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7th European Symposium on LSP
Budapest, Hungary 21-26 August 1989

Book of Abstracts



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XIX. évfolyam

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7th EUROPEAN SYMPOSIUM ON LANGUAGE FOR SPECIAL PURPOSES

Budapest, Hungary, 21-26 August 1989

LSP COMPREHENSION AND COMMUNICATION

Abstracts

Budapest Technical University
Faculty of Natural and Social Sciences
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KÖNYVTÁRA

7 th EUROPEAN LSP SYMPOSIUM
BUDAPEST, 21-26 AUGUST, 1989

LSP COMPREHENSION AND COMMUNICATION

The Symposium has been organized
under the auspices of the AILA Commission for LSP
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of the Hungarian Academy of Sciences
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of the Budapest Technical University.

President: Prof. Dr. Ferenc PAPP

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PLENARY SESSIONS

Abstract sheet

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Country: DDR		Telephone: 719-2964	
Language of presentation: English			
TITLE in the language of presentation: Metacommunicative Strategies in Written ESP Texts			
TITLE in English: METACOMMUNICATIVE STRATEGIES IN WRITTEN ESP TEXTS			
(Key-words: metacommunication, ESP, text, genre, decoding			
<p>Although the concept of metacommunication originates from spoken discourse analysis, it may equally be applied to the analysis of written discourse, and of ESP texts in particular. Metacommunicative strategies are speech acts by which the speaker/writer in the given communicative situation foregrounds elements of the message conveyed in order to ensure its adequate decoding and the intended response on the part of the recipient.</p> <p>With regard to a text-linguistic analysis of ESP genres in various subject areas e.g. of the arts and sciences attention is focused on metacommunicative strategies such as: the author's justification of limiting the topic discussed and of choosing a particular approach; the introduction of new concepts and definition of terms; directional signals in elaborating and summarising the subject; clarification of arguments for preventing misunderstandings and forestalling criticisms, etc.</p> <p>As will be illustrated by ESP text samples, metacommunicative strategies chiefly occur in expert-to-expert communication, are less frequent in popularised writing, and even scanty in textbooks and handbooks. They are absent in book reviews, directions and instructions, advertisements and circulars.</p>			

Abstract sheet

Family name: KOMISSAROV First name(s): Vilen Naumovich		
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Street, number: Ostozhenka 38.	City, State, Zip code: Moscow 119034	
Country: Soviet Union	Telephone:	Language of presentation: English
TITLE in the language of presentation: Communication through technical translation: principles and problems		
TITLE in English:		
(Key-words:)		
<ol style="list-style-type: none"> 1. The basic purpose of any communication is an exchange of information which presupposes the appropriate degree of comprehension. When communication involves the use of LSP, comprehension has to cope with specific problems of considerable complexity, both theoretical and practical. A promising approach to these problems is offered by the study of the relevant aspects of technical translation. 2. Translation is a means of interlingual communication where comprehension is of particular importance. It involves two phases of cognition; the translator must extract information from the source text and ensure its understanding by the target text receptors. The translator's comprehension of the source text must be, as a rule, of a higher level than is usually achieved in ordinary unilingual communication. An analysis of the quality and errors in translation can gain an insight into the processes of comprehension and miscomprehension in the course of communication. 3. Communication through technical translation is largely conditioned by the distinctive features of LSP systems in the two languages. Scientific/technical texts have a variety of linguistic, factual and conceptual aspects which affect their comprehensibility. Of particular importance is their predominant orientation toward extralinguistic facts as opposed to the emphasis upon linguistic forms and formulas in the humanities. 4. Communication through technical translation is characterized by its specific requirements to the accuracy, pragmatics and methods of information transfer. The pattern is the prevalence of situational identity over semantic accuracy. The process is pragmatically adjusted to the receptors with a high degree of professional knowledge and a choice can often be made between translation and various forms of adaptive transfer. 		

(Komissarov)

5. A valuable method of studying the process of comprehension in technical translation is through analyzing the types and causes of miscomprehension. Lack of comprehension can be the result of linguistic, factual or conceptual factors. It involves the consideration of the relative complexity of the source text and of the wealth of linguistic, technical and background knowledge the translator is expected to possess. Various types of miscomprehension (i.e. the degree or depth of comprehension) can have a different impact upon communication under different circumstances.

Abstract sheet

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Country: Romania	Telephone: 503 777	Language of presentation: English	
TITLE in the language of presentation: <u>RHETORICAL FIGURES IN THE ARTIFICIAL COMPONENT OF THE</u>			
TITLE in English:		<u>SCIENTIFIC LANGUAGE</u>	
(Key-words: metaphor, metonymy, artificial component, scientific language)			
<p>The need of analogy, contiguity and symbol is essential for any human language, but in an artificial language we can better cope with them, because we can introduce them deliberately and keep them under control. The artificial component (a.c.) of the scientific language (s.l.) was introduced in order to adapt better s.l. to the requirements of rigor and precision of modern science. But this component is also faced with a high level of abstraction, with a greater semantic density than the natural component of s.l. and with the obligation to keep as a permanent term of reference the natural language. More important however is perhaps another fact: combination of a natural and an a.c. increase the difficulty of understanding and the dangers of confusion and error, so the functioning of language as an error detecting and error correcting code becomes more important. As a part of these requirements, the a.c. has to keep a balance between entropy and redundancy and a strong contact with the intuitive base of scientific research. As a natural consequence, analogy and contiguity have a basic role in the choice of mathematical symbols. They lead to metaphors and metonymies, to connotations and "idiomatic expressions". They are analyzed in both elementary and higher mathematics.</p>			

Abstract sheet

Family name: O p i t z		First name(s): Kurt	
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Street, number: Brahmsallee 75		City, State, Zip code: D-2 Hamburg 13	
Country: F.R.G.		Telephone: 40-420 47 45	Language of presentation: English
TITLE in the language of presentation: LANGUAGE IN LIMBO: The properties of mediating texts			
TITLE in English:			
(Key-words: representation, translation, interpreta- tion, contextualization)			
<p>Texts are usually regarded within a simple constellation of source and target or, at least, speaker/writer and listener/reader. 'Mediating text' as discussed in this paper will be understood to mean any utterance that is not conveyed to a receiver literally and directly from its originator but, for whatever reasons, in a linguistically modified form that involves rephrasing, such as the indirect quoting of reportage in print and radio journalism as well as the various types of interpretation and translation, singly or in combination.</p>			
<p>The chief point to be argued in the paper is, that there are fundamental functional differences between original and mediating texts, which suggests the identification of the latter as belonging to a distinct type which can be recognized by certain morpho-syntactic and semantic indicators. A number of examples, ranging from press reports to literary translations, will be examined in order to document the autonomous nature of mediating language use and thus, to establish the latter as an important major variant of language behavior.</p>			

ABSTRACT SHEET

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		Language of presentation : French or English	

TITLE in the language of presentation :

**La nécessaire didactisation des documents
authentiques en langues de spécialités**

TITLE in English :

**The necessary didactisation of authentic LSP
material.**

Key words :

**AUTHENTIC MATERIAL. DIDACTICS.
DOCUMENT PROCESSING**

MULTI-MEDIA. TEACHER-TRAINING.

The use of authentic documents as source materials for the teaching of LSP is a growing necessity. Very seldom can such documents be used with learners of the language without some kind of preliminary processing. It is the responsibility of the teacher to make the material (whether printed text, graphs and charts, iconography, audio or video recordings, films, live TV programmes, computer software, etc....) really useful in a teaching/learning situation. With the increasing sophistication of multi-media teaching aids, the time spent in preliminary didactisation accounts for a rapidly increasing part of the teacher's task, as opposed to contact-hours with students. Teacher-training curricula should therefore take this evolution into account and include formal tuition in the principles, methods and techniques of both multi-purpose and mono-purpose didactisation.

