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

**Lehteen tarkoitettun materiaalin tulee olla toimituksessa
ilmestymiskuukautta edeltävän kuun 15. päivään mennessä.**

WHAT, WHERE, WHEN

The Society for the Advancement of Scandinavian Study (SASS) held its 82nd annual meeting at the University of Minnesota last spring. In connection with this meeting, there was a post-conference workshop on FL teacher training in Scandinavian languages, sponsored by Samarbeidsnemda for Nordenundervisning i utlandet. This body found and sent one representative from each Nordic country to talk about their FL teacher training. The representatives were (in alphabetical order) Professor Hans Bekker-Nielsen, Odense University, Denmark; Director Úlfar Bragason, Sigurdur Nordal Institute, Iceland; Asst. Prof. Gunilla Jansson, Stockholm University, Sweden; FL Hannele Jönsson-Korhola, University of Helsinki, Finland; Asst. Prof. Else Ryen, University of Oslo, Norway.

The post-conference workshop had some sixty participants, all of whom expressed avid interest in FL teacher training in Scandinavian languages and wanted information in writing as well. Thus this special issue! I hope that it will function as an additional link between all those who work in the vast field of Scandinavian studies.

Anu Virkkunen

HELSINGIN YLIOPISTON KIRJASTO
OPISKELIJAKIRJASTO

TEACHER TRAINING IN SWEDISH AS A SECOND LANGUAGE

Gunilla Jansson
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In 1973, we at the Department of Scandinavian Languages at Stockholm University (and people at the corresponding department at Gothenburg University) started the first teacher training courses in Swedish as a Second Language, Swedish 2.

The reason for this was that immigration had increased since the middle of the 60's, and courses of Swedish for immigrants were given at adult educational associations. Most of the teachers in adult education classes knew little or nothing about Swedish as L2 and of L2 teaching. Teachers in compulsory schools had immigrant children in their classes and they, too, did not really know what to do or how to do it. So back in 1973 the need for courses and the interest among already active Swedish 2-teachers were really great. At the time I could not imagine that both the need and the interest would be just as great today, almost 20 years later.

My personal background in 1973 was about 7 years as a teacher of Swedish to foreign students at Stockholm University and a degree in Scandinavian languages.

How to become a Swedish 2-teacher

Today we have three ways leading to the same goal. We have **separate single-subject courses**, which started in 1973, with a basic course of 1 - 20 credits, then an intermediate course of 21 - 40 credits, started in 1979, and an advanced course of 41 - 60 credits, started in 1983. At each level, 20 credits equals 20 weeks (= 1 semester) of full time study, that is, 40 hours a week.

In 1984, Swedish 2 became a **regular subject in study programs** for subject teachers. In 1988, these programs were replaced by study programs for class teachers, i.e. teachers in the nine-year compulsory school. These courses are given in cooperation with Stockholm College of Education. The students either choose to become teachers of grades 1 - 7 or grades 4 - 9. They have the same courses in Swedish 2, 40 credits.

We also have **in-service training courses** for teachers, 20 credits. These courses started in 1983.

Below is a detailed description of the various courses.

Separate single-subject course

Basic level, 1 - 20 credits.

1. Migration, 4 credits
2. Functions and structure of language, 8 credits
3. Swedish as a second language, 8 credits

Topics in Course 1 include **Migration**, its history and development; Sweden as a country of immigration; Swedish refugee and immigration policy; Development of policies towards ethnic minorities; Prejudice and racism; The meaning of culture and identity; and Intercultural education.

The course **Functions and structure of language** deals with the structure of human languages and their basic social and psychological functions. Special attention is paid to questions connected with language and immigration, i.e. comparison between the structure of Swedish and some immigrant languages, analysis of how immigrants speak and

write Swedish, and the relationship between Swedish and immigrants's first language in different social contexts (home, school, work).

The Swedish language is studied in a contrastive/typological perspective including semantics, syntax, morphology, and phonetics, with a focus on specifically Swedish structures. Some examples of cultural differences concerning non-verbal communication are also discussed.

The course consists of three parts: grammar, sociolinguistics and psycholinguistics, and phonetics and phonology. The aim of the grammar part is to provide basic theoretical knowledge in the areas of morphology, syntax, and semantics. Essential facts of Swedish structure are presented within a contrastive and typological framework. An overview of the world's languages is presented, and emphasis is put on the major immigrant languages in Sweden.

In the sociolinguistic and psycholinguistic part of the course, language in general is studied from a sociolinguistic perspective, with a special focus on variation and change. This includes the study of regional and social varieties, and problems connected with standardization and language planning. Attitudes towards immigrant languages and different varieties are discussed, as well as how these attitudes affect L2 learning. Psycholinguistic aspects of language are also studied, e.g. how language is perceived and produced, the relationship between language and thought, factors influencing first and second language learning, and the theories behind different pedagogical considerations in teaching L2 learners.

In the phonetics and phonology part of the course the main purpose is to give the students such knowledge of basic phonetics (especially sound production and articulatory phonetics in its narrower

sense) and of phonology as is essential for their work as Swedish 2 teachers.

The third course, **Swedish as a second language**, has also a grammatical part and a phonetic/phonological part. The grammatical structure of Swedish is studied with special emphasis on phenomena which are difficult to most L2 learners of Swedish, such as word order, species, and tense. Of course, it also deals with the teaching and learning of these language features specific to Swedish. In the phonetic/phonological part the studies are concentrated on the sound system and pronunciation of present-day standard Swedish, as it appears in the light of universal, and typological aspects and in contrast to major immigrant languages in Sweden. The course also deals with the teaching and learning of Swedish pronunciation.

Intermediate level 21 - 40 credits

1. The structure of Swedish and its typological distinctive features, 4 credits
2. Interlanguage, 4 credits
3. Bilingualism, 4 credits
4. Teaching materials analysis, course planning, and testing, 4 credits
5. Project work/report, 4 credits

The course called **The structure of Swedish and its typological distinctive features** deals with text linguistics, semantics (especially different semantic fields), vocabulary, and word formation. Variants of Swedish and some special grammatical phenomena such as case, agreement, and species are considered in the perspective of other languages. In addition to a final exam, the students analyze a text written by an immigrant in groups of 3 - 4.

The aim of the course **Interlanguage** is the analysis of L2-performance in Swedish. Students make tape-recordings of connected spoken discourse in cross-cultural settings. They transcribe and analyze different levels (error analysis,

contrastive analysis, learner strategies, communicative behavior, socio-cultural and pragmatic observations). Since most of the students already work as Swedish 2-teachers they can use their own students for their analyses. These analyses are then discussed in a pedagogical perspective.

The course in **Bilingualism** is a comprehensive, introductory course to the field of bilingualism looking at the area at three levels: the group or societal level, the individual level, and with regard to influences on the linguistic system when two languages are in contact. In each of these areas a range of practical issues are discussed which are related to research and theory.

In the course **Teaching materials, course planning, and testing** various analytical principles are applied to text books and other teaching materials as well as to different syllabuses. Aspects of materials and syllabuses are related to different theories of language and learning as well as to different teaching methods. Above all, students are encouraged to develop a critical attitude towards materials, syllabuses, and methods. The course also deals with the basics of language testing, including some fundamental statistic concepts.

This intermediate course ends with a **Project work/report**. In groups of 3 - 4 the students accomplish a small investigation on a subject that they want to know more about. They gather and analyze some material, and present their results in a written report that is discussed in a seminar.

Advanced level, 41 - 60 credits

1. Theory and method, 5 credits
2. Work with an informant, 5 credits
3. Seminar and paper, 10 credits

The course **Theory and method** aims at providing a basis in the theory and methods of modern linguistics. Recent courses have centered on the structural

description of language (semantics, morpho-syntax, phonology) and on the functional-typological theory.

In **Work with an informant**, linguistic fieldwork methods are applied as a tool for the L2-teacher to explore an unfamiliar language, potentially the L1 of an immigrant student. The students work together in small groups, investigating selected phenomena. A written report on the factual and methodological findings is presented by each group and discussed in the course.

Finally, in **Seminar and paper**, each student writes a paper to be handed in and defended in the seminar. The topic is chosen in consultation with the seminar leader. Topics may vary considerably within the subject area of the course; typical choices are empirical investigations of various phenomena in learners' Swedish. The seminar also comprises discussions of work in progress and an orientation to research methodology.

Study programs including Swedish as a second language, 40 credits

These study programs are carried out in co-operation with Stockholm College of Education. In general, the students are much younger than the students in the courses I have described. They are in their 20's, have fairly recently finished senior high school, and usually have no experience in teaching. They study to become teachers in the compulsory school either for grades 1 - 7 or for grades 4 - 9. They all study other subjects too, including Swedish as L1 and English or (a few of them) another foreign language. There is also a very small group of students with another first language than Swedish. They can study Swedish 2, their first language, and English.

Courses in Swedish 2 included in this program, comprising 40 credits altogether, are:

1. The structure of Swedish in a cross-linguistic perspective, 10 credits
2. Bilingualism, 5 credits
3. Second language acquisition, 5 credits
4. Literacy in the Second Language, 5 credits
5. Swedish in the perspective of learning and teaching, 5 credits
6. Methods, teaching materials, and testing, 5 credits
7. Migration, 5 credits

All courses, except number 7, Migration, include didactic lessons at Stockholm College of Education, and in all courses, except number 2, Bilingualism and number 7, Migration, teachers from the College also take part and do some of the teaching.

