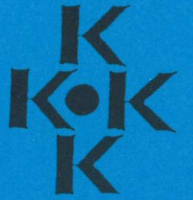


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KIELIKESKUSUUTISIA

Language Centre News



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OPISKELIJAKIRJASTO

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Nimellä varustetut kirjoitukset edustavat kirjoittajien omaa
näkökantaa.

Lehteen tarkoitettua materiaalia tulee olla toimituksessa
ilmestymiskuukautta edeltävän kuun 15. päivään mennessä.



Hyvää Joulua ja Onnellista Uutta Vuotta
God Jul och Gott Nytt År
Frohe Weihnachten und ein Gluckliches Neues Jahr
Merry Christmas and a Happy New Year

HELSINKI YLIOPISTON KIELIKESKUS
OPISKELIJAINRASTO

10TH ANNIVERSARY NATIONAL
ORAL SKILLS WORKSHOP

SYMPOSIUM ON LANGUAGE CENTRE TEACHING
AND RESEARCH

Pearl Lönnfors, Helsinki University Language Centre
Gordon Roberts, Oulu University Language Centre

On April 15-16, 1983 about 70 Language Centre teachers of English Oral Skills, from all over Finland, met for the first time at the University of Tampere. The impetus for the first Oral Skills Workshop arose from the pressing needs of the foreign English-language teachers, working in an environment and a culture which were alien and occasionally puzzling. At that time the number of publications dealing with ESP, with theory, materials preparations, needs analysis, teaching methodology or testing were limited. We felt the need to know what was happening at the other Language Centres around the country, to know what teachers planning for the same types of courses were doing. As a result, the focus of the first workshop was very practical. The outcome was a 459-page Ideas Book, which in many ways still has much to offer (and is still in demand!).

But the world has changed, and we along with it. The ten years of contact and cooperation have increased our know-how, and have seen an expansion of ESP in general throughout the world. We are no longer only English oral skills teachers; we are no longer only oral skills teachers, despite our name. The Workshop has extended its focus to include classroom research and development, and has extended its borders to include teachers working in Sweden and Estonia (and even one from Czechoslovakia).

The 10th Anniversary Oral Skills Workshop was held in Helsinki at the Lord Hotel, October 9-11, 1992. The format was similar to the original workshop: 3 parallel sessions running simultaneously, though of varying lengths. The sessions numbered 32 and could be broken down into three types: 1) research and development reports, 2) reports on classroom management and 3) "learning by doing" sessions, i.e. experiencing methods by being put into the same situation as students.

To do complete justice to all the workshop presenters we should have attended all the sessions. But seeing as we could only be in two places at one time (and sometimes we even bumped into each other at the same sessions), unfortunately all of the sessions could not be covered. Therefore, we shall offer an impressionistic view of our experiences, leaving the reader to fill in the rest.

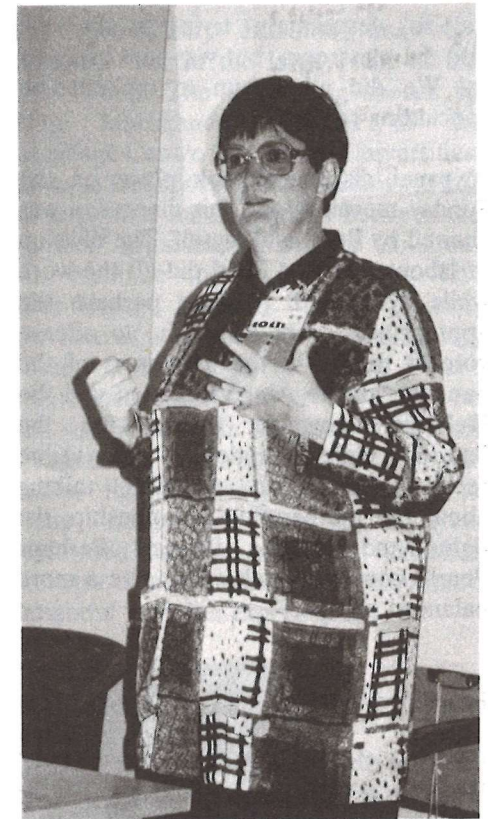
Gordon's gaze

This year's workshop was planned nicely to have a well balanced combination of presentations and demonstrations. We saw the teacher, Mari Uibo, acting out a dramatisation of a Katherine Mansfield short story to provide the students with a springboard for their own creativity. The acting was wonderful, though the audience in the pursuing discussion proved to be less creative than students

of Mechanical Engineering and Economics in Tallinn. We viewed a video recording of them performing a sequel to the story. The rationale is that the students are motivated to speak English because they become involved in the mood and their use of English is relevant to their creative selves.

One always welcomes the kind of demonstration where, in a space of 30 minutes, tens of wonderful little teaching ideas are thrown out for the participants to take or leave. We had two such demonstrations; one given by Katie Plumb on pronunciation-teaching ideas, and one given by Linda Taylor on vocabulary-teaching ideas. Inevitably, one meets new and old ideas, but the spirit of such presentations is that what is old to one person is new to the next, and vice-versa. Already last week I used an idea in class which I picked up during the Friday afternoon session.

Learning through experience was both talked about and experienced. We were given enthusiastic descriptions of a cultural awareness programme held in Joensuu (Joann von Weissenberg), a mini-research project programme held in Helsinki (Judith Hammond), and an international communication and negotiation simulation programme held in Jyväskylä (Peggy Tuomi). Some of the workshop participants were fortunate enough to actually experience the process of becoming aware in a different culture (c.f. Pearl's perspective). Others actually experienced experiential learning; with S'an Gaffney what we experienced differed widely from person to person, but that could have been just the point. A nice thing about workshops and conferences is that meeting other people who are approaching their work in a similar way to oneself can help to replace uncertainty with a sense of getting it right. All of the above sessions encouraged me to strive even further towards individualised learning and student autonomy.



One of the highlights of the conference was at the unlikely hour of 9 am on Sunday. All with experience of conferences, or who have read un plagiarized versions of David Lodge's novels, know that the consequences of the evening/night programme have to be faced at some stage. For many of us this stage coincided with a wonderful demonstration given by Ian Jasper of the effects of the teacher leaving the classroom. After about a three minute introduction, Ian left the classroom. Of course, the cynics amongst us suspected that he too had perhaps had too much fun the previous night. (All I know is that I had spent most of the previous evening with his wife!) However, we quickly realised that we accomplished the task which he had given us in our way, not his. We felt much happier about working with this responsibility and autonomy. Indeed, the whole demonstration nearly back-fired on Ian, who was

(not so) desperately trying to get back into the classroom, but was sent away by us! We did allow him to make some concluding remarks.

A panel discussion took place on the Sunday morning too. This discussion was chaired by Pearl and myself. The division of labour was that Pearl did all the work while I snoozed. (This is perhaps the appropriate point at which to offer a vote of thanks to the organisers of the banquet, and to Anu Virkkunen and the Helsinki Language Centre for the Saturday night reception.) I have vague recollections of the panelists talking about the mother-child relationship, fist fights and growing flowers! Perhaps Pearl's comments below will give a more balanced picture.

Pearl's perspective

Entering the lovely art nouveau Lord Hotel on a rainy Friday afternoon, I was welcomed by the bustle and cheery faces of colleagues from all over Finland. With immaculate efficiency, the Working Group for In-Service Training (WGIST) had turned the hotel bar into a conference centre, providing all participants with a very professional-looking folder containing all necessary details. Unfortunately, the traditional opening ceremonies were omitted so we were never officially welcomed by the organizers. Since it was an Anniversary Workshop, it might have been nice for the foreign guests and new members to have heard something about the foundation of the organization.

Friday afternoon provided me with two student-centred approaches to language-learning. Judith Hammond, from the Helsinki L.C., described the mechanics of developing Mini Research Projects. Students are encouraged to develop their language and presentation skills in English by providing the content material from their subject areas. The teacher

stands back and allows the group participants to plan and determine how they want the course to develop. The teacher becomes a facilitator and motivation undoubtedly soars in the classroom.

Close on Judy's heels came Laurel Bush, an ex-Language Centre teacher now working in the English Department at Helsinki University. Activating Student Discussion After Presentations is one of the most difficult challenges we are faced with. Her "mini-tasks" provide each student in a class with some preparatory background reading for the subject or project to be presented by one of the participants. Thus, they come armed with questions and information to challenge the presenter. Although Laurel continuously stressed that her student's were much more advanced than L.C. students, I could imagine adapting this approach for our classes, since our students are very capable of providing in-depth information and analyses from their subject area.

Friday seems to have been a Helsinki day for me. With coffee in hand, I went to hear Simon Boswell, teaching at the Sibelius Academy, tell us about the development of Voices: Learn English With Music. His brilliant idea of presenting the listener with more than 360 idiomatic expressions recorded by fifty-one different English-speakers has resulted in a recording that combines language-learning with listening to music. As we learn the lyrics of pop songs by hearing them played over and over again, the learner will soon be "speaking along" with the recording.

Janet Lyon completed my day by presenting the results of her Master's thesis: Course Design for EAM (English as an Academic Medium). Together with two colleagues, Felicity Kjisik and Anna Mauranen, Janet carried out a needs analysis study on a group of teachers and researchers at the University of

Industrial Arts in Helsinki. The results provided the foundation for a course which culminated in the preparation for, planning of and participation in a Symposium in England. To quote part of the feedback, the participants appreciated a 3-day residential course for being efficient, cultivating good group dynamics, and being learner-centred. To sum it up, they felt highly motivated. A very professionally presented paper, Janet's work was a perfect example of the cooperative development we have seen over the past years. This type of classroom research, employing the resources at hand, will certainly lead to improving the quality of learning.

The Anniversary Banquet was very elegantly set in the large hall of the Lord Hotel. The welcoming speech by Raija Markkanen, Director of the Language Centre for Finnish Universities, made us feel appreciated. Needless to say, we hope that the interaction between the "mother" organization and its "children" will continue to be harmonious. The after-dinner speaker, Jörn Donner, provided us with whatever we anticipated. Some were thrilled, some were entertained, some were provoked, but no one was without an opinion! To top off the evening, we were treated to some lovely, light-hearted entertainment. A group from the Finn-Brit Players performed three enticing Chekhov sketches. A sincere hope for many more delightful thespian experiences!



Despite a short night, Saturday turned out to be a very active day. Starting with Lucy Loerzer from the Stockholm School of Economics, I became involved in a practical demonstration of the writing process in her session: Writing to Get Results: Applying the Writing Process. She took us through several brainstorming activities, concluding by clarifying how learning logs can be used "to promote fluency and creativity". I found myself adapting what I was experiencing, on the spot, to courses I am teaching at the moment. Perhaps we should all stop for a moment every now and then and think about our own learning strategies.

Continuing along in the "learning by doing" category, I attended Joann von Weissenberg and Marga Margelin's session entitled: Cross-Cultural Simulation BaFa BaFa.. Sworn to secrecy concerning the details, I can still say that having to adapt once again to a new culture and language and to be faced with inexplicable difficulties brought back memories! An excellent simulation to prepare students going abroad to face culture shock and develop a cultural awareness. Contact Joann at the University of Joensuu for further information.

Lunch allowed me to relax and chat with some old and new friends. Then it was off to work again. S'an Gaffney, also from the Stockholm School of Economics, threw us into Facilitating Experiential Learning at an Academic Level. S'an promised to give an introduction to the basic elements of experiential learning and that he certainly did! We democratically decided that we wanted to be a part of the process rather than to watch a demonstration. There were some 35 people in the session and he had us working individually, in small groups and giving feedback to the group as a whole. It was a fascinating process. At the end, after analyzing how the group dynamics had functioned, we left the

session with a deeper awareness of how important and motivating it is to be able to learn through a changing process. We do not always like it or accept it, but "it's good for us". The process made us realize that there are different styles of learning and that we should be aware of them in planning activities.

I concluded my working day by joining my dear colleague, Nanette Lindéberg, in presenting English in Authentic Situations: Going Abroad. Basically, we went through the steps taken in preparing two different groups of students going to Britain as part of their compulsory English Oral Skills course. The moral of our story was: it entails a lot of extra work, but it is worth every minute of it! I shall not allow myself any subjective comments on the session, except that it did come at the end of a long day.

But the day should not end without a vote of thanks to the Helsinki Language Centre, to its Director, Anu Virkkunen, and its Administrative Secretary, Eija Uimonen, for providing us with a welcome informal reception in the cozy cellar of the hotel.

Sunday morning began bright and early with yours truly exchanging information about Exchange Programme Orientation Courses. A small but efficient group of five people made preliminary plans to explore the possibility of offering inter-university orientation courses for students going abroad to study. If you are interested in more details, contact Raija Markkanen at the National Language Centre.

The final session of the Workshop was co-chaired by the co-authors of this article. The title of the Plenary session was: Language Centres in the 90s: Where do we go from here? The panelists were Raija Markkanen, Director of the Language Centre for Finnish Universities, Marja Kalaja, Director of the Helsinki University of Technology L.C., Liisa

All in all, it was a highly successful workshop, with many academic, pedagogical and culinary tastes catered for. We look forward to the next one.

Biographical note:

Pearl Lönnfors is a lecturer at the Helsinki University Language Centre, offering courses for students of law, education and journalism. She holds a B.A. in Political Science and a F.K. in Spanish, English and Education.

Gordon Roberts is a lecturer at the University of Oulu Language Centre, offering courses to students of electrical engineering, information technology and economics. He holds an M.A. in English Language and Literature and a PGCE in TESL.

Löfman, Director of the University of Tampere L.C. and Chair of the Council of Directors of Language Centres at Finnish Universities, and Anu Virkkunen, Acting Director of the University of Helsinki L.C. Following a statement by Raija Markkanen concerning the National Centre and its role in the future, each panelist gave about a 10 minute statement on the developments at their institutions. This was then followed by submitted questions addressed to the individual panelists, concluding with open questions from the floor.

The discussion was followed by the closing session when the organising committee was deservedly thanked for all their efforts. Felicity Kjisik and Ken Pennington went into 'retirement', to be replaced by Deborah Mason and Ruth Vilmi.



VÄHEMMISTÖKIELTEN KOHTALO VAAKALAUDALLA?

