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Language Centre News

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LANGUAGE LABORATORY IN FOREIGN LANGUAGE TEACHING

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In recent times we have witnessed an incredible number of geo-political changes which have taken place especially here in Europe, that have completely altered its shape. They all seem to aim at the unification of the continent; offering unlimited possibilities of free travel and broad business relations, thus creating a basis for new human contacts never possible to such an extent before.

This new configuration means that, in order to communicate freely with people from other nations, understand and respect them, it becomes imperative to learn at least one foreign language. And truly, more and more people are learning foreign languages realising that their mother tongue is, in many cases, useful only in their own country. Now, what is needed more than ever before is effective language learning, and a language laboratory seems to be one of the most powerful tools that can facilitate this process.

Historical aspect

An Edison cylinder was the first device used for the production of the first French conversational course in England already in 1904. The first laboratory was installed in Vermont in 1929. Ten booths were equipped with phonographs and instruments for work in phonetics. The prototype of the "modern" language laboratory, with twenty booths and 12-inch vinylite discs, recorded at 78 rpm, with magnetic headphones and crystal microphones, was set up at Louisiana State University in 1945. Five years later this installation was modified, and magnetic tapes were used and twelve simultaneous lesson programs were

available through a student selector switch.

As we can see, language teachers have tried to provide foreign language students with authentic speech by means of technology for almost one hundred years now. The language laboratory use in FLT reached its peak at the time of the audio-lingual and audio-visual methods in 1950s and 1960s. The language lab was seen as the ideal setting for stimulus-response approach and constituted an integral part of language learning. Most audio-visual coursebooks published at that time included a set of exercises to be practised in the lab, L. G. Alexander's "New Concept English" for example. However, automatic drilling of repetition, substitution and structural patterns proved boring, frustrating and tedious to many students who, though fulfilled their tasks well in the lab, in real-life situations had difficulties using the structures they practised. The labs fell into disuse and it seemed the idea had failed. But, in fact, it had not. Technology has been developing, reel-to-reel tapes began to be replaced by cassette tapes, microprocessors replaced faulty mechanisms, other than audio media rapidly entered the area of language learning and laboratories have a new role to play. Moreover, a report by the University of East Anglia and the Bell Educational Trust published in 1990 clearly stated the prominence of language laboratories in effective language learning, particularly in the adult sector. The response to the question: "Mention the five most efficient technical educational devices in foreign language teaching" brought the following results:

Schools (Compulsory Education)	Further/ Adult Education
Video	Language laboratory
Word processing	Word processing
Language laboratory	Satellite TV
Satellite TV	Video
CAI	CAI

Language Laboratory today

In the course of time language labs have undergone a lot of changes, from simple audio-active (AA) designs to audio-active-comparative (AAC) and sophisticated multimedia learning centres. While AA labs, in general terms, offer only listening and repeating facilities, AAC designs provide the learner with recording system in addition to AA functions. As far as multimedia laboratory environments go, the number of functions they offer is almost unlimited. The most important, however, seem to be possibilities of making an extensive use of latest Information Technology devices which currently develop, increasingly offering foreign language learners new horizons for learning. An integrated multimedia laboratory utilizes all possible sources of language communication: sound, text and vision, thus fulfilling every need imaginable for a language lab. And, contrary to general belief, they are considerably easier to operate than the old designs.

Advantages of Language Laboratory

Students in the language lab have their own learning strategies. Some learn through the ear, some look for a visual support, some think before they respond. Some students prefer to work on their own and spend more time over the same material than others. Each learner has a different attention span and a memory span. Language lab allows the student to work at his own pace and go through an item in practice as many times as necessary and do extra work in areas of his own limitations.

Following experiential approach, which aims to bring students in contact with as much authentic language as possible, language lab provides unlimited opportunities for such contact by means of materials comprising conversations among native speakers in real-life situations, news broadcasts, films, advertisements, interviews etc. This contact with authentic, natural language can be achieved by hearing and rehearing without embarrassment, as often as is necessary for comprehension.

Language lab, supplied with proper material, provides contact with a variety of accents, dialects and language types.

Video in the language lab shows the language in cultural (traditions, customs, geography) context. All visual action (body language, gestures, authentic interaction, behaviour, facial expressions) helps learners to speak and act much more like native speakers of the target language. It is "an indispensable aid in conveying a feeling for the culture, which is an inseparable component of another language". (Rivers:1983)

In the language lab there is a lot of privacy and the student does not feel embarrassed when he makes mistakes, and he can practise problems in pronunciation and fluent speech over and over again.

In the language lab the student's attention is focused on a language item or task because facilities for listening activities in a lab are excellent, the sound quality being impeccable. And if you hear better, you listen better and as a result you understand better. Visual equipment added to audio equipment enhances understanding of the language, too.

Multimedia Language Laboratory

Modern multimedia language laboratory (system or centre) provides the learner with easy access to sound, text and vision which makes learning an exciting process. For the teacher, it offers potentially countless possibilities of using fascinating materials and developing activities which can make lessons imaginative, lively and interesting.

In such a surrounding all students can speak simultaneously, or, when divided into specific groups or pairs, can concentrate on a given assignment without distracting their partners.

The most versatile and sophisticated multimedia language laboratories available on the market nowadays, such as PRISMA manufactured by Auditek Oy, can function both as a traditional laboratory and a multi-purpose learning centre as well.

They offer teachers and students the most basic laboratory features, such as:
- calling all students,
- auto- and manual monitoring,
- group conference,
- intercom,
- help call,
- program transfer at normal or 4x normal speed,
and more sophisticated functions:
- telephone conversations,
- instant HELP window for the teacher,
- fixed, selected, random pairing and grouping,
- model student as program source,
- response analyser of multiple choice test questions,
- infra-red remote control of audio and video,
- four simultaneous program transfers to four groups at normal/high speed,
- student recorder control window,
- autolesson or 4x normal speed autolesson,
- program mixing and editing,
- desk-mounted camera picture,
- bookmarks on tape to locate easily specific parts of the material,
- recap with the constant access to a previous phrase,
- stand-alone Library mode stations,
- ten program sources, and many others.

But most important of all is the fact that such a multimedia lab integrates different Information Technology applications. A good example of its versatility is simultaneous sending of various program sources to four groups (e.g. cassette, video, camera, CD-TV) with the fifth group working in Library mode. It can initially function as an audio laboratory and can easily be expanded to a versatile learning centre or media library by adding video network, local area computer network (LAN), satellite TV and available multimedia such as CD-ROM, CD-I, Interactive Video, MPC etc. And all this supported by functional, creative and flexible furniture the design of which creates expectations, affects attitudes and directs motivation. The furniture enables self-access mode or face-to-face, communicative group activities. Different layouts ensure eye-to-eye contact between the learners, prevent one-sided learner/ teacher interaction, promote active group participation, create opportunities for flexible change in group sizes, and provide framework for the use of audio and video tapes and computer-aided learning.

It is well known that the most efficient way to learn a foreign language is to go abroad and stay in the target language country for a considerable period of time. But with the proper use of all the facilities that such a multimedia system offers there is no real need to send students abroad to learn a language, and it is obviously less costly. The lab provides the teacher with all available access to audio-visual aids, which, when properly applied by the teacher, can immerse the learner into real-life environment. In fact, this laboratory gives

the teacher every chance to teach all four language skills: understanding, speaking, reading and writing.

We live in the era of information and technology, and a traditional textbook and blackboard do not seem to stand a chance. The future of technology seems to be far beyond our present imagination. By the time the hardware, that is currently available in the shops, has become affordable for an ordinary school, new products will have developed. It is not a naive faith in gimmicks and gadgets. Electronics and Information Technology applications will not solve all problems, but they will provide new content, hardly accessible via other means, thus enriching the process of learning languages.

Many teachers completely disregard the potential of the laboratory. Native speakers sometimes say they can provide authentic speech in the classroom, and feel it is an affront to them to use recorded or videorecorded material as supplement to their work. Some teachers are subconsciously scared that all this technology may eventually replace them. They keep asking : what is the role of the teacher? For such reactions another approach should be suggested. Multimedia language laboratory and Information Technology devices are there to help teachers, not replace them. How many times did we walk out of the language class feeling that it was so boring, because the teacher was only speaking or reading or writing on the blackboard. Multimedia blend sound, image and text. They connect real people, foreigners and speakers of the same language. They can support the teacher's every lesson activity. What else can we today expect of a language laboratory?

References:

Wilga M. Rivers: "Speaking in Many Tongues", Cambridge University Press, 1983.
"Educational Technology In Modern Language Learning" - A report for the Training Agency by the University of East Anglia and the Bell Educational Trust, March 1990.

14. INTERNATIONALE ARBEITSTAGUNG "GERMANISTISCHE FORSCHUNGEN ZUM LITERARISCHEN TEXT"
Vöyri/Vörå 1. - 3. Mai 1992

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Literaturwissenschaft, die ihren Gegenstand in ferner Vergangenheit sucht, muß sich um den Einspruch der Dichter nicht bekümmern. Ganz anders in Vöyri/Vörå, wo die Deutsche Abteilung der Universität Vaasa bereits zum vierten Mal die Arbeitstagung "Germanistische Forschungen zum literarischen Text" ausrichtete.

Wie schon bei den vorangegangenen Treffen waren auch diesmal nicht nur Literaturwissenschaftler und Übersetzer aus Nordeuropa, der CSFR, aus Estland und Deutschland eingeladen, sondern überdies Schriftsteller wie der in Berlin lebende Oskar Pastior, der Österreicher Franz Innerhofer, Manfred Peter Hein, dessen Wahlheimat seit über drei Jahrzehnten Finnland ist, sowie der sorbisch-deutsche Lyriker Kito Lorenc.

So vielfältig die Gegenstände und so unterschiedlich die Sichtweisen auch jeweils waren, gab es doch ein Leitthema, dem beinahe alle Beiträge verpflichtet waren: die Hermeneutik in des Wortes doppelter Bedeutung von "auslegen" und "übersetzen".

Lust und Last des Interpretierens im Beisein des Interpretierten erfuhr Britta Klockars (Vaasa) bei ihrem Vortrag zur schwedischen Übersetzung eines Gedichts von Pastior. Probleme "formbewahrenden Übersetzens" behandelte Andreas F. Kelletat, Initiator des Treffens in Vöyri/Vörå, unter anderem am Beispiel des Ernst-Jandl-Gedichts "ottos mops". Beim Versuch, das Gedicht ins Finnische zu übersetzen, wurde zweierlei deutlich: die Übersetzung darf sich nicht mit der Vermittlung inhaltlicher Bedeutung begnügen, sondern hat die "physikalische Gestalt" des Ausgangstextes zu berücksichtigen. Darüber hinaus ist mit einer bloßen Übernahme der Formen jedoch nichts gewonnen, kommen sie doch erst im entsprechenden sprachlichen und kulturellen Kontext zur - mehr oder weniger beabsichtigten - Wirkung.

Noch in einem anderen Beitrag dienten Gedichte von Jandl zur Illustration eines diesmal nicht übersetzerischen, sondern interpretatorischen Problems: Christine Pankow (Umeå) referierte über "Sprache, Metasprache und Poesie bei Ernst Jandl". Der Versuch, linguistische Modelle nicht nur als analytisches Werkzeug zu nutzen, sondern mit ihrer Hilfe ein poetisches Prinzip zu destillieren, offenbarte ein grundlegendes Problem im Verhältnis der germanistischen Disziplinen Sprach- und Literaturwissenschaft: während die Linguisten die zumeist hermeneutisch orientierte Literaturwissenschaft der Subjektivität zeihen, werden die Sprachwissenschaftler von den Literaturhistorikern mit dem Vorwurf konfrontiert, sie würden die subjektiven Vorbedingungen jeder Beschäftigung mit Literatur verdrängen[1]. Zu einer Vermittlung beider Standpunkte konnte der Vortrag von Christine Pankow nicht beitragen.