As an introduction to the first course, **the Structure of Swedish in a cross-linguistic perspective**, a general overview of the basic functions that language fulfils in a sociolinguistic as well as psycholinguistic perspective is presented. The course also contains a systematic survey of the structure of Swedish on the phonological, morphological, syntactical, lexical, discourse, and pragmatic level. To ensure that features specific to Swedish are stressed, the perspective should be typological and contrastive. Different methods for the analysis of interlanguage data are introduced. Parallel to this course, teachers from the College of Education give an introduction to Swedish 2 education and immigrant language education in different school forms. Students also have field studies, and didactic lessons in grammar and pronunciation.

The aim of the second course, **Bilingualism**, is to make the students familiar with up-to-date second language acquisition theory and research, discussing concepts like transfer, universals, and variation. In the didactic lessons bilingualism is considered from the point of view of the school: what school does or

does not do to support children's bilingualism.

The course **Literacy in the Second Language** deals with literacy on the ethnographic and cognitive alternatives. The ethnographic alternative shows how oral tradition, behavior towards literacy, and the application of literacy in different cultures influence on the ability to read and write in the second language. In addition, there is a discussion about different approaches to literacy between school and immigrant students and problems that may arise. The cognitive alternative deals with transfer from literacy in the first language to the second language, importance of the linguistic competence, importance of language structure in texts, and reading and writing strategies.

At the College of Education, the students study methods for teaching reading and writing in a second language, for children and for adults, and materials for reading and writing. Reading and writing methods in some emigrant countries are studied as well. There are discussions and analyses of easy-reader texts and how to use them in Swedish 2. The students are also trained in producing texts for beginners. There are field studies in different schools to study methods and materials for beginners in reading and writing, for children with different first languages, from different cultures and in different age groups.

The course **Swedish in the perspective of learning and teaching** focuses on grammatical and phonological features specific to Swedish which cause difficulties to most Swedish 2 learners. Teachers from the College of Education focus on vocabulary and discuss some current trends in vocabulary teaching.

In the course **Methods, teaching materials and testing**, different methods of second language teaching are presented

and evaluated. Principles of syllabus design are discussed and analyses of different types of teaching materials are carried out, considering principles for selection, grading, language use, and types of exercise. Different methods for studying classroom interaction are presented and discussed. Finally the role of testing in language teaching is focused upon and different types of tests in language teaching are presented and evaluated. In the College of Education part of the course analyses of textbooks in Swedish 2 are made. Field studies include a visit to the National Swedish Institute for Teaching Aids.

The last course, *Migration*, is roughly the same as that of the separate single-subject course.

All students in the study programs for class teachers have theory and practice of teaching in their training, amounting to 40 credits, and consisting of 10 credits in **teaching methods**, 20 credits in **practice teaching**, and 10 credits in **pedagogics**. For the students taking Swedish 2, this means about 3 credits in teaching methods and 3 credits in practice teaching in Swedish 2.

And now to the **In-service training** courses. With the growing number of immigrant children in schools lots of teachers have found that they have to teach Swedish 2. A number of them, but certainly not all of them, have got the opportunity to take some courses on favorable terms, such as retained salary.

These four in-service courses, giving 5 credits each, are:

1. Second language acquisition
2. Semantics, vocabulary and text linguistics
3. Grammar
4. Phonetics and pronunciation

The aim of the **Second language acquisition** course is to make students acquainted with the state of the art of

second language acquisition theory and research and to give an orientation to basic sociolinguistics.

The course in **Semantics, vocabulary, and text linguistics** deals with words and text. Swedish vocabulary and word formation are discussed from a typological perspective. The students analyze and compare Swedish with common immigrant languages. Another part of the course is text linguistics where the students get an introduction to text analysis and pragmatics.

The contents of the courses in **Grammar and Phonetics and pronunciation** correspond to the grammar and phonetics/phonology parts of the courses 2. Functions and structure of language, and 3. Swedish as a second language in the separate single-subject course.

After taking the four in-service training courses the students can go on to the intermediate level of the separate single-subject course.

Finally, I want to discuss the six issues that Anu Virkkunen has asked us to touch upon.

1. *What level of L2 teacher training we have.* The answer is all levels. There is a special study program for subject teachers in high school (gymnasium) but in Stockholm, Swedish 2 is not included in that program. It will be at Gothenburg University starting this fall, though.

2. *What our curriculum looks like.* I just told you an awful lot about that.

3. *Where the main emphasis is and why.* It is quite obvious from what I have said that our main emphasis is very strongly on language studies. I think the reasons are mainly historical. This education started and was developed at language departments. It has fairly recently become a subject at the colleges of education.

4. *Whether our teacher training includes practice teaching and how it is arranged.* As I have said only students in study programs have practice teaching, in Swedish 2 amounting to about 3 credits. My colleague at Stockholm College of Education has given me a detailed report on how the practice teaching is arranged for students studying to become Swedish 2-teachers in grades 4 - 9.

During their first year students have four weeks of listening to lessons in all subjects and at all levels, but no practice teaching of their own if they do not insist. They are placed in groups of 2 - 3 with one tutor.

During their second year, second semester, they have four weeks of practice teaching in Swedish and Swedish 2, in groups of two students with one tutor. The students start by listening to lessons and then after about a week they have their own practice teaching. During this period there is no exact number of lessons they have to do. On the average, students do about 40 hours per group of practice teaching during this period.

During their third year students have another four weeks of practice teaching in Swedish and Swedish 2, one student with one tutor. Students start teaching almost immediately and they teach about 30 hours during this period.

During their fourth year students have 10 weeks of practice teaching but only in Swedish and their foreign language, not in Swedish 2.

The responsible supervisor in each language visits the student once or twice during each period of practice teaching in order to give advice, constructive criticism and also to grade the student.

5. *Whether we have a degree in Swedish as L2.* The answer is no, but at Stockholm University one can get one's Ph.D. in Scandinavian Languages at the Department of Scandinavian Languages, in Linguistics or in Research on Bilingualism at the Center for Research on Bilingualism, after having written a doctoral dissertation on a subject within the field of Swedish as a L2.

Finally number 6: *How foreigners can participate in this training.* If a foreigner has required knowledge to be admitted to the university or College of Education and, of course, if he or she has native or near-native competence in Swedish, I don't think there can be any objection to his or her taking these courses. In the academic year of 89/90 we actually had a girl coming on her own from Estonia. Her Swedish was excellent, she had studied in Leningrad. She was admitted to the separate single-subject course, basic level and intermediate level, and is now a teacher of Swedish at the College of Education in Estonia's capital, Tallin.

FINNISH AS A FOREIGN LANGUAGE/SECOND LANGUAGE: TEACHER TRAINING

Hannele Jönsson-Korhola
Helsinki

The training of teachers of Finnish as a foreign language or Finnish as a second language is a very topical theme of discussion and planning in Finland right now. If I had been asked to talk about this theme a year ago, my presentation would have been very short: there is no systematic teacher training, neither are the officials drawing any plans yet.

There has, however, been a need for teacher training as long as Finnish has been taught as a foreign language both in Finland and abroad. In Finland, the first book on Finnish for foreigners, a grammar, was published as early as the 17th century and intended for Swedish officials stationed in Finland. Finnish became officially, not only of practical reasons, worthwhile learning actually only after the Language Decree of 1863 when the status of Finnish started to become equal to that of Swedish in Finland.

Abroad, the teaching of Finnish at foreign universities had started earlier. For instance, the teaching of Finnish started at the university of Dorpat in Estonia as early as 1803, in Oslo in 1848 and so on. Now, Finnish is taught in about 20 different countries at more than 60 universities. As you may know, the teaching of Finnish started at the Suomi College in Hancock, Michigan, in 1896, at the University of Indiana and Columbia University in the 1940's, at the UCLA in 1962, and the University of Minnesota got its joint Associate Professorship in Scandinavian and Linguistics in 1967; the Finnish courses were started here already in the 1940's.

In compulsory education in primary and secondary schools abroad, there are

several Finnish classes, in which most of the teaching is in Finnish, in Sweden and two in Estonia. Finnish is taught as a foreign (or second) language in Sweden, Norway, Estonia, Russia, Hungary and Canada. Finnish is studied as an extra-curricula activity abroad in the so-called Suomi-koulut, Finland-schools, (formerly called Saturday schools). They have usually been started by Finnish immigrant women and there are about 100 of them now in more than 20 countries.

In Finland, Finnish has been taught as the second official language, Finnish for Swedish-speaking Finns, "finska", in Swedish-speaking schools regularly since the 1840's, when it appears the first time in the curriculum. The teaching of this "finska" and Finnish as a foreign language have a lot in common, and the experiences, knowledge, skills, teacher training and teaching material gathered from the teaching of "finska" can be, and have already been, applied to the teaching of Finnish as a foreign language.

According to the statistics from January 1992, there are about 37 000 foreigners in Finland. The number has doubled in 10 years, but it is still very small. Among the foreigners, especially the refugees and returnees, there is a growing number of foreigners aged between 7 and 16. In 1990, there were about 5000 foreign pupils in the comprehensive schools from 80 different countries and with 60 different mother tongues (the numbers of students especially from the CIS, Commonwealth of Independent States, and the Baltic countries are constantly going up). On the secondary level of education (high-schools and vocational schools) there were 1200 foreign students,

1700 at the universities and a few thousand in adult education. The increase of foreign students especially in the comprehensive schools has caused increasing pressure for including Finnish as a second language in the curriculum, give it an official status, and start the teacher education. So far, only occasional one or two week courses have been given, for instance at the summer universities for teachers of refugees or Finnish teachers going to teach at universities abroad.