International Conference on
Maintenance and Loss of Minority Languages
1. - 4.9.1992 Noordwijkerhout, Hollanti

Pirkko Nuolijärvi, Helsingin kauppakorkeakoulu
Sirkku Latomaa, Jyväskylän yliopisto

Syyskuun alussa järjestettiin Hollannissa, Leidenin lähellä sijaitsevassa Noordwijkerhoutissa, toinen kansainvälinen vähemmistökielten konferenssi. Konferenssin organisoijana oli belgialainen Leuvenin yliopisto, ja sitä olivat tukeneet mm. Alankomaiden tiedeakatemia, Alankomaiden opetusministeriö ja Unesco.

Konferenssin nimi saattaa johtaa ajatukset paljon suppeampaan ja spesifisempään aiheistoon kuin todellisuudessa oli laita. Valtakulttuurien ja muiden kulttuurien kohtaamista käsiteltiin näet kolmen päivän aikana hyvin laaja-alaisesti ja monista lähtökohdista. Konferenssiin osallistui 125 tutkijaa yli 30 maasta. Esitelmää oli kaikkiaan noin 60, ja näkökulmat olivat niin kielipoliittisia, kielisosiologiaa kuin sosiolingvistisiäkin.

Plenaariesitelmien pitäjät olivat tunnettuja monikielisuuden tutkijoita, ja niinpä esiintyjälistakin oli kuin sosiolingvistiikan peruskurssin bibliografiasta: Howard Giles, Jim Cummins, John Edwards ja Joshua Fishman.

Erityisen antoisa oli Howard Gilesin (University of California, Santa Barbara) esitys, jossa hän keskusteli sosiaalipsykologian ja vuorovaikutuksen tutkimuksen yhtymäkohdista, siitä, miten monikielisyttäkin lähestyttäessä tulisi analysoida yksityiskohtaisemmin kielenkäyttäjän toimintaa ja toimintaympäristöä sen sijaan, että keskitytään personifioituihin kieliin ja niiden kohtaamiseen. Giles työryhmineen hahmottelee parhaillaan teoreettista mallia, joka lähtee liikkeelle

vähemmistökieltä puhuvan yksilön ratkaisuista, ja etsii niiden avulla monikielisen kommunikaatioilmaston ominaispiirteitä.

Kielidebattia

Jim Cummins (Ontario Institute for Studies in Education) käsittelee esityksessään debattia amerikkalaisissa esikouluohjelmissa käytettävästä opetuskielestä. Yhdysvalloissa poliitikot näkevät kielten kirjon ongelmana: sosiaaliset ongelmat nähdään helposti kaksikielisyydestä johtuviana. Kielellisen moninaisuuden arvelaan myös alentavan maan kilpailukykyä. Kilpailukyvyn kohentamiseksi kouluille onkin asetettu kansalliset koulutustavoitteet, joiden mukaan vuoteen 2000 mennessä kaikkien lasten tulisi saada aloittaa koulutaipaleensa koulukypsinä ("ready to learn"). Tämä tarkoittaa käytännössä esikouluopetuksen priorisointia. "Head start"- ja muita esikouluohjelmia perustellaan sillä, että jokaista esikouluopetukseen sijoitettua dollaria kohti säädetään myöhemmin seitsemän dollaria sosiaalisissa menoissa.

Suurin osa kielipoliitikoista on sitä mieltä, että esikouluopetus tulisi antaa englanniksi. Etnisten vähemmistöjen esikouluohjelmia tutkinut Lily Wong Fillmore on selvittänyt, että 2/3:lle tutkituista perheistä (N = 1000) tällaisella esikouluopetuksella oli negatiivinen vaikutus perheen sisäisiin kommunikaatiokäytäntöihin. Wong Fillmore kritisoi ohjelmia ja päättelee, että lasten tulisi saada pitää itseluottamuksensa ja taustansa: "if we can't educate young children without

harming them, let's leave them alone". Cummins viittasi myös muihin tutkimustuloksiin, joiden mukaan kielenvaihto voi tapahtua jo varsin varhain esikouluiässä. Cumminsin omien koulukäytäntöihin lapsiin kohdistuvien tutkimusten mukaan ne vähemmistölapsista, jotka olivat säilyttäneet hyvin äidinkieltä, menestyivät parhaiten englannin lukemistestissä. Useissa tutkimuksissa onkin saatu kiistatonta näyttöä siitä, ettei lapsen äidinkielen tukeminen häiritse menestymistä toisessa kielessä. Cummins korosti myös perheiden ja vähemmistöyhteisön omien opettajien ottamista mukaan koulutusohjelmiin. Tärkeätä on myös lasten kaksoisidentiteetin tukeminen: lasten on tiedettävä mistä he ovat tulossa tietääkseen mihin he ovat menossa.

John Edwards (St. Francis Xavier University) referoi Kanadassa käytävää kielidebattia ja pohti usein esitettyä kysymystä: kuka saa kirjoittaa vähemmistöryhmistä? Valtaväestön näin tehdessä valitetaan, että vähemmistöjen ääni ei kuulu. On myös väitetty, että enemmistön edustajat eivät ulkopuolisina voi koskaan ymmärtää vähemmistöjen kokemuksia: jos enemmistön edustaja kirjoittaa vähemmistön asioista, on kyseessä kulttuurien välinen ryöstö ("cross-cultural theft"). Näkökulman yksipuolisuus on kuitenkin vaarana myös, jos vain vähemmistö saa kirjoittaa vähemmistöstä. Paras tulos Edwardsin mielestä syntyy, jos sekä "Insiderit" että "outsiderit" yhdessä kuvaavat vähemmistökielten tilannetta.

Euroteemoja

Eurooppalaisten nykytilaan kuuluvat peruskysymykset olivat tässäkin konferenssissa esillä koko ajan: Euroopan muutoksista ja sen vaikutuksista eri kieliryhmien tulevaisuuteen keskusteltiin sekä esitelmien yhteydessä että niiden väliajoilla. Konkreettisimmin tätä aihepiiriä lähestyi John de Vries (Carleton University), joka käsittelee läntisen Euroopan kielipoliittikkaa ja vähemmistökieliä puhuvien yhteisöjen

ekologiaa. Myös monissa muissa esityksissä kosketeltiin kieliryhmien välisiä nykysuhteita ja arvioitiin niiden mahdollista kehitystä.

Toinen keskeinen eurooppalainen teema oli yksilön ja perheen kielen valinnat eri yhteisöissä. Tätä teemaa lähestyttiin sekä kvantitatiivisin että kvalitatiivisin menetelmin. Kiintoisaa oli havaita, miten erilaiset tutkimusperinteet ja -käytänteet tukevat erilaisia lähestymistapoja: skandinaavinen näkökulma kielenvaihtoon ja kielivalintoihin näyttäisi nykyään olevan selvemmin kvalitatiivinen kuin esimerkiksi hollantilaisten tutkimusryhmien.

Tuulia muualta

Vaikka Eurooppa korostuikin sektioesitelmässä, oli konferenssissa runsaasti osallistujia ja puheenvuoroja myös muualta maailmasta. Näissäkin esitelmissä käsiteltiin luonnollisesti sekä kulttuurispesifisiä piirteitä että yleisesti kaikkia kulttuureja koskettavia kysymyksenasetteluja. Kanadalaisilla on luonnollisesti aina keskeinen rooli monikielisyyskonferensseissa, ja he mm. Karin E. Flikeid (St. Mary's University) -käsittelevät tälläkin kertaa ranskan ja englannin suhteita hyvin monipuolisella tavalla.

Suomalaiselle on erityisen kiintoisaa kuulla kanadalaisista tutkimuksista, sillä Kanadan kielitilannehan muistuttaa jossain suhteessa Suomen kielitilannetta: termi kaksikielisyys on varattu vain tiettyjen kielten kohtaamista kuvaavaksi, Kanadassa englannin ja ranskan, Suomessa suomen ja ruotsin. Samoin kuin Kanadassa, ovat meilläkin muut vähemmistöt alkaneet vähitellen vaatia yhtäläisiä oikeuksia kaikille vähemmistökielille.

Australialainen Anne Pauwels (Monash University) puolestaan problematisoi sukupuolen osuutta kielen säilyttämisessä ja kielenvaihdossa, mikä sekin tuntuu ylipäättään olevan vahvistuva teema näissä yhteyksissä. Sukupuolella on osoitettu

olevan merkitystä kielenmuutokseen liittyvässä tutkimuksessa, mutta toistaiseksi sitä ei vielä ole paljon tutkittu kielenvaihdon yhteydessä. Laajan, väestönlaskentaan perustuvan aineiston pohjalta Pauwels osoitti, että kaikissa kieliryhmissä miespuolisten siirtolaisten kielenvaihtoprosessi on nopeampi kuin naisten. Erot ovat lisäksi kasvamassa koko ajan. Sekä endo- että eksogaamisissa avioliitoissa oli havaittavissa vastaavanlaisia sukupuoleen liittyviä eroja. Selityksiä naisten kieltä säilyttävään voimaan Pauwels ei kuitenkaan tyytynyt etsimään traditionaalisista seikoista: sitä, että naisilla olisi vähemmän kodin ulkopuolisia kontakteja, rajoitunut sukupuolirooli ja että he olisivat konservatiivisempia kuin miehet - joidenkin siirtolaisryhmien osalta näin voi olla, mutta ei kaikkien. Naisillahan on toisaalta todettu olevan myös hyvinkin innovoiva rooli kielen muutoksissa.

Pohjoismaisia näkökulmia

Pohjoismainen vähemmistötutkimus oli melko vahvasti esillä siitä syystä, että konferenssiin osallistui parikin tutkimushanketta, joiden teemoja esiteltiin useammassa puheenvuorossa. Erling Wande ja Birger Winsa Tukholman yliopistosta esittelivät hankettaan "Från tornedalsfinska till meän kieli", jonka sosiolingvistisessä osassa on tarkoituksena kuvata tornionlaaksolaisten asenteita kahteen kieleensä, suomeen ja ruotsiin.

1960-luvulla tehdyissä tutkimuksissa sosiologit kuvasivat Tornionlaakson tilannetta diglossiaksi: suomen kieli oli yksityisen elämänalueen puhuttu kieli, ruotsi virallisissa yhteyksissä käytetty puhuttu ja kirjoitettu kielimuoto. 80-luvun alkupuolen etninen elpyminen on muuttanut Tornionlaakson kielellistä tilannetta: Tornionlaakson suomesta on tullut kirjoitettu kielimuoto, jota kirjailijat, näyttelijät ja paikallisradion uutistenlukijat käyttävät. Omankielisen kulttuurin kehittyminen on muuttanut asenteita myönteisemmiksi meän kieltä kohtaan. Kielen-

käyttö on kuitenkin toinen asia: haastatellut raportoivat myönteisiä asenteita omaa kieltään kohtaan samalla kun kertovat käyttävänsä ruotsia toisen sukupolven kanssa.

Yhteispohjoismainen kielisosiologinen tutkimushanke "Nordens invandrarpråks utveckling" (NISU) oli esillä kahdessa esitelmässä. Sally Boyd ja Paul Andersson (Göteborgin yliopisto) yhdessä Harald Berggreenin (Bergenin yliopisto) ja Jorid Hjulstad Junttilan (Tromssan yliopisto) kanssa kuvasivat perheiden kielenkäyttöä esitelmässään "Minority and majority language use in the family among four immigrant groups in the Nordic region". Anne Holmen (Kööpenhaminan yliopisto), Jens Normann Jørgensen, Jørgen Gimbel, Suzanne Andersen (Danmarks Lærerhøjskole) ja Sirkku Latomaa (Jyväskylän yliopisto) käsitelivät puolestaan vanhempien asenteita lasten äidinkielen säilyttämiseen: "Parent attitudes to children's L1 maintenance". Lisäksi Pirkko Nuolijärvi (Helsingin kauppakorkeakoulu) posteriesitelmä "The linguistic minorities and the language policy in Finland" oli aihepiiriltään sidoksissa juuri NISU-projektin konferenssiesitelmiin. Hankkeessa tutkittiin vuosina 1989 - 1991 uusien vähemmistökielten tilaa neljässä pohjoismaassa, keskittyen neljään kieliryhmään: vietnamilaiset, turkkilaiset, suomalaiset ja amerikkalaiset. Jokaista ryhmää tutkittiin vähintään kahdessa maassa; Suomessa tutkitut ryhmät olivat vietnamilaiset ja amerikkalaiset. Konferenssissa pidetyt esitelmät perustuivat koko projektin aineistoon, yhteensä 276 haastatteluun kouluikäisten lasten vanhempien kanssa. Selityksiä ryhmien välisille eroille etsittiin ryhmien taustoista ja nykyisestä tilanteesta, mm. erilaisesta kohtelusta, jonka ryhmät ovat saaneet osakseen eri Pohjoismaissa.

Tiivis ja kriittinenkin

Konferenssin esitelmä- ja posterimäärä oli tarkoin rajattu, mikä olikin myönteinen

asia. Esitelmät olivat korkealaatuisia, eikä liiallista päällekkäisyyttä päässyt kokemaan. Posterisessiossa oli riittävästi aikaa keskustella posterin esittelijöiden kanssa. Noordwijkerhoutin konferenssikeskus tarjosi hyvät puitteet intensiiviselle työntöelle.

Kuten yleensä tiivisohjelmaisissa konferensseissa ei Noordwijkerhoutissaakaan jäänyt suuresti aikaa tutustua ympäröivään maaseutumaisemaan muuten kuin lyhyiden kävelytuokioiden aikana - silloin kun ei satanut. Osa osanottajista oli kuitenkin ehtinyt ihailemaan jopa meren tyrskyjä. Illan muutamit vapaat tunnit saattoi käyttää keskusteluun kollegoiden kanssa ravintolassa tai vaikkapa saunassa.