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(1) Über die wissenschaftsgeschichtlichen Hintergründe dieser Konfrontation in der skandinavischen Germanistik informiert Georg Gimpl in: Gruppenbild mit Haken. Bedenken zur (Ausländer-) Germanistik in Finnland, SAXA, Germanistische Forschungen zum literarischen Text, hrsg. v. Andreas F. Kelletat, Heft 1, Vaasa 1989.

Überzeugender wirkte dagegen das Verfahren, die Instrumente der Interpretation aus dem Text selbst zu erschließen, wie es Georg Gimpl (Helsinki) am "tractatus" von Wittgenstein vorgeführt hat. Die syntaktische Analyse führt auf die Übereinstimmung der Textstruktur mit der Aussage: der aphoristische Charakter im "tractatus" ist als bewußte Abgrenzung zur Sprache des deutschen Idealismus zu verstehen, womit das philosophische Dictum Wittgensteins, "Die Welt zerfällt in Tatsachen", im Sprachgestus Ausdruck findet. Ist der "tractatus" selbst ein philosophischer Text, entsprang er doch einem Denken und prägte es mit, das eine reiche Tradition aphoristischer Literatur in Österreich hervorgebracht hat.

Am Beitrag von Alfred Kelletat (Berlin, Breese) über Simon Dach und den Königsberger Dichterkreis beeindruckte das Vermögen, eine untergegangene Kultur in der Montage von Beschreibung und Zitat wiederaufleben zu lassen. Der Vortrag war ein lebendiges Beispiel dafür, daß wissenschaftliche Dichte nicht mit

Unverständlichkeit des Ausdrucks erkauft werden muß.

Zu den Vorträgen, die sich nicht auf das hermeneutische Leitthema der Konferenz bezogen, gehörte ein Bericht über Stand und Perspektiven der estnischen Germanistik von Mati Sirkel (Tallin) sowie der Beitrag von Hendrik Röder (Greifswald, Essen) über eine aus "kulturpolitischen Bedenken" nie gedruckte Expressionismus-Anthologie, die der Lyriker Erich Arendt in den 50er Jahren für einen DDR-Verlag zusammengestellt hatte.

Das Programm der Tagung war sehr dicht, dennoch gab es Gelegenheit zur Entspannung, ob frühmorgens in der Sauna, am Tage bei kurzen Ausflügen in die waldreiche Umgebung von Vöyri/Vörå, oder allabendlich in aufgelockerter Runde beim Gespräch oder beim Billard. Für den unbeschwerten Ablauf der Tagung ist den Organisatoren von der Universität Vaasa zu danken, besonders auch dem Initiator, Andreas F. Kelletat, der ein Folgetreffen für 1993 bereits angekündigt hat.

IN SEARCH FOR SYSTEMS AND APPLICATIONS: FROM SYDNEY TO NOTTINGHAM
A Conference report

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In this June/July of 1992, Sydney, Australia, was indeed linguistically an interesting place to be in. Altogether six conferences were taking place there, partially overlapping one another. Five of them - Australian Linguistics Society, Australasian Lexicography Association, Australian Linguistic Institute, Pacific Second Language Research Forum and Applied Linguistics Association of Australia - met on the grounds of the University of Sydney. The sixth conference, The 19th International Systemic Functional Congress took place at Macquarie University. I was able to attend only the latter two, but 'the give and take' from these two conferences was so great that I still feel like a boa snake after having had an elephant for dinner.

The AUSTRALIAN APPLIED LINGUISTICS CONFERENCE began with Michael Halliday's (emeritus prof. of linguistics at the University of Sydney) keynote lecture *Language in a changing world*, which I however missed due to poor flight connections, but which no doubt will soon be available in print. The second keynote address was given by Robin Fawcett (University of Cardiff) who discussed the latest developments in computer generation of language, explaining how the computer is made to make choices in a similar way as a human user of language. The third keynote address was by Margaret Berry (University of Nottingham) whose topic was *Theme and variation*. In her research she has tried to correlate readers' judgements about what they consider a good text to the linguistic facts found by analysing texts. Variation in constructing thematic patternings can be related to the

genres, to the audiences of texts and to the purposes of texts. For example, a travel brochure may display frequent choices of themes referring to the visitors who might want to explore the city, town, etc. in question, eg. *For our teenage visitors we have the Earlsfield disco every Saturday*. This is metafunctional variation and it creates a promotional reading for the text. Tourist guides, in contrast, display either referential variation, displaying in its theme patterns fairly constantly the places, objects, etc. (*Grantham-it-there*) and giving the text an informational reading, or structural thematic variation, ie. the themes are varied in the ways they are linguistically structured (eg. *The beautiful Vale Belvoir, subject of the recent dispute to start a coalmine there...*). Elaborately constructed themes give tourists guides a certain entertainment value, making them fun to read.

What was perhaps most interesting about the conference was that many of its papers displayed particularly strong interest in various groups of language users who are in some way disadvantaged in the Australian speech communities. Michaela Wilkes' and Robert Barbs' (Deakin University) concerns were centred around students who were residents of Australia but had non-English backgrounds, overseas students and scholarship students. They found themselves facing the task of teaching this clientele how to enter the ivory tower of academia. This was done through genre-based explorations to uses of English in various academic contexts as well as various tasks involving active use of English. My own paper was also

about the needs of a special group - the problems of Finnish writers when they are writing academic English. Joanne Tapper (University of Melbourne) claimed in her paper that Australia is not sufficiently utilizing its migrants. There are 600 000 people in Australia who work below their qualifications, just because they cannot express themselves in "perfect" English. This leads to an economic loss estimated by the Ministry of Employment to be up to 300 million dollars. Migrants have also fewer possibilities for promotion, although they usually have higher qualifications than their Australian work mates. What is urgently needed are high level language training programmes at workplaces. Efficient communication at workplace is also demanded of native speakers. Sally and Chris Candlin (Macquarie University) discussed the communication demands set for novice nurses when they have to interview the patient for getting information for the nursing diagnosis and planning appropriate care plans. Discourse analysis has an important role to play in training novice nurses to interact with the patients. Patients are not to be ignored nor dismissed as interactant partners, because as one of the experienced nurses in Candlins' data said: "*some of them (patients) have had such interesting lives, and what they've got to say is often relevant to their present situation*".

What was also pleasantly surprising in the conference was an enourmous interest in languages other than English, eg. French, Spanish, German, Russian, Japanese, Korean, Thai, Chinese were discussed. For applied linguists, Australia seems to be a multicultural society with multicultural linguistic interests.

What has been said above about the applied linguistics conference showing a great interest to special language user groups applies also to THE 19TH SYSTEMIC FUNCTIONAL LINGUISTICS CONFERENCE held at Macquarie university. A

considerable amount of attention was paid to non-native learners of English, eg. *Relevance of the genre approach to teaching writing in the adult TESOL context* (by Eleanor Er) and my own paper *Academic English as a lingua franca* (a comparison of the role of English as a language for academic writing in the Finnish and German contexts). But also native learners of various stages were focussed upon: eg. Laurie Makin & Verna Reschild in Preschool disputes: *What are children learning?*; Anne Cranny-Francis in *Technology and/or weapon: The discipline of reading in the secondary English classroom*; Robert Veel in *A model for language development in the secondary school, the case of junior secondary science*; Frances Christie in *Negotiating school learning*. The conference also showed an interest in various languages, but the focus was perhaps more theoretical than in the applied linguistics conference, as some of the titles of the papers well indicate: *Transitivity and Theme in Asian languages* (by Edward McDonald and Fang Yan); *Text construction of Japanese subject-lessness and honorifics* (by Motoko Hori), *'Nothing' makes sense in Weri: a case of extensive ellipsis* (by Maurice Boxwell; Weri = a Papuan language of Papua New Guinea), *Some resources in Pitjantjatjara for organizing material, social and semiotic reality* (= an Aboriginal language) (by David Rose), *An ergative view of the transitivity system in Dari* (= Afghan Persian) (by Linda Rashidi), etc.

Many of the above mentioned papers were given in **thematic sessions**, of which there were altogether seven: Poststructuralism and linguistic theory; Systemic functional analysis of pathological discourse; Computational linguistics; Grammatics: description; Grammatics: theory; Discourse: exploring written texts; Discourse and reality; and Educational linguistics.

In addition to the thematic sessions there were papers being presented in parallel

sessions. Consequently the readers may understand that it is difficult for me to report on many papers - so varied and rich was the programme. Perhaps the most interesting of the thematic sessions was the one on pathological discourse, which focussed upon aphasia, developmental language disorders and language impairments resulting from dementia of the Alzheimer's type. Although no solutions to these problems were offered by the researchers, they felt the application of systemic functional analyses helped to understand what was going on in these disorders.

Describing all the six **plenary lectures** in detail would take too much space. But a short description of each is appropriate. John Bateman (GMD/IPSI, Darmstadt) in his *Beyond disciplines: building bridges by redefining where the land lie* discussed modelling problems - linguists and computer scientists tend to view modelling from different perspectives. He suggested a transdisciplinary view that would give way to a more interactive and cooperative work between the disciplines and eventually benefit practitioners in both disciplines. Chris Candlin in his paper *Discourse, systemics and social change* called upon bringing the work done in systemic theory and in discourse analysis, pragmatics and ethnography together in the analyses of language used at workplace. Cooperation is needed to explain the processes of social change taking place in these contexts presently. According to Clare Painter (University of Technology, Sydney) - *The development of language as a resource for thinking: a linguistic view of learning* - language learning is learning to make meanings and this learning can be assessed in the ways learners - whether adults or children - produce spoken and written discourse, in observable lexico-grammatical realizations. Allan Luke (James Cook University) argued in *Critical literacy in education: Sociological and curricular issues* that such notions as 'critical theory' and 'critical thinking'

used for curriculum development always have to be evaluated against the constraints and possibilities of national and local political contexts of education - which approach is pursued is a sociological and, ultimately, a political decision.

Joan Rothery (Disadvantaged Schools Programme, Sydney) and Ron Carter (University of Nottingham) both described recent developments in educational linguistics in Australia and the UK, respectively. Rothery, in her paper *Making changes: developing an educational linguistics,* had good news to tell. Systemic functional theory has greatly influenced the educational theory and practice in Australia over the last decade: text analyses and theoretical considerations on register and genre have had an impact on curriculum development and learning requirements. Carter, in contrast delivered the bad news. His paper *The LINC project: Politics and knowledge about language* reported that the British government funded a 20 million pound language education project which produced language materials for the classroom; only later to ban the materials - a truly sad story. The materials were produced on the basis of looking at language and grammar from a textual rather than a sentence viewpoint, orientation to grammar being contextual rather than decontextual. But for the British government this view of grammar was dangerous, less testable, because it enters the area of social meaning. The students might link social class and language together when they learn to view language as it functions in various social contests as a medium for communication. Language, in the British government's view, should be 'neutral'. This is also the view of that Prince Charles seems to be putting forward (28.6.1989; quoted by Carter):

"We've got to produce people who can write proper English. It's a fundamental problem. All the people I have in my office, they can't speak English

properly, they can't write English properly. All the letters sent from my office I have to correct myself, and that is because English is taught so bloody badly. If we want people who write good English and write plays for the future, it cannot be done with the present system, and all the nonsense academics come up with. It is a fundamental problem. We must educate for character. This matters a great deal. The whole way schools are operating is not right. I do not believe English is being taught properly. You cannot educate people properly unless you do it on a basic framework and drilling system."