In March 1991 the Ministry of Education set up a committee to collect information on to what extent Finnish is taught as a foreign language in Finland and abroad, how much research there has been done on Finnish as a foreign language, and to make propositions on how to develop these activities. The committee handed over its final report to the Minister of Education, Riitta Uosukainen, on Kalevala Day, February 28, 1992. (Suomi vieraana kielenä -työryhmän muistio, Opetusministeriön työryhmien muistioita 1991:42, Helsinki 1991)

In the report it was suggested that

- every person immigrating to Finland should be guaranteed the right to Finnish (or Swedish) studies. The local authorities should be obliged to inform about and to organize the courses.

- a subject **Finnish as a second language** should be set up in the primary, secondary and high-schools

- every university with foreign students should organize Finnish courses for them

- of this follows that it is necessary to train the teachers to be qualified to teach this subject. The basic training as well as in-service training should be started at the universities of Helsinki and Jyväskylä

- the development of the teacher training calls for increased research: an assistant professor's post in teaching Finnish as a foreign language should be set up at the University of Helsinki.

So, the time for systematic teacher training has arrived. Some steps have already been taken towards this, although not even the report has yet been officially approved. In-service teacher training started in Jyväskylä in April (1992) and it will start in Helsinki in September. During the past 2-3 years these two universities and the University of Turku have been giving an optional introductory course in the teaching of Finnish as a foreign language for students studying Finnish as a mother tongue. This program will be expanded in Helsinki next year and then gradually developed to a full degree program.

Thus, concrete steps have been taken and programs developed, although official qualifications of the teachers and curricula according to which the teacher training should be organized, have not yet been drawn up.

Let's now look at these plans for in-service training and the basic teacher:

A. IN-SERVICE TRAINING

University of Jyväskylä

- 20 study weeks (one study week equals to 40 hours of work)
- intended for
 - 1) mother tongue teachers
 - 2) foreign language teachers
 - 3) primary school teachers
 - 4) special teachers
 - 5) teachers of Swedish and Finnish in Swedish-speaking schools
- contact hours and distance-learning during 1 1/2 years
- 4400 Fmks
- based on units (1-6 compulsory, 2 optional)
- (- teacher training, 35 study weeks of Finnish studies etc. in addition)

Units:

1. Information on immigrants in Finland
2. Teaching material, course design, evaluation
3. Finnish as a second language
4. Bilingualism
5. Cross-cultural studies
6. Information on Finland
7. The didactics of foreign language teaching
8. Art as a mediator of (Finnish) culture

University of Helsinki, The Vantaa Further Education Center

- 15 study weeks
- intended for teachers of Finnish language and culture or those teachers of secondary schools, high-schools, vocational schools or adult education institutes that want to join the field (those teachers that have 35 study weeks of Finnish are given preference)
- contact hours and distance learning during 1 1/2 years
- 5700 Fmks

Contents:

1. Foreign language learning
 - Finnish as a foreign language
 - language learning
 - learning styles and strategies
 - bilingualism and multilingualism
 - evaluation of learning and skills
 - teaching methods
 - teaching materials
 - teaching materials as part of the teaching-learning process
 - didactic qualities of the teaching material
 - evaluation of ready-made material
 - composing own teaching material
2. Language and culture
 - Finnish and foreign cultures
 - giving cultural information to students
3. General field practice
 - monitoring and participating (in Finland and, maybe, visiting a school teaching Finnish abroad)
4. Literature to be studied
 - workshops and individual study
5. Field report

B. BASIC TEACHER EDUCATION

University of Helsinki, Department of Finnish and Teacher Education Institute.

Specialized studies in Finnish as a second language for primary school teachers:

1. Finnish language studies (5,5 study weeks)
2. Comparative linguistics (1 sw)
3. Finnish culture (1,5 sw)
4. Special pedagogics (4 sw)
5. Didactics (3 sw)

The plans right now are to open this kind of specialization for 6 primary school teachers at the the Teacher Education Institute in Helsinki and for 2 teachers in Jyväskylä, both in the beginning of Fall term 1992.

Secondary school and high-school teachers specializing in Finnish as a second language:

Two alternatives of training have been planned

- 1) Joint qualification of Finnish as the mother tongue teacher and Finnish as a second language teacher (Finnish language and Finnish or comparative literature studies compulsory)
- 2) Finnish as a second language teacher (Finnish language and a foreign language/comparative or applied linguistics/studies in Finnish culture)

Steps towards this basic teacher training of Finnish as a second language teachers for secondary schools and high-schools have been taken with the lecture course Introduction to Finnish as a Foreign Language at the University of Helsinki, Department of Finnish.

During the academic year 1992-93 this course has been developed further and will consist of the following parts:

1. Introduction to Finnish as a Foreign/Second Language (lecture course)
2. Course on collecting material for Finnish as a foreign language research
3. Workshop

(1.) The lecture course will touch upon the following points:

- Teaching of Finnish in Finland and abroad (Council for Instruction of Finnish for Foreigners)
- The Finnish for Foreigners courses and syllabus at the University of Helsinki
- The cultural and linguistic background of the student; its impact on the learning and teaching
- Finnish as a foreign language; teaching of pronunciation, morphology, noun and verb types, syntax, vocabulary, review of grammar
- Teaching materials: text books, composing own exercises, audio-visual materials, comparison of materials
- Tests, error analyses, attitudes towards "errors"
- Problems in the Finnish language
- Including Finnish culture in the teaching, teaching of Finnish literature
- Information on Finland

This all has been planned trusting that the curricula and competence qualifications will follow these lines. At the moment, we just have to try to respond to the demands.

We are just in the beginning, receiving here more than we can give. However, being on this late train gives us a very fortunate position where we can learn from the experiences of the teaching of the other Nordic languages as foreign languages.

THE STATE OF SL/FL TEACHER TRAINING IN NORWEGIAN

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The department that I represent, the Department of Linguistics and Philosophy; has the responsibility of teaching Norwegian to all foreign students accepted for faculty studies at the University of Oslo. We also offer courses to students from Scandinavian Departments at universities abroad, to foreign scholars and teachers connected with the University of Oslo, and to a limited number of refugees and immigrants with academic backgrounds. All together we have more than 400 students. (A smaller number of foreign students attend language courses at the three other universities in Norway.) We teach both basic Norwegian and offer courses at advanced levels, and we also have a Special Diploma examination in Norwegian in foreign countries. A course like this is not offered at any other university in Scandinavia.

Another important part of our activity is connected with teacher training in Norwegian as a second language, and here we offer a basic course, qualifying students for teaching Norwegian to children and adults from minority language groups. This is an important task today when about 20 per cent of the pupils in primary and secondary schools in Oslo and smaller groups in many communities throughout the country have a mother tongue other than Norwegian.

In what follows I will first concentrate on teacher training in Norwegian as a second language, beginning with some background information. Norway was a fairly homogeneous country until about 25 years ago. Only one minority group has lived in Norway for as long as the

majority Norwegians, namely the Sami people - or the Lapps as they were commonly called, a term that the Samis themselves find condescending. The Sami language and culture were repressed for centuries, not the least in schools where all teaching was conducted in the language of the Norwegian majority, and the Sami pupils were forbidden even to speak their own language. It was only with the introduction of the Curriculum Guidelines of 1987 for primary and secondary schools, to which I will return later, that the students got the right to learn their mother tongue and also to be taught all other subjects in Sami.

In the far north we also have another minority group, Kvenene, a small group descended from Finnish immigrants who came to Norway in the 18th and 19th centuries. Some of them still use Finnish - rather a Finnish dialect - as their first language and now have the right to have their children taught in their mother tongue at school, although not to the same extent as the Sami students.

What we have learned from the failure of school policy towards these minority groups ought to have formed the basis for a better policy for all our minorities today. In the late nineteen sixties and early nineteen seventies we had small new waves of immigration, caused by lack of manpower in many professions in Norway at that time. We have also had a small number of refugees from different parts of the world - altogether there are now a little over 130 000 immigrants and refugees in Norway, amounting to approximately three per cent of the population. About 130 nations are

represented, the largest groups originating from the other Scandinavian countries, England and the US. From further afield we have roughly 10 000 Pakistanis, 6000 Vietnamese and 5000 Turks forming the largest groups.

This has created a great demand for language teaching for adults and for children, both in kindergartens and in primary and secondary schools. So in Norwegian schools today we teach many different mother tongues and Norwegian as a second language, giving us a rich cultural and linguistic diversity. This has also been a challenge to bring about new courses and a new syllabus for teacher training.

At present, one Teacher Training College offers extended vocational training in Norwegian as a second language. At another five colleges, Norwegian as a second language is part of courses in Minority education, the linguistic elements of the study amounting to one third of the syllabus. In addition, Norwegian as a second language is a subject of study at two of our Universities: Bergen and Oslo, and it can be taken as an optional subject as part of a basic course in applied linguistics at the University of Trondheim.

The content of the teacher training program at both colleges and the universities has to a certain degree been influenced by what is required in the Curriculum Guidelines for the teaching of Norwegian as a second language. I will therefore touch briefly on political issues in education and language.

In Norway, we have a special Act concerning Primary and Secondary Education - The Norwegian Education Act - which states that the Ministry of Education and Research "shall lay down, after special councils have made their recommendations, Curriculum Guidelines which shall provide a more detailed statement of the aims set for the school,

of syllabus plans and allocation of hours, and of teaching plans for all subjects and class levels for normal teaching and special education." The present edition of the Curriculum Guidelines was issued by the Ministry five years ago and on many points it differs from the Guidelines published in 1974. Many of the changes have to do with pupils from minority language groups, and this reflects the present political and pedagogical climate in Norway in this field.

