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KIELIKESKUSUUTISIA

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Lehteen tarkoitettun materiaalin tulee olla toimituksessa
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Jos olet osallistunut mielenkiintoiseen tilaisuuteen, lukenut uusia ideoita antavan kirjan, löytänyt kiinnostavaa oppimateriaalia tai kokeillut jotain opetusmenetelmää, josta haluaisit kertoa muillekin, Kielikeskusuutiset on oikea kanava informoida kielikeskusopettajia ja muita kieltenopetuksesta kiinnostuneita.

Kielikeskusuutisiin tarkoitettujen artikkeleiden ja raporttien pituus ei saisi mielellään ylittää kuutta liuskaa. Kirja-arvostelujen enimmäispituus on kolme liuskaa. Tietyn kuukauden lehteen tarkoitettujen kirjoitusten ja ilmoitusten tulisi olla toimituksessa viimeistään edellisen kuun puolivälissä.

Jos käytössäsi on mikrotietokone voit lähettää kirjoituksesi MS-DOS/PC-DOS levykkeellä (5¼ tai 3½ tuumaa) kirjoitettuna millä tahansa yleisimmin käytetyllä ohjelmalla. Macintoshin käyttäjien tulisi tallettaa tekstinsä DOS-muodossa. Levykkeen lisäksi haluamme teksteistä myös paperiversion, koska ohjelmia muunnettaessa tekstin muotoilu saattaa kärsiä. Pyydettyä palautamme levykkeesi.

Toivomme myös, että kirjoittajat laatisivat artikkeleistaan (ei kirja-arvosteluista) tiivistelmän joko englanniksi tai kirjoittamallaan kielellä. Tämä helpottaisi meitä huomattavasti englanninkielisten yhteenvotjen tekemisessä.

HELSINGIN YLIOPISTON KIRJASTO
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**A SHORT GUIDE
TO BRITISH UNIVERSITY QUALIFICATIONS**

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Internationalization is currently one of the most popular topics for discussion in universities throughout Europe, and Finnish universities are keen to publicise their links with universities in other countries and their participation in programmes such as NORDPLUS and ERASMUS. Internationalization in this context tends to mean promoting exchanges between students and staff of different universities, engaging in joint educational projects, and generally being aware of what is going on in tertiary establishments around the world. It also means employing people from different educational systems, with different qualifications, and this leads to the problem of deciding on the equivalence of various degrees.

In Finland, there is no difficulty deciding on the equivalence of degrees from other Scandinavian countries, since Norway, Sweden and Denmark have similar degree structures. There is, however, much more of a problem with degrees from other countries. It is common for people in Finland to say that a Finnish F.K. = an M.A. from an Anglo-Saxon country, and leave it at that, but such a simple statement is not strictly true. Leaving aside the problems of equating British and American degrees, I intend to concentrate here on some of the anomalies within the British system of higher education, which show that to make any valid comparisons between countries, it is always necessary to know about each country's educational system in some detail.

At the time of writing, there are 49 universities, 45 polytechnics and 80 colleges and institutes of higher education in Britain. I use the term 'Britain' here

informally, as do many government publications, to mean the United Kingdom of Great Britain and Northern Ireland. Northern Ireland has two universities (The Queen's University of Belfast and the University of Ulster) and Wales has one (the University of Wales) which is a federal university with six constituent colleges in Cardiff (2), Aberystwyth, Bangor, Lampeter and Swansea. At present, the 38 English universities are: Aston University (Birmingham), University of Bath, University of Birmingham, University of Bradford, University of Bristol, Brunel University (Middlesex), University of Buckingham, University of Cambridge, City University (London), Cranfield Institute of Technology (which, despite its name, has university status), University of Durham, University of East Anglia, University of Essex, University of Exeter, University of Hull, University of Keele, University of Kent at Canterbury, University of Lancaster, University of Leeds, University of Leicester, University of Liverpool, University of London (which is a federal university composed of a large number of colleges, schools and institutes), Loughborough University of Technology, University of Manchester (also called The Victoria University of Manchester), U.M.I.S.T. (University of Manchester Institute of Science and Technology), University of Newcastle, University of Nottingham, The Open University, University of Oxford, University of Reading, R.C.A. (Royal College of Art), University of Salford, University of Sheffield, University of Southampton, University of Surrey, University of Sussex, University of Warwick, and University of York.

All of the universities listed above run courses leading to first degrees and higher degrees. The problem is that they do not all give the same names to their degrees. Generally speaking, the first degree in an arts subject is called a B.A. (Bachelor of Arts) and in a science subject it is a B.Sc. (Bachelor of Science). There are also a lot of other names e.g. B.Eng. (Bachelor of Engineering), B.Tech. (Bachelor of Technology), or B.Ed. (Bachelor of Education). The first degree in medicine is often called M.B., Ch.B. (Bachelor of Medicine, Bachelor of Surgery).

A degree can either be a pass/ordinary/general degree, or an honours degree. The distinctions between these vary from place to place (sometimes an honours degree includes a short thesis, sometimes it doesn't, sometimes an honours course is longer than a pass/ordinary/general course, and sometimes it is just more difficult) but one thing is always true, whether a B.A. or B.Sc. is granted by a university, a polytechnic or a college, and that is that an honours degree is higher than a pass/ordinary/general degree. Nowadays most students at a university enrol on an honours course, and although it is still possible to enrol on a pass/ordinary/general degree course at some universities, most people leaving a university now with a degree without honours do so because they have done badly on an honours course. This is not as often the case with people who have a B.A./B.Sc. from a polytechnic, because polytechnics offer more pass/ordinary/general degrees. Any pass/ordinary/general degree is equivalent to any other, and any honours degree is equivalent to any other. Most of them are called Bachelor's degrees. Misunderstandings only arise when they are not.

The Universities of Oxford and Cambridge (collectively known as Oxbridge) have their own system of naming their degrees which is misleading to those who are unaware of it. Both universities give a B.A. as a first degree

to students of every subject. The B.Sc. is actually a higher degree at Oxford, and it does not exist at all at Cambridge. However, to get an Oxbridge M.A., all an Oxbridge graduate has to do is to wait a few years and s/he is granted one on payment of a nominal fee. In the case of Oxford, graduates are given an M.A. if they pay the university £5, seven years after their first term of study, and in the case of Cambridge, if they pay £2 after six years. An M.A. is usually considered to denote a higher degree, and from time to time articles are written in the national papers about this anomaly (e.g. 'Where an M.A. is master of nothing at all' an article by Sarah Lonsdale in The Observer 21 April 1991). It cannot be too widely known that an M.A. from Oxford or Cambridge is no more than a B.A. Both Oxford and Cambridge do offer higher degrees, but they are not called M.A.s.

The Open University, like the open universities in other countries, is open to people with or without academic qualifications. Students can take modules of study over a longer period of time than is usual at other universities and collect credits for a first degree. They can study at home after work and attend a summer school at a university campus during their holidays. The Open University awards more pass/ordinary/general degrees than honours degrees (which require more credits) but degrees given by the Open University have the same status as degrees given by other universities. A first degree is an entrance requirement to courses leading to higher degrees at the Open University, just as it is at other universities.

The University of Buckingham, founded in 1983, is the only private university in Britain at the moment, and it has a high percentage of foreign students. It is possible to get a B.A. (Hons) or a B.Sc. (Hons) in only two years from this university by studying full-time, with no summer holiday. In all of the other universities it takes either three or four

years to get a first degree. Four-year first degrees are not considered to be higher than three-year degrees. Each university faculty decides on the length of its degree, and it is common for foreign language degrees to take four years because the degree includes one year abroad. Most other degrees take three years.

I should point out that although at the moment there are 38 English establishments which have university status, this number will increase during 1992 and 1993, since many polytechnics are being upgraded to universities and will change their name as well as their status. The difference between polytechnics and universities is often confusing to foreigners. The legal difference is that each university has the right to confer its own degrees (although careful checks on standards are made to ensure that all first degrees and higher degrees from British universities have equal status) whereas a polytechnic does not have that right. Its degrees are conferred by the C.N.A.A. (Council for National Academic Awards). If, however, you ask most British people what the difference is, the most common answer will be that universities are "higher" than polytechnics, or that "you need better A-levels to get into a university." This has an element of truth, but is not absolutely true. As well as offering some traditional university-type courses, which accept students who do not have the academic qualifications to get into a university, polytechnics have always offered different kinds of applied courses, which often contain a vocational element which makes the degree attractive to potential employers. It is a documented fact that there is less unemployment among polytechnic graduates than among university graduates because of this (although it is also true that more university graduates go straight on to further research, and so are not counted in the employment figures in the year after graduation, which tends to distort the statistics). Polytechnic courses in subjects like design, for example, can be

much better than equivalent courses in universities. Polytechnics have also always been more flexible about accepting students with qualifications other than A-levels, although universities are now following their lead and increasing their quota of students with unconventional or work-related qualifications.

Scotland has 8 universities, and the Scottish degree structure has more in common with the American degree structure than with the English. Scottish students study a wider range of subjects for Highers than English students do for A-level, and consequently do not study them in so much depth. They also usually go to university at 17 instead of 18, and study for three years for an ordinary degree and a further year for an honours degree. According to the guide, British Qualifications 22nd Edition,

"Because of the different Scottish school tradition and a lower entry age the level of work in the first year of Scottish first degree courses is, generally, less advanced in those subjects which are taught in school than in first-year courses in England, Wales and Northern Ireland. The wider spread of subjects and the rather less specialised character of many of the courses mean that the level of the Scottish four-year honours courses reaches a standard about the same as that of the English and Welsh three-year honours degree courses."

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Although the Scottish universities call their first degree in Science a B.Sc. and (after a further year of study) a B.Sc. (Hons), in the same way as English, Welsh and Northern Irish universities do, most of them do not award the degree of B.A. or B.A. (Hons) at all, and so call their first degree in an arts subject an M.A. or an M.A. (Hons). Various official guides to British universities make such vague statements as, "in the older Scottish universities Master is used for a first degree in arts subjects" (P. 188 Education in Britain - a Central Office of

Information reference pamphlet) without listing which are the older universities or mentioning that one of the newer Scottish universities does the same thing. However, in the sections of the different universities in British Qualifications 22nd Edition, the nomenclature of first degrees is clarified. For the record, the University of Aberdeen (founded in 1495), the University of Dundee (founded in 1967), the University of Edinburgh (founded in 1583), the University of Glasgow (founded in 1451), and the University of St. Andrews (founded in 1411) all give an M.A. (Ord) or an M.A. (General) after three years of study and an M.A. (Hons) after four, and all these degrees are first degrees and not higher degrees. The other 3 Scottish universities, although in most cases following the same degree structure as the universities listed above, award a B.A. (General) or a B.A. (Hons) as a first degree in an arts subject. These universities are: Heriot-Watt University (Edinburgh), the University of Stirling and the University of Strathclyde, which were all founded in the 1960s.

Apart from the 7 universities (Oxford, Cambridge, Aberdeen, Dundee, Edinburgh, Glasgow and St. Andrews) which call their B.A.s M.A.s, an M.A. (Master of Arts) is the most common title for the holder of a higher degree. Universities which use the M.A. for a first degree do not then have the option of using it for a higher degree, and therefore often award an M.Sc. (Master of Science) in arts subjects as well as in science subjects. Aston University also awards an M.Sc. for its higher degrees in arts subjects, for reasons of its own. There are other Master's degrees too, such as M.Ed. (Master of/in Education), or M.Mus. (Master of Music). Master's degrees in different subjects all have the same status.