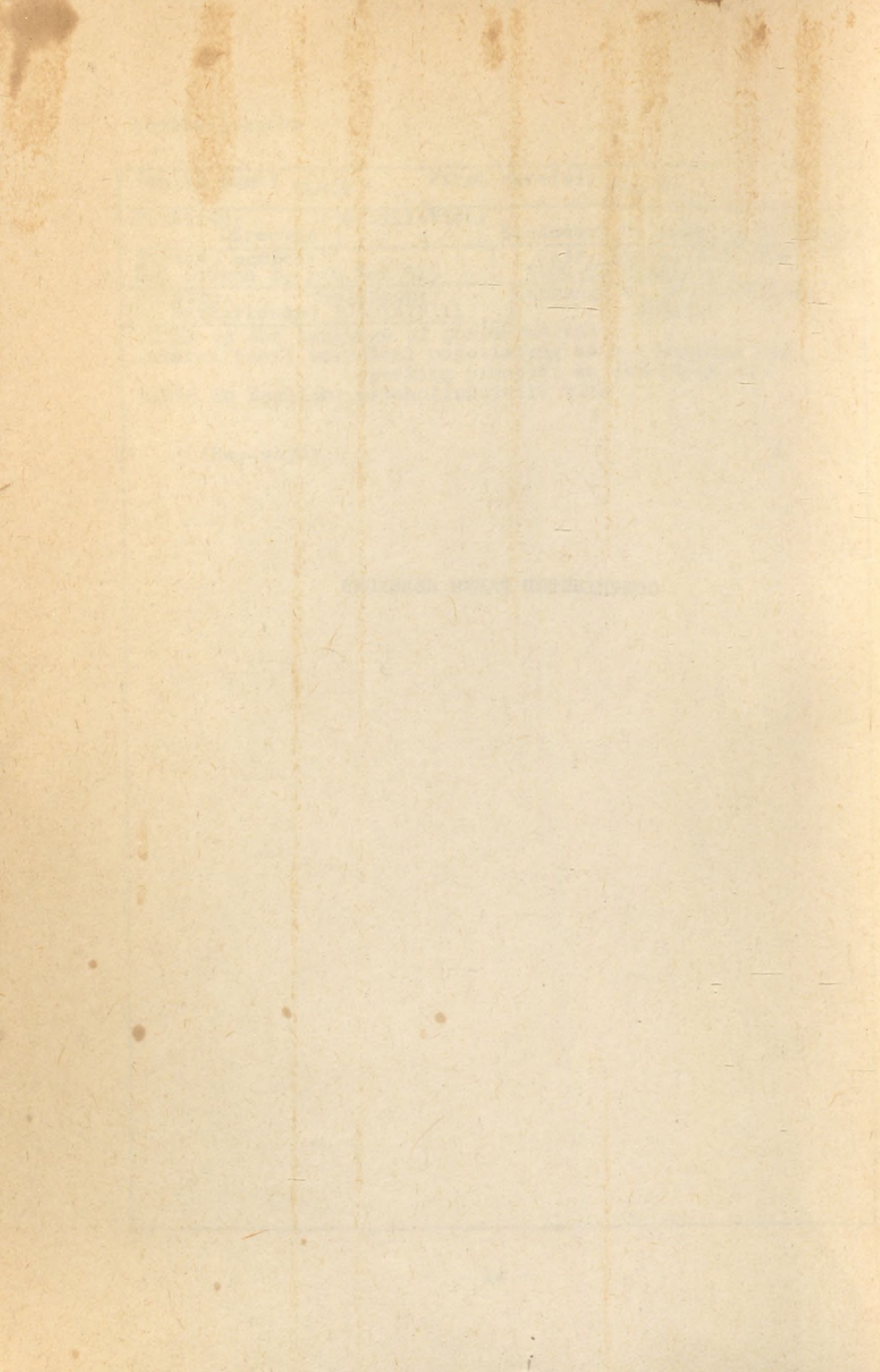
Abstract sheet

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Country: USA		Telephone: 313-764-2413	
		Language of presentation: English	
TITLE in the language of presentation: Advanced Academic Grammar in Contexts			
TITLE in English: Advanced Academic Grammar in Contexts			
(Key-words: Grammar, Rhetoric, Writing, Consciousness) Raising, Interlanguage			
<p>In dealing with materials for students at the advanced level who appear to be fossilized, we see in the literature, vague statements about students having to gain intuitions about "the language". We first show that such statements mask important realities. In order to express their rhetorical intentions precisely learners have to make choices in their current interlanguage (IL).</p> <p>It is our contention that advanced students must thus gain strong intuitions in at least three linguistic systems: the expected target language (TL) norms in desired LSP contexts (including rhetoric), the IL currently employed by learners in these contexts, and, given the reality of fossilization, the IL that will express learner intention in these contexts. Empirical evidence is presented to back up our claims for "consciousness raising" (C-R) in each of these three systems.</p> <p>We present evidence to suggest that non-native speakers (NNS) academic maturity in the written discourse involves at least the following:</p> <ul style="list-style-type: none"> i) grammatical & rhetorical 'C-R' per se. ii) a capacity to anticipate reactions by experts to any 'knowledge claims' the NNS student is making. iii) an ability to employ appropriate metadiscourse in extensive texts. <p>We then present detailed examples of contextualized materials designed to help learners express their rhetorical intentions. Finally, we show learner change over time as a result of using these materials and how such learner IL data can in turn be used to build further materials.</p>			

Abstract sheet

Family name: ULIJN		First name(s): Jan M.	
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TITLE in the language of presentation: Intercultural technical negotiating as a listening and speaking process: an experimental			
TITLE in English: psycholinguistic view			
(Key-words:)			

CONTRIBUTED PAPER SESSIONS



Abstract sheet

Family name: AL-AZZAWI		First name(s): ABDULLA S.	
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Street, number:		City, State, Zip code: Baghdad	
Country: IRAQ	Telephone:	Language of presentation: English	
TITLE in the language of presentation:			
TITLE in English: Problems Faced by Iraqi University Students in Translating Journalistic English into Arabic.			
(Key-words:)			
<p>The talk proposal is based on my experience in teaching a course in "Theories of Translation" for four-year students in Translation Department, Faculty of Arts, Al-Mustansiriyah University, Baghdad, Iraq.</p> <p>The study has shown that Iraqi students face problems related to the translation of headlines, acronyms, tenses, passivization, relativization and political jargon.</p>			

Abstract sheet

Family name: AMIT-KOCHAVI		First name(ם): Hannah	
Position:		Affiliation: The Hebrew University of Jerusalem	
Street, number:		City, State, Zip code: Jerusalem	
Country: Israel		Telephone:	
		Language of presentation: English	
TITLE in the language of presentation: Teaching Arabic to Hebrew Speakers- Target Populations, Problems and Future Prospects.			
TITLE in English:			
(Key-words:)			
<p>Israel has a population of Jews and Arabs, and is surrounded only by Arab countries. Arabic is an official language side by side with Hebrew. Yet most Israeli Jews have a scant command of Arabic, or none at all.</p> <p>Learning Arabic is imperative for Israeli Jews as a language of both conflict and peace with the neighbouring countries, and as a way for integrating the Arab citizens as equal partners in the State of Israel.</p> <p>Learning Arabic may be easier for Hebrew speakers - both languages are Semitic, sharing grammatical traits, vocabulary and cultural concepts. There have been past and present encounters and mutual influence between these languages. Both have undergone a similar development from classical into modern languages (Blau 1976).</p> <p>Learning Arabic may be difficult for Hebrew speakers due to the existence of many different dialects of Arabic, a discrepancy between its spoken and written strata and its extreme richness of grammatical and syntactical forms and vast vocabulary.</p> <p>Israelis wishing to study Arabic include the entire intermediate and high-school population (Arabic has been declared a compulsory study in Israeli Hebrew-speaking schools); university students specialising in Arabic. Middle East Affairs, Hebrew Language etc.; The IDF (Israeli Defence Forces) and Foreign Office; other official bodies; adult population as a whole.</p> <p>Israel has been the only country in the world where Arabic is officially taught as a third language. Recent attempts at improving teaching methods include-improved teacher training; writing new teaching materials and dictionaries; a TV programme for teaching colloquial Arabic (the first one in the world); the Arabic Teachers' Journal, edited by the present speaker, as well as many more projects under study and development.</p> <p>Details for all the above will be provided in the contributed paper.</p>			

Abstract sheet

Family name: ANCKAERT First name(s): Philippe		
Position: Assistant	Affiliation: Free University of Brussels	
Street, number: RUE DES COTTAGES, 129		City, State, Zip code: 1180 BRUXELLES
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TITLE in the language of presentation:		
TITLE in English: LSP text difficulty as measured by a standard C-test procedure (Key-words: research - economic - reading)		
<p>This paper describes a study assessing the influence of four LSP text characteristics on adult L2 readers' ability to fill in the gaps of a standard C-test. The study focuses on the characteristics put forward in Ickler's tridimensional model (1987) - practical vs. theoretical, systematic vs. didactic, formal vs. informal - and a fourth dimension inspired by Hoffmann's work (1984), i.e. the degree of speciality measured by the potential readership of the text.</p> <p>Two C-tests were administered to 215 students in business and economics of the Free University of Brussels. Each test consisted of four passages in Dutch, each representative of one type of economic discourse (economy column of a newspaper, business magazine, didactic material and scientific paper). The gradual order of difficulty was measured by three formal criteria: mean sentence length, mean number of syllables per word and the type-token ratio of each passage.</p> <p>The results suggest that contrary to the findings generally agreed on for LGP texts (Klein-Braley, 1985), sentence length and type-token ratio are rather poor predictors of the C-test processing difficulty for LSP texts. The theoretical dimension and level of formality seem more reliable criteria, which confirms the relevance of the models mentioned above.</p>		

Abstract sheet

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Country: NORWAY		Telephone: 22 29 50	Language of presentation: ENGLISH
TITLE in the language of presentation: DOMAIN RELATED KNOWLEDGE ACCUMULATION IN TERMS OF POSSIBLE AND RELEVANT FEATURES.			
TITLE in English:			
(Key-words: 1 A 1 (or 3) .)			
<p>When confronted with the practical task of writing definitions in a domain related to scientific and technical varieties of LSP, a set of guiding principles will have to be worked out as working hypotheses. These principles, in turn, need to be tested in small-scale pilot projects in order to find out about their prospective fruitfulness in a large-scale project. The central question is: How is it possible for linguistically trained terminologists to collect information to serve as a basis for definition writing? Since a definition is a verbal description of a concept, our view of the concept will be of crucial importance. A central point in the article is to make use of a distinction between possible and relevant semantic features in concept formation, instead of the more common distinction between essential and accidental features.</p>			

Abstract sheet

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		Language of presentation: English	
TITLE in the language of presentation:			
TITLE in English: SEMANTIC POLARITY: A STUDY IN THE HEBREW WORD OF ANTITHETICAL MEANING			
(Key-words: polarity, words of antithetical meaning)			
<p>The phenomenon of the word with polaric meaning in Hebrew, has been of great interest to scholars for the last 150 years. In this paper I will summarise the different theories explaining this phenomenon and draw a comparison between the semiotics of the polaric word with that of some of the drawings of Eschere and Vasarely, and finally will show how this phenomenon is manifested in a short story of the Nobel Prize winner - S. Y. Agnon.</p>			
Some examples of semantic polarity in Hebrew:			
<p><u>Panim</u> (face, surface) and <u>Pnim</u> (inside), both from the <u>YYY</u> root p.n.a. <u>Barax</u> (ran away) and <u>briax</u> (bolt, bar) both from the <u>CCC</u> root b.r.x.</p>			

Abstract sheet

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Language of presentation:	ENGLISH		

TITLE

JABBERWOCKY: A TEACHING METHODOLOGY FOR THE
COMPREHENSIVE READING OF (L2) TECHNICAL ENGLISH

Jabberwocky is based on the approach that the comprehensive reading (L2) of data sheets and other technical material is, in the absence of a technology-trained language teacher, most effectively taught by sharing the task between the technology teacher and the language teacher. This becomes possible by means of a distinction between the TECHNICAL information in a text and the LANGUAGE whereby this information is imparted. The first (the content) is dealt with by the technical teacher, the second, (the form) by the language teacher. The two skills are simultaneously taught as follows:

1. TECHNICAL information in the specialized text taught by the technical teacher in a technological course (often by way of translation), and

2. LANGUAGE carrying the technical information taught by the language teacher, by way of the Jabberwocky method, focussing on the TOOLS whereby a) to comprehend the technical language b) to identify and resolve ambiguities and problematic structures.