So to produce new Shakespeares for Britain, it is back to the structural sentence drilling, is it? Thank goodness most linguists and teachers do not think like the British government! But I do agree that sometimes we all feel frustrated by language and its study. In THE 4TH NOTTINGHAM SYSTEMIC WORKSHOP held in July 31st - Aug. 3rd, I heard myself complaining to Margaret Berry about the slowness of finding answers to questions and problems in linguistics. Her answer to me was: Well, we *are* chipping bits off! Hopefully her answer will give encouragement to some of you other despairing individuals. My frustration was largely caused by the topic of the Nottingham workshop: *Genre analysis*. The keynote speaker was John Swales (University of Michigan) who has recently published a book called Genre Analysis (1990, CUP). In his paper *Genre and engagement*, he concentrated on discussing genre and its relation to social life and social action theories, genre as a set of systems, contextualization of genres, and the relationship between genre and the discourse community. He raised many questions: eg. what does genre mean, what are genre boundaries, what are instances of genres, should we aim to capture sets of genres, instead of trying to capture genre, can we experiment with genre and its boundaries?, etc. Neither Swales' book, Swales himself, nor the Nottingham workshop participants had the final answer to the question of what kind of an animal genre actually is. Capturing the nature of genre seems to demand many

kinds of weapons (my apologies for the military metaphor!). But we all ended up asking ourselves whether we have enough energy to play the roles of an anthropologist, ethnographer, sociologist, psychologist, statistician, teacher, etc. - all of these roles needed to discover what genre could be.

Nevertheless, various interesting papers were delivered at the workshop - some dealt with the notion of genre and its problematics only marginally, others tried to apply the notion and its analysis to a set of data. Mujib Rahman (University of Edinburgh), in *An evaluation of the CARS model for RA introductions*, reapplied Swalesian move analysis to a set of research articles and consequently suggested some revisions to the model that would combine those steps in Moves 1 and 2 which have to do with general and specific citations. Ann-Charlotte Lindeberg (Swedish School of Economics, Helsinki), in *Research articles in economic sciences: conventions in common?*, applied Swalesian moves to texts produced by Swedish speaking Finnish economists. Her inquiries on the analysis also lead to a change in the Swalesian model - a new move incorporating explanation of method in the introduction should be added to the model. The model seems rather flexible - you add things to it as you see necessary (theoretically a somewhat relaxed approach!). Florence Davies (University of Liverpool), in *Genres, text-types and topic-types revisited*, discussed these three issues by doing a genre analysis of texts in a travel brochure and a geography textbook, although not strictly speaking from the Swalesian point of view.

There were papers which discussed the notion of genre in translations: for example, Katja Pelzmaekrs' (University of Antwerp) *Aspects of genre from the perspective from translation* (data: cook book recipes). Ignacio Vazquez's (Universidad de Zaragoza) paper on *Genre theory and translation* was a

comparison of David Lodge's Nice Work and its Spanish translation. Chris Taylor's (Universitá di Trieste) paper *SL and translation* was interesting as it traced the relationship between systemic tradition and developments in the translation theory, but it did not specifically address genre from the translation theory point of view.

The theoretical approaches presented at the workshop varied anyway. Glenn Stillar (University of York, Toronto), in his paper *A model-instance perspective on genre*, gave an excellent demonstration of how phasal analysis (developed largely by Michael Gregory in Toronto under the framework of communication linguistics) operates in text. His argument was that instances of texts actually redefine our models of genre. Margaret Berry (University of Nottingham) presented a theoretical paper on theme - thus trying to response to the title of her paper *What is theme?* as well as to Rodney Huddleston and to James Martin and Christian Matthienssen, who have been conducting a dialogue on theoretical issues in establishment linguistics and systemic linguistics. (The dialogue begins with Huddleston's review of Halliday's Introduction to functional grammar in the Journal of Linguistics and continues in volumes 5 & 6 of the Occasional Papers in Systemic Linguistics, obtainable from H. Hillier, Dept. of English U. of Nottingham, Nottingham, NG 7 2RD, UK). Susan Cockroft's (Derby Tertiary College) topic was *Persuading People* and the relationship of genre to persuasion (a book with the same title, coauthored with Robert Cockcroft is soon to be published by Macmillan). Hazadiah Mohd Dahan (I.T.M., Malaysia) was perhaps inspired by last year's workshop on exchange structures. Her paper, *The exchange as an element of topic-framework*, presented a new framework for analysing Malaysian English conversation. The framework is basically a further development of Sinclair and Coulthard's model of exchanges, but adds a new rank to the

system - the rank scale now consists of Interaction, Transaction, Topic-Framework, Move, and Act. The new rank was illustrated to be necessary for accounting for topical development in conversations.

Caroline Stainton's (University of Nottingham) paper *Looking through genre: a genre-based approach to the understanding of the rhetorical dimension of discourse* was very useful for everyone interested in metadiscourse. She gave a useful overview of various approaches to metalanguage and its realizations. Her work on metadiscourse involves analysing the metalanguage in essays; and seeing how the metalanguage actually correlates with the reader judgements about the quality of metalanguage and that of the texts. In her view with metadiscourse one usually has to hit the mid-frequency - too little metadiscourse and too much of it make texts akward. Tim Gibson (University of Nottingham) has recently finished a Ph.D. thesis on the same topic as his paper: *Theme as one means of differentiating subgenres of abstract*. Gibson's data consists of abstracts that third parties produce, not authors themselves. He approaches his topic like a market analyst. He looks for internal measures, ie. examines the production of the product in the 'factory', as well as external measures, ie. goes to the consumer and asks them what they think of the product. With the subclassification of topical themes in the abstracts and statistics he is able to show that informational topical themes (= purely ideational) characterize informational abstracts, whereas the discoursal topical themes (ideational + textual) and interactional topical themes (ideational + interpersonal) characterize indicative abstracts. Discoursal topical themes orient the reader, interactional topical themes integrate the knowledge, and informational topical themes enlighten the reader by presenting raw facts.

The final paper to be mentioned in this context was delivered by Geert Craps

(Catholic University of Leuven) who initiated his discussion by presenting some critical questions concerning Daners' model, eg. what is the relationship between Themes derived from Rhemes, can there be gaps between theme structures, etc. He proceeded to test rhetorical structure analysis to his data, which was a beginning of a chapter of a Dutch book on psychology. He then developed a quantitative approach to the analysis of data, called QTSA (= quantitative thematic structure analysis, if I remember correctly). In his views texts can easily be analysed with a statistical model, but I have to admit that the statistician's role is not yet so highly developed in me to fully understand the workings of the statistical formulae he suggested to be applied to text analyses.

Travelling is exhausting but inspiring, they say. I certainly felt inspired by my travels to Sydney and Nottingham to discover the variety of the work currently being carried out in systemic functional linguistics and related discourse approaches. Having fulfilled my duties by completing this report, I can look forward to a new journey - this time a sociocultural one. As many of you know, I am this year an Alexander von Humboldt fellow at the University of Dortmund in Germany and we Humboldtians are taking off to explore Germany in Mid August. During our travels we of course have to use a foreign language to us - German - but thank goodness we are exempted from analysing it.

KIRJA-ARVOSTELU ** BOOK REVIEW

Suomen kielessä väitelauseen objektin normaalisija on akkusatiivi (*Matti lukee kirjan*), mutta sija vaihtuu partitiiviin, (1) jos objekti tarkoittaa kokonaisuuden epämääräistä osaa (*Matti lukee kirjaa sieltä täältä*), (2) jos lause on sisällöltään kielteinen tai epäilevä (*Matti tuskin lukee kirjaa*) tai (3) jos lause ilmaisee (ainakin toistaiseksi) tulokseen johtamatonta tekemistä (*Kuvassa Matti lukee kirjaa*). Nämä ovat ne objektin sijanvaihtelun perussäännöt, jotka jokainen suomen peruskielioppi tarjoaa. Säännöt ovatkin tietysti sinänsä pätevät, mutta ne antavat objektista ja sen sijanvaihtelusta hieman hailakan kuvan. Todellisuudessa objekti on sijanvaihteluineen paljon värikkäämpi ilmiö, ja se onkin sekä suomen kielen opettajien että tutkijoiden kesto-ongelmia. Nyt tähän aiheeseen on tarttunut professori Pentti Leino kirjassaan Lauseet ja tilanteet.

Jo objektin rajaamisessa muista lauseenjäsenistä on pulmakohtia. Muotoon perustuvat määritelmät ovat riittämättömiä, sillä esimerkiksi lauseessa *Hän kulkee omia polkujaan* verbillä on partitiivissa esiintyvä määrite, jota tuskin voidaan pitää objektina. Miten objekti siis pitäisi määritellä? Leino toteaa (s. 21), että objektikategorian "ydinalueella transitiivisuuden käsite on osoittautunut käyttökelpoiseksi, mutta vaikeuksia aiheutuu siitä, ettei myöskään sitä ole voitu täsmentää tarkkarajaiseksi". Suomen verbit on jaettu intransitiivisiin (esim. *aaltoilla, aikailla*), transitiivisiin (esim. *aateloida, ajatella*) ja transitiivis-intransitiivisiin (esim. *ahertaa, ajaa*). Monet intransitiivisina pidetyistä verbeistä voivat kuitenkin satunnaisesti saada objektin (*Meri aaltoili jäät rantaan*) ja vastaavasti monet transitiiviset verbit voivat esiintyä ilman objektia (*Ajattelen, siis olen olemassa*). Monet verbit ovat lisäksi vahvasti polyseemisia, ja verbin toiset merkitysvariantit voivat olla transitiivisia ja toiset intransitiivisia. Tällainen on esimerkiksi verbi *kiertää*, joka voi esiintyä yhtä hyvin transitiivisena (*Apulainen kiersi avainta*) kuin intransitiivisenakin (*Pyörä kiertää vastapäivään*). Leino katsookin (s. 35), että transitiivisuus vs. intransitiivisuus on "polaarinen oppositio: akselin toisessa päässä ovat verbit, jotka tuskin voivat lainkaan esiintyä ilman objektia, toisessa päässä verbit, joiden yhteydessä objekti on mahdoton. Suuri osa suomen kielen verbeistä sijoittuu kuitenkin eri asemiin näiden ääripisteiden väliin." Näin kumoutuu siis se jaottelu, jolle objektin rajaus voisi perustua. Toisaalta objektin määritteleminen transitiivisuuden perusteella johtaisikin nähdäkseni kehään, sillä transitiivisuushan määritellään taas vetoamalla objektiin.

Muotoon perustuvaa määritelmää mielekkäämmältä tuntuukin usein esitetty funktionaalinen määritelmä, jonka mukaan objekti ilmaisee lauseessa ilmaistun tekemisen kohteen. Tämän kohteen luonne voi kuitenkin olla hyvin moninainen, mikä tulee seikkaperäisesti ilmi Leinon tarkastellessa objektin semantiikkaa. Yleinen jaottelu kohdeobjektiin (*Olemme syöneet mansikoita*), tulosobjektiin (*Kaivan tähän salaojan*) ja sisällönobjektiin (*Poika eli elämäänsä*) ei anna tyhjentävää kuvaa objektin erilaisista rooleista. Leino toteaa (s. 39 - 40), että objektin luonteen hahmottuminen "riippuu verbin merkityksestä, objektin semanttisista ominaisuuksista,

lauseen muista elementeistä ja aivan ilmeisesti myös yleisestä maailmaa koskevasta tiedostamme". Puhuja voi myös hahmottaa samankin tilanteen eri tavoin ja esittää sen eri vaihtoehtojen mukaisesti (*Pekka töhri maalin seinään, Pekka töhri seinän maaliin*).