A special syllabus applies to pupils who have a mother tongue other than Norwegian, Sami, Swedish or Danish. In the case of children who come from bilingual homes, and pupils who are used to speaking Norwegian with good knowledge of the language, the parents may choose, in consultation with the school, to let the pupils follow either this syllabus or the syllabus for Norwegian for pupils with Norwegian as their mother tongue. The aims and the teaching methodology are not the same as for the syllabus in Norwegian. The intentions are listed as follows: The instruction in Norwegian as a Second Language should

- provide the pupils with the oral and written skills needed to follow the teaching in the various subjects in their own age group, where this teaching takes place in Norwegian
- provide the pupils with the language skills needed for social contact with Norwegian speakers, and to participate in Norwegian working, social and cultural life
- help the pupils to acquire the knowledge necessary to improve their understanding of minority cultures and of the majority culture in Norway
- provide the pupils with opportunities to read literature which can provide insight, experience and situations with which they can identify
- teach the pupils about the development of the Norwegian language and the language situation in Norway.

It is also an advantage for language minority pupils to follow this syllabus instead of the syllabus in Norwegian as a mother tongue, because more emphasis is placed on integration with other subjects. An important argument for the strong emphasis on integration is that the development of a vocabulary and language skills which will help the pupils to benefit from subject teaching in Norwegian implies that the pupils will also learn more Norwegian in the other subjects. As part of their lessons in Norwegian they should therefore be trained to understand oral presentations of subject-related topics and they must read continuous texts, not only fiction, but also texts using subject-specific language, for example in Civics and Social studies. They also need exercises adapted to the level they have reached in mastering the Norwegian language.

The academic training in Norwegian as a second language was established only a few years ago, first as a one term study in 1984 until, three years ago, it was expanded to two terms. It is still possible, though, to take an examination and stop studying the subject after one term. In Oslo about 30 students take the course each year. Most of them are qualified teachers, taking this subject after their degree. They have commonly got students from minority language groups in their classes and are fully aware that the teaching of Norwegian as a second language requires specific knowledge and special skills.

In the syllabus for the academic study of Norwegian as a second language, at both universities, it is emphasized that teaching Norwegian as a second language requires knowledge of other aspects of Norwegian language and of mediation of culture and literature than does the teaching of Norwegian as a mother tongue. The teachers should also have some knowledge of typological universals, interlanguage theories, and contrastive language analysis. They also need

information about legislation and the rights of minorities. The teacher training at the universities does not include practice teaching, but involves obligatory project work. The project has to be an independent piece of work and should throw light on one of the subject's central issues. This work will afford students an opportunity to discuss problems and solutions to problems in concrete situations, e.g. to analyse different teaching materials or to investigate how to organize language classes at schools with small numbers of minority students.

Finally I should mention that the principles governing the construction of the syllabus are not entirely identical at the two universities. The main difference is that literature is part of the study in Oslo but has no place in the syllabus at the University of Bergen, which means that the point about literature in the Curriculum Guideline is not taken into consideration at that university. However, in the course at Bergen there is more room for linguistics.

What is going on in schools and in teacher education today is in line with an official policy of minority group integration, which should enable them to participate with equal rights in all areas of society, but at the same time have the opportunity to maintain and strengthen their own cultural identity. For the pupils to feel at home in two cultures, they need to become bilingual. It should therefore be the aim of the school to coach the pupils to a stage where they can function in two languages.

Cooperation is therefore important between teachers in Norwegian as a second language and the students' mother tongue teachers. Also this aspect is to some extent taken into consideration at the courses both at the universities and the teacher training colleges.

As regards teacher training in Norwegian as a foreign language, only the University of Oslo offers a course, The Special Diploma examination in Norwegian language and literature. This exam was approved by the Ministry of Education in 1976 and, as I mentioned earlier, qualifies students as teachers of Norwegian in foreign countries. This examination is equivalent to 20 credits (in the Norwegian university system), the same amount of studying as other basic courses given at the universities of Norway.

The University of Oslo offers three seminars which cover a considerable part of the syllabus for the Special Diploma examination. A description of these seminars will give a general idea of what is required of the students.

A course in advanced phonetics aims to provide a theoretical foundation for, and practical exercises in, the pronunciation of Norwegian.

Another course is a Seminar in Norwegian Literature. This course concentrates on the reading and interpretation of representative works of Norwegian literature. It also includes background information on literary history and culture. As the course involves extensive reading, it is suitable only for students who have either already read a considerable amount of Norwegian literature, and/or are able to read Norwegian relatively quickly.

A high degree of student activity is important at all our courses. It is also our aim to help the students develop a critical and independent attitude to the literature they are reading. The students are expected both to lead and take part in classroom discussions. Both the participants at this seminar and those at the Advanced Theoretical and Practical Seminar in Norwegian Language and Grammar have to write essays in Norwegian on the subjects they are

studying and, towards the end of the semester, must produce a term paper on a linguistic, or literary, subject of their own choice. The special language seminar is intended for students who are interested in both the theory and practice of grammar. In addition to grammar, subjects such as semantics, sociolinguistics, dialects, and the history of the Norwegian language are taught and discussed. Both seminars involve eight hours classwork every week.

I would also like to mention that it is possible for students to choose one or more of these courses, which many American students have done, and to take course examinations without taking the Special Diploma examination. The latter requires more of the students theoretically as well as in expressing themselves both orally and in writing in Norwegian. All students, however, who want to attend the Advanced Specialized Courses must take special entry tests.

Students who want to take the Special Diploma examination are also recommended to attend lectures in the theories of language acquisition offered at the course of Norwegian as a Second Language, since a part of their syllabus concentrates on the study of didactics, and they should be familiar with important theories about teaching and learning of foreign languages. They should also be able to evaluate text books and other study material in Norwegian for foreign students, and to plan lessons and build up educational material of their own.

Finally, it should be mentioned that it might be possible for students at teacher training programs at our department to visit language classes to see how our lessons are carried out, both for beginners and at more advanced levels. Thus the students will also get the opportunity to discuss teaching methods with the class teachers.

Georgi Lozanov & Evalina Gateva:
**THE FOREIGN LANGUAGE TEACHER'S
 SUGGESTOPEDIC MANUAL**

Gordon and Breach Science Publishers, 1988. 254 s.

Ulla-Maija Pasanen:
ROOLILEIKKEJÄ KIELELLÄ
 Kieliä draaman ja musiikin keinoin

WSOY, 1992. 140 s.

Suggestopedisesta kielenopetuksesta kiinnostuneet opettajat saivat käyttöönsä kauan kaivatun käsikirjan, kun G. Lozanovin ja E. Gatevan *The Foreign Language Teacher's Suggestopedic Manual* ilmestyi 80-luvun lopulla. Useiden opettajien toivomuksesta tämä suggestopedisen opetuksen perusteos on nyt hankittu myös Korkeakoulujen kielenkeskuksen kirjastoon. Varsin lähelle suggestopedisen opetuksen keinoja tullaan myös Ulla-Maija Pasasen vasta ilmestyneessä teoksessa *Roolileikkejä kielellä*, joka käsittelee draaman ja musiikin käyttöä kielenopetuksessa. Esittelen seuraavassa lyhyesti näiden teosten pääsisältöä.

Koska suggestopedian teoria on esitetty Lozanovin aikaisemmassa teoksessa *Suggestology and Outlines of Suggestopedy* (1978), ei käsikirjassa ei enää paneuduta teoreettisiin kysymyksiin, vaan keskitytään suggestopedisen opetuskäytännön kuvaukseen. Lozanovin ja Gatevan kehittämä suggestopedisen kielenopetuksen 'perusmalli' on syntynyt kahdenkymmenenviiden vuoden tutkimustyön ja opetuskokeilujen tuloksena. Malli on valittu monista vaihtoehdoista sillä perusteella, että sen on katsottu olevan parhaiten sopusoinnussa suggestopedian teorian kanssa ja tuottavan myös käytännössä parhaat oppimistulokset. Bulgarian suggestologian tutkimusinstituutin järjestämät kurssit onkin viime vuosina jär-

jestetty käsikirjan esittelemän mallin mukaan.

Sisällöllisesti suggestopedian käsikirja jakautuu kahteen osaan, joista ensimmäisessä käsitellään aikuisten kielenopetusta, toisessa suggestopedian soveltamista kouluopetukseen. Keskityn tässä aikuisten opetusta käsittelevään jaksoon, joka muodostaa teoksen pääosan.

Suggestopedisen vieraan kielen kurssin järjestäminen suggestologian tutkimusinstituutissa edellyttää joitakin valmistelevia toimenpiteitä, joita esitellään varsin yksityiskohtaisesti. Käsikirjaan sisältyy mm. kurssin hakemuskavaake ja siihen liittyvä kyselylomake sekä ohjeet kielitaidon testauksesta ja opiskelijoiden jakamisesta ryhmiin. Seuraavaksi annetaan suggestopedisen opetuksen eri vaiheita käsittelevät metodologiset ohjeet, joihin liittyy runsaasti käytännön esimerkkejä. Lopuksi esitetään kurssin päättyessä suoritettavien testien pääperiaatteet.

Suggestopedian käsikirja on tarkoitettu kaikkien vieraiden kielten opetukseen. Pääosa käytetyistä esimerkeistä on lainattu italiansuomalaisesta suggestopedian oppikirjasta (Lozanov, G. & Gateva, E., *L'Italiano*, 1982). Lisäksi esitystä on täydennetty muutamilla esimerkeillä espanjan, englannin, ranskan, saksan ja venäjän kielistä. Lingvistisen aineiston

esitystavasta ja musiikin valinnasta vastaa Evalina Gateva, joka on työskennellyt Suggestologian tutkimusinstituutissa toistakymmentä vuotta.

Myös Ulla-Maija Pasasen teos *Roolileikkejä kielellä* on tarkoitettu kaikkien vieraiden kielten opiskeluun, vaikka esimerkit ovatkin englanninkielisiä. Lisäksi tämä teos soveltuu virikekirjaksi mm. äidinkielen opettajille. Sen harjoitusaineistoa voi käyttää eri koulutustasoilla peruskoulusta aikuiskoulutukseen.