Here are some illustrations:

i) A common term in computers is BUS. The TECHNICAL teacher first translates and then explains (in L1) what a Bus is. The LANGUAGE teacher first shows how to recognise when a term is being used in a technical text and then how to find its meaning in the context (definition, classification, function, etc). In the absence of such clues, it is of course the language - and NOT the technical teacher who opens the learner's eyes to the pitfalls in using a dictionary.

ii) In the sentence: The memory responds with the contents of the address location, which is an instruction, it is the technical teacher who explains that "instructions" here refers to "contents" while the LANGUAGE teacher shows how and why (according to the syntax) "instructions" could refer to EITHER "contents" or "address location". While here the actual reference is relatively unambiguous, examples such as these serve to arouse the learners' awareness and sensitivity to less easily resolved ambiguities in other contexts.

An essential prerequisite for Jabberwocky is the learner's "willing suspension of disbelief". That is, to accept the somewhat unusual (and often painful) fact that the teacher 'doesn't really know what it's all about!'. But having accepted this, students exposed to this method during the past seven years have confirmed the effectiveness of Jabberwocky by their comprehensive reading of the technical literature accompanying their work.

Ruth Arnon
Jerusalem 1989

Abstract sheet

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		Language of presentation: English	
TITLE in the language of presentation: Legal Approaches to Linguistic Questions : how lawyers have been looking at their language.			
TITLE in English:			

(Key-words : law; language; system; interpretation)

In recent years linguists have been taking the language of the law as an object of study. Sociolinguists have investigated the effects of language variables upon legal outcomes; conversational analysis has been applied to court-room interaction.

Language now balks especially large in critical legal studies which draw upon Continental structuralist semiotics, whereas Anglo-American jurisprudence has long been associated with the philosophy of ordinary language and speech acts.

The present paper will next make reference to how the courts and legal writers in the countries of the Common Law have approached questions of interpretation and will then examine how some lawyers have been much more recently exploring language problems with increasing linguistic sophistication. Mention will be made of the obvious parallel between "langue" and "parole" on the one hand and (positivist) legal conceptual systems and legal practice (realism) on the other. Fresh areas ripe for investigation will be indicated.

A annotated bibliography will be made available; this is intended to be complementary to some existing lists in that it will cover the work of lawyers on language rather than linguists on law.

Abstract sheet

Family name: BANKS		First name(s): David	
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		Language of presentation: English	
TITLE in the language of presentation: Transitivity and Hedging in Oceanographical Articles			
TITLE in English:			
(Key-words: Transitivity, modality, hedging, scientific discourse.)			
<p>In the course of some work on transitivity in scientific writing, it became clear that certain aspects of transitivity were related to hedging, in particular that type of hedging in which the writer wishes to guard himself against possible objections. This is particularly the case when the relationship between transitivity and modality is considered. For example, there seems to be some link between modality and mental process which is linked to a desire to avoid unqualified statements. The use of <u>may</u>, as opposed to <u>can</u>, appears in some cases to be related to the wish not to exclude other possibilities. The modal <u>would</u>, sometimes reinforced by <u>probably</u>, is also used to reduce the affirmative nature of statements.</p>			

Abstract sheet

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Country: Iraq	Telephone:	Language of presentation: English	
TITLE in the language of presentation:			
TITLE in English: English complex NPs and their reproduction in Arabic			
(Key-words: Translation /7/)			
<p>The description of a complex NP here follows Quirk et al's: <u>A Grammar of Contemporary English</u> (1972). A noun phrase is said to be complex when the headword is preceded by open-class items: adjectives, nouns, etc. The items follow a relevant order in NP structure in English and have been found to fall into a limited number of patterns (Varantola 1984). These patterns occur in almost all areas of written communication, above all in technical-language texts, in advertising language, in the language of public administration, but also in newspaper language.</p> <p>An investigation of a corpus of some 5,000 complex NPs, gathered from specialised English texts, has produced no more than 25 patterns. When contrasted with their appropriate target-language equivalents, the patterns could be reproduced in Arabic by carrying out relatively simple matching procedures. Such evidence may be useful for English-Arabic machine translation, rendering the writing of a programme for the analysis of one of the most complicated grammatical categories an easy matter.</p>			

Family name : BATTEN

First Name : Luc

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Language of Presentation : English

Adam & Eve (°) :

Software as an Instrument towards Communication

Adam & Eve (A&E) is an authoring programme for Mastery Learning of L2. It has been developed at the KULeuven, Belgium, by the team of prof. L.K. Engels. It is now operational for several languages : English, Dutch, French, Spanish, German, Russian, Italian, Portuguese, Latin and Greek are planned.

The main advantages of A&E are :

(1) language independence

it is meant for all L2 learners (even L1 LSP and elementary school)
irrespective their mothertongue;

(2) open system

it works with any authentic material which it analyses automatically as to the level of difficulty. A&E displays the analysis to the teacher, who can further manipulate this analysis according to his/her own criteria and learners' needs. The programme is not an extra package, but allows for any existing course material and/or authentic texts to be processed. How ?

(3) teacher support as to preparation and correction (time-saving),

Based on the indicated level of difficulty, A&E automatically generates various types of exercises on vocabulary, syntax, cohesion, morphology, including the use of an audio-dictionary. If students work on a PC (diskettes) results and feedback are readily available to students and teachers.

A&E supports the course designer and occasional user as print-outs can easily be made.

As A&E allows access to its data-bases, an LSP teacher can easily build his/her own data-base and users' list as the course proceeds.

(4) dynamic flexibility : an audio - dictionary is available now, a video-line will be added in the near future,

(5) interactive exercises : reading strategies, open exercises, writing and dictation.

Upon a short presentation of A&E, the presentation will primarily deal with a discussion of ongoing research at Leuven into (5). The point of departure is : teaching LSP to advanced students both at university and in business life, a software package should fulfil the above requirements as it functions complimentary to the goals of FL : communication. We have experimented before working with concordances, semantic networks and group work (see L. Baten, previous Proceedings of LSP conferences). We will now deal with the questions : providing the learners with a software package such as A&E :

(1) What's the actual place of such a software, and

(2) Which further directions should be taken in order to have a software support the teacher into teaching authentic communication.

Abstract sheet

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		Language of presentation:	English
TITLE in the language of presentation:			
TITLE in English: Translation of Vocatives, Expletives, Exclamations and Void Pragmatic Connectives As Reflected in Literary Translation into Hebrew			
(Key-words: Literary Translation; Hebrew Language; Dialogue)			
<p>Vocatives, expletives, exclamations and void pragmatic connectives, which are characteristic elements of spoken language, present special difficulties in translation, especially of dialogues into Hebrew. The main difficulties are:</p> <ol style="list-style-type: none"> 1. Language communities may be differentiated according to the usage of such elements in speech. Bound by formal equivalence, the Hebrew translator is likely to translate each occurrence of these elements in the original text and, as a result, to detract from the authenticity of dialogues in the Hebrew translated text. 2. Relating mainly to the referential function of language, the Hebrew translator may be insufficiently aware of other functions of language, such as the expressive function (vocatives, expletives, exclamations), and the phatic function (void pragmatic connectives). These elements are often mistranslated into Hebrew literally, according to their referential function. 3. Since Hebrew has existed as a spoken language for a relatively short time, it has not managed to develop a rich stock of such elements, which naturally occur in languages with a longer history as living languages. 4. Until the 1970's, Hebrew translators were too closely bound by the norms of the traditional written language, and avoided the spoken language in literary translation. <p>In the light of these difficulties, this paper will describe the ways modern Hebrew translators have translated the expressive and phatic elements in fiction and drama into Hebrew.</p>			

Abstract sheet

Katalin BERENYI - Zoltán STURCZ		
Position: lecturers	Affiliation: Technical University of Bp	
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Country: Hungary	Telephone: 813-500/2628	Language of presentation: English
TITLE in the language of presentation: <u>READING COMPREHENSION</u> <u>WORK SHEETS FOR TECHNICAL TEXTS</u>		
TITLE in English:		
<p>(Key-words: professional text, work sheet, reproduction)</p> <p>The foreign students at the Technical University of Budapest must know HSP very well, because it is the medium of their studies. That's why it is very important for them to understand and be able to reproduce the technical texts and recognize the grammatical, contextual and formal features. We prepared work sheets for the advanced students for reading comprehension, developing the reproductive (both oral and written) skills and practising the different steps of reproduction. These work sheets are based on a text or some texts of the same topic which have already been read by the students. The theory behind the work sheet is that it should reflect the logical units of the text appropriately.</p> <p>So when preparing the work sheet, the teacher should first break up the text properly, then choose the key-words and key-information and finally make and link the exercises. The exercises may be different as far as their form is concerned, and they may be on different grammatical, lexical, syntactical levels according to the possibilities of the text. Experience shows that the methodological advantages of the work sheets are as follows: a) they help the student recognize the structure, logic and information of the texts; b) the finished work sheet helps to loosen the student's inhibitions psychologically in the course of reproduction; c) the sheet offers possibilities of differentiation both in written and oral and group or individual work.</p>		

Abstract sheet

Family name: BERENYI - VÖLGYES		First name(s): PALNE - GYÖNGYVÉR	
Position: professors		Affiliation: Külkereskedelmi Főiskola Budapest	
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Country: Hungary		Telephone: 573-166/31,76	Language of presentation: French
TITLE in the language of presentation: Situations de négociation, contradictions et préparation			
TITLE in English: Situations for negotiations, contradictions and preparation			
(Key-words:)			
1. Factors of situations for negotiations, with special regard to human subjective-aspects			
2. Selection of business negotiators-delegations or individuals; the culture-specific nature of the selection criteria			
3. Contradictions in the background of international negotiations:			
a. Confrontation of interest enforcement and cooperative ability; influence of their mutual relationship on the establishment of negotiating strategies			
b. Contradictions stemming from the negotiators' cultural background; their role in forming the game rules in a given situation			
c. Cultural consequences of the negotiators' institutional and individual restrictions			
4. Preparation for business negotiations according to basic principles of each stage:			
a. preparatory stage			
b. negotiation			
c. cultural determiners of the other circumstances at the negotiation			