Objektista eroaa merkitykseltään melko selvästi OSMA eli objektinsijainen määrän adverbiaalia (*Matti lukee tunnin, Joka päivä lapsi kasvaa sentin*). OSMA:kaan ei ole sisäisesti homogeeninen kategoria, mutta OSMA:t muodostavat silti yhtenäisen järjestelmän, ja Leino katsookin, että OSMA:ia voidaan pitää lauseen kvanttoreina, lauseen ilmoittaman tilanteen rajaajina. Varsin ongelmattomasti objektista erottuu myös syytä (*Ilkeyttänsä poika itkee*) tai kulkureittiä (*He kulkivat tätä tietä*) ilmaiseva partitiivimuotoinen lauseenjäsen. Tapauksista näkyy partitiivin vanha erosijainen funktio. Nykykielessähän tämä tehtävä on elatiivilla.

Toisin kuin englannissa, suomessa ei lauseessa yleensä voi esiintyä kahta objektia. On kuitenkin joitakin tapauksia, joissa suomen kielenkin lause sisältää kaksi objektin sijoissa olevaa jäsentä. Tällaisia ovat tietenkin myös lauseet, joissa objektin ohella esiintyy partitiivissa oleva määrää, syytä tai kulkureittiä ilmaiseva lauseenjäsen (*Piruuttaan se sitä tahkoa kiljuttaa*). Ongelmallisempi tapaus lauseopin kannalta on kuitenkin Leinon esittelemä accusativus absolutus eli lauseiden *Pekka luki kirjaa silmänsä kipeiksi* ja *Maija tanssi tangoa jalkansa rakoille* edustama lausetyyppi. Näissä lauseissa rakenteet *silmänsä kipeiksi* ja *jalkansa rakoille* on Leinon näkemyksen mukaan katsottava adverbiaalilausekkeiksi, ja näin kahden objektin ongelmalta vältytään. Toisen uhan yhden objektin säännölle muodostavat sellaiset lauseet kuin *Toimihenkilöt valittiin entiset* ja *Jäniksiä olen ampunut vain kolme*. Edellinen tyyppi on nykykielen kannalta varsin marginaalinen, ja useimmat tällaisista tapauksista voidaan selittää topikaalistuksen motivoimiksi lohkeamiksi (vrt. *Valittiin entiset toimi-*

henkilöt). Jälkimmäisessä tyypissä lauseen aloittava partitiivi voidaan katsoa adverbiaaliksi.

Objektina olevia infinitiivia ja partisiippirakennetta käsittelevät luvut ovat Leinon työssä melko irralliset muusta sisällöstä. Niissä hän käsittelee lähinnä tällaisten rakenteiden kuvausongelmia. Sitten päästään kuitenkin suomen objektin ydinkysymykseen, akkusatiivin ja partitiivin sijanvaihteluun. (Johdantoluvussa Leino sanoo keskittyvänsä erityisesti juuri tähän vaihteluun mutta tulee pohjustaneeksi asiaa ensin kahden kolmasosan verran kirjasta.) Keskeisimmäksi objektin partitiivin laukaisevista kolmesta ehdosta Leino nostaa tuloksellisuuden, resultatiivisuuden, ja katsoo kahden muun ehdon liittyvän tähän. Hän kuitenkin toteaa vastakohtaparin resultatiivinen : irresultatiivinen riittämättömäksi ja siirtyy tarkastelemaan toiminnan tuloksen sijasta sen päätepistettä. Näin objektin sijanmerkintä kytkeytyy osaksi lauseiden aspektia ja tilanteiden rajattuuden ja rajaamattomuuden kuvausta. Tätä Leino tarkastelee vastakohtaparin teelinen: ateelinen pohjalta. Luonteeltaan teelinen on sellainen dynaaminen tilanne, jolle on osoitettavissa selvä päätepiste, ja ateelinen sellainen tilanne, johon ei kuulu tällaista päätepistettä. Teelisyys ja ateelisyys liittyvät siis muidenkin kuin objektilauseiden kuvaamiin tilanteisiin. Siten esimerkiksi lauseet *Maalari maalaa taloa, Pekka ui rantaan* ja *Paavo silittää paidan* esittävät teelistä ja lauseet *Maalari maalaa, Pekka ui* ja *Akka silittää kissaa* ateelista tilannetta.

Leino jakaa tilanteet neljään erilaiseen tyyppiin. Perusjakona on staattisten tilojen ja dynaamisten toimintojen erottaminen. Jälkimmäiset jakautuvat puolestaan kahtia sen mukaan, onko toiminnalle esitettävissä päätepiste. Jos päätepiste on, toiminta on teelistä, muuten se on ateelista. Nekin toiminnat, joilla päätepiste on, jakautuvat kuitenkin vielä kahtia sen mukaan, onko toiminta edennyt päätepisteeseensä vai ei. Tämän tilanteiden tyyppijaon Leino yhdistää sitten objektin sijanvaihteluun. Jos

toiminta on ateelista eikä päätepistettä siis ole, objekti on partitiivissa (*Minä inhoan homejuustoa*). Samoin objekti on partitiivissa, jos toiminta on teelistä eli sillä on päätepiste mutta jos tätä päätepistettä ei saavuteta (*Paikkasin verkkoa*). Jos teelinen tilanne sen sijaan saavuttaa päätepisteensä, objekti on akkusatiivissa (*Paikkasin verkon*).

Objektin sijanvaihtelu näyttäisikin näin vastaavan Leinon esittämää tilanteiden luokitusta. Tämän selitysvaihtoehdon ero vanhaan resultatiivisuuteen pohjaavaan selitysmalliin ei kuitenkaan ole välttämättä selvä. Kuten Leino huomauttaa (s. 159), esitetty "tilanteiden luokitus ja suomen [transitiivi]verbien resultatiivisuutta osoittamaan syntynyt luokitus kongruoivat". Resultatiiviverbejä (esim. *tappaa*) käytetään päätepisteeseen edenneen teelisen tilanteen yhteydessä, irresultatiiviset verbit (esim. *huojuttaa*) esittävät ateelista tilannetta, ja resultatiivis-irresultatiiviset verbit (esim. *kantaa*) sopivat sekä päätepisteeseen edenneen että etenemättömän teelisen tilanteen kuvaukseen. Perimmiltään toiminnan tuloksellisuuden ja päätepisteen tarkastelussa näyttäisi objektilauseissa siis olevan kysymys varsin samasta asiasta. Leino itse sanoo (s. 153), että "kun teelinen tilanne on edennyt päätepisteeseensä, toiminta on tietenkin samalla päättynyt. Se on kuitenkin myös johtanut uuteen tilanteeseen: talo on nyt maalattu, Pekka on rannassa ja paita on sileä. Kun ateelinen tilanne päättyy tai teelinen tilanne keskeytyy ennen päätepistettään, ei vastaavaa uutta tilannetta ole syntynyt." Ratkaisevaa on siis muutos, uuden tilanteen syntyminen, eli toiminnan tuloksellisuus. Huomion siirtäminen tuloksesta päätepisteeseen ei siis näytä tarjoavan ratkaisevasti uutta selitystä objektin sijanvaihtelulle.

Vaikeasti selitettävän lausetyypin suomen objektin sijaoppositiossa ovat muodostaneet ns. kvasiresultatiivisen verbin sisältävät lauseet (*Näen talon täältä asti, Tunnen kyllä sen miehen*). Tällaiset lauseet ilmaisevat Leinon esityksen mukaan

staattista tilaa, koska niissä subjekti on passiivinen kokija. Akkusatiivi ei voi esittää lauseissa tilanteen päätepistettä, koska staattinen tila ei johda mihinkään. Leino katsookin (s. 164) akkusatiivin osoittavan sen sijaan "tilan täydellisyyttä siinä mielessä, että se voi vain loppua tai jatkua ajallisesti mutta ei laajeta". Kvasiresultatiivisten lauseiden lisäksi Leino käsittelee sellaisia "kvasi-irresultatiivisiksi" ristimiään lauseita kuin *Matti muutti asuinpaikkaa, Jussi vaihtoi autoa* ja *Auto vaihtoi kaistaa*, jotka esittävät dynaamista, päätepisteeseen johtavaa toimintaa mutta joissa objekti kuitenkin on partitiivissa. Näiden lauseiden partitiiviobjekti selittyy Leinon mukaan sillä, että niissä esitetyn prosessin alku- ja lopputilanne ovat identtisiä (tai ekvivalentteja): kun Matti muuttaa asuinpaikkaa, hänellä on tapahtuman jälkeenkin asuinpaikka, kun Jussi vaihtaa autoa, hän on sen jälkeenkin autonomistaja, ja kun auto vaihtaa kaistaa, se on myös vaihdon tapahduttua kaistalla. Leino esittää (s. 171), että kyse "on kyllä tapahtumasta, mutta ei varsinaisesta muutoksesta". Koska lauseet eivät aiheuta muutosta, ne ovat siten irresultatiivisia. Tapahtumalle on kuitenkin osoitettavissa päätepiste, jonka saavuttamisen pitäisi Leinon esityksen mukaan laukaista akkusatiiviobjekti. Näyttäisi siis siltä, että näiden lauseiden selittämisessä resultatiivisuusselitys olisi vahvemmilla kuin teelisyysselitys, joka joutuu esittämään alku- ja lopputilanteen identtisyyteen pohjautuvan lisäselityksen.

Leinon esittämä malli liittää objektin sijanvaihtelun osaksi laajempaa kokonaisuutta, lauseiden aspektia yleensä, sillä päätepisteeseen johtamisen kannalta voidaan tarkastella kielen kaikkia lauseita niiden rakenne-eroista riippumatta. Jos kuitenkin tyydytään tarkastelemaan pelkästään objektilauseita, tarjottu malli ei välttämättä ole kovin helposti hahmottuva. Objektin sijanvaihtelun selittäminen lauseiden teelisyyden pohjalta johtaa lisäksi siihen, että partitiivin funktio objektin sijapäätteenä joutuu kuvauksessa erilleen sijan muun käytön kuvauksesta.

Yhtenäisempi kuva partitiivista sijakategoriana saataisiin, jos pyrittäisiin selittämään partitiiviobjektin funktio sijan perusmerkityksen pohjalta. Tällaisena perusmerkityksenä voitaneen pitää indefiniittisyyttä, jota partitiivisubjektikin ilmaisee (*Pöydällä on vesi / vettä, Lapset leikkivät pihalla / Lapsia leikkii pihalla*). Voitaisiin siis tarkastella, millaista indefiniittisyyttä partitiivi ilmaisee objektin sijana. Ensimmäisen partitiiviehdon mukaisissa tapauksissa (*Olemme syöneet mansikoita*) indefiniittisyys liittyy tietenkin objektin tarkoitteen alaan, sen kvantiteettiin. Vastaavastihan voitaisiin kuitenkin katsoa, että kolmannen ehdon mukaisissa tapauksissa (*Äiti kutoo sukkaa*) partitiivi ilmaisee tuloksen indefiniittisyyttä. Irresultatiivisuus olisi siten indefiniittisyyden erikoistapaus. Tämän pohjalta indefiniittisyys olisi liitettävissä myös kielteisiin ja epäileviin lauseisiin, sillä jos toiminta kielletään, ei siitä tietenkään voi olla definiittistä tulosta. Irresultatiivisuus voi kuitenkin tarkoittaa paitsi sitä, että tulosta ei ole, myös sitä, että tulos jätetään epämääräiseksi. Voin esimerkiksi korjata ystävääni, joka väittää Jack Rubya John Kennedyn ja Lee Harvey Oswaldia Rubyn murhaajaksi, lauseella *Oswald ampui Kennedyä ja Ruby Oswaldia*, käyttämällä siis partitiiviobjekteja, vaikka me kaikki tiedämme, kuinka Kennedyn ja Oswaldparan kävi. Lauseen tarkoituksena olisi kertoa jotakin subjekteista eikä sivuseikoiksi jäävistä tuloksista.