Esitelmät kattoivat edelliskertaista konferenssia laajemman alueen maailman kielikartasta; myös afrikkalainen kielentutkimus oli jossain määrin esillä. Toisaalta - kuten Joshua Fishman kokoavassa loppupuheenvuorossaan totesi - kielten välisten suhteiden erittely on edelleenkin varsin paljon painottunut pohjoisamerikkalaisten ja eurooppalaisten näkökulmien varaan, ja tässä suhteessa koko tutkijayhteisön tulisi

hieman harjoittaa itsearviointia. Esimerkiksi tähän konferenssiin osallistuneet tutkijat edustivat taustaltaan vain 20 %:a tutkimistaan kielistä. Hän kritisoi myös ns. leipätutkijoiden suurta osuutta alalla ja muistutti, että tutkijan tulee olla jatkuvasti kosketuksissa tutkimuskohteensa kanssa. Vain siten on mahdollista toimia sen todellisuuden muuttamiseksi, jossa vähemmistökieliä puhuvat ihmiset elävät.

Konferenssin alkupuheenvuorossa Koen Jaspaert (Leuvenin yliopisto) kertoi erään lehden toimittajan tiedustelleen häneltä, minkä johtopäätöksen konferenssiväki tulee tekemään vähemmistökielten säilymisestä. Vastaaminen tällaiseen kysymykseen ei tietenkään ollut mahdollista, ei varsinkaan ennen konferenssia. Toivottavasti ei loppupuheenvuorokaan ole ennalta pääteltävissä neljän vuoden kuluttua, jolloin on tarkoituksena järjestäytyä seuraavan kerran. Toivoa sopii, että Joshua Fishmanin nyt esittämä kriittinen arvio vähemmistökielten tutkimuksen tilasta on tuottanut tulosta niin, että ainakin konferenssin esiintyjäkaarti ja ohjelma on tuolloin entistä monipuolisempi.

DEVELOPING TEACHER TRAINING FOR TEACHERS OF FINNISH AS A SECOND LANGUAGE: SOME PROBLEMS, IDEAS AND PRINCIPLES

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In the previous issue of *Kielikeskusuutisia* Hannele Jönsson-Korhola provided a review of the history of Finnish as a second/foreign language and especially the on-going teacher training programmes at the Universities of Jyväskylä and Helsinki. In this article I would like to elaborate on some fundamental problems and questions that have to be considered when designing teacher training for teachers of Finnish as a SL/FL, and describe the approach taken at the University of Jyväskylä in planning the programme called *Suomi kohdekielenä (= S2) -opettajien täydennyskoulutusohjelma*.

As Jönsson-Korhola mentioned in her article, until very recently teachers of Finnish as a second language have been offered only occasional and relatively unsystematic short courses of in-service training - systematic teacher training has been available only for teachers of "finska", Finnish for Finland Swedes. These shorter courses have naturally acted as important meeting points for teachers and they have been important in stimulating teacher cooperation. However, they have not made it possible for teachers to systematically develop their professional know-how and everyday work. In addition, it is unfortunate that this training and these contacts have generally only been available to teachers of adult students - teachers in comprehensive schools and in the secondary level have often not even received information on available training. However, the number of foreign pupils in these educational levels has also rapidly increased.

The first larger programme, the so called PILC-course, was arranged in co-operation between the Language Centre for Finnish Universities (University of Jyväskylä) and the University of Stockholm in 1989 - 1990. The programme consisted of some 150 contact hours (in three one-week-modules) and distance-learning. It was arranged in a renewed form the following year. The participants of these courses came mainly from language centres and vocational adult education centres but also from comprehensive schools.

The next programme that was more extensive than a short course took place at the Ammatti-instituutti in Helsinki during 1991 - 1992. It was meant only for teachers of vocational adult education centres, and consisted of 60 contact hours and distance-learning.

As mentioned in Jönsson-Korhola's article, the currently running two in-service training programmes at the Universities of Jyväskylä and Helsinki were started in 1992. They are considerably more extensive than the programmes mentioned above: the Jyväskylä programme including 20 credit units and the Helsinki programme 15 credit units of study.

There has naturally been a great need for teacher training for as long as Finnish has been taught as a second and foreign language. Public authorities have not given attention to the question of issuing official qualifications for the teachers nor recognition of the curricula - mostly because it is only recently that the

importance of the field has been acknowledged, due to the increase in the number of non-Finnish speaking people coming to Finland. The teachers and universities involved have started these programmes not only assuming that formal qualifications will follow according to certain basic principles, for example those outlined in Jönsson-Korhola's article, but also to exert pressure on the authorities to set up the system of qualifications required in this area.

In such a young field as Finnish as a FL/SL we have to face a number of problems in designing teacher training. One of the biggest is the heterogeneity of the teachers working in the field. Teachers differ from each other in at least two main areas: their academic background and experience as teachers of Finnish as a SL.

It is obvious that one single in-service development programme as such cannot be intended for teachers of mother tongue and foreign language, teachers in primary and secondary schools, high-schools and vocational schools, special teachers, and teachers in adult education institutes. They all have the basic academic education that is of use with respect to teaching Finnish for foreigners, but the additional training they need varies considerably. It would be rather "easy" to organize basic teacher education separately for all these groups in the future, but how should we provide suitable in-service training and development for those who are already actively working in the field? It is this transitional period which causes the biggest problem.

In addition, one programme does not easily serve both inexperienced and experienced teachers. These teachers are often looking for answers to different questions: thus, the problems faced at the onset of teaching Finnish as a SL are not quite the same as those which arise after several years of working in the field.

A major problem in teacher training and in establishing qualifications is the role of Finnish studies. It is easy to agree that you have to be an expert in the Finnish language to be able to teach it properly, but what exactly does this mean? Some foreign language teachers have been teaching Finnish to foreigners for several years without having actually studied the Finnish language as an academic subject. If requirement of conventional subject teacher qualifications is followed, the workload becomes fairly heavy, as some 35 credits of Finnish have to be done in addition to the continuing education programme.

The teacher development programme organized by the Continuing Education Centre of the University of Jyväskylä has 27 teachers, who already have a minimum 1,5 years of experience in the field. They are all teaching Finnish to adults; two of them have experience of teaching Finnish for the hearing-impaired, whose L1 is a sign language. Most of the participants have also done Finnish studies. Many of those not having studied Finnish earlier are taking a degree in Finnish simultaneously with the programme. Some participants have not done teacher training - this possibility has been offered during the programme, by arrangement with the Teacher Training Institute of the University of Jyväskylä.

The programme consists of 9 modules, 7 of them compulsory and 2 optional. Each module has a special theme and contains both contact time and distance-learning assignments. During the programme the participants are expected to do a considerable amount of self-study. In addition to the actual modules, the participants visit a wide variety of institutes in which Finnish language teaching takes place, take a closer view of their own S2-teaching, and carry out teaching experiments with their colleagues. They also write two field reports on topics related to the

challenging questions of their every-day job.

Since there has been some confusion concerning the contents of the Jyväskylä programme it might be worthwhile to briefly list the main integrated contents as follows:

- * Finnish as a target language and language typology
- * Teaching and learning foreign languages, bilingualism/multilingualism
- * Teaching materials, course-design, evaluation
- * Teaching experiments and observations (involving action research)
- * Foreign cultures and immigration in Finland

* Language and cultural awareness and intercultural communication; concept of "Finnishness"

The programme has been designed to be flexible; and has, as much as possible, been tailored to the wishes of the participants. The main goal of the programme is to lead teachers to develop their own work and to raise awareness of the teaching and learning process. Within the basic theoretical framework, the participants have been able to direct their attention on those issues and problems which are most relevant to them, thus constantly applying what they learn in their everyday work on a more systematic basis.

KIRJAKATSAUS ** BOOKS BRIEFLY

Marianne Nordman:
SVENSKT FACKSPRÅK
 Studentlitteratur, 1992 (279 s.) ISBN 91-44-36751-1

Yliopistojen ja korkeakoulujen ammattikielten opettajien ja tutkijoiden käyttöön on ilmestynyt ruotsin kielen ammattikieltä käsittelevä kirja, joka sopii myös muille aiheesta kiinnostuneille.

Marianne Nordmanin teos *Svenskt fackspråk* on päätös samannimiselle kymmenen vuotta kestäneelle projektille, jonka tarkoituksena oli kerätä erikoisaloihin tutustuvia kääntäjäopiskelijoita varten tietoa ruotsin kielen ammattikielistä. Projektista on tähän mennessä ilmestynyt useita artikkeleita ja sen päätökseksi ilmestyy kaksi teosta, joista Nordmanin *Svenskt fackspråk* on ensimmäinen, empiiristä tutkimusta käsittelevä osa.

Teoksessa esitellyt tutkimustulokset perustuvat tutkimusmateriaaliin, joka käsittää noin 45.000 sanaa oikeustieteen, taloustieteen, sähkötekniikan, tietotekniikan, kommunikaatioteorian ja kielitieteen alalta. Kutakin alaa edustaa kolme tekstityyppiä: käsikirjat, oppikirjat ja tieteelliset artikkelit. Tutkimusaineiston valintaa pohditaan teoksessa varsin tarkasti, ja se sisältää myös selkeän esityksen siitä, mitä ammattikieli ja sen tyyli on, ja miten ammattikieltä voidaan luokitella ja tutkia.

Nordman määrittelee ammattikielen kielimuodoksi, jota ammattilainen käyttää puhuessaan omasta alastaan muiden alansa ammattilaisten kanssa. Ammattikielen kokonaisuus muodostuu eri alojen kielimuodoista, teknolekteistä.

Tutkimuksessa on analysoitu laajalti erilaisia ammattikielissä esiintyviä kielellisiä

ja tyylillisiä piirteitä sanaston, syntaksin ja tekstin näkökulmasta. Kyseessä on synkroninen tutkimus, jossa eri teknolekteja verrataan toisiinsa pääasiassa kvantitatiivisin menetelmin.

Tutkimus tarjoaa kattavuutensa ansiosta erinomaista vertailumateriaalia ruotsin kielen, ja miksei jonkun muunkin kielen, tyylillistä tutkimusta varten. Tällaista laajaa ruotsinkielistä ei-kaunokirjallista vertailumateriaalia ei juurikaan ole ollut aikaisemmin saatavilla. Nordman käyttää vertailukohtanaan 1970-luvulta peräisin olevia Margareta Westmanin tutkimuksia sekä vertailee tuloksiaan myös englannin ja saksan kielistä tehtyihin vastaaviin tutkimuksiin. Näiden kielten osalta ammattikieltä onkin tutkittu huomattavasti enemmän kuin ruotsin.

Nordman aloittaa teoksensa esittelemällä normaalia kvantitatiivista taustatietoa: lauserakenne ja lauseen pituus (kappale kolme), sanojen frekvenssit ja sanan pituus. Sitten seuraa eri sanaluokkien analyysi. Varsinkin verbejä, joihin ammattikielissä on aikaisemmin kiinnitetty vähemmän huomiota, on tutkittu laajalti. Nordman käsittelee toki myös ammattikielille tyypillisiä verbaalisubstantiiveja sekä partisiippeja, adjektiiveja ja konjunktiota (kappale neljä).

Mielestäni mielenkiintoisimmat jaksot kirjassa sijoittuvat loppupuolelle, jossa kvalitatiivisille menetelmille jää enemmän tilaa. Ammattikielissä tärkeää lauseen modaalisuutta on käsitelty sekä kvantitatiivisesti että kvalitatiivisesti (kappaleen neljä lopussa). Tuloksista voidaan todeta,

että oikeustieteen teksti odotetusti sisältää eniten varmuutta ilmaisevaa modaliteettia ja on näin sävyllään määräyksen luonteista, kun taas sähkötekniikka ja taloustiede ilmaisevat enemmän mahdollisuutta. Myös kuvakieltä on käsitelty kunkin ammattialan käsitteistä lähtevää menetelmää käyttäen. Vaikuttaa siltä, että eri alojen metaforiikan vertailu on mahdollista semanttisella tasolla, ja sen kuvaus sinänsä osoittaa, että metaforat ammattikielissä ovat yleisempiä kuin luullaan.

Kirjan loppuosa on omistettu tekstilingvistisille aspekteille (kappale viisi). Nordman tutkii mm. sitä, miten ammattikielisen tekstin kirjoittaja näkyy tekstissä. Tämä tutkimus antaa eri aloille erilaisia tuloksia, sillä kullakin alalla on omat perinteensä. Lisäksi Nordman käsittelee tekstiprosessia ja varsinkin laajasti tekstin kannalta tärkeää sidoksisuutta. Analyysistä ilmenee, että eri alat käyttävät erilaista sidoksisuutta: sähkötekniikka ja kielitiede suosivat lyhyitä tiiviitä ketjuja, kun taas oikeustiede ja kommunikaatio-teoria käyttävät pitempiä ketjuja. Lopuksi Nordman tutkii vielä kahta varsinkin mielenkiintoista kysymystä, nimittäin tekstin rytmiä ja ammattikielisen tekstin luetavuutta.

Kokonaisuudessaan kirja on ehjä kuvaus ammattikielisten tekstien kielen ja tyylin erityispiirteistä. Kun tutkitaan laajasti kielen monia eri piirteitä, on kvantitatiivisten menetelmien käyttö välttämätöntä. Nordman on kuitenkin tarpeen vaatiessa täydentänyt tutkimusta kvalitatiivisella analyysillä. Näin hän on onnistuneesti tehnyt mm. kuvakielen tarkastelun yhteydessä, kun määrällinen tarkastelu ei tunnu antavan kunnollista selitystä tiettyille piirteille.

Nordmanin loppupäätelmänä on, että jokaisella teknolektillä on jollakin kielen alueella oma profiilinsa muihin verrattuna, ja tämä profiili liittyy yleensä ammattialan sisältöön ja on jossain määrin riippumaton tekstityypistä.

Lukijan kannalta Nordmanin kirja on selkeä: itse teksti on sujuvaa myös kvantitatiivisten kuvausten yhteydessä, ja kirjaa voi käyttää myös käsikirjan luonteisesti, koska jokainen osio päättyy yhteenvetoon. Koska *Svenskt fackspråk* sisältää monipuolista kielentutkimusta, se antaa tuoreita ideoita ja tutkimustuloksia vertailumateriaaliksi muille tutkimuksen tekijöille ja toimii idealähteenä opettajille.