Abstract sheet

Family name: Berglund		First name(s): Gertrud	
Position: Lecturer		Affiliation: Inst. for Nordic languages University of Stockholm	
Street, number: Kolviksvägen 6		City, State, Zip code: S-139 00 VÄRMDÖ	
Country: Sweden		Telephone: 0766-20027	Language of presentation: German (or Swedish)
TITLE in the language of presentation: <u>Praktisches Schwedisch, Hochschullehrgang an der Universität Stockholm - Ein "Sprachkonsulent" berichtet</u>			
TITLE in English: <u>The Practical Swedish Course at Stockholm University</u> (Key-words:) A Language Consultant* sums up			
<p>Some factual writing - instructions, official letters and reports, regulations and the like - causes irritation in the reader, misleads the reader, takes an unnecessarily long time to read, and so on. In other words, some written texts cause problems and, by the same token, can waste a great deal of money and time. Such texts are usually too long or too short, confused or not readily comprehensible, bureaucratic or off-putting in one way or another. And they fail to achieve their purpose - if they have a purpose at all.</p> <p>Why do such texts exist? Mainly because there are writers whose starting point is themselves, their own knowledge and capacity instead of the readers'.</p> <p>One of the things we teach on the Practical Swedish course at Stockholm University is how to tackle these problems and put the reader first. This teaching is what I shall be talking about.</p> <p>* The profession of language consultancy is a relatively new one in Sweden. If time permits, I shall also briefly describe this profession.</p>			

Abstract sheet

Family name: BLIN		First name(s): Francoise	
Position: Lecturer		Affiliation: School of Applied Languages - NIHE Dublin	
Street, number: Glasnevin		City, State, Zip code: Dublin	
Country: Ireland		Telephone: 370077	Language of presentation: ENGLISH
TITLE in the language of presentation: A CALL Project for the teaching of LSP: Parlez-vous Banque?			
TITLE in English:			
(Key-words: CALL, LSP courses, comprehension))			
<p><u>Parlez-vous Banque?</u> is a computer assisted language learning project carried out in NIHE by a team of Instructional Designers and LSP researchers.</p> <p>The project consists of:</p> <ol style="list-style-type: none"> 1. developing computer based courseware for Business students; the objectives are twofold: <ul style="list-style-type: none"> understanding and acquiring the vocabulary used in banking transactions and understanding basic banking transactions in a French context by performing various tasks 2. examining what CALL has to offer to LSP course design and language learning. <p>This paper will examine the different stages in creating computer based courseware. The pedagogical objectives of a course such as <u>Parlez-vous Banque?</u> will be defined in relation to the objectives of an LSP course in general.</p> <p>A brief demonstration of the courseware will show how these objectives can be attained and results from the evaluation of the course will be provided.</p>			

Abstract sheet

Family name: DR BORGULYA		First name(s): AGOTA
Position: first assistant	Affiliation:	
Street, number: Toldi M.l.	City, State, Zip code: PECS HUNGARY 7621	
Country:	Telephone: 30-122	Language of presentation: German

TITLE in the language of presentation:

Graphische Medien in der Förderung der mündlichen fachsprach-
lichen Kommunikation

TITLE in English:

Graphic Aids in Practicing Aural Communication in LSP

(Key-words: teaching of language of economy)

aurale communication

An important question in teaching of LSP /in our case language of economy/ is how to practice aural communication. All form of aids -graphic, auditive and audio-visual- can be used succesfully in a class-room-situation. Cassettes, video or films are very important and useful for developing certain skills but to produce them is more komplika- ted and expensiv than creating graphic aids. If you want your topic to be actual -which is a central quetion for the language of economy- you manage to prepare pictures, graphs ect. more easily.

This paper gives some examples how to use them to ma- ke the students talk in a class-room in a real situation..

Family name: BREKKE		First name(s): MAGNAR	
Position: ASSOC. PROFESSOR		Affiliation: ENGLISH DEPARTMENT, UNIVERSITY OF BERGEN	
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Country: NORWAY		Telephone: (47)5-21 23 69	Language of presentation: ENGLISH
TITLE in the language of presentation:			
TITLE in English: MACHINE TRANSLATION: ALL OR NOTHING?			
(Key-words: MACHINE TRANSLATION, EST, TERMINOLOGY)			
MACHINE TRANSLATION: ALL OR NOTHING?			
<p>Machine translation (MT) means different things to different people. The current generation of commercially available systems have met a mixed reception (cf. Hutchins (1986) & Slocum (1985)) depending on who is evaluating. Macklovitch (1986) reports on an experiment where the same persons were performance tested both as manual translators and as post-editors of raw machine output, in an effort to determine whether some of them could be replaced by the machine. Predictably, none of them could.</p>			
<p>This paper reports on a realistic moderate-scale MT productivity test where an English-to-Norwegian version of Bravices's (formerly WCC's) MacroCAT carried out batch translation on a MicroVAX II of 2300 machine readable pages of technical manuals for the petroleum industry. The batch run was preceded by vocabulary search and dictionary update based on term bank input and followed by PC-based post-editing. The machine output was submitted to systematic error analysis of morphology, syntax and vocabulary, allowing a progressive refinement of relevant strategies and routines. Every stage in the process was carefully monitored and later evaluated for cost-effectiveness.</p>			
<p>When the results were tabulated, the cost-effectiveness curve predictably started out far below that generally assumed for manual translation, but since we were dealing with a fairly uniform and stereotype text style, our terminological investments soon began to pay off, allowing early losses to be offset by later gains (cf. Kittredge 1986). The project, still running, is expected to emerge with a small but substantial economic advantage over manual translation, but since the system dictionary at that point will represent a considerable terminological asset which should give immediate payoff on subsequent texts within the same general domain, the overall advantage should be significant.</p>			
<p>The project highlights some very specific premises for successful MT: The employment of systematic and intensive vocabulary search, ditto dictionary update linked to a term bank facility, the general availability of a standardized word processing program with advanced features, development of specific macro functions for handling reformatting, search-and-replace, word-swap etc. Split-screen editing proved less productive due to the small size of the windows allowed on a standard screen. In conclusion, the degree of success of an MT system depends crucially not so much on the MT system itself as on the context and conditions of its use.</p>			

TITLE: "Never mind what he is saying , what's he doing ?!"
- a top-down approach to teaching formal exposition &
argumentation across cultures

Nigel J. Bruce, Language Centre, Hong Kong University

* * * * *

A B S T R A C T

This paper describes an attempt to tackle the problem of the many students arriving at a foreign-language-medium (FL) university (English, in this case) without the necessary linguistic or, one suspects, the rhetorical equipment to meet the analytical & critical demands of an FL university education.

PROBLEM

Many universities, in the situation described above, are faced with the problem of devising an academic study & communication skills course for students who have to pursue their higher studies in a foreign or 2nd language. In the case described here - Hong Kong University - students arrive at University having learnt English - and mainly in the medium of English - for anywhere up to 14 years. For an increasing number of these new students, the level of rhetorical sophistication - i.e. the ability to access, analyse, synthesise & articulate at the levels of information, intention & persuasion - and consequently, the ability to use what English they have to communicative effect, is inadequate to university demands.

PROPOSED SOLUTION:

Our remedy for these difficulties must be realised in a 100-hour non-credit course, spread over the 1st academic year. Our approach has become increasingly centred on the following objectives and strategies:

- enhancing students' awareness of their own learning strategies and goals, and on the rhetorical purposes of other writers & speakers - their "metacognitive" and "metadiscoursal" awareness
- developing students' ability to paraphrase their own & other writers' ideas and intentions (speech acts) at different levels of abstraction, covering lexical, grammatical & rhetorical aspects
- focusing student attention on the study skills of accessing, analysing and organising information and articulating an argument or thesis which has grown out of thoroughly explored information input
- providing a learning sequence which mirrors the study cycle and eliminates linguistic reliance on "model" target language inputs - a process approach, shunning any notion of an ideal "product"

(Nigel J. Bruce)

- ensuring that the teacher/materials writer has analysed the textual input to the student & identified its underlying conceptual foundation or matrix. There should be a valuable thesis embedded in the text, & the teacher should be focusing on an extensive reading for that overall thesis & its parameters - otherwise the blind end up leading the blind !

I shall offer a brief review of relevant literature, discuss some of the pitfalls to be avoided in even a well-meaning "process" approach to EAP, and support the description of the suggested course with sample materials and examples of student output.

Abstract sheet

Family name: VAN BULCK		First name(s): Stephan, Renaat, Maria	
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Country: Belgium		Telephone: 32-3-820.29.84	
		Language of presentation: English	

TITLE in the language of presentation:

BEKAPUCES: A Computer Assisted Approach to LSP learning
 Jozef Colpaert Wilfried Decoo Stephan Van Bulck Edwig Van Elsen

(Key-words: Computer Assisted Language Learning)

Within the scope of the European Community Comett project CALLIOPE, the Research Team of Prof. Dr. W. Decoo is developing courseware materials designed for the training of business and industry specific language contents.

The main principle of the Comett programme, is a close collaboration between universities and companies. The companies themselves determine which learning contents are primordial and should be included in the courseware under development. The final course should offer the employees precisely the material they will need for an efficient realization of their company functions and tasks.

The program 'Bekapuces', realized for the Belgian multinational N.V. Bekaert S.A., is a prototype of this COMETT-CALLIOPE courseware. 'Bekapuces' includes both general business vocabulary and company specific terminology.

The earlier programs of the team of prof. dr. Decoo are known for their accessibility and flexibility (the principle of external versatility). These characteristics are also present in the current program in which a menu-driven selection system on the data banks allows the user to choose the languages he needs and to pick precisely those items from the database that are relevant for his individual language needs. Though steel wire terminology for instance, is an essential part of the Bekaert vocabulary, it is possible for a member of the Human Resource Department to select precisely those terms that are part of the typical vocabulary of his own department, without having to go through a whole series of complicated and technical Steel wire terms.

The presentation will include a demonstration of the program.