Indefiniittisyyden pohjalta voitaisiin selittää myös lausepari *Kävin katsomassa elokuvan / elokuvaa*, jonka Leino toteaa ongelmalliseksi resultatiivisuusselityksen kannalta. Mahdollisesti objektin sijapäätteen ei pitäisikään Leinon tavoin katsoa ilmaisevan siinä tuloksen laatua vaan objektin tarkoitteen kvaliteetin definiittisyyttä tai indefiniittisyyttä. Akkusatiivinen lause tuntuukin luonteelta konteksissa, jossa puhutaan jostakin tietystä elokuvasta (A: *Onko Linnan Tuntematon Sotilas sinulle tuttu?* B: *Kävin katsomassa elokuvan*). Partitiivisessa lauseessa taas elokuvasta puhutaan indefiniittisesti,

vaikka puhujan mielessä varmastikin on jokin erityinen elokuva. Objektin sijanvaihtelu voisi näin ilmaista paitsi objektin tarkoitteen kvantiteetin myös sen kvaliteetin definiittisyyden astetta. Definiittisyys : indefiniittisyys ei tietenkään ole jyrkkä dikotomia, vaan samaakin tarkoitetta voidaan tarkastella eri tavoin. Esimerkiksi lauseparissa *Kävin korjauttamassa kengän / kenkää* akkusatiiviobjekti esittää kengän definiittisenä ja partitiiviobjekti indefiniittisenä, vaikka lauseita voidaan varmastikin käyttää samassa tilanteessa. Mahdollisesti myös kvasiresultatiivisten lauseiden akkusatiiviobjekti voitaisiin pyrkiä selittämään definiittisyyden pohjalta. Kun jotakin nähdään tai tunnetaan, kohde on yleensä definiittinen. Vastaavissa kysymyksissä objekti on kuitenkin yleensä partitiivissa (*Mitä sinä näet?, Tunnetko sinä häntä?*), sillä kohde on tällöin vielä indefiniittinen. Vastaavasti "kvasi-irresultatiivisissa" lauseissa partitiivin motivaationa on objektin tarkoitteen indefiniittisyys. Esimerkiksi lauseessa *Hän vaihtoi vaimoa* paino on vaihtamisessa, ei objektin tarkoitteessa.

Leino esittää kirjassaan vielä katsauksen tilanteiden ajalliseen rajaamiseen ja OSMA:ien asemaan siinä. Esimerkiksi avointa tilannetta esittävä lause *Pekka luki lehteä* voidaan rajata OSMA:lla tunnin (*Pekka luki lehteä tunnin*), mutta lisäämällä lauseeseen inessiivimuotoinen adverbiaali päivässä tilanne kuvataan taas avoimena, toistuvana (*Pekka luki lehteä tunnin päivässä*). Menettelyä voidaan jatkaa uudella OSMA:lla ja uudella inessiivimuotoisella adverbiaalilla, jne. Duratiivinen OSMA siis rajaa tilanteen samalla tavoin kuin objektin akkusatiivipääte. Tässä suhteessa OSMA:a ja objektin päätettä voidaan pitää lauseen kvanttoreina.

Leino tarkastelee myös muodon ja merkityksen, syntaksin ja semantiikan suhdetta. Tyypillisesti syntaktisia ovat esimerkiksi kongruenssi-ilmiöt. Objektin osaltakin akkusatiivin ja nominatiivin vaihtelua voidaan pitää puhtaasti syntaktisena: jos

lauseessa ei voi esiintyä nominatiivimuotoista subjektia, objekti on akkusatiivin asemesta nominatiivissa. Näinhän on esimerkiksi passiivilauseissa (*Uusi hallitus nimitetään huomenna*). Sen sijaan akkusatiivin ja partitiivin vaihtelua objektin sijana ohjaavat semanttiset säännöt, ja voidaan kysyä, pitäisikö tämän vaihtelun näkyä myös lauseopin kuvauksessa. Työnsä johdantoluvussa Leino vastaa tähän suorasukaisen myöntävästi (s.17): "Akkusatiivin ja partitiivin oppositioon liittyy merkitysero, joten ne edustavat semantsesti erilaisia kategorioita. Eron tulee näkyä lauseen saamasta syntaktisesta kuvauksesta - - ." Loppukatsauksessa hän tarkastelee asiaa kuitenkin laveammin. Siinä hän toteaa (s. 202), että koska esimerkiksi rajoitukset, jotka koskevat OSMA:ien liittämistä partitiivi- ja akkusatiiviobjektin sisältäviin lauseisiin, "ovat luonteeltaan selvästi semanttisia ja koska niitä on tarpeetonta esittää erikseen sekä muodon että merkityksen tasolla, on luonnollisempaa siirtää niiden osoittaminen semantiikan tehtäväksi". Tämän mukaisesti myös akkusatiivi- ja partitiiviobjektin vaihtelu olisi luonnollista siirtää semantiikkaan.

Viime kädessä kysymys on kuitenkin siitä, mitä syntaksin kuvaukselta halutaan, mitä odotuksia sille asetetaan. Leino toteaa (s. 207), että useat lauseet ovat monitulkintaisia ja "kaikki se, mitä lausuman tulkintaan kuuluu, ei sisälly yksiselitteisenä itse lauseeseen eikä sen syntaktiseen rakenteeseen. Siksi ei olekaan itsestään selvää, että lauseelle ylipäänsä tulisikaan postuloida sellainen syntaktinen rakenne, joka

sallii sille vain yhden tulkintavaihtoehdon." Toisaalta sellainen syntaktinen kuvaus, joka pystyy erottelemaan lauseiden eri tulkintavaihtoehtoja, on tietenkin vahvempi kuin sellainen, joka ei tähän pysty. Jos tyydytään pelkän muodon kuvaukseen, voitaisiin suomen kieliopissa luopua koko n-akkusatiivin kategoriasta ja katsoa tämä objektin muoto genetiiviksi, jonka kanssa se on identtinen. Tällöin ei kuitenkaan välttämättä pystytä esittämään syktaksin kuvauksessa esimerkiksi lauseen *Pekka nai Liisan tyttären ja Matti Pirkon* kaksitulkintaisuutta, joka riippuu siitä, katsotaanko Pirkon (pääsanattomaksi) genetiiviattribuutiksi vai objektiksi. Aina tähän ei tietenkään ole tarvettakaan.

Lopuksi Leino tarkastelee vielä diakronian ja synkronian suhdetta syntaksin kuvauksessa ja toteaa Ferdinand de Saussuren näkemyksiin palautuvan diakronian ja synkronian jyrkän erottelun tutkimuksessa yksipuoliseksi. Esimerkiksi partitiivin käyttö syyn ja kulkureitin ilmauksissa tulee ymmärrettävämmäksi, kun otetaan huomioon partitiivin alkuperäinen erosijainen funktio. Partitiivin käyttö on muuttunut ja muuttuu edelleen, ja tulevaisuudessa annettu kuvaus partitiivin käytöstä senhetkisessä suomen kielessä on varmasti erilainen kuin nykysuomen lauseoppiin sisältyvä esitys. Kieli virtaa, ja - Herakleitoksen sanoin - emme voi astua kahta kertaa samaan virtaan.

Heikki Kangasniemi

TIEDOTUKSIA ** INFORMATION

Korkeakoulujen kielikeskus tiedottaa

ENGLANNIN MATERIAALIA

MUSIIKIN OPISKELIJOILLE

Kaija Ervolan ja Anja Pasasen laatimasta englannin tekstin ymmärtämisen materiaalista **Reading Comprehension for Students of Music and Musicology** (Kielikeskusmateriaalia n:o 47) on ilmestynyt toinen, uusittu painos.

Materiaali koostuu oppilaan kirjasta ja opettajan oppaasta. Se on laadittu ensisijaisesti Sibelius-Akatemian opiskelijoiden tekstinymmärtämisen opetukseen, mutta se soveltuu myös muiden musiikkia tai musiikkitiedettä opiskelevien tai harrastavien englannin opiskeluun. Materiaali sisältää teos- ja säveltäjäesittelyjä, musiikkiarvosteluja sekä musiikin teoriaa, opetusta ja eri instrumentteja käsitteleviä tekstejä. Alussa on lukutekniikkaa käsittevä osa ja lopussa liite, joka kertaa vielä asteikkoja, intervalleja ja kolmisointuja.

Tekstit ovat lievästi vaikeutuvassa järjestyksessä ja niihin liittyy erilaisia silmäily-, ymmärtämis-, sanasto- ja rakennetehtäviä sekä sanastot. Opettajan oppaassa annetaan tehtävien oikeat vastaukset ja siihen sisältyy myös tuntikokeet jokaista opetuskertaa varten.

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UUTTA MATERIAALIA

ESPANJAN OPETUKSEEN
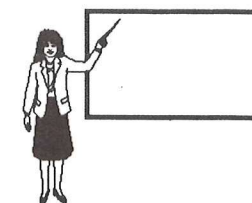
Kielikeskusmateriaalia n:o 95
Material pedagógico del Centro Interuniversitario de Lenguas Nº 95

CAMINEMOS
para estudiantes avanzados de español

Antonio Gómes & Jaime Potenze

El material que aquí presentamos fue concebido inicialmente como una serie de textos sobre aspectos históricos, sociales y culturales de América Latina, para aplicar en los cursos de nivel superior de Svenska handelshögskolan de Helsinki, donde ambos enseñamos. Posteriormente les añadimos ejercicios sobre las dificultades más frecuentes que enfretan los estudiantes tanto fino como suecoparlantes, intentando mantener en los mismos una unidad temática.

Oppimateriaalin hinta on 40 mk.

* * * * *

Kielikeskusmateriaalia n:o 96

CUSTOMER SERVICE ENGLISH COURSE
FOR UNIVERSITY PERSONEL

Suzy McAnsh

Oppilaan kirja 40 mk
Opettajan kirja 50 mk

Tilaukset:

Korkeakoulujen kielikeskus   puh. 941-603 520
Jyväskylän yliopisto   fax: 941-603 521
PL 35
40531 Jyväskylä

Nauhoitepalvelu tiedottaa

UUSIA ÄÄNITTEITÄ

Englanti

BBC SCIENCE MAGAZINE

23/92   New Strategy to Fight Cancer   6'25"
Cheap and Easy Ceramics   4'37"
Recently, two scientists at Loughborough University discovered how to make pre-shaped ceramics cheaply, using a process akin to electro-plating.

More than "Gone with the Wind"   6'35"
The American ecologist Vander Wall has been trying to quantify what happens to seeds, and how important secondary dispersal is to the seeds and their parents, by tracking the seeds of pine-trees in Nevada. He used a combination of felt-tip pens and radioactive tracers, and found that chipmunks were crucial to the trees' reproduction.