Teos jakautuu kolmeen pääosaan. Ensimmäisessä ja laajimmassa osassa esitellään draaman keinoja vieraan kielen puheharjoittelussa, toinen osa valottaa musiikin käyttötapoja kielenopetuksessa ja kolmas osa käsittelee vieraiden kielten sekä taitoja taideaineiden integrointia.

'Kieliteatteri' on Pasaselle kieliluokka, jossa puheviestintää harjoitellaan draaman elementtejä hyödyntäen. Teoksessa tarkastellaan yksityiskohtaisemmin seuraavia draaman osa-alueita: lukuteatteri, mimiikka ja pantomiimi, roolileikki, simulaatio, dramatisointi, improvisointi, nukke- ja naamioteatteri, näytelmän esittäminen sekä videon käyttö.

Draaman käyttö kielitunneilla on saanut virikkeitä mm. teatteritaiteesta, opetusdraamasta, humanistisesta psykologiasta, psykkisestä terapiasta, johtamistaidon koulutuksesta sekä äidinkielen ja ilmaisutaidon opetuksesta. Tavanomaiseen tekstin pohjalta lähtevään keskusteluun verrattuna Pasanen näkee draaman käytön etuina mm. luovuuden ja mielikuvituksen hyödyntämisen sekä psykologisten esteiden hälventämisen. Roolihahmon

suojasta on helpompi puhua vierasta kieltä ja samalla se antaa mahdollisuuden laajaan ilmaisuun. Draamalla onkin ollut merkittävä sija kielenopetuksessa aina silloin kun tavoitteena on ollut hyvä suullinen kielitaito.

Kirjan toinen osa keskittyy musiikin käyttöön vieraan kielen opetuksessa. Didaktisen ohjeaineiston taustaksi Pasanen esittää katsauksen musiikin ja kielen yhteyksiä pohtivaan kirjallisuuteen todeten vieraan kielen ja musiikin oppimisprosesseissa olevan paljon samankaltaisuutta. Musiikki lisää opetustilanteen viihtyvyyttä, mutta samalla se tukee monin tavoin myös kielen taitojen oppimista. Teoksessa tarkastellaan yksityiskohtaisemmin musiikin käyttöä mm. kuullun ymmärtämisen, ääntämisen, suullisen viestinnän sekä sanaston ja rakenteiden opetuksessa.

Kolmannessa osassa tarkastellaan vieraan kielen sekä taito- ja taideaineiden yhteistyömahdollisuuksia. Tavoitteena on koulutyön nykyistä suuremman eheyttämisen avulla luoda entistä virikkeisempi, iloisempi, luovempi ja puheliaampi kieliluokka.

Vaikka Pasasen teos painottuu selvästi koulun tilanteisiin ja esimerkkeihin, antaa se virikkeitä suullisen kielitaidon kehittämiseen yleisemminkin. Suurin osa esitellyistä tekniikoista lienee useimmille kieltenopettajille vanhastaan tuttuja, mutta niiden systemaattinen esittäminen sekä draaman ja musiikin käyttöön liittyvät teoreettiset katsaukset tekevät teoksesta uudella tavalla mielenkiintoisen ja käyttökelpoisen käsikirjan, jota voi suositella myös aikuisten kielenopetukseen.

Sirkka Laihiala-Kankainen

Rona F. Flippo and David C. Caverly (eds.):
**TEACHING READING & STUDY STRATEGIES
 AT THE COLLEGE LEVEL**

Newark: International Reading Association, 1991. 347 p.

Teaching Reading & Study Strategies at the College Level is intended as a guidebook for persons often termed as reading specialists or reading practitioners who work in the field of college reading improvement and study skills instruction. The book reviews theoretical and instructional issues in reading and studying, covering a range of topics from vocabulary acquisition and its development to textbook study strategies and preparing for and taking tests. Although the book deals with improving reading and study skills in a mother tongue context, many of the issues discussed would appear to be of interest to foreign language reading comprehension teachers as well.

The seven chapters of the book follow the guidelines set by the editors. Each chapter includes four general components: (1) an introduction and rationale for the topic; (2) a review of the relevant literature; (3) a synthesis of this literature and a discussion of implications, recommendations, and suggestions for further research; and (4) a bibliography of references and suggested reading, with an asterisk (*) indicating the works the authors regard as the most relevant. In addition, the book contains an author index and a subject index.

In Chapter 1, Vocabulary Acquisition and the College Student, Michele L. Simpson and Edward J. Dwyer state that their purpose is "to review current research with the goal of developing practical guidelines for implementing effective vocabulary enhancement approaches and strategies" (p. 2). They begin by discussing theoretical and methodological issues and go on to review both general and content-specific vocabulary studies. Although Simpson and Dwyer do not

recommend any one approach to vocabulary enhancement, they conclude that effective vocabulary instruction has five interrelated characteristics, namely (1) the use of mixed methods, (2) the active role of the learner, (3) the use of vocabulary in context, (4) capitalization on student interests, and (5) the intensity of instruction (p. 27).

Chapter 2, by Sherrie L. Nist and Donna L. Mealey, deals with Teacher-Directed Comprehension Strategies. The authors review the current theoretical bases for college reading instruction, that is, studies in metacognition (knowledge about cognition and the readers' ability to control their actions during reading), schema theory (the effect of prior knowledge), and the influence of text structure on comprehension. They go on to discuss the effects of direct instruction of strategies on learning transfer, and specific strategies to be used before, during, or after reading. These include graphic and advance organizers, questioning techniques, and anticipation as well as other guides for study. The chapter ends with recommendations for strategy instruction and for further research.

In Chapter 3, David C. Caverly and Vincent P. Orlando review and discuss Textbook Study Strategies. They define textbook studying as "a strategic approach to reading in which students adjust their comprehending behavior before, during, and after reading..., with the purpose of satisfying a special task that comes from either an internal or external need." (p. 87) They discuss the evolution of three perspectives on the studying process: the product, process, and intent perspectives. The literature on textbook studying is

examined from the latter perspective. Specifically, they take up five study strategies for closer consideration: underlining, notetaking, outlining, mapping, and SQ3R (Survey, Question, Read, Recite & Review), and conclude that all of these "help improve students' ability to study textbooks" (p. 150).

In Chapter 4, Thomas H. Anderson and Bonnie B. Armbruster discuss The Value of Taking Notes During Lectures. They identify two functions for notetaking: the encoding function (notetaking helps the learner to learn and remember information), and the external storage function (notetaking preserves knowledge for later use). They review the research on notetaking from the perspective of cognitive psychology, and offer some recommendations for college instructors on how to help notetakers during lectures and for students on how to take notes and use them later.

Chapter 5, by Victoria J. Risko, Marino C. Alvarez and Marilyn M. Fairbanks, deals with External Factors That Influence Study. They review the study skills literature to identify what authors have to say about how to manage time to make studying effective, how to organize the study environment, and how to use the library, and discuss their implications for the effective management of learning.

In Chapter 6, the same authors discuss Internal Factors That Influence Study. They analyze the same study skills texts they examined in the previous chapter to gather information about the strategic management of motivation, memory and

attention. They examine the correlation between these recommendations and research findings, and discuss implications for instruction. Risko, Fairbanks and Alvarez conclude that there is both pragmatic and empirical support for teaching students to control their study efforts, and to encourage them to develop organizational strategies such as relying on the text structure and generating concept maps and networks (p. 280-1).

Chapter 7, by David M. Wark and Rona F. Flippo, deals with Preparing for and Taking Tests. They discuss study strategies for test taking at college level, and review the literature on test coaching, test wiseness, and the treatment of test anxiety. They end with some suggestions on how to apply the research findings to practice, and discuss the implications for further research in this area.

The book is both scholarly and practical, and contains a wealth of information on reading and study skills for effective learning at college level. Although intended for educators and reading practitioners in the mother tongue, the book, particularly its first three chapters, can also be recommended to teachers of foreign language reading. Because of the extensive reviews of research and comprehensive bibliographies, also those interested mainly in the more theoretical aspects of reading and learning from reading will find the book an up-to-date source of information. The author and subject indices are particularly helpful in locating areas of interest.

Helena Valtanen

Nauhoitepalvelu tiedottaa

UUSIA ÄÄNITTEITÄ



Englanti

BBC YOUR WORLD

35/92 Teleworking 14'

Teleworking makes use of telecommunications systems, including computers. This makes it possible for employees to work most part of the time at a distance from the office - usually from home. So does this mean that firms will no longer have to rent expensive city office space? And will that long rail or car journey to work become an experience of the past?

36/92 Step-Families - the Rules of the Game 13'47"

The break-up of the relationship between film maker Woody Allen and actress Mia Farrow has prompted widespread debate over the role of step-parents and their responsibilities towards their children. It ended when Farrow discovered her partner had fallen for her adopted daughter Soon Yi, and brought accusations of sexual abuse and the exploitation of children for selfish and even pornographic end. But is it really wrong for two adults to have a sexual relationship when there is no blood tie? Should step-parents behave like biological parents, or are there different rules?

37/92 Spontaneous Human Combustion - A Firey Debate 14'

People bursting into flames for no apparent reason, bodies being reduced to a pile of ash - these are some of the supposed characteristics of Spontaneous Human Combustion. There are documented cases of these mysterious burning deaths stretching back through the centuries. But many people don't believe that SHC exists as a phenomenon, and that there are perfectly rational, mundane explanations for each case.