An M.Phil. or M.Litt., however, denotes a research degree, which is of a higher level. It is an intermediary degree between a Master's degree and a Ph.D. (a doctoral degree) and as such is equivalent

to the Finnish Licentiate. In some British universities, research students must register for an M.Phil. or M.Litt. first, even if they are intending to continue to a Ph.D. Unlike in Finland, a dissertation cannot be submitted for an M.Phil. or M.Litt. and then be extended and resubmitted for a Ph.D., so most people go straight on to a Ph.D. unless they tire of doing research and decide to stop at the M.Phil. or M.Litt. level. There are, of course, people who enrol for an M.Phil. or M.Litt. because that is what they want to do. It is a higher degree in its own right, and not merely a consolation prize for those who do not make it to a Ph.D.

In Britain it is possible to go straight from a first degree to a Ph.D. without doing a Master's degree or an M.Phil. or M.Litt. Although always quite rare and becoming rarer, this has been more common in the sciences than in the arts, and perhaps more common in Scotland than in England. Only certain students are allowed to do this, and even then there is no guarantee that they will be granted a Ph.D. at the end of their research. It is much more common to do a Master's degree before embarking on a higher research degree.

Degrees are not the only qualifications awarded by British universities and other institutions of higher education. There are also many certificates and diplomas, most of them postgraduate qualifications (i.e. a first degree is an entry requirement). Teaching qualifications are a case in point. The most common teaching qualification for graduates is the P.G.C.E. (Postgraduate Certificate of Education) which is the qualification currently required by the D.E.S. (Department of Education and Science) in Britain in order to teach in state schools. (A B.Ed. or B.Ed. (Hons) is also an approved teaching qualification.) Teaching qualifications are the subject of great debate in Britain at the moment, in that the government is suggesting that there should be different forms of teacher

training, of different lengths, in order to provide the number of qualified teachers needed in schools. This may mean that there will be radical changes in teaching qualifications in the future. There are already certain specialised teacher training courses which lead to postgraduate diplomas. Within the same field of study, a postgraduate diploma is higher than a postgraduate certificate.

To return to the equivalence of degrees between countries, inconsistent decisions are often made between the qualifications of various nationals. For example, in Finland, people with a first degree from a British university plus a recognised postgraduate qualification (such as a P.G.C.E.) can get a certificate from the Finnish Ministry of Education to say that these qualifications together are equivalent to the Finnish basic degree, or F.K. There was recently a letter in an English newspaper (The Guardian 27 August 1991) from a British woman with an M.A. degree from Edinburgh University and a P.G.C.E. from the Institute of Education, London University, who had been told that her qualifications were not good enough for her to teach in the Danish educational system, since together they were not as high as the Danish first degree. Since the Danish and Finnish degrees equate, this seems inconsistent as well as unreasonable.

Most countries tend to believe that their own academic standards are superior to those of other countries. There is also a tendency to equate length of study with quality. It is indisputable that academic

standards are high in the Scandinavian countries, but students at Scandinavian universities can retake any exam that they have failed as often as is necessary in order to pass it, which is not the case in Britain or in many other countries. It is also true that a degree can take 8, 9 or 10 years here and only 3 or 4 in another country, but, given the benefits of student status, there is no great incentive here to graduate as quickly as possible, and most students work while studying. If internationalization is to succeed, every country must be prepared to respect the qualifications awarded in other countries, and as far as possible, should agree that if people are qualified to do a certain job in their home country, they should be qualified to do it in another.

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MITÄ KIELIKESKUSOPETUKSESSA TAPAHTUU?

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Viime aikoina on esiintynyt eri alojen tutkintojen uudistamishankkeiden yhteydessä vilkasta keskustelua ja huolestumistakin kielten opetuksen tilasta ja tulevaisuudesta. Vaikka tutkintovaatimusten uudistaminen on vasta suunnitteluasteella ja näin ollen kieliopinointojen aseman muuttuminen mahdollisesti vasta tulossa, on ehkä paikallaan katsoa tämän hetkistä tilannetta ja lyhyen aikavälin muutoksia.

Tässä artikkelissa tarkastellaan sitä kuinka muutamat opetuksen määrää kuvaavat luvut ovat muuttuneet kahdessa

vuodessa. Tarkasteltavaksi on valittu tarjotun opetuksen määrä. Selvityksen materiaali on koottu Korkeakoulujen kielikeskuksen Korkki-tietokannasta, johon sisältyvät tiedot kielikeskusten antamasta opetuksesta, opettajista ja tutkintovaatimuksista. Nämä tiedot kootaan vuosittain opinto-oppaista ja loka-marraskuussa kielikeskukset tarkistavat talletetut tiedot sen hetkistä tilannetta vastaaviksi. Samoista lähteistä koottua aineistoa käyttäen tehtiin selvitys lukuvuoden 1989-90 opetuksesta (Sikanen 1990) ja sen tuloksia käytetään seuraavassa vertailuaineistona.

Taulukko 1. Kurssien määrät kielittäin lukuvuosina 1989-90 ja 1991-92

	1989-90		1991-92	
	N	%	N	%
Arabia	1	0.1	-	-
Bulgaria	3	0.3	1	0.3
Englanti	190	22.4	242	24.1
Espanja	51	6.0	60	5.9
Esperanto	1	0.1	-	-
Iiri	2	0.2	1	0.1
Italia	33	3.9	34	3.3
Japani	18	2.1	20	1.9
Kiina	15	1.7	13	1.2
Kreikka	3	0.3	2	0.2
Latina	6	0.6	5	0.4
Norja	-	-	1	0.1
Portugali	4	0.4	7	0.6
Puola	2	0.2	2	0.2
Ranska	83	9.8	95	9.4
Ruotsi	97	11.4	119	11.8
Saame	1	0.1	-	-
Saksa	139	16.4	163	16.2
Slovakki	-	-	2	0.2
Suaheli	1	0.1	1	0.1
Suomi	26	3.0	46	4.5
Tsekki	1	0.1	-	-
Turkki	1	0.1	2	0.2
Unkari	3	0.3	3	0.2
Venäjä	77	9.1	86	8.5
Viestintä	88	10.4	98	9.7

Taulukosta voidaan havaita, että kielikeskusten tarjoamien kurssien määrä on lisääntynyt 18.5 % eli 157 kappaletta. Lisäys jakautuu siten että suhteellisesti eniten on lisääntynyt suomen kielen (suomi vieraana kielenä) opetus, 77% (20 kurssia). Lukumääräisesti lisäys on ollut voimakkainta englannissa, 52 kurssia (27%). Seuraavina ovat saksa 24 (17.2%), ruotsi 22 (22.6%), ranska 12 (14.4%), venäjä 11 (14.2%), viestintä 10 (11.3%) ja espanja 9 (17.7%).

Kun tarkastellaan kurssien jakautumista kielittäin voidaan todeta, että kielikeskusten opetus ei tempoile maailmanpoliittisten muutosten ja tilapäisten tekijöiden mukaan ainakaan näin lyhyellä tarkasteluvälillä. Vertailusta näkyy, että eri kielten suhteelliset osuudet ovat pysyneet jokseenkin samoina: markkinaosuuttaan ovat eniten kasvattaneet englanti 1.7 ja suomi 1.5 prosenttiyksikköä. Pysyvyyteen

vaikuttavat luonnollisesti monet tekijät, kuten tutkintovaatimusten määräykset, tenttikirjat, olemassa oleva henkilökunta jne. Eurooppaan suuntautumisen vaikutukset eivät ainakaan näissä luvuissa ole nähtävissä. Tarkastelun ulkopuolelle jäävät mahdolliset muutostrendit, jotka ilmenevät kurssien sisällöissä.

Eräs kielten asemaa koskevaa keskustelua sävyttänyt piirre on ollut tieto/usko siihen, että eri aloilla kielten asema muuttuu eri tavoin. Seuraavassa taulukossa esitetään kurssien jakautuminen koulutusaloittain. Kurssi on nimetty tietylle alalle, mikäli sen nimestä, opinto-oppaan muista tiedoista tai asiayhteydestä ilmenee, että kurssi on tarkoitettu tietylle opiskelijaryhmälle. Tarkastelun kohteena on varsinaisen erityisalojen kieltenopetus. Alkeis-, jatko- täydennys- yms. kurssit ovat yleensä kaikille tarkoitettuja.

Taulukko 2. Tarjottujen kurssien määrät koulutusaloittain

Koulutusala	1989-90	1991-92	muutos
Eläinlääketieteellinen	4	4	-
Farmasian	4	4	-
Hammaslääketieteen	11	12	+1
Humanistinen	61	57	-4
Kasvatustieteellinen	36	41	+5
Kauppatieteellinen	74	99	+25
Liikuntatieteellinen	6	6	-
Luonnontieteellinen	40	44	+4
Lääketieteellinen	21	11	-10
Maatalous- metsätieteellinen	12	6	-6
Musiikin	6	5	-1
Oikeustieteellinen	27	28	-1
Psykologian	14	14	-
Taideteollinen	9	12	+3
Teatterin	4	3	-1
Teknillistieteellinen	210	275	+65
Teologinen	17	19	+2
Terveystieteellinen	21	21	-
Yhteiskuntatieteellinen	77	105	+28
Kaikille tarkoitettut	215	264	+49
Opetusjaostot	22	22	-

Lukumääräisesti suurimmat muutokset ovat kurssien voimakas lisäys teknillistieteellisellä alalla + 65 (30.9 %), kaikille tarkoitettujen kurssien kohdalla + 49 (22.7%), yhteiskuntatieteellisellä + 28 (36.3 %) ja kauppatieteellisellä alalla + 25 (33.7%). Prosentuaalisesti suurimpia muutoksia ovat vähennykset maatalous- ja metsätieteellisellä - 6 (- 50.0 %) ja lääketieteellisellä alalla -10 (- 47.6 %), joissa kurssien määrä on ennestäänkin pieni. Kurssien vähäiseen määrään vaikuttanee suhteellisen pienen uusien opiskelijoiden sisäänottomäärän lisäksi (opetusministeriön suunnitelman mukaan vuonna 1992 lääketiede 490 ja maatalous- ja metsätiede 380) muista aloista poikkeava näkemys kieliopintojen tarpeesta ja merkityksestä. Arvio kieliopintojen tarpeesta heijastuu myös vähienkin kurssien vähentämisessä.

Kurssitarjonnan määrää arvioitaessa on kuitenkin otettava huomioon myös koulutusalajien jakautuminen eri korkeakouluihin, koska saman rinnakkaisryhmissä tavoittaa suurenkin opiskelijajoukon (lääketiede neljässä ja maatalous- ja metsätieteellinen ala kahdessa korkeakoulussa). Käytävissä oleva aineisto ei kuitenkaan anna mahdollisuuksia selvittää tarjonnan määrää muuten kuin erilaisten kurssien tasolla.