Abstract sheet

Family name: CLARKE		First name(s): David James	
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Country: UK		Telephone: 809 2593	
		Language of presentation: English	
TITLE in the language of presentation: English for Special Purposes and Economic Development			
TITLE in English:			
(Key-words:)			
<p>This paper will examine developmental issues of ESP derived from bilateral project aid in Africa. It will examine ESP issues beyond the classroom in terms of institutional and economic development. It will examine a variety of ESP projects in Africa, their objectives, how these are attained and evaluated and their effect on societal development. It will argue the importance of LSP in development work.</p>			

Abstract sheet

Family name: Claydon		First name(s): Peter	
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Country: Finland		Telephone: 358 31 156411	Language of presentation: English
TITLE in the language of presentation: LSP AND THE DISCOURSE UNIT: analysing the dynamics of comprehension and communication.			
TITLE in English:			
(Key-words:)			
<p>Terminology has traditionally occupied a central role in LSP study. In the sentences, "I decided my future lay in obstetrics and gynaecology" and, "We take two, square it, and get four", 'obstetrics', 'gynaecology' and 'square' are often singled out from their environments of occurrence for attention (in the classroom and elsewhere) as 'specific purpose language'. What about "I", "decided", "my", "future", "lay", not to mention "We", or "take" and "get"? There seem to be a number of words here that have equal right to treatment within an LSP framework, because it is the function of a unit of interaction, more akin to the sentence than the word, that creates the sense in which the lexical items are used. One tension in the LSP field is caused by drawing arbitrary boundaries between LSP and LGP.</p> <p>The active role of the hearer or reader in creating the communicative value of what he or she hears or reads has as yet received little attention in the field, and yet the task of accounting for polysemy and ambiguity can inform us as to why terminology and specific purpose language are of such central importance today. While most approaches to LSP analysis take into account longer spans of text than the word, there is still no clear view of a structure or grammar for discourse, (above the level of the sentence), informing us as to the dynamics of how and why discourses proceed in the way they do. Or as to how specific senses of items are created in the process. The examination of rhetorical function in, for example, genre analysis, is of acknowledged use, but that approach tends to present text, oral or written, as a finished, 'formula' product, casting the learner in a mainly mimetic role. The other side of the coin appears to require representation too.</p> <p>This paper will present a practical yet theoretically and empirically supported attempt to represent the dynamic nature and structure of the discourse unit. The approach was developed analyzing verbal interaction in LSP teaching and testing situations and seeks to emphasise the role of the individual engaged in a process, or indeed a 'grammar' of meaning-making in LSP, rather than a view of LSP simply as a 'fait accompli'.</p> <p>The paper will discuss: 1) briefly, aims and NEED, both social and linguistic, for the discourse unit, 2) outline the approach adopted here to the FORM-FUNCTION- situation interface in verbal interaction, 3) set the upper and lower limits to the SPAN of the unit, and discuss differentiation of function within the span, and 4) indicate relevance for LSP TEACHING and testing, and study of the emergence and development of 'GROUP LANGUAGES'.</p>			

Abstract sheet

Family name: COAD		First name(s): CYNTHIA	
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Country: USA		Telephone: 714/535-4978	Language of presentation: English
TITLE in the language of presentation: 100 % OF LIMITED ENGLISH PROFICIENT ADULTS			
TITLE in English: PASS GOVERNMENT CONTRACT CERTIFICATION TEST AFTER VOCATIONAL ENGLISH INSTRUCTION			
(Key-words: 100% PASS TEST AFTER VOCATIONAL ENGLISH (VESL))			
<p>An industry located in California wanted to obtain U.S. Government contracts which would involve high reliability soldering, as well as require employee certification of proficiency by successfully passing a U.S. Government certification test. However, the government certification tests for the company's employees required a higher degree of English proficiency than possessed by the majority of the employees, comprised of mostly refugee and immigrant populations.</p> <p>The procedures I selected to address this problem began with the administration of an English proficiency test to all employees who would receive the training and government certification test. Based upon the results of this test, the employees were divided into English language proficiency levels: 25 percent were found to be in the Elementary/Beginning Level; 50 percent in the Low Intermediate Level; 19 percent in the High Intermediate Level; and 6 percent in the Advanced Level.</p> <p>Following the proficiency testing, I developed Vocational English as a Second Language (VESL) instructional material based upon the language requirements of the high reliability soldering training manual (computer-determined to be at a 10th grade reading level). Each VESL lesson consisted of occupational vocabulary, a reading and writing section, conversation, and a grammar review. Regular progress tests were incorporated into the VESL course. After 20 VESL lessons or less for each employee, 100 percent of the VESL employees successfully passed the training course which was taught in English, and, in addition, passed the U.S. Government certification test which was written in English, with scores of 90 percent or above.</p> <p>Industry demands immediate results, and no excuses for poor results are accepted. VESL is a challenging area of language instruction; one that offers immediate feedback on the efficacy of the instructional material.</p>			

Abstract sheet

Family name: CORNU A.m.,		First name(s): BINON J., GROENENDAELS C.	
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TITLE in the language of presentation: AUTONOMY IN A FORMAL TEACHING ENVIRONMENT			
TITLE in English: IDEM			
(Key-words: Autonomy, Communication Strategies)			
<p>Autonomy in a Formal Teaching Environment <i>A.m. Cornu, J. Binon, C. Groenendaels</i> <i>Katholieke Universiteit Leuven</i></p>			
<p>In this paper we report on an experiment on autonomous foreign language learning. The goal is to develop communication strategies on the one hand and ensure the acquisition of a defined set of lexical units on the other. Concerning strategies, the emphasis lies on (i) the acquisition of communication strategies and in particular the verbal resources (rate of production and full pauses) on the one hand, and active listening to indirect correction on the other, (ii) the discovery of specific learning strategies.</p>			
<p>To reach this goal, the learner has to take in charge his own learning process, that is be autonomous. In this paper, we will present (i) interaction during classroom activities with transcriptions and a video recording, (ii) an evaluation by the learners of their activities as it appears in their answers to a questionnaire, (iii) their results at a formal test.</p>			
<p>We will argue that (i) autonomous learning can be introduced in a classroom situation whatever the number of learners is, (ii) it can apply to a specific domain (LSP) if the course input is problem solving, (iii) it increases motivation, (iv) it can be introduced within a formal education system without jeopardizing the students' results.</p>			
<p>The experiment was carried out with four groups of Dutch speaking students of economics at the "Katholieke Universiteit Leuven". The target language is French. Each group comprises 30 students whose level in the target language varied from intermediate to advanced, if not bilingual.</p>			

Abstract sheet

Family name: COWAN		First name(s): J. RONAYNE	
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Country: USA		Telephone: 217-333-1506	
Language of presentation: English			
TITLE in the language of presentation: INVESTIGATING READING COMPREHENSION OF LSP TEXTS			
TITLE in English:			
(Key-words: Reading Comprehension)			
<p>This paper describes experimental approaches for investigating the nature of reading comprehension problems associated with LSP texts. We proceed from the position that schema theory has contributed very little to the investigation of what kinds of problems non-native and native speakers encounter in reading LSP texts or how to treat them. The major difficulties in comprehending LSP texts are lexical and syntactic in nature. We present evidence from the current experiments which demonstrates the effect of the latter factor. The syntactic dimensions investigated are: "heavy" gerundive NPs, dangling participles and various types of anaphoric reference in English. The methods employed in the experiments were paper and pencil tasks and computer generated reading tasks. The results of the experiments, which involved non-native speakers and native speaker control groups, showed that both groups had equal difficulty in processing the participles and some aspects of anaphora, but the non-native group found all three dimensions to be problematic. Context played no appreciable part in ameliorating the difficulties that the non-native speakers had at the sentence level. As part of our presentation we will offer a demonstration of IBM compatible software which may be used for investigating text comprehension in LSP.</p>			

Abstract sheet

Family name: CUMPS		First name(s): Jan L.A.	
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Country: Belgium		Telephone: 016/285687	Language of presentation: English
TITLE in the language of presentation: Simplification of Legal English:a complex case			
TITLE in English:			
(Key-words: Legal English - reading - methodology)			
<p>The purpose of this paper is to present some preliminary observations on the impact simplification of legal texts seems to have on learners of English for Academic Legal Purposes. It is part of a larger investigation which will eventually include a comparison of 'simplification' with 'easification' as a possibility of presenting academic legal texts to learners of EALP (Bhatia, 1983)</p>			
<p>A short text on 'tort', together with two simplified versions (one of content, another one of form) was presented to some 300 undergraduate students of the Law Faculty of the University of Leuven. The three texts were simply labeled as texts A, B and C. Students, who were not told one of the three texts was the original one and the other two were simplified versions, were invited to study the three texts and decide which of them they considered to be the most easy one (respectively the most difficult one) from which to understand what is meant by 'tort', and why.</p>			
<p>Analysis of the data revealed that a large majority of students thought simplification of <u>form</u> to be much more relevant than simplification of <u>content</u>. Taking into account the alternative of 'easification', this conclusion might be helpful when considering 'simplification' as a special form of intra-lingual translation.</p>			

Abstract sheet

Family name: Dębski		First name(s): Robert	
Position: lector		Affiliation: Jagiellonian University	
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Country: Poland		Telephone:	
		Language of presentation: English	
TITLE in the language of presentation: A Project for Computer-Assisted Reading in Polish			
TITLE in English: (Key-words: reading, CALL, individualization)			
<p>Preliminary to their embarking on various science courses all over Poland, some of the foreign students of the Applied Linguistics Department of the Polonia Research Institute at the Jagiellonian University attend classes where among other activities, they read authentic papers on various science topics. A wide gap between the students' actual competence and the level required for comprehension of academic literature in Polish demands a system in which students could bridge this gap during as well as beyond the time of regular instruction. That and, additionally, significant differences existing among individual students and their needs concerning topics make the author look for a tool allowing individualization. The paper describes a work in progress aiming at producing CALL software allowing the teacher to individualize and intensify the process of teaching reading academic texts. The author chooses the ELWRO 800 Junior, the Polish educational computer, as the vehicle for the future material. A detailed scenario of the program, based on some insights into the process of reading and on needs analysis, is the product of the first part of the research contained in this paper.</p>			

