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Developing a new test - is it worth the effort?
Deborah Mason 1

The 13th Scandinavian Conference of
Linguistics
Päivi Sihvonen-Hautecoeur 13

Viittomakielestä ja kuurojen kulttuurista
Kirsi Heiskanen 15

TIEDOTUKSIA - INFORMATION

Korkeakoulujen kielikeskus tiedottaa 17

ENGLISH SUMMARY 45

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**Nimellä varustetut kirjoitukset edustavat kirjoittajien omaa
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**Lehteen tarkoitettun materiaalin tulee olla toimituksessa
ilmestymiskuukautta edeltävän kuun 15. päivään mennessä.**

DEVELOPING A NEW TEST - IS IT WORTH THE EFFORT?

Deporah Mason
University of Helsinki

The problem

EFL teachers who have to test large numbers of students before the beginning of a course have two main options: they can either use a commercially available test, or they can write their own. In either case, decisions have to be made about the purpose of the test. If the intention is to separate students into different levels of language proficiency (e.g. lower intermediate / upper intermediate / advanced) then each level should be clearly defined. If the test is to be used to decide whether students need a certain course or not, the content of the proposed course must be taken into consideration before, as well as after, the students are tested.

ESP teachers do not use commercial tests as much as teachers of general English, because suitable specialised tests are hard to find and are usually too expensive. In common with other ESP teachers, teachers working in Language Centres attached to universities throughout Finland devise their own pre-course tests based on their own courses and therefore make their own decisions about who needs to be taught and who does not. This is not an easy task, even with help of the ever-increasing body of testing literature available. It is therefore tempting, even to the most conscientious teacher, to find a format which works well and stick to it. This can easily be justified: consistency and reliability are increased if the criteria do not change and the format is the same from year to year. What, indeed, is the point of changing a test which seems to work well? This is the question I would like to address in this article.

The situation

As Huhta (1990) has shown, there are many different testing methods employed by English oral skills teachers at Finnish Language Centres, and I do not wish to imply that teachers do not change or develop their tests over a period of time. I would simply like to consider one testing situation with which I am familiar, and describe an experimental test I prepared for students of agriculture in January 1992.

At Helsinki University Language Centre there are many specialised English courses available for students of different faculties. One of the courses I teach is an English oral skills and listening comprehension course for students of agriculture. These students usually take a listening comprehension test in their second year. This has traditionally taken the form of a recorded tape containing the listening material for a number of tasks (e.g. spelling, choosing a correct response from several alternatives, writing an appropriate response to a prompt, answering both global and more detailed questions about an extended listening passage). The tasks are always varied and require the use of different skills, so the whole test provides an overall picture of how well the students can write responses to what they hear. Those who pass this test are then invited to an oral interview. If they pass this too, they are exempted from a listening comprehension and oral skills course. If they do not, they attend a one-term course.

Although the tasks have changed, the format of this listening comprehension test has stayed the same for several years. It is a format which is no doubt familiar

HELSINGIN YLIOPISTON KIRJASTO
OPISKELIJAKIRJASTO

to many Language Centre teachers, and it is a useful and effective way of testing large numbers of students. It is simply not practical to interview every student, so requiring them all to take part in a listening comprehension test which most of them fail is a way of reducing the numbers of students who attend an interview.

After several years of writing tasks, recording and then marking the listening comprehension papers, I decided that it was time for a change. Since the test does not assign students to different classes on the basis of their apparent language proficiency (because of time-tabling difficulties, students sign up for classes at times which fit in best with their own personal timetables) it only serves as an exemption test. As only about 25 students out of the 120 or so who attend the test are exempted, this means a lot of unnecessary marking for the teachers, particularly since many students intend to take the course anyway and come to the test only because it is expected of them. I therefore decided to change the test format radically, and only test those who had a chance of passing.

The test

Instead of telling all the students to come to the test before signing up for a course, I stressed (both in the information printed in the student handbook and in a notice on the student noticeboard a month before the day of the test) that only students who felt that their English was excellent should attend the test in January 1992, and instead of signing up in the usual way at the university they should phone me between certain dates (five working days before the test).

Task 1

This telephone call was, of course, the first part of the test, although the students

did not realise it. It was the one part of the test which was completely authentic, and the conversation in each case was judged purely in terms of its effectiveness and adequacy as a communicative act. The students could ask for repetition or clarification if they wished (and so could I when they spelt their names). Although I made a note of my general impression of the caller's English, the primary aim of this task was to see if the student turned up at the right place at the right time for the rest of the test.

In all, twenty students phoned and asked to take part in the test. Although some of them started by speaking Finnish or Swedish, all of them could speak English when asked to do so. Many of them had been to an English-speaking country and were quite confident of their English skills. All of them managed to spell their name in English over the phone and find out the exact time and place of the test, which had not been mentioned in either the handbook or the notice. It was noteworthy, however, that although some were indeed excellent, there were also some applicants who had not mastered question forms (e.g. When is it?). Even so, all those who phoned completed the first task more-or-less successfully, which was to spell their name accurately (this could not be verified until they attended the test and in fact three students did make slight mistakes in this part of the task, but in each case only one letter was wrong) and find out when and where the test was to take place.

On the day of the test, the students assembled and were given name tags to pin onto their shirts. Their names were written as they had been spelt over the phone, so they could see if they had succeeded in spelling them correctly, and could change them if necessary. Two teachers were present throughout the following parts of the test: myself and an American colleague, Judy Hammond, who also teaches English to agriculture students.

Task 2

The first task had required the students to be confident enough of their language skills to make a phone call in English. The second task required them to make a more exact assessment of their language skills. As West (1990) has pointed out, most people can pinpoint their language abilities to within two categories with accuracy if not to within one, and I was looking for people with a realistically high opinion of their language skills. The chart I used for this purpose was similar to the yardsticks proposed by Carroll and West (1989) but was written with these particular students in mind.

This pre-testing self assessment questionnaire (see Appendix 1) was distributed to the students with the instruction that they should consider which two bands best described their English, and then circle the numbers corresponding to those two bands. I had composed the descriptions with the idea that students who felt that 1 and 2 best described their skills would be typical of those attending a course, those who felt they fitted into the 2 and 3 category could go either way, although they would probably benefit from a course, and those who ringed 3 and 4 should be those who would be exempted. I anticipated that nobody would ring 4 and 5, and in fact nobody did. The accuracy of this self-evaluation questionnaire will be discussed later. This task took about 5 minutes, and the students were asked to turn this paper over when they had completed it, to signify that they were ready for the next task.

Task 3

The third task was a listening comprehension one, but not one written or edited by a teacher. It was an edition of *Farmer's Report*, recorded from the radio at 6.10 a.m. on New Year's Day 1992, when it was broadcast. It was

followed by the weather forecast. I chose it because it was something which a farmer in England could be expected to listen to, and it was played in its entirety with no pauses, just as if it had been heard on the radio. The students were given a sheet (appendix 2) to complete while they listened.

This material could be said to be completely authentic, although the task could not, since no farmer listening to the radio at that time of day would be making notes on what was said! A more realistic test would have been to ask each person separately what the programme had been about, but that would have put a strain on the memory, and with a framework in front of them, the students were given some guidance on what to listen for. Doyé (1991) suggests that it is impractical to make an absolutely authentic test and I tend to agree with him.

I had expected most people to have a clear idea of the musical interests of each farmer, since this was discussed at length, and to be able to identify the three farmers in the second part and also to be able to make a note of the weather expected in the north-east of England. I expected the precise details of the farm to cause more problems, since these were only mentioned once and quite quickly. Nobody in fact managed to write down all the details about the farms, and the figures written varied widely from what had been said, but about 14 students filled in most of the other questions accurately enough.

Task 4

The students were next given the sheet which is shown as appendix 3, and asked to think of a question to ask six people, to find their opinions on any topic of interest. While the students were questioning each other, my colleague and I circulated, listening to what was being said and making notes (the name tags had

been made with this task in mind). Many of the questions were on the same topic (9 out of the 20 asked whether Finland should join the EC or not, 4 were about Finnish agriculture, and 3 were about living in Finland) so the discussions were similar. This task took a variable amount of time, depending on the individual student, as each student could take as long as s/he wanted.

Task 5

When a student had finished, s/he was given either an A sheet (see appendix 4) or a B sheet (see appendix 5) and was instructed to find a partner with the other sheet and ask questions to find the six missing words from the article. This task did not cause the students much difficulty, and apart from one or two spelling mistakes all the students recorded their six words correctly.

Task 6

When the students had finished their pair work, they were given a grammatical task to complete on their own. This involved correcting the errors in sentences which had been uttered by students on the course in a previous year. (See appendix 6). The mistakes were all common ones, and all but seven students had a lot of trouble correcting them.

Task 7

The final task could be said to be similar to (or part of) task 2. It asked the student to judge whether s/he should pass the test. The students were offered the choice of YES, I'M NOT SURE, or NO. This self-assessment is discussed below.

Some students finished all the tasks in an hour, while some needed an hour and a half. They could leave as soon as they had completed all the tasks, stapled their

papers together and handed them in. When they had all left, my colleague and I sat down together to assess the papers holistically. Looking at each student's papers one by one, we first decided whether the student should pass, maybe pass, or fail, and divided them into three rough categories. Then we went through the middle pile of papers again and decided whether they should be put up or down a category. After one and a half hours we finally had another three piles: those who had clearly passed (9), those who had passed but whose English could do with some improvement (7), and those who had failed (4). Of these, eight out of the nine very good ones had assessed themselves as 3 and 4, and one had assessed himself as 2 and 3. Of the intermediate group, one assessed himself only as 4 (not having followed the instructions to circle 2 numbers), three assessed themselves as 3 and 4, and three assessed themselves as 2 and 3. Of those who failed, in the sense that they were judged to require a course, one assessed herself as 3 and 4, one as 3 only, one as 2 and 3, and one as 1 and 2. If they had been judged purely on self-assessment, 13 would have been in the first group, 6 in the next and 1 in the last group - or perhaps 7 in a group which could improve its English. The final question, part of their self-assessment, was also considered. Of those who failed, one person thought s/he should, two were not sure, and one thought s/he should pass. Of those who passed, eleven thought they should have done and five were not sure.

The conclusion

The main criterion in judging a test is whether it discriminates between testees with a fair degree of accuracy or not. Judgements on the students' performance were subjective, but having two people assessing each paper increased the reliability of most parts of the test. Subjectivity, in any case, is always present in real-life situations, so I make no

apology for it here. The students seemed to think that the test was fair, and none of those who failed complained.

The test consisted of several very different parts, or "multiple modes", and most testing authorities (e.g. Carroll and Hall (1985), Bachman (1990) and many others) recommend multiple-mode tests as being more valid and more authentic than other types of tests. Carroll and Hall suggest that it is particularly important to use multiple modes in testing ESP students, and advocate "project tests" like "handling a phone call". In this particular test, I felt that although the first task (making the phone call) had the highest face validity, it was rather constraining for the teacher involved, who had to be available near a phone for a week before the rest of the test. This task could have been restricted to certain hours, but that would have been problematic for some students. It was certainly a task which had its place in the overall test, in that it selected those students who felt confident enough of their skills in English to initiate a phone call.