Merja Koskela

EFL PUBLICATIONS FOR LANGUAGE CENTRE TEACHERS: A BROWSER'S GUIDE

Deborah Mason
Helsinki University Language Centre

There are numerous journals and magazines written for and by teachers of English as a foreign language throughout the world. Many do not have a large circulation outside their country of origin, but quite a large number reach the international arena. Most do not survive more than a year or so, whereas others survive for decades and become well-known throughout the TEFL world. Many of the publications mentioned in this article will be familiar to Language Centre teachers, but most teachers will not have had the time - nor perhaps the opportunity - to browse through more than a few on a regular basis. The purpose of this article is to offer an introduction to some of the publications which are currently available, and to provide information about subscribing and contributing to them.

A word first to those of you on a Language Centre library committee responsible for ordering a selection of journals. Many TEFL journals, particularly the more academic ones, are expensive, so it is worth looking for them in public or general university libraries first before you spend your yearly budget. Most of the academic journals will send a sample copy to you on request, so that you can see what the journal is like for yourself before ordering it. Usually subscriptions run for the calendar year, but some run for the academic year, starting in September and finishing the following August. A few have a rolling subscription, in that you pay a yearly rate, but the subscription starts immediately and if the year has

already started, your subscription continues into the next year. (Most do not operate this way because it is more complicated for their accounts department, particularly if they increase their subscription rate every year, which virtually all of them do). The prices quoted here are for the calendar year 1992 or the academic year 1992 - 1993. In this time of recession, you may have to justify your budget, so remember that money spent on journals is not wasted if people read them. Providing professional journals is, after all, a way of encouraging staff development.

One of the problems of keeping up with journals is that they can start publication under one name and end under another. An example of this is the organ of the former British Association for Language Teaching, which began as the *Audio-Visual Language Journal* and ended as the *British Journal of Language Teaching* when the association disappeared in name at the end of 1989, merging with other language associations to form the Association for Language Learning, which now produces the *Language Learning Journal*. This publication is reviewed below. Another publication which I had intended to review is the former *EMP Newsletter. English for Medical and Paramedical Purposes*, which was founded in 1984 in Kuwait, but moved temporarily to Edinburgh during the Gulf War and then moved with its previous editor to Hong Kong, where it was going to be established as a refereed journal this year under a new name: *Journal of Communication in the Health Sciences*.

However, although the first edition was due to be published in June of this year, it has not yet materialised.

This leads on to the second major problem with academic journals: they are usually edited by teachers in their spare time, and rarely seem to meet their own publishing deadlines. This year I received a February edition of one publication in May and a June edition of another in October, so when journals claim to publish in certain months of the year, do not necessarily believe them. The date that is printed on the cover often bears no relation to the date the edition was printed, let alone when it was sent out to subscribers. You will probably eventually receive the number of editions you have paid for, but be warned: journals are not as reliable as magazines or newspapers.

TEFL publications are always on the lookout for new writers, although they do not publish everything that is submitted by any means. Many are very selective, and refereed journals only publish articles which are accepted by their panel of experts. Very few pay their contributors: the satisfaction of seeing your name in print is supposed to be sufficient reward. Some journals send their contributors two copies of the edition which contains their work, and some merely send them a number of offprints, or reprints, which are copies of the author's own article or review as it appears in the journal - a few pages stapled together. Even so, although the financial rewards are usually non-existent, if you do have an interesting idea to communicate to others, or if you feel that you have something to say about the theory or practice of TEFL, it is worth sending a contribution to one of these magazines or journals. If your article is published, it will look good on your CV and should impress future employers!

If you want to get something published, it is worth spending some time studying

the style of each publication before submitting your article to the most appropriate one. Be sure to read the most recent instructions for authors if the journal prints such guidelines. Some journals are very particular about the layout they require, and change a few details from time to time. Many journals require contributions to be submitted in triplicate, and the more academic ones also require an abstract. Do not expect a swift reply - EFL journals are notoriously slow to acknowledge submissions, and some, regrettably, do not reply at all. Most take several months to reply even when the editor is interested in your article, so be prepared to wait.

Deciding which journals to review here was not an easy task. A poll of twenty-five English teachers (19 native speakers of English and 6 Finns) working at Helsinki University Language Centre revealed that most read quite a few EFL journals, and out of 23 publications listed, 6 publications were read by over 50% of the teachers. The most widely-read publication was the *ELT Journal*, read by 80% of the teachers interviewed, followed by *English for Specific Purposes* (76%), *TESOL Quarterly* (68%), *Applied Linguistics* (64%) and, in joint fifth place, *Modern English Teacher* and the *IATEFL Newsletter*, both read by 52% of those questioned. The last mentioned publication is sent to members of IATEFL, an organisation which many Helsinki University Language Centre teachers have recently joined. All six of these publications will be mentioned below. Some publications I would have liked to review were not easily available, so what follows is not a survey of all the publications which an EFL teacher working in Finland might benefit from reading, but it is quite a wide selection of both practical and academic journals. In alphabetical order, they are:
Applied Linguistics,
The Canadian Modern Language Review,
EFL Gazette,
ELT Journal,

English for Specific Purposes,
English Teaching Forum,
English Today,
IATEFL Newsletter,
Language Learning Journal,
Language Testing,
Modern English Teacher,
The Modern Language Journal,
Practical English Teaching,

System,
The Teacher Trainer,
TESOL Matters,
TESOL Quarterly.

I hope this brief survey will be useful both to potential contributors and to readers.

APPLIED LINGUISTICS

Published four times a year, in March, June, September and December.

Published by Oxford University Press.

Editors: Craig Chaudron and Rosamund Mitchell.

Subscriptions:

A yearly subscription costs £58 for an institution (481,- from Finland this year but 618,- next year) and £30 for an individual, and is available from: *Applied Linguistics, Journals Subscription Department, Oxford University Press, Walton Street, Oxford OX2 6DP, England.*

Contributions:

Contributions should be submitted according to the guidelines which appear at the back of each issue. Articles should be written in the academic style of the journal, and should show how linguistic theory can be put into practice. Offers to review important publications are welcomed by the Reviews Editor (see journal for address). Authors receive 30 offprints if their contribution is published. Articles can be sent to either editor: *Craig*

Chaudron, Editor of Applied Linguistics, Department of English as a Second Language, University of Hawaii-Manoa, 1890 East-West Road, Honolulu, Hawaii 96822, USA or:

Rosamund Mitchell, Editor of Applied Linguistics, Centre for Language in Education, School of Education, University of Southampton SO9 5NH, England.

Content and comments:

This is an international journal, published in cooperation with AILA International Association of Applied Linguistics, and is scholarly in tone. Each edition contains about half-a-dozen articles, written by university researchers or teachers. Topics include: first and second language learning and teaching, bilingualism and bilingual education, discourse analysis, translation, language testing, language teaching methodology, language planning, the study of interlanguages, stylistics and lexicography. The journal also publishes reviews of publications in these areas.

Founded: 1979.

THE CANADIAN MODERN LANGUAGE REVIEW /
 LA REVUE CANADIENNE DES LANGUES VIVANTES
 Canada's Voice in Language and Learning /
 La voix du Canada dans l'enseignement et l'apprentissage des langues.

Published four times an academic year, in October, January, April and June. Occasionally an additional, special edition is produced.

Editors: Sally Rehorick and Viviane Edwards.

Subscriptions:

A yearly subscription costs \$35 for an institution and \$25 for an individual, and is available from: *The Canadian Modern Language Review*, 237 Hellems Avenue, Welland, Ontario L3B 3B8, Canada.

Contributions:

Contributions should be submitted according to the guide for authors which appears at the back of each issue. Original articles on linguistic and pedagogical matters are welcome. They should bridge the gap between theory and practice: practical articles should be anchored in theory, and theoretical articles and reports should contain a discussion of implications or applications for practice. All articles should reflect sound scholarship. Book or software reviews should be sent to the relevant Reviews Editor - there are different editors for English and Applied

Linguistics, Spanish, French, German, Italian and Computer Assisted Instruction. (see journal for addresses). Articles should be sent to: *Sally Rehorick and Viviane Edwards, Editors of The Canadian Modern Language Review, French Second Language Teacher Education Centre, University of New Brunswick, Fredericton, N.B. E3B 6E3, Canada.*

Content and comments:

This is a bilingual publication. Items of information are written in both the national languages of Canada. Each edition contains seven or eight long articles, written in either English or French. Abstracts are written in both languages. Although matters relating to these two languages predominate, articles about other languages also appear. The main topics are: bilingualism and bilingual education (especially reports of experimental immersion or bilingual teaching programmes), language acquisition, learning strategies and classroom research. The journal also publishes quite a few book and software reviews.

Founded: 1944.

EFL Gazette, 10 Wrights Lane, London W8 6TA, England.

Contributions:

News contributions should be short (not more than 200 words) and should be topical, including quotations from people in authority if possible. The use of the passive should be avoided. Letters are welcome. All contributions should be sent to the Editor or the Reviews Editor at the following address: *EFL Gazette*, 10 Wrights Lane, London W8 6TA, England.

EFL GAZETTE

Published every month.

Published by John Gerner, Loopformat Ltd, 10 Wrights Lane, London W8 6TA, England.

Editor: Jonas Hughes.

Subscriptions:

Each edition costs £1.50 or \$US4.00. Individual editions can be bought from selected bookshops in Britain, but it is most commonly sold by subscription. IATEFL members can subscribe through IATEFL at a reduced rate (168,-). Yearly subscriptions (122,- from Finland this year, 235,- next year) are available from:

Content and comments:

The *EFL Gazette* is the only independent EFL newspaper, and as well as short news articles on what is happening to English teaching around the world, it contains a lot of ads for TEFL courses, jobs and books. There are also regular sections such as: People on the Move (a column mentioning the job changes of a few British people connected with the TEFL profession), Letters, Profiles of ELT in different countries (which can be very interesting if you're thinking of working

elsewhere), Business English, Teacher Training, Master's courses in TEFL (useful if you're thinking of doing one), an Extracurricular section to use in class, and a Reviews section. From time to time there are extensive surveys of TEFL courses, language schools, tests and books. There has been a welcome move to make the *EFL Gazette* more international: it now regularly includes information about American and Australian EFL as well as British.

Founded: January 1980.

ELT JOURNAL

An international journal for teachers of English to speakers of other languages.

Published four times a year, in January, April, July and October.

Published by Oxford University Press in association with The British Council and IATEFL.

Editor: Tricia Hedge.

Subscriptions:

A yearly subscription costs £33 for an institution (278,- from Finland this year, 352,- next year) and £20 for an individual (a reduced rate of 140,- for members of IATEFL), and is available from: *ELT Journal*, Journals Subscription Department, Oxford University Press, Pinkhill House, Southfield Road, Eynsham, Oxford OX8 1JJ, England.

Contributions:

Contributions from teachers and others who are professionally involved in TESL or TEFL are welcome, but should be submitted according to the guidelines which appear at the back of the first issue of each volume in January. Articles should be firmly based on experience or experimentation and should also take into account relevant developments in the TEFL field. Letters are supposedly welcome, but very rarely published. Unsolicited reviews are not accepted, but offers to review publications should be sent to the Reviews Editor (see journal

for address). On publication, authors receive two copies of the issue in which their article/review appears. Letters and articles should be sent to: *The Editor, ELT Journal*, Department of ELT, Polytechnic of West London at Ealing, London W5 5DX, England.

Content and comments:

Although British-based, this is an international journal. It has a less scholarly style than many other journals, which makes it more readable and therefore more widely read. If you read no other TEFL journal, you should read this one to keep up with current ideas. Each edition contains about half-a-dozen articles, sometimes more, written by well-qualified teachers or teacher trainers. There are some theoretical articles (all written in a style accessible to non-linguists), but most articles are practical accounts of teaching methodology or materials design. In addition, there are either several unconnected reviews or a long survey review of materials on a single theme (e.g. video or listening comprehension materials).

Founded: October 1946, under the name *English Language Teaching Journal*. At the beginning of the 1980s this was abbreviated to *ELT Journal*.

ENGLISH FOR SPECIFIC PURPOSES
An International Journal.

Published three times a year. (Twice a year until Vol 6. 1987)

Published by Pergamon Press, 660 White Plains Road, Tarrytown, New York 10591-5153, USA.

Editors: Tony Dudley-Evans, Ann Johns and John Swales.

Subscriptions:

A yearly subscription costs £90 for an institution (in Finnish marks, this is now 833,- but will rise next year to 1130,-) and £25 for an individual, and is available in Europe from: *English for Specific Purposes*, Pergamon Press, Headington Hill Hall, Oxford OX3 OBW, England.

Contributions:

Original, scholarly contributions reporting basic research in the linguistic description of English and the application of research to specific methodological concerns are welcome, as long as they are submitted according to the guidelines which appear at the back of each issue. Reviews of ESP books are also welcome. Contributors receive 25 offprints of their own articles, and 10 offprints of their own reviews. Articles and reviews should be sent to one of the editors: *Ann Johns, Editor of English for Specific Purposes, Academic Skills Center, San Diego State University, San Diego, CA 92182, USA.* or:

John Swales, Editor of English for Specific Purposes, English Language Institute, University of Michigan, Ann Arbor, MI 48109, USA or:

Tony Dudley-Evans, Editor of English for Specific Purposes, EOSU, The University of Birmingham, Edgbaston, Birmingham B15 2TT, England.

Content and comments:

This is an international journal which is proud of its global representation. It publishes articles on all aspects of ESP, with a bias towards academic research. More explicitly, topics include: discourse analysis, second language acquisition in specialized contexts, needs assessment, curriculum development and evaluation, materials preparation, teaching and testing techniques, approaches to language learning and language teaching, and the training of teachers for the teaching of ESP. Most contributors work for universities around the world, and many are leaders in the field, but as a recent editorial points out, articles by unknown writers are also accepted (I can testify to this - *English for Specific Purposes* published my first article!). Each edition contains four or five longer articles and usually one or two shorter ones (although not in the latest edition, Vol. 11, No. 3), which are classified as Discussions and Research Notes. There are also one or two reviews of textbooks and scholarly books relevant to the profession. If you are teaching ESP, this journal is worth reading for its information and ideas, although it is academic rather than practical in orientation.