Abstract sheet

Family name: DELORME		First name(s): Ludmilla	
Position: Maître de Conférence		Affiliation: Université de Bordeaux II	
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Country: France		Telephone: 56473160	
Language of presentation: French or English			
TITLE in the language of presentation: De la relecture d'articles scientifiques: taxonomie critique			
TITLE in English: Editing scientific articles : an approach to taxonomical criticism			
(Key-words: criticism)			
Schoolmaster's work or tutorial. The reader's protocol = a twofold assessment of			
a. contents - insufficiencies or failings			
- redundancies			
- irrelevances			
b. structure discourse			
The reader's knowledge as unique referent in time and space			
Subjectivity/Objectivity			
Message vs information			

Abstract sheet

Family name: Dévényi		First name(s): Márta	
Position: assistant lecturer		Affiliation:	
Street, number: 5/A Zoja Str		City, State, Zip code: Pécs Hungary 7624	
Country: Hungary	Telephone: 22 231	Language of presentation: English	
TITLE in the language of presentation: <u>Economic Terms in Credit by István Széchenyi and in</u>			
TITLE in English: <u>The Analysis of Credit by</u> <u>József Dessewffy</u>			
(Key-words: history of economic terminology) thesaurus			
<p>If we intend to examine the development of the Hungarian economic terminology we must begin with analysing István Széchenyi`s works because they mean not only the beginning of the Hungarian economic literature but also the first summit of it.</p> <p>This is why I have chosen Széchenyi`s first great work Credit and the criticism of it The Analysis of Credit by József Dessewffy. They seem to be good samples of early nineteenth century economic terminology.</p> <p>I have arranged the economic terms used by Széchenyi and Dessewffy in thesauri.</p> <p>This paper analyses the frequency of foreign and international economic terms and the formation of their Hungarian synonyms. Since the authors dealt with social, philosophical and ethical problems besides economy I examine legal, administrative and ethical terms, too.</p> <p>I also point out the stylistic values of both works.</p>			

Abstract sheet

Family name: Dobosné Sarvári		First name(s): Judit	
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Street, number: 20-22 Eötvös József		City, State, Zip code: Budapest Hungary 1111	
Country: Hungary		Telephone: 813-500/20-13	Language of presentation:
TITLE in the language of presentation: English			
EFL and ESL Program at the Technical University of Budapest			
I. Definition of EFL and ESL			
Difference in needs and goals requires different approach and methods in teaching			
II. 1) Description of the EFL and ESL Programs at the Technical University of Budapest.			
- courses			
- the students' goals			
- their cultural background			
- their different levels of knowledge			
2) Teaching methods answering these different needs and demands			
- teaching specific language skills (grammar, writing, reading, speaking, listening)			
- teaching pronunciation			
- vocabulary building			
3) Teaching and learning aids			
- planning the lesson			
- the dialogue			
- drills			
- audio-visual aids in classroom			
- games, music			
III. Summary - our results and future directions			

Abstract sheet

Family name: DOBRAI		First name(s): KATALIN	
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Country: Hungary	Telephone: 72/ 11-044/187	Language of presentation: German	

TITLE in the language of presentation:

Persönliche und unpersönliche Darstellungsweise in der wissenschaftlichen Sprache

TITLE in English:

Personal and Impersonal Style In the Scientific Language
(Key-words: impersonal, lang. of economics)

Personal and impersonal phrases are used in different languages with a different frequency. A high frequency of impersonal phrases is characteristic of German language. Hungarian language prefers personal style, however, there are several means, by the help of which the agent can be weakened, can be moved into the background.

The frequency of personal and impersonal phrases is studied in the paper on the basis of German and Hungarian research papers on economics.

It is studied as well, how equivalence can be produced between German impersonal sentences and their Hungarian translations. I have studied this phenomenon on the basis of translations made by students of economics.

Abstract sheet

Family name: DUBOIS		First name(s): B.L.	
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Street, number: NMSU		City, State, Zip code: University Park, N. M. 88003, USA	
Country: USA		Telephone: (505) 646-3907	Language of presentation: English
TITLE in the language of presentation: Paragraph Structure of Discussion Sections of Biomedical Journal Articles			
TITLE in English: Same			
(Key-words: text analysis; scientific journal article)			
<p>The paragraph is sometimes viewed as a universal unit intermediate between the sentence and the discourse. The word is ambiguous, however, referring to both the <u>graphic</u> and <u>notional</u> paragraphs (topic sentence + support). Lewis (1894, repr. 1970), Christensen (1963), and Lackstrom, Selinker, and Trimble (1973) have identified another, displayed as two or more graphic paragraphs. Others have analyzed the paragraph as a unit of thematic development (Weissberg 1984, Kent 1984) or of topical development characterized by pronominalization (Ng 1985). Given the difficulties of various treatments, some of which focus exclusively on exposition, the Longacre (1980) paragraph typology--actually a systematization of logical clause relationships applicable both across and within graphic paragraphs--was chosen as theoretical framework for analysis of Discussions of twenty biomedical journal articles, ending at Conclusions, whether marked lexically or by centered head.</p> <p>415 paragraphs were found in the 20 discussion sections, at least one in each of seven major types: Logical Relations, Elaboration, Antithesis/Contrast, Coordination, Temporal, Simple, and Interactive. Three major types account for 78% of the total, broken down as follows: Logical Relations (37%); Elaboration (21%); and Antithesis/Contrast (20%). The three least common types are Temporal (6%), Simple (02%), and Interactive (<1%). A total of twelve subtypes was found, some used by a single writer and some used a single time.</p> <p>The observed variation in paragraph types is also present in paragraph embedding (a paragraph constituent can itself be a paragraph). One Discussion lacks embedded paragraphs; three have fifth level embedding. Levels of embedding as percent of total paragraphs are 0th (54%); 1st (26%); 2d (12%); 3rd (05%); 4th (02%); and 5th (01%). As just three paragraphs types account for about 75% of the total, so the first two levels of embedding account for slightly more than the same proportion.</p>			

Abstract sheet

Family name: .		First name(s):	
Dr. Eördögh		Miklós	
Position: reader	Affiliation: Language Institute University of Economics		
Street, number: 18-20 Makarenko		City, State, Zip code: Budapest Hungary 1085	
Country:	Telephone:	Language of presentation:	
TITLE in the language of presentation:			English
<u>Diplomatic text type: international agreements</u>			
TITLE in English: <u>Introductory: Paper is part of a major study on ISP diplomacy. All understandings negotiated and agreed (Key-words: upon may be regarded as agreements,) yet the paper considers only three fundamental types: treaties, conventions and agreements proper. Subject-matter is first described from an extralingual/pragmatic angle, prior to a second stage of closer linguistic analysis.</u>			
<u>Discussion:</u> After a definition of what international agreements are meant to be four principal categories are listed. Types given above are defined within this framework. Then the inner structure is investigated and the paper proceeds to the analysis of the <u>Test-Ban Treaty</u> and that of the <u>Nor-Proliferation Treaty</u> . A specific dichotomy is observed: general --- particular as well as abstract --- concrete. Allusions are made to presuppositions and peculiarities are mentioned and underlined. Thematic progression is found to be in both cases: general --- concrete. Cultural diplomacy is represented by the <u>Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education...</u> A masterly precision is observed in thematic progression: past---- present---future displaying a certain crescendo effect. Solemn, declaration-type style. Agreements proper are investigated through the texts of the <u>SALT</u> agreement between the Soviet Union and the United States and the <u>Prevention of Nuclear War</u> signed between the same two States. The agreements investigated are characterized by a rather <u>inductive</u> approach contrasted with the <u>deductive</u> character of the convention under investigation. Oddities, redundancy are			

(Dr. EÖRDÖGH Miklós)

pointed out.

Conclusion: The paper has a look at five diplomatic documents of the type: international agreements - two treaties, one convention, two agreements proper. In what has been found the working hypothesis regarding style and structural parameters has received ample verification. Structural and argumentative peculiarities may serve to identify mental processes of argumentation as well as teach would be diplomats the art of negotiating.

Abstract sheet

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Street, number: Tétényi út 29.		City, State, Zip code: Budapest, 1119	
Country: Hungary		Telephone: 623-577	
Language of presentation: English			
TITLE in the language of presentation: <u>Colours in Teaching Syntax</u> (A specific visual demonstrative system in teaching a foreign language to adults)			
<ol style="list-style-type: none"> 1. Some questions in connection with the acquirement of syntax (intermediary language, the knowledge of the grammar of the mother tongue, the relation between the mother tongue and the target language, the traditions of the description of the mother tongue and the target language, terminology, etc.) 2. The reference base in learning a foreign syntactic system: reality (?), mother tongue (?), an already known foreign language (?), the vision of reality: - moving picture (?) - still (!!) 3. The still (characteristics, advantages, disadvantages, main types) 4. The syntactically reduced still (drawing) as a vision of reality (a fragment of reality), suitably selected and articulated according to the syntactic system of the target language 5. The articulation (base; ways - colours; agreement with the written form, etc.) 6. The application of the method - presentation of syntactic structures, practising with sentence models 7. Questions (the possibilities/limits of the application; correspondence and divergence in different languages; the complexity/simplicity of the system of symbols) 			

Family name: FEDOR, Adv.		First name(s): Carmen	
Position: Director		Affiliation: Division of Foreign Languages, Tel Aviv University FACULTY OF LAW	
Street, number: Ramat Aviv		City, State, Zip code: Tel Aviv, Israel 69978.	
Country: ISRAEL		Telephone: (03)423673	
		Language of presentation: ENGLISH	
TITLE in the language of presentation:			
Using Video in The Legal Language Curriculum			
<p>One characteristic shared by most of the students currently enrolled at various universities is that they are somewhat products of the electronic media generation, having been nurtured on ever more pervasive forms of audio and video media.</p> <p>A combination of two factors, namely an awareness of the above characteristic and a desire among language teachers to find new approaches for enhancing second/foreign language acquisition in the classroom, has resulted in a growing interest in emerging technologies, in particular the use of the video medium. (cf. Duke, Lonergan, Schwartz, Tudor Willis, et al).</p> <p>This paper reports on a project currently being conducted at Tel Aviv University Law School - English Program.</p> <p>One aspect of the project uses authentic video material (e.g. "The Right to Bail", "Small Claims Court", "Separation of Powers - The Supreme Court", "A Libel Trial", "Contracts", etc.) as an auxiliary tool. In order to create conditions for the acquisition of professional legal language, contextualized language input is provided by videotapes. More than any other medium, videotape can add an entirely new dimension to students in the Law School, since it can take an entire classroom to situations that would normally be inaccessible or unobservable. The television image can depict processes, problems and demonstrate skills. It can expose classrooms to people and identities they would otherwise never see. Videotapes offer the opportunity to present in particular vivid fashions everything from the reality of the courtroom or law office to lectures by the most eminent scholars.</p> <p>This approach is examined with respect to the learning needs of the LSP class, and various pre-viewing as well as post-viewing activities are designed for the learning process.</p> <p>Another aspect of this project utilizes the video medium for textual analysis. Students are asked to analyze, e.g., a court judgement by breaking it up into various components and turning it into a written legal script. Later on the students act out the various roles of the script, i.e, plaintiffs, defendants, lawyers, judges, etc. Finally the whole 'trial' is filmed. The result is a worthwhile learning and legal experience.</p> <p>It is hoped that this project will benefit and interest LSP teachers of legal language and other areas as well.</p>			