Perhaps the most innovative part of the test (compared to the English tests for agriculture students in previous years) was that the students' own evaluations of their language proficiency contributed to the decision of whether they should pass or not. Asking the students for their own judgements on their language skills seems to me to be very important when one of the aims of Language Centre ESP courses is learner independence. In most cases the students had a realistic idea of their own skills, but it must be remembered that by passing the test, a student could avoid quite a lot of language work, so this self-assessment could not really be the only criterion.

The listening comprehension part was the most difficult, particularly since in this particular programme the farmers interviewed had strong local accents. On the other hand, farmers usually do, so it

was a realistic encounter with the English spoken by farmers. Three students commented on the difficulty of this part of the test, but one remarked philosophically, "Listening part was very tough, but that's was England's English."

The questionnaire was, I felt, a useful part of the test, and one that gave every student the chance to initiate, discuss and end several topics of conversation. It showed that quite a few students had difficulty forming a question accurately, but none of them had difficulty in communicating their ideas. The marking of this section was rather more difficult, because it was divided between the notes made by the two teachers who were wandering around listening to the discussions, and the notes made by the students on the opinions they elicited from other students. The teachers' impressions could, initially, differ (one teacher may have overheard a particularly ungrammatical part of a discussion, and the other may have been beside the same student at a particularly fluent moment) but taking the impressions and the students' notes together, we found that there was very little disagreement, and none which could not be resolved.

The farming article pairwork was an activity which the students seemed to find relevant and interesting, but it did not really discriminate between any of the students. It gave the teachers an additional chance to listen to the students finding out information from each other, but otherwise could be considered redundant.

The grammatical section did discriminate between students, and as was previously mentioned, the majority did not do very well on this section. Some did not succeed in providing a correct version of any of the sentences. The ones who did well on this part of the test were the ones who were clearly best over all, which was perhaps to be expected.

The students were asked for comments on the format of the test, since it was experimental. These were mostly approving: "Good way of testing oral skills in English." "It was fair." The most common evaluations were "good/nice" (6), "different" (6), or "interesting" (3). One student wrote: "It was pretty interesting and I had a lot of fun. Something different at last." Another, who also commented on the difficulty of the listening comprehension part, wrote: "The test was very creative and I wish you will keep making tests like this."

These comments perhaps answer the question of whether ESP teachers should change test formats now and then. Different is interesting. If a new test does not work as well as the old one, it can still provide new ideas to refresh an old test. A new test is not necessarily better than an old one, and constant change just for the sake of it is not something I would advocate, but the process of thinking through new ideas can invigorate both testing and teaching, and without change, there can be no progress.

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APPENDIX 1

NAME & NUMBER: _____

PRE-TESTING SELF ASSESSMENT QUESTIONNAIRE

Please circle the numbers beside the *two* statements which you feel best describe your English language skills. The two numbers you circle should be adjacent to each other (e.g. 1 and 2; 2 and 3).

I can use English as well as an educated native speaker. I am completely fluent in reading, writing, listening and speaking. I am familiar with agricultural terminology in English and have a wide general vocabulary.	5
I feel confident that I can manage to express myself in English in virtually any situation. I am better in some areas of language use than in others (e.g. my writing is not as good as my reading ability) but native speakers of English have no difficulty in understanding or communicating with me. I know quite a lot of vocabulary associated with my area of agriculture.	4
I can use English effectively in all situations in which I have had practice. I can understand most of what I read or hear, but I am not completely fluent in speaking or writing. I have quite a wide general vocabulary but my knowledge of specialized agricultural words is more limited.	3
I can cope with most everyday situations in English. Although I make quite a few errors people can still understand what I say and write. I can read and understand most of an English newspaper article on current affairs and can read agricultural articles. I understand virtually everything which is addressed to me on a personal level, but would have some difficulty following a lecture in English in my subject area.	2
My English is quite good and I can make myself understood most of the time, although I know I make quite a lot of grammatical errors when I speak and write. I can understand people who speak clear, standard, British or American English, but I have some difficulty understanding people who speak with an unfamiliar accent, or who speak too quickly. I can read English quite well, although I need to concentrate when reading specialized texts. I can recognise some agricultural terminology when I read it, but I am not always sure how to pronounce it correctly.	1

APPENDIX 2

NAME & NUMBER: _____

RADIO EXTRACT

Listen to the radio programme, which will be played ONCE only, and make notes below.

FARMER'S NAME	FARM DESCRIPTION	MUSICAL INTERESTS
Sandy Muir	_____ acres of _____ _____ ewes _____ suckler cows	
Sally-Ann Smith	_____ acres 100 _____ about 50 _____	
Lawrence Wilkinson	suckler cows _____	

Which farmer:

- a) provides Bed & Breakfast accomodation? _____
- b) doesn't dance? _____
- c) makes public announcements at summer shows? _____

Now listen to the weather report for New Year's Day 1992. What kind of weather could a farmer in the north-east of England expect that day?

APPENDIX 3

NAME & NUMBER: _____

INTERVIEW SHEET

Think of a question you would like to ask the people in this room. It can be a question about current affairs, agricultural problems, living in Finland - whatever you like, as long as it is something you expect people to hold an opinion on. Write your question here:

Now choose any six people and ask them your question. Have as full a discussion as possible with each of them, giving your opinion on the topic, and make notes on their answers. Show them your notes to check that you have represented their opinions fairly.

NAME	OPINION
1.	
2.	
3.	
4.	
5.	
6.	

NAME & NUMBER: _____

FARMING ARTICLE

AA

You are A. Find a B partner and ask him/her questions to find out the missing information in your article. Write the missing words at the bottom of this page. Ask your partner how to spell them if necessary. DO NOT LOOK AT B'S PAPER!

1. years of extensive research work has resulted in ICI Fertilisers launching a new product which is said to increase milk output from grass.

The company claims Graze-More keeps grass attractive to cows during the 2. months, when palatability normally drops off, and when the milk price is at its highest.

The secret is an increase in the sodium content of the grass which according to the trial work, raises grass growth and its quality throughout the 3. season.

It not only makes it more attractive to cows but also helps those animals which are sodium-deficient.

The higher level of sodium improves the cow's digestion and

makes it drink more water which all results in it eating more grass, thus producing more milk and better butterfat levels.

The University of 4. was asked to conduct trials at its research farm in Bangor where some fields were treated with Graze-More and others with Nitram, a "straight N" fertiliser. In the following results the Nitram figures are in brackets.

Cows on the Graze-More land grazed for 544 minutes (521) a day. They ruminated for 501 minutes (459), lay down not ruminating for 133 minutes (175) and stood, neither ruminating nor grazing, for 100 minutes (124).

They drank 5. litres of water a day (4.4) and their milk yield was 20.1 litres a day per cow (17.5) at a butterfat

content of 3.78 per cent (3.61). Their liveweight change was plus 0.22 kg a day (minus 0.09).

Trials on 6. farms from Ayrshire to Cornwall, were also held with half fields treated with a straighter nitrogen and the other half with the new product.

ICI claim farmers found the cows, when given a free choice, heavily grazed the Graze-More side of the field.

Darlington and Stockton Times, Saturday, December 14, 1991

FARMING TIMES-

- 1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

AA

NAME & NUMBER: _____

FARMING ARTICLE

BB

You are B. Find an A partner and ask him/her questions to find out the missing information in your article. Write the missing words at the bottom of this page. Ask your partner how to spell them if necessary. DO NOT LOOK AT A'S PAPER!

THREE years of extensive research work has resulted in ICI Fertilisers launching a new product which is said to increase 1. output from grass.

The company claims Graze-More keeps grass attractive to cows during the summer months, when palatability normally drops off, and when the milk price is at its highest.

The secret is an increase in the 2. content of the grass which according to the trial work, raises grass growth and its quality throughout the grazing season.

It not only makes it more attractive to cows but also helps those animals which are sodium-deficient.

The higher level of sodium improves the cow's 3. and

makes it drink more water which all results in it eating more grass, thus producing more milk and better butterfat levels.

The University of Wales was asked to conduct trials at its research farm in Bangor where some fields were treated with Graze-More and others with Nitram, a "straight N" fertiliser. In the following results the Nitram figures are in brackets.

Cows on the Graze-More land grazed for 4. minutes (521) a day. They ruminated for 501 minutes (459), lay down not ruminating for 133 minutes (175) and stood, neither ruminating nor grazing, for 100 minutes (124).

They drank 5.2 litres of water a day (4.4) and their milk yield was 20.1 litres a day per cow (17.5) at a butterfat

content of 3.78 per cent (3.61). Their 5. change was plus 0.22 kg a day (minus 0.09).

Trials on commercial farms from Ayrshire to Cornwall, were also held with 6. fields treated with a straighter nitrogen and the other half with the new product.

ICI claim farmers found the cows, when given a free choice, heavily grazed the Graze-More side of the field.

Darlington and Stockton Times, Saturday, December 14, 1991

FARMING TIMES-

- 1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

BB

NAME & NUMBER: _____

ERROR ANALYSIS

There are some grammatical mistakes in the following sentences. Rewrite each one so that it is grammatically correct. There may be various correct alternatives.

1. It takes so long time. _____

2. The news were very bad in the radio last night.

3. I am so hurry. _____

4. What do you like of Finland? _____

5. When will you be ready with your studies?
_____6. How much you know about Lapland before you come?

7. I come from the north Finland. _____

8. He can very well Swedish. _____

Right, that's it! Do you think you should pass? Circle one alternative:

YES I'M NOT SURE - WHAT DO YOU THINK? NO

What did you think of this test? _____

Now please staple all the sheets together and hand them in. Thank you!

THE 13TH SCANDINAVIAN CONFERENCE
OF LINGUISTICS

Päivi Sihvonen-Hautecoeur
Jyväskylän yliopisto

The 13th Scandinavian Conference of Linguistics järjestettiin Roskilden yliopistossa, Tanskassa 9.-11.1.1992. Osallistujat edustivat pääasiassa Ruotsia ja Tanskaa, mutta Suomen eri yliopistoistakin oli mukana kymmenkunta henkilöä. Norjasta, Saksasta ja Englannista oli kustakin myös muutamia edustajia. Työskentelykielenä käytettiin lähinnä englantia, joskin esitelmissä ja keskusteluissa kuultiin myös ruotsia, tanskaa ja saksaa. Esitelmiä oli mahtunut ohjelmaan viitisenkymmentä. Niiden aihepiirit vaihtelivat suuresti, sillä järjestäjät eivät olleet konferenssikutsussa määritelleet tarkkoja tutkimusaloja. Kokoaviksi teemoiksi oli valittu antropologinen kielentutkimus, pragmatikka, syntaksin tutkimus, fonologia ja neurolingvistiikka. Järjestäjät totesivat kuitenkin heti konferenssin alkaessa, että esitelmien ryhmitteleminen oli ollut ongelmallista, erityisesti kahden ensiksi mainitun aihepiirin välillä. Omat huomioni rajoittuvat juuri näiden sektioiden esityksiin.