Toinen tulokinnassa huomioon otettava tekijä on kaikille tarkoitettujen kurssien tarjonnan määrä ja laatu sekä opiskelijoiden mahdollisuus käyttää niitä opintojensa osana. Edellä mainittu selvitys (Sikanen, 1990) osoittaa, että eri aloilla on huomattavat erot sekä pakollisena vaadittavien kurssien määrässä että siinä, kuinka monta opintoviikkoa kieliopintoja tutkintoon voi sisällyttää. Selvityksen jälkeen joihinkin tutkintosääntöihin on tullut muutoksia ja saatujen tietojen mukaan joillakin aloilla sääntöjä ollaan parhaillaan muuttamassa, mutta tulevien muutosten vaikutuksiin palataan myöhemmin.

Edelleen tämän tarkastelun ulkopuolelle jää sen selvittäminen, onko kurssissa tapahtunut laadullisia muutoksia, kuten tuntimäärän vähenemistä/lisääntymistä, vaatimustason tarkistamista tms., jotka vaikuttavat toteutuneen kielten opiskelun määrään ja oletettavasti myös tutkinnon suorittaneiden kielitaitoon. Eri lähteistä saatujen tietojen mukaan joidenkin kurssien tuntimääriä on supistettu, vaikka ne opintosuorituksina hyväksytään entisiä vastaaviksi.

Lähde: Timo Sikanen: Selvitys kielikeskusopetuksesta lukuvuonna 1989-90. Korkeakoulujen kielikeskusten tiedotteita 6/1990.

VON DER FRANZISKANER-PREDIGT IN DIE NEW YORKER UNTERWELT

Ein germanistischer Blick auf "Fachsprachenforschung und
Übersetzungstheorie.

XII. VAKKI-Symposium in Vöyri/Vörå",
Finnland, 8.-9. Februar 1992

Andreas F. Kelletat
Institut für Deutsche Sprache und Literatur
Universität Vaasa

Die traditionell am ersten Februarwochende jeden Jahres stattfindenden Tagungen der Vaasaer Fachsprachenforscher und Übersetzungstheoretiker sind zwar keine germanistischen Veranstaltungen, aber sie sind für dieses Fach auch nicht ohne Belang, zumal wenn es sich wie derzeit in Finnland in einer Phase der Neuorientierung befindet. Was - allerdings nicht nur hierzu - in Vöyri/Vörå an Anregungen zu bekommen war, zeigt schon der starke Anteil, den das Deutsche neben dem Englischen, Schwedischen und Finnischen als Konferenzsprache dort hatte: von den 30 Vorträgen, die dicht gedrängt in drei Sektionen gehalten wurden, konnte man 12 in deutscher Sprache verfolgen, darunter auch die beiden Plenarvorträge. Das Deutsche vor einem Comeback als internationale Wissenschaftssprache auch der Linguistik? - das ist zumindest im nordwestfinnischen Österbotten schon Realität.

Das Symposium wurde - nach der charmannten viersprachigen Begrüßung durch Christer Laurén (Vasa) - mit Ilpo Tapani Piirainen (Münster/Bochum) kulturgeschichtlich gesättigtem Vortrag zur "Geschichte der deutschen Bergbausprache" eröffnet. Piirainen selbst hatte 1991 vorgeschlagen, auf der diesjährigen VAKKI-Tagung historische Aspekte der Fachsprachenforschung in den Mittelpunkt zu rücken. Von Handschriften des Spätmittelalters über frühneuhochdeutsche Bergbücher ging es bis zu

heutigen Bergmannstreffen in Bochumer Wirtshäusern. Souverän breitete Piirainen das Material aus, das für eine historische Beschreibung der Bergbausprache gesichtet werden muß. Er selbst trägt zu solcher Sichtung durch Archivstudien in der Slowakei, in Polen und in Ungarn - wo man bis vor kurzem westdeutsche Forscher wohl nicht so gern Spuren der einst deutschsprachigen Bevölkerung hätte verfolgen lassen? - seit vielen Jahren intensiv bei, hinzugekommen sind nun Forschungen im Revier an der Ruhr, u.a. die Auswertung der reichen "Sammlung Mummmenthey" im Bochumer Bergbaumuseum. Hingewiesen wurde von Piirainen auch auf die Ergiebigkeit der Montan-Belletristik für die lexikalische Fachsprachenforschung: 1000 Bergmanslieder in 6000 Varianten warten auf ihre nicht nur lexikalisch-terminologische Auswertung durch die Fachsprachenforschung, dazu die vielen Bergmannsagen, die protestantische bergmännische Erbauungsliteratur, die Texte der Romantiker ("Dichter = Bergmann der Seele") usw. usf. Daß Piirainens Aufruf zu linguistisch-literaturwissenschaftlicher Zusammenarbeit keine rhetorische Floskel war, zeigt seine eigene Dokumentation zu den 29 Varianten der Geschichte vom "Unverhofften Wiedersehen" mit dem Bergmann in Falun. Gespannt sein darf man auf das im Vortrag erwähnte neue historische Wörterbuch der Bergmannssprache.

Um Fragen der Lexikologie und Lexikographie ging es auch in einigen weiteren Beiträgen: Henrik Nikula (Turku) sprach über das für Wörterbuchautoren zentrale Thema der "Bedeutung lexikalischer Einheiten": wie läßt sie sich die "lexikalische" von der "enzyklopädischen" Bedeutung abgrenzen, welches Wissen wird durch "Bedeutungsangaben" wie aktiviert? Was folgt daraus für die zweisprachige Lexikographie? Wie wichtig die weitere Klärung solch grundlegender Fragen ist, bewiesen Marja-Liisa Tommolaa (Vaasa) Überlegungen zur "Anordnung der Bedeutungen in einem finnisch-deutschen Wörterbuchartikel". Es ging um das Lemma "työ" ("Arbeit") im finnisch-deutschen Standardwörterbuch von Katara/Schellbach-Kopra, ein Lemma, dessen Beschreibung seit 1925 in den folgenden sieben Auflagen keine grundlegende Revision erfahren hat. Tommola zeigte in mikroskopischer Genauigkeit, wie verwirrend der 79 Zeilen lange Artikel aufgebaut ist, welche Ungenauigkeiten und Fehler sich in den semantischen Interpretationen vor allem der Kollokationen finden. Zu den nach kaum nachvollziehbaren Kriterien gewählten Verwendungsbeispielen für "työ" setzen Katara/Schellbach-Kopra jeweils eine Liste "von mehr oder weniger synonymen deutschen Äquivalenten", die vor allem den finnischen Benutzer des Nachschlagewerks weit überfordern. In der Diskussion wurde von Prof. Piirainen und anderen beklagt, daß für die seit Jahren angekündigte Neubearbeitung dieses auch für die finnische Germanistik so wichtigen Werks bisher keine Probeartikel vorgelegt wurden.

Fragen der zweisprachigen Wörterbucharbeit und des Verhältnisses von Sache und Sprache wurden auch im Comenius-Vortrag des Berichtstatters gestreift, im Zentrum stand ein Blick zurück auf den "Orbis sensualium pictus" von 1658, seinen historischen Ort in der Geschichte der Lexikographie. In noch frühere Zeiten führte die Zuhörer Juha Tervaskanto, der sich am Germanistischen Institut im nord-

finnischen Oulu mit den 28 Predigten des Franziskaners Johannes Paulis (15. Jahrhundert) beschäftigt, genauer: mit der "kommunikativen Rolle" ihrer "Neg-Elemente". Leider reichte die Zeit in Vöyri nicht, um sich in den auf bunt bemalten Folien jeweils nur sehr kurz aufscheinenden semantischen und syntaktischen "Straßen" dieser Predigten zurechtzufinden, aber einem spannenden Thema scheint der Ouluer auf der Spur zu sein.

In eine völlig andere Welt, nämlich in die Unterwelt bestialischer Killer-Kondome und betörender männerverschlingender Ho(mo)munculi, ging es im letzten germanistischen Vortrag am Samstag, in Detlef Wilskes (Vaasa) Beobachtungen zur finnischen Version des deutschen Comic "Bis auf die Knochen". Der von "Spiegel", "Zeit" und "Stern" enthusiastisch gerühmte Comic-Autor Ralf König erzählt in "Bis auf die Knochen" einen in New York spielenden Krimi, "in dem ein Polizeinspektor die von homophoben Fanatikern beabsichtigte Ausrottung homosexueller Männer verhindert". Besprochen wurden in kühler Sachlichkeit das Text-Bild-Verhältnis, die Gestaltung der Sprechblasen, Besonderheiten der Typographie, die Onomatopoeika (übersetzt wird "Patsch!!" in "Mäiskis!!", aber "strull", "plätscher" oder "klirr" stehen unverändert im finnischen "Luihin ja ytimiin") die Übersetzung von Namen, Kulturunterschiede usw. In der auf Deutsch, Finnisch und English geführten Diskussion wurde u.a. angeregt, das Material auch auf den Szene-Jargon hin zu untersuchen und den Aspekt der Kulturunterschiede auch auf die Rezeption dieses "Schwulcomix" auszudehnen - wie lesen sich Königs Bildgeschichten in Berlin oder Greifswald und wie in Helsinki oder Vaasa?

Nach einem alkoholarmen aber liederreichen "gemütlichen Beisammensein im Kaminzimmer" am Samstag abend (um deutsches Liedgut von Claudius "Der Mond ist aufgegangen" bis Küchenballade

und schaurigschönem Alpenglühn machten sich besonders verdient: Sabine Ylönen, Roland Freifhoff und ein westöstlich gemischtes Singquintett) begann der zweite Tag des Symposiums mit einem weiteren Plenarvortrag. Der Nachwuchswissenschaftler Christian Timm (Ulm), aus Rosemarie Gläfers sächsischer Fachsprachenschule stammend, fühlte unter dem Titel "Ein indikatives Herangehen an das Phänomen Fachtext" der Literaturwissenschaft auf den terminologischen Zahn. Zwar entlarvte Timm seine eingangs aufgeworfene Frage, ob es denn eine Fachsprache der Literaturwissenschaft überhaupt gebe, rasch selbst als Provokation, aber von dem Verdacht, es mit der terminologischen Exaktheit denn doch nicht sehr genau zu nehmen, mochte er die Disziplin nicht ganz freisprechen. Daß er die Grenze zwischen "Fachsprachlichkeit" und "Wissenschaftlichkeit" dabei bisweilen fahrlässig verwischte, wurde ihm in der Diskussion vorgehalten. Wie "wissenschaftlich" ein Text ist, das ist nicht an den in ihm verwendeten Termini auszumachen. Und das von Timm in seinem Material (englische Monographien, Aufsätze und Arbeitsmaterialien zum Roman im viktorianischen Zeitalter) beobachtete "subjektive Moment", die bisweilen unwillige Trennung von Objekt- und Metasprache ergibt sich wohl auch aus dem (so schwer zu bestimmenden) Gegenstand der Literaturwissenschaft. Auch als um "Objektivität" bemühter Forscher ist man bei der Analyse der Todesfuge" von Celan in doch anderer Weise berührt als bei der Analyse von Kochrezepten. Verwunderung erregte schließlich, daß die Korpusanalyse unter Verwendung vieler höchst unterschiedlich definierter literaturwissenschaftlich-stilistischer Termini erfolgte (z.B. Metapher, Anspielung, Ironie, Untertreibung, Parallelismus), so daß sich input und output womöglich nicht recht trennen lassen. Woran es für derartige Analysen fehlt, ist offenbar eine Metasprache der Fachsprachenforschung mit exakt definierten Termini....