38/92 Computer Crime - the Invisible Enemy 13'50"

Computers are taking over more and more areas of our lives; but few of us can understand all the complexities of the latest technology. Many of us remain baffled by what the machines can do. We may be alarmed by reports of computer "viruses", press-button bank robberies, even computer terrorism; but how much do we need to fear the technical genius who can manipulate the computer and the information in it to his own advantage?

Tiedustelut ja tilaukset:

Anna Kyppö, puh. 941-603 525, Fax 941-603 521

VAKKI - Vaasan yliopiston käännösteorian ja ammattikielten tutkijaryhmä

KUTSU SYMPOSIUMIIN

Tervetuloa 13.-14.2.1993 Vöyrillä järjestettävään XIII VAKKI-symposiumiin, jonka pääteemana on:

Ammattikielet ja tietokone

Symposiumin tarkoituksena on toimia erikoiskielten, käännösteorian ja niihin läheisesti liittyvien alojen tutkijoiden kansainvälisenä ja monikielisenä kohtaamispaikkana.

Toivomme symposiumiin ammattikielten ja käännösteorian tutkimusta koskevia esitelmiä (20 min. esitelmä + 10 min. keskustelu). Painopistealueena on ammattikielten tutkimus ja tietokone, mutta muutkin VAKIN alaan kuuluvat esitelmät ovat tervetulleita. Symposiumiin on kutsuttu kolme ulkomaista vierasta, joista professori Walther von Hahn Hampurin yliopistosta on jo vahvistanut tulonsa. Ohjelmaan kuuluu lisäksi mm. multimediaviestintää käsittelevä workshop sekä kääntämistä ja tulkkausta käsittelevä workshop.

Ilmoittautumisten tulisi olla perillä 1.12.1992 ja abstraktien 31.12.1992. Symposiumijulkaisua toimitettaessa noudatetaan referee-menettelyä.

Osallistumismaksu on 700 mk, johon sisältyy yöpyminen kahden hengen hotellihuoneessa, ateriat, linja-autokuljetukset Vaasa-Vöyri-Vaasa ja symposiumijulkaisu.

Lähempiä tietoja symposiumista antaa

Henrik Nikula, puh: 961-3248 110, fax: 961-3248 131 tai Merja Koskela, puh: 961-3248 157, e-mail: koskela@gado.uwasa.fi

Vaasassa 20.10.1992

Henrik Nikula, puh.joht.

Outi Järvi, siht.

Detlef Wilske, toim.

Antero Niemikorpi, varapuh.joht.

Merja Koskela, rah.hoit.

Ilmoittautumislomake s. 37.

VAKKI – Research Group for LSP and Theory of Translation
University of Vaasa

CALL FOR PAPERS

13th VAKKI Symposium on LSP and Theory of Translation
with the special theme

LSP and the Computer

13-14 February 1993 in Vöyri, Finland

The purpose of the VAKKI Symposium is to function as an international and multilingual forum for scholars who are engaged in research into special language theory, translation theory and into related fields of study.

Although this time we focus on *LSP research and the computer*, we welcome all papers on special language research and translation theory research. Among our guests will be Professor Dr. Walther von Hahn from the University of Hamburg. He will present a plenary paper on the main theme. There will also be a workshop on multimedial communication, and a workshop on translation and interpreting.

The participation fee, 700 FIM, includes in addition to accommodation in double rooms, meals, transportation Vaasa-Vöyri-Vaasa and a copy of the proceedings. The proceedings will be worked out in consultation with a special editorial board.

Deadline for registration: 1 December 1992; for abstracts: 31 December 1992.

For further information, please contact Henrik Nikula, tel: +358 61 3248 110
fax: +358 61 3248 131 or Merja Koskela, tel: +358 61 3248 157; e-mail:
koskela@gado.uvasa.fi

20 October 1992, Vaasa, Finland
Henrik Nikula
Outi Järvi
Detlef Wilske

Antero Niemikorpi
Merja Koskela

Registration form on p. 38.

GERMANISTISCHE FORSCHUNGEN ZUM LITERARISCHEN TEXT

5. internationale Arbeitstagung: 26.-28. März 1993 in Vörå/Vöyri

1. Zirkular (Oktober 1992)

Liebe Kolleginnen und Kollegen!

Wie auf unserem vierten Treffen im vergangenen Mai vereinbart, soll auch im kommenden Frühjahr eine internationale Tagung *Germanistische Forschungen zum literarischen Text* stattfinden. Für diese fünfte Tagung werden außer für das traditionelle Thema *Analyse und Interpretation literarischer Texte* vorrangig literatur- und sprachwissenschaftliche Beiträge zu folgenden Themen erbeten: 1. *Schreiben in der Fremdsprache* (Welchen Beitrag leisten Autoren, deren Muttersprache nicht Deutsch ist, zur Entwicklung der deutschen Literatur und Sprache? Auch historische Beiträge, etwa zu Chamisso, sind erwünscht); 2. *Metaphern in literarischen Texten* (z.B. Funktionsunterschiede zur Metapher in Alltags- und Fachsprache).


Der Arbeitskreis *Grammatik des Verses* wird sich – Interesse vorausgesetzt – ebenfalls mit der Metaphernverwendung im Gedicht befassen. Zusätzlich ist ein Gesprächskreis zu Theaterfragen ("Text – Inszenierung – Aufführung") vorgesehen.

Die einzelnen Vorträge sollen 20 bzw. 45 Minuten nicht überschreiten, für Diskussionen stehen jeweils 10 bzw. 15 Minuten zur Verfügung. Willkommen sind selbstverständlich auch Teilnehmer, die keinen Vortrag halten wollen.

Nach Vörå/Vöyri kommen auch wieder Schriftsteller, u.a. die türkisch-deutsche Autorin Emine Sevgi Özdamar und Manfred Peter Hein, sowie Wissenschaftler aus den deutschsprachigen Ländern – weitere Einzelheiten werden im nächsten Zirkular mitgeteilt. Neben Vorträgen und Lesungen stehen auch wieder ein Orgelkonzert in der alten Kirche von Vörå und ein Beitrag zur bildenden Kunst auf dem Programm.

Beiliegend finden Sie das Anmeldeformular, das wegen der begrenzten Unterbringungskapazitäten (betrifft vor allem Einzelzimmer!) möglichst rasch zurückgeschickt werden sollte, spätestens jedoch bis zum 1. Dezember 1992. Unsere Tagung beginnt Freitag abend: um 17.35 wird ein Bus vom Bahnhof Vaasa nach Vörå fahren. Zurück geht es ab Vörå am Sonntag um 15.15, so daß man den Zug Vaasa-Seinäjäki-Helsinki um 16.25 erreichen kann.

Wir freuen uns auf das Wiedersehen bzw. Kennenlernen in Vörå/Vöyri!


Andreas F. Kelletat


Henrik Nikula


Detlef Wilske

Anmeldebogen auf S. 36.

INBJUDAN

TILL

**DE 9:E NORDISKA DATALINGVISTIKDAGARNA
STOCKHOLM 3 - 6 JUNI 1993**

Den 9:e konferensen i serien "De Nordiska Datalingvistikdagarna" anordnas av avdelningen för datorlingvistik, institutionen för lingvistik, Stockholms universitet, och de kommer att gå av stapeln under tiden torsdagen den 3 juni - lördagen den 6 juni 1993, i universitetets lokaler i Frescati, Stockholm.

Tidsplan:

- 18 dec 1992: Sista dag för anmälan av föredrag
- 15 mars 1993: 2:a utskick: Meddelande om föredraget antagits. Information om hotell o. dyl.
- 15 apr 1993: Sista dag för slutgiltig anmälan till konferensen
- 3 maj 1993: 3:e utskick: Program, konf.-information, etc.
- 3 juni 1993: 08:00 - 13:00 registrering

Elektronisk adress till konferensen: **nodalida@ling.su.se**

Telefon: sekretariat: **+46-8-16 23 34** (Gunnar Eriksson)
expedition: **+46-8-16 23 47**; telefax: **+46-8-15 53 89**

Välkomna

Benny Brodda Gunnar Eriksson Gunnel Källgren
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Insänds till: NoDaLiDa, Inst. för lingvistik, Stockholms universitet
S-106 91 Stockholm, SVERIGE

Namn:.....Inst.:

Adr:.....

Tel: ; Fax:

Elpost:

Föredrag (titel):.....
(sammandrag på en halv à en A4-sida bifogas)

Önskar erhålla kommande utskick företrädesvis:

- () per elpost; () per brev; () per fax; () inte alls.
(3:e utskick går som vanligt brev)

DER INTERNATIONALE DEUTSCHLEHRERVERBAND



**X. INTERNATIONALE
DEUTSCHLEHRERTAGUNG**

UNIVERSITÄT LEIPZIG

2. - 7. AUGUST 1993

**DEUTSCH ALS FREMDSPRACHE
IN EINER SICH WANDELNDEN WELT**



Verlängerte Anmeldefrist für Beiträge:

Die Einsendung von Kurzfassungen der geplanten Referate ist um einen Monat verlängert worden und noch bis zum **31.12.1992** möglich!

Letzter Anmeldetermin zur Tagungsteilnahme: ist unverändert der **30.4.1993**.

Tagungsgebühr:

120,- DM

Anmeldungen im Tagungssekretariat:

X. IDT Leipzig 1993
Herder-Institut der Universität Leipzig
Lumumbastr. 2
D - O 7022 Leipzig

Beachten Sie bitte die neue Vorwahl:

Tel.: +49-341-5632257
Fax: +49-341-5632252

Das zweite Vorprogramm wird nach Anmeldung im Tagungssekretariat zugesandt.