Seuraamassani antropologisen kielentutkimuksen istunnossa nousivat esiin kaksikielisyyteen liittyvät kysymykset. Hyvin mielenkiintoisessa esitelmässään Tove Skuttnabb-Kangas ja Robert Phillipson (Roskilde) selvittivät, miten eri kulttuureissa, Turkista meille tutumpiin Pohjoismaihin, suhtaudutaan vähemmistökieliin. Vaikka käytetyt (kieli)poliittiset keinot vaihtelevatkin maittain, tulos on useimmiten sama: kaikkien on sopeuduttava valtakielen käyttöön ja suhtautuminen vähemmistökielen on sellaista, että voidaan puhua kielen "murhaamisesta". Maija Grönholm (Vaasa) esitteli samassa sektiossa suomalaisten ruotsia äidinkielenään puhuvien opiskelijoiden vaikeuksia heidän tuottaessaan suomea. Leksikaa-

lisiin virheisiin ovat syynä mm. semanttiset erot ruotsin- ja suomenkielisten sanojen välillä sekä suomen kielelle ominaiset morfologiset piirteet, kuten verbi-johdokset.

Pragmatiikka-otsikon alle kootuissa esitelmissä käsiteltiin hyvinkin erilaisia aiheita interaktioanalyysistä tekstilingvistiikkaan. Jens Allwood (Göteborg) kritisoi omassa esityksessään sekä puheakiteoriaa että etnometodologista keskusteluanalyysia, joiden korvaamiseksi tai täydentämiseksi hän hahmotteli uutta, interaktiota ja kommunikatiivista toimintaa korostavaa mallia.

Työryhmän Andersen, van Daele ja Ravnholt edustajat kertoivat projektistaan, jossa he pyrkivät selvittämään työympäristöön sijoittuvien viestintätilanteiden erityispiirteitä. Oletuksena on, että tällainen kommunikaatio on moniin muihin interaktiio-tilanteisiin verrattuna säännönmukaisempaa puhujaroolien, viestintätavoitteiden ja -strategioiden sekä kommunikaation epäonnistumisesta aiheutuvien seurausten suhteen. Esitystä seuranneen keskustelun aikana jotkut kuulijat kuitenkin osittain kiistivät tämän näkemyksen todeten, että ei ole olemassa mitään olennaista eroa työympäristössä ja monessa muussa sosiaalisessa tilanteessa tapahtuvan suullisen viestinnän välillä.

Kommunikaatio työpaikalla oli lähtökohdistaan toisessakin esitelmässä. Dennis Day (Göteborg) mietti puhetta tutkimuskohdeena ja -välineenä korostaen, että puheen ja sosiokulttuurisen ympäristön yhteyksiä tulisi tutkia lingvistisin ja etnografisin menetelmin. Esimerkkinä hän selvitti, mitä monikulttuurisessa työympäristössä toimivien työntekijöiden ryhmä-

identiteetistä voidaan päätellä analysoimalla haastattelussa esiintyvää indeksikaalisista aineista, erityisesti persoonapronomineja.

Viimeiselle aamulle kootut neljä esitelmää muodostivat oman kokonaisuutensa, sillä niissä kaikissa käsiteltiin jollakin tavoin tekstilingvistiikan kysymyksiä. Ole Togebyn (Århus), Lars Helstoftin (Roskilde) ja Jens Nørgård-Sørensenin (Kööpenhamina) lähestymistapa oli teoreettinen heidän tarkastellessaan tekstien informaatiorakenteeseen liittyvien käsitteiden määrittelyä ja niihin liittyviä ongelmia. Uwe Geist (Roskilde) puolestaan esitteli tieteellisen tekstin popularisointia hyvin konkreettisesti esimerkkiartikkelin avulla.

Kaikkia esitelmiä ei tässä ole mahdollista mainita edes lyhyesti, mutta seuraavat varsin erityyppiset aiheet antanevat jonkinlaisen käsityksen esitelmien kirjosta: Charlotte Jørgensen (Roskilde) oli tutkinut television mielipideohjelmissa omaa kantaansa puolustavan puhujan uskotavuuteen ja vakuuttavuuteen vaikuttavia tekijöitä, Paul McIlvenny (Oulu) selvitti,

miten keskusteluanalyysin metodeja voi käyttää viittomakielisen kommunikaation huomioimiseen, Görel Sandström (Uumaja) esitteli when-lausekkeinen temporaalista tulkintaa narratiivisissa teksteissä ja Orla Vigsø (Uppsala) erään ruotsalaisen vaalijulistesarjan tulkintaa.

Asiaan kuuluva konferenssi-illallinen oli järjestetty perjantaina Kööpenhaminassa, Nyhavnin satamassa talvehtivassa vanhassa laivassa. Tunnelma aterialla oli samanlainen kuin koko tapaamisen ajan: avointa, rentoa ja hauskaakin ajatustenvaihtoa osallistujien kesken. Järjestäjiä voi vain onnitella ja kiittää monipuolisuudessaan antoisasta ohjelmasta.

Päättöpuheenvuoroissa korostettiin sitä, että muiden kansainvälisten yhteysien ohella olisi muistettava myös yhteydenpito eri Pohjoismaissa toimiviin tutkijoihin. Nämä konferenssit tarjoavat tähän erinomaisen tilaisuuden. The 14th Scandinavian Conference of Linguistics järjestetään kesällä 1993 Ruotsissa, mahdollisesti Uumajassa - toivottavasti myös siellä on mukana eri tutkimussuuntia edustavia suomalaisia kielitieteilijöitä.

VIITTOMAKIELESTÄ JA KUUROJEN KULTTUURISTA

Kirsi Heiskanen
Jyväskylän yliopisto

Kuurot muodostavat oman kulttuurisen ja kielellisen yhteisönsä. Viittomakielien asema itsenäisenä kielenä on viime aikoina laajemmin hyväksytty, mutta harvoin virallisesti tunnustettu. Amerikassa viittomakieltä alettiin tutkia 1970-luvulla ja Englannissa 1980-luvun alussa. 1. kansainvälinen viittomakielien tutkimussymposium pidettiin Tukholmassa 1979. Suomessa viittomakieleen kohdistuva mielenkiinto ja tutkimus on vasta voimistumassa. Tästä osoituksena on mm. viittomakielien käyttäjien ja tutkijoiden käymä vilkas keskustelu AFinLA:n syysymposiumissa 15.-16.11.1991 Oulussa. Paul McIlvenny ja Pirkko Raudaskosken johtaman workshopin teemana oli "Viittomakielen ja kuurojen kulttuurin omaksuminen".

TULKKEJA JA TUTKIMUSTA

Työpajassa käytiin läpi mm. julkilausumaa kansallisten viittomakielten tunnustamisesta ja pohdittiin viittomakielien yhteiskunnallista asemaa. Keskustelussa kävi ilmi, että yhteiskunnan kielteinen asenne vaikeuttaa kuurojen asemaa. Etenkin tulkkipalvelujen tarve ja saatavuus olivat keskeisiä puheenaiheita. Tulkkipalvelujen määrää pidettiin riittämättömänä, sillä tulkkia tarvitaan koulun ja työelämän lisäksi myös vapaa-aikana. Sosiaalitoimi tuottaa nykyisin tulkkipalvelut, mutta alalle kaivattaisiin myös kielialan ammattilaisia. Tulkkipalvelujen riittävä saatavuus takaisi kuurojen tiedonsaannin ja sitä kautta parantaisi kuurojen asemaa yhteiskunnan tasa-arvoisina jäseninä.

Viittomakielisen materiaalin ja viittomakielien opetuksen puutteellisuus olivat

paneeliin osallistuneiden huolenaiheina. Myös tutkimusta kaivattaisiin lisää, varsinkin kun on havaittu, että tutkimus lisää viittomakielien arvostusta itsenäisenä kielenä. Sekä sosiolingvistä tutkimusta (esim. miten kuuro lapsi viittoo vanhemmilleen) että psykolingvistä tutkimusta (esim. miten kuuro lapsi omaksuu viittomakielien) tarvittaisiin. Myös ihmisten asenteissa ja tiedonvälityksessä olisi parantamisen varaa.

Viittomakieli on oma kielensä joten kuurot ovat kaksikielisiä. Paneelin lopuksi pohdittiinkin kaksikielisyyden merkitystä lapsen kielen kehitykselle. Toisten mielestä kaksikielisyys hidastaa kielen kehitystä, toiset näkivät kaksikielisyydessä myös myönteisiä piirteitä. Kuten usein, myös nyt, paneelille varattu aika loppui kesken, sillä viittomakieleen liittyviä aiheita on paljon. Keskustelu on vasta pääsemässä vauhtiin täällä Suomessa.

ÄIDINKIELTÄ JA KULTTUURIA

Kuurojen kieli ja kulttuuri oli esillä myös Jyväskylässä vain muutama viikko Oulun symposiumin jälkeen, kun viittomakielien professori Brita Bergman esitelmöi Viestintätieteiden laitoksella 27.11.1991. Esitelmässä käsiteltiin kahta osa-aluetta: kuurojen äidinkieltä ja kulttuuria. Bergmanin mukaan ruotsin viittomakieleessä erotellaan kuurojen yhteisöön kuuluvat ja kuulumattomat. Kuurojen yhteisöön kuuluva jäsen voi olla myös kuuleva, sillä yhteisöön kuulumisen määrää sujuvuus viittomakieleessä.

Viittomakielen avulla ovat pikemminkin avautuvat kuin sulkeutuvat kuuroille. Kuurot ovat aktiivisesti mukana oman yhteisönsä toiminnassa. Valtakulttuurista he sen sijaan eristäytyvät helposti. Kuurojen kulttuuri näkyy jokapäiväisessä elämässä suhtautumisessa ympäröivään maailmaan. Samat arvot ja normit yhteisön sisällä luovat yhteenkuuluvaisuuden tunteen. Kuurot ovat esimerkiksi nousseet puolustamaan kuurojen koulujen asemaa ja vastustamaan niiden liittämistä tavallisiin kouluihin. Kuurojen mielestä omat koulut luovat yhteenkuuluvuutta.

Kuurojen kulttuuriperinne näkyy siten, että he käyttävät käsitteitä omasta näkökulmastaan käsin, esimerkiksi puhuessaan kansallisesta jalkapalloseurasta tarkoittavat kuurojen jalkapalloseuraa. Kuten muissakin yhteisöissä kaikkia asioita ei tarvitse ilmaista, koska ne tiedetään muutoinkin. Yhteinen kulttuuritausta helpottaa siten kommunikointia.