Einer der Glanzpunkte der Tagung war der Vortrag der Studentin Hanna Risku von der Universität Tampere. In klarer Strukturierung und souveräner Diktion analysierte (oder wie es neuwissenschaftlich heißt "rekonstruierte") sie die "translatologischen Begriffssysteme von Nord und Holz-Mänttari", zeigte Gemeinsamkeiten und Unterschiede in den Theorien der prominenten Übersetzungswissenschaftler. Wer vom Nutzen terminologischer Arbeit, von Benennungs-, Begriffs- und Systemanalyse, bisher nicht sehr viel hielt, wurde hier überzeugt, daß solche Analysen ihren großen Wert haben und tatsächlich zu einer Verbesserung wissenschaftlicher Kommunikation beitragen können. Jedem Translatologie-Studenten, der über den terminologischen Neuprägungen einer Holz-Mänttari oder eines Vermeer zu verzweifeln droht, wünscht man sich solche Hilfestellung. Verblüffend war für manche Zuhörer freilich Riskus Nachweis, daß Holz-Mänttaris zentrale Benennung "Botschaftsträger" exakt dem entspricht, was anderswo als "Text" bezeichnet wird. Wozu braucht man dann die neue Benennung? - daran entzündete sich die Diskussion.

Um diachrone Fachtextanalyse ging es nochmals in Sabine Ylönen (Jyväskylä) Beitrag zum "Stilwandel in medizinischen Originalarbeiten", nämlich in 28 auf die Jahre 1884 bis 1989 verstreuten Exemplaren dieser "Textsorte" in einer medizinischen Fachzeitschrift. Überzeugend stellte Ylönen dar, daß der Stilwandel, von ihr exemplarisch an der Verwendung von Personalpronomen belegt, nicht isoliert von der Entwicklung des jeweiligen Faches und der "Publikationspolitik" der jeweiligen Zeitschrift beurteilt werden darf. Wie unfruchtbar es mitunter ist, wenn zu einem hochspezialisierten Thema mehrere ExpertInnen aufeinandertreffen, zeigte die anschließende Diskussion, aus der mir nur in Erinnerung ist, daß Dagmar Neuen-dorff (Oulu) auch sehr viel über Medizin und deren Textsorten weiß. Lieber hätt

ich gehört, was die anwesenden Fachtextforscher Timm oder Nordman von der Analysemethode Sabine Ylönens halten - doch dazu reichte die Zeit dann nicht mehr.

Leider nicht hören konnte ich die ebenfalls auf Deutsch gehaltenen Vorträge von Hartmut Schröder (Vaasa) über "internationale Produktvermarktung", bei dem es u.a. um das sowjetische linguo-landeskundliche Lakunen-Modell gegangen sein soll, von Dagmar Neuendorff und Paula Kurttio (Oulu) über die Textsortengeschichte "medizinischer Case-Reports" (finnisch-deutsch) sowie von Luise Liefländer-Koistinen (Savonlinna), die die "Unterschiede in der interaktionalen Struktur der Eröffnungen von Telephongesprächen im Deutschen und Finnischen" unter der Überschrift "Auskunft erbitten!" behandelte.

Meine selbstgewählte Berichterstattungspflicht aus germanistischer Perspektive hat mich diesmal leider auch abgehalten, in anderen Sektionen zu "schnuppern". Entgangen ist mir z.B. Kristina Nikulaschwedischer Vortrag über zweisprachige Lexikographie, Vorträge über das Schweigen in der englischen und finnischen Kultur, über Simultandolmetschen, Dramenübersetzungen (englisch-finnisch), über die Geschichte schwedischer Kochbücher, und keine Antwort weiß ich auch auf Gerald Porters (Vaasa) Frage "Who was the first yuppy?"

- Die Veranstalter, der Forscherkreis für Fachsprachen und Übersetzungstheorie an der Universität Vaasa, haben freilich versprochen, die Konferenzdokumentation schon im Frühsommer zu veröffentlichen, da läßt sich das Ungehörte dann nachlesen, vorausgesetzt, daß die für die Publikation eingesetzten Gutachter den Anspruch an das wissenschaftliche Niveau nicht zu hoch schrauben und dadurch womöglich manch sauer Formuliertes ungedruckt bliebe. In diesem Zusammenhang baten mich die Veranstalter um den Hinweis, daß die aus Stockholm nach Finnland dringenden Gerüchte, Justa Holz-Mänttärin Vortrag auf dem VAKKI-Treffen von 1991 sei wegen eines negativen Votums der Gutachter unveröffentlicht geblieben, jeder Grundlage entbehren. Der Vortrag wurde nicht gedruckt, weil er zwar gehalten, aber nicht geschrieben wurde. Das sind, weiß ich, oft die besseren Vorträge.

1993 soll es auf dem XIII. VAKKI-Symposium um Datenverarbeitung gehen, um Computer und Fachsprachenforschung, Computer und Übersetzen sowie Computer und Lexikographie. Was natürlich nicht bedeutet, daß Vorträge zu den traditionellen Themenbereichen nicht auch willkommen wären. Vor allem die auf dem XII. Symposium eröffnete historische Dimension der Fachsprachenforschung sollte m.E. nicht gleich wieder verschüttet werden.

HILJAIUUTTA JA KESKUSTELUA VAKKI-SEMINAARISSA VÖYRILLÄ 8.-9.2.1992

Reija Virrankoski
Vaasan yliopisto

XII Vakki-seminaari Vöyriellä sujui kolle-goita tapaillen, kielitieteestä keskustellen ja esitelmiä kuunnellen. Toisin sanoen erikoiskieliä ja kääntämisen ongelmia pohdiskeltiin koko viikonloppu.

Plenaariesitelmien pitäjiksi oli tänä vuonna valittu Ilpo-Tapani Piirainen Münsterin yliopistosta sekä Christian Timm Ulmin yliopistosta Saksasta. Piirainen esitteli tutkimuksiaan saksalaisten kaivostyöläisten käyttämästä kielestä. Piiraisen tutkimusmetodi oli historiallinen. Timmin aiheena oli ammattikielten indikatiivinen lähestymistapa. Erityisesti pohdittiin, onko kirjallisuustieteen kieli ammattikieltä.

Kielihistoriallinen perspektiivi oli myös Andreas Kellelatilla Vaasasta ja Juha Tervaskannolla Oulusta, joista Kellelat esitteli leksikografi Johann Amos Comeniin elämäntyötä ja Tervaskanto esitteli Johannes Pauluksen saarnojen pohjalta ajan kieltopronominien kommunikatiivista roolia.

Vakki-seminaarissa saatiin kuulla myös esitelmä, joka laajensi kielitieteen jo ennestäänkin laajaa reviiriä. Rajoja oli rikkomassa Tuula H. Laaksovirta yhdessä Gary Farnellin kanssa kirjoittamallaan esitelmällä hiljaisuuden merkityksestä suomalaisessa ja englantilaisessa kulttuurissa. Laaksovirran mukaan hiljaisuus suomalaisessa kulttuurissa on normien mukaista hyväksyttävää toimintaa; hiljaisuus ei siis ole passiivisuuden merkki, vaan toiminta itsessään. Englantilaisessa kulttuurissa hiljaisuus koetaan kestävä-tömänä, jota aktiivisesti vältetään. Kuuli-

jalle selveni, että hiljaisuus on eräs kielen ja kommunikaation lajeista.

Käännöstiedettä käsittelevät mm. Rune Ingo ja Hanna Risku, joista jälkimmäinen on tutkinut Tampereen yliopistossa Holz-Mänttärin ja von Nordin käännöstieteellisiä käsittejärjestelmiä. Roland Freihoff Tampereen yliopistosta puolestaan puhui kääntäjän työn arkisemmasta puolesta; millä ehdoilla olisi käännettävä, millaista on kääntämisen vapaus? Freihoff esitti yhtenäisemmän teoriapohjan luomista suomalaiselle käännöstieteelle. Hän ehdotti myös käännöstermityöryhmän perustamista, mikä tällä kertaa jäi vielä toteutumatta; periaatepäätös asiasta kuitenkin saatiin syntymään. Etiikka, tutkimus ja arkitodellisuus olivat Freihoffin esitelmän jälkeisessä keskustelussa tarkassa puntarissa ja näistä kysymyksistä keskusteltiin varsin värikkäästi myös seminaarin päätäneessä käännöstermi-workshopissa.

Erikoiskieliä tutkiessaan tutkija törmää jatkuvasti myös yhteiskunnallisiin muutosprosesseihin, jotka muokkaavat kieltä joskus rajustikin. Tästä hyvän esimerkin antoi Marianne Nordman Vaasan yliopistosta kertoessaan ruotsinkielisten keittokirjojen kielen muuttumisesta vuodesta 1929 vuoteen 1990. Keittokirjojen kieli on hylännyt passiivin ja ottanut käyttöön imperatiivin, lauseet ovat lyhentyneet; toisaalta reseptien ulkoinen rakenne ei ole läpikäynyt suuria muutoksia. Nykyajan ruokareseptit on tehty nykyajan kiireiselle ihmiselle, joten reseptien on myös oltava sen mukaisia: lyhyitä ja ytimekkäitä.

Vakki-seminaarin aiheena on traditionaalisesti ollut myös popularisointi, josta tutkimustuloksia ja metodologiaa valottivat Merja Koskela ja Nina Pilke Vaasan yliopistosta.

Tänä vuonna Vakki-seminaarin "erikoisuutena" oli antaa uusille nuorille tutkijoille mahdollisuus harjoittaa tieteellistä

argumentaatiota esitelmän muodossa. Jo kokeneemmat tutkijat saavat varmasti paljon nuoruuden innolta ja nuoret tutkijat puolestaan kokemuksen ja iänkin tuomaa "esimerkkiä". Tiede on jatkuvaa pyrkimystä uudistumiseen. Esa Saarisen sanoin: "Siellä missä sivistys iskee kipinää, ollaan matkalla johonkin uuteen".

CORRECTION

Due to problems in converting a Mac text into WP and to sloppy proof-reading, several errors had crept in Deborah Mason's article "Developing a new test - is it worth the trouble?". On page 1, paragraph 2, "tests based on their own courses" should read "based on their courses," "even with help of" should read "even with the help of", and "even to the most conscientious teacher" "even for the most conscientious teacher." On page 2, paragraph 2, "recording and then marking" should read "recording them and then marking". On page 5, paragraph 2, "It was certainly a task..." should read "Despite these reservations, it was undoubtedly a task..". On page 6, paragraph 1, the sentence beginning "These were mostly" should read "These were nearly all approving, such as: "Good way of testing oral skills in English." and "It was fair". The source of the listening comprehension task is **Farming Today** and not **Farmer's Report**, and "straighter nitrogen" in Appendix 4 and 5 should read "straight nitrogen". The editors thank the author for pointing out the errors, and apologise for misspelling her name.

