



1 / 1992

Uusi täydennyskoulutusohjelma SILC	1
SILC (Second Programme of In-Service Training for Language Centre Teachers)	5
A year in Edinburgh: Assessing language needs Nannette Lindeberg - Pearl Lönnfors - Joan Nordlund	9
Second International Hamburg Congress on Business Communication Eva Stahlheber	24
KIRJAKATSAUS - BOOKS BRIEFLY	
The Dictionary of Acronyms and Abbreviations in Applied Linguistics and Language Learning	31
TIEDOTUKSIA - INFORMATION	
Korkeakoulujen kielikeskus tiedottaa	32

ISSN 0358 - 2027
Jyväskopio
1992

Korkeakoulujen
Jyväskylän y

Alao 2079
VARASTOKIRJASTO



165 2181978

Kielikeskusuutisia **Language Centre News**

Julkaisija: **Korkeakoulujen kielikeskus
Jyväskylän yliopisto
PL 35
40351 Jyväskylä**

**Puh. 941 - 601 211 (vaihde)
Telefax 941 - 603 521**

Vastaava toimittaja:
Editor-in-chief: **Minna-Riitta Luukka
(artikkelit, articles)
puh. / tel. 941 - 603 533
E-mail: luukka@finjyu.bitnet**

Toimittajat:
Editors: **Helena Valtanen
(ilmoitukset, kirjakatsaukset, reviews
editor)
puh. / tel. 941 - 603 542
E-mail: valtanen@finjyu.bitnet**

**Sabine Ylönen
(Beiträge in deutscher Sprache)
puh. / tel. 941 - 603 534
E-mail: saby1@finjyu.bitnet**

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

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

Kielikeskusopettajien uusi täydennyskoulutusohjelma SILC alkaa
toukokuussa 1992!

Tässä Kielikeskusuutisten numerossa esitellään SILC-ohjelmaa, ja
lehti sisältää myös ilmoittautumislomakkeen.

**LÄHETÄ MEILLE ILMOITTAUTUMISLOMAKE (s. 49)
28.2.1992 MENNESSÄ, JOS**

*** OLET KIINNOSTUNUT SUORITTAMAAN SILC-DIPLOMIN
ELI VÄHINTÄÄN KOLME MODUULIA KOLMEN VUODEN
AIKANA**

TAI

*** HALUAT ILMOITTAUTUA ENSIMMÄISEEN MODUULIIN,
JOKA ALKAA TOUKOKUUSSA 1992 JA JONKA AIHEENA
ON KIELIKESKUSOPETUKSEN SUUNNITTELU JA
UUELLEENORGANISOINTI**

TAI

*** OLET KIINNOSTUNUT SAAMAAN LISÄTIETOJA
MYÖHEMMISTÄ SILC-MODUULEISTA**

**HELSINGIN YLIOPISTON KIRJASTO
OPISKELIJAKIRJASTO**

UUSI TÄYDENNYSKOULUTUSOHJELMA SILC

Kielikeskusopettajille tarkoitettu uusi täydennyskoulutusohjelma SILC (Second Programme of In-Service Training for Language Centre Teachers) alkaa touko-kuussa 1992. PILC-täydennyskoulutusohjelma järjestettiin viimeistä kertaa vuonna 1991. Ohjelmaa järjestettiin vuodesta 1986 alkaen vuosittain ja sen suoritti kaikkiaan 116 kielikeskusten opettajaa. Sekä PILCin suorittaneiden että kielikeskusjohtajien toivomuksesta on samantyyppistä koulutusta päätetty jatkaa.

Uuden SILC-ohjelman suunnittelu aloitettiin pari vuotta sitten ja ensimmäiset suunnitelmat valmistuivat keväällä 1991 (ks. Kielikeskusuutisia 4/1991). Olemme saaneet kielikeskuksilta runsaasti varteenotettavaa palautetta, jonka perusteella suunnitelmia on täsmennetty. SILC-ohjelmaa käsiteltiin myös Jyväskylässä loka-kuun lopussa pidetyssä kokouksessa, jossa lähes kaikki kielikeskukset olivat edustettuina. Kokouksessa keskusteltiin SILC-ohjelmaan liittyvistä yleisistä periaatteista, ohjelman rakenteesta, kestosta, työskentelytavoista ja toteuttamisajankohdista. Esittelemme seuraavassa uutta ohjelmaa yksityiskohtaisemmin.

Moduuleista koostuva ohjelma

SILC koostuu itsenäisistä moduuleista, joiden suorittaminen ei välttämättä edellytä sitoutumista koko ohjelmaan. Olenaisiin ero PILCiin verrattuna on siten ohjelman rakenteessa. Aikaisemmin osanottajat sitoutuivat koulutukseen koko vuodeksi, ja kaikilla oli sama ohjelma. SILCissä korostuu valinnan mahdollisuus. Ohjelma suunnitellaan kolmeksi vuodeksi kerrallaan. Kunakin vuonna toteutetaan vähintään kaksi moduulia, joista osanottajat voivat valita mieleisensä. SILC-diplomin suorittaminen edellyttää kaikkiaan kolmen moduulin suorittamista. Tämä tarkoittaa sitä, että diplomin voi käytännössä saada ohjelmaansa kolme ensimmäistä moduulia.

Yksittäisiin moduuleihin voi osallistua, vaikka ei aikoisikaan suorittaa diplomia. Tällä tavalla kukin voi suorittaa vain haluamansa moduulit, ja näin voidaan myös tavoittaa useampia opettajia. Kun jokainen moduuli on itsenäinen kokonaisuus, voidaan myös eri kielten tarpeet ottaa huomioon monipuolisemmin kuin PILCissä.

Paikalliset kielikeskukset toteuttamassa

SILC perustuu opettajien omasta opetustyöstä nouseviin koulutustarpeisiin. Kielikeskusten opettajat osallistuvat sekä ohjelman suunnitteluun että sen toteutukseen. Tämä tarkoittaa käytännössä sitä, että paikalliset kielikeskukset voivat olla yksinään tai yhdessä toisen kielikeskuksen tai KKKK:n kanssa päävastuussa moduulien toteutuksesta.

Kohderyhmän ydinjoukkoa ovat edelleen kielikeskusopettajat - sekä PILC-kurssin suorittaneet että uudet osanottajat - ja koulutuksen suunnittelu on ensisijaisesti perustunut heidän tarpeisiinsa. Osanottajiksi voidaan hyväksyä myös muiden oppilaitosten erityisalojen kielenopettajia tai esimerkiksi suomea vieraana kielenä opettavia, joiden koulutus ja työkokemus ovat samankaltaisia kuin kielikeskusten opettajien.

Koulutuksen organisaatio pyritään pitämään mahdollisimman kevyenä. Moduulin toteutuksesta vastuussa oleva kielikeskus valitsee keskuudestaan työryhmän, joka päättää moduulin rakenteesta, sisällöstä ja käytännön järjestelyistä yhdessä Korkeakoulujen kielikeskuksen työvaliokunnan kanssa. Työvaliokunnan jäsenet ovat: Raija Markkanen, Tuija Nikko, Anna Mauranen, Liisa Kurki-Suonio ja Markku Helin. Työvaliokunta vastaa ohjelmasta kokonaisuutena, moduulien suorituksista ja ohjelman seurannasta. Valiokunnan jäsenet auttavat tarvittaessa myös käytännön järjestelyissä, huolehtivat tiedottamisesta, ottavat vastaan ilmoittautumiset jne.

Ensimmäinen SILC-ohjelma

Vuosille 1992 - 1994 on suunniteltu kuusi moduulia seuraavan alustavan aikataulun mukaisesti:

1. Kielikeskusopetuksen suunnittelu ja uudelleenorganisointi, alkaa keväällä 1992.
2. Tutkimusmoduuli, alkaa syksyllä 1992.
3. Kulttuurintuntemus kieltenopetuksessa, alkaa keväällä 1993.
4. Itseopiskelu kielikeskuksissa, alkaa syksyllä 1993.
5. Kansainvälinen opiskelijavaihto ja sen vaikutus kielikeskusopetukseen, alkaa keväällä 1994.
6. Äidinkielen ja vieraan kielen opetuksen integrointi, alkaa syksyllä 1994.

HUOM! Moduulien 2-6 keskinäinen järjestys saattaa vielä muuttua.

Kuten edellä todettiin, jokainen voi itse valita, osallistuuko kaikkiin vai vain esimerkiksi yhteen tai kahteen moduuliin. SILC-diplomi edellyttää, että kolme moduulia kuudesta suoritetaan. Seuraavassa lyhyt kuvaus ensimmäisestä moduulista:

SILC-moduuli 1

Kielikeskusopetuksen suunnittelu ja uudelleenorganisointi

Moduulin tavoitteena on opetuksen suunnitteluprosessiin perehtyminen. Koulutuksen ovat tehneet ajankohtaiseksi mahdolliset muutokset ja niiden myötä ilmenevät uudet tarpeet sekä myös kokonaissuunnitelman tarve kielikeskuksissa.

Moduuli koostuu kahdesta seminaarista ja niiden välisistä työskentelyjaksoista. Kahden päivän mittaisessa alkuseminaarissa johdatellaan kielikeskusopetuksen tulevaisuudennäkymiin ja suunnitteluun. Luennoilla ja ryhmätöinä käsitellään mm. yksittäisen kurssin pedagogista suunnittelua, koko kielikeskusopetuksen suunnitteluprosessia ja sen reunaehdoja sekä kielikeskusopetuksen kokonaissuunnittelua myös hallinnollisesta näkökulmasta. Tähän moduuliin ovat tervetulleita osallistumaan myös muut kuin opettajat.

Korkeakoulujen kielikeskus ottaa myös päävastuun joidenkin moduulien järjestämisestä joko yksin tai yhdessä paikallisten kielikeskusten kanssa. Moduuleihin hankitaan kouluttajiksi sekä koti- että ulkomaisia asiantuntijoita.

Kustannukset

Moduulien kustannukset saattavat olla erisuuruisia. Pääsääntöisesti osallistujat maksavat itse majoituskustannuksensa seminaarien aikana ja osallistumismaksun, jonka suuruus on riippuvainen seminaarijaksojen pituudesta, pitopaikasta ja kutsuttujen luennoitsijoiden opetuspalkkioista. Myös luentopalkkioita voidaan joutua sisällyttämään kustannuksiin, vaikka rahoitusta luennoitsijoiden/ohjaajien aiheuttamiin kustannuksiin pyritäänkin hankkimaan ulkopuolisista lähteistä. Yleisesti ottaen moduulit tulevat osallistujille sitä halvemmiksi, mitä enemmän osallistujia on.

Moduulien rakenne

Moduulien rakenne voi vaihdella tavoitteiden ja tarpeiden mukaan. Kaikkiin moduuleihin sisältyy kuitenkin seminaarityöskentelyä, kirjallisuuteen perehtymistä, itsenäistä kokeilu- tai tutkimustyötä sekä jonkinlainen tuotos lopputuloksena. Tuotos voi olla kirjallinen, esimerkiksi raportti tai julkaisu, tai loppuseminääri, jossa tuloksista ja kokemuksista esitetään suullisia raportteja.

Useimpien jo suunniteltujen moduulien yleisrakenne on samantapainen: ne koostuvat pääsääntöisesti 1 tai 2 päivää kestävästä alkuseminaarista, sitä seuraavasta työskentelyjaksosta ja loppuseminaarista, jossa työskentelyn tulokset esitellään ja arvioidaan. Työskentelyvaihe sisältää muun muassa taustakirjallisuuden lukua, kurssien suunnittelua, opetusmateriaalin laadintaa ja kokeilua.

Ensimmäistä kokoontumista seuraa käytännön suunnittelu- ja tehtäväjakso omassa kielikeskuksessa. Moduuli päätty kaksipäiväiseen loppuseminaariin, jossa laaditut suunnitelmat esitellään muille.

Moduulin työkielenä on suomi mutta annetut tehtävät voi suorittaa myös muilla kielillä.

Seminaarit järjestetään Jyväskylän yliopistossa ja niiden ajankohdat ovat:

alkuseminaari 18.-19.5. 1992
loppuseminaari 7.-8.1. 1993

Viimeinen ilmoittautumispäivä ensimmäiseen moduuliin on 28.2.1992. Ilmoittautumislomake on sivulla 49. Saman kieli-

keskuksen opettajat ja muu henkilökunta voivat mielellään osallistua moduuliin ryhminä, mutta yksinkin voi tuki osallistua. Ilmoittautumisen jälkeen osallistujille lähetetään yksityiskohtaisempaa tietoa moduulista sekä ennakkotehtävä ja kirjallisuuslista.

Moduulin osallistumismaksu on 500 mk, ja arvio majoituskustannuksista Jyväskylässä on yhteensä n. 500 mk.