Founded: First published in Autumn 1980 by the American University, as *The ESP Journal*. From Vol. 2, 1983, it has been published by Pergamon Press, and from Vol. 5, 1986, it has been called *English for Specific Purposes*.

ENGLISH TEACHING FORUM

A journal for the teacher of English outside the United States.

Published four times a year, in January, April, July and October.

A publication of the U.S. Government (United States Information Agency).

Editor: Anne Covell Newton.

Subscriptions:

In most countries of the world, *English Teaching Forum* is distributed either free or for a nominal charge by the American Embassy in the capital city of that country. However, this is not the case in Finland. Since 1988, *English Teaching Forum* has been available through Akateeminen kirjakauppa in Helsinki. It now costs 48,-/year. To order, phone 90-1214 430 or write to: *Akateeminen kirjakauppa, Lehtiryhmä, PL 128, 00101 Helsinki.*

Contributions:

Contributions from teachers are welcome, but should be geared towards the readership of the journal. According to the Editor, only about 2-3% of the readership of *English Teaching Forum* is made up of native speakers of English. Longer articles should have a sound theoretical base, and all should have a practical application. Classroom teaching

ideas (e.g. games, methodology) are suitable for the News and Ideas section. The address to write to is: *The Editor, English Teaching Forum, Room 312, 301 4th Street S.W., Washington, D.C. 20547, USA.*

Content and comments:

Although there are often features about American life and history, articles on teaching English are contributed by people from many different countries, so this is an international journal. Each edition of *English Teaching Forum* contains about half-a-dozen long articles, written by EFL teachers working at universities or other institutions around the world. The rest of the journal consists of a News and Ideas section (containing shorter articles, mostly by non-native EFL teachers, who are often working in tertiary education), a Letters section, and regular columns: The English Idiom, Questions & Answers and "The Lighter Side" (jokes and word games).

Founded: 1962. This year *English Teaching Forum* is celebrating its thirtieth anniversary.

ENGLISH TODAY

The international review of the English language.

Published quarterly.

Published by Cambridge University Press.

Editor: Tom McArthur.

Subscriptions:

A yearly subscription costs £41 for an institution and £19 for an individual, and is available from: *Jane Crossland, English Today, Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England.*

Contributions:

Some articles are commissioned and some are reprinted from sister publications, but unsolicited articles are sometimes accepted. The editorial policy is to

provide a forum for all sorts of news and opinions from around the world. Letters to the Editor are encouraged. Send contributions to: *Dr. Tom McArthur, The Editor, English Today, 22-23 Ventress Farm Court, Cherry Hinton Road, Cambridge CB1 4HD, England.*

Content and comments:

Articles fall into six main areas: varieties of English; aspects of education and language teaching; technological developments linked with language; social issues such as plain English and spelling reform; stylistic and other issues relating to usage, and matters of linguistics and language.

As well as six articles per issue, there are regular columns such as Etymorphs (a word quiz), CrossworLd (a crossword), Reviews, and Post and Mail, where

IATEFL NEWSLETTER

Published four times in the academic year, in October, January, May and August.

Published by IATEFL, 3 Kingsdown Chambers, Tankerton, Whitstable, Kent CT5 2DJ, England.

Editor: Chris Jones.

Subscriptions:

Annual membership of IATEFL runs from September to August, and for the academic year 1992 - 1993 costs £55 for an institution and £22 for an individual. The Finland branch of IATEFL was founded in Autumn 1991, and individual membership fees can now be paid in marks (164,-). Contact Flis Kjisik at the following address for more information: Helsinki University Language Centre, Fabianinkatu 26, 00100 Helsinki. Tel. 90-191 2634.

Contributions:

Letters and articles of interest to IATEFL members (branch news, conference reports, profiles of ELT in various countries) are very welcome. Send them (preferably on Mac or MSDOS disk) to: Chris Jones, 2 Eden Lane, Edinburgh EH10 4SD, Scotland. or:

IATEFL, 3 Kingsdown Chambers, Tankerton, Whitstable, Kent CT5 2DJ, England.

LANGUAGE LEARNING JOURNAL

Journal of the Association for Language Learning.

Published twice a year, in March and September.

readers respond to previous articles and offer their opinions on the English language.

Founded: 1984.

Content and comments:

IATEFL Newsletter is the organ of the International Association of Teachers of English as a Foreign Language, which is the largest British-based organisation for teachers of EFL and ESL. It has formal links with TESOL, the US-based parallel international organisation. IATEFL has branches worldwide, and holds an annual conference as well as meetings of the Special Interest Groups. There are now 12 of these SIGs, and membership of one SIG is included in the individual membership fee. Each additional SIG costs £6 (47,-). The SIGs are: Business English, Computers, ELT Management, Learner Independence, Literature, Phonology, Research, Teacher Development, Teacher Trainers, Testing, Video and Young Learners. These groups produce (irregular) newsletters and the more active groups arrange symposiums and help with conferences. Each edition of the *IATEFL Newsletter* contains news and information about all of the above as well as one or two articles, a Review and a Forum section, and crosswords. Members of IATEFL can subscribe to 8 TEFL periodicals at reduced rates (up to 10% discount, but usually less).

Founded: 1967.

Published by the Association for Language Learning, 16 Regent Place, Rugby CV21 2PN, England.
Editor: Colin Wringe.

Subscriptions:

The journal is supplied to all members of the Association for Language Learning, but can be ordered from the following address for 349,- (next year 406,-): *Language Learning Journal*, Association for Language Learning, 16 Regent Place, Rugby CV21 2PN, England.

Contributions:

Articles of about 4,000 words, or brief information items (up to 1,000 words) or reviews (of about 300 - 400 words) are all welcome. Reviews should be sent to the Reviews Editor (see journal address). All other contributions should be sent to the Editor: Colin Wringe, Editor of *Language Learning Journal*, Department of Education, University of Keele, Keele, Staffordshire ST5 5BG, England.

LANGUAGE TESTING

Published twice a year, in June and December.

Published by Edward Arnold.

Editors: Alan Davies and John Upshur.

Subscriptions:

This is an expensive journal. In 1992 an annual subscription cost £49 for an institution (from Finland, 468,- this year, rising to 603,- next year) and £32 for an individual. Cheques/orders should be made payable to Turpin Distribution Services Limited and sent to: *Language Testing*, Turpin Distribution Services Limited, Blackhorse Road, Letchworth, Hertfordshire SG6 1HN, England.

Contributions:

Articles should be submitted in triplicate, according to the guidelines at the back of each issue. They should normally be between 4,000 and 8,000 words in length, written in an academic style and accompanied by an abstract. Each author of an article receives 25 offprints of his or her own article. Contributions should be sent to either Editor: Alan Davies, Department of Applied Linguistics,

Content and comments:

The journal is broad in scope, containing around twenty-five articles on teaching foreign languages (mostly English and French, but a recent edition has articles on German, Irish and Russian too) and language policies in Britain and in other countries. There are also shorter contributions in the Notes and Views section and about fifteen book reviews. Although not all of the articles are explicitly concerned with EFL, classroom methodology and ideas are not language-bound, and this publication shows that teachers of other modern languages share the same concerns as EFL teachers.

Founded: March 1990.

University of Edinburgh, 14 Buccleuch Place, Edinburgh EH8 9LN, UK or: John Upshur, *Language Testing*, Department of Applied Linguistics, Concordia University, Sir George Williams Campus, 1455 De Maisonneuve Boulevard West, Montreal, Quebec, Canada, H3G 1M8.

Content and comments:

This is a theoretical, academic journal on language testing. Each issue contains five or six articles (many requiring background knowledge of statistics and research methodology on the part of the reader) and one or two book reviews of testing literature. This publication will be of more interest to those studying (or writing) in the language testing field than to ordinary classroom teachers of EFL, but it may be worth consulting in a library from time to time. From 1993 it is to be the "house-journal" of the new International Language Testing Research Association, and from Vol. 10 it will be published 3 times a year.

Founded: 1983.

MODERN ENGLISH TEACHER

Published four times a year, in January, April, July and October.

Published by Macmillan ELT.

Editor: Thérèse Tobin.

Subscriptions:

An annual subscription to the new *MET*, renumbered from Vol. 1, No. 1 from January 1992, costs £25 for an institution (around 160,-) and £18 for an individual (reduced to £17, or 133,- Finnish marks, for members of IATEFL) and is available from: *The Subscriptions Manager (MET), Macmillan, Houndmills, Basingstoke, Hants. RG21 2XS, England.*

Contributions:

Most of the sections of this magazine are contributed by EFL teachers (both native and non-native speakers of English). Short articles (anything from a few lines for the Tips and Hints section to a few pages on any topic of relevance to EFL teachers for other sections) are welcome, as are letters. The style of the magazine is informal and chatty. Payment of up to £30 is made for articles. Contributions should be sent to: *The Editor, Modern English Teacher, Macmillan ELT, Houndmills, Basingstoke, Hants. RG21 2XS, England.*

Content and comments:

This is a practical magazine of teaching

ideas. There are a number of sections: About Language, Kaleidoscope, Tips and Hints, It Made Me Think..., Network, Spotlight on (a particular country), Current Issues, Publishing Matters, Classroom Ideas and Reviews. The articles are short and easy to read, and the magazine often contains some useful ideas e.g. for teaching points of grammar. Although *MET* (as *Modern English Teacher* is familiarly known) has been published for many years, it ran into difficulties in the last few years, and publication dropped to two "double issues" a year, and these were months behind schedule. It has now been revamped and appears in a glossy cover. The former Editor has become the Publisher, and in addition to the new Editor there is now an Editorial Board. It is to be hoped that the magazine will run more efficiently in its new form.

Founded: 1975. Until Vol. 17, Nos. 3 & 4, it was published by Modern English Publications Ltd, but now it has been taken over by Macmillan ELT who have kept the name but have decided to renumber it, starting at Vol. 1 again instead of continuing with Vol. 18.

Contributions:

The *MLJ* is a refereed journal. The vast majority of contributors are Americans working at American universities. A style-sheet is available on request. Manuscripts to be considered for publication and communications concerning the content of any issue should be sent to the Editor: *David P. Benseler, The Editor of The Modern Language Journal, Modern Languages and Literatures, Case Western Reserve University, Cleveland, OH 44106-7118, USA.*

THE MODERN LANGUAGE JOURNAL

Published four times a year, in March, June, September and December.

Published at the University of Wisconsin Press by the National Federation of Modern Language Teachers Associations, Inc.

Editor: David P. Benseler.

Subscriptions:

An annual subscription costs \$43 for an institution and \$28 for an individual and is available from:

MLJ Business Office, University of Wisconsin Press, 114 North Murray Street, Madison, WI 53715-1199, USA.

Content and comments:

Each issue of *The Modern Language Journal* contains a number of (often influential) articles on such topics as second language acquisition, testing and classroom methodology. The journal is devoted to methods, pedagogical research,

and topics of professional interest to teachers of all languages. There are also reviews of books and software for teachers of different languages. It is a good source of reports on recent classroom research.

Founded: 1916.

PRACTICAL ENGLISH TEACHING

Published four times during the school year, in September, December, March and June.

Published by Mary Glasgow Publications Ltd.

Editor: Janet Olearski.

Subscriptions:

Members of IATEFL can subscribe at reduced rates (137,- from Finland for 1992 - 1993), but a subscription for the academic year 1992 - 1993 costs 140,- from: *LehtiMarket Oy, Nokiantie 2-4, 00510 Helsinki.*

Contributions:

Articles should be short (around 800 words) and should not contain sexist language. The passive should be avoided: a direct style is preferred. The magazine publishes practical ideas for teaching and sample materials and pictures for use in the classroom. A style-sheet is available from the Editor on request. Write to: *The Editor, Practical English Teaching, 131-133 Holland Park Avenue, London W11 4UT, England.*

Content and comments:

This is a magazine which concentrates on practical teaching ideas. It is produced in a glossy format, mostly in black, white and grey, but with some colour pages. As well as quite a few articles and tips on teaching, it contains regular sections such as Test Your Pronunciation, Viewpoint, Teacher Development, Grammar and Reviews. It has 9 editorial advisers from the countries in which it is most widely read. From Vol. 12, No. 4 (June 1992) Finland has been included in this group. The other countries are: England, France, Germany, Italy, Poland, Portugal, Spain and the new CIS (Commonwealth of Independent States) which used to be the USSR. Although it is aimed at language school and secondary school EFL teachers rather than university-level teachers, the teaching ideas can be useful. One point in its favour is that it is easy to read, which makes a nice change from some of the more academic publications! **Founded:** 1979.

SYSTEM

An International Journal of Educational Technology and Applied Linguistics.

Published four times a year, in February, May, August and November. (Three times a year until Vol. 19, 1991).

Published by Pergamon Press, Headington Hill Hall, Oxford OX3 0BW, England.

Editor: Norman F. Davies.

Subscriptions:

The yearly subscription for 1992 is \$100 for an institution. It is available in Europe

from: *System, Pergamon Press plc, Headington Hill Hall, Oxford OX3 0BW, England.*

Contributions:

Articles must have a sound theoretical base with a visible practical application which can be generalized. Conference reports and reviews are also published. Articles should normally be written in

English, but reviews are published in English or German. Contributors receive 25 offprints of their own contributions. Articles should be submitted according to the guidelines which appear at the back of each issue, and sent to the Editor: *The Editor, System, Norman F. Davies, Department of Language and Literature, University of Linköping, Sweden.*

Content and comments:

This international refereed journal is devoted to the applications of educational technology and systems thinking in a broad sense to problems of foreign language teaching and learning. It is

THE TEACHER TRAINER

A Practical Journal mainly for modern language teacher trainers.

Published three times a year, in Spring, Summer and Autumn.

Published by Pilgrims Language Courses, 8 Vernon Place, Canterbury, Kent CT1 3HG, England.

Editor: Tessa Woodward.

Subscriptions:

An annual subscription for an institution costs £20 (about 160,- from Finland now, but rising to about 300,- next year) and £15 for an individual (£13 or 101,- through IATEFL). Send a sterling bank draft drawn on a UK bank and made out to Pilgrims to the Editor: *Tessa Woodward, The Editor of The Teacher Trainer, 8 Vernon Place, Canterbury, Kent CT1 3HG, England.*

Contributions:

Any form of contribution is welcome - articles, cartoons, interviews, letters, comments, quotations, spoofs or haiku ideas. All contributions should be sent to the Editor at the above address.