TIEDOTUKSIA ** INFORMATION

Nauhoitepalvelu tiedottaa

UUSIA ÄÄNITTEITÄ



ENGLANTI

3/92 How Chloroquine Works	6'20"
Of Planets and Pulsars	5'
Cleverer than you Think (the abilities of new-born babies...)	5'25"
Stretch Marks in Space - Pulsars and General Relativity	7'40"
4/92 Did the Universe Begin as a Lumpy Soup?	6'40"
Down the Plughole (water swirls down the plughole differently in different hemispheres)	6'30"
Stress, starvation and Brain Disease	4'
Photonics	7'20"
5/92 Environmental Paradoxes	5'40"
By the Right...Quick...Divide! (About the military nature of the cell cycle)	5'25"
Generous Tit for Tat (How did vampire bats learn to donate blood to their hungry fellows)	7'20"
What a Picture! (The Hipparcos Satellite is sending back data...)	4'05"
6/92 Gene Deletion	7'22"
It's Cool to Walk Upright (Bipedalism)	5'
Spin, Rattle 'N' Roll (The Egg, the Atom and the Pulsating Star)	4'
Soviet Science Grinds to a Halt	7'10"

BBC YOUR WORLD

3/92 One Giant Leap for Mankind? (Was N. Armstrong's moon landing really one giant leap for mankind?)	14'
4/92 Addictions: what can we do about them?	13'55"
5/92 The Colour of Love (...and yet colour still seems to be a barrier to relationships)	14'
6/92 The Right to Asylum? (Who is a refugee and who is an economic migrant?)	13'55"

RANSKA

-KKM 93 Exercices de comprehension orale
Interview de M. Jean-Luc Bürgünder, Rédacteur en Chef
de la Revue Ecologie-Infos

äänite - 38'45", skripti, sanasto ja harjoitukset
hintaa: 90 mk

* * * * *

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

äänite - 22'50", skripti, sanasto ja harjoitukset

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

äänite - 26', skripti, sanasto ja harjoitukset

hintaa: 150 mk (molemmat materiaalit)
90 mk (yksi materiaali)

RUOTSI

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91339/ra1	OM EG KOMMER	20'
90875/ra12	ALLEMANSLAND	
	När kulturer möts	20'
86713/ra8	MILJÖ-TEKNIK-MÄNNISKA	
	Om völdet i samhället	20'
87888/ra6	FORUM	
	Är människan förnuftig?	15'

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TRADING PLACES

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Japan has the world's most dynamic and aggressive economy. It has the world's nine largest banks and the greatest financial trader, the Nomura Corporation. It's said to own more than half the skyscrapers in Los Angeles; it has sites for retirement homes in Australia, islands in the Pacific and corporations all over the world. But it's not just Japan: other Pacific Rim countries like South Korea, Hong Kong and Taiwan have transformed themselves into formidable industrial powers.

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Roger Nightingale, a former stockbroker, who is now an independent analyst.

Noriko Hama of the Mitsubishi Research Institute in London.

Dr Teh Kok Peng, Deputy Managing Director of the Monetary Authority of Singapore and

Jeffrey Frankel, Professor of Economics at the University of California.

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 Presenter: James Morgan
 Tape No: 92R32W201P

*Pacific Destiny published by Hamish Hamilton, £17.99

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HINNASTO 1992

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ÄÄNINAUHAT

AVOKELA

kesto	hinta	kesto	hinta
alle 10'	35,-	alle 10'	30'
11'- 15'	40,-	11'- 20'	35,-
16'- 20'	45,-	21'- 30'	45,-
21'- 30'	60,-	31'- 40'	55,-
31'- 40'	80,-	41'- 50'	70,-
41'- 50'	95,-	51'- 60'	80,-
51'- 60'	110,-	yli 60'	90,-
yli 60'	125,-		

VIDEO-OHJELMAT

VHS

15'- 30'	80,-
31'- 60'	120,-
yli 60'	165,-

BBC TOPICAL TAPES

INTERNATIONAL CALL

Review of the Decade

HELLO TOMORROW

WORLD OF BOOKS

YOUR WORLD

SCIENCE MAGAZINE

HEALTH WATCH

INTERNATIONAL PROFILE

POLITICS OF FEAR 1 - 4

EUROPE '92 - THE SILENT

REVOLUTION 1 - 5

TRADING PLACES 1 - 3

UTBILDNINGSRADION

kasetti 65,-/ avokela 80,-

15,-/ohjelma (lisätään perushintaan)

20 - 25,-/ohjelma (lisätään perushintaan)

15,-/ohjelma (lisätään perushintaan)

15,-/ohjelma (lisätään perushintaan)

15,-/ohjelma (lisätään perushintaan)

kasetit 2 kpl 175,-

avokelat 2 kpl 215,-

20,-/ohjelma (lisätään perushintaan)

kasetti 90,-

avokela 120,-

23 - 40,-/ohjelma (lisätään perushintaan)

Lisäksi veloitamme nauhakäsikirjoitusten ym. oheismateriaalien kopioista 1,-/sivu.

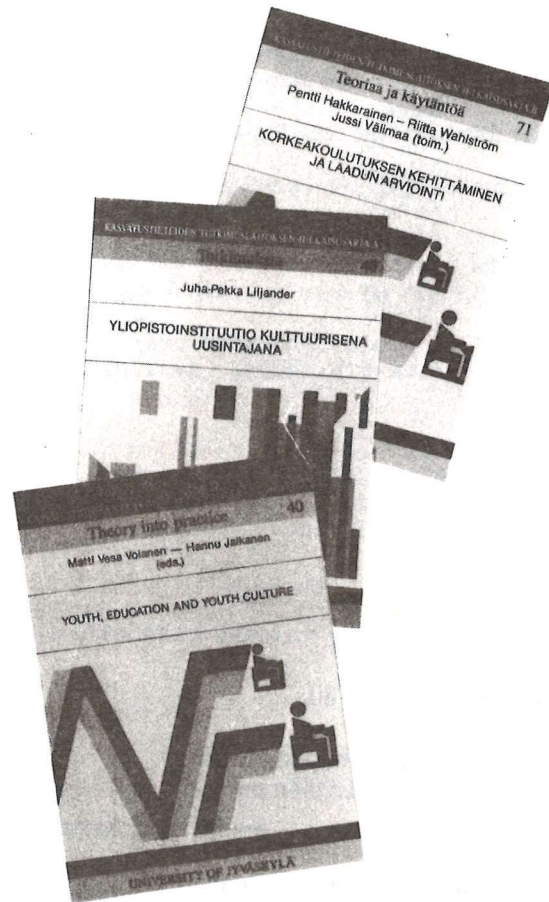
TIEDUSTELUT & TILAUKSET:

Anna Kyppö 941- 603 525 (äänitteet)

Markku Helin 941- 603 524 (videot)

KASVATUSTIETEIDEN TUTKIMUSLAITOS
Korkeakoulutuksen tutkimusosasto

UUSIA JULKAISUJA KORKEAKOULUTUTKIMUKSEN ALALTA



B 71
Korkeakoulutuksen kehittäminen ja laadun arviointi

Pentti Hakkarainen - Riitta Wahlström - Jussi Välimaa (toim.)

Julkaisu koostuu korkeakouluopetuksen kehittämiseen ja laadulliseen arviointiin liittyvästä seitsemästä artikkelista. Laadun ja määrän keskinäistä suhdetta hahmotetaan tuloksellisuuden ja tilastollisen tarkastelun kritiikin kautta.

Hinta 44 mk.

Tilaukset ja tiedustelut: Kasvatustieteiden tutkimuslaitos
Asiakaspalvelu
PL 35, 40351 Jyväskylä
puh. 941-603 220

A 40
Yliopistoinstituutio kulttuurisena uusintajana

Juha-Pekka Liljander

Tutkimuksessa tarkastellaan erilaisen sosiokulttuurisen taustan omaavien opiskelijoiden suhdetta opiskelukäytäntöön ja heidän tieteellistä suuntautumistaan ranskalaisen Pierre Bourdieun kulttuurireproduktioteoriaan perustuen.

Hinta 48 mk.

B 40
Youth, Education and Youth Culture

Hannu Jalkanen - Matti Volanen (eds.)

Vuoden 1988 lopussa pidettiin Jyväskylän yliopistossa tutkijaseminaari, jonka teemana oli mitä nuoruudesta jää aikuisuuden rakennuspuiksi. Seminaarin alustuksista on koottu nämä artikkelit, joissa suomalaista nuorisotutkimusta tarkastellaan myös kansainvälisestä näkökulmasta.

Hinta 40 mk.

**I INTERNATIONAL CONFERENCE ON
MATHEMATICAL LINGUISTICS**

ICML '93

Barcelona (Spain)
April 4-7, 1993

Organized by the Section of Linguistics
of the University of Barcelona

1st. announcement and call for papers (December 1991)

ICML intends to become an open forum for the presentation and discussion of current research on mathematical models of natural language.

ICML'93 aims to show the actual state-of-the-art in the different fields of the discipline.

The language of the Congress is English.

Scientific Programme Committee

For this first Conference, all the staff belonging to the Research Group in Mathematical and Computational Linguistics at the University of Barcelona.

Organizing Committee

Carlos Martín-Vide (Chairman)
Joan Busquets i Rigat
Faustino Diéguez Vide
Jorge Reiss Fica
Ángela Ureña Sánchez.

Papers

Papers for a presentation in 20 minutes are accepted. Authors must send a single copy of an abstract (1 page).

Timetable

- Abstract submission deadline: October 31, 1992.
- Notification deadline of acceptance: November 30, 1992.
- Final text deadline: January 31, 1993.

The programme will be sent to all pre-registered participants in January 1993.

Fees

- Registration before December 15, 1992: U.S.A. \$ 200 (students: U.S.A. \$ 100). (Pesetas 20.000 and 10.000, respectively.)
 - Registration after December 15, 1992: U.S.A. \$ 250 (students: U.S.A. \$ 125). (Pesetas 25.000 and 12.500, respectively.)
- They include the access to all sessions and the Proceedings.

Manner of payment

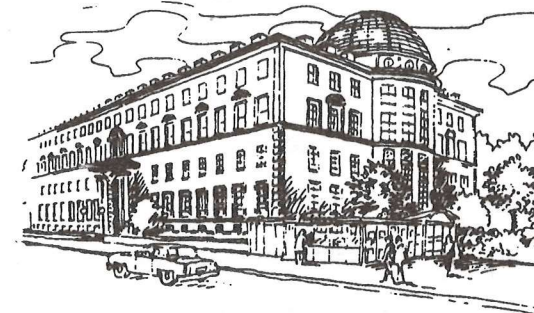
Fees may be paid from abroad by an international check made out to Universitat de Barcelona (it is acceptable only if U.S.A. \$ 13 -Pesetas 1.300- are added to cover bank charges) or by means of a bank transfer to the account n. 2100-3233-2200104870, Caixa d'Estalvis i Pensions de Barcelona, Of. Urgell, Gran Via de les Corts Catalanes, 521, 08015 Barcelona (please, send us a copy of your transfer); from Spain, by a check "al portador" or by means of a bank transfer to the same account.

Accommodation, travel information and social events

They will be reported to all pre-registered participants in a second announcement.