Abstract sheet

Ferenczy		Gyula	
Family name: Rudnai		First name(s): Mary	
Position:		Affiliation:	
Street, number: Nagyvárad tér 4. 1089		City, State, Zip code: Hungary	
Country: Hungary		Telephone: 137-051	Language of presentation: English
TITLE in the language of presentation: - GIVING A PREPARED TALK AS A SPECIAL GOAL IN TEACHING MEDICAL ENGLISH			
TITLE in English:			
(Key-words: Professional languages and communication /9/ /medical/)			
<ol style="list-style-type: none"> 1. By giving a prepared talk we mean that a student has to express his thoughts at length in the English lesson. This can take the form of a dialogue or a narrative. 2. We have adopted this special method to develop our future doctors' oral communicative competence in medical English. Expanding international cooperation in medicine makes it imperative for Hungarian doctors to acquire the ability to take part in professional discussions, argument or even debate in English. In brief, we have to build up our future doctors' professional speaking skill. 3. Prepared talk has been used in our lessons in three different forms: <ol style="list-style-type: none"> a./ reviews of articles from medical journals b./ giving prepared talks c./ round-table discussions <p style="margin-left: 40px;">Only the latter two will be described here.</p> 4. A prepared talk as used in the Semmelweis Medical School can be described in relation to its topic, form and method. 5. The method of round table discussions primarily develops the students' ingenuity and their ability to argue and improvise. Examples of both procedures will be given in our paper. 			

Abstract sheet

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Street, number: Novelistas 120- A		City, State, Zip code: Estado de Mexico 53100	
Country: MEXICO	Telephone: 5 72 38 65	Language of presentation: English	
TITLE in the language of presentation: Introducing self-organised learning in LSP courses			
TITLE in English: (Key-words: Self - organised learning & LSP)			
<p>This paper presents a case study from a Mexican University language Department. The case shows the gradual change, over a two year period, from traditional courses to a resource- based LSP teaching- learning scheme.</p> <p>From the above experience, two main features are emphasized: first, the 'training' of students from dependent study habits to self- organised learning; second, the operational organization of a resource centre (text banks, audiotèque, videotèque) which allows students to develop autonomously in various aspects of language learning.</p>			

Abstract sheet

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Street, number: P.O. Box 22473, AL KHOD		City, State, Zip code: MUSCAT	
Country: SULTANATE OF OMAN		Telephone: 513333 ext 1646 or 513035	Language of presentation:
TITLE in the language of presentation:			
TITLE in English: GENRE ANALYSIS AND SYLLABUS DESIGN			
(Key-words: SYLLABUS, NEGOTIATION, GENRE)			
<p>Insights concerning the "negotiable" nature of meaning have highlighted problems in discrete item syllabus specifications. This has led to proposals for, on the one hand, "process" approaches to the syllabus and, on the other hand, to a greater role for methodology within the overall curriculum framework. This paper proposes a third alternative, of particular relevance for LSP, which argues for syllabus specification based on larger units of discourse, or genres. Genre analysis provides a basis for specifying larger units of discourse within which negotiation can take place, but at the same time a means of breaking these larger units down into component parts, or slots. Applying this to the syllabus, learning units represent variations in the way that the component slots are encoded and combine in the realisation of a target genre. The procedure is demonstrated in some detail with two sample genres: - service encounters, and academic writing.</p>			

Abstract sheet

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Country: FRG		Telephone: 02302-85986	
		Language of presentation: German	
TITLE in the language of presentation:			
Textbank Fachsprache kontrastiv - ein deutsch-chinesisches Projekt			
TITLE in English:			
A contrastive LSP project german/ chinese			
(Key-words: Contrastive analysis, LSP-teaching)			
Co-Author: Prof.Dr. Rudolf Hoberg, TH Darmstadt, Institut für Sprach-u. Literaturwissenschaft, Hochschulstraße 1, D-6100 Darmstadt			
<p>LSP-Teaching in German is relatively important at the universities of the Peoples Republic of China, but there is a lack of suitable teaching materials. Presented and discussed in our paper is a german/chinese project, with particular reference to science texts, which aims to develop a computer-aided documentation of german model texts. These are compared and contrasted with chinese texts (translations) and the results are then applied to the design of materials. Problems hereby are the selection and presentation of the learning-items in view of the chinese teacher's and learner's needs. as well as the analysing procedures. The latter should give also the possibility to dress in the future a text-based scientific and technical, learner-oriented word-book.</p>			

Abstract sheet

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Position:		Affiliation: OMIKK	
Street, number: Muzeum. u.17.		City, State, Zip code: Budapest 1088	
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		Language of presentation: English	
TITLE in the language of presentation: THE LANGUAGE OF INFORMATION			
TITLE in English:			
(Key-words: User education, educational methods)			
<p>We organized postgraduate courses for information specialists in English, German and Russian language showing new information technologies in 60 hours. Upon their experiences we held one-week seminars with participants from abroad. The main topics were the regular discussions, acquiring the special expressions of informatics.</p> <p>Besides the courses and seminars we intended to publish booklets, which give help to find the best Hungarian equivalent of the English terms and to compile a five language vocabulary of information terms.</p> <p>Our video division makes films in foreign languages, which give us great help in user education.</p>			
/Short communication, material demonstration/			

Abstract sheet

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Position: senior lecturer		Affiliation: University of Turku	
Street, number: Aurakatu 11		City, State, Zip code: 20100 TURKU	
Country: Finland	Telephone: 21-317 418	Language of presentation: French	
TITLE in the language of presentation:			
Circulation des concepts, diffusion des savoirs: nouvelles			
TITLE in English: considérations sur les LSP			
Dissemination of concepts, diffusion of knowledge: new considerations in LSP			
(Key-words: concepts, textology, popularization, LSP)			
<p>Among the new technical fields, robotics has a unique place, because it is interdisciplinary and sensitive to general fantasy. So it has developed a partly metaphorical terminology.</p> <p>The metaphorisation reflects a double process:</p> <ul style="list-style-type: none"> --the process of the necessary <u>exchange of concepts</u> between activities and between fields of knowledge; --the process of <u>dissemination</u> of knowledge. <p>This double determination allows a thorough study of the concept of "LSP" and those of "speciality" and "expert".</p> <p>Experience in <u>textology</u> and in editology, research in <u>popularization</u> allow us:</p> <ul style="list-style-type: none"> --to go beyond the semantic vagueness of the notion; --to explicit the socio-symbolic challenges of communication within science and technology; --to point out the indefiniteness (in theory and methodology) of a divided science of linguistics. <p>Reflections on LSP must consider the role of socio-linguistics, cognitive science and knowledge engineering.</p>			

Abstract sheet

Family name: GARCIA		First name(s): MARIA MANUELA	
Position: DEPARTMENT HEAD		Affiliation: UNIVERSIDAD POLITECNICA DE MADRID ENGLISHY PHILOLOGY APPLIED TO SCIENCE AND TECHNOLOGY	
Street, number: Andres Tamayo, 17 - 3º A		City, State, Zip code: MADRID 28028	
Country: SPAIN	Telephone: 34/2567949	Language of presentation: ENGLISH	

TITLE in the language of presentation:

TITLE in English:

DOCUMENTATION PRODUCTION IN EUROPEAN ENGINEERING CURRICULA

(Key-words: Writing Techniques, Documentation, Engineering)

ABSTRACT

In this paper it is argued that the production of documents is a skill that every engineer should learn and master.

Writing a document is a five stage process, starting with an analysis of the material to be documented and ending with the editing of the final document.

The paper describes these five stages and focuses particularly on the first two: analysis and document design. The discussion of analysis and design emphasizes the crucial role of the intended audience in the make up of any document.

The paper shows how the style of a document addressing managers differs significantly from one addressing fellow engineers or the layman. The paper concludes with arguing to include proper document writing techniques as an important topic in every engineering curriculum.

It is highly desirable to develop these skills uniformly in all European Countries in order to facilitate international communication.

Abstract sheet

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Country: D.D.R.		Telephone: 463-6090	Language of presentation: English
TITLE in the language of presentation: The Comprehension of Scientific Concepts			
TITLE in English:			
(Key-words: common words, terms, collocations)			
<p>People are familiar with a lot of new scientific expressions. They know, e.g., what DNA is, but do they also know what it means?</p> <p>It seems that a superficial comprehension of technical concepts is often facilitated by the extensive use that is made of common words and everyday expressions to label new and very complex concepts. This observation applies to first as well as second or foreign language learning.</p> <p>A study of the sources of English and German technical terms used in such newly developing fields as robotics, biotechnology and nuclear engineering has shown that they borrow a large part of their names for new concepts from diverse basic disciplines whose well-established methods are applied in the emerging branch of science. The discourse approach to text comprehension has contributed valuable insights into the cohesive qualities of texts beyond the sentence boundary. It is the aim of this paper to emphasize the role of technical terms as crystallization points of meaning for the deeper understanding of a scientific text as a whole. Possible implications for LSP research, translation and foreign language learning are discussed.</p>			



ABSTRACT

The Business ESP Syllabus in the Israeli Educational System:
A Functional / Situational Approach.