Content and comments:

This is a journal for anyone interested in modern language teacher training. It aims

mainly concerned with English as a second or foreign language, but deals with other languages too. Each edition contains seven or eight articles on subjects such as CALL, classroom research, psycholinguistics, language acquisition and testing, and four or five reviews of books or software in these fields, as well as a News and Notes section and a Congress Calendar. There are often contributions from people working in Finland, perhaps because the Editor lives in Scandinavia.

Founded: 1972.

to provide a forum for ideas, information and news, to put trainers in touch with each other and build up a pool of experience of teacher training. Regular sections include: Observation and Feedback (practical ideas for formats to use when observing teachers in training), Process Options (ideas for training teachers in ways which they can then use when teaching) and Trainer Background (reflections on teacher training). The Publications Received section contains short reviews of books relevant to teacher trainers. There are usually around seven or eight articles (sometimes more) and cartoons and pictures. It has an informal, lively style and is particularly aimed at teacher trainers teaching on UCLES/RSA TEFL courses. These are not run in Finland, but Language Centre teachers may have to teach specialized courses for practising teachers, in which case this would be a good publication to look at.

Founded: 1986.

TESOL MATTERS

Published six times a year, in February, April, June, August, October and December.

Published by Teachers of English to Speakers of Other Languages, Inc., 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314-2751, USA.

Editor: Helen Kornblum.

Subscriptions:

Sent to all members of TESOL. Membership in TESOL includes a subscription to *TESOL Matters* (six issues) and *TESOL Quarterly* (four issues) and provides eligibility for subscription to *TESOL Journal* (a more practical journal of teaching and classroom research). It also provides discounts at TESOL Conventions and for most TESOL publications. TESOL has Interest Sections (similar to IATEFL's SIGs) and members can join up to 3 of these at no additional charge. There are currently 17 to choose from, ranging from English as a Foreign Language to Special Purposes. These Interest Sections produce periodic newsletters. Annual membership costs \$42 for an individual and \$75 for an institution, plus airmail postage of \$23 to Finland. (An annual subscription costs 433,- for an institution in Finland, rising to 507,- next year). Applications for

membership should be sent to: *TESOL Central Office, 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314-2751, USA.*

Contributions:

Contributions to *TESOL Matters* are encouraged. Articles (300-750 words) should be written in a simple, non-academic style with few or no references and a practical emphasis. Photos with captions are especially welcome. They should be sent to the Editor at the above address or to one of the relevant Contributing Editors (see newspaper for addresses).

Content and comments:

This publication replaces the *TESOL Newsletter*, which was published from 1966 (when TESOL was founded) to December 1990. The new *TESOL Matters* is a newspaper, and it aims to provide its readers with the news they need to be well-informed English language educators. It covers such topics as: current employment trends and conditions, advocacy for the profession, relevant legislative developments, and news about members, meetings, conferences, grants and awards. It is concerned specifically with the American TESOL scene.

Founded: February 1991.

TESOL QUARTERLY

A Journal for Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect.

Published four times a year, in Spring, Summer, Autumn and Winter.

Published by Teachers of English to Speakers of Other Languages, Inc., 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314-2751, USA.

Editor: Sandra Silberstein.

Subscriptions:

Sent to all members of TESOL (see above for details).

Contributions:

This is a refereed journal, with an international Editorial Advisory Board. Contributions should be submitted according to the guidelines in the back of each issue. Authors receive 25 reprints of their published articles and 10 reprints of material published in other sections. Articles are invited in the following six areas: 1. psychology and sociology of language learning and teaching; issues in

research and research methodology; 2. curriculum design and development; instructional methods, materials and techniques; 3. testing and evaluation; 4. professional preparation; 5. language planning; and 6. professional standards. Articles should draw on relevant research but should show application of this to issues in the profession. The content of all articles should be accessible to a broad readership. Reviews, book notices, brief reports and summaries and discussions of research issues should be sent to the relevant section Editors (see journal for addresses), and articles (up to 20 double-spaced pages in length) should be sent to the Editor: *Sandra Silberstein, The Editor, TESOL Quarterly, Department of English, GN-30, University of Washington, Seattle, WA 98195, USA.*

Content and comments:

This is an academic journal, with articles by many of the big names in the TESOL world (mostly American, but not exclusively). Each issue contains around half-a-dozen articles, several reviews and book notices and some brief reports and summaries, outlining recent research. There is also a Forum section, for commentary on current trends in the TESOL profession and readers' responses to articles. *TESOL Quarterly* is one of the major EFL publications.

Founded: 1966.

TIEDOTUKSIA ** INFORMATION

Korkeakoulujen kielikeskus tiedottaa

SILC

SILC-moduuli III: TUTKIMUSMODUULI

Kiinnostaako kielikeskustutkimus?

Oletko turhautunut tutkija tai leipääntynyt lehtori?

Kaipaatko vaihtelua???

Onko tutkimuksesi jäänyt polkemaan paikoilleen??

NYT ON TARJOLLA TIETOA, TUKEA & TULOSTA!!

Korkeakoulujen kielikeskus järjestää nimittäin seuraavaksi SILC-täydennyskoulutusohjelmassa **tutkimusmoduulin**, jossa perehdytään läpikotaisin tutkimusprosessiin. Tavoitteena on, että kukin osallistuja saa aikaiseksi pienimuotoisen tutkimusraportin, artikkelin, konferenssiesitelmän tai vaikkapa osan laajemmasta tutkimushankkeesta. Aihe voi olla mikä tahansa korkeakoulutaseeseen kielenopetukseen tai kielentutkimukseen liittyvä ongelma, jota voi tutkia joko yksin, parityönä tai ryhmätyönä.

Tutkimusmoduuli on rakenteeltaan aiempien SILC-moduulien kaltainen:

- 1) **Alkuseminaari** 24.-26.3.1993 (Jyväskylässä tai sen lähiympäristössä, tarkempi paikka ilmoitetaan myöhemmin)
 - "Research question" -seminaari, jonka tavoitteena on tutkimusongelman löytäminen, rajaaminen sekä täsmentäminen.
- 2) **Työskentelyjakso**, jonka aikana saa henkilökohtaista ohjausta ja tukea Korkeakoulujen kielikeskuksen tutkijoilta.
- 3) **Loppuseminaari** lokakuussa 1993
 - Työskentelyjakson tulosten esittely muille

Seminaariosuuksiin sisältyy ulkomaisten ja kotimaisten asiantuntijoiden luentoja tutkimuksen uusista suuntauksista, tutkimusmenetelmistä ja tutkimuksen käytännön ongelmista. Korkeakoulujen kielikeskuksen puolesta moduulista vastaavat Raija Markkanen, Hannele Dufva, Sirkka Laihiala-Kankainen ja Anna Mauranen.

SILC-tutkimusmoduuliin voit ilmoittautua oheisella lomakkeella 15.2.1993 mennessä. Moduulin osallistumismaksu on 400 mk (ei kata majoitusta eikä aterioita!).

Lisätietoja antavat: Raija Markkanen, puh. 941-603 529
Markku Helin, puh. 941-603 524

Ilmoittautumislomake s. 51.

**SILC module III:
RESEARCH**

Are you interested in language centre research?
 Are you frustrated by research or tired of teaching?
 Do you need a change in your life?
 Is your research getting nowhere??

SPECIAL OFFER: KNOW-HOW, SUPPORT & RESULTS!!

The theme of the next module in the SILC in-service training programme arranged by the Language Centre for Finnish Universities is **research**. The module is designed to cover different aspects of the research process and the goal is that each participant will complete a brief report, article, conference paper or part of a more extensive research project. You are free to choose any research interest within linguistics and university level language teaching that can be carried out either alone or in groups.

The structure of the research module is familiar from the previous SILC modules:

- 1) **Initial seminar** 24.-26.3.1993 in Jyväskylä
 - "Research question" seminar; the goal is to find and define the object of study.
- 2) **Period of independent work**, during which the participants are tutored by LCFU researchers.
- 3) **Final seminar** in October 1993
 - The outcomes of the assignments completed during the work period will be presented.

The seminars include lectures by foreign and Finnish experts on new research trends, research methods, and the practical side of research. The LCFU researchers responsible for the module are Raija Markkanen, Hannele Dufva, Sirkka Laihiala-Kankainen, and Anna Mauranen.

You can register for the module by filling in the attached registration form and returning it to the Language Centre for Finnish Universities by February 15, 1993. The fee for participating in the module is FIM 400 (accommodation and meals not included).

For further information, please contact:

Raija Markkanen, tel. 941-603 529
 Markku Helin, tel. 941-603 524

Registration form on p. 52.

FINLANCE
A Finnish Journal of Applied Linguistics
Volume XI 1992

Edited by
 Minna-Riitta Luukka & Arja Piirainen-Marsh

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 Tarja Nikula

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 Arja Piirainen-Marsh

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Ein videogestütztes Unterrichtsprogramm für den mündlichen
Fachsprachenunterricht im Bereich "Wirtschaft"
Ewald Reuter, Rolf Rodenbeck & Karsten Kurowski

Venäjä:

- 94 MARKKINOINTI JA JOHTAMINEN
O.R. Karacenceva & T.I. Frojanova

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fax. 941 - 603 521

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UNTERNEHMENSPRÄSENTATIONEN

ÜBUNGSBUCH

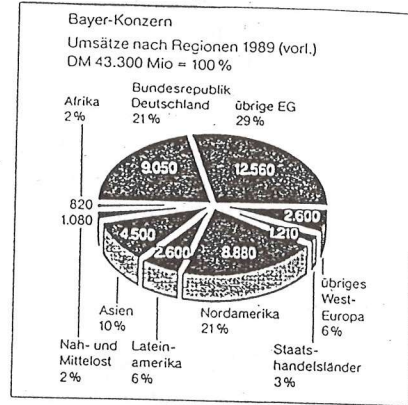
Ein videogestütztes Unterrichtsprogramm für den mündlichen Fachsprachenunterricht im Bereich "Wirtschaft"

Ewald Reuter
 Rolf Rodenbeck

in Zusammenarbeit mit
 Karsten Kurowski
 Videofil/AV-Communication Hamburg

Korkeakoulujen kielikeskus
 Jyväskylän yliopisto
 Zentrales Spracheninstitut der finnischen Hochschulen
 Universität Jyväskylä

Übungsbuch, 56 S. 30,- mk
 Lehrerhandbuch, 41 S. 40,- mk
 Videokassette, 56 min 210,- mk



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8. Zukunftsperspektiven

H. Sasse: "Ja, meine Damen und Herren, ... und Sie können natürlich mit Recht fragen, wohin die Kooperation in Zukunft gehen wird, wo die Hauptakzente der zukünftigen Politik liegen werden..."

Wohin "ging" die KONE-Kooperation im Jahr 1990?
 Worauf lagen die "Hauptakzente"?

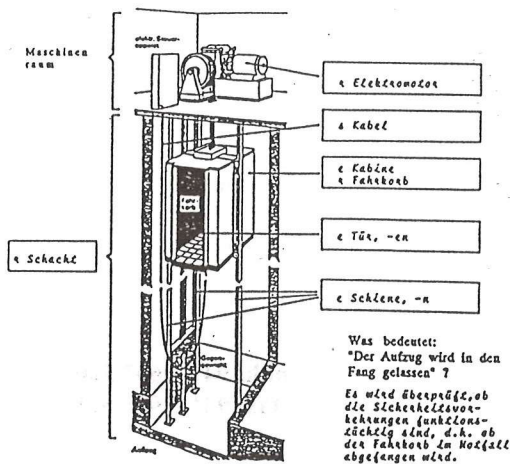
Auf der folgenden Seite finden Sie einen finnisch- und einen schwedischsprachigen Zeitungstext zum Geschäftsjahr 1990 der KONE OY.

Aufgabe: Stellen Sie sich vor, Sie wären der Pressesprecher der KONE OY und sollten deutschen Wirtschaftsjournalisten die Geschäftsentwicklung im Jahre 1990 präsentieren. Fertigen Sie dazu eine Folie mit den zentralen Informationen und Daten des Artikels an. Diese Folie ist das einzige Hilfsmittel für Ihren Vortrag vor der Gesamtgruppe.

6. Produktinformation

Ordnen Sie bitte die Komponentenbezeichnungen der Abbildung zu:

- der Schacht
- der Elektromotor
- der Fahrkorb
- das Kabel
- die Kabine
- die Abschlußtür / die Schachttür
- die Schiene
- (nicht im Bild: die Fangvorrichtung)



Nauhoitepalvelu tiedottaa

UUSIA ÄÄNITTEITÄ



Englanti

BBC YOUR WORLD

39/92 Living with Nightmares

13'48"

For most people, it's a relief to go to sleep at the end of a hard day, but for a small percentage who suffer from recurrent nightmares, they're entering a sort of hell. Help may be offered to people who are clearly suffering from nightmares following a major accident or wartime experience. But thousands of other people with less obvious causes for recurrent nightmares do not even consider counselling. What, if anything, can be done to help them?

40/92 Do Free Elections Equal Democracy?

13'54"

Angolans recently queued at dawn to vote in the country's first free election, but in the United States, fewer than half the voters did not bother to cast a ballot for President in November. In the next few months nearly a dozen countries in Africa alone are holding multi-party elections and calling them the return to democracy. But do free elections really equal democracy?

Ruotsi, Utbildningsradion -ohjelmista

TIDERNAS EUROPA

91864/ra 1 Källor och metod:

Källkritisk metod

ra 4 När började andra världskriget?

on saatavissa skriptit.

Tiedustelut ja tilaukset:

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



PO BOX 76
BUSH HOUSE, STRAND
LONDON WC2B 4PH
TEL: 071-257 2756 (24-HOURS)
TELEX: 265 781
FAX: 071-836 5195

TRAVEL BEYOND 2000

John Riddle has been talking to transport planners, designers, manufacturers and researchers around the world and reports in six x six minute features on the fight to avoid the final snarl-up.