Information and registration

Carlos Martín-Vide
 Universitat de Barcelona
 Facultat de Filologia
 Secció de Lingüística
 Gran Via de les Corts Catalanes, 585
 08007 Barcelona
 (Spain)
 Fax: 34-(9)3-318.81.63
 E-mail: D1FRMV at EBOUB011.BITNET



The Stockholm School of Economics

**STRATEGIES FOR LEARNING:
 APPLICATIONS FOR LANGUAGE TEACHERS**

SEMINAR 22 - 24 MAY 1992

- * Are learners aware of the full range of learning strategies available to them or are they restricted by earlier experiences of language learning?
- * How successful are we in creating an environment where students can maximize their learning?
- * How far do we impose our preferred learning and training styles on our classes?

The Professional Communication Skills Division at the Stockholm School of Economics is arranging an international seminar to examine these issues, and to explore the significance of learning styles and learning strategies in successful language learning.



**PROFESSIONAL
 COMMUNICATION
 SKILLS**

The Seminar, which will take place at the school, will consist of an integrated two day programme of talks and experiential activities focusing on the following main themes:

- * Experiential Learning: Practice and Theory
- * Learning Styles and Training Styles
- * Identifying and Working with Preferred Learning Styles
- * Using Learning Journals and Learning Logs
- * Teacher Interference
- * How Humanistic is Humanistic?

The speakers include Seán Gaffney, Director of PCS and Gestalt therapist, PCS Course Leaders, and guests from England and Germany.

Seminar language: English

The Seminar fee is SEK 600, and includes coffee daily and a buffet supper on the Friday evening.

Lunch on Saturday will be arranged at a reasonably priced restaurant near the school.

Please indicate on the registration form if you would like to take part in these two events.

A list of approved accommodation and an invoice will be sent to you following receipt of your registration. Full programme details will be sent later in April.

Please return the registration form by Thursday 30 April to Jennifer Forsberg, PCS Division, Stockholm School of Economics, Box 6501, S-113 83 STOCKHOLM, Sweden.

Tel. +46 8 736 91 22 Fax. +46 8 32 07 57

Registration form on p. 42.

Computer Assisted Language Instruction System

CALIS

SUMMER
SEMINAR



Three Sessions
between
June 15 and July 3, 1992



Duke University

One-on-One with Calis

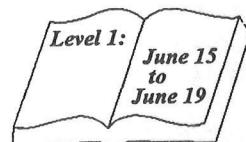
Computer Assisted Language Instruction System

CALIS Summer Seminar



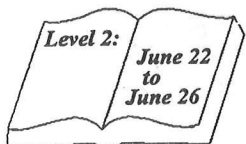
Three one-week seminars, tailored to all skill levels, designed to increase your proficiency and confidence level with CALIS. Courses cover both DOS and Windows environments, Audio/Video functions, CALIS authoring, BBS, Networks and more. In addition, the seminars are designed to provide you with the hands-on experience you need to master CALIS!

An Introduction to CALIS: Language Learning at its best!



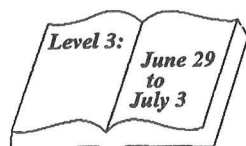
This course is geared toward the CALIS newcomer. The participant will be introduced to the fundamentals of the CALIS program and authoring techniques. Hands-on experience is emphasized through demonstrations, exercises, and one-on-one assistance with trained instructors.

Intermediate CALIS: Unleash your Authoring Skills!



Tailored to the CALIS user with some experience, this session will provide a more intensive insight into the CALIS environment. Complex CALIS functions will be introduced, and the user will gain experience and proficiency through in-class programming exercises and interaction with experienced CALIS authors.

Advanced CALIS Techniques: Get ahead of the Pack!



This course, for the CALIS go-getter, gives participants a hands-on introduction to sophisticated CALIS techniques such as branching, graphic manipulation and response analysis. Specific emphasis will be put on incorporating some of the most advanced CALIS functions into your own educational environment. As in the other courses, experience will be gained through in-class exercises, and through the development of CALIS authored software with the assistance of experienced CALIS users.

Registration form on p. 45.



Designing Our World TESOL'93

CALL FOR PARTICIPATION

The Twenty-Seventh Annual Convention of
Teachers of English to Speakers of Other Languages, Inc.

Tuesday, April 13 to Saturday, April 17, 1993
Atlanta, Georgia, U.S.A.

PROPOSALS DUE MAY 1, 1992

Program Chair:
Mary Lou McCloskey
Florida Atlantic University

Associate Chair:
Bill Powell
The University of Southern Mississippi

Assistant Program Chair:
Beverly Benson
DeKalb College
Local Co-chairs:
Ruth Hough
Georgia State University
Liz Rieken
Gwinnett County Schools

TESOL AND THE 1993 CONVENTION

TESOL, Inc. is an international organization whose mission is to strengthen the effective teaching and learning of English around the world while respecting individuals' language rights. Our convention is planned to enhance professional development and to provide opportunities for social interaction among colleagues who share similar interests.

The Convention Program Committee invites presentations dealing with classroom practices, research in language learning and teaching, or the connection between the two. We welcome proposals from teachers, teacher educators, teachers-in-preparation, graduate students, researchers, program administrators, and materials and curriculum developers, as well as other professionals in fields such as communications, education, linguistics, foreign languages, anthropology, sociology, and psychology.

Convention Theme: Designing Our World

Our convention brings together individuals from around the world who work in diverse roles for the benefit of language learners of all ages and stages. Our theme focuses on these diverse individuals who work actively to design innovative and stimulating educational endeavors and environments. The TESOL '93 Program Committee wishes to encourage your ingenuity in developing proposals that address our theme. Related topics might include language teaching and the arts, classroom environmental design, issues of global education, and cultural issues.

Learning and teaching are endeavors that must happen in community and are often effectively done in interactive modes. Yet the limitations of time and scheduling of a convention often direct us towards transmission-oriented proposals. We wish to encourage proposals with innovative formats that provide for active, interactive learning and teaching on the part of both presenters and participants.

Note: While the convention theme is intended to influence the content and tone of the convention, proposers should not feel limited by it. The Program Committee wishes to include a wide range of issues and concerns in the Convention Program.

FACTORS AFFECTING SELECTION

Abstracts must show clarity of purpose, succinctness, appropriateness and significance for the intended audience, quality of research (if relevant), and indications that the presentation will be well prepared. The TESOL '93 Program Committee seeks program balance in the range of topics, level of expertise, the interests covered, the professional and geographic distribution of the participants, and the relevance of the proposal to the convention theme.

To enhance your proposal:

- complete your proposal carefully;
- submit readable material, typed and dark copy;
- state your topic and point of view clearly;
- select the best format (paper, workshop, etc.);
- outline the areas of subtopics in the abstract;
- include supporting details and examples;

STEPS IN SUBMITTING A PROPOSAL

1. Complete both sides of the TESOL '93 Proposal Form, using either the form itself or a photocopy. *Make a copy for yourself.*

2. Prepare and send 3 copies of both the front and the back of the Proposal Form.

3. Prepare 6 copies of the single-page summary and put the following information in the upper left corner of all copies (See "Your Responsibilities" on page 6):

- the type of presentation (paper, colloquium, workshop, etc.)
- interest section which should referee your proposal
- audiovisual equipment needed
- title of the proposal

4. Put the presenter(s) name(s) in the upper right corner on three of the copies. Do not put names on the remaining three copies.

5. Enclose a self-addressed 3"x5" (approx. 7.6cm x 12.7cm) postcard with the title of your proposal on it. This will be used for acknowledgment of receipt of your proposal. TESOL will provide postage. Your postcard will be stamped with the number assigned to the proposal. This number will be referenced in all correspondence sent by TESOL and should be referenced in all correspondence sent to TESOL. *Be sure to send one postcard per proposal, not per envelope, if you are sending more than one proposal.*

6. Please mark the outside of your envelope with the type(s) of presentation(s) (paper, colloquium, workshop, etc.) that you are submitting.

7. Mail the completed package to:

TESOL '93 Convention Department
1600 Cameron Street, Suite 300
Alexandria, Virginia 22314-2751 USA
Telephone for information: 703-836-0774

Faxed proposals will be accepted from outside the continental US only. TESOL Fax #: 703-836-7864

- allot sufficient time to cover the material outlined;
- show familiarity with current practices and/or research;
- use a title that reflects the content; and
- edit and proofread the abstract carefully.

Disqualifying factors:

- the presentation *promotes commercial interests*;
- the proposal is *not completed according to the guidelines* of this Call for Participation;
- the proposal is *not received at TESOL Central Office by the deadline: May 1, 1992* for proposals refereed by the Interest Sections or **September 1, 1992** for all others.
- the *same proposal* is submitted to *more than one Interest Section*.
- the proposal is *faxed from within the continental USA*.

PRESENTATIONS REFEREED BY TESOL INTEREST SECTIONS Deadline: May 1, 1992

These proposals will be read by members of the interest section that you designate on the back of the Proposal Form. Choose the interest section carefully so that your summary will have the most suitable readers. If you would like further information on the goals of any interest section, please write or contact the Field Services Department at TESOL Central Office.

PAPER (45 minutes). *A paper is most effectively presented as an oral summary with occasional reference to notes or a text.* A paper discusses and describes something the presenter is doing or has done in relation to either theory or practice. The presenter often has handouts and may also use audiovisual aids. The one-page summary should include a synopsis of the paper: a central idea, supporting evidence, and a conclusion.

DEMONSTRATION (45 minutes). *In a demonstration most of the time is used for showing, rather than telling, a technique for teaching or testing.* Normally the presenter's statement of the theory underlying the technique takes no more than five minutes. The presenter usually has handouts and may also use audiovisual aids. The one-page summary should include a brief statement of the presenter's central purpose and a description of the presentation.

WORKSHOP (1³/₄ or 2³/₄ hours). *A workshop has very little lecturing by the leader; the emphasis is, rather, on the participants' activity, which is carefully structured by the leader.* The leader works with a group, helping participants solve a problem or develop a specific teaching or research technique. The one-page summary should include a statement of the goal, a synopsis of the theoretical framework, and a precise description of the tasks to be performed during the workshop. Be sure to specify your intended workshop length of time.

COLLOQUIUM (1³/₄ hours). *A colloquium provides both formal presentation and participant discussion.* It is a forum for a group of scholars to discuss current issues in TESOL and for open discussion among all in attendance. Presenters exchange papers in advance and make formal responses to each other's positions. The organizer of the colloquium is responsible for securing the participation of people representing various viewpoints in the field before submitting a proposal.

The types of proposals listed above are to be refereed by TESOL Interest Sections and must be RECEIVED (not postmarked) by May 1, 1992.

PRESENTATIONS REFEREED BY THE TESOL '93 CONVENTION COMMITTEE Deadline: September 1, 1992

A TESOL '93 Proposal Form must be completed for each Poster Session, Video Theater Session, or In Progress Session. These proposals will be refereed by the TESOL '93 Program Committee and will be included in the program if accepted by this committee. Additional information will be requested from the correspondent after acceptance is confirmed.

POSTER SESSION (3 hours). *A poster session allows for informal discussion with participants during the time that a self-explanatory exhibit is on display.* The exhibit is presented on a large display board (Size specifications will be sent with the acceptance letter); it includes a title, the name and institutional affiliation of the presenter(s), and a brief text with clearly labeled photos, drawings, graphs, or charts. The summary should include the main ideas to be presented and a description of the visual display. The poster session will be displayed for a 3-hour period. Presenters should be available for discussion at that time. See AV Equipment section of Proposal Form to reserve display.