The talk will focus on:

- the need for such a syllabus in the Israeli Educational System. ("gut-feeling" of the Ministry versus research)
- the rationale behind the production of a functional / situational syllabus.
- sample materials: presentation and discussion.

Dr. Iris Geva-Mor

Abstract sheet

Family name: G R E T Z (PhD)		First name(s): Marianne	
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Street, number: Plöck 57 a		City, State, Zip code: 6900 Heidelberg 1	
Country: F.R.G.		Telephone:	
		Language of presentation: English	
TITLE in the language of presentation: Noun-adjective groups in medical French:			
TITLE in English: respective German translations			
(Key-words:)			
<p>Noun-adjective groups constitute a major obstacle in the translation from French (foreign language) into German (mother tongue), in texts of a more general (e.g., political, cultural) content as well as in special language texts. In particular, it is the relational adjective, (adjectif non-qualificatif, adjectif déterminatif, adjectif de relation/ relationnel) of the type "la question <i>féminine</i>", which - more than the qualifying adjective ("un ouvrier <i>actif</i>") - poses translation problems.</p> <p>Noun adjective groups of the relational type, such as "retention <i>azotée</i>" and "sérum <i>réaginique</i>" which occurred in medical texts translated in class from French into German give insight into occurrence, construction and respective translation problems connected with this type of noun-adjective combinations.</p> <p>Our study therefore deals with</p> <ol style="list-style-type: none"> the definition and delimitation of relational adjectives the translation of relational adjectives in French medical texts and with a tentative classification of relational adjectives in the French (medical) language. 			

Abstract sheet

Family name: GRÖNHOLM		First name(s): Maija	
Position: Lecturer		Affiliation: Turku School of Economics	
Street, number: Vienofantie 10 A 5		City, State, Zip code: SF-20210 Turku	
Country: Finland	Telephone: 921-305131	Language of presentation: German	
TITLE in the language of presentation: Ausdrucksmittel der Überschrift in der finnischen Werbesprache			
TITLE in English: The effectiveness of headlines in Finnish advertising language			
(Key-words: play on words, allude, idiom)			
<p>It is generally accepted in advertising that in order to "sell", a headline should be brief, to the point, and appeal to the interest of the reader. It may also contain a short news item, piece of advice or instructions, and should give the impression that the message is addressed to the reader personally.</p> <p>Such linguistic means that convey to the reader associations that are familiar because of their own language, culture and literature have maintained their place in Finnish advertising headlines as the most important means of arousing interest. Some of the most commonly used devices, which also seem to have the most effect on the reader, include e.g. the sound symbolism of old folklore, folk songs etc., which appears in the form of a play with vowels and consonants, and particularly in the use of alliteration.</p> <p>Other means of creating an effect include popular humour and allusion. In headlines, allusion is used to refer to some familiar idea. In Finnish advertising language this familiarity of ideas and the common cultural ties of the readership are often appealed to on the basis of an old proverb, saying or idiom that everybody knows. The reader's interest is aroused by changing the word order slightly or by replacing some of the words.</p>			

Abstract sheet

Family name: Gunnarsson		First name(s): Britt-Louise	
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Country: Sweden		Telephone: 018-18 12 94	
		Language of presentation: English	
TITLE in the language of presentation:			
TITLE in English:			
<u>Writing in the bureaucracy: freedom in a constrained setting</u>			
(Key-words: professional writing, bureaucracy, pragmatics)			
<p>In my paper I will present some results from a study of writing in the bureaucracy. What texts are produced in a local government office, by whom and in what way are questions I will discuss. The aim of the investigation I have led has been to study constraints on - and freedom in - professional writing.</p> <p>We first followed the total flow of texts in the office during a period. The texts produced were classified as to text-type, subject, sender, receiver and form of writing. As a second step we turned to the local government officers themselves. They were given a questionnaire comprising questions on their background - age, sex, education, position, office experience - the type of texts they were in charge of, their writing procedure, collaboration with colleagues, influence on their own writing - initiative, control, responsibility -, and attitudes to writing in their profession. As a last step I have interviewed a few key persons to get a deeper and more detailed picture of their writing habits.</p> <p>At the conference I will present results from our investigation into writing at low government level. I will also discuss this study in relation to earlier studies I have undertaken concerning text production at high government level, that is to studies of law reading and law writing (Gunnarsson 1985 and 1989)</p> <p>Gunnarsson, B.-L., 1985, The Abstractness and Implicitness of Swedish Legal Language. In: Cornu, A.M., Vanparijs, J., Delahaye, M. & Baten, L. (eds) Beads or Bracelet? How do we approach LSP. Oxford University Press. Catholic University, Leuven. P.219-229.</p> <p>Gunnarsson, B.-L., 1989, Text Comprehensibility and the Writing process. The Case of Laws and Lawmaking. In: Written Communication, Vol 6 No 1. P. 86-107.</p>			

Abstract sheet

Family name: Heltai		First name(s): Pál	
Position: lecturer		Affiliation: ELTE University, Budapest	
Street, number: Rigó u. 16.		City, State, Zip code: Budapest, Hungary	
Country: Hungary		Telephone: 342 703	
		Language of presentation: English	
TITLE in the language of presentation: Problems of terminology in teaching ESP			
TITLE in English: Problems of terminology in teaching ESP			
(Key-words: terminology, contrastive analysis, ESP teaching)			
<p>In teaching ESP, especially for productive purposes, three problem areas appear to be of outstanding importance: discourse structure, sub-technical vocabulary and terminology. On the assumption that technical terms exhibit one-to-one correspondence across languages, terminology is usually regarded as the easy part of the learning problem. Technical terms are treated in most ESP books as mere slot fillers in exercises aimed at practising something else.</p> <p>It is argued in this paper that the teaching and learning of technical terminology may present unexpected difficulties and may require a more systematic approach based on contrastive analysis of respective L₁ and L₂ terminologies. Such research appears to be particularly important with respect to the most common terms of a given discipline.</p> <p>While comprehension of an L₂ technical text is possible even without awareness of interlingual differences between L₁ and L₂ terms, the ability to write good technical English or to translate technical texts from L₁ into L₂ requires conscious study of such differences.</p>			

Abstract sheet

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Country: Finland		Telephone: 645314	Language of presentation: English
TITLE in the language of presentation: Legal communication: some changes in a historical perspective			
TITLE in English:			
(Key-words: legal English, history, rhetoric)			
ABSTRACT			
<p>Some of today's special languages are based on a long tradition of development. In such cases it is possible to investigate how various linguistic characteristics have evolved over time, and how the functions of the text may have changed in terms of social change: in short, how language has been used to meet the practical needs of a special field in different periods. This, in turn, may help us to understand better some of the idiosyncracies of a special language in today's context. Legal English is a case in point.</p> <p>The aim of the present paper is to discuss some changes and trends of development in legal discourse in the Modern period. The texts studied range from the seventeenth century to the laws and statutes of the present day.</p> <p>The emphasis will be on the following aspects: changes in the type of text, the degree of specialization, the definition of terms, the syntactic and textual structure, and the mode of presentation. These will be discussed with reference to social and functional factors underlying some of the changes. By considering language, law and society from this point of view it is possible to detect some interesting trends in the development of English legal communication and its rhetorical devices.</p>			

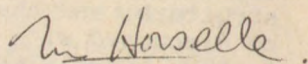
COMPENSATION STRATEGIES IN PROCESSING WRITTEN SCIENTIFIC DISCOURSE.

In this paper compensation strategies are examined in the perspective of readers processing scientific texts in English, L2. The research hypothesis is that readers overcome significant difficulties, ie, problems that may produce communication breakdowns between scientists, by applying compensation strategies.

The task proposed was the translation into L1, Spanish, of four introductory texts + 50 words long in algebra, calculus, physics and practical physics. Translation in this context is synonymous with the successful retrieval of the propositional textbase, regardless of stylistic variation.

The completed task was subjected to two different treatments: a) examination by the language analysts of successful, non-verbatim versions produced by the readers, b) introspections by the readers of the difficulties encountered and the manner in which they had been overcome. The results were tabulated producing a modified taxonomy of compensation or communication strategies, especially for b).

The analysis of the product and the process confirm that the successful reading behaviours of readers processing introductory scientific discourse is strategic.



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Abstract sheet

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Language of presentation: English

TITLE in the language of presentation:

Some Remarks Concerning the Morphological and Syntactic Characterization of Business Letters in German

Key-words:

The analysis of more than 700 German business letters in 20 Czechoslovak Foreign Trade Companies and written by the natives has shown which morphological and syntactic phenomena are characteristic for German business letters, which must be paid primary attention to when instructing the prospective officers in foreign trade and which, on the contrary, are of negligible importance.

From the morphological point of view it is in particular passive voice, future tens, the construction ,würde' + infinitive and past subjunctive limited only to some modal verbs.

As for the syntactical phenomena, there are especially infinitive + ,zu' after verbs, adjectives and substantives, infinitive construction with ,da3', ,um+ zu', extended attributes and the construction ,sein + zu' + infinitive. In the matter of subordinate clauses there are objective clauses with ,da3', relative clauses, conditional clauses, clauses with ,da3', ,wie', ,ob' and ,damit'. The reduced subordinate clauses with ,wie' play an important role as well.

The research has also shown that the above-mentioned features are linked to a certain, limited word supply which must be presented and practised during instruction. The reasons of frequent or less frequent occurrence of these features in German business letters are analysed as well.

Abstract sheet

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Country: P. R. China	Telephone: 87 027 812541	Language of presentation: English	
TITLE in the language of presentation: English			
TITLE in English: The Linguistic Features of International Negotiations			
(Key-words: linguistic, characteristics, negotiation)			
<u>Abstract</u>			
<p>Negotiation language plays an undoubtedly important role in international negotiations. An excellent negotiator should be first of all an outstanding master of the negotiation language. Along with the practice and studies on international negotiations, the negotiation language has become daily perfect, and has established some unique features. The author's endeavour in this paper is to present the linguistic characteristics of international negotiations in general. The principal features of idiomatic expressions, tactful euphemism, witty humours, fussy words, and of consultative note, etc. are discussed with actual examples. The author also points out that the linguistic characteristics of international negotiations are closely linked with the different cultural background of the negotiators.</p