1. The Battleground - can we stop our towns and cities grinding to a halt?

We look at the scale of the international problem and find that cities in developing as well as developed countries are facing the fact that they can no longer accommodate increasing levels of road traffic.

IN: (Actuality heavy traffic noise)
OUT: ...this is John Riddle at the BBC in London.
DUR: 6'06"

2. The Car of the Future - Will it be powered by electricity or two-stroke engine?

Advances are being made in the design of two-stroke engines, but it seems unlikely that drivers will be prepared to wait around for fifteen minutes while their car batteries are being re-charged; meanwhile sophisticated electronic technology to control the number of cars being driven into city centres is being developed.

IN: (Actuality of racing car)
OUT: ...this is John Riddle at the BBC in London.
DUR: 6'00"

3. Public Transport - are trams and buses taking new directions?

As the debate continues over whether public transport ought to pay its way and not be just a service to the community, countries are turning back to what were once considered outmoded forms of transport as new technology helps the movement of trams through city centres.

IN: (Actuality of underground train)
OUT: ...this is John Riddle at the BBC in London.
DUR: 6'01"

4. Forever Green - can unspoilt countries stay that way?

Should industrialized countries and loan agencies like the World Bank ensure that their loans to developing countries are channelled into appropriate transport policies? And do traditional ways of getting from A to B like walking and cycling offer feasible alternatives to the car for many journeys?

IN: (Actuality of street scene in China)
OUT: ...this is John Riddle at the BBC in London.
DUR: 6'00"

5. On the Right Track - Is the Train making a comeback?

We're in what some call the second railway revolution. In the 1960s the railways went out of fashion and people talked about them being replaced by inventions like the Hovertrain ... But the railways are making a sustained comeback helped by computer technology.

IN: (Actuality of high speed train)
OUT: ...this is John Riddle at the BBC in London.
DUR: 5'56"

6. The Big Haul - How will freight and cargo move with the times?


Why is it cheaper in many countries to carry freight by lorry rather than by train? We find out how the railways are fighting back with non-conventional trains, but can they ever compete with air transport when it comes to long distance travel?.

IN: (Actuality of heavy lorry)...
OUT: ...this is John Riddle at the BBC in London.
DUR: 6'05"

Among those taking part in the programmes are Stephen Joseph of the British Environmental Group, Transport 2000; Tony Ridley, Professor of Transport Engineering at London's Imperial College; Roger Ford, Technical Editor of the journal Modern Railways; Brian Randall of Ricardo Consulting Engineers, who research, design and develop engines for clients all over the world; Jorge Kogan, Director, World Bank Railways Coordination Project in Argentina and Heidi Kwan of the Environment Protection Department in Hong Kong.

Producer/Presenter: John Riddle
Studio Producer: Brian Jarman
Tape No: 92R32W244/5
Date recorded: October, 92

CROESO I GYMRO

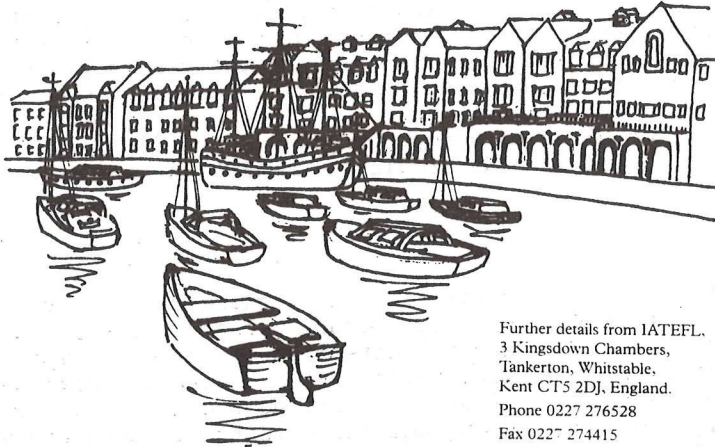


WELCOME TO WALES

IATEFL
INTERNATIONAL ASSOCIATION FOR TEACHERS OF
ENGLISH AS A FOREIGN LANGUAGE

**27th International Annual
CONFERENCE**

Sunday 4 April — Wednesday 7 April 1993
(registration on Saturday 3 April 1993 from 10.00 a.m.)
University College of Swansea



Further details from IATEFL.
3 Kingsdown Chambers,
Tankerton, Whitstable,
Kent CT5 2DJ, England.
Phone 0227 276528
Fax 0227 274415



THE 5TH INTERNATIONAL SYSTEMIC WORKSHOP
UNIVERSIDAD COMPLUTENSE DE MADRID,
SPAIN

JULY, 26,27 AND 28 1993

CALL FOR PAPERS

Following the success of the previous workshops, we are pleased to announce that a Fifth Systemic Workshop will be held in Madrid, Spain, over a period of three days.

The main topic will be **LINGUISTIC AND TEXTUAL EXPLORATIONS: CORPUS-BASED DISCOURSE STUDIES**. Work in progress dealing with different aspects of Discourse should preferably be based on a significant amount of data, in order to validate conclusions on discourse phenomena. Papers dealing with topics from previous Nottingham Workshops will also be considered, if time permits.

Conference address: Prof. Angela Downing (ISW'93)
 Depto. de Filología Inglesa
 Facultad de Filología
 Universidad Complutense
 28040 MADRID
 SPAIN

Fax : (9)1- 3945298 Tel.:(9)1-3945396
 E-mail contact: send messages to Julia Lavid to the account :
 lavid@dit.upm.es

Further information will be sent to those who return the slip below by January 22nd 1993.

NAME.....

ADDRESS.....

INSTITUTION.....

FAX..... TEL.:.....

E-MAIL.....

- Please tick as appropriate:
- I am interested in receiving further information on the Workshop.
 - I would like to present a paper.

Provisional title of the paper:

.....

Please attach an abstract. (Abstracts should not exceed half a page. They should include a heading with the title of the paper, the name of the author and the author's institution. Please use wide margins -minimally 3 cm left and right, and 4 cm at top.)



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



GÖTEBORGS UNIVERSITET
Engelska institutionen

ASLA
Association suédoise de linguistique appliquée
inbjuder till

Nordisk konferens vid Göteborgs universitet
om

SPRÅKUNDERVISNING PÅ UNIVERSITETET
Mål och metoder

11.11 - 13.11. 1993

Konferensen kommer att belysa mål-, metod- och kvalitetsfrågor i undervisningen i moderna främmande språk på universitetsnivå. Som exempel på frågor att diskutera kan nämnas: Hur styr studenternas uppfattning om språkinlärning deras framsteg? Vilken forskning om språkinlärning kan tillämpas på universitetsnivå? Hur ska man jämföra kvaliteten på språkkurser på olika högskolor nu när varje högskola blir fri att lägga upp sina kursplaner? Kommer förändringarna i Europa att påverka språkundervisningen? Ska vi försöka få fler "områdesämnen" där språk integreras, t ex sydostasienkunskap? Vilket utrymme bör ägnas åt grammatik, litteratur respektive kulturell orientering? Vilken är universitetens roll i lärarfortbildning? Hur kan utlandsstudier i språk organiseras? Hur fungerar kurser som integrerar språk och t ex ekonomi?

Konferensen kommer att bestå av plenarföreläsningar samt parallella sektionsföredrag, diskussioner och praktiska demonstrationer av undervisningsmetoder. Konferensspråket kommer att vara skandinaviska språk med undantag för inbjudna engelsktalande plenarföreläsare.

Anmäl deltagande så snart som möjligt men senast 1 maj. Om du vill delta aktivt med sektionsföredrag, föreslå en workshop eller inleda en diskussion så anmäl detta och sänd in en abstract senast 1 maj.

Frågor besvaras av arrangörerna:

Lars-Gunnar Andersson	Lennart Björk	Inger Enkvist
Lingvistik	Engelska	Romanska språk
412 98 Göteborg	412 98 Göteborg	412 98 Göteborg
tel 031-773 11 75	031-773 17 88	031-773 18 00

Konferenssekretariat: Engelska institutionen, Göteborgs Universitet,
tel 031-773 17 74, fax: 031-773 47 26

Konferensavgiften är 400 kr. Middag med underhållning fredag den 12 november kostar ytterligare 150 kr.

Anmälningsblankett på s. 54.

Postadress
412 98 GÖTEBORG

Besöksadress
Renströmsgatan 6

Tel: 031-63 10 00 vx
Telefax 031-63 47 26

1993January

- 10.-17.1. **1993 Australian Systemic Functional Linguistics Summer School and Conference**
Adelaide
Contact: Cate Poynton, Faculty of Humanities & Applied Social Sciences,
University of Western Sydney, Nepean, POB 10, Kingswood NSW 2747, Australia
- 11.-15.1. **International Conference of Applied Linguistics**
Granada
Contact: Dept. Filología Inglesa, Facultad Filosofía y Letras, Campus de
Cartuja, 18071 Granada, Spain
- 14.-16.1. **Colloquium on the Teaching and Learning of Modern Languages**
Ottawa
Contact: Colloquium on Teaching & Learning, Profs. Adamantova/Williamson, Dept. of
Modern Languages and Literatures, 550 Cumberland, University of Ottawa,
Ottawa K1N 6N5, Canada
- 17.-21.1. **ACTA Annual National Conference and A.T.E.S.O.L NSW 8th Biennial Summer School**
Sydney
"TESOL: Building on Strength"
Contact: ACTA/ATESOL Conference & 8th Summer School, ACTS, GPO Box 2200,
Canberra ACT 2601, Australia

February

- 13.-14.2. **XIII VAKKI-symposiumi/13th VAKKI Symposium on LSP and Theory of Translation**
Vöyri
"Ammattikielet ja tietokone/LSP and the Computer"
Contact: VAKKI/Henrik Nikula, Vaasan yliopisto, PL 297, 65101 Vaasa, Finland
- 13.-15.2. **19th Annual Meeting of the Berkeley Linguistic Society**
Berkeley
with Parasession (12.2.) on Semantic Typology and Semantic Universals
Contact: Berkeley Linguistic Society, 2337 Dwinelle Hall, University of California,
CA 94720, USA
- 25.-27.2. **5. Göttinger Fachtagung des AKS: Fremdsprachenausbildung an der Universität:**
Göttingen
"Wortschatz und Fremdsprachenerwerb"
Contact: Dr. Klaus Vogel, Sprachenlehrzentrum der Universität Göttingen, Weender
Landstraße 2, 3400 Göttingen, Germany
- 26.-28.2. **The Third Conference on Second Language Acquisition and Foreign Language Learning**
Lafayette
"Classrooms & Classroom Language Acquisition"
Contact: SLA-FLL III, 120 Stanley Coulter Hall, Purdue University, W. Lafayette,
IN 47907, USA

March

- March **18th International L.A.U.D. Symposium**
Duisburg
"The Lexicon"
Contact: Dr. Martin Pütz, University of Duisburg, FB 3 Anglistik, Lotharstr. 65,
44100 Duisburg, Germany
- 5.-7.3. **SALT III: Semantics and Linguistic Theory**
Irvine
Contact: SALT III, Department of Linguistics, School of Social Sciences, University
of California, Irvine, CA 92717, USA
- 9.-13.3. **Georgetown University Round Table on Languages and Linguistics**
Georgetown
"Strategic Interaction and Language Acquisition: Theory, Practice and Research"
Contact: Helen E. Karn, GURT 1993, School of Languages and Linguistics, 303 Intercultural
Center, Georgetown University, Washington, DC 20057-1067, USA

- 19.-20.3. **Det fjerde symposiet i nordiske språk som andrespråk**
Oslo
Contact: Avdeling for norsk som fremmedspråk, Universitetet i Oslo, Postboks 1102,
Blindern, 0315 Oslo, Norway
- 19.-21.3. **13th Annual Second Language Research Forum**
Pittsburg
"Cognitive Perspectives on Second Language Acquisition"
Contact: M. Delarche & D. McCormick, SLRF Conference Co-Chairs, Linguistics
Department, 2816 Cathedral of Learning, University of Pittsburg, Pittsburg PA 15260, USA
- 22.-24.3. **11th BALEAP (British Association of Lecturers in English for Academic Purposes)**
Birmingham
Conference: "EAP Course Design and Evaluation"
Contact: Martin Hewings/Tony Dudley-Evans, English for Overseas Students Unit,
University of Birmingham, Edgbaston, Birmingham B15 2TT, UK
- 24.-26.3. **2nd International Conference on Teacher Education in Second Language Teaching**
Hong Kong
Contact: Jack Richards, Dept. of English, City Polytechnic of Hong Kong, Tat Chee
Ave., Kowloon Tong, Hong Kong
- 24.-27.3. **4th International Conference on Cross-Cultural Communication**
San Antonio
Contact: L. Brooks Hill/Bates L. Hoffer, Conference Directors, Box 418, Trinity
University, 715 Stadium Drive, San Antonio, TX 78212, USA
- 26.-28.3. **Germanistische Forschungen zum literarischen Text: 5. internationale Arbeitstagung**
Vöyri
Contact: Andreas F. Kelletat, Universität Vasa, Institut für Deutsche Sprache und
Literatur, PL 297, 65101 Vaasa, Finland
- 28.3.-1.4. **18th World Congress of FIPLV (Federation Internationale des Professeurs de**
Hamburg
Langues Vivantes)
Contact: FIPLV, Seestraße 247, CH-8038 Zürich, Switzerland
- April
- 1.-3.4. **12th Annual EMU Conference on Language and Communication for World Business and**
Ypsilanti
the Professions
Contact: EMU Conference on Languages for World Business, World College, 307 Goodison
Hall, Eastern Michigan University, Ypsilanti, MI 48197, USA
- 1.-3.4. **7th Annual International Conference on Pragmatics and Language Learning**
Urbana, IL
Contact: Division of English as an International Language, 3070 FLB, University of Illinois,
707 South Mathews St., Urbana, IL 61801, USA
- 1.-4.4. **Linguistic Symposium on Romance Languages XXIII**
Dekalb, IL
Contact: LSRL XXIII, Dept. of Foreign Languages, Northern Illinois University, Dekalb,
IL 60115-2854, USA
- 4.-7.4. **First International Conference on Mathematical Linguistics**
Barcelona
Contact: Carlos Martín-Vide, Universitat de Barcelona, Facultat de Filologia, Secció de
Lingüística, Gran Via de les Corts Catalanes, 585, 08007 Barcelona, Spain
- 4.-7.4. **27th Annual Conference of the International Association of Teachers of English as**
Swansea
a Foreign Language (IATEFL)
Contact: IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable,
Kent CT5 2DJ, UK
- 5.-8.4. **28th Annual International Conference of AETT (The Association for Educational and**
Glasgow
Training Technology) "Designing for Learning - Effectiveness with Efficiency"
Contact: Ross Hoey, Conference Manager, AETT'93 Conference, Jordanhill College,
76 Southbrae Drive, Glasgow GL3 1PP, UK