VIDEO THEATER (45 minutes). *A video theater presentation provides an opportunity for the presenter to show VHS video materials relevant to the TESOL profession.* Opening remarks, distribution of handouts, tape running time, and closing comments must be made within this time frame. The availability (for purchase, for rent, not available to the public) must be stated in the abstract, as well as the genre and purpose. One-page summaries are not required. Two copies of the attached proposal form, and a good "dub" of the tape (no masters) must be sent directly to Tracey Forrest, Video IS '93 Chair, Baruch College, CUNY, English Department, Box 506, 17 Lexington Ave., New York, NY 10010 USA.

IN PROGRESS (20 minutes). *These presentations will provide an opportunity for individuals to report on research, programs, curricula, textbooks, etc. that are "in progress."* Some presentations lend themselves well to a visual format, using graphs, charts, photographs and/or diagrams with captions. This format also provides opportunities for presenters to meet and discuss a topic with other interested participants.

The types of proposals listed above are to be refereed by the TESOL '93 Program Committee and must be RECEIVED (not postmarked) by September 1, 1992.

Exhibitors should contact Ellison Loth, Convention Director, at TESOL Central Office for information on publishers' sessions.

YOUR RESPONSIBILITIES AS A POTENTIAL PARTICIPANT

1. TESOL is unable to reimburse program participants for expenses. All presenters must register for the convention and pay appropriate fees.

2. If individuals on your proposal are not TESOL members, please blacken in the box before their names on the proposal form and include their names and mailing addresses on a separate sheet of paper headed "Send non-member preregistration material."

3. Presenters will be charged for AV equipment. Portable supplies (pens, slide trays, acetate sheets, cassette tape recorders, etc.) must be provided by the presenters. Chalkboards will not be available in many session rooms. Complete the Audiovisual Equipment section of the Proposal Form carefully.

4. When two or more people are presenting, the correspondent is responsible for notifying all presenters about the status of the proposal.

5. Participants value presenters' handouts. If you choose to distribute handouts, please bring enough for your room size. If your proposal is accepted, the room size will be sent to you with your room

assignment. Presenters are required to leave 3 copies of each handout with Participant Services.

6. No session selected for TESOL '93 should have its conceptual content changed significantly once accepted.

7. To simplify editing, please follow these stylistic guidelines:

Title. Only the title and presenter's name and institutional affiliation appear in the Daily Schedule section of the program book. The title is important for attracting participants to your session. Choose a title that will be clear to the intended audience, and limit it to 9 words. Each part of a slashed or hyphenated word counts as one word. Do not use any quotation marks. Capitalize only the first word, initials, proper nouns, and the first word following a colon. Use a colon in place of a dash. Examples: *In-service ESL teacher training: An awakening* (7 words); *Culture learning/teaching: Materials for teacher-training* (7 words)

Abstracts. Abstracts appear in the convention program book alphabetized under the first presenter's last name. Abstracts help convention participants to

decide which presentations will be most appropriate to their interests. Abstracts of more than 50 words cannot be included. They should be written in the third person future tense ("The presenter will begin by and she will then") and avoid references to published works.

Biographical statements. In a maximum of 25 words for an individual (or 100 words total), give the first name or initials, family name, institutional affiliation (optional), and relevant activities. Degrees are not normally listed, titles such as "associate professor" are not capitalized, and "currently" is normally omitted. Examples:

Louise Lepechoux, a specialist in testing, teaches MATESL courses for Siainiha College in Lanai, Hawaii. [Not *currently teaches*] (16 words)

Jackson P. Thomas is a doctoral candidate at Florida State University and has extensive teaching and teacher-training experience in Cameroon. (21 words)

Summaries. The summary does not appear in the program book, but it is the only part of the proposal seen by the referees. Carefully read the instructions concerning proposals for Papers, Demonstrations, Workshops, Colloquia, and Poster and In Progress Sessions. Summaries are limited to 250 words and one page.

A Summary is a 1-page description of your proposal which will be used by reviewers to make selections.

Sample Summary

Paper
Program Administration
AV: Overhead, VHS-NTSC
Creating a formula for predicting enrollment

Hayden C. DuBay

For over twenty years the presenter has been tracking the enrollment of foreign students in a large intensive English program (IEP). An ongoing problem has been predicting enrollment in the various skills many months in advance in order to be able to order textbooks, reserve classroom space, and to hire instructors.

The presenter will describe how he developed a formula for predicting probable enrollment in this IEP program. He will use overhead transparencies to show enrollment patterns and how simple algebra can be used to predict class sizes in each of the several skills. He will also show how accurate the application of this formula has been over the past five semesters.

Handouts will be available and time will be allowed to discuss his procedures with participants.

An Abstract is a 50-word description of your proposed presentation which will appear (if accepted) in the convention program book and will be used by participants in deciding whether to attend your session.

Sample Abstract

The presenter will describe a process for tracking enrollment in an intensive English program, present a formula for predicting enrollment, and analyze the accuracy of predictions over five semesters. Handouts will be provided and feedback from participants encouraged. (38 words)

Proposal form on p. 43-44.

X. INTERNATIONALE DEUTSCHLEHRERTAGUNG

UNIVERSITÄT LEIPZIG

2. - 7. AUGUST 1993

DEUTSCH ALS FREMDSPRACHE IN EINER SICH WANDELNDEN WELT

Die X. Tagung des IDV in Leipzig

1993 begeht der Internationale Deutschlehrerverband ein Doppeljubiläum: seit seiner Gründung im Jahre 1968 werden 25 Jahre vergangen sein - und die X. Internationale Deutschlehrertagung wird stattfinden. So sind es wichtige Ereignisse im Verbandsleben, die Anlaß geben, Deutschlehrerinnen und Deutschlehrer, Germanistinnen und Germanisten aus aller Welt zur Teilnahme an der X. IDT in Leipzig besonders herzlich einzuladen.

Der IDV und sein Mitgliedsverband, die Fachgruppe Deutsch als Fremdsprache im Fachverband Moderne Fremdsprachen, sind Veranstalter dieser Tagung, deren Rahmenthema lautet: „Deutsch als Fremdsprache in einer sich wandelnden Welt“. In Hinsicht auf das Doppeljubiläum und auch den Ort der Tagung, wo einerseits das Gebiet Deutsch als Fremdsprache fachlich und organisatorisch stark vertreten war und ist und andererseits die neue politische Situation in Deutschland ihren Anfang nahm, wird eine besonders hohe Teilnehmerzahl erwartet. Dies wäre sehr zu begrüßen, denn auch in anderen Teilen Europas und in weiten Teilen der Welt ist die Lage heute anders, und die Demokratisierungs- und Integrationsprozesse der Völkerfamilie benötigen mehr denn je den ständigen Dialog, den Erfahrungsaustausch und die Zusammenarbeit.

Wir haben den Willen, diesen Dialog zu führen, um den Frieden und die Freundschaft zwischen den Menschen und Völkern zu fördern. Deutsch ist dabei für uns die Sprache der Begegnung und Verständigung. Auf deren Vermittlung und Förderung als ein wesentliches Kommunikationsmittel in der heutigen Welt werden wir unser fachliches Augenmerk richten und gleichzeitig die Gelegenheit nutzen, unseren Weltkongreß als wichtiges Verbandsfest zu geben.

Der IDV-Vorstand und das Vorbereitungskomitee in Leipzig werden alles tun, um die Erwartungen der Tagungsteilnehmer bestmöglich zu erfüllen.

WALDEMAR PFEIFFER

Präsident des IDV

ERSTES VORPROGRAMM



Sonntag, 1. 8.		Anreise / Anmeldung
Montag, 2. 8.	10.00 - 11.00	Begrüßung und Eröffnung
	11.00 - 12.00	Festvortrag
	14.00 - 16.00	Plenarvorträge zum Thema: Methodik im Wandel der Zeiten
	19.00	Empfang
Dienstag, 3. 8.	9.00 - 12.00	Vorträge und Diskussion in den Sektionen
	14.00 - 17.00	Arbeitsgruppen mit Kurz- referaten in den Sektionen *
	20.00	Gemeinsame Abendveranstaltung
Mittwoch, 4. 8.	9.00 - 12.00	Vorträge und Diskussion in den Sektionen
	14.00 - 17.00	Arbeitsgruppen mit Kurz- referaten in den Sektionen *
Donnerstag, 5. 8.		Exkursionen
Freitag, 6. 8.	9.00 - 12.00	Arbeitsgruppen mit Kurz- referaten in den Sektionen *
	14.00 - 16.00	Podiumsgespräche
	16.30 - 17.30	Der IDV-Vorstand stellt sich der Diskussion
	20.00	Abendprogramm
Sonnabend, 7. 8.	9.00 - 11.00	Plenarvorträge
	11.00 - 12.00	Abschlußveranstaltung
		Abreise

Sektionen

1. Deutsch in der Welt von heute und morgen

Nationale und multinationale Sprachpolitik / Deutschunterricht mit deutschen Minderheiten / Sprach- und Kulturschranken / Deutsch und der gemeinsame Markt in Europa / Regionale Lehrwerke / Überregionale Zertifikate

2. Interkulturelle Kommunikation und Landeskunde

Das Eigene und das Fremde / Interkulturelle Kompetenz / Kontrastive Kultur- und Landeskunde / Sprachkultur und DaF-Unterricht / Möglichkeiten interkultureller Kommunikation im Ausgangssprachenland

Sektionen

3. Linguistische Grundlagen des Unterrichts DaF

Lehrer- und Lernergrammatik / Text- und Diskurslinguistik / Soziolinguistik / Dialekt und Soziolekt / Kontrastive Linguistik heute / Linguistische Terminologie

4. Psychologische und soziologische Grundlagen des Unterrichts DaF

Neue Erkenntnisse der Psychologie und Soziologie / Einfluß kognitiver Gedächtnispsychologie / Lernstrategien und -techniken / Lehrer- und Lerner-sprache unter psychologischem und soziologischem Aspekt / Fremdsprachenfrüherwerb / Lernen im Alter

5. Deutsch als Zweitsprache

Allgemeine Erkenntnisse über den Fremdsprachenerwerb und die Spezifik des Zweitsprachenerwerbs / Übertragbarkeit von Ergebnissen der DaF-Forschung auf den Zweitsprachenerwerb und umgekehrt / DaZ und individuelle Erwerbsstrategien / Identitätsprobleme / Interkulturelles Umfeld und DaZ / DaZ im universitären, schulischen und außerschulischen Bereich

6. Fachsprache Deutsch und fachsprachliche Kommunikation

Spezifik der fachsprachlichen Kommunikation / Linguistische Beschreibung der mündlichen Fachkommunikation / Fachunterricht und fachsprachlicher Unterricht für unterschiedliche Niveaustufen / Verhältnis von allgemeinsprachlichem und fachsprachlichem Unterricht / Deutsch als Wissenschaftssprache / Schreiben in der Fachkommunikation / Leistungsbewertung

7. Deutsch als Wirtschaftssprache

Spezifik der Wirtschaftssprache / Wachsende Anforderungen des internationalen Wirtschaftsmanagements / Aus- und Fortbildungskonzepte für unterschiedliche Niveaustufen / Wirtschaftskorrespondenz / Neuere Lehr- und Lernmittel zur Wirtschaftssprache / Kommunikationstraining / Leistungsbewertung