¹Das erste Vorprogramm mit Angaben zu den Sektionen und zur Abfassung des Abstracts für ein 20minütiges Referat wurde in Nummer 4/1992 der "Kielikeskusuutisia" abgedruckt.

The 9th European Symposium



on Language
for Special Purposes

Bergen, Norway
Aug. 2-6, 1993

scientific program

"Where is LSP in 1993?"

Our preliminary program includes these Plenary Speakers:

Professor Robert de Beaugrande, Univ. of Vienna:
«*The Geopolitics of Discourse*».

Professor Faina Citkina, Uzhgorod State University:
«*Comparative LSP Research: Implications and Applications*».

Professor Wolfgang Dressler, Univ. of Vienna:
«*LSP "von aussen": Reflections on The 9th Symposium*».

Director Thomas Huckin, University of Utah:
«*Local Knowledge, Global Dreams*».

Professor Björn Järnudd, Hong Kong:
«*Language Planning and Comparative Terminology*».

Professor Christer Laurén, University of Vaasa:
«*LSP – A Valid Concept in '93?*»

Director Alan K. Melby, Linguattech International:
«*General versus Specific Domain Language*».

Dr. Françoise Salager-Meyer, University of the Andes:
«*LSP and the Third World*».

PROPOSED TOPICS for scientific contributions, cf. "Forms of Presentation" below:

Historical LSP and the Philosophy of Science

including topics such as the LSP study object, LSP and changing attitudes to science, LSP and paradigmatic shifts, the metalanguage of Linguistics. FUMS, Uppsala, will organize a workshop on this general topic.

Theory of Terminology

including topics such as conceptual theory, term relations, term formation. IITF, Vienna, will organize a workshop on this general topic.

LSP, Terminography and Lexicography

including topics such as database design, record standardization, term extraction, definitions, thesauri.

30 **LSP and the Professions**

including topics such as Language for Science and Technology, Language for Medical Purposes, Judicial Language, Business Communication, Computer Science.

LSP Pragmatics and Text Linguistics

including topics such as text typology, discourse analysis, argument structures, rhetoric, speech acts, semantics.

LSP Translation and Interpreting

including topics such as (non)-equivalence, phraseology, use of dictionaries and terminological data banks.

Language and Culture in Negotiations

including topics such as linguistic behavior, body language, cultural filters.

LSP and the Computer

including topics such as artificial intelligence, expert systems, knowledge representation, computational linguistics, corpora, networks.

LSP and Machine Translation

including topics such as theories, models and implementations, modularity, human-machine interaction.

The LSP Classroom

including topics such as interactive multimedia, curriculum design, needs analysis, error analysis, foreign/second language LSP, technical writing.

LSP and Language Planning

including topics such as language problems of bilingual/multilingual countries, standardization, language policy, normativity vs descriptivity.

Other well motivated proposals will be considered.

When submitting the abstract, authors are asked to indicate which form of presentation (cf. below) is intended or desirable. Final decision rests with the Executive Committee.

call for papers

Delegates are hereby invited to submit, no later than January 15, 1993, the abstract of a contribution on a topic falling within the general scope of those listed under "scientific program". In the selection of papers preference will be given to those based on scientific research or addressing issues of theoretical/methodological interest. Authors will be notified of the Screening Committee's decision by May 15, 1993, after payment of conference fee has been registered.

The abstract must be submitted in 4 copies, on the enclosed form, of maximum one page single-spaced English text inside the margins given and in a type-

font suitable for photographic reproduction (preferably 12-point Times Roman³¹). Please indicate whether special equipment is needed.

A booklet of all accepted abstracts (Copyright: the Executive Committee) will be distributed to delegates when registering upon arrival at the symposium, along with other conference material. Following the symposium, the plenary lectures and selected section papers will be published by a major publisher.

forms of presentation

Plenary Lectures

Each speaker has been allotted one full hour and the privilege of inviting or denying comments and questions within that time slot.

Workshops

For topics that attract a significant number of thematically related contributions the organizers will provide a seminar-style forum and appoint coordinators. Active participants will circulate their papers ahead of time and have 10-15 minutes to present their main ideas for discussion. Other participants will be admitted according to available space.

Section Papers

Each speaker will be given 20 minutes to present the paper and 5 minutes to discuss it with their audience.

Demonstrations

This will be an opportunity for individuals to give various audio-visual or computer-based (as well as multimedia) demonstrations. Need for special equipment must be communicated at deadline for abstract.

Poster Presentations

These will allow a convenient forum in which to present or discuss research findings or other material less suited for oral delivery.

A Panel Discussion is being planned for discussing the need for a general LSP Journal.

A Book Exhibit will be arranged within the premises.

important reminders:

Deadline for submission of abstract: **January 15, 1993**

Deadline for conference registration,

reduced fee (NOK 1200): **May 1, 1993**

normal fee (NOK 1500): **July 15, 1993**

Registration:

**Sunday August 1, 1993, 1700-2100 (5-9 p.m.) and
Monday August 2, 1993, 0900-1100 (a.m.)**

Start of conference: Monday August 2, 1993 at 1100 (a.m.)

End of conference: Friday August 6, 1993 at 1700 (5 p.m.)

Secretariat:

BENNETT/HSD KONGRESS-SERVICE
P.O.Box 1721, N-5024 Bergen, Norway
Tel.: +475-23 88 40 Fax: +475-23 88 01
Bank account: Kreditkassen no. 6501 05 57180

Registraton form on p. 39-41.

**Institut für Interkulturelle
Kommunikation e.V.**

Musäusring 24 b
D/O 6902 Jena/Lobeda
Telefon/Fax: (..4936428) 21150



D E U T S C H L E R N E N

in THÜRINGEN und BAYERN

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für ausländische Germanisten und fortgeschrittene
Deutschlerner

- Unsere Angebote:
- * Deutsche Gegenwartssprache und ihre Didaktik
 - * Rhetorik/Kommunikation/Gesprächstechniken
 - * Deutsche Literatur
 - * Wirtschaftsdeutsch
 - * Prinzipien der sozialen Marktwirtschaft in der Bundesrepublik Deutschland
 - * Landeskunde mit Exkursionen

Institut für Interkulturelle Kommunikation e. V.

Musäusring 24 b

D/O 6902 JENA

Telefon/Fax: Stadtroda
(..4936428) 21150

Am Mühlbach

D 8800 ANSBACH

Telefon: (..499805) 7704

ZERTIFIKAT

Die erfolgreiche Teilnahme am Kurs wird durch ein Zertifikat des Instituts für Interkulturelle Kommunikation bestätigt.

KURSDAUER

Die Kurse (Minstdauer: zwei Wochen) beginnen in Jena und enden in Ansbach.
Bustransfer von Jena nach Ansbach.
Termine müssen rechtzeitig mit der Kursleitung vereinbart werden.

Folgende Kurse sind bereits terminlich fixiert:

* IIK-Kurs für Deutschlehrer/Germanistikstudenten/
fortgeschrittene Deutschlerner:

08. - 31.08. 1993

* IIK-Sprachintensivkurs für Studenten und Deutsch-
lerner unterschiedlicher Sprachstufen:

22.08. - 14.09. 1993

UNTERKUNFT

Die Unterkunft erfolgt in Zwei- oder Dreibett-
zimmern, die Kosten betragen ca. 25 DM pro Nacht.
Private Einzelzimmer stehen nur begrenzt zur
Verfügung.
Genauere Informationen über Wohnadressen, Unter-
richtsstätten, weitere Telefonnummern usw. erhalten
Sie nach Eingang Ihrer Anmeldung.

KURSGEBÜHREN

Die Kursgebühr für alle wissenschaftlichen Veran-
staltungen sowie für vier ganztägige Exkursionen
(ohne Eintrittsgelder) und den Bustransfer von
Jena nach Ansbach beträgt:

Kursdauer 14 Tage	490 DM
" 20 Tage	590 DM
" 24 Tage	640 DM

Die Anmeldegebühr in Höhe von 140 DM ist Bestand-
teil der Kursgebühr und ist bis 6 Wochen vor Kurs-
beginn zu zahlen. Sie verfällt bei Rücktritt drei
Wochen vor Kursbeginn.

Wir bitten um Überweisung der Anmeldegebühr von
140 DM auf folgendes Konto des Instituts für
Interkulturelle Kommunikation e.V.:

Dresdner Bank in Jena
Konto-Nr.: 03 492 874 00
Bankleitzahl: 820 800 00
Verwendungszweck: Deutschkurs IIK

Den Restbetrag der Kursgebühr bezahlen Sie bitte zu
Kursbeginn (Einzahlungsquittung für die Anmelde-
gebühr bitte mitbringen).

VERSICHERUNG

Versicherung bei Krankheit, Unfall, Diebstahl etc.
ist Sache der Kursteilnehmer.
Informationen können Sie über uns erhalten.

KONTAKTADRESSE

Die Korrespondenz senden Sie bitte an:
Institut für Interkulturelle Kommunikation e.V.
Musäusring 24 b * D/O 6902 JENA

Telefonische Rückfragen und Fax auch über:
Burgoberbach/Ansbach (..499805) 7704 [Prof. Wazell]
Jena (..493641) 34809 [Dr. Heyer].

Universität Vaasa
 Institut für Deutsche Sprache und Literatur
 PL 297
 SF 65101 Vaasa
 Tel.: +358-61-324 8130
 Fax: +358-61-324 8131

GERMANISTISCHE FORSCHUNGEN ZUM LITERARISCHEN TEXT

5. internationale Arbeitstagung: 26.-28. März 1993 in Vörå/Vöyri

ANMELDUNG

(bitte bis spätestens 1. 12. 1992 nach Vaasa schicken!)