- 46 13.-17.4. **27th TESOL Annual Convention and Exposition**
Atlanta "Designing Our World"
Contact: TESOL, 1600 Cameron St., Suite 300, Alexandria, VA 22314, USA
- 16.-18.4. **38th Annual Conference of International Linguistic Association (ILA)**
New York Contact: Prof. E.G. Fichtner, Conference Chair, 38th Annual Conference, ILA, Queen College CUNY, Flushing NY 11367-0904, USA
- 16.-19.4. **Annual Meeting of The American Association of Applied Linguistics**
Atlanta Contact: AAAL Business Office, P.O. Box 24083, Oklahoma City, OK 73124, USA
- 19.-21.4. **RELC Regional Seminar**
Singapore "Language for Specific Purposes: Problems and Prospects"
Contact: The Director (Attention: Seminar Secretariat), SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 1025
- 26.-30.4. **38th Annual Convention of the International Reading Association (IRA)**
San Antonio Contact: IRA, Conferences Division, P.O. Box 8139, Newark, Delaware 19714-8139, USA
- May
- 30.4.-2.5. **2nd Canadian Computer Assisted Language Learning Conference (CCALL2)**
Victoria Contact: The Language Centre/attn: CCALL2, University of Victoria, Box 3045, Victoria, B.C., Canada V8W 3P4
- 17.-18.5. **Kolloquium "Bewertende Texte in der Presse"**
Helsinki Contact: Dr. Hartmut Lenk, Germanistisches Institut der Universität Helsinki, Hallituskatu 11-13, SF-00100 Helsinki, Finland
- June
- 30.5.-2.6. **45th Annual Conference of the Association of International Educators**
San Francisco "Bridges and Gateways to the Future International Education"
Contact: NAFSA, 1875 Connecticut Ave., NW, Suite 1000, Washington, DC 20009-5728, USA
- 2.-5.6. **International Association for Learning Laboratories (IALL) 1993 Conference**
Lawrence "Defining the Role of the Language Lab"
Contact: John Huy, Director, Garinger Academic Resource Center, KU, 4069 Wescoe Hall, Lawrence, Kansas 66045-2167, USA
- 3.-6.6. **De 9:e nordiska datalingvistikdagarna**
Stockholm Contact: NoDaLiDa, Institutet för lingvistik, Stockholms universitet, S-106 91 Stockholm, Sverige
- 4.-6.6. **2nd International Conference on Teaching Translation and Interpreting**
Copenhagen Contact: Cay Dollerup, Centre for Translation and Lexicography, University of Copenhagen, Njalsgade 96, DK 2300 Copenhagen S, Denmark
- 16.-19.6. **1993 Joint International Conference ACH-ALLC (Association for Computers and the Humanities & Association for Literary and Linguistic Computing)**
Georgetown Contact: ACH-ALLC93, Dr. Michael Neuman, Academic Computer Center, 238 Reiss Science Building, Georgetown University, Washington, D.C. 20057, USA
- 17.-20.6. **3rd International EUROSOLA Conference**
Sofia Contact: Dr. Vera Regan, French Department, University College Dublin, Belfield, Dublin 4, Ireland
- 23.-26.6. **World Conference on Educational Multimedia and Hypermedia**
Orlando Contact: ED-MEDIA 93, AACE, P.O. Box 2966, Charlottesville, VA 22902, USA

- 28.6.-6.8. **The 57th Linguistic Institute**
Columbus The 1993 Linguistic Institute will feature a number of computational linguistics courses
Contact: Linguistic Institute, Department of Linguistics, 222 Oxley Hall, The Ohio State University, Columbus, OH 43210, USA

47

July

- 8.-14.7. **Crosslinguistic Workshop on the Acquisition of Slavic Languages**
Cracow Contact: M. Smoczynska, Department of General & Indo-European Linguistics, Jagellonian University, Aleja Mickiewicza 9/11, 31-120 Krakow, Poland
- 11.-14.7. **3rd International Jerusalem Conference TEFL-TESOL**
Jerusalem Contact: English Teachers' Association of Israel, POB 7663, Jerusalem, Israel 91076
- 19.-23.7. **3rd International Cognitive Linguistics Conference**
Leuven Contact: Dirk Geeraerts/ICLA93, Departement Linguistiek KUL, Blijde-Inkomstraat 21, B-3000 Leuven, Belgium
- 19.-23.7. **ISFC 93: 20th International Systemic Functional Congress**
Victoria Contact: Gordon Fulton, ISFC 93, Department of English, University of Victoria, Box 3045, Victoria, B.C., Canada V8W 3P4
- 19.-30.7. **Second Summer Institute in English and Applied Linguistics**
Cambridge "Second Language Acquisition: Performance and Competence"
Contact: University of Cambridge, Board of Continuing Education, Madingley Hall, Madingley, Cambridge CB3 8AQ, UK
- 20.-24.7. **The 20th Annual Meeting of LACUS (The Linguistic Association of Canada and the US)**
Chicago Contact: Dr Ruth M. Brend, 3363 Burbank Drive, Ann Arbor, MI 48105, USA
- 25.-30.7. **4th International Pragmatics Conference**
Kobe Contact: 4th International Pragmatics Conference Secretariat, c/o Kensei Sugayma, Dept. of English, Kobe City University of Foreign Studies, 9-1 Gaguon-higashi-machi, Nishi-ku, Kobe 651-21, Japan
- 26.-28.7. **The 5th International Systemic Workshop**
Madrid "Linguistic and Textual Explorations: Corpus-Based Discourse Studies"
Contact: Prof. Angela Downing, Depto. de Filología Inglesa, Facultad de Filología, Universidad Complutense, 28040 Madrid, Spain
- August
- 2.-5.8. **1993 Conference of the Poetics and Linguistics Association (PALA)**
Turku "Interdisciplinary Approaches to the Teaching of Language and Literature at all Levels"
Contact: Roger D. Sell, English Department, Åbo Akademi, 20500 Turku, Finland
- 2.-6.8. **9th European Symposium on Language for Specific Purposes**
Bergen "Where is LSP in 1993?"
Contact: LSP Bergen '93 Symposium, Prof. Magnar Brekke, NHH/Department of Languages, N-5035 Bergen, Norway
- 2.-7.8. **Die X. Internationale Deutschlehrertagung**
Leipzig "Deutschunterricht in einer sich wandelnden Welt"
Contact: X. IDT, Tagungssekretariat, Herder-Institut, Lumumbastrasse 2, D-7022 Leipzig, Germany
- 3.-7.8. **METHODS VIII: International Conference on Dialectology**
Victoria Contact: Methods 93, Department of Linguistics, University of Victoria, P.O. Box 3045, Victoria, B.C., Canada V8W 3P4

- 48 6.-13.8. **13th FIT (Federation Internationale des Traducteurs) Congress**
Brighton
"Translation - The Vital Link"
Contact: ITI, 377 City Road, London EC1V 1NA, UK
- 8.-12.8. **10th AILA World Congress**
Amsterdam
"Language in a Multicultural Society"
Contact: Dr Johan Matter, Vrije Universiteit, Faculteit der Letteren, Postbus 7161, NL-1007 MC Amsterdam, The Netherlands
- 9.-11.8. **3rd Congress of the International Clinical Phonetics and Linguistics Association**
Helsinki
Contact: 3rd IMPLA Congress, Department of Phonetics, University of Helsinki, Vironkatu 1 B, 00170 Helsinki, Finland
- 9.-14.8. **6th International Conference on the History of Language Sciences (ICHoLS VI)**
Georgetown
Contact: Dr Kurt R Jankowsky, ICHoLS VI, German Department, Georgetown University, Washington, DC 20057-0994, USA
- 12.-14.8. **Språk och fiktion: Ett nordiskt symposium om relationen mellan språk teori och skönlitteratur under 1900-talet**
Karlstad
Contact: Centrum för språk och litteratur, Att. Moira Linnarud, Högsolan i Karlstad, Box 9501, S-65009 Karlstad, Sverige
- 12.-14.8. **Computer Assisted Learning and Instructional Consortium**
Maastricht
Contact: CALICO, 014 Language Building, Duke University, Durham, NC 27706, USA

September

- 1.-4.9. **International Conference on Communication in the Workplace**
Sydney
"Culture, Language and Organizational Change"
Contact: Conference on Communication in the Workplace, P.O. Box 721, Leichardt NSW 2040, Australia
- 12.-14.9. **The 5th Conference on Computer Assisted Language Learning**
Exeter
"Reactive and Creative CALL"
Contact: Mrs. Daphne Morton, CALL'93 Conference, Department of French, The University, Exeter, EX4 4QH, UK
- 15.-17.9. **EUROCALL 93: Emancipation Through Learning Technology**
Hull
Contact: Mrs June Thompson, CTI Centre for Modern Languages, University of Hull, Hull HU6 7RX, UK
- 18.-20.9. **International Conference for Translation Theory and Practice**
Birmingham
Contact: Dr. Malcom Coulthard, School of English, University of Birmingham, Edgbaston, Birmingham B15 2TT, UK
- 21.-23.9. **Eurospeech '93: 3rd European Conference and Exhibition on Speech Communication and Technology**
Berlin
Contact: K. Fellbaum, Institute for Telecommunications, Technical University of Berlin, Einsteinufer 25, D-W 1000 Berlin 10, Germany
- 22.-25.9. **22. Öffentliche Tagung der Deutschen Gesellschaft für Sprechwissenschaft und und Sprechziehung (DGSS): Sprechwissenschaft und Unternehmenskommunikation**
Duisburg
Contact: Prof. Dr. E. Bartsch, Universität-Gesamthochschule Duisburg, Lotharstr. 65, 4100 Duisburg 1, Germany
- 27.-29.9. **The Second International LiCCA (Languages in Contact and Conflict in Africa) Conference**
Maseru, Lesotho
"The Development and Empowerment of Indigenous Languages in Southern Africa"
Contact: Faculty of Education, The National University of Lesotho, P.O. Roma 180, Lesotho

October

- 4.-6.10. **15. Kongress für Fremdsprachendidaktik (DGFF)**
Gießen
"Verstehen und Verständigung durch Sprachlernen? Fremdsprachenunterricht in einem zukünftigen Europa."
Contact: Prof. Dr. Lothar Bredella, Institut für die Didaktik der Englischen Sprache und Literatur, Justus-Liebig-Universität, Otto-Behagel Straße 10, D-6300 Gießen, Germany

November

- 11.-13.11. **Nordisk konferens om språkundervisning på universitet**
Göteborg
"Mål och metoder"
Contact: Konferenssekretariat, Engelska institutionen, Göteborgs universitet, 412 98 Göteborg, Sverige
- 12.-13.11. **AFinLA Annual Symposium/AFinLA:n syysseminariumi**
Helsinki
Contact: Hannele Dufva, Korkeakoulujen kielikeskus, Jyväskylän yliopisto, PL 35, 40351 Jyväskylä, Finland
- 20.-22.11. **ACTFL (American Council on the Teaching of Foreign Languages) Annual Meeting with American Association of Teachers of German**
San Antonio
Contact: ACTFL, 6 Executive Plaza, Yonkers, NY 10701, USA

December

- 27.-30.12. **Modern Language Association of America**
Toronto
Contact: Modern Language Association of America, 10 Astor Place, New York City, 10003-6981, USA

1994

- March **19th International L.A.U.D. Symposium**
Duisburg
"Language and Space"
Contact: Dr. Martin Pütz, University of Duisburg, FB 3 Anglistik, Lotharstr. 65, W-4100 Duisburg, Germany
- 8.-12.3. **TESOL '94: The 28th Annual Convention and Exposition**
Contact: TESOL '94 Convention Department, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751, USA
- 23.-25.3. **Sociolinguistics Symposium 10**
Lancaster
"Discourse: Practices and Identities"
Contact: Department of Linguistics, Lancaster University, Lancaster LA1 4YT, UK
- 28.3.-1.4. **18th FIPLV (Federation Internationale des Professeurs des Langues Vivantes) World Congress, in conjunction with the Fachverband Moderne Fremdsprachen (FMF)**
Hamburg
Contact: FIPLV Head Office, Seestrasse 247, CH-8038 Zürich, Switzerland

1995

- 4.-7.8. **American Association of Teachers of German with Internationaler Deutschlehrerverband**
Stanford
Contact: AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034, USA

1996

- early August **11th AILA World Congress**
Jyväskylä
Contact: Prof. Kari Sajavaara, Department of English, University of Jyväskylä, PL 35, SF-40351 Jyväskylä, Finland

ENGLISH SUMMARY

Pirkko Nuolijärvi (Helsinki School of Economics and Business Administration) and Sirkku Latomaa (Jyväskylä University) report on the International Conference on Maintenance and Loss of Minority Languages, held in the Netherlands at the beginning of September. In the course of three days, the participants discussed the interaction of majority cultures with minority cultures from various points of view. The plenary lectures dealt with the relationship between social psychology and research on interaction (Howard Giles), the choice of instructional language in pre-school education in the United States (Jim Cummins), and the Canadian language debate (John Edwards). The talks given in the sections covered most of the current linguistic issues in Europe. The changes taking place in Europe and their impact on the future of different language groups were discussed both after the talks and during the breaks. Several Scandinavian research projects on minorities were also introduced. Although European issues dominated the sections, a large number of participants from other parts of the world, for example, the United States, Canada, Australia, and Africa, took part in the discussions. Thus many more languages were now represented than at the previous conference. On the other hand - as Joshua Fishman pointed out in his summarising address - it seems that the relationships between languages are still analysed mainly from the North American and European points of view.

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