The World's Biggest Mirror - Done to a Turn   4'52"
Underneath a football stadium in Tuscon Arizona, a huge 6.5 m astronomical telescope mirror is spinning gently and slowly cooling in a giant computer-controlled oven. It's the world's largest honeycomb in process...

24/92   Stellar Nests   6'20"
...It is possible that stars form in nests of three or four, with mavericks like our Sun being ejected later to lead a lone existence...
Parkinson's Disease - The Latest Research   6'30"

Collisions beneath the Streets of Hamburg   7'25"
...the first experiments in a new particle accelerator which has been built beneath the city of Hamburg, were made in late May this year. HERA - The Hadron-Electron Ring Accelerator - has been designed to smash electrons and protons together at very high energies.

The Biggest Bacterium in the World   4'35"
It's half a millimetre long, it is found in the gut of the surgeonfish, rejoices in the name of Epulopiscium and it has just been identified as the world's largest bacterium.

25/92   Mission to Mars   6'35"
The Mars Observer - to be launched in September - will send back detailed information from its Martian polar orbit...
Towards a Hydrogen Economy   3'55"

Research into Breast Cancer   14'33"
...complete cure is common, especially after early diagnosis, surgery is often less radical than it was in the past... A report on the latest research of Britain's Imperial Cancer Research Fund.

BBC YOUR WORLD

23/92   How Important is Football to National Identity?   13'59"

24/92   Kings and Crises   13'58"
Krai Sak Choonhawan, a political scientist from Thailand, and the British constitutional expert Lord St. John of Fawsley, discuss the way the monachies of their two countries have recently faced up to both political and personal crises.

25/92   The Mentality of Atrocity   13'55"
How can apparently normal people bring themselves to commit terrible crimes - not just individual acts of brutality, but massacres which need the cooperation of many? The 20th century has dashed the idealistic hope that "civilisation" and "progress" would abolish these cruelties; technical advances make brutality more efficient - and no continent or country is immune.

26/92   Spelling Made Easy?   13'55"
English is full of odd spellings and rules which generations of children have had to learn. Still, many adults admit they can't spell because the system is too difficult and illogical. But the Simplified Spelling Society wants to change that, by introducing a new spelling system and making English more sensible and easier to learn.

27/92   Population and the Environment   13'57"
World population has doubled over the last forty years and an increasing population and its attendant poverty are seen as the main causes of damage to the environment...
But at the recent earth summit in Rio a Vatican spokesman said that the Catholic Church opposed the promotion of certain methods of limiting births.

28/92   Is the Avant-Garde a Sham?   13'53"
Are the modern arts an honest response to contemporary life, or an elitist confidence-trick? Can we talk any more about "good" art and "bad" art? Is the new to be embraced as part of our struggle towards some ultimate truth in the arts?

Ruotsi

Tilaa uusi Utbildningsradion luettelo!

Tiedustelut ja tilaukset:
Anna Kyppö, puh. 941-603 525, Fax 941-603 521

Second circular

AFinLA

(Association Finlandaise de Linguistique Appliquée)

Annual Symposium
University of Tampere
13-14 November 1992

*

It is time for the second circular on this year's AFinLA symposium. Theme of the symposium

The Competent Intercultural Communicator

has the following subthemes: Intercultural Communication, Finnish as a Foreign Language, Internationalisation and Language Teaching, Written Discourse, and Language for Specific Purposes.

The symposium will be held in the form of paper sessions, workshops and posters. Among the invited guest speakers are Bernd Müller-Jacquier, University of Bayreuth, Germany, and K.S. Sitaram, Southern Illinois University, USA.

Registration for the symposium will start on Friday morning at 9. The opening will be at 13, and the first plenary lecture is scheduled to begin at 13.15. The conference will end on Saturday by 16. The pre-conference workshops will be held 12-13 November. The topics are: Ansätze zu einer interkulturellen Didaktik des Deutschen als Fremdspache (led by Bernd Müller-Jacquier), Intercultural communication (led by K.S. Sitaram), Cross-cultural negotiation techniques (led by Frank Neal) and Education for careers in intercultural communication (organized by Sonja Tirkkonen-Condit).

Fees

For those registered

	non-members	members	students
before October 15:	200 mk	150 mk	80 mk
after October 15:	250 mk	200 mk	100 mk

The conference fee includes conference materials and two coffees but not publications or meals. Payment requested by October 15 at the latest to Postipankki **TA 3717-0/Projekti 6619.**

For those desiring to stay overnight in Tampere there will be a choice of hotel accommodation at reasonable prices. See list below. We remind participants to make their own room reservations (mention the AFinLA symposium) by October 30 (Hotel Pinja by September 31).

	Single room	Double room
*Hotel Pinja, tel. 241 5111		
Satakunnankatu 10	250 mk	
*Hotel Rantasipi, tel. 245 5111		
Yliopistonkatu 44	270 mk	170 mk/person
*Sokos Hotel Villa, tel. 229 111		
Sumeliuksenkatu 14	260 mk	175 mk/person
*Hotel Victoria, tel. 242 5111		
Itsenäisyydenkatu 1	240 mk	150 mk/person

Here is a list of a few other hotels within easy reach of the symposium venue: Hotel Cumulus Koskikatu, tel. 242 4111, Hotel Ilves, tel. 121 212, Sokos Hotel Tammer, tel. 228 111, Hotel Tampere (opposite the railway station), tel. 244 6111.

Important dates

1 September	Deadline for submission of abstracts
15 October	Preliminary registration
31 September and	
30 October	Deadline for hotel reservations (at agreed rates)

The final circular with more detailed information will be sent to all those registered by the end of October.

The organizing committee:
Liisa Löfman
Sari Hyttinen
Kaija Kuiri
Liisa Kurki-Suonio
Silja Pellinen
Dieter Schaffrath

Contact address:

University of Tampere
Language Centre
P.O.Box 607, SF-33101 Tampere

Tel. +358 31 156 466
　　　+358 31 156 462
Fax +358 31 156 464
e-mail kklilo@kielo.uta.fi

Andra sammanskomsten för
SVENSKAN I FINLAND
Jyväskylä den 6 och 7 november 1992
Cirkulär nr 2 / 18.8.1992

Institutionen för nordiska språk vid Jyväskylä universitet inbjuder till Andra sammankomsten för Svenskan i Finland den 6 och 7 november 1992. Sammankomsten beräknas börja ca kl 12 på fredag och sluta omkring 15 på lördag. Symposierna som går under namnet Svenskan i Finland är avsedda som ett diskussionsforum för finländska språkvetare som bedriver forskning kring svenska språket. Benämningen kan eventuellt ge det felaktiga intrycket att tonvikten ligger på studiet av den svenska som används i Finland, men så är det inte. Evenemanget som återkommer med två års mellanrum är tänkt som ett paraply under vilket alla finländska nordister kan samlas oavsett forskningsinrikt-ning, kön, ålder, akademisk grad etc. När det gäller föredragen välkomnas i princip allt som bidrar till att beskriva svenskan, och forskare från andra länder är självfallet också välkomna.

Förutsatt att tillräckligt många professorer och biträdande professorer anmäler sig kommer ett professorsmöte att anordnas i samband med sammankomsten. Kom gärna med förslag om problem som borde diskuteras!

För att täcka våra kostnader är vi tvungna att uppbära en deltagaravgift på 60 mk. Närmare information om detta kommer att ges i nästa cirkulär. Deltagarna ansvarar själva för bokning av hotellrum och för alla sina omkostnader. En lista på några av stadens hotell medföljer.

Korta sammandrag av föredragen kommer att distribueras till deltagarna före symposiet. Föredragen publiceras efteråt. Ett andra cirkulär med närmare upplysningar om sammankomsten skickas ut senast i slutet av september. Sprid gärna information om sammankomsten till intresserade som eventuellt inte nåtts av detta meddelande.

Tidsschemat är följande:

Senast 15 september 1992:   Anmälan om deltagande och anmälan om föredrag (med korta sammanfattningar på max 2–3 A4–sidor)

Slutet av september 1992:   Besked till föredragshållare om antagna föredrag.

Mitten av oktober 1992:   Utskick till anmälda deltagare av sammankomstens program och sammandrag av föredragen. Kontonummer för inbetalning av deltagaravgiften.

Välkomna till Jyväskylä!

Matti Rahkonen   Veikko Muittari

17TH ANNUAL BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT

October 23, 24 and 25, 1992

KEYNOTE SPEAKER: **George Miller**, Princeton University
                       "Looking through the Lexicon"

PLENARY SPEAKERS: **Jean Aitchison**, London School of Economics
                       "Shuddering Start or Sudden Spurt? The Linguistic Development of Pre-Adolescents"

                       Ken Hale, Massachusetts Institute of Technology
                       "On Resisting Language Loss: The Human Value of Local Languages"

Sessions include first and second language acquisition of syntax, morphology, phonology, lexical and conceptual knowledge, discourse, narrative and literacy, social and cultural aspects of language use, as well as exceptional language, language processing, and bilingualism.

For more information:

A preliminary program, pre-registration form, and information about hotels, discounts on domestic air fares, and child care arrangements, are available via e-mail. If you send a message to **info@louis-xiv.bu.edu** you will receive an automated reply that contains these materials.

Early in August, these materials will also be sent by regular mail to those who are on our mailing list. (Speakers are urged to wait to pre-register until they receive that mailing.)

Anyone who plans to attend the conference is advised to make hotel arrangements as soon as possible.

If you have any questions, or if you would like to add your address to our regular mailing list or inform us of a change in address, please send e-mail to **langconf@louis-xiv.bu.edu**, phone 617-353-3085, fax 617-353-6218, or write to:

**Boston University Conference on Language Development
138 Mountfort Street
Boston, MA 02215, USA**

TWELFTH ANNUAL EMU CONFERENCE
ON
LANGUAGES AND COMMUNICATION
FOR WORLD BUSINESS AND THE PROFESSIONS

A Conference on LSP (Languages for Specific Purposes)
and International Business and Professional Education

Thursday, April 1- Saturday, April 3, 1993
Pre-Conference Workshops, Wednesday, March 31, 1993
Ypsilanti, Michigan USA

CALL FOR PROPOSALS

Papers (up to 30 minutes in length)
Concurrent Sessions (90 minutes in length)
Pre-Conference Workshops (3 hours in length)

PROPOSAL DEADLINE: FRIDAY, OCTOBER 23, 1992

RADISSON ON THE LAKE AND EMU CORPORATE EDUCATION CENTER
(Ypsilanti, Michigan: 15 minutes west of Detroit Metropolitan Airport)

CO-SPONSORED BY:

THE WORLD COLLEGE, THE COLLEGE OF BUSINESS AND
THE DEPARTMENT OF FOREIGN LANGUAGES AND BILINGUAL STUDIES
IN COOPERATION WITH CONTINUING EDUCATION

EASTERN MICHIGAN UNIVERSITY

CALL FOR PAPERS
(up to 30 minutes in length)

The conference program will accommodate presentations up to 30 minutes in length. Proposals for longer presentations will be given lower priority. High priority will be given to papers which are clearly-focused, practice-oriented and supported with handouts useful for teaching, program development and administration. Papers will be submitted to the ERIC Michofiche Collection for publication if presenters so desire. Selected papers may be published in a selected-proceedings volume.

ENGLISH WILL BE THE LANGUAGE OF DISCOURSE FOR ALL CONFERENCE PAPERS AND SESSIONS.