Kuulovammaisilla on oikeus sekä viittomakieleen että ruotsin kieleen. Kuuron äidinkieli määräytyy sen mukaan, miten henkilö käyttää kieltä ja milloin hän on sen oppinut. Siten aikuisen kuuroutuessa hänen äidinkielenä on esimerkiksi suomen tai ruotsin puhekieli. Kieli ei siis korvaudu viittomakielellä, kuten tapahtuu lapsen kuuroutuessa.

Viittomakielen sanaston laajuudesta kertoo se, että esimerkiksi ruotsin viittomakielessä on pelkästään nimiviittomia yli 3000. Koko sanaston laajuutta ei kuitenkaan ole laskettu.

Myös viittomakielellä on morfologiansa. Viittomat voidaan jakaa osiin, jolloin morfeemeja ovat mm. käsimuoto, käsien lukumäärä, orientaatio, liike, toisto ja sijainti. Bergman kertoi ruotsin viittomakielen transkriptiosysteemistä, jonka avulla eri viittomien sijainti, liikerata ja muoto voidaan ilmaista. Näiden merkkien avulla pystytään ilmaisemaan kaikki viittomat, myös suun liikkeet, jotka ovat osa viitto-

mia. Suun liikkeet ovat tärkeitä, koska ne myös erottelevat viittomia toisistaan.

Viittomakielessä on myös oma kielioppinsa ja syntaksinsa. Viittomakielen sanajärjestys on erilainen kuin suomen kielen sanajärjestys. Viittausuhteet ilmaistaan mm. sormella osoittamalla. Bergmanin mukaan kielentutkijan tehtävänä onkin löytää viittojan kielioppisäännöt.

Viittomakielen lauserakenteen kannalta kasvojen ilmeillä on tärkeä merkitys. Kasvot ilmentävät lauseen tehtävää, esimerkiksi toimiiko se väite- tai kysymyslauseena ja kieliopillista asemaa, esimerkiksi onko kyseessä relatiivilause. Koska viittomakielessä kasvojen ilmeet ovat osa viittomaa, kuurojen ja kuulevien välillä saattaa syntyä väärinkäsityksiä. Kuurot käyttävät kasvojen ilmeitä eri tavalla kuin kuulevat, jotka ilmaisevat niillä lähinnä vain tunteita.

Esitelmänsä lopuksi Bergman pohti kulttuurierojen vaikutusta viittomakielen käyttöön ja sen hyväksymiseen. Suomessa on tarkat säännöt tilanteista, milloin saa kosketella ja ilmehtii. Bergman esitti väitteen, jonka mukaan viittoja tulisi paremmin toimeen Italiassa, missä jo luonnostaan ilmehditään ja elehditään enemmän kuin Pohjoismaissa. Sen sijaan esim. Kiinassa viittojat eivät ymmärrä toisiaan kovin hyvin, koska kulttuuritaustan erot ovat huomattavat. Myös kuuroilla voi siis olla kulttuurien välisiä viestintäongelmia.

Korkeakoulujen kielikeskus tiedottaa

UUTTA RANSKAN KUUNTELUMATERIAALIA

Kielikeskusmateriaalia n:o 93

Matériel pédagogique du Centre de Langues des Universités n°93

Dépée - Häkkinen - Kalliopuska - Kähärä - Malherbe - Mero - Miettinen - Moilanen:

EXERCICES DE COMPREHENSION ORALE

Interview de M. Jean-Luc Bürgünder, Rédacteur en Chef de la Revue Ecologie-Infos

Materiaali soveltuu eri alojen opiskelijoille kuullunymmärtämisen opetukseen, vaikka haastattelussa esiintykin lehdistöön ja ympäristönsuojeluun liittyvää sanastoa. Materiaalipaketti sisältää äänitteen, sanaston, harjoitukset mallivastauksiin sekä haastattelun transkription.

Materiaalin hinta on 90 mk

Dépée - Häkkinen - Kalliopuska - Kestilä - Kähärä - Malherbe - Mero - Miettinen - Moilanen

EXERCICES DE COMPREHENSION ORALE

Interview de M. Jean-Marc Croce, responsable du développement à la Caisse d'Epargne de Montargis

Interview de M. Jean-François Dépée, Directeur-adjoint de la Caisse d'Epargne de Montargis

Materiaali koostuu kahdesta pankkialaa käsittelevästä haastattelusta. Materiaalipakettiin sisältyy äänitteet, sanastot, harjoitukset mallivastauksiin sekä haastattelujen transkriptiot.

Materiaalin hinta on vielä avoin.

HUOM!

Myös kaupalliseen alaan liittyvää materiaalia on tulossa lähiaikoina.

Oppimateriaaleja voi tilata Korkeakoulujen kielikeskuksen kansliasta, puh. 941 - 603 520.

UUSIA VENÄJÄN OPPIMATERIAALEJA

Kielikeskusmateriaalia n:o 12
Language Centre Materials No. 12

Sirkka Laihiala-Kankainen - Maarit Heikinheimo-Schröder - Margarita Pietarinen

VENÄJÄÄ YHTEISKUNTATIETEILIJÖILLE

Luetun ymmärtämisen kurssi

- Oppikirja 1
- Oppikirja 2 (tulossa)

Materiaali on tarkoitettu lähinnä korkeakoulujen yhteiskuntatieteiden opiskelijoille ja tutkijoille, mutta sitä voidaan soveltaa myös muuhun venäjän opiskeluun tai itseopiskeluun. Tarkoituksena on antaa opiskelijalle sellainen kielitaito, että hän pystyy lukemaan venäjän kielellä oman alansa kirjallisuutta, sanoma- ja aikakauslehtiä.

Materiaalin hinta on: Venäjää yhteiskuntatieteilijöille I 60 mk.

Kielikeskusmateriaalia N:o 46
Language Centre Materials No. 46

Eija Hämäläinen - Marjatta Alestalo-Shepelenko

VENÄJÄÄ AIKUISILLE I. Jatkokurssi kielikeskusopetukseen. VENÄJÄÄ AIKUISILLE II. Jatkokurssi kielikeskusopetukseen.

Tämä jatkokurssi on tarkoitettu Venäjää aikuisille alkeiskurssin jatkoksi kielikeskusopiskeluun. Opiskelijan kirja I ja II käsittävät yhteensä 20 dialoginmuotoista tekstiä sekä teksteihin liittyvät harjoitukset ja sanastot.

Äänite:

Venäjää aikuisille, jatkokurssi; oppitunnit 1-10.

Materiaalin hinta on:

Venäjää aikuisille I 30,00 mk

Venäjää aikuisille II 30,00 mk

äänite Venäjää aikuisille kasetti 111 mk, avokela 196 mk.

Kielikeskusmateriaalia n:o 84
Language Centre Materials No. 84

Kimi Hulkkonen

GLASNOSTIN AJAN HEIJASTUKSIA NEUVOSTOLEHDISTÖSSÄ.

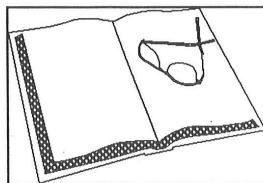
Oppimateriaali sopii yhteiskuntatieteiden opiskelijoille, mutta sitä voidaan käyttää myös kaikilla venäjän kielen keskustelukursseilla. Tavoitteena on antaa opiskelijalle sellainen tekstin ymmärtämisen taito, että hän pystyy lukemaan venäjänkielisiä sanoma- ja aikakauslehtiä. Oppimateriaali käsittää 15 tekstiä, joissa käsitellään Neuvostoliiton polttavia ongelmia glasnostin hengessä. Kaikkiin teksteihin on laadittu sanastot ja useimpiin myös tehtäviä.

Materiaalin hinta on 40 mk.

Tulossa myös venäjän kielen luetun ymmärtämisen kurssi kauppatieteiden opiskelijoille, sisältäen mm. tekstejä markkinoinnista sekä teksteihin liittyviä harjoituksia.

Kirjallisia materiaaleja voi tilata Korkeakoulujen kielikeskuksen kansliasta, puh. 941-603 520, ja äänitteitä äänitepalvelusta, puh. 603 525.

UUTTA TUTKIMUSTIETOA



KORKEAKOULUJEN KIELIKESKUKSEN JULKAISUJA
Reports from the Language Centre for Finnish Universities

Nro 42

Eija Ventola & Anna Mauranen:

**TIETEELLINEN KIRJOITTAMINEN ENGLANNIKSI:
TEKSTILINGVISTINEN NÄKÖKULMA
OPETUKSEEN**

149 sivua
Hinta: 60 mk

Nro 44

Sabine Ylönen & Katriina Miettinen:

**DEUTSCHBEDARF AN FINNISCHEN UNIVERSITÄTEN
Ergebnisse einer im Sommer 1990 durchgeführten Umfrage
unter dem finnischen Universitätspersonal**

86 sivua
Hinta: 40 mk

Tilaukset:

Korkeakoulujen kielikeskus
Jyväskylän yliopisto
PL 35
40351 JYVÄSKYLÄ

puh. 941 - 603 520
fax: 941 - 603 521

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Preregistrations and inquiries concerning the Summer School to:

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The Summer School will be opened at 11.00 on Monday, June 8, and will be closed by early afternoon on Friday, June 12.

The Summer School is preceded by

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on June 4-7, 1992, which is organized for the European Second Language Association. Inquiries to Salme Vaaraniemi at the address above.

The fee for the Summer School is FIM 950.00 (USD 225.00). The overall fee for the EUROSALA Conference and the Summer School is FIM 1,200.00 (USD 300.00) for EUROSALA members and FIM 1,300 (USD 325.00) for non-members if paid before April 30. After that date, the rates are increased by FIM 100.00 (USD 25.00). The EUROSALA Conference fees are FIM 400.00 (USD 100.00) for members and FIM 500.00 (USD 125.00) for non-members before April 30, and 500.00 (125.00) and 625.00 (155.00) respectively after April 30.



AFinLA:n syysseminari

13.-14.11.1992
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The Organizing Committee

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Pirkko Raudaskoski
EKL-PR@FINOU.OULU.FI

Preliminary registration form on p. 47.

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EINLADUNG

Das Sprachenzentrum der Universität Tampere veranstaltet in Zusammenarbeit mit dem Goethe-Institut Tampere ein Seminar mit dem Thema

MÜNDLICHES GESCHÄFTSDEUTSCH
vom 15.-16. Mai 1992 in Tampere

Programm

Freitag, 15.05.92	Eröffnung
14.00-15.30:	Dr. Ruth Brons-Albert (Amsterdam) "Linguistische Untersuchungen zur Verkäuferschulung und ihre Bedeutung für den Fremdsprachenunterricht"
15.30-16.00:	Kaffeepause
16.00-17.00:	Dr. Liisa Tiittula (Helsinki) "Kulturunterschiede in finnisch-deutschen Verhandlungen. Empirische Befunde."
17.00-18.00:	Arbeitsgruppen;wahlweise bei Frau Tiittula oder bei Frau Brons-Albert
ab 19.00-	Geselliger Abend im Goethe-Institut
Samstag, 16.05.92	
09.00-10.00:	Arbeitsgruppen;wahlweise bei Frau Brons- Albert oder bei Frau Tiittula
10.00-10.30:	AG - Berichte im Plenum
10.30-11.00:	Kaffeepause
11.00-12.00:	Ewald Reuter (Tampere)/ Rolf Rodenbeck (Helsingfors) "UNTERNEHMENSPRÄSENTATIONEN - Ein videogestütztes Unterrichtsprogramm zum Bereich mündliches Wirtschaftsdeutsch"

Änderungen vorbehalten!