NAME -----

INSTITUTION (Adresse, Telephon, Fax) oder PRIVATADRESSE (falls das 2. Zirkular dorthin geschickt werden soll)

Ich möchte einen Vortrag halten: JA NEIN 20 Min 45 Min

THEMA: -----

Teilnahmegebühr (Bus Vaasa-Vörå-Vaasa; Unterkunft; Vollverpflegung, Konferenzgebühr); bitte ankreuzen, welche Unterkunft gewünscht wird:

- | | | | |
|---|--|----------|-----|
| A | Hotel, Einzelzimmer | 1100 FIM | --- |
| B | Hotel, Doppelzimmer | 950 FIM | --- |
| C | Jugendherbergsähnliche Unterkunft (Doppelzimmer) | 570 FIM | --- |
| D | Billigstunterkunft (nur für Studenten) | 450 FIM | --- |

XIII VAKKI-SYMPOSIUMI VÖYRILLÄ 13.-14.2.1993

ILMOITTAUTUMISLOMAKE

Palautettava 1.12.1992 mennessä osoitteella:
 Abstraktit palautettava 31.12.1992 mennessä.

VAKKI
 c/o Henrik Nikula
 Vaasan yliopisto
 PL 297
 65101 VAASA

Nimi: _____

Oppiarvo: _____ suoritan lis./tri-opintoja

Korkeakoulu/laitos: _____

Postitusosoite: _____

Puhelin: _____

E-mail: _____

Fax: _____

Sektioesitelmä (20 min. esitelmä + 10 min. keskustelua)

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

Esitelmän kieli: _____

Esitelmän otsikko: _____

Toivomuksia: _____

Majoitus: _____

2 hengen hotellihuoneessa (Kenen kanssa? _____)

1 hengen hotellihuoneessa (mahdollisuuksien mukaan; lisämaksu 120 mk)

en tarvitse majoitusta (majoituksen osuus vähennetään osallistumismaksusta)

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

XIII VAKKI SYMPOSIUM IN VÖYRI 13-14 February 1993

REGISTRATION FORM

Please send the completed form to the following address by December 1, 1992:

Deadline for abstracts: 31 December 1992.

VAKKI
c/o Henrik Nikula
University of Vaasa
P.O. Box 297
65101 VAASA
FINLAND

Surname: _____ First name: _____

Title: _____ post graduate student

Affiliation: _____

Mailing address: _____

Telephone: _____

E-mail: _____

Fax: _____

I wish to give a section paper (20 minutes + 10 min. discussion)

I wish to give a workshop (15 min. presentation + 15 min. discussion) on the following topic: _____

Language of paper: _____

Special requests: _____

Accommodation: _____

double room (With whom? _____)

single room (cannot be guaranteed; extra fee, 120 FIM)

I do not need accommodation (reduced fee)

Note! If you need a hotel room in Vaasa on Friday and/or Sunday, please contact us.

9TH LSP SYMPOSIUM		REGISTRATION FORM		BERGEN 1993																												
Family name:		First name (s) :		Position or title:																												
Affiliation:																																
Street, number:		City, State, Zip code:																														
Country:	Telephone:	Telefax:	Accompanying person:																													
Date of arrival:			Date of departure:																													
<p>REGISTRATION FEE (incl. reception, abstr. booklet, lunch and coffee during Symposium):</p> <table> <tr> <td>Reduced fee (until May 1, 1992)</td> <td>1200 NOK</td> <td>NOK _____</td> </tr> <tr> <td>Normal fee (May 1- July 15, 1992)</td> <td>1500 NOK</td> <td>NOK _____</td> </tr> </table>					Reduced fee (until May 1, 1992)	1200 NOK	NOK _____	Normal fee (May 1- July 15, 1992)	1500 NOK	NOK _____																						
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<p>SOCIAL PROGRAM</p> <table> <tr> <td>Reception at Håkonshallen 2.8.</td> <td>INCL.</td> <td>INCL.</td> </tr> <tr> <td>Concert at Troidhaugen 3.8.</td> <td>95 NOK</td> <td>NOK _____</td> </tr> <tr> <td>Conference Banquet 5.8.</td> <td>450 NOK</td> <td>NOK _____</td> </tr> </table>					Reception at Håkonshallen 2.8.	INCL.	INCL.	Concert at Troidhaugen 3.8.	95 NOK	NOK _____	Conference Banquet 5.8.	450 NOK	NOK _____																			
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<p>EXCURSIONS</p> <table> <tr> <td>Norway in a Nutshell 4.8.</td> <td>550 NOK</td> <td>NOK _____</td> </tr> <tr> <td>Hi-Tech & Heritage 4.8.</td> <td>300 NOK</td> <td>NOK _____</td> </tr> </table>					Norway in a Nutshell 4.8.	550 NOK	NOK _____	Hi-Tech & Heritage 4.8.	300 NOK	NOK _____																						
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<p>ACCOMPANYING PERSONS' PROGRAM</p> <table> <tr> <td>City sightseeing 2.8.</td> <td>175 NOK</td> <td>NOK _____</td> </tr> <tr> <td>Historic Bergen 3.8.</td> <td>75 NOK</td> <td>NOK _____</td> </tr> <tr> <td>Art Collections in Bergen 5.8.</td> <td>65 NOK</td> <td>NOK _____</td> </tr> </table>					City sightseeing 2.8.	175 NOK	NOK _____	Historic Bergen 3.8.	75 NOK	NOK _____	Art Collections in Bergen 5.8.	65 NOK	NOK _____																			
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<p>ACCOMMODATION Price per room per night, breakfast included (except at Student Dormitory):</p> <table> <thead> <tr> <th></th> <th>single</th> <th>double</th> <th></th> </tr> </thead> <tbody> <tr> <td>Hotel Norge</td> <td>995</td> <td>1300 NOK</td> <td>NOK _____</td> </tr> <tr> <td>Hotel Bryggen Orion</td> <td>670</td> <td>950 NOK</td> <td>NOK _____</td> </tr> <tr> <td>Hotel Hordaheimen</td> <td>600</td> <td>900 NOK</td> <td>NOK _____</td> </tr> <tr> <td>Kalmar Pension</td> <td>375</td> <td>540 NOK</td> <td>NOK _____</td> </tr> <tr> <td>Student Dormitory, 1. night:</td> <td>275</td> <td>495 NOK</td> <td>NOK _____</td> </tr> <tr> <td> additional nights</td> <td>75</td> <td>132 NOK</td> <td>NOK _____</td> </tr> </tbody> </table>						single	double		Hotel Norge	995	1300 NOK	NOK _____	Hotel Bryggen Orion	670	950 NOK	NOK _____	Hotel Hordaheimen	600	900 NOK	NOK _____	Kalmar Pension	375	540 NOK	NOK _____	Student Dormitory, 1. night:	275	495 NOK	NOK _____	additional nights	75	132 NOK	NOK _____
	single	double																														
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additional nights	75	132 NOK	NOK _____																													
TOTAL TO BE PAID				NOK _____																												

PAYMENT

Payment of registration fee, accommodation and social programme should be made in advance and preferably before May 1, 1993 in Norwegian Crowns (NOK) to:

BENNETT/HSD KONGRESSERVICE
 P.O.Box 1721 Tel.: +475 238840
 5024 Bergen/Norway Fax: +475 238801
 Bank account: Kreditkassen no. 6501 05 57180

Please note that neither personal cheques nor credit cards are accepted.

TRANSPORTATION

BENNETT/HSD can offer travel bureau services for congress participants. For participants travelling from Denmark and Sweden round trip tickets are available at 125% of the price of a one way ticket. As to domestic flights in Norway, there are various special fares.

Yes, I would like BENNETT/HSD to book and mail me my flight ticket:

Date: _____ Time: _____ Flight: _____ From: _____ to Bergen

Date: _____ Time: _____ Flight: _____ From Bergen to: _____

Date: _____ Signature: _____

Tickets together with invoice will be sent you in due time before departure.

GENERAL CONDITIONS

Confirmation of registration, together with hotel voucher, will be sent you when total payment has been registered.

Cancellation must be notified in writing to BENNETT/HSD which charges a cancellation fee of NOK 200.- *after May 1 1993.*

Date: _____ Signature: _____

Family name:		First name (s) :		Position or title:	
Affiliation:					
Street, number:			City, State, Zip code:		
Country:	Telephone:	Telefax:	Language of presentation:		
Title of presentation (in English):					
2-5 Key-Words:					
Preferred form of presentation: <input type="checkbox"/> Paper <input type="checkbox"/> Workshop <input type="checkbox"/> Demo <input type="checkbox"/> Poster					
Abstract:					

KORKEAKOULUJEN KIELIKESKUKSEN HENKILÖKUNTA:

Raija Markkanen 603 529 markkane@finjyu.bitnet

Eila Pakkanen (sihteeri) 603 530

Tutkijat:

Hannele Dufva 603 535 dufva@finjyu.bitnet

Ari Huhta 603 539 huhta@finjyu.bitnet

Sirkka Laihiala-Kankainen 603 541

Minna-Riitta Luukka 603 533 luukka@finjyu.bitnet

Minna Suni 603 536 msu@finjyu.bitnet

Eva May 603 543

Anna Mauranen 603 538 amaurane@jyu.fi

Timo Sikanen 603 540 sikanen@jyu.fi

Helena Valtanen 603 542 valtanen@jyu.fi

Sabine Ylönen 603 534 saby1@finjyu.bitnet

Kanslia, julkaisujen myynti:

Sinikka Lampinen 603 520

Sirkka-Leena Salo 603 520

Nauhoitepalvelu:

Anna Kyppö 603 525 akyppe@jyu.fi

Markku Helin (video) 603 524

Kirjasto:

Maritta Leinonen 603 526 mleinone@jyu.fi