8. Rezeptive und produktive Fertigkeiten

Integrative oder differenzierte Entwicklung von Fertigkeiten im Hören, Lesen, Sprechen und Schreiben / Wechselbeziehungen zwischen den Sprachfertigkeiten / Die freie mündliche Verständigung / Zieldifferenzierung / Leistungsbewertung und Korrektur / Sprachfertigkeiten in Mutter- und Fremdsprache

9. Ausspracheschulung

Standardaussprache und regionale, phonostilistische, soziolektale Varianten / Ausspracheschulung als Basis für die Entwicklung rezeptiver und produktiver Sprachfertigkeiten / Arbeit am Rhythmus / Didaktische Konzepte für verschiedene Niveaustufen / Traditionelle und neue Lehr- und Lernmittel / Leistungsbewertung und Korrektur

10. Lernerautonomie und Lernstrategien

Gesteuerter oder ungesteuerter Fremdspracherwerb / Lernerautonomie und Unterricht / Individualisierung von Lernprozessen / DaF im Schülerurteil / Lernmittel für den Selbsterwerb von Wissen / Befähigung zur Selbstkorrektur

11. Potenzen und Grenzen neuer Medien

Integration neuer Medien in den Lehr- und Lernprozeß / Didaktisierungsvorschläge für verschiedene Zieltätigkeiten und Niveaustufen / Interaktive Arbeitsformen / Interaktion Lernender-Programm / Beitrag zur Lernerautonomie / Grenzen neuer Medien / Computerlinguistik

12. Literatur im Unterricht

Literarischer Text und Kommunikation / Interkulturelle Aspekte der Arbeit mit Literatur / Literatur und Kreativität im Unterricht / Arbeit mit verschiedenen Genres / Emotionalität, Satire, Humor / Literarische Wettbewerbe

13. Kunst im Unterricht DaF

Kunst als Sprechkanal / Kunst als motivationale Komponente / Kunst und interkulturelle Kompetenz / Musik und Sprache / Didaktisierungsvorschläge für verschiedene Niveaustufen / Entschlüsselungsstrategien

14. Projektarbeit und Lernerkontakte

Schüleraustausch im Dienste interkultureller Kompetenz / Klassenkorrespondenz / Offene Lehr- und Lernformen auf verschiedenen Niveaustufen / Projektarbeit auf verschiedenen Niveaustufen / Schüler unterrichten Schüler

15. Alternative Methoden

Traditionelle und alternative Lehr- und Lernmethoden / Erfahrungen mit alternativen Methoden im Klassenraum / Suggestopädie - Bilanz und Aussicht / TANDEM / Kreative Methoden / Spaß und Spiel

16. Neue Ansätze in der Lehreraus- und -fortbildung

Berufsanforderungen in einer multinationalen Gesellschaft / Verhältnis von Theorie und Praxis in der Aus- und Fortbildung / Auslandsstudium / Studiengänge für DaF und DaZ / Studienformen und Berufschancen

Anmeldung von Beiträgen

* Für die Arbeitsgruppen in den Sektionen können ab sofort beim Tagungssekretariat Beiträge angemeldet werden.

Letzter Termin zur Anmeldung von Beiträgen ist der 30.11.1992.

Der Anmeldung soll eine kopierfähige Kurzfassung des Referats beigelegt werden, die thesenartig den Inhalt umreißt (**eine Schreibmaschinenseite**, 1 1/2-zeilig). Der Kopf soll neben Angaben zu Ihrer Person Auskunft über die im Referat behandelte Zielgruppe geben:

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Computersimulationen im Deutschunterricht

Am Beispiel des an der Universität Leipzig entwickelten Computerprogramms DEUSIM werden Varianten der Arbeit mit und an Simulationen im Deutschunterricht für Erwachsene gezeigt. Der mehrjährige Einsatz des Programms in der Praxis führte zu folgenden Ergebnissen: ...

Für Ihren Beitrag haben Sie **maximal 20 Minuten** Zeit. Teilen Sie uns bitte genau mit, welche technischen Geräte und Hilfsmittel Sie benötigen.

Anmeldung zur Tagungsteilnahme

Im Herbst 1992 erscheint das zweite Vorprogramm mit dem offiziellen Anmeldeformular und Angaben über Tagungsgebühr, Unterkunft, Exkursionen usw.

Letzter Anmeldetermin zur Tagungsteilnahme ist der 30.04.1993.

Tagungssekretariat

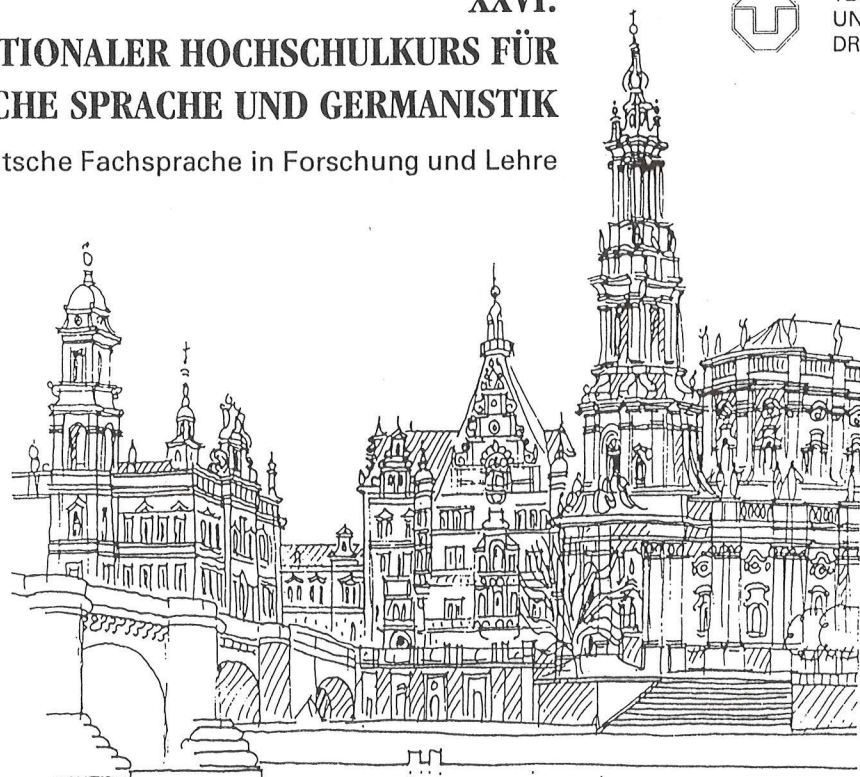
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XXVI.
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Deutsche Fachsprache in Forschung und Lehre



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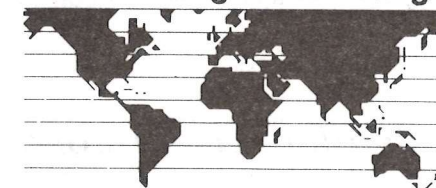
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ENGLISH SUMMARY

Timo Sikanen from the Language Centre for Finnish Universities discusses quantitative changes in language centre teaching during the academic years 1989-1990 and 1991-1992. He first compares the number of courses offered in different languages (Table 1). The largest percentual increase was in the number of courses of Finnish for Foreigners (77%), followed by English (27%), Swedish (22.6%), German (17.2%), Spanish (17.7%), Russian (14.2), French (14.4%), and communication studies in Finnish (11.3%). The relative proportions of different languages did not change very much, which shows the stability of language centre teaching. Second, Sikanen looks at the distribution of the LSP courses with regard to field. The largest increase in the number of courses was in the technical field (+ 65). General LAP courses increased by 49, and those for social scientists and economists by 28 and 25, respectively. The most substantial decrease (- 47.6% and - 50%) was in the number of courses for students of Medicine and Agriculture and Forestry. These figures show only quantitative, not qualitative changes, and must therefore be interpreted with caution.

Andreas F. Kelletat (University of Vaasa) discusses the 12th VAKKI Symposium on Special Language Research and Theory of Translation in Vöyri, 8.-9.2.1992. This year, 12 of the 30 papers read were in German, including both plenary lectures, which Kelletat regards as one indication of the "comeback" of German as an international language of science also in linguistics. The first plenary lecture was given by I. T. Piirainen (Münster/Bochum) on the history of German miners' language. It introduced one of the main topics of the symposium, the historical aspect of LSP research. Papers discussing the second main topic, lexicology and lexicography, were presented by H. Nikula (Turku), M.-L. Tommola (Vaasa), A. F. Kelletat, and J. Tervaskanto (Oulu). The first day ended with D. Wilskes' (Vaasa) paper on the translation of comics from German into Finnish. The second day started with a plenary lecture by C. Timm (Ulm) who introduced an indicative approach to LSP, and discussed the language of literature as a special language. One of the highlights of the symposium was H. Risku's (Tampere) paper which compared the terminology used by Nord and Holz-Mänttari, two prominent figures in the field of translation science. The diachronic analysis of LSP texts in Medicine was the topic of S. Ylönen's (Jyväskylä) paper. As there were three parallel sections, and as Kelletat wanted to concentrate on the area of Germanistic research, he refers to the other papers read only in passing. The Symposium Proceedings will be published early this summer. The theme of the 13th VAKKI Symposium in 1993 will be computers in linguistic research, translation, and lexicography, but more "traditional" contributions are naturally also welcome.

Reija Virrankoski (University of Vaasa) discusses the 12th VAKKI Symposium from a student's point of view. This year's symposium offered young researchers a forum for practicing reading a paper and a chance to meet "older" colleagues. She refers to some of the lecturers mentioned above, and discusses in more detail the talks given by T. H. Laaksovirta and G. Farnell (Silence in English and Finnish culture), R. Freihoff (Translation terminology and translator training), and M. Nordman (The changes in the language of Swedish cookbooks).

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I will be coming to the Friday evening buffet YES NO

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TESOL '93

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First circular

AFinLA

(Association Finlandaise de Linguistique Appliquée)

Annual Symposium

University of Tampere
13-14 November 1992

Theme of the symposium:

THE COMPETENT INTERCULTURAL COMMUNICATOR

with the following subthemes:

INTERCULTURAL COMMUNICATION
FINNISH AS A FOREIGN LANGUAGE
DISTANCE LEARNING
LANGUAGE FOR SPECIFIC PURPOSES
INTERNATIONALISATION AND LANGUAGE TEACHING

The symposium will be held in the form of paper sessions, workshops and posters.
Among the internationally known guest speakers are
Milton and Janet Bennett, Portland State University, USA.

Pre-conference workshops will be held on 12-13 November 1992. They include
intercultural communication theory and practice.

Suggestions for workshops and additional themes are invited by May 15th, by which date
preliminary registration and requests for the second circular should also be received.

The organising committee:

Lisa Löfman (Head)
Kaija Kulri
Lisa Kurki-Suonio
Silja Pellinen
Dieter Schaffrath

Contact address:

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

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AFinLA Annual Symposium

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University of Tampere, November 13-14th, 1992

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I intend to participate without a contribution

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a paper 20 mins

a paper 45 mins

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I intend to present a poster

Title: _____

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