Teilnahmegebühr: 50,- FIM

Weitere Informationen: Arja Nevalainen, Goethe-Institut,
Hämeenkatu 14 C, 33100 Tampere
Tel: 931-228 982, Fax: 931-228 980

Anmeldebogen auf S. 49.

GERMANISTISK INSTITUTT
P.b. 1004 BLINDERN
0315 OSLO 3
Tel. 85 69 12

Oslo 24. Januar 1992

3. Rundschreiben

III. NORDISCHES GERMANISTENTREFFEN

Liebe Kolleginnen, liebe Kollegen !

Leider muß ich Ihnen mitteilen, daß die für den 17. bis 20. 6. 1992 geplante nordische Germanistenkonferenz aufgrund von zu geringer Beteiligung abgesagt wird. Wir bedauern dies außerordentlich, möchten aber für 1993 einen erneuten Anlauf unternehmen, diese Konferenz durchzuführen. Unsere Einladung an die Germanisten aus den baltischen Ländern halten wir selbstverständlich auch für 1993 aufrecht.

Ein solches Treffen ist von verschiedenen Faktoren abhängig:

1. Die Germanisten in Skandinavien müssen natürlich vom Wert eines solchen Treffens überzeugt sein, was sie veranlassen sollte, eine nordische Germanistenkonferenz gegenüber anderen Veranstaltungen vorzuziehen. Fachliche Diskussion und Kennenlernen auf skandinavischer Basis können wohl einen guten Grund abgeben, eine solche Konferenz zu besuchen.

2. Gewisse Institutionen, die solche Konferenzen finanziell unterstützen, verlangen die Vorlage eines vollständigen Veranstaltungsprogramms, so daß ich die Kollegen schon jetzt bitten möchte, mir nach einer kurzen Überlegungspause eine Zusage für die Teilnahme und vor allem auch den Titel eines Referats zukommen zu lassen. Ich würde vorschlagen, daß diese Mitteilungen im Laufe des Monats Februar d.Js. bei mir eingehen, weil die betreffenden Anträge auf finanzielle Unterstützung im Frühjahr 1992 gestellt werden müssen. Es muß ein ordentliches Programm eingereicht werden.

3. Bei der Festlegung des Zeitpunkts müssen wir uns im klaren sein, daß es nicht allen recht gemacht werden kann. Ich würde vorschlagen, entweder Woche 22 oder 23 näher ins Auge zu fassen. Bitte lassen sie mich wissen, welchen Termin Sie bevorzugen. Anreise: Mittwoch, nachmittags, Abreise: Samstag nach dem Mittagessen.

4. Wir werden bei der Regelung, die auch in Göteborg praktiziert wurde, bleiben, in Sektionen einzuteilen, möchten aber sowohl am Donnerstag wie auch am Freitag mit je einem Plenumsvortrag einleiten, der alle Teilnehmer sammeln soll.

5. Wir werden versuchen, die nette Tagungsstätte, etwas außerhalb von Oslo gelegen, beizubehalten.

6. Ich gehe davon aus, daß dieses Rundschreiben vervielfältigt und an alle Kolleginnen und Kollegen der berührten Institute ausgeteilt wird.

Daß dieser Brief von mir abgefaßt wurde, hängt damit zusammen, daß inzwischen die Institutsleitung hier neu gewählt wurde und ich die Leitung des Organisationskomitees übernommen habe.

Ich hoffe sehr, daß wir diesmal mit dem Zustandekommen der Konferenz größeren Erfolg haben werden.

Mit freundlichen Grüßen

Ihr
Knut Erik Selwén

The 9th European Symposium on LSP

"Where is LSP in 1993?"*Implications and applications
of current LSP research*

Bergen, Norway

August 2-6 1993

The time slot for this Symposium has been chosen so as to immediately precede the AILA Conference in Amsterdam, allowing long distance travelers to kill two birds with one stone. It is organised jointly by The University of Bergen and The Norwegian School of Economics & Business Administration. The University of Bergen Campus in downtown Bergen has been chosen as Symposium venue. Excursions, spouses' program and the general cultural program will reflect the unique setting of a medieval maritime city on the scenic Norwegian west coast.

International Advisory Committee: Dr. Gerhard Budin, Vienna; Nigel Bruce, Hong Kong; Dr. Annemari Cornu, Leuven; Professor Rosemary Gläser, Leipzig; Assoc. Professor Britt-Louise Gunnarsson, Uppsala; Dr. Dennis Kurzon, Jerusalem; Professor Christer Laurén, Vaasa; Professor Heribert Picht, Copenhagen; Dr. Françoise Salager Meyer, Venezuela; Professor Larry Selinker, Michigan; Patricia Thomas, M.Phil., Surrey; Professor Andras Szöllösy, Budapest.

The conference theme, "Where is LSP in 1993?", is formulated so as to allow for a wide charting of the areas now colonized by (once typical) LSP approaches, methodologies and principles, and for an incisive reporting of results obtained under a variety of perspectives, theoretical, practical and geographical. Looking towards the mid-90's, LSP practitioners of various persuasions, engaged in research, teaching, or practical applications, are in a position to assess the real impact of a good quarter century of activity and to suggest targets for our main contributions to the information society of the future. You are thus invited to join us in exploring the *implications and applications of current LSP research* as reflected in plenary lectures, special sessions, workshops and special interest group activities within all domains where LSP is of relevance. In the selection of papers preference will be given to those based on scientific research or addressing issues and principles of theoretical/methodological interest.

To get on the mailing list for the Second Circular of the 1993 LSP Symposium, please enter your name and address (block letters, please) (or paste in the label from the envelope, with any corrections or changes needed) on the slip below and return it to:

LSP Bergen '93 Symposium
% Professor Magnar Brekke
NHH/Department of Languages
N-5035 BERGEN, NORWAY

Telefax: +47-5-25 83 83
(Fax after Feb. 1, 1992: +47-5-959 328)
Telephone :+47-5-959 329 or 959 335
e-mail: SPR_MB@DEBET.NHH.NO

=====

Please include my name in the mailing list for the 9th LSP Symposium, Bergen 1993:

Name:

Address:

City, Postal Code: Country:

Institution:

Telephone: Telefax: e-mail:

NB! This is not a registration form for the symposium, but a request for more information.

Functional Linguistics Conferences

The Georgetown University Round Table on Languages and Linguistics will take place April 20 - 23, 1992. The theme is Language, Communication, and Social Meaning. Featured speakers at the opening session are **M.A.K. Halliday** and **Dell Hymes**. Other invited systemicists include **Margie Berns**, **Peter Fries** and **Ruqaiya Hasan**. For further information, contact:

Carol J. Kreidler, Co-ordinator
GURT 1992, SLL Dean's Office
School of Languages and Linguistics
Georgetown University
Washington, DC 20057-1067

Immediately following GURT 92, from April 24 - 26, the International Linguistic Association (publishers of 'Word') will hold its annual conference at Georgetown (also in the Conference Center). The general theme of the conference is Functional Linguistics, and the invited speakers are **Simon Dik**, **Talmy Givón**, **André Martinet**, **Kenneth Pike**, and **Thomas Sebeok**. For further information contact the Conference Chair:

Prof. Ruth Brend
363 Burbank Dr.
Ann Arbor MI 48105
tel. (313) 665-2787.

THE CERA CHAIR FOR TRANSLATION,
COMMUNICATION AND CULTURES

The CERA CHAIR
for

TRANSLATION, COMMUNICATION AND CULTURES

1992

July 6 - July 31

Fourth Session

Katholieke Universiteit Leuven
Belgium

A BRIEF HISTORY OF THE CENTER

Research on translation has been carried out for about twenty years now at K.U. Leuven. Initially originating from the Department of Literary Studies, this research has gradually developed towards a more open inter-disciplinary frame. At the end of the sixties, several scholars began to focus their work on translation (Raymond van den Broeck, José Lambert, Lieven D'hulst, Dirk Delabastita, and others) and since then a series of colloquia (beginning with Leuven 1976: Literature and Translation) have been organized at Leuven, or with the assistance of the Leuven group, in cooperation with well-known scholars, among them Gideon Toury, Hans J. Vermeer, Itamar Even-Zohar, James S. Holmes, Anton Popovic, André Lefevere, Annie Brisset, Marilyn G. Rose, Susan E. Bassnett, Theo Hermans, Armin P. Frank. National and international research groups have been created (e.g. within the Belgian National Research Foundation and within international associations like ICLA and FILLM), and links have been established with several other centers (Amsterdam, Tel-Aviv, Binghamton, USA; Göttingen, Heidelberg, Nitra-Bratislava, Seoul, Taipei, Ottawa, Montreal). Members of the Leuven group have taken part in the organization and publication of collective research all over the world. Together with James S. Holmes (1977) and subsequently with Gideon Toury (New Series 1988) they have started Transst. An International Newsletter of Translation Studies and, more recently, Target. International Journal of Translation Studies (John Benjamins, 1989-). The CERA Chair now offers a solid institutional frame for previous

efforts at integrating Translation Studies into interdisciplinary academic research. (See José Lambert, "Twenty Years of Research on Literary Translation at the Katholieke Universiteit Leuven", in Harald Kittel, ed. Die literarische Übersetzung. Stand der Erforschung, Berlin, Schmidt, 1988, 122-138).

Sponsored by CERA, this special research program in Translation Studies was created at the University of Leuven in 1989 in order to promote research training in the study of translational phenomena and to stimulate high level research into the cultural functions of translation. This unique chair is sponsored by CERA.

Talented students and young scholars are accepted, upon application, for one month of research at Leuven under the supervision of an annually nominated outstanding scholar in the field of Translation Studies and the further guidance of a team of other prominent scholars.

They discuss and work out a paper ready for publication and plan further research according to the suggestions of the supervisors. Since the discussions are mainly linked with a given general methodology and theory, basic reading work and theoretical discussions are also programmed and tutored by the staff. The entire initiative is carried out in connection with international research in Translation Studies.

The philosophy of the program is based upon the observation that communication has become international by definition and on the belief that translation is one of the hidden principles of that international communication: What are these hidden functions of translations and how can we detect them? - How do we plan and organize our research? Priority will be given to descriptive research on the function of translation within cultures in modern times as well as in the past. The study of translation in cross-cultural situations provides basic insights into the structures of international societies in history.

CERA PROFESSORS 1989: Gideon TOURY (Tel-Aviv)
 1990: Hans J. VERMEER (Heidelberg)
 1991: Susan E. BASSNETT (Warwick)
 1992: Albrecht NEUBERT (Leipzig)

In its previous sessions, the program has hosted participants from Belgium, the Netherlands, France, Germany, Italy, Spain, Greece, Great-Britain, Norway, Sweden, Finland, Czechoslovakia, Turkey, USA, Nigeria, Korea, the Philippines, etc.

