENROLMENT FORM for the INTERNATIONAL TEACHER TRAINING WORKSHOP
in Lappeenranta between 7th and 11th January 1991

Name: _____

Address: _____

Language Centre
or school: _____

Tel: (work) _____

(home) _____

Will You need a hotel room?

Yes
 No

Would You like to have

a Single Room (course fee: 2000 FM)
 a Double Room (course fee: 1700 FM)

Invoicing address: _____

(an invoice will be sent after the course)

Place: _____

Date: _____

Signature: _____

When we have received your enrolment form, we will send you the course programme and instructions on how to find the hotel and the Language Centre.

Our address is: Lappeenrannan teknillinen korkeakoulu
Täydennyskoulutuskeskus
PL 20
53851 LAPPEENRANTA

Tel. (953) 177 43 (Ola Berggren)
(953) 574 3902 (Lea Hirvonen)
(953) 574 3903 (Kirsi Silvennoinen)

Fax. (953) 209 49

X VAKKI-SEMINAARI VÖYRILLÄ 9-10.2.1991

ILMOITTAUTUMISLOMAKE

Palautettava 14.12.1990 mennessä osoitteella:

VAKKI
c/o Anita Nuopponen
Vaasan korkeakoulu
PL 297
65101 VAASA

Nimi: _____

Oppiarvo: _____ Suoritan lis./tri-opintoja

Korkeakoulu/laitos: _____

Osoite töihin: _____

Osoite kotiin: _____

Puhelin: _____

Puhelin: _____

Sektioesitelmä (20 minuutin esitelmä +10 min. keskustelua)

Workshop-esitelmä (15 min. esittely + 15 min. keskustelua)

Käännösteoria; mikä teema? _____

Terminologian teoria

Esitelmän kieli: _____
Esitelmän otsikko: _____

Toivomuksia: _____

Majoitus: _____

_____ 2 hengen hotellihuoneessa (Kenen kanssa? _____)

_____ en tarvitse majoitusta (majoituksen osuus vähennetään osallistumismaksusta)

Huom! Jos tarvitsette hotellimajoitusta Vaasassa perjantai-iltana, pyrimme auttamaan varausten tekemisessä mahdollisuuksien mukaan.

University of Cambridge
Summer Institute in English and Applied Linguistics
14-27 July 1991

Application Form

Please photocopy this form if you need more than one copy.
Information supplied will remain confidential

Dr/Mr/Mrs/Miss/Ms or other

Family or last name

First names

Address for
correspondence

.....

.....

country

Telephone number

Profession or
position

.....

Please give details of your educational background, particularly your qualifications in applied linguistics or EFL (please continue overleaf if necessary)

We do not discriminate against people with disabilities or medical needs, but can only make limited provision for them. Do you have any special physical or medical needs?

Do you want vegetarian food?

Send this to the address opposite, with the registration fee of £100 or the full course fee of £1,350.

I enclose £ _____ and will pay a total of £1,350 by 1 June 1991.

Or: I authorise you to charge £ _____ to my VISA/Mastercard
(delete as necessary) number _____

expiry date: _____

name and address of cardholder if not as above:

Signed Date

First
Language International
 Conference
 in association with the
 University of Copenhagen

Teaching Translation and Interpreting
"Training, Talent and Experience"
 31 May - 2 June 1991
 Elsinore, Denmark

Please return this form to:

"Language International Conference"
 c/o Centre for Translation Studies and Lexicography
 Njalsgade 80
 DK-2300 Copenhagen S.
 Denmark

Phone: +45 31 542211 (Attn. Tina Christensen)
 Fax: +45 31 543211 (Attn. Prof. Cay Dollerup)

 Please tick as appropriate:

- I would like to receive a second circular with more details
- I would like to participate in the symposium without giving a paper.
- I am interested in participating in the conference and would like to give a paper on (max. 10 words + abstract)

_____ in the section (see p.2 of this brochure):

- I would be interested in a bus transfer (without commitment at this stage):
 - from the Airport on 31st May at 10:45 hrs.
 - to the Town Centre/Airport on 2nd June at 14:30 hrs.

NAME: _____

ADDRESS FOR CORRESPONDENCE: _____

TELEPHONE: _____ FACSIMILE: _____

- PREREGISTRATION FORM -

10th AILA World Congress
FREE UNIVERSITY AMSTERDAM
8 - 15 AUGUST 1993

Please return before April 1, 1991

INITIALS AND NAME:
PROFESSIONAL TITLE:
INSTITUTION:
MAILING ADDRESS:
POSTCODE:
CITY:
COUNTRY:
TELEPHONE NUMBER & AREA CODE:
FAX NUMBER:
E-MAIL ADDRESS:

- I intend to participate in the Congress
- I am a member of the AILA-affiliate in _____ (country)
- I intend to submit a paper on _____
- I will be accompanied by ... non- participants
- I do not intend to be an active participant, but please send me the provisional programme
- Send information about this conference to the following colleague:
 - NAME
 - ADDRESS
 - COUNTRY

PROPOSED QUESTIONNAIRE FOR LET NET MEMBERS

Country :

Surname : First Name :

Language(s) taught : Mother tongue :

Home address :

Home phone number :

Establishment :

Address :

Telephone : Fax :

Teaching levels and contents :

- Beginners Intermediate Advanced
 Technical language c. Business language c. Cross-cultural c.

Items of interest :

- Research in language teaching
 Research in languages for special purposes
 Cross-cultural research
 Linguistic student exchanges
 Use of video material
 Computer aided education
 Internationals contacts for the establishment
 Technical collaboration with foreign universities
 Technical collaboration with foreign industries
 Short term teaching position exchanges
 Accomodation possibilities for visiting members
 Others...
 Others...

Remarks :

Questionnaire to be sent back to :

André EDEL Professeur d'allemand
 ENSAM 151, Bd de l'Hôpital F 75013 Paris

KORKEAKOULUJEN KIELIKESKUKSEN HENKILÖKUNTA:

Pirkko Muikku-Werner 603 529 muikku@finjyu.bitnet

Eila Pakkanen (sihteeri) 603 530

Tutkijat:

Hannele Dufva 603 535

Ari Huhta 603 539 huhta@finjyu.bitnet

Sirkka Laihiala-Kankainen 603 541

Minna-Riitta Luukka 603 533 luukka@finjyu.bitnet

Eva May (vv. 1.4.91) 603 543

Tuija Nikko 603 536 tnikko@finjyu.bitnet

Timo Sikanen 603 540 sikanen@finjyu.bitnet

Helena Valtanen 603 542

Sabine Ylönen 603 534 saby1@finjyu.bitnet

Kanslia, julkaisujen myynti:

Sinikka Lampinen

Sirkka-Leena Salo 603 520

Nauhoitepalvelu:

Maija Tumppila 603 525

Markku Helin (video) 603 524