GENERAL AREAS TO BE COVERED AT THE CONFERENCE

LANGUAGES AND CULTURES: Papers on the use or teaching of any foreign language or culture for business or any other profession are appropriate. Proposals on course contents and teaching techniques for business French, German, Japanese and Spanish, for example, are appropiate. Presentations on interdisciplinary programs of study combining languages and cultures with training in international business and economics are of great interest. Equally appropriate are papers on the study and use of languages and cultures for fields such as international affairs, law, health and social services, public education, technology, engineering and journalism.

INTERNATIONAL BUSINESS AND PROFESSIONAL EDUCATION: Papers on course content and teaching methodologies for international marketing, management, finance, and accounting are appropriate, as well as topics related to the globalization of the business school curriculum and other professional training programs. Also appropriate are presentations on corporate training for international trade, for doing business in a cross-cultural domestic context, and for conducting business abroad.

EXAMPLES OF SPECIFIC LANGUAGE-RELATED TOPICS

Rationale for programs in languages for specific purposes (LSP)
The relationship of LSP courses and programs to the humanities and the liberal arts tradition
Reports on existing LSP programs and courses
Internship and study abroad programs in languages for specific purposes
Retraining language educators to teach LSP
Techniques, methods, texts and materials for teaching LSP
Computer assisted instruction for LSP
Proficiency testing in languages for business and the professions
Public school initiatives in foreign languages and international business

EXAMPLES OF SPECIFIC BUSINESS-RELATED TOPICS

How to internationalize business education
Globalizing the business school curriculum and accreditation by the AACSB
Teaching techniques and course content for international marketing, management, accounting or finance
Humanistic components in business and professional courses and programs
Teaching cross-cultural business practices and intercultural business communication
Training business educators in international aspects of their specializations
Teaching how to market across cultures and in domestic markets abroad

ABSTRACT REQUIREMENTS (Please submit EIGHT COPIES of the abstract.)
DATE DUE: Friday, October 23, 1992
FORMAT: Limited to ONE 8 1/2" x 11" page. Include the title, length of presentation (in minutes), primary audience, and a summary of the contents of the proposed paper. (Do not put your name on the abstract.)
AUDIENCE: Indicate if your paper is primarily intended for an audience of language educators or of business educators, or equally for both. If your proposed presentation is language specific, state the language to which it applies. If business-related, state which operational area(s) it will cover. If on a profession other than business, please state exactly what professional area(s) your paper will cover.
AUTHOR: Your abstract title, name, address, and work and home phone numbers should appear on a separate page or card (one copy only).

MAILING ADDRESS: Please mail all proposals to the address provided on the next page.
If you have questions, please call (313) 487-2414 or FAX to (313) 485-1980.

CALL FOR SESSION PROPOSALS

(90 minutes in length)

The Conference Program Committee invites interested parties to submit proposals for concurrent sessions to be scheduled opposite two or more other sessions in the same time slot. Total speaking time should not exceed 60 minutes, allowing the remaining 30 minutes in the session for introductions, transitions and discussion.

This invitation gives academic specialists the chance to create sessions on topics that they feel have not been adequately covered at our previous conferences. We expect organizers of these concurrent sessions to draw on their networks of professional colleagues to put together a coherent set of presentations, a lively panel discussion or a captivating 90-minute workshop, on topics related to the areas outlined on the preceding page.

These sessions provide conference attendees with the opportunity to hear presentations from educators with practical experience in conference-related areas of professional activitiy. Under normal circumstances, the committee will not approve proposals for 90-minute sessions with only one speaker. Ideally, two to four speakers will represent perspectives from a variety of different institutions. However, a session made up of two to four colleagues at one school from a variety of disciplines, who have worked together to establish an innovative course or program, might also be acceptable.

All speakers and other participants in the session are expected to register for the conference, paying the reduced registration fee applicable to individual presenters.

CONCURRENT SESSION PROPOSAL SUBMISSION REQUIREMENTS

To be considered by the Conference Program Committee, EIGHT COPIES of proposals for 90-minute sessions providing the information outlined below must be received by Friday, October 23, 1992:

1. The name, address, institutional affiliation, and home and office phone numbers of the organizer of the session.
2. The names, addresses, institutional affiliations, and home and office phone numbers of all other people who have agreed to participate in the session if it is approved.
3. A one-page data sheet on each session participant which outlines those aspects of the individual's professional background which qualify him or her to speak with authority on the session's topic.
4. An indication of who will serve as the moderator of the session. (EMU can provide a moderator if you want.)
5. An indication of how the session will be organized; i.e., an open discussion guided by the moderator, formal presentations of a specified number of minutes by each speaker followed by discussion, a workshop format with group participation in exercises or activities which convey information and ideas, etc.
6. A detailed description of the topics to be covered and the distribution of responsibilities among the speakers. Please include the title and a brief summary of each speaker's presentation, if appropriate, which clearly shows how each presentation relates to the focus of the session.

MAILING ADDRESS FOR SUBMISSION OF ALL PROPOSALS

NOTE: To be considered, you must indicate that your proposal is for ONE of the following: either a pre-conference *workshop* OR a *paper* OR a *session*. Parties interested in submitting proposals for more than one kind of activity are invited to do so, but separate proposals must be made for each one.

For further information, and for the submission of proposals for papers, sessions and pre-conference workshops, please write or call:

MAILING ADDRESS: EMU Conference on Languages for World Business
World College, 307 Goodison Hall
Eastern Michigan University, Ypsilanti, MI 48197
PHONE: (313) 487-2414   FAX: (313) 485-1980

Decisions regarding the conference program and pre-conference workshops will be finalized by the end of November. Submitters of successful proposals will be notified by early December and will be asked to make a commitment to participate in the conference by Friday, December 18, 1992.

Eastern Michigan University

CALL FOR PRE-CONFERENCE WORKSHOP PROPOSALS

3 hours in length — Wednesday, March 31, 1993

The Conference Program Committee is pleased to invite international business and foreign language educators to submit pre-conference workshop proposals for our annual conference. The workshops provide intensive training on topics useful in preparing present and future professionals for the global society and workplace of this decade and beyond. They are geared to the needs of a variety of audiences, including business people or other professionals (in international relations, law, medicine, engineering, etc.), international business instructors, or teachers of languages and cultures for business, medicine, engineering, law or other professions. The primary emphasis of the workshops is on language and cross-cultural training for business and professional communication. The Program Committee will also consider proposals on topics related to the interdisciplinary nature of the workplace and the need to internationalize our educational system. The list below, while not exhaustive, gives an idea of the broad range of possible workshop topics which are appropriate.

— Design and development of interdisciplinary programs of study combining business or professional training with language and cultural instruction.
— Funding sources and grant proposal writing to support the internationalization of courses and programs.
— Course content, teaching techniques and materials for business or professional foreign languages and cultures.
— How to globalize existing business courses and to create new courses such as international accounting, finance, management and marketing.
— Teaching strategies, technologies and materials for internationalizing instruction in the professions (law, health services, engineering, etc.).
— Teaching cross-cultural communication for international business and other professions.
— Establishing and maintaining international practical training programs for business and other professional specializations.
— How to conduct international business (market research, export regulations, documents and procedures, culture specific considerations, etc.).
— Cooperation between secondary schools and institutions of higher education in internationalizing staff, courses and programs.

Priority will be given to proposals for workshops that emphasize practical results for attendees and provide handouts and other useful materials. Under normal circumstances, the committee will not approve proposals for workshops in which there will be only one presenter. Ideally, two or three speakers will present perspectives from more than one institution. However, a workshop conducted by two or three colleagues from different disciplines at one school who have worked together to establish an innovative course or program might also be acceptable. All presenters will receive an honorarium and the conference will cover reasonable rental costs for audio-visual equipment needed to conduct the workshops.

WORKSHOP PROPOSAL REQUIREMENTS (Please submit THREE COPIES of the proposal):

To be considered, a workshop proposal must include all of the information listed below. The proposal plus attachments must not exceed ten type-written pages, double-spaced. THREE COPIES of the proposal must reach our office by Friday, October 23, 1992

1. Title: Use a maximum of ten words.
2. The name, address, institutional affiliation, home and office phone numbers of the principal organizer of the workshop and of all other people who will help conduct the workshop if approved.
3. A one-page data sheet on each workshop presenter which outlines those aspects of the individual's professional background which qualify him or her to speak with authority on the session's topic.
4. A detailed description of the topics to be covered and of how responsibilities will be divided among the speakers, including the order in which topics will be presented, the activities to be conducted, audio-visual equipment needed, and handouts to be given to attendees.
6. Provide a brief description of the proposed session, using a maximum of 100 words. This description will appear verbatim in the Conference Program Booklet and thus should enable people to decide whether or not your workshop meets their particular needs.

PLEASE SEND PROPOSALS TO THE ADDRESS GIVEN ON THE PREVIOUS PAGE. IF YOU HAVE QUESTIONS, PLEASE CALL (313) 487-2414.

EMU Conference on Languages for World Business
World College, 307 Goodison Hall
Eastern Michigan University, Ypsilanti, MI 48197

SENDER
ROYAL VIKING POST

10.8.9

Eastern Michigan University
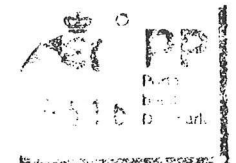
Call for Papers

3RD INTERNATIONAL COGNITIVE LINGUISTICS CONFERENCE

July 18-23, 1993, Leuven, Belgium

AIMS AND SCOPE

The conference offers a forum for research within the perspective of Cognitive Linguistics. This perspective subsumes a variety of concerns and broadly compatible theoretical approaches that share a common basis: the idea that language is an integral part of communication which reflects the interaction of cultural, psychological, communicative and functional considerations, and which can only be understood in the context of a realistic view of cognitive development and mental processing.

Topics of special interest for Cognitive Linguistics include the structural characteristics of natural language categorization (such as prototypicality, metaphor, mental imagery, and cognitive models), the functional principles of linguistic organization (such as iconicity and naturalness), the conceptual interface between syntax and semantics, the experiential and pragmatic background of language-in-use, and the relationship between language and thought.

CONFERENCE PROGRAM

The conference will include nine keynote lectures and up to ninety 40-minute lectures in parallel sections. A workshop on psychological models of categorization is being planned. The social program will feature various receptions, a farewell concert, and a guided tour of one of Flanders' historical towns.

SUBMISSION OF ABSTRACTS

Authors are requested to submit four copies of a one-page abstract in hardcopy format to the address below. **Abstracts must be received before November 1, 1992.** Authors will be notified of acceptance or rejection by January 1, 1993.

REGISTRATION FEE

The regular registration fee is 3000 Belgian francs. (The current exchange rate is about 35 francs to one U.S. dollar). Members of the International Cognitive Linguistics Association pay 2000 francs. Students and residents of countries with currency restrictions can register at the reduced rate of 1500 francs. After May 15, 1993, all rates are raised by 1000 francs. All payments must be made through account number 431-0612761-79 of Dirk Geeraerts, ICLA93, Kredietbank Ladeuzeplein, Leuven. Refunds (minus 20% administration charges) will only be made if the organizing committee is notified before May 15, 1993.

CONFERENCE SITE AND HOUSING FACILITIES

Founded in 1429, the University of Leuven is one of the oldest in the northern part of Europe. Situated at only 25 kms from Brussels, the town of Leuven is easy to reach. The conference will take place in the classicist buildings of the 18th century Maria-Theresia College, situated in the historical center of Leuven. The participants will be housed in the immediate neighborhood of the Maria-Theresia College, either in the Pauscollege or in the Holiday Inn Hotel. The Pauscollege offers single rooms at the price of approximately 1000 francs per night per room. The Holiday Inn charges approximately 3000 francs per night per room, regardless of the number of persons occupying it (up to a maximum of four persons). Participants will receive definitive prices by January 15, 1993.