Päävastuussa moduulin toteutuksesta ovat Jyväskylän, Joensuun ja Kuopion yliopistojen kielikeskukset.

SILC, the new programme of in-service training for language centre teachers will start in May, 1992!

PLEASE RETURN THE REGISTRATION FORM (page 50) TO THE LANGUAGE CENTRE FOR FINNISH UNIVERSITIES BY FEBRUARY 28, 1992, IF:

* YOU ARE INTERESTED IN THE SILC DIPLOMA. THE DIPLOMA IS AWARDED TO THOSE WHO COMPLETE THREE SILC MODULES.

OR

* YOU WISH TO REGISTER FOR THE FIRST SILC MODULE, STARTING IN MAY, 1992. THE THEME OF THE FIRST MODULE IS "PLANNING AND REORGANIZATION OF LANGUAGE CENTRE TEACHING".

OR

* YOU WISH TO RECEIVE FURTHER INFORMATION ABOUT THE OTHER SILC MODULES.

SILC (Second Programme of In-Service Training for Language Centre Teachers)

The new SILC programme will start in May, 1992. Its precursor, the PILC programme, was arranged annually between 1986 and 1991 and completed by a total of 116 language centre teachers. As a result of many requests from language centre teachers and directors it has been decided to continue the in-service training programme in a slightly different form.

The planning of the SILC programme was started two years ago, and the preliminary outline was finished during spring 1991 (see Language Centre News 4/1991). The outline was specified on the basis of feedback from the language centres. In addition, a SILC planning meeting attended by members of most language centres was arranged in Jyväskylä last October. The agenda of this meeting included the general principles of the SILC programme, its structure and duration, methods of work, as well as the preliminary dates of the individual modules. The programme is described in more detail in the following.

The programme is composed of modules

SILC is composed of individual modules and each participant is free to complete as many (or as few) modules as he/she wishes. The SILC diploma, however, is awarded to those who complete three modules in three years. Thus, the main difference in comparison with PILC lies in the structure of the programme. In PILC, all participants were committed to the same programme for one year. In SILC, the possibility of choice is emphasized. The programme is planned for three years at a time. At least two modules will be arranged each year, and the participants can choose the one(s) they like best. Those who successfully complete three modules will be awarded a SILC diploma. In practice this means

that it is possible to complete the diploma in a year and a half, provided that one chooses the first three modules.

It is, of course, possible to participate in individual modules without wishing to complete the SILC diploma. Consequently, all participants are free to choose the modules they find interesting, which should ensure wider participation. With each module being an independent unit the needs of teachers of different languages are easier to take into account than in PILC.

The modules are planned by the language centres

SILC is based upon the training needs of language centre teachers, and the teachers themselves participate in both the planning and implementation of the programme. In practice this means that a language centre is either alone, or together with another language centre or the LCFU, responsible for an individual module.

The main target group is, as before, language centre teachers - both those who have completed PILC and new participants. But also LSP teachers working in other educational establishments (e.g. teachers of Finnish for foreigners) can participate in the programme provided their training and teaching experience are similar to those of language centre teachers.

The organization of SILC is designed to be as light and flexible as possible. The language centre responsible for a module sets up a work group which, together with a working committee at the LCFU (Raija Markkanen, Tuija Nikko, Anna Mauranen, Liisa Kurki-Suonio and Markku Helin), decides on the structure, contents and practical arrangements of

the module. The working committee at the LCFU is responsible for SILC as a whole as well as for the follow-up of the programme. The working committee is also in charge of all the information and will, when needed, cooperate in practical arrangements. The LCFU may also take responsibility for some modules, either alone, or with other language centres. The lecturers in SILC modules will include both Finnish and foreign experts.

Expenses

The expenses of different modules may vary. As a rule, the participants pay for their accommodation during seminars plus a participation fee. The participation fee is determined by the length and place of the seminar as well as the fees of the lecturers. Even though the intention is to get outside sponsorship for lecture fees, some of these may have to be included in the expenses. In general, the more participants there are the cheaper the participation fee will be.

The structure of the modules

The structure of modules may vary according to their objectives and needs. However, all modules will include seminar(s), reading, independent experimenting or research as well as some sort of output as a result. The output may be a written product (e.g. a report or a publication) or it may be a seminar where the results of experiments or research are discussed.

The general structure of most of the modules already planned is of the following kind: A module consists of an initial and final one or two-day seminar with an intervening period of independent work together with colleagues at a language centre. The outcome of the work period will be demonstrated and assessed in the final seminar. The work period consists of things like reading, course and materials planning and experimenting.

The first SILC programme

The following, preliminary timetable has been planned for the six modules in 1992 - 1994:

1. Planning and reorganization of language centre teaching, starting in spring 1992.
2. Research module, starting in autumn 1992.
3. The inclusion of cultural learning in language centre teaching, starting in spring 1993.
4. Self access and learner autonomy, starting in autumn 1993.
5. International student exchange and its impact on language centre teaching, starting in spring 1994.
6. Integration of native and foreign language teaching, starting in autumn 1994.

PLEASE NOTE! The running order of modules 2-6 may change.

As stated above, participants can, if they so wish, complete only one or two modules. Three modules will earn the SILC diploma.

What follows is a short description of the first module.

SILC module 1

The planning and reorganization of language centre teaching

The aim of the module is to initiate the participants into the process of planning in language centre teaching. Training in planning has been brought to the fore by prospective changes in language centre teaching, which in turn will create new needs, and by the need for overall planning of teaching in the language centres.

The module consists of two seminars, with a working period in between. The initial seminar will be a two-day introduction into the current prospects

and imminent changes in language centre teaching and its planning. Lectures and group work will deal with, among other things, the pedagogical planning of individual courses, the planning process of language centre teaching as a whole and its conditions as well as the overall planning from an administrative point of view. Note that both teachers and administrative staff can attend this module.

The seminar will be followed by a period of independent work on planning and completing assignments, at the participants' own language centres. The module will end with a two-day final seminar where the assignments are presented and discussed.

The working language of the module will be Finnish, but the assignments can be completed in the language of one's choice.

The seminars will be arranged at the University of Jyväskylä on the following dates:

Initial seminar 18.-19.5.1992
Final seminar 7.-8.1.1993

The closing date of registration for the first module is 28.2.1992. You will find the registration form on p. 50. It would be preferable for the teachers and other personnel of a language centre to register as a group for this module, but individual participants are also welcome. Those registered will be sent more detailed information on the module as well as a preliminary assignment, and a reading list.

The fee for participating in the module is FIM 500, and the estimated total cost for accommodation in Jyväskylä is about FIM 500.

The language centres of Jyväskylä, Joensuu and Kuopio have the principal responsibility for organizing the module.

A YEAR IN EDINBURGH: ASSESSING LANGUAGE NEEDS

Nanette Lindeberg, Pearl Lönnfors, Joan Nordlund
Helsinki University Language Centre

Introduction

There has been a student exchange scheme in operation between the Universities of Helsinki and Edinburgh since Autumn, 1989. Approximately twenty students from various faculties at Helsinki University spend up to one academic year (three terms) at Edinburgh University in Scotland.

According to the exchange scheme agreement, Helsinki students must have a sufficiently good command of English to enable them to cope with academic life. Those on the first year's programme were given a language test, on which they had to achieve a certain standard. A test was given to those on the second year too, but no one was turned down because of their English. No formal test of English was given to those accepted for the third year of the scheme.

We are lecturers teaching English oral skills at Helsinki University Language Centre. We were interested in finding out how the exchange students cope with their year in Edinburgh. In particular, we wanted to know if the problems they might encounter had anything to do with language, and if so we wanted to develop teaching modules to help students going to Edinburgh to get the most from their year there. We also wished to encourage students who were not so confident in English to apply for the scheme, knowing they could get some linguistic help.

We decided to carry out a language needs analysis by consulting students who had been to Edinburgh, those currently there, those about to go and relevant teachers at Edinburgh. We planned to use the results of the analysis to develop teaching modules which could be offered on a voluntary basis to students accepted for the exchange scheme. It was also

assumed that the results would reflect needs of students on exchange schemes with other universities using English as a language of instruction, and that the course modules could be offered to them too.

The purpose of this report is to describe the needs analysis and its results. An experimental course was run in September, 1991, based on the preliminary findings of the analysis. More detailed examination of these findings, a follow-up analysis and feedback from the experimental course will enable us to develop an appropriate range of modules.

The needs analysis was funded by the International Office of Helsinki University, the Helsinki University Chancellor's Fund, Helsinki University Language Centre, The Language Centre for Finnish Universities and The British Council.

The interviews were organised by and carried out at the Department of Sociology at Edinburgh University. The help and cooperation of Professor Colin Bell and Ms Lilianne Patterson in particular are very much appreciated. We are grateful to Donald Smart of the Helsinki University Language Centre for his technical assistance.

The Process

In 1987, a needs analysis was carried out, involving two of the current team, for the Faculty of Law at Helsinki University (Bullivant et al, 1987). The same questionnaires successfully formed the basis of an analysis of English language needs at the Theatre Academy of Finland and at the Helsinki University Faculty of

Medicine. We decided to use these questionnaires as a basis for our analysis. The idea was to find out how people cope with written and spoken English in a variety of situations, and at different levels of formality. We excluded situations mentioned on the original questionnaire which would not be relevant, such as translating to and from English, negotiating, participating in conferences and writing reports, and added writing essays and longer papers, participating in tutorial discussions and discussing with lecturers.

We decided to send questionnaires to (I) the 19 students who were at Edinburgh for the 1989/90 academic year, (II) the 20 who were currently there, (III) Edinburgh teaching staff who came into contact with Finnish students and (IV) the 20 people who had been accepted on the scheme for the 1991/92 academic year. The situations remained constant in all the questionnaires, although some questions differed.

All students were asked to indicate their faculty, the courses they had taken/were taking/planned to take at Edinburgh, and why they had decided to go there.

I Students previously at Edinburgh were asked what cultural, social and linguistic problems they had experienced, and what help they would have liked before they left. They were also asked to assess their own abilities in reading, writing, listening and speaking when they arrived in Edinburgh and when they left. They were asked how often they had needed and how well they coped with English in the specified situations.

II Students at Edinburgh were asked what cultural, social and linguistic problems they were having and what help they would have liked before they left. They were also asked to assess their own abilities in the four skills when they arrived and "now" (February, 1991). They were asked how often they needed and how well they coped with English in the specified situations.

III Teachers were asked in what contexts they had dealt with Finnish students and how the students had coped, for example, with formal and informal conversation, working in small groups, formal and informal writing etc. They were then asked their opinion about how often Finnish students needed English in the specified situations.

IV Students going to Edinburgh were asked what kind of help they would like before leaving. They were also asked to assess their own abilities in the four skills. They were asked how well they coped with English in the specified situations.

The questionnaires were piloted among teachers with experience of foreign students and among the few students from Edinburgh University who were spending a year at Helsinki. The final versions are reproduced in Appendix 1.

Follow-up interviews were conducted in Edinburgh in May, 1991 with the Finnish exchange students there and with some of the staff who taught them and/or previous exchange students. Teachers were questioned about the types of instruction the Finnish students received, how they were assessed and how they performed linguistically. Students were asked how well they had coped during the year, and to try to pin-point any difficulties which might have been caused by deficiency in language knowledge.

The original intention was to interview former exchange students back in Helsinki, but the response to the questionnaire was so poor that it was not considered worthwhile.

A diagnostic test was given to the 1991/92 students in May, 1991. The test included social English, listening comprehension, summary and essay writing and an oral interview.

Results

Questionnaires

I The response from former exchange students was so poor that it was not considered worthwhile analysing the few questionnaires that were returned.

II Thirteen of the twenty students currently at Edinburgh returned their questionnaires. The cultural, social and linguistic problems specified included problems with the Scottish accent, problems with social conversation and academic writing. The sheer volume of work was mentioned by one student, and various problems with the language by three. Two respondents indicated that they had not experienced any such difficulties.

Reading and listening abilities had improved during the year to an almost universal 95% level (see Table 1). Spoken English also improved substantially, and no one now felt they coped less than well. There was more variation in levels of written English although, again, a positive shift was recorded. Most people coped well or adequately when they arrived, and felt they coped fully or well now.

Formal and longer report writing, and participation in meetings and conferences were generally not perceived as frequent needs. Most of the other situations described occurred often or sometimes. Reading and following spoken English were overwhelmingly coped with very well or well, as was managing with simple conversational English. Few people felt totally confident with their ability to

SELF ASSESSMENT / Students at Edinburgh (see Appendix II)

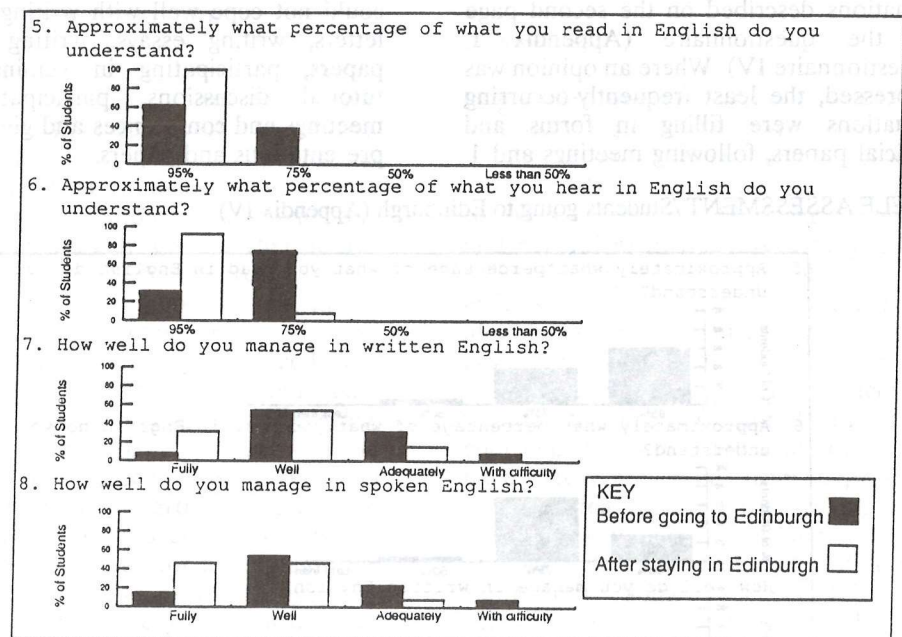


Table 1

write more extensively, participate in tutorial and seminar discussions, give oral presentations or to discuss their subject with their lecturers and colleagues, although most felt they coped well. A few felt they did not cope well

with writing essays, telephoning and even following seminar and tutorial discussions.

III Twenty-nine of the 60 teachers who were sent the questionnaire completed and returned it. It was accepted that

some teachers were probably not available, and some said that in fact they had not taught any of the Finnish exchange students. Most of the teachers had limited exposure to the Finnish students, many having taught only one or two, since the students were spread out over many faculties and the choice of courses was very wide.

The most frequent type of contact was in lectures and tutorials (21 and 23 instances), followed by written work (17) and social (13). Only nine teachers reported any examination contact. Most teachers indicated that the students coped well linguistically, although informal conversation, working in small groups, giving papers, tutorial discussion and informal writing seemed to cause some problems.

Many teachers could not say how often the students would need English in the situations described on the second page of the questionnaire (Appendix 1, Questionnaire IV). Where an opinion was expressed, the least frequently-occurring situations were filling in forms and official papers, following meetings and 1

in meetings and conferences and giving papers.

Eighteen of the twenty students going to Edinburgh in 1991/92 took the diagnostic test and returned their questionnaires (see Table 2). Of these, 61% felt confident of understanding 95% of what they read in English, 33% would understand 75% and 6% only 50%. As far as listening was concerned, the figures were 28%, 67% and 6% respectively. Seventeen per cent thought they could manage fully with spoken English, 44% well, 28% adequately and 11% with difficulty. For written English, the figures were 6%, 39%, 50% and 6% respectively.

The situations with which half of the respondents or more felt able to cope very well were reading magazines or newspapers, following radio and TV programmes and having short conversations. Fifty per cent or more felt they could not cope well with writing formal letters, writing essays, writing longer papers, participating in seminar and tutorial discussions, participating in meetings and conferences and giving oral presentations and papers.

SELF ASSESSMENT /Students going to Edinburgh (Appendix IV)

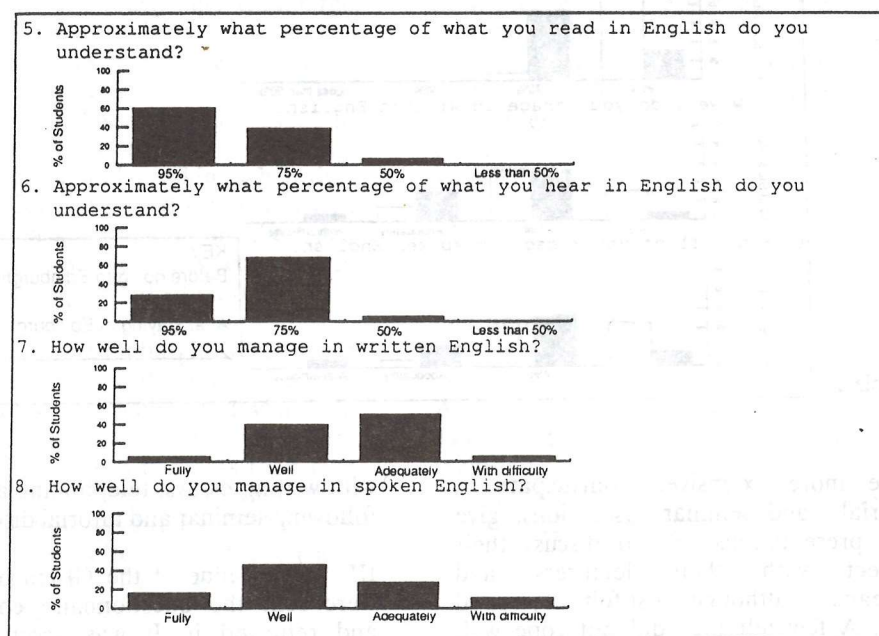


Table 2

Interviews with teachers

Interviews of half an hour each were held with twelve teachers who had had contact with Finnish exchange students. The teachers pointed out that their experience was at most of three students, and usually only one. Nevertheless, the comments were illuminating.

All of the teachers interviewed were very positive about the Finnish students and wished more of them would join their courses. They found them conscientious, and were impressed with their overall language abilities.

Teaching

The purpose of the teaching is to train students to examine and analyse. They are encouraged to debate, argue, explore and challenge. Written work should display the student's own style and ideas.

The types of teaching provided included lectures, seminars, tutorials and workshops. Lectures usually lasted fifty minutes. Seminars were usually for third- and fourth-year students and featured student presentations and discussions. There was roughly one teacher to ten students. Tutorial sessions were given in all years for some subjects, and in the third and fourth years for others. Some tutorial topics were synchronized with lecture topics. Students often gave presentations but not always. The group size was seven or eight. In tutorials, students were expected to work either alone or with a partner to present a topic, discuss articles and various issues, comment on, argue for and against and challenge the views expressed by group members, and present their own views. Workshops were given in a few subjects and were normally combined with lectures.

Assessment

In most subjects, Finnish students were not required by Helsinki University to

take a written examination. They were assessed by means of other written work during and/or at the end of the courses. Students joining the third year of an honours course would not have experienced degree examinations anyway.

Where examinations were taken, they lasted from one to three hours. The Classics Department gave a slide test lasting one hour. Most course requirements included the writing of one to four essays. Shorter essays were of 1,500-2,000 words, and longer ones up to 6,000 words. Other forms of assessment included oral presentations, take-home examinations, end-of-term essays and field study work, depending on the department.

Students needed to display thorough knowledge of the material to achieve a pass. Higher marks were given for deeper analysis and application.

Performance

In general, Finnish students coped quite well with their written work, and they performed very well in comparison with other students who were not native speakers of English. Grammar, spelling and general expression were very good, although there were problems with articles. They seemed competent in identifying the central issue and developing someone else's argument. They did, however, experience difficulties writing to time (required in most courses). It was also felt that some may have been prevented from expressing complex ideas, or even from writing what they wanted to, because of language and, in particular, a lack of idiomatic expressions. Some teachers felt that Finnish students were too dependent on the literature, and did not use it to develop their own ideas and arguments. It was also felt that some students probably had problems maintaining their concentration level during longer sessions.

Finnish students seemed to cope less well with oral contributions in class. They answered well when asked directly, but

seemed to have problems initiating, working in small groups and contributing in tutorials. They were sometimes hesitant, reacted slowly and were reluctant to argue and criticize. Some had problems with the Scottish accent and, again, some seemed to find it difficult to maintain concentration during longer sessions.

Interviews with students

Only a few students came to the informal session we had organized. We understood that there were other activities on that day. The opinion of one of the students that we were there "to check up on them" may also have had some bearing on the poor turnout.

All the students who talked to us felt very positive about their Edinburgh experiences. They coped well with lectures, although the informality was a culture shock. They were not prepared for the tutorial set-up, and had problems coping with native speakers' speed of delivery and thought, and with some accents. They felt reluctant to argue and criticize, and this was a major cultural problem with which some had not yet come to terms. The informal atmosphere did help, however.

There were obvious difficulties with the amount of written work that was required. Working to time was a new and a major problem. The result was often that students resorted to simple language and did not convey their ideas well enough. Some felt they would have needed more practice in oral presentation before they left Helsinki.

The students did feel more confident with the language at that point, although social occasions, telling jokes etc were still a problem. Most of the British students were somewhat younger, and most social contacts seemed to be with other foreign students. However, those on courses in which the majority of students were Scottish did not have problems integrating.

The students we talked to would have appreciated more help from a Director of Studies, or from tutors and lecturers. Some orientation into the Edinburgh way of life, the Scottish accent and the university systems would also have been worthwhile.

Conclusions

The major conclusion of the needs analysis was that, on the whole, Finnish students coped well in English during their year abroad, and they enjoyed the experience. There were certain clear areas for improvement, however. It should also be remembered that these initial years of the exchange scheme probably attracted students with superior linguistic skills and a high level of confidence.

As expected, the Scottish accent, as heard in shops, on buses and in pubs, caused some problems, as it does for English people. Most Scottish students and university staff were easier to understand. We concluded that some exposure to the dialect would be helpful, but that most students would acclimatize within the first few weeks and would not need extensive input.

The other major findings were not unexpected either. Academic writing is now the subject of a great deal of attention, and it was clear that exchange students would benefit from a writing module. They should be made aware of the university conventions, the amount of writing required and the importance of speed and analytical comment. Summary writing also emerged as a specific need. In general, future students should be prepared for a heavy work load!

Finally, the tutorial system operational in most British universities caused problems to many students. Tutorial discussion is culturally unfamiliar. Some students still felt uncomfortable towards the end of the year, and did not contribute. Some training in this area, also incorporating the oral presentation of written work, would benefit most students.

Follow-up

The results of the needs analysis and the diagnostic test were used in the design of the pilot course run in September, 1991. This featured modules on orientation to Edinburgh and university conventions, oral and written presentation and a tutorial session. Additional modules on social English and academic writing were also offered to those who felt they needed them.

Tables

- 1 Helsinki Students at Edinburgh, 1990/91
- 2 Students going to Edinburgh, 1991/92

Appendix

- 1 The four questionnaires used in the needs analysis

Reference

Bullivant et al, 1987 Language Centre News, Jyväskylä, Finland

Questionnaire II

NEEDS ANALYSIS QUESTIONNAIRE FOR HELSINKI STUDENTS AT EDINBURGH
GENERAL BACKGROUND INFORMATION

1a. What Faculty are you with at Helsinki University?

1b. What courses have you taken at Edinburgh?

2. Why did you decide to come to Edinburgh?

3. What cultural, social and linguistic problems have you had?

4. Looking back, what help would you have liked before you went?

SELF ASSESSMENT

5. Approximately what percentage of what you read in English did you understand when you arrived? do you understand now?

95%	A	<input type="checkbox"/>	95%	A	<input type="checkbox"/>
75%	B	<input type="checkbox"/>	75%	B	<input type="checkbox"/>
50%	C	<input type="checkbox"/>	50%	C	<input type="checkbox"/>
less than 50%	D	<input type="checkbox"/>	less than 50%	D	<input type="checkbox"/>

6. Approximately what percentage of what you hear in English did you understand when you arrived? do you understand now?

95%	A	<input type="checkbox"/>	95%	A	<input type="checkbox"/>
75%	B	<input type="checkbox"/>	75%	B	<input type="checkbox"/>
50%	C	<input type="checkbox"/>	50%	C	<input type="checkbox"/>
less than 50%	D	<input type="checkbox"/>	less than 50%	D	<input type="checkbox"/>

7. In written English, when you arrived, Now?

did you manage	fully	A	<input type="checkbox"/>	fully	A	<input type="checkbox"/>
	well	B	<input type="checkbox"/>	well	B	<input type="checkbox"/>
	adequately	C	<input type="checkbox"/>	adequately	C	<input type="checkbox"/>
	with difficulty	D	<input type="checkbox"/>	with difficulty	D	<input type="checkbox"/>

8. In spoken English, when you arrived, Now?

did you manage	fully	A	<input type="checkbox"/>	fully	A	<input type="checkbox"/>
	well	B	<input type="checkbox"/>	well	B	<input type="checkbox"/>
	adequately	C	<input type="checkbox"/>	adequately	C	<input type="checkbox"/>
	with difficulty	D	<input type="checkbox"/>	with difficulty	D	<input type="checkbox"/>

NEEDS

Please indicate **I** how often you need English, and **II** how well you cope in the following situations:
I A = often B = sometimes C = seldom D = never
II W = very well X = well Y = not well Z = badly

	I				II			
	A	B	C	D	W	X	Y	Z
9. to read magazines and newspapers								
10. to read subject-related books / articles								
11. to fill in forms and official papers								
12. to write informal letters (e.g. to friends)								
13. to write formal letters								
14. to make notes from lectures, seminars, tutorials								
15. to write essays								
16. to write longer papers								
17. to follow radio and TV programmes								
18. to follow casual, social conversation								
19. to follow seminars and tutorials								
20. to follow talks and lectures								
21. to follow meetings and conferences								
22. to read aloud								
23. to have simple, short conversations (e.g. in shops)								
24. to make social conversation (e.g. with students)								
25. to discuss your subject with lecturers and students								
26. to telephone								
27. to participate in seminar/tutorial discussions								
28. to participate in meetings and conferences								
29. to give oral presentations at seminars/tutorials								
30. to give papers								
Others (please specify):								

Questionnaire III

QUESTIONNAIRE FOR TEACHERS OF HELSINKI STUDENTS AT EDINBURGH
GENERAL BACKGROUND INFORMATION

1. In which department(s) do you teach?

2. In what context(s) have you had contact with Finnish students?

social	
lectures	
tutorials	
examinations	
other written work	

LANGUAGE NEEDS

How have the students coped with the following?

	well	adequately	not well
3. informal conversation			
4. formal conversation			
5. working in small groups			
6. giving papers			
7. tutorial discussion			
8. reading (set books and course materials)			
9. understanding lectures			
10. study-specific terminology			
11. informal writing			
12. formal writing			

13. In your opinion, what could benefit them most in an orientation course before they come to Edinburgh?

CURRENT NEEDS

In your opinion, how often do Finnish students need English in the following situations: A - often B - sometimes C - seldom D - never

	A	B	C	D
14. to read magazines and newspapers				
15. to read subject-related books / articles				
16. to fill in forms and official papers				
17. to write informal letters (e.g. to friends)				
18. to write formal letters				
19. to make notes from lectures, seminars, tutorials				
20. to write essays				
21. to write longer papers				
22. to follow radio and TV programmes				
23. to follow casual, social conversation				
24. to follow seminars and tutorials				
25. to follow talks and lectures				
26. to follow meetings and conferences				
27. to read aloud				
28. to have simple, short conversations (e.g. in shops)				
29. to make social conversation (e.g. with students)				
30. to discuss your subject with lecturers and students				
31. to telephone				
32. to participate in seminar/tutorial discussions				
33. to participate in meetings and conferences				
34. to give oral presentations at seminars/tutorials				
35. to give papers				
Others (please specify):				

Questionnaire IV

NEEDS ANALYSIS QUESTIONNAIRE FOR HELSINKI STUDENTS GOING TO EDINBURGH
GENERAL BACKGROUND INFORMATION

1. What Faculty are you with at Helsinki University?

2. What courses do you plan to take at Edinburgh?

3. Why did you decide to go to Edinburgh?

4. What form of help would you like before you go? (for example, with language, social and cultural aspects)

SELF ASSESSMENT

5. Approximately what percentage of what you read in English do you understand?

95%	A	<input type="checkbox"/>
75%	B	<input type="checkbox"/>
50%	C	<input type="checkbox"/>
less than 50%	D	<input type="checkbox"/>

6. Approximately what percentage of what you hear in English do you understand?

95%	A	<input type="checkbox"/>
75%	B	<input type="checkbox"/>
50%	C	<input type="checkbox"/>
less than 50%	D	<input type="checkbox"/>

7. How well do you manage in written English?

fully	A	<input type="checkbox"/>
well	B	<input type="checkbox"/>
adequately	C	<input type="checkbox"/>
with difficulty	D	<input type="checkbox"/>

8. How well do you manage in spoken English?

fully	A	<input type="checkbox"/>
well	B	<input type="checkbox"/>
adequately	C	<input type="checkbox"/>
with difficulty	D	<input type="checkbox"/>

CURRENT NEEDS

Please indicate how well you cope with English in the following situations:

A = very well B = well C = not well D = badly

	A	B	C	D
9. to read magazines and newspapers				
10. to read subject-related books / articles				
11. to fill in forms and official papers				
12. to write informal letters (e.g. to friends)				
13. to write formal letters				
14. to make notes from lectures, seminars, tutorials				
15. to write essays				
16. to write longer papers				
17. to follow radio and TV programmes				
18. to follow casual, social conversation				
19. to follow seminars and tutorials				
20. to follow talks and lectures				
21. to follow meetings and conferences				
22. to read aloud				
23. to have simple, short conversations (e.g. in shops)				
24. to make social conversation (e.g. with students)				
25. to discuss your subject with lecturers and students				
26. to telephone				
27. to participate in seminar/tutorial discussions				
28. to participate in meetings and conferences				
29. to give oral presentations at seminars/tutorials				
30. to give papers				

SECOND INTERNATIONAL HAMBURG CONGRESS
ON BUSINESS COMMUNICATION
(September 30 - October 4, 1991)

II. INTERNATIONALER HAMBURGER KONGREß ZUR
WIRTSCHAFTSKOMMUNIKATION
30. September - 4. Oktober 1991

Eva Stahlheber
Universität Leipzig

The University of Hamburg hosted the "Second International Hamburg Congress on Business Communication" (IHCW) from Monday, September 30, to Friday, October 4, 1991. It had been six years since the IHCW had met for the first time. Then, due to a bomb threat, the Congress had to convene in the "Congress Centrum" instead of on the first floor of the university's 14 storey "Philosophenturm", as this year.

This year's IHCW drew 240 participants from Australia, Austria, Belgium, Denmark, Finland, France, Germany, Great Britain, Hungary, Ireland, the Netherlands, Poland, South Africa, Sweden, Switzerland, and the USSR; the Finnish contingent was particularly well represented. More than 90 speakers from business, industry, and science presented their knowledge and experience in the area of business communication in 9 plenary lectures, and in a multitude of talks in 11 topical sections and 4 thematic workshops. Two special events struck out of the general schedule, viz. (1) the section on "German-German Communication" on Thursday, the 3rd of October, the newly appointed German Unity holiday, and (2) the section on "Cultural concepts, corporate identity and ecological communication" on Friday, the last day of the conference. A small exhibition of books and publications - originally announced as a media exhibition - rounded off the overall picture of the congress. An overview of all papers had graciously been made available in the form of a paperback "Konzepte zur Unternehmenskommunikation, -kultur &

-identität / Concepts of Business Communication, Corporate Culture & Identity", in which were published the preliminary shortened versions of all papers. This book served as a welcome guide for preparing one's own conference schedule. In addition, the 42 page program booklet outlined the questions to be answered by the congress:

1. Which identity, which corporate culture is presented to the inside and to the outside of corporations by the linguistic and communicative behavior of these corporations?
2. How is a possible conflict solved between a corporation's national identity and its international business commitments?
3. What internationalization concepts are favored, how are cultural barriers overcome, and how is an international understanding attained?
4. What kind of influence does the diversity of ways in which a corporation communicates have upon corporate personality and corporate identity consciousness (i.e. its image), particularly on its employees?
5. In how far can a holistic corporate personality and a positive identity consciousness be generated, developed or altered by language and communicative behavior so as to achieve societal acceptance of a corporation?
6. Which contributions to the culture of a corporation actually come from language and communicative behavior?

Monday, September 30, 1991

Fancy that: it was not under the auspices of an industrial corporation that this conference was taking place, but rather under the auspices of the Project Division "Business Communication" of the Germanic Department at the University of Hamburg (ARBUK. Arbeitsbereich < Unternehmenskommunikation >) headed by T. Bungarten. However, in his introductory speech on Monday, following Vicepresident B. Vogel's opening talk, T. Bungarten sketched the historical development of *the relationship between business and linguistics* whose only materialization had originally been in the form of translation departments in corporations. Nowadays "CI" (Corporate Identity) has become a discipline in its own right, according to Roman Antonov. While such aspects as color, design, and marketing strategy have always been recognized as concepts important to business, the entities of communication and language have only recently been raised to consciousness as to their bearing on corporate culture, corporate identity, and technical communication. Bungarten's second point concerned the coalescence of the two Germanies. He again quoted Antonov by stating that "die größte Aufgabe bis zum Ende dieses Jahrhunderts wird es sein, die beiden ursprünglichen Deutschländer in EINE IDENTITÄT zu überführen" (the most challenging task up to the end of this century will be that of transferring the originally two Germanies into ONE IDENTITY). This was to be the special topic for the morning of October 3.

The five plenary talks given on Monday started with an eye-opening presentation by L. Tiittula from the Business University in Helsinki on "Stereotypes in International Business Communication". First, she defined stereotypes as instruments of classifying other people either as "different from us" or "as similar to us". This classification helps people cope with the peculiarity of new cultures. Second, she pointed out that a stereotype about a group, e.g. about the Germans, is usually evaluated positively within the

group itself, but negatively outside it (e.g. "The Germans are price conscious" is a German judgment, while "The Germans are stingy" is a Finnish one). Third, she demonstrated how business communication between Finns and Germans is determined by such stereotypes. She highlighted the particular linguistic devices which are the carriers of generalizations, e.g. the present tense "Die Finnen machen nie den Mund auf, wenn man mit ihnen redet"; articles "Der Finne ist verschlossen"; indefinite pronouns "man, jeder, alle, keiner", a.o. Fourth, she looked at ways in which Finns and Germans alike try to overcome perceived mutual stereotypes, i.e. by marking directness and indirectness, by using metacommunicative sentence frames, by weakening statements, and by relativizing or delaying utterances.

The second plenary talk by B. Bensmann (Bensmann: Communication, Osnabrück) dealt with identity concepts in corporations and administration. J. H. Austin (JA Technische Kommunikation, Winsen) spoke on "Technical communication as a marketing instrument of the 90's". J. Westphal's presentation (Sozietät Westphal & Vogel; retired minister, Hamburg) described his personal experience in the "Communication between business and politics". The fifth plenary talk by A. M. Theis from Augsburg University, "How much communication can a corporation afford, how much communication does it have to afford?" (Wieviel Kommunikation kann sich ein Unternehmen leisten, welche Kommunikation muß es sich leisten?), was heavily marked by the Germanized terminology of the American system theory role models that it was leaning on.

The formal part of the first day ended with a pleasant evening reception in Hamburg's stately City Hall where State Councillor C. Noé welcomed the participants with an interesting speech on the industrial side of Hamburg and on its many publishing houses. Understandably, this side had often been overlooked because of Hamburg's overwhelming importance as a port city. After the

gettogether, the cultural program provided for a little sightseeing tour. However, the overall cultural program, though well organized by the "Hamburger Besucher Service", ran to almost DM 300,-, quite an imposing sum of money, which made some of us decline the offer. Instead, we took a walk along the Small Alster and wound up in a nice steak restaurant. After all, post-conference time is the best time to talk shop with colleagues and new friends.

Tuesday, October 1, 1991

Tuesday, like the rest of the conference week, started with a plenary lecture. This gradual tune-in was a nice feature of the conference, as were the regularly interspersed coffee breaks. Tuesday's plenary lecture was given by Hartmut Schröder (Vaasa University, Finland), who viewed intercultural interferences in terms of so-called "lacunes", the main concept in Soviet ethno-psycholinguist's Ju. A. Sorokin's lacune theory, which may provide a new theoretical approach to intercultural differences in LSP communication.

Of the morning's five thematic sections, A: Internal and External Corporate Communication, B: Technical Communication as a Mediator between Producer and Consumer, C: Information Processing in Corporate Communication, D: Societal Communication of Corporations, and E: Internationalization of Corporate Communication, it was Sections A and B that I voted for. L. W. Slawgorodskaja read a paper on the historical evolution of text linguistics and on the application of game theory to texts. There are conflicts which lead to (new) texts, which in turn provide a forum of dialogue for the two (or more) factions. These conflicts are negotiated by means of the texts, and one interest group may win by prevailing in its goals and the other may lose by yielding argumentative ground. In the talk that followed, H. Ebert (Bonn University) presented preliminary results from his analyses of "The Language of leadership role models in business and public

administration". His textual corpus consists of instructive manuals (Regulative) for the leaders and managers at Krupp Corporation from 1868 through the 1970s. He identified and reconstructed the primary illocutions and text functions of these text genres: standardization, prohibition, permission, demand, argumentation, teaching, and found that administrative and business texts do not differ with respect to language, but simply with respect to their explicit topic. A glimpse into Section B consisted in the paper by P. Sieffert (Philips Medizin Systeme GmbH, Hamburg), who reported a positive response to the self positioning and rating questions asked of technical writers in corporations.

Back in Section A, L. Kremer from Antwerpen University gave a most detailed presentation of the results of his diachronic analysis of a well founded text corpus of German business letters from 1844 through 1988. He distinguished 5 stylistic periods: (1) 1840 - 1870, when private letters and business letters hardly differed; (2) 1870 - 1920, the Time of Promoterism (Gründerzeit) with its rigid formulas, its tendency towards regulation of everything, and its nominal style, (3) 1920 - 1950, the postWorldWar One period when DIN formats were introduced and archaic salutation and letterhead rules became obsolete; (4) 1950 - 1980, the era of word processors, with its modernization and standardization trend and its increase in left justification of salutation, signature, etc.; and (5) post 1980, a period he calls "New Style". New Style includes the redrafting of the DIN norms, the decrease in costs of writing services, the introduction of decimal classification, etc. In sum, Kremer came to the conclusion that the standardization of business correspondence/communication is in need of language cultivation and refinement (German: "Sprachpflege"), rather than of rules based on intertextuality or empirical observations. In the paper to follow, M. Sohst from the Merseburg Institute of Technology (TH Merseburg) gave an overview of an integrative approach for the description of business

communication which analyzes language acts ("Sprachhandlungen") and relationships between them ("Sprachhandlungsbeziehungen"). It became apparent that an exact correspondence between reality and linguistic form in accordance with the model may be hard to establish.

Evening workshop Number 2, "Features of oral communication in international business contacts", was run by E. Reuter (Tampere), S. Ylönen (Jyväskylä), H. Savolainen (Helsinki), L. Tiittula (Helsinki), and L. Keim (Bielefeld), and dealt with Finnish-German, German-German, and Spanish-German business relations, respectively. Reuter presented an authentic videotape of a German presentation about Finland as an industrialized country, shot at the Leipzig Fall Fair 1990, and provided suggestions for teaching applications. Ylönen also used an authentic videotape of a West German-East German business conversation at the Fair to point out current problems in the communication between "Wessies" (West Germans) and "Ossies" (East Germans). It appeared that at the time (Fall 1990) Wessies usually displayed a direct, sometimes arrogant attitude while Ossies by and large took on an insecure, vague, and subservient air. Savolainen and Tiittula talked about ways of analyzing business dialogues and were concerned with such things as signals and devices as means of controlling conversations, of initiating a change of topic, of distributing roles, rewording utterances, and securing comprehension. In her investigations, L. Keim found Germans saying, "the cordial atmosphere 'down there' is really remarkable", when they had to describe the spirit of business talks with Spaniards.

Wednesday, October 2, 1991

Wednesday started with a plenary talk by D. Marsh (Jyväskylä) on "Corporate communication through human resources: Training a Euromanager", which prepared the ground for the six thematic sections

of the day, viz. Sections F: Intercultural Negotiations (sales and purchases), G: Business language courses and curricula, H: Corporate Culture and its Changes, I: Communication Training in and for Corporations, and K: Corporate Personality and Corporate Identity (CI).

Section K was opened by B. U. Biere with his lucid analysis of the use of substitute constructions as a strategy for avoiding direct self praise. He found 5 strategy categories, i.e. (1) thematization of the taboo e.g. "I don't like to enumerate my own qualities", (2) thematization by way of distancing, e.g. "Qualities all present", (3) caricaturing one's own person, (4) understatement, and (5) exaggeration/hyperbole. Importantly, self praise seems to be handled quite differently in each culture. By means of a clear and colorful slide presentation of exact figures, symbols and dates, the next speaker H. J. Bierwisch (DEA Mineral Oil AG, Hamburg) retold the history of the transition from the brandname and corporate identity of TEXACO to that of DEA. After lunch, M. M. Burrows from the Universiteit van Stellenbosch, South Africa, reported on the theory behind her self-funded case study on "The ikonogenic concept as a positioning strategy in managing corporate image and identity in South Africa". In his talk on "Professionalism of communication and its significance for the development of a corporate identity", K. D. Baumann (Department Chair, Sektion Fremdsprachen, Leipzig University) presented his integrative approach to the analysis of business communication. He had applied his approach to a corpus of manuals and texts for physicians starting their own practices. E. Stahlheber (Sektion Fremdsprachen, Leipzig University) outlined her work-in-progress, involving a diachronic, contrastive quantitative analysis of the CIs of the two interdisciplinary scientific journals "Science" and "Die Naturwissenschaften".

Workshop I "Aspects of written business communication exemplified by international product marketing", run by H.

Schröder and T. Pakkala from Vaasa University, concluded the evening with talks by K. Leppälä on the importance of cultural knowledge in advertising, P. Roinila on culture specific image formation modi, T. Pakkala on a contrastive analysis of text-picture relationships in product and company presentation by Germans and Finns, and by Z. Berdychowska on linguistic and cultural aspects of international product marketing.

At 8:00 p.m., an official IHCW banquet gathered together part of the conference participants on freighter and museum ship "Cape San Diego" in Hamburg's harbor.

Thursday, October 3, 1991 (New Day of German Unity)

The next day, the 3rd of October, i.e. the newly appointed holiday of German Unity, was a thematic part of the conference's program. It began with a plenary talk by J. Lehtonen (Jyväskylä) on the "Atmosphere in organizations and its relationship to national cultures". He exemplified his work by a comparison between Estonia and Finland (whose national anthems are, incidentally, the same, having been composed by a German composer).

The occasion was honored by a special morning panel of papers by A. Thomas (Regensburg), A. Satzger (Merseburg), C. Keese (Berlin), S. Turner (Dresden), and D. Blei (Dresden), with a subsequent argumentative discussion between the speakers. A. Thomas, a social psychologist, gave an indepth analysis of the divergences in German-German business cooperation. The some 1,000 pages of the unification contract ("Einigungsvertrag") had been intended to do away with a topheavy East German ("Ossie") bureaucracy with the help of West German ("Wessie") civil servants. Investments and the "free" marketplace would then take care of the rest. Well, this rationale had overlooked the human beings involved. The two different ideological systems have been forced to

manage a rapprochement where the Ossie side has to adapt more to the Wessie side than vice versa. Why? Because East Germany had voted to take over the Western political and economic system "for better or for worse". There has been a knowledge discrepancy on both sides. Most West Germans were ignorant about the legal, economic, political, bureaucratic mechanisms in East Germany. Most East Germans were ignorant about the West German counterpart despite the media information available. However, now it's not like Wessies are learning about East German ways (in order to understand their country(wo)men's disposition or simply for historical reasons), and vice versa; rather, Wessies are telling Ossies that "they don't know how to do anything". It's the Ossies who have to manage the impossible; learn as much as possible in as short a time as possible. They can forget about the world they've known and lived in before.

A. Satzger spoke on the question of whether in German-German communication, Germans are talking with one another or about one another. The population has now orientation problems. Conversations about comparisons between new things and things that need to be abolished has a potential of either encumbering or encouraging communication. Communication East is marked by insecurity while Communication West is marked by arrogance. Some people had hypothesized a historical development of two different German cultures in juxtaposition; Satzger, however, did not agree to this: forty years were too short a time as to produce such a discernible dichotomy. He felt that FRG and GDR germanists had given hypertrophied representations of the divergent developments of the "2 German languages".

C. Keese of the then still existing magazine EXTRA, published in Berlin, talked about the "Cash-and-carry policy" of Western publishers and gave a brief comparative sketch of the advantages and disadvantages of EXTRA's 50 East and 20

West German journalists. He said Wessie journalism could be characterized as news oriented, insisting, skeptical, sarcastic, indepth, succinct, while Ossie journalism featured extensive description, i.e. many lines, reflecting extensive research.

D. Blei's presentation was titled "Behavioral cliches versus language behavior". She analyzed quotes taken from German papers and news magazines such as "Der Spiegel", which dealt with the characterization of East Germans, e.g. "Den Neuen fehlt Selbstvertrauen", "Durchstraten", "Die heiraten mit 19 und haben kein Geld", "sind im Reflektieren über ihre Muttersprache wenig geübt". She listed the criteria by which Ossies and Wessies had been measured and judged: education, references, and material wealth. The stereotypical conversation topic - encountered in many different travesties - was the cliché of East German life before unification, cf. such Spiegel quotations as "bringen ihre Kinder lieblos zum Hort", "gehen zur Arbeit, verträdeln dort ihre Zeit", "bauen schwarz ihre Datsche", "freuen sich übers Wochenende". Another topic worth mentioning is the cliché of the "New cordiality" ("Neue Herzlichkeit", D. E. Zimmer) in restaurants and public offices, possibly a manifestation of market tendencies to gain profit by attracting consumers through personable behavior. She polemically referred to M. Wedel, who had interpreted the East Germans' ubiquitous use of the plural pronoun "WIR" as the "We" of the socialist, collectivist ruler caste. A book she pointed out as typifying the situations is "Der Besser-Wessi" by I. Serwuschok and C. Dölle, published 1991 in Leipzig by the Forum-Verlag.

The afternoon provided for a session on CI and CI programs for corporations. T. Bungarten gave a general introduction: "Quo vadis, CI?". W. Böttcher (Drägerwerke AG, Lübeck) spoke on CI as a leadership and marketing instrument. W. Brudler (Zintzmeyer & Lux AG, Zurich) talked about the language component of CI processes. B. Rieger looked at the question of the Janus-

facedness of CI practice: where does appropriate self representation of companies end and where does deceiving self praise in PR begin? Not only philosophy of science, but also hermeneutics offer viable approaches to CI processes. CIs have to come from inside. They have to be based on internal conviction; they have to be lived.

Workshop III dealt with communicative problems between companies from Germany and from the Netherlands or Denmark, respectively, and was run by W. Herrlitz (Rijksuniversiteit Utrecht) and J. Wagner (Center for Fremmedsprogspædagogik, Odense Universitet), with special contributions from E. Niehaus and P. List. As emerged from the discussion, German seemed to be the language of business between the "small countries". Or, the purchaser country's language may be adopted as the medium of business communication in order to please the potential buyer, who might then be more inclined to purchase the goods offered. Other problems of interest were intercultural differences in business communication among Germany, the Netherlands, and Denmark.

Friday, October 4, 1991

Friday's program offered a special treat: a session on "ecological communication in companies and within society". The panel speakers included St. Hormuth, a psychologist from Gießen university, H. Harder, a representative of a consulting firm for corporations, agk. Arbeitsgemeinschaft Kommunikation e.V. in Hamburg, E. Mindermann from the advertising agency "Die Gilde" in Hamburg, and H.-H. M. Hatlapa, entrepreneur, director of the wilderness reserve Eekholt in Großenaspe.

According to Hormuth, ecopsychology - a science concerned with ways of inducing real changes in individual ecobehavior for the sake and welfare of the whole community - has been a subject at German universities for 20 years. It almost seems a banal truth that not only

individual attitudes but also - and more importantly - social norms determine ecobehavior. Of course, feedback systems are needed to check the success of ecopsychological intervention programs.

Harder talked about his experience in advising companies about their ecological behavior. His firm's consulting philosophy had been based on the image of a "mature" (mündige) consumer who will judge the company s/he buys from by the CI and the ecological CI it lives and represents.

Summarizing of his company's advertising philosophy, E. Mindermann drew a line between (1) companies which attempt mere "eco-sponsoring" (making donations to ecological causes in order to secure a fashionable ecological image and thereby positive sales figure) and (2) companies which really live and embody an ecological philosophy. He said that his company refused to consult companies of the first kind.

H.-H. M. Hatlapa's presentation was most impressive, first and foremost because he is an entrepreneur, living and teaching the ecological principles he himself had only recently learned about. Naming some figures, he described some of the far reaching damages that worldwide pollution has caused. His question eventually was, "How much more emissions, land seizure, and resource depletion can the earth take?". He gave a few suggestions how to ingrain the importance of environmental protection in the population, among them preventative measures and the integration of environmental damages into the pricing system. However, according to Hatlapa, we are lacking a good incentive structure for organizations to behave positively. As an entrepreneur, he has been interested in demonstrating to other entrepreneurs how to incorporate environmental protection into the management of companies. After all, managers have a

role model function in the life of companies. After the subsequent discussion, T. Bungarten pronounced some words of farewell to all participants of the conference and thanked his colleagues and assistants U. Spiegel, S. Hansen, D. Mett, and F. Riedel for their work in organizing and shaping the Congress.

...and in between all these talks and days of listening and discussing "business communication", it had been possible to have a jolly Finnish-German-Norwegian-Dutch-Spanish-French supper and drinking round at the "Hindukusch", an Afghanistanian restaurant across from campus. The late afternoons we used to be some sightseeing: inspect the Reeperbahn, the harbor, the TV tower, the Hanse-Viertel, etc. Yes, and the fireworks on the Alster on German Unity Day! They were the most grandiose and most beautiful fireworks I have ever seen.

To sum up, the conference was a success. I am sorry to have missed a lot of interesting presentations because they took place parallel to those I attended, but publication of the "long" versions of all papers will be able to fill everyone in and to catch up on talks missed. One critical remark may be in order: I was surprised by the preponderance of the German language as a conference language for a topic like business communication (considering that even in their home country, German economists and business administrators use English as a conference language, and that some of the visitors from the English speaking countries such as Australia and South Africa hardly understood a word of German). This could, however, not detract from the fact that the conference had managed the most important thing a conference may desire to achieve: there emerged a holistic picture of the diverse aspects of business communication in the 1990s.

KIRJAKATSAUS ** BOOKS BRIEFLY

Heidrun and Udo O. H. Jung: THE DICTIONARY OF ACRONYMS AND ABBREVIATIONS IN APPLIED LINGUISTICS AND LANGUAGE LEARNING

Compiled with the assistance of Helmut P. Hagge, Birga Müller,
Jürgen Sudhölter and Charles B. Thurston

Peter Lang, 1991.

Like many another nuisance, the "maladie du siècle" of acronyms and abbreviations has slowly and stealthily crept upon the profession. To remedy the situation a number of scholars from Europe and overseas have banded together and combed the relevant literature. Acronyms were plucked from books and journals and recorded following a common scheme. It was discovered that between 1900 and 1960 only very few abbreviations were in use. The international journals which are the (foreign) language teacher's and/or applied linguist's daily reading matter remained relatively clean until the mid-sixties. Around 1965 acronyms and abbreviations started multiplying at a pace nobody could cope with any more. The compilers of the *Dictionary of Acronyms and Abbreviations in Applied Linguistics and Language Learning* have searched more than 160 journals and a host of books including those from neighbouring fields (psychology, politics, statistics, sociology, information technology), in order to pinpoint the acronyms and abbreviations the target population is likely to be confronted with.

A number of acronyms and abbreviations selected for inclusion in the dictionary were further subcategorized. Tags following the full form indicate to the dictionary user to which of 9 subcategories the acronym belongs. Does it represent a textbook (Tb), dictionary (Dic), test (Tst), reader (Rdr) or is it a place-name (Pln), journal (Jnl), book series (Ss), a publisher (Pub), maybe? Together with tags indicating the country of origin - this can be very important in the case of the English-, French-, Spanish- and German-speaking countries - the

bracketed identifier is an excellent means of quickly sweeping together subject-specific information.

Another, very reliable way for finding related acronyms consists in exploiting the extensive cross-referencing that is a distinguishing mark of the dictionary. You need information of the party system in country xyz? There is an inverted index that accompanies the dictionary. It gives you the full form followed by the abbreviated equivalent. You are safe, if only one of the party names is remembered correctly. For, if you turn to the main part of the dictionary next, you will be cross-referenced to the other party acronyms that the dictionary holds in store. Of course, this does not only apply to political parties, but also to linguistic atlases, dialects, teacher associations and unions, information centres, teaching methods, broadcasting stations, leaving certificates, syntactic categories, discourse types, classroom observation schemes, international businesses, language schools, language corpora, computer programs, in fact the language (teaching) universe.

To sum up, then. The *Dictionary of Acronyms and Abbreviations in Applied Linguistics and Language Learning* is two things in one. It can be used as an abbreviations dictionary that specializes in the area of linguistics and language teaching. At the same time, it is an indispensable reference tool, a data base, which gives you up-to-date addresses of organizations and bibliographic references on relevant concepts and institutions.

Dr. Udo O. H. Jung

TIEDOTUKSIA ** INFORMATION

Korkeakoulujen kielikeskus tiedottaa

VUONNA 1991 ILMESTYNYT

KIELIKESKUSMATERIAALIA

- 12 **VENÄJÄÄ YHTEISKUNTATIETEILIJÖILLE:
LUETUN YMMÄRTÄMISEN KURSSI**
- OPPIKIRJA 1 (291 s.)** 60,-
Sirikka Laihiala-Kankainen - Maarit Heikinheimo-Schröder
- Margarita Pietarinen (1991)
ÄÄNITTEET
- 34 **DEUTSCH FÜR SOZIALWISSENSCHAFTLER**
Projektgruppe Deutsch für Sozialwissenschaftler unter
Leitung von Hartmut Schröder
Redaktion: Pauli Roinila - Hartmut Schröder - Hugo Zenkner
- BAND III: SOCIALWISSENSCHAFTLICHE DISZIPLINEN:**
Politikwissenschaft/Politologie/Staatswissenschaften
TEXT- UND ARBEITSBUCH (72 s.) (1991) 25,-
- 46 **VENÄJÄÄ AIKUISILLE
JATKOKURSSI KIELIKESKUSOPETUKSEEN**
Eija Hämäläinen - Marjatta Alestalo-Shepelenko (1991)
- OPPIKIRJA I (146 s.)** 30,-
OPPIKIRJA II (tulossa)
KIELIOPPI JA SANASTO (tulossa)
ÄÄNITTEET (tulossa)
- 48 **READING COMPREHENSION FOR STUDENTS OF PHARMACY
(PHARMACISTS)**
Eva May - Maire Mäkinen - Marianne Kiekara (1991)
- SECTION I (May - Mäkinen) (151 s.)** 35,-
SECTION II (May - Kiekara) (165 s.) 35,-
TEACHER'S BOOK I (May - Mäkinen) (257 s.) 45,-
TEACHER'S BOOK II (May - Kiekara) (277 s.) 45,-

- 49 **READING COMPREHENSION FOR STUDENTS OF PHARMACY
(PRESCRIPTIONISTS)**
Eva May - Maire Mäkinen - Marianne Kiekara (1991)
STUDENT'S BOOK (May - Mäkinen) (189 s.) 38,-
TEACHER'S BOOK (May - Mäkinen - Kiekara) (301 s.) 48,-
- 58 **ENGLISH READING COMPREHENSION:
NATURAL SCIENCES (1991)**
- I BIOLOGY**
Marga Margelin - Helena Valtanen
STUDENT'S BOOK (98 s.) 30,-
TEACHER'S BOOK (145 s.) 40,-
- I ECOLOGY**
Aila Syrjäkari-Roberts - Helena Valtanen
STUDENT'S BOOK (92 s.) 30,-
TEACHER'S BOOK (119 s.) 40,-
- I CHEMISTRY**
Marja Lehto-Määttä - Marga Margelin - Helena Valtanen
- Anu Virkkunen
STUDENT'S BOOK (105 s.) 35,-
TEACHER'S BOOK (144 s.) 45,-
- II MATHEMATICS, PHYSICS**
Maire Mäkinen - Pirjo Neuvonen - Helena Valtanen - Anu Virkkunen
STUDENT'S BOOK (141 s.) 42,-
TEACHER'S BOOK (187 s.) 52,-
- III GEOGRAPHY, GEOLOGY**
Marga Margelin - Matti Palomäki - Aila Syrjäkari-Roberts
STUDENT'S BOOK (153 s.) 42,-
TEACHER'S BOOK (213 s.) 52,-
- 65 **DEUTSCH FÜR MEDIZINER**
Herausgeber: Sabine Ylönen (1991)
- BAND II: HÖRVERSTEHEN UND MÜNDLICHE KOMMUNIKATION (72 s.)** 37,-
LEHRERHEFT FÜR BAND II (81 s.) 80,-
TONKASSETTE: 1 Warum werde ich Arzt? 13'
**2 Zur Entwicklung der Medizintechnik und
ihr Einfluß auf das Arzt-Patient-Verhältnis** 16'
- VIDEOKASSETTE**
- Eine Sprechstunde** 5'30"
Beim Arzt in Lappland 12'15"
Eine Visite 18'35"
Probleme der Arzt-Patienten-Kommunikation 12'55"

- 85 SVENSKA FÖR NATURVETARE
- DEL I: MATEMATIK, STATISTIK, DATABEHANDLINGSLÄRA, FYSIK (138 s.)** 30,-
Raija Elsinen - Hannu Niemi - Ulla Stenman - Pirjo Varhimo
- Marianne Woivalin (1991)
- DEL II: KEMI, EKOLOGI, BIOLOGI (95 s.)** 30,-
Carola Karlsson-Fält - Pirjo Varhimo (1991)
- 86 READING COMPREHENSION FOR STUDENTS OF NUTRITION
AND HOME ECONOMICS
Pirkko Olsonen - Tuula Lehtonen (1991)
STUDENT'S BOOK (78 s.) 30,-
TEACHER'S BOOK (115 s.)
- 90 ENGLISH FOR HEALTH CARE: TEACHER'S PACK
Deborah Mason
ÄÄNITTEET 52' 100,-
80,-
- 91 ARGUMENTERA - DISKUTERA - AGERA
Muntliga övningar för juris studerande och andra (163 s.)
Hans Landqvist (1991) 130,-

KORKEAKOULUJEN KIELIKESKUKSEN JULKAISUJA:

- 39 Joan Nordlund:
IN-SERVICE TRAINING: A TWELVE-MONTH PROGRAMME
FOR LANGUAGE CENTRE TEACHERS IN FINLAND
(PILC) (1991) 30,-
- 40 Deborah Mason:
THE LANGUAGE LEARNING STRATEGIES OF FINNISH
ESP STUDENTS
Explorations in Classroom Research (1991) 30,-
- 41 Tuija Nikko:
KOGNITIIVINEN LÄHESTYMISTAPA VIERAAN KIELEN
YMMÄRTÄMISEEN.
Ymmärtäminen natiivin ja vieraan kielen puhujan
puhelinkeskustelussa 60,-
- FINLANCE Vol IX
Maija Grönholm & Pirkko Muikku-Werner (1991) 25,-

Julkaisuja voi tilata Korkeakoulujen kielikeskuksesta, puh. 941-603 520.
Hintoihin lisätään postitus- ja käsittelykulut.

KIELIKESKUSUUTISIA 1991

- "A propos 700-Jahr-Feier der Schweiz" Ewald Reuter 5/7
Aineopintoja vieraalla kielellä Tuija Nikko 1/7
Authentische Videos für Wirtschaftsdeutsch Martin Hahn 13/6
Bericht über das Symposium zur Geschichte der Linguistik
Maritta Moisio 5/10
Bericht über das Seminar "Literatur im Fachbezogenen Unterricht
Deutsch als Fremdsprache" Tuija Pakkala 11/4
Bewußtseinslage und Befindlichkeit im neuen Europa Christoph Parry 7/8
Der erste gesamtdeutsche Germanistentag vom 6. - 9. Oktober 1991
in Augsburg Kurt Nyholm 12/10
Deutsch für finnische Jurastudenten Katrin Sandholm 4/1
Eurocall 1991 Timo Sikanen 9/8
II. Internationaler Hamburger Kongreß zur Wirtschaftskommunikation
30.9.-4.10.1991 Heidi Kahanpää 4/9
International Conference on Teacher Education in Second Language
Teaching Eija Ventola 5/6
Jyväskylä teki sen taas! Anu Virkkunen 2/10
Kielikeskus ranskalaiseen tapaan Pirkko Muikku-Werner - Hannele Dufva 4/2
Kielikeskusopettajien uusi täydennyskoulutusohjelma SILC
Liisa Kurki-Suonio - Anna Mauranen - Tuija Nikko 1/4
Kirjallisen viestinnän opettajat tapasivat Tampereella 20.9.1991
Pirkko Muikku-Werner 1/9
Körpersprache Gerhard Kohl 9/1
Language teaching at York University of Toronto Marga Margelin 6/7
Lingvistiikkaa Joensuussa Sirpa Jokinen - Hannele Dufva 9/7
Lopussa kiitos seisoo ... Pirkko Muikku-Werner 10/5
Ninth National Oral Skills Workshop Suzy McAnsh - Heather Kannasmaa 15/10
Paradigmasta diskurssiin - tutkimuksenteon lähtökohtia
Sirkka Laihiala-Kankainen 5/5
Pippingin perikunta Oulussa Hannele Dufva - Pertti Hurme 9/3
PUHE 90 -päivien satoa Sisko Riihialo 2/1
Seminar / Workshop on the Evaluation of Oral Proficiency Ari Huhta 14/4
Språket som kulturspegel Tuija Pakkala 7/3
Suomen kieltä ulkomaalaisille Maija-Liisa Punta-Saastamoinen 14/6
Teoria, tieteellinen luovuus ja tutkimuksen arki - Auli Hakulinen
Jyväskylässä Hannele Dufva - Pirkko Muikku-Werner 2/5
Terveisiä Euroopasta Breaking through the barriers! Maire Mäkinen 1/2
Tutkija vai tohtori? Hannele Dufva 7/5
Tutkimuksen tekemisestä Yhdysvalloissa Anu Virkkunen 16/5
Valtakunnallinen opettajankoulutuskongressi: kohti joustavaa
opettajankoulutusta Eija Aalto 8/10
Vinkkejä aloittelevalle Word Perfektin käyttäjälle Ari Huhta 12/5
Visual Analysis of Russian Sentence Structure Applied to
Computer-Assisted Instruction Karen Renard 5/4
Was tut sich da, auf unsren Konferenzen? Oder: der Kopf steckt
im Sand, die Beinchen zappeln in der Höh' Andreas F. Kelletat 1/3
"Why is spoken Danish so difficult to understand?" Ilpo Kempas 1/8
Wirtschaftsdeutsch - Lernort Betrieb Dr. U. Heuberger 10/6

MIELIPIDE - OPINION

- Aine- ja kieliopintojen yhdistäminen lisää oppimismotivaatiota
Liisa Yli-Ketola 16/4
- Tuntiopetusvarat ovat yliopisto-opetuksen strateginen reservi
Jaakko Numminen 8/2
- What line to follow in word division **David B. Bullivant** 10/2

KIRJAKATSAUS - BOOKS BRIEFLY

- Computer-assisted language learning and testing 19/1
- Introducing international communications networks and
 electronic mail into foreign language classrooms 6/9
- Kolme tuhatta sateista aamua 14/1
- Korkeakouluopiskelijan kokoustaito 17/6
- Management. Grundlagen der Unternehmensführung Konzepte,
 Funktionen, Praxisfälle 19/4
- Miten kirjoitan tieteellisen artikkelin 17/4
- More than meets the eye 14/7
- Rekapitulation 12/7
- Suomen kielen äänne- ja muoto-oppi 17/1
- The BBC Combinatory Dictionary of English 14/2

KATSAUS - REVIEW ARTICLE

- Linguistische Gesprächsanalyse 12/3



SSOTT IV ÅBO - TURKU
 JUNE 4-6, 1992
 UNIVERSITY OF TURKU
 FINLAND

SECOND CIRCULAR: November 1991

SSOTT IV

SCANDINAVIAN SYMPOSIUM ON TRANSLATION THEORY

UNIVERSITY OF TURKU
 FINLAND
 JUNE 4 - 6, 1992

CONTACT ADDRESS FOR ALL INFORMATION:

SSOTT IV - School of Translation Studies
 University of Turku
 Tykistökatu 4
 SF - 20 520 TURKU, FINLAND



SSOTT IV - ÅBO-TURKU
JUNE 4-6, 1992
UNIVERSITY OF TURKU
FINLAND

SECOND CIRCULAR: November 1991

SCANDINAVIAN SYMPOSIUM ON TRANSLATION THEORY

Thank you for your preliminary registration for the Fourth Scandinavian Symposium on Translation Theory in June 1992. We have received altogether 80 registrations and more than 30 proposals for papers. Our main topic, TRANSLATION AND KNOWLEDGE, will be divided into the following sub-themes:

- psycholinguistic processes in translation and interpretation
- translation and access to special documentation and terminology
- principles for a history of translation
- computerized aids in translation
- interpretation in its various forms
- theory of translation and "meaning"
- translation and theory of communication

VENUE AND FACILITIES

The Symposium will be held in the old City Hall of Åbo-Turku - Vanha Kaupungintalo/Gamla Rådhuset, located in Vanha Suurtori (see no 46 on the map). A reception and registration service will be located on the first floor.

Overhead projectors, video monitors, cassette recorders and computer facilities will be available. Please specify the technical details of your own video system/computer system. Demonstrations and exhibitions can be arranged.

PRELIMINARY PROGRAMME

We will organize plenary sessions and workshops - with English as the working language.

Thursday 4.6.1992 :

- | | |
|----------------|--|
| 11.00: | Opening session |
| 12.00: | Lunch |
| 13.00: | Plenary I - J. Lambert (Katholieke Universiteit, Leuven/Louvain) |
| | TRANSLATION: THEORY, HISTORY AND HISTORIOGRAPHY. A PROGRAMME. |
| 15.30 - 17.00: | Section meetings |
| 19.00: | Social programme |

Friday 5.6.1992 :

- | | |
|----------------|--|
| 9.00: | Plenary II - A. Berman (Centre Amyot, Paris) |
| | HISTORY AND EPISTEMOLOGY OF TRANSLATION |
| 11.00 - 13.00: | Section meetings |
| 13.00: | Lunch |
| 14.00 - 17.00: | Section meetings |
| 19.00: | Social programme |

Saturday 6.6.1992 :

- | | |
|----------------|--|
| 9.00 - 11.00: | Plenary III - D. Gile (Institut supérieur d'interprétation et de traduction - ISIT, Paris) |
| | MODELS IN USING KNOWLEDGE IN TRANSLATION AND INTERPRETATION |
| 11.30 - 12.30: | Concluding session |

The section meetings will consist of twenty-minute presentations followed by a ten-minute discussion period.

REGISTRATION FEE

The fee is 200 FIM for all participants.

This includes the Abstract volume, the Symposium folder, the social programmes and the Proceedings.

Payment should be made in Finnish Marks:

by bank transfer to: Kansallis-Osake-Pankki (KOP- Turku)

Account no. 117 350 -813 830

c/o Y. Gambier (SSOTT 92)

or by postbank transfer (giro) to: Postipankki

Account no. TU 5997 927

c/o Y. Gambier (SSOTT 92)

For payments made by cheque or by international money order (c/o Y. Gambier - SSOTT 92), an extra fee of FIM 20 will be charged.

A receipted invoice will be available at registration on the day of arrival.

Cancellations: before 31.3.1992: no cancellation fee
before 30.4.1992: cancellation fee FIM 150
after 1.5.1992: no refund

Please note that meals and accommodation are not included in the participation fee.

ACCOMMODATION

We enclose general information about hotels in Åbo-Turku and a map of the city.

Participants are asked to make their own room reservations.

The location of the Symposium is in the center (no 46 on the map) - close to the Cathedral (no 44), within easy walking distance of many hotels and restaurants. Our School of Translation Studies is no 57 on the map.

CONNECTIONS TO FINLAND

Åbo-Turku, Finland's third largest city, can be easily reached by air and by sea.

BY AIR: Finnair has direct flights to Åbo-Turku from Stockholm, Gothenburg, Malmö, Copenhagen, Oslo.

The organizers are negotiating with Finnair for a conference discount.

BY SEA: the Sweden-Finland ferries depart from Stockholm four times a day, two in the morning and two in the evening. Arrival in Turku-Åbo at about 9 p.m and 8 a.m.

Please contact the Silja Line or Viking Line office or a travel agency.

Connections from Helsinki to Turku: by air (30 minutes), rail (2.5 hours) or bus (2.5 hours).

THIRD CIRCULAR

The final scientific and social programme of the Symposium will be forwarded, with the Abstract volume in April 1992.

Please do not hesitate to contact us for further information or help.

Congress organizers: Yves Gambier, Jorma Tommola

Contact address: SSOTT IV - School of Translation Studies

University of Turku

Tykistökatu 4

20 520 TURKU, FINLAND

tel. +358 21 633 8725 / +358 21 633 8729

E-mail : gambier@kontu.utu.fi

Telefax: +358 21 503 060

Registration form on p. 51.

Nordic Prosody VI

At the Nordic Prosody V symposium in Finland 1989, it was agreed that the next symposium was to be held in Stockholm and arranged by the Department of Speech Communication and Music Acoustics at KTH.

We hereby invite everyone who is interested in any aspect of the prosody of Nordic Languages to take part in the sixth Nordic Prosody Symposium, "Nordic Prosody VI".

Date and place: August 12 - 14, 1992 at the Royal Institute of Technology (Tekniska Högskolan) in Stockholm.

Papers concerning prosodic aspects of the Nordic languages are welcome. Contributors should send an abstract along with their registration form.

Symposium fee, including social evening and conference proceedings: SEK 500.

Payment: preferably by transfer to postgiro: 82 97 86 -3 ("Nord"), before March 1, or paid in cash at the time of the meeting.

Registration: deadline March 1, 1992, on the registration form, by mail or fax.

Publication: Abstracts will be distributed before the symposium. Following the pattern of earlier symposia, the contributions will be published in a book after the meeting. A style sheet for photo-ready full paper contributions will be distributed during the symposium.

Accommodation: Participants are asked to arrange their own accommodation. We will distribute a list of reasonably priced hotels. Note that the symposium will take place during the same week as the "Stockholm Water Festival, August 7-16". Therefore it is advisable to book hotel rooms early.

March 1, 1992: Deadline for registration and abstract

April 1992: Distribution of the program, including abstracts, a preliminary list of participants and general information on hotels, etc.

August 12-14, 1992: Symposium.

November 1, 1992: Deadline for photo-ready papers

Early 1993: Distribution of proceedings to participants.

Björn Granström, Chairman

Lennart Nord, Secretary

Address: "Nordic Prosody", Inst för Talöverföring & Musikakustik, KTH, Box 70014, S-100 44 Stockholm, Sverige.

Fax number: 46 8 790 7854, email: nordpros@speech.kth.se

 Registration form

Name: _____ Phone: _____

Address: _____ Fax: _____

email: _____

Title of paper (abstract enclosed): _____

I will transfer SEK 500 to postgiro 82 97 86 -3. ("Nord")

I will pay in cash at the symposium registration

 Sektion Fremdsprachen / Foreign Language Centre
 University of Leipzig

First Circular Date Direct external dialling
 December 1991 ... 719 2982/719 2977

International Workshop

**LSP Text Linguistics in the Classroom -
 Teaching Properties of LSP Texts in Foreign Language Classes
 for Different Target Groups**

Leipzig, Germany, August 17 - 22, 1992

Dear Colleague,

With this letter, we take pleasure in announcing an International Workshop on

LSP Text Linguistics in the Classroom

which will be hosted by the University of Leipzig and organized by the Foreign Language Centre.

We invite LSP teachers as well as LSP researchers to contribute their experience in applying results of text linguistic research to the teaching process, with emphasis on language classes for different target groups and special subject areas.

This practically-oriented workshop will be held just before the International Conference on "Discourse and the Professions" which will take place at the University of Uppsala, Sweden, August 26-29, 1992, and be under the auspices of the Association suédoise de linguistique appliquée (ASLA).

The workshop of Leipzig will include a number of contributions made by members of the **ESP Research Group** (Forschungsgruppe "Fachsprachen des Englischen") at the Foreign Language Centre, which has embarked on investigating stylistic, textual, syntactic, phraseological and lexicological features of ESP discourse and also treated problems of LSP onomastics. Therefore, some of their contributions will shed light on LSP genres (in terms of J. SWALES) or traditional text forms, respectively (in terms of SAGER/DUNGWORTH/MCDONALD), and discuss practical experiences in working with text linguistic findings.

We are interested in exchanging ideas on how to teach LSP text analysis and text production in professional settings, and invite colleagues with a similar background to make their own contributions (papers of 15 or 20 minutes in English, French, German or Swedish) to one of the themes which you find on the list attached.

Please feel free to make this circular known on note boards in your departments, to disseminate it on meetings, or to insert it in linguistic journals, newsletters or institutional indoor announcements.

We are looking forward to welcoming you to the University of Leipzig and kindly ask you to send your answer (on the form attached) by March 15, 1992.

Yours sincerely,

The Organizing Committee

Klaus-Dieter Baumann Rosmarie Gläser

Doz.Dr.phil.habil. K.-D.Baumann Prof.Dr.phil.habil. R.Gläser
Acting Director of the Foreign Project Leader "English for
Language Centre Special Purposes"

Season's Greetings Rosmarie Gläser

Call for Contributions

International Workshop

LSP Text Linguistics in the Classroom -
Teaching Properties of LSP Texts in Foreign Language Classes
for Different Target Groups

Leipzig, Germany, August 17 - 22, 1992

The workshop will focus on the following topics:

1. **How to develop skills of information retrieval from specialist literature**
 - time-saving strategies of cursory/selective reading (skimming and scanning)
 - recognition of compositional patterns and structural signals of a text belonging to a particular genre (e.g. research article, book review, patent application)
 - understanding difficult syntactic structures and set expressions
2. **How to develop skills of professional writing**
 - communicative strategies in letter writing: compositional patterns and stylistic conventions
 - formulaic compositional patterns (reprint request, testimonial, letter of application/recommendation/condolence, etc.)
 - text types and rhetorical functions/techniques as cognitive operations (description, comparison, definition, explanation, narration, exposition, argumentation, instruction, contact-establishing, etc.)
 - stages of drafting and revising an academic text (original papers: research articles, conference papers, contributions to poster-sessions, etc.)
 - composing "derived texts" (abstracts for abstracting journals, book reviews, peer reviews, minutes of meetings, etc.)
 - text condensation strategies
3. **How to develop proficiency in oral performance**
 - organizing and structuring a guest lecture
 - simulation of conference talks, telephone calls, panel discussions, conference sessions etc.
4. **How to assess student performance in professional writing and oral performance**
 - error analysis
 - role play

Suggestions for further sub-topics would be welcome.

Registration form attached. (p. 52)

CALL FOR PAPERS:

The Fourteenth Annual Conference of
The Cognitive Science Society
July 29 -- August 1, 1992
Indiana University

THE CONFERENCE:

The Annual Conference of the Cognitive Science Society brings together researchers studying cognition in humans, animals or machines. The 1992 Conference will be held at Indiana University. Plenary speakers for the conference are:

Elizabeth Bates	John Holland
Daniel Dennett	Richard Shiffrin
Martha Farah	Michael Turvey
Douglas Hofstadter	

The Conference will also feature evening entertainments: a welcoming reception (Wed), banquet (Thurs), poster reception (Fri), and concert (Sat).

PAPER SUBMISSION INSTRUCTIONS:

Paper and poster submissions are encouraged in the areas of cognitive psychology, artificial intelligence, linguistics, cognitive anthropology, connectionist models, cognitive neuroscience, education, cognitive development, philosophical foundations, as well as any other area of relevance to cognitive science.

Authors should submit five (5) copies of their papers in hard copy form to:

Cognitive Science 1992 Submissions
Attn: Candace Shertzer
Cognitive Science Program
Psychology Building
Indiana University
Bloomington, IN 47405

All accepted papers will appear in the Conference Proceedings. Presentation format (talk or poster) will be decided by a review panel, unless the author specifically requests consideration for only one format. Electronic and FAX submissions cannot be accepted.

Papers submission deadline:

Papers must be *received* by March 2, 1992.
Notification of acceptance or rejection will be made by April 10. Camera ready versions of accepted papers are due May 8.

SYMPOSIA:

Symposium submissions are also encouraged. Submissions should specify: 1. A brief description of the topic. 2. How the symposium would address a broad cognitive science audience. 3. Names of symposium organizer(s) and potential speakers and their topics. 4. Proposed format of symposium (e.g., all formal talks; brief talks plus panel discussion; open discussion; etc.). Symposia should be designed to last 1 hr 40 min.

Symposium submission deadline:

Symposium submissions must be received by January 13, 1992, and should be sent as soon as possible. Note that the deadline for symposium submissions is earlier than for papers.

TRAVEL:

By air, fly to Indianapolis (not Bloomington) where pre-arranged, inexpensive charter buses will take you on the 1-hour drive to Bloomington. Discount airfares are available from the conference airline, USAir, which has flights from Europe and Canada as well as within the continental US. Full details regarding travel, lodging and registration will be given in a subsequent announcement.

FOR MORE INFORMATION CONTACT:

John K. Kruschke, Conference Chair
e-mail: cogsci92@ucs.indiana.edu

Candace Shertzer, Cognitive Science Program Secretary
phone: (812) 855-4658
e-mail: cshertze@silver.ucs.indiana.edu

Cognitive Science Program
Psychology Building
Indiana University
Bloomington, IN 47405, USA

Jussi Välimaa &
Päivi Vuorinen (toim.):

Työvelvollisuuskokeilun rypäleitä ja kimaroita

ISBN 951-680-603-1 (146 s.)
ISSN 0782-9817

Jyväskylän yliopistossa vuonna 1989 käynnistynyt työvelvollisuuskokeilu on auttanut laukaisemaan liikkeelle opetuskokeiluita. Joustavan työvelvollisuuden kokeilussa vapautetaan opettajat ja laitokset opetuksen määrää ja muotoa kahlitsevista määräyksistä.

Jyväskylässä on opiskeltu mm.

- ◆ yhteistoiminnallisen oppimisen kautta
- ◆ prosessikirjoittamisen avulla
- ◆ jakamalla luentosarjat pienimpiin osiin ja teettämällä opiskelijoilla osa opetuksesta

Kasvatustieteiden tutkimuslaitos
Asiakaspalvelu
PL 35
40351 JYVÄSKYLÄ

Tilauksia otetaan vastaan myös puhelimitse.
KTL/Asiakaspalvelu, puh. (941) 603320

- ◆ yhdistämällä aineopintoja kielen oppimiseen
- ◆ antamalla opetusta kahden opettajan yhteistyönä
- ◆ uudistamalla luentosarjoja
- ◆ kehittämällä case-opetusta

Raportissa kerrotaan mahdollisimman konkreetisti millaisia kokeilut ovat olleet, mitä niissä on tehty, ja mitä niiden aikana on opittu.

Tavoitteena ei ole kattava opaskirja opetuksen uudistamisesta, vaan lähinnä ajatuksia ja kokemuksia opetuksen kehittämistä.

Kuvaukset ovat joko opettajien itsensä kertomia tai ne on tehty haastatteluiden perusteella. Päämääränä on antaa opettajien äänen kuulua kaikissa kertomuksissa.



IATEFL

I A T E F L

International Association of Teachers of English as a Foreign Language

IATEFL MEMBERS:

- * are concerned with teaching EFL and ESL
- * work with language learners of all levels and ages
- * have a common interest in professional contact and the development of quality teaching and learning

IATEFL is the largest British-based worldwide association of English as a foreign and English as a second language practitioners.

It has branches worldwide, including one in Finland, holds an annual conference, biannual Special Interest Group symposium, publishes a regular newsletter and offers reduced subscriptions to ELT journals.

Through its 12 Special Interest Groups (SIGs) it offers opportunities to its members to further their professional interest in specific areas such as video, business English, CALL and teacher development. You can join as many SIGs as you like but please note that the first one is included in your individual membership fee.

For a membership form and further information please contact:

IATEFL,
3 Kingsdown Chambers,
Kingsdown Park,
Whitstable, CT5 2DJ,
England

For further information on the Finnish branch please contact:

Ms Felicity Kjisik,
Helsinki University Language Centre,
Fabianinkatu 26,
00100 Helsinki

The University of Birmingham
(Held in Shakespeare's School at Stratford-upon-Avon)

Drama and Theatre in the Age of Shakespeare

27 July - 14 August

Shakespeare and his contemporaries - academic study and theatre going.

Fees:

Resident students (bed and breakfast accommodation and Royal

Shakespeare Company theatre tickets): £1050

Non-resident students (tuition and RSC tickets): £750

University of London

(Held in Bloomsbury)

British Theatre, Literature and Culture since 1940

6 July - 24 July

27 July - 31 July (optional)

A consideration of the main developments since 1940 in British theatre and literature in the general context of modern culture.

Fees:

Resident students (tuition, half-board and some excursions,

including theatre tickets): £995 (6-24 July), £1285 (6-31 July)

Non-resident students: £565 (6-24 July), £705 (6-31 July)

University of Oxford

(Held at Exeter College)

British Literature and Culture since 1840

Unit A: 5 July - 25 July

Unit B: 26 July - 15 August

A study of the main developments in British literature and culture since 1840.

Fees:

Resident students (full board and tuition) - Single Unit: £1070;

Double Unit: £2000

Non-resident students - Single Unit: £545; Double Unit: £920

The Schools are intended to be of particular appeal to graduate students engaged in research in English literature, to teachers in high schools and colleges, and others with a serious interest in study at a senior level. All applicants should have an academic background which is sufficient to enable them to work at graduate or near-graduate level.

Closing date for applications: 31 March 1992

Brochures and application forms may be obtained by contacting:
BUSS Secretary, University of Oxford, Department for Continuing Education, 1 Wellington Square, Oxford OX1 2JA, UK.

SILC-ilmoittautumis/palautelomake

- Ilmoittaudun ensimmäiseen SILC-moduuliin (Kielikeskusopetuksen suunnittelu ja uudelleenorganisointi) loppukevät - syksy 1992
- Aion suorittaa SILC-diplomin (=yhteensä kolme moduulia)
- Aion suorittaa vain yhden tai kaksi erillistä moduulia
- Haluan lisätietoja SILCistä

Aion todennäköisesti osallistua seuraaviin moduuleihin (varsinainen ilmoittautuminen myöhemmin):

- Tutkimusmoduuli (syksy -92)
- Kulttuurintuntemus kieltenopetuksessa (kevät -93)
- Itseopiskelu kielikeskuksissa (syksy -93)
- Kansainvälinen opiskelijavaihto ja sen vaikutus kielikeskusopetukseen (kevät -94)
- Äidinkielen ja vieraan kielen opetuksen integrointi (syksy -94)

Nimi _____

Osoite _____

Puhelin _____

Yliopisto _____

Kielikeskus/laitos _____

Opetuskieli _____

Suoritettut tutkinnot _____

Palauta lomake allaolevaan osoitteeseen 28. helmikuuta 1992 mennessä.

Korkeakoulujen kielikeskus
Markku Helin
Jyväskylän yliopisto
PL 35
40351 JYVÄSKYLÄ

Lisätietoja SILCistä antaa Markku Helin, puh. 941-603 524.

SILC registration/feedback form

- I wish to register for the first SILC module (Planning and reorganization of language centre teaching), starting in spring 1992.
- I wish to complete the SILC diploma (= totalling three modules)
- I wish to participate in only one or two modules
- I wish to receive further information about SILC

I am interested in participating in the following modules (the period for registration will be announced later):

- Research module, starting in autumn 1992.
- The inclusion of cultural learning in language centre teaching, starting in spring 1993.
- Self access and learner autonomy, starting in autumn 1993.
- International student exchange and its impact on language centre teaching, starting in spring 1994.
- Integration of native and foreign language teaching, starting in autumn 1994.

Name _____

Address _____

Telephone _____

University _____

Language Centre/Institution _____

Language(s) taught _____

Degrees _____

Please return this form by February 28, 1992 to:

Korkeakoulujen kielikeskus
Markku Helin
Jyväskylän yliopisto
PL 35
40351 JYVÄSKYLÄ

For further information, please contact Markku Helin, tel. 941-603 524.



SSOTT IV ÅBO - TURKU
JUNE 4 - 6, 1992
UNIVERSITY OF TURKU
FINLAND

Please return this form by 31 st March 1992

REGISTRATION FORM

SCANDINAVIAN SYMPOSIUM ON TRANSLATION THEORY

I intend to participate in SSOTT IV to be held in Åbo-Turku, Finland -June 4.6,1992.

Mr Ms

Name :

First name :

Institution :

Mailing address :

Postal Code and City :

Country :

Telephone :

Fax :

E-Mail:

Equipment facilities needed :

Method of payment:

- 1- Payment is enclosed. Please add FIM 20 to cover bank charges.
- 2- The amount has been transferred to :

Bank account no.117 350 - 813 830

Postbank account no.TU 5997 927

Date :

Signature:

Return to :

SSOTT IV - School of Translation Studies
University of Turku
Tykistökatu 4
20 520 TURKU, FINLAND

Please print

LSP Text Linguistics in the Classroom

Registration form

(deadline: **March 15, 1992**)

Surname First name

Mailing address

.....

.....

I intend to make a discussion contribution: Yes No

If yes: My contribution will deal with

and be presented in (language of presentation)

Audio-visual equipment needed:

Abstracts and registration forms should be sent to:

Prof.Dr.phil.habil. Rosemarie Gläser /

Doz.Dr.phil.habil. Klaus-Dieter Baumann

Sektion Fremdsprachen / Fachsprachenzentrum
Universität Leipzig

Augustusplatz 9
0 - 7110 Leipzig

Germany / BRD

Summaries of one page should be sent to the organizers by **June 1, 1992.**

KORKEAKOULUJEN KIELIKESKUKSEN HENKILÖKUNTA:

Raija Markkanen 603 529 markkane@finjyu.bitnet

Eila Pakkanen (sihteeri) 603 530

Tutkijat:

Hannele Dufva 603 535 dufva@finjyu.bitnet

Ari Huhta 603 539 huhta@finjyu.bitnet

Sirkka Laihiala-Kankainen 603 541

Minna-Riitta Luukka 603 533 luukka@finjyu.bitnet

Eva May 603 543

Anna Mauranen 603 538

Tuija Nikko 603 536 tnikko@finjyu.bitnet

Timo Sikanen 603 540 sikanen@finjyu.bitnet

Helena Valtanen 603 542 valtanen@finjyu.bitnet

Sabine Ylönen 603 534 sabyl@finjyu.bitnet

Kanslia, julkaisujen myynti:

Sinikka Lampinen 603 520

Sirkka-Leena Salo 603 520

Nauhoitepalvelu:

Anna Kyppö 603 525

Markku Helin (video) 603 524

Kirjasto:

Maritta Leinonen 603 526