THE 1992 SESSION

- Five public lectures on basic problems of translation and translation studies by Professor Albrecht NEUBERT;
- Research seminars and tutorial classes, responding to the research proposals by the students. In addition to the general lectures and the individual sessions with his or her advisors, every student will attend at least two ad hoc seminars per week on methodological questions of translation research.
- As an introduction to individual and collective research, a survey will be provided of key areas in Translation Studies such as:
 1. Theoretical / Descriptive / Applied Research;
 2. The Functional Study of Translation(s): Linguistic, Cultural and/or Semiotic Approaches;
 3. The Question of Norms;
 4. Translation as (reproduction of) Communication;
 5. Translation Within our Contemporary World, or the new World Maps: Political Discourse, Business Communication, Mass Communication.

Professor Albrecht NEUBERT has been invited to hold the CERA Chair for 1992 and to take part in the first half of the program with the staff of advisors.

Professor Albrecht Neubert belongs to the very limited group of scholars who have shaped Translation Studies ("Translationswissenschaft" or "Übersetzungswissenschaft") as a discipline from the mid-sixties on. As a linguist, he has dealt with the connections between Linguistics and the study of translation, while stressing very strongly the socio-cultural aspects of all translational phenomena. He has been active in almost every sub-area of the discipline, from translation teaching to machine translation, from lexicography to the study of literary and political discourse in translation. He has established and developed the Leipzig School of Translation and Interpreting as well as the Department of Theoretical and Applied Linguistics at the University of Leipzig. Together with his colleagues O.Kade and G.Jäger he has published the series (*Neue Beiträge zu Grundfragen der Übersetzungswissenschaft*). - In recent years he has tackled some key items of Translation Studies in an impressive number of collective publications around the world.

The following scholars will act as advisors:

Dirk DELABASTITA (University of Namur) obtained his doctoral degree with a thesis on wordplay and translation. He studies West-European Shakespeare translations. He is also interested in dubbing, subtitling and other forms of

mass media translation. He is preparing a book on Translation and Mass communication (with José Lambert and others).

Theo D'HAEN (University of Leiden, Holland), professor of English and American Literature, is interested in the cultural function of literary translations in 19th and 20th century European and American culture. Apart from his numerous other publications, he has also co-edited Something Understood: Studies in Anglo-Dutch Literary Translation.

Theo HERMANS (University College London) is the editor of The Manipulation of Literature (1985), a major work in contemporary translation research, of Second Hand. Papers on the Theory and Historical Study of Literary Translation (1985), and of the periodical New Comparison. He is also involved in the publication of the Handbook for Translation Studies (Berlin, de Gruyter, ed. Armin P. Frank, Göttingen).

Lieven D'HULST (RUCA, Antwerp) published L'Évolution de la poésie en France (1987) and Cent ans de théorie française de la traduction (1990). His areas of interest are the descriptive study of translation in France and the historiography of translation.

José LAMBERT (K.U.Leuven), Assistant Secretary of the Fédération Internationale des Langues et des Littératures Modernes, is a co-editor of Literature and Translation. New Perspectives in Literary Studies (1978) and of Target. An International Journal in Translation Studies. He is preparing books on Translation with Dirk Delabastita, Lieven D'hulst, and Armin P. Frank (Handbook project).

Every year prominent visiting scholars take part in the seminars and will also act as advisors.

A maximum of 20 students will be accepted.

Students who attend the entire session and whose paper is accepted for publication in the CERA series of preprints will receive the certificate. They will also be kept informed of the activities of the center and of international translation research, mainly via *Transst. An International Newsletter of Translation Studies* and via *Target. International Journal of Translation Studies*. They will also have access to the documentation of the CERA Center.

This first brochure aims at establishing contact with candidates for participation. Bibliographical and other information will be forwarded upon request. A definitive brochure with extensive descriptions of the program will be sent to the participants at a later date.

 The TUITION FEE (25.000 BEF) now includes 5.000 BEF. for reading material, photocopies, the distribution of Transst and some organizational matters. According to the preferences of the participants, accommodation costs range from 5.000 and 15.000 BEF.

For APPLICATION, REGISTRATION AND ACCOMMODATION, or any FURTHER INFORMATION, please contact (preferably by telefax , E-mail or letter):

Professor José LAMBERT
 CERA CHAIR
 21, Blijde Inkomststr.
 Univ. of Leuven
 3000 Leuven, Belgium
 Telefax 0032/16/285025
 Bitnet:FFAAE01 at BLEKUL11

REGISTRATIONS WILL BE ACCEPTED UNTIL APRIL 30 1992

The organizers will be glad to provide information, as far as possible, on current topics linked with translation and Translation Studies. Requests to this effect should be made by letter or by telefax.

CERN

TAMPEREEN YLIOPISTON KIELIKESKUKSEN JULKAISUJA
 REPORTS
 TAMPERE UNIVERSITY LANGUAGE CENTRE
 3/1991

Wege der Erforschung
 deutsch-finnischer Kulturunterschiede
 in der Wirtschaftskommunikation

Herausgegeben von Ewald Reuter

Publikationsreihe des Sprachenzentrums der Universität Tampere

INHALT

Zum Geleit	5
Andreas Kelletat	
Goethe und die Internationalisierung des Handels	12
Brigit Stolt	
Kulturbarrieren als Verständnisproblem	28
Jaakko Lehtonen	
Sprache und interkulturelle Verständigung	47
Lilja Tlittula	
Gesprächsverhalten in Verhandlungen: Anmerkungen zu den "monologischen Finnen"	60
Pirkko Muikku-Werner	
Sind die Finnen Barbaren? Kontrastive Analyse deutscher und finnischer Abschwächungstechnik	75
Hartmut Schröder	
Kulturunterschiede in der schriftlichen Kommunikation und Wege ihrer Erforschung — Am Beispiel der deutsch- finnischen Wirtschaftskommunikation	101
Dieter Viehweger	
Die blauen Schwerter. Illokutive Strukturen produktvorstellender Texte	122
Ewald Reuter	
Mündliches Kommunikationstraining im Fachsprachen- unterricht. Eine didaktisch-methodische Skizze zur Einführung in die internationale Geschäfts- kommunikation	154
Sauli Takala	
Interlanguage communication as a challenge for language teaching in schools	194

Stückpreis: 53,00 FIM

Bezug: Tampereen yliopiston julkaisujen myyntikeskus, PL 607, 33101 Tampere

VENÄJÄN KIELEN INTENSIIVIKURSSEJA PIETARISSA

Oletko kiinnostunut venäjän kielestä ja Pietarin kaupungista lähialueineen? Nyt sinulla on hyvä tilaisuus oppia venäjän kielen alkeet tai parantaa olemassa olevaa venäjän kielen taitoasi samalla kun tutustut Pietarin kaupunkiin, sen ihmisiin ja nähtävyyksiin sekä värikkääseen historiaan. Opit tuntemaan hyvin myös venäläisen elämäntyylin, koska asut pietarilaisen perheen kotona. Voit valita myös hotelli- tai asuntolamajoituksen.

Venäjän intensiivikurssit kestävät yhdestä kolmeen kuukauteen valintasi mukaan. Kurssimaksu, joka sisältää opetuksen, majoituksen, ruokailun, museoiden ja näyttelyiden pääsymaksut sekä kiertojelut Pietarissa lähiympäristöineen, on \$400-650 kuukaudessa kurssi- ja asumismuodosta riippuen. Kurssien opettajina toimivat kokeneet pietarilaiset venäjän kielen opettajat. Opetus tapahtuu 5-6 hengen ryhmissä tai yksityisopetuksena, jos niin haluat.

Lisätietoja kurseista ja kurssiaikataulusta vuoden 1992 aikana saat soittamalla Joensuuun numeroon:

(973) 162 8209/Markku Tuomikoski

tai suoraan Pietariin numeroon:
587-03-96/Aleksandr Smirnov, telefax: 9907-812-295-98-75

FORTBILDUNG MIT ENTSPANNUNG

48 Stunden Suggestopädie für Deutschlehrer in Lärkkulla/Karis (Südfinland) vom 1.-6.6.1992

Kursleiter: AOR Waltraud Bufe, Universität Saarbrücken
Dr. Galina Jatzkowskaja, Universität Moskau
(Phonetik, Methodisches, Textproduktion, Meditation, Musik u.a.)

Gruppe A für Schullehrer, 10 Personen
Gruppe B für Lehrer i.d. Erw.-Bildung 10 Personen

Preis incl. Vollpension 1850 Fmk

Anmeldung beim Goethe-Institut Helsinki, Tel. 90-641 614 (bis 30.4.92)

XIX. INTERNATIONALER HOCHSCHULKURS FÜR GERMANISTIK

Deutschsprachige Alltags- und Fachkommunikation -
Fachsprachenforschung und Fachsprachendidaktik

12. Juli bis 1. August 1992

- Deutsche Sprache in Wirtschaft, Wissenschaft und Technik
- Textsorten und Sprachhandlungstypen (Illokutionstypen) in der Alltags- und Fachkommunikation
- Theoretische Fundierung und Gestaltung von Übungen zur Entwicklung und Vervollkommnung rezeptiver und produktiver sprachlicher Fähigkeiten
- Literatur und Fremdsprachenausbildung
- Sachsen in der deutschen und europäischen Geschichte

Das Programm wird in Vorlesungen und Seminaren, vor allem in den täglichen Sprachübungen und phonetischen Übungen realisiert.

Zum Freizeitprogramm gehören Exkursionen, Vortrags- und Gesprächsabende sowie Veranstaltungen geselligen Charakters.

Teilnehmerkreis:

- Sprachlektoren und -lehrer für Deutsch an Universitäten und Hochschulen, an Einrichtungen der beruflichen Aus- und Fortbildung sowie an Gymnasien (Oberschulen)
- Vertreter der germanistischen Sprachwissenschaft und der Fremd- bzw. Fachsprachendidaktik
- Studenten der Germanistik und Studenten anderer Fachrichtungen (z. B. Ökonomie, Technikwissenschaften) mit der Vertiefungsrichtung deutsche Sprache
- in der Industrie, in Wirtschaft und Verwaltung tätige Germanisten

Kursgebühr: DM 750,- einschließlich Unterkunft
(Zweibettzimmer), Frühstück,
Teilnahme an 2 Exkursionen und
an Abendveranstaltungen

Auskunft und Anmeldung,

Inquiries, Application:

Technische Universität Chemnitz
Germanistik / Deutsch als Fremdsprache
Postschließfach 964

D - O - 9010 Chemnitz

Telefon: 071/ 561 • 42 47
071/ 561 • 21 11



Deutsche Sprache in der Alltags- und Fachkommunikation

Sprachintensivkurs - 9. September bis 8. Oktober 1992

Der Kurs kann, entsprechend dem Leistungsstand der Teilnehmer, auf verschiedenen Stufen absolviert werden: von der Anfängerstufe bis zur Fortgeschrittenenstufe.

Auf jeder Stufe wird besonders auf die Entwicklung von Fähigkeiten im Hören und Sprechen zur Erfüllung von Kommunikationsaufgaben im Alltag und im Beruf Wert gelegt.

Das Lehrprogramm wird ergänzt durch zahlreiche Abend- und Wochenendveranstaltungen, wie Exkursionen, Gespräche mit kompetenten Vertretern aus Wissenschaft und Kultur sowie durch Veranstaltungen geselligen Charakters.

Teilnehmerkreis:

Studenten und Wissenschaftler aller Fachrichtungen, Interessenten aus Industrie, Wirtschaft, Verwaltung und anderen Tätigkeitsbereichen

Kursgebühr: DM 1100,- einschließlich Unterkunft (Zweibettzimmer), Frühstück, Teilnahme an 2 Exkursionen und an außerunterrichtlichen Veranstaltungen

Everyday german and german for special purposes

Intensive Course - September 9 to October 8, 1992

The course is geared towards the proficiency of applicants, with classes graded from elementary to advanced level.

Particular emphasis is placed on developing speaking and comprehension skills for use in everyday situations and in professional work.

The programme also includes various evening and weekend activities, e. g. excursions, talks on selected topics and social events.

Participants:

The course is designed for students and professional people from all backgrounds. We can also offer specialist tuition for participants working in industry, business or in scientific and technical fields.

Course Fee: DM 1100,- including accommodation (two persons sharing), breakfast, participation in two excursions and in evening activities



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DAAD

Deutscher
Akademischer Austauschdienst

DRESDEN

Pädagogische Hochschule Dresden

25. Internationaler Sommerkurs für ausländische Germanistik- und Deutschlehrerstudenten

Thema: Das Programm des Kurses umfaßt ein breites inhaltliches Spektrum an sprachpraktischen und regional-landeskundlichen Themenbereichen. Neben regulären Vorträgen und Sprachübungen besteht in bestimmten Kursabschnitten auch die Möglichkeit der Wahl zwischen verschiedenen Themen und Arbeitsformen entsprechend den individuellen Interessen und Wünschen der Teilnehmer. Insgesamt bietet der Kurs folgende Veranstaltungen an:

- Vorträge zu aktuellen Themen der Linguistik, Literaturwissenschaft, Regionalgeschichte, Politik und des Bildungswesens
- integrative Sprachübungen
- interessengebundene Projekt- und Werkstattarbeit (Landeskunde, Sprachpraxis, Literatur)
- phonetische Übungen im Sprachlabor
- Hospitationen an Dresdner Schulen

Bibliothek, Lesesaal und Mediathek sowie die Sprachlabore stehen den Teilnehmern zur individuellen Benutzung frei.

Ein Rahmenprogramm bietet außerdem interessante Gesprächsrunden, literarische Lesungen, Theater- und Kinobesuche, Führungen durch Dresdner Museen, Nahexkursionen sowie Tagesausflüge nach Meißen, in die Sächsische Schweiz, in das Erzgebirge und in die Oberlausitz.

Teilnehmerkreis: Germanistik- und Deutschlehrerstudenten mit guten Sprachkenntnissen.

Teilnehmerzahl: Max. 80 Teilnehmer

Kurstermine: 31.8.-19.9.1992

Anmeldeschluß: 1.6.1992

Kursgebühren: 600DM (einschließlich 100DM Einschreibgebühr)

Unterkunft und Unterkunft wird vermittelt (ca. 250DM)

Verpflegung: Teilverpflegung in der Mensa ist möglich (ca. 150DM)

Anmeldung: PH Dresden, Institut für Germanistik, Lehrstuhl Deutsch als Fremdsprache, Wigardstr. 17, D-O-8060 Dresden
Telefon: Dresden 5990-377 bzw. 5990-501
Telefax: (003751) 570620

CONGRESS CALENDAR (updated 24.2.1992)

1992

April

- 1.-3.4. **3rd Conference on Applied Natural Language Processing**
Trident
Contact: Mme. F. Bariaud, 39, Rue Ste Croix de Bretonniere/B 23,
F-75004 Paris, France
- 1.-3.4. **Conference on World Englishes**
Urbana
"World Englishes Today"
Contact: Chair, Conference on World Englishes, Division of Applied Linguistics,
University of Illinois, 4088 Foreign Languages Building, 707 S. Mathews Ave.,
Urbana, IL 61801, USA
- 2.-4.4. **Sixth Annual International Conference on Pragmatics and Language Learning**
Urbana
Contact: L.F. Bouton, Division of English as an International Language, University
of Illinois, 707 South Mathews Ave., 3070 Foreign Languages Building, Urbana,
IL 61801, USA
- 2.-5.4. **12th Annual Second Language Research Forum**
East Lansing
"SLA - Interdisciplinary Perspectives"
Contact: India Plough, English Language Center, Michigan State University,
East Lansing, MI 48824-1035, USA
- 5.-9.4. **1992 Joint Conference of Association for Literary and Linguistic Computing and**
Oxford
Association for Computers and the Humanities
Contact: ALLC-ACH92, Centre for Humanities Computing, Oxford University
Computing Service, 13 Banbury Road, Oxford OX2 6NN, UK
- 6.-9.4. **International Conference on Language Awareness**
Bangor
Contact: Peter Garrett, Linguistics Section, University of Wales, Bangor, Gwynedd,
LL57 2DG, UK
- 10.-13.4. **Annual Course Conference and Exhibition**
Edinburgh
"The Language World"
A joint conference of the International Association of Teachers of English as
a Foreign Language (IATEFL) and the Association for Language Learning (ALL)
Contact: Mrs Christine Wilding, ALL, 16 Regents Place, Rugby, CV21 2PN, UK
- 13.-16.4. **New Sounds '92**
Amsterdam
Second Amsterdam Symposium on the Acquisition of Second-Language Speech
Contact: New Sounds '92 Secretariat, Engels Seminarium, University of Amsterdam,
Spuistraat 210, 1012 VT Amsterdam, The Netherlands
- 20.-23.4. **RELC's Regional Seminar: "Language Teacher Education in A Fast-Changing World"**
Singapore
Contact: The Director (Attention: Seminar Secretariat), SEAMEO Regional Language
Centre, 30 Orange Grove Rd., Singapore 1025
- 20.-23.4. **The Georgetown University Round Table on Languages and Linguistics (GURT)**
Georgetown
"Language, Communication and Social Meaning"
Contact: Carol J. Kreidler, Co-ordinator, GURT 1992, SLL Dean's Office, School of
Languages and Linguistics, Georgetown University, Washington, DC 20057-1067, USA

- 24.-26.4. **Annual Conference of the International Linguistic Association**
Georgetown
"Functional Linguistics"
Contact: Prof. Ruth Brend, 363 Burbank Dr., Ann Arbor, MI 48105, USA

May

- 1.-3.5. **Germanistische Forschung zum Literarischen Text, 4. internationale Arbeitstagung**
Vöyri
Contact: Andreas F. Kellert, Universität Vaasa, Institut für Deutsche Sprache
und Literatur, PL 297, 65101 Vaasa, Finland
- 3.-7.5. **International Reading Association (IRA)**
Orlando, FL.
"Literacy: The Language of Freedom"
Contact: Conferences Division, PO 8139, Newark, DE 19714-8139, USA
- 9.-13.5. **18th Annual Congress of SIETAR (International Society for Intercultural Education,**
Montego Bay, **Training and Research): "Strategies for Crosscultural Communication in the New**
Jamaica **Information Age"**
Contact: SIETAR International, 733 15th St., NW Suite 900, Washington, DC 20005, USA
- 11.-13.5. **International Symposium on "Negotiations in the Workplace"**
Aalborg
Contact: Alan Firth, Dept. of Languages and Intercultural Studies, A.U.C., Langagervej 2,
DK-9220 Aalborg, Denmark
- 20.-22.5. **11th ACROLT Language Testing Symposium**
Kiryat
"Responsibility in Testing"
Anavim
Contact: Elana Shohamy/Isabel Berman, School of Education, Tel Aviv University,
IL-69978 Ramat Aviv, Israel
- 20.-23.5. **Nordische Konferenz zur Videodidaktik**
Kalmar
Contact: Sabine Ylönen, Language Centre for Finnish Universities, PL 35,
SF-40351 Jyväskylä, Finland
- 22.5.-2.6. **The Copenhagen Second Language Acquisition Workshop**
Copenhagen
Contact: Esther Glahn, Dept. of General and Applied Linguistics, University of Copenhagen,
Njalsgade 80, 2300 Copenhagen S, Denmark

June

- 4.-6.6. **Scandinavian Symposium on Translation Theory**
Turku
"Translation and Knowledge"
Contact: SSOTT IV, School of Translation Studies, University of Turku, Tykistökatu 4,
SF-20520 Turku, Finland
- 4.-7.6. **The Second International EUROSLA Conference**
Jyväskylä
Contact: Jyväskylä Congresses, Salmi Vaaranieni, PO Box 35, 40351, Jyväskylä, Finland
- 8.-12.6. **13th Finnish Summer School of Linguistics**
Jyväskylä
"Second/Foreign Language Acquisition"
Contact: Jyväskylä Congresses, Salmi Vaaranieni, PO Box 35, 40351 Jyväskylä, Finland
- 11.-13.6. **Jahrestagung Deutsch als Fremdsprache**
Münster
Contact: Dr. Armin Wolff, Lehrgebiet Deutsch als Fremdsprache, Universität Regensburg,
Universitätsstraße 31, D-8400 Regensburg, BRD
- 14.-16.6. **4th International Conference on Computer Assisted Learning**
Wolfville
Contact: Ivan Tomek, ICCAL '92, Jodrey School of Computer Science, Acadia University,
Wolfville, Nova Scotia BOP 1X0, Canada