ORGANIZING COMMITTEE

The organizing committee consists of Dirk Geeraerts, Nicole Delbecque, Brygida Rudzka-Ostyn, René Dirven and Stefan Grondelaers. All correspondence should be addressed to Dirk Geeraerts, Departement Linguistiek KU Leuven, Blijde-Inkomststraat 21, B-3000 Leuven, Belgium (telephone: 32-16-284815, FAX: 32-16-285025, e-mail: (FFAAB01 at BLEKUL11.EARN). (Also: FFAAB01 at BLEKUL11.BITNET).

IF YOU ARE INTERESTED IN ATTENDING THE THIRD ICLA CONFERENCE, SEND THE FOLLOWING REGISTRATION FORM TO:

✂ --
DIRK GEERAERTS / ICLA93
DEPARTEMENT LINGISTIEK KUL
BLIJDE-INKOMSTSTRAAT 21
B-3000 LEUVEN
BELGIUM

Name:

Affiliation:

Address:

___ I intend to participate and would like to receive further information.

___ I intend to submit an abstract by November 1, 1992.

University of Cambridge

Second Summer Institute in English and Applied Linguistics

Second Language Acquisition: Performance and Competence

19 – 30 July 1993

Academic Director: Professor Gillian Brown

The Summer Institute is planned for experienced college or university lecturers and teachers in English who have at least master's level qualifications in applied linguistics and who want to update their knowledge.

The theme will be Second Language Acquisition: Performance and Competence. Particular attention will be paid to recent research in the areas of second language learning and cognitive processing. Because new theoretical developments in linguistics and in cognitive psychology feed into this research, the Institute will focus on the relationship between what a learner "knows" and what a learner "can do".

A wide international audience is expected, and attendance will be limited. The first University of Cambridge Summer Institute, in 1991, was attended by over 50 participants from 28 countries.

The Summer Institute is organised for the University of Cambridge Research Centre for English and Applied Linguistics by the University's Board of Continuing Education.

The Programme

On each morning in the programme a distinguished scholar will give a lecture to provide an over-view of a topic, followed by another lecture on his or her own current thinking. There will be substantial time for discussion after each lecture. Expected lecturers will include:

- *Professor Gillian Brown* (University of Cambridge): Introduction and final summary
- *Sir John Lyons* (Trinity Hall, Cambridge): Performance and competence
- *Dr Paul Meara* (University College of Wales, Swansea): The acquisition and use of lexis
- *Professor Philip Riley* (CRAPEL, University of Nancy): Socio-linguistic aspects of second language acquisition
- *Professor Noel Sharkey* (University of Exeter): Connectionist approaches to natural language learning
- *Dr Vivian Cook* (University of Essex): Universal Grammar and second language acquisition
- *Professor Jacquelyn Schachter* (University of Oregon): Competence and performance and Grammaticality judgements
- *Professor Elana Shohamy* (University of Tel Aviv): Testing competence and Testing performance
- *Professor Larry Selinker* (University of Michigan): Interlanguage revisited: A current view of fossilisation and competence

On five afternoons during the Institute, participants may attend one from a set of four, two-hour workshop/seminars:

- Translation performance and translating competence: *Dr Kirsten Malmkjaer* (University of Cambridge)
- Pedagogical grammars and learners' dictionaries: *Professor Keith Brown* (University of Essex)
- Cognitive approaches to competence and performance: *Dr John Williams* (University of Cambridge)
- Measurement in language research and assessment: *Alastair Pollitt* (University of Cambridge)

Participants arrive during the afternoon of Monday 19 July 1993 and depart on the afternoon of Friday 30 July.

The programme will be residential, based at Downing College, in the centre of Cambridge. The College consists of predominantly neoclassical buildings dating from the first half of the nineteenth century. The principal sessions will be held in the College's Howard Building, designed in the classical style by Quinlan Terry in 1987.

The fee for the programme will be £1,165, to include all academic sessions, course materials, social events, lunches, coffees and teas.

The additional fee for accommodation at Downing College will be £520, to include accommodation in single bedsitting rooms, breakfasts and evening meals.

It is possible to attend the Summer Institute without staying at Downing College by paying only the programme fee of £1,165. Spouses or other guests may pay only the accommodation fee. Part-attendance, or other forms of part-payment, will not be possible.

A certificate of attendance will be available.

The closing date for applications is 1 April 1993. They should be sent on the form opposite to:

University of Cambridge
Board of Continuing Education
Madingley Hall, Madingley
Cambridge CB3 8AQ England
Fax: +44 954 210677 Tel: +44 954 210636

A registration fee of £100 should be sent with all applications. Applications will not be confirmed until this fee is received. The remainder of the fee should be paid in full by 1 June 1993. If the full fee is not paid by that date, the University reserves the right to offer a place to another applicant, should there be a waiting list. The registration fee will not usually be refunded if an applicant withdraws after acceptance.

Payments of fees from countries other than the United Kingdom should be made by -

◆ VISA or Mastercard

◆ sterling banker's draft or cheque drawn on a British bank

◆ crossed international money order

Cheques should be made payable to "The University of Cambridge". Cash, personal cheques drawn on banks outside the UK and Eurocheques cannot be accepted.

The University regrets that it will not be able to provide scholarships or places at reduced fees for the Summer Institute. Although no specific funds are available for 1993, the British Council was able to provide assistance for many of those who attended the first Summer Institute in 1991. Potential applicants should approach their local British Council Office for information.

ISFC 93

19-23 July 1993

20th International Systemic Functional Congress

ISFC 93: Call for Papers & Registration Information

The 20th International Systemic Functional Congress will be held from 19-23 July 1993 at Victoria University, Victoria, British Columbia, Canada.

Daytime sessions will include section papers, with allowance made for workshops, where possible. If feasible and appropriate, papers will be grouped under themes. Evening sessions will include panels and other interactive activities.

Call For Papers: Abstracts

Please send your abstracts to:
Bernard Mohan, ISFC93
Department of Language Education
University of British Columbia
2125 Main Mall
Vancouver B.C.
Canada V6T 1Z5
Fax: (Canada)(604 natl.) 822-3154
E-mail: usermoha@ubcmtsg.bitnet

Abstract deadline:
To arrive by DECEMBER 1, 1992

• Abstracts should be camera ready and include a heading with: the title of the paper; the name(s) of the author(s); and the authors' institution(s).

• Abstracts should not exceed one page (21.75cm x 28cm). This includes references.

• Please use wide margins - minimally 3 cm left and right, and minimally 4 cm at top and bottom.

All papers will be given a 40 minute time slot.

With your abstract, please send us also a separate sheet with the following information:

a) Your name, the title of your paper, and the address to which we should send out our reply. If possible, please add your fax number and your e-mail address.

b) Whether your paper is "General" or falls under one of the following themes: 1) Computational Linguistics 2) Educational and Clinical Linguistics 3) Lexicogrammar and Semantics 4) Text and Discourse 5) Other (specify).

c) Whether or not you require early acceptance for funding purposes.

d) The title and brief description of any workshop you would like to offer.

e) Any equipment (projectors, audio or video facilities, etc. you will need for your paper and workshop. Specify the two separately).

f) The type of workshop you would like to participate in (to help us decide which workshops might be viable).

g) Any helpful biographical information, if you have not presented at an International Systemics Congress before.

Pre-conference courses

Pre-conference courses reviewing systemic approaches are planned July 5-16, 1993 at University of British Columbia, Vancouver B.C., CANADA. Write for details to Bernard Mohan, saying how likely you are to attend.

→ ▢ ▢ ▢ ▢ ▢
↑ **EuroCall 93**

EUROCALL 93: Emancipation Through Learning Technology

University of Hull, England

Wednesday 15 - Friday 17 September 1993

Preliminary Announcement and Call for Papers

Eurocall has evolved from a small group of enthusiasts in Computer Assisted Language Learning (CALL), who met at the University of Liège in 1986 with the aim of disseminating information and exchanging ideas about CALL, as well as sharing research interests. As the group has grown, international conferences have taken place in Germany, Holland, Denmark and Austria, culminating in the largest Eurocall conference to date, held in Helsinki in 1991. During 1992, Professor Graham Davies of Thames Valley University, who has played a leading rôle in Eurocall's activities, is co-ordinating the establishment of a new constitution for the organisation.

The theme of "emancipation through learning technology" highlights the possibilities now open to the language teaching professions for harnessing computer-based technologies in ways which can have far-reaching effects on students, teachers and management. Papers (30 minutes duration) are called for under the following categories:

> • Autonomous/distance learning;
> • Multimedia for language learning;
> • Resources and tools to support language learning;
> • Evaluation and assessment.

Abstracts of up to 600 words (in English) should be submitted to the address below by **31 January 1993.** The abstracts will form part of the conference handbook, and it is envisaged that the full proceedings will be published by Peter Lang (Germany). The lecture theatres where the papers will be delivered will be equipped with overhead projectors and screens. Ample provision will be made throughout the conference for software demonstrations; full details of available hardware will be published in due course.

Please submit abstracts on disk, preferably in *Microsoft Word* (IBM) format, or as an ASCII file, as well as providing a printed version.

Address for abstracts:

Mrs June Thompson
CTI Centre for Modern Languages
University of Hull
Hull HU6 7RX
Tel: 0482 466373
Fax: 0482 465991
JANET email: Eurocall@uk.ac.hull

**NORDISKE DATALINGVISTIKKDAGER/
SCANDINAVIAN CONFERENCE IN COMPUTATIONAL
LINGUISTICS 1991**

**Proceedings of the Scandinavian Conference in
Computational Linguistics, Bergen 28-30 November 1991**

This conference drew speakers from all over Scandinavia, who presented ongoing research in such fields as machine translation, formal description of syntax and semantics, and formats for editing, storing and retrieving dictionary material.

Contents:

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ENGLISH SUMMARY

Peter Walther (University of Greifswald) from Berlin reports on the 4th international seminar on Germanistic research on literary texts, arranged in Vöyri, 1.-3.3.1992, by the Department of German at the University of Vaasa. In addition to researchers on literature and on translation from Scandinavia, Estonia, Czechoslovakia, and Germany, authors Oskar Pastior, Franz Innerhofen, Manfred Peter Hein, and poet Kito Lorenc attended the event. Although the talks given varied in their content and point of view, almost all of them were concerned with Hermeneutics, both in the sense of "interpretation" and "translation". Britta Klockars (Vaasa) discussed the Swedish translation of a poem by Pastior. Andreas F. Kelletat (Vaasa) dealt with the problem of keeping the form intact when translating poetry. Christine Pankow (Umeå) gave a talk on the language, metalanguage, and poetry of Ernst Jandl. Georg Gimpl (Helsinki) discussed the way in which the instruments of interpretation can be extracted from the text itself, in his case von Wittgenstein's "tractatus". Alfred Kelletat (Berlin) discussed Simon Dach and the Königsberg circle of poets. Talks were also given by Mati Kirkel (Tallinn) who dealt with the state of Estonian Germanistics, and Hendrik Röder (Greifswald, Essen) who discussed an anthology of Expressionist poetry compiled by Erich Arendt, unpublished in the GDR for "culture political" reasons.

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Send this form to the address opposite with the registration fee of £100, or the full fee. The full fee for the programme is £1,165. The fee for accommodation at Downing College is an additional £520. (These amounts include the registration fee.)

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ISFC 93

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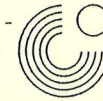
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