- 22.-25.6. **Translators and the European Community**
Stockholm
Conference organized by the Swedish Association of Authorized Translators (FAT)
Contact: FAT Secretariat, c/o Billig, Bernströmvägen 7D, S-14600 Tullinge, Sweden
- 26.-28.6. **The First International Conference: "Foreign Language Acquisition and Intercultural Contacts"**
Sofia
Contact: Dr. Stanka Stojanova-Jovceva, President, German Department, University of Sofia, Rouski 15, 1000 Sofia, Bulgaria
- 28.6.-2.7. **30th Annual Meeting of the Association for Computational Linguistics**
Newark
Contact: Don Walker (ACL), Bellcore, MRE 2A379, 445 South Street, Box 1910, Morristown, NJ 07960-1910, USA
- July
- 4.-9.7. **7th International Phonology & 5th International Morphology Meeting**
Krems
Contact: Phonologietagung, Institut für Sprachwissenschaft, Berggasse 11, A-1090 Wien, Austria
- 12.-18.7. **8th World Congress of Fédération Internationale des Professeurs de Français**
Lausanne
Contact: Comité national du 8ème Congrès mondial de la FIPF, Chemin des Allignés 2, CH-1006 Lausanne, Switzerland
- 13.-16.7. **PacSLRF - Second Language Research Forum for the Pacific**
Sydney
Contact: Tony Erben, LARC, University of Sydney, Transient Building (F12), Sydney, NSW 2006, Australia
- 13.-18.7. **The 19th International Systemic Congress**
Sydney
Contact: Rhondda Fahey, School of English and Linguistics, Macquarie University, NSW 2109, Sydney, Australia
- 29.7.-1.8. **14th Annual Conference of The Cognitive Science Society**
Bloomington
Contact: Candace Shertzer, Cognitive Science Program, Psychology Building, Indiana University, Bloomington, IN 47405, USA
- August
- 31.7.-3.8. **The 4th Systemic Workshop**
Nottingham
Contact: Hilary Hillier, Department of English, University of Nottingham, Nottingham NG7 2RD, UK
- 4.-9.8. **Fifth EURALEX International Congress**
Tampere
Contact: Congress Organizers, EURALEX 92, University of Tampere, PO Box 607, SF-33101 Tampere, Finland
- 9.-14.8. **15th International Congress of Linguists**
Quebec City
"The Survival of Endangered Languages"
Contact: CIL92, Département de langues et linguistique, Université Laval, Quebec City, (Que.), G1K 7P4, Canada
- 12.-14.8. **Sixth Nordic Prosody Symposium**
Stockholm
Contact: L. Nord, "Nordic Prosody", Inst. för Talöverföring & Musikakustik, KTH, Box 70014, S-100 44 Stockholm, Sweden
- 17.-22.8. **LSP Text Linguistics in the Classroom**
Leipzig
Contact: R. Gläser, Sektion Fremdsprachen/ Fachsprachenzentrum, Universität Leipzig, Augustusplatz 9, O-7110 Leipzig, Germany

- 26.-29.8. **Discourse and the Professions, International Symposium**
Uppsala
Contact: Britt-Luise Gunnarsson, FUMS, Uppsala University, Box 1834, S-75148 Uppsala, Sweden
- 29.8.-3.9. **25th Annual Meeting of the Societas Linguistica Europaea: "Language Contact across the Atlantic"**
Galway
Contact: Dr A. Ahlquist, University College, Galway, Ireland
- September
- 31.8.-4.9. **International Conference on Maintenance and Loss of Minority Languages**
Noordwijk-kerhout
Contact: Steunpunt Nederlands als Tweede Taal, Faculty of Letters, University of Louvain, Blijde Inkomststraat 7, B-3000 Leuven, Belgium
- 3.-5.9. **"Teachers Develop Teachers Research"**
Birmingham
International Conference at Aston University
Contact: TDTR Conference Secretary, Language Studies Unit, Aston University, Birmingham B4 7ET, UK
- 9.-11.9. **Poetics and Linguistics Association (PALA)**
Ghent
International Conference on "Literature and the Analysis of Discourse"
Contact: Seminarie voor Engelse Taalkunde, R.U.Gent, Rozier 44, B-9000 Gent, Belgium
- 23.-26.9. **International Congress on the Spanish Language**
Granada
Contact: Congreso Internacional Español, Universidad de Granada, Facultad de Filosofía y Letras, EdificioA., Campus de Cartuja, E-18071 Granada, Spain
- October
- 2.-3.10. **4th Finnish Seminar on Discourse Analysis**
Oulu
Contact: "DA Seminar" c/o English Department, University of Oulu, P.O.Box 191, SF-90101 Oulu, Finland
- 9.-11.10. **10th Anniversary National Oral Skills Workshop Symposium on Language Centre Teaching and Research**
Helsinki
Contact: John Langille, Jyväskylä University Language Centre, PL 35, 40351 Jyväskylä, Finland
- 23.-26.10. **International Association of Teachers of English as a Foreign Language (IATEFL) Silver Jubilee Conference**
Lille
Contact: IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable CT5 2DJ, UK
- November
- 20.-22.11. **Colloquium "Language and Business"**
Ghent
Contact: Provinciale Hogeschool voor Vertalers en Tolken, Colloquium "Taal en Bedrijf", Brusselsepoortstraat 93, B-9000 Gent, Belgium
- 20.-22.11. **Annual Conference of ACTFL (American Council for the Teaching of Foreign Languages)**
Rosemont, IL
Contact: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801, USA
- 26.-29.11. **5th Annual Language Fair, EXPOLINGUA Frankfurt**
Frankfurt
Contact: IVH Verlag GmbH, Postfach 2464, D-5300 Bonn 1, Germany

1993

- 4.-7.4. **First International Conference on Mathematical Linguistics**
Barcelona
Contact: Carlos Martín-Vide, Universitat de Barcelona, Facultat de Filologia,
Seccio de Linguistica, Gran Via de les Corts Catalanes, 585, 08007 Barcelona,
Spain
- 13.-17.4. **27th Annual Convention of TESOL**
Atlanta
"Designing Our World"
Contact: TESOL, 1600 Cameron St., Suite 300, Alexandria, VA 22314, USA
- 17.-18.5. **Kolloquium "Persuasive Texte in der Presse"**
Helsinki
Contact: Dr. Hartmut Lenk, Germanistisches Institut der Universität Helsinki,
Hallituskatu 11-13, SF-00100 Helsinki, Finland
- 2.-7.8. **10. International IDT-Konferenz: "Deutschunterricht in einer sich wandelnden Welt"**
Leipzig
Contact: X. IDT Leipzig 1993, Herder-Institut der Universität Leipzig, Lumumbastrasse 2,
D O-7022 Leipzig, Germany
- 2.-6.8. **9th European Symposium on LSP**
Bergen
"Where is LSP in 1993?"
Contact: LSP Bergen '93 Symposium, Prof. Magnar Brekke, NHH/Department of
Languages, N-5035 Bergen, Norway
- 8.-12.8. **10th AILA World Congress - "Language in a Multicultural Society"**
Amsterdam
Contact: Johan Matter, Vrije Universiteit, Faculteit der Letteren, Postbus 7161,
NL-1007 MC Amsterdam, The Netherlands

1994

- 28.3.-1.4. **18th FIPLV (Federation Internationale des Professeurs des Langues Vivantes)**
Hamburg
World Congress, in conjunction with the Fachverband Moderne Fremdsprachen (FMF)
Contact: FIPLV Head Office, Seestrasse 247, CH-8038 Zürich, Switzerland

1996

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

ENGLISH SUMMARY

Päivi Sihvonen-Hautecoeur from Jyväskylä University reports on the 13th Scandinavian Conference of Linguistics held at the University of Roskilde, Denmark, 9.-11.1.1992. The some fifty talks given were arranged under the broad headings of anthropological linguistics, pragmatics, research on syntax, phonology, and neurolinguistics. In the section on anthropological linguistics, T. Skutnabb-Kangas and R. Phillipson discussed attitudes towards minority languages in several cultures, and M. Grönholm gave a talk on the difficulties of Swedish-speaking students in using Finnish. The talks in the pragmatics section ranged from interaction analysis to text linguistics. J. Allwood criticised speech act theory and ethnomethodological conversational analysis, and outlined a new model emphasising interaction and communicative activity to complement them. The project group Andersen, van Daele and Ravnholt introduced their research on the specific features of communication in the social context of a work place, and D. Day discussed speech both as an object and an instrument of research. Theoretical issues in text linguistics were covered by O. Tøgeby, L. Helstoft and J. Nordård-Sørensen, while U. Geist discussed the popularisation of scientific texts. Talks were also given by C. Jørgensen (persuasiveness), P. McIlvenny (sign language), G. Sandström (temporal clauses), and O. Vigso (campaign posters). The closing speeches stressed the importance of Scandinavian cooperation, and the 14th Scandinavian Conference of Linguistics to be held in Sweden in 1993 was suggested as one forum for this cooperation.

Kirsi Heiskanen from Jyväskylä University discusses sign language and the culture of the deaf. Sign language has only recently been accepted as an independent language and a subject meriting research. One indication of this new interest was the workshop "Acquisition of sign language and of the culture of the deaf" which was arranged by Paul McIlvenny and Pirkko Raudaskoski in connection with the AFinLA Autumn Symposium in Oulu, 15.-16.11.1991. In the panel discussion, the participants emphasised the fact that the deaf are an independent linguistic and ethnic group with their own culture and history. One of the central questions discussed was the need for and availability of interpreting services for the deaf. The panelists were also concerned about inadequate instruction and the lack of suitable teaching materials, and stressed a need for both sociolinguistic and psycholinguistic research. Sign language was also the topic of Professor Brita Bergman's lectures when she visited the Department of Communication in Jyväskylä, 27.11.1991. She first discussed the mother tongue of the deaf which is determined by how the person uses the language and when it has been acquired. The use of sign language opens the doors to the community of the deaf. This community has its own values and norms, i.e. culture, which was the second of Prof. Bergman's lecture topics. Having their own culture is an important factor in creating a sense of belonging and solidarity among the deaf. She also dealt with the vocabulary and grammar of sign language, and considered cultural differences in its use.

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Hämeenkatu 14 C
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Tel. (931) 228 982

Bitte bis zum 10.Mai 1992 zurücksenden!

ANMELDUNG

Ich werde am Seminar "Mündliches Geschäftsdeutsch" vom 15.-16. Mai 1992 teilnehmen.

Nachname:

Vorname:

Institution:

Anschrift; Straße:

PLZ+Ort:

Tel:

Fax:

Die Teilnahmegebühr von 50,- FIM überweise ich bis zum 10.05.1992 auf das Konto-Nr.: TAP - Tampere 452110-171231 des Goethe-Institutes Tampere.

Nach Anmeldung wird mir ein detailliertes Programm zugeschickt.

Datum:

Unterschrift:

Senden an: Goethe-Institut
Arja Nevalainen
Hämeenkatu 14 C
33100 TAMPERE

Fax: 931-228 980

PRELIMINARY REGISTRATION FORM - please return by the end of March to:

"DA Seminar", English Department, University of Oulu (address below)

N.B. THIS IS INTENDED TO BE A WORKSHOP TYPE SEMINAR WITH EMPHASIS ON DISCUSSION AND THE PRESENTATION OF CURRENT RESEARCH IN DISCOURSE ANALYSIS AND RELATED FIELDS. IT IS HOPED THAT THE SEMINAR WILL STIMULATE COOPERATION AND NEW RESEARCH IN THIS AREA.

NAME _____

AFFILIATION _____

ADDRESS _____

TEL/FAX/E-MAIL _____

I INTEND TO PARTICIPATE WITHOUT A CONTRIBUTION _____

I INTEND TO GIVE A SHORT PAPER FOR DISCUSSION IN THE WORKSHOP. THE PRELIMINARY TITLE IS _____

SPECIAL REQUIREMENTS (E.G. VIDEO) _____

MY SUGGESTIONS FOR THE WORKSHOP THEMES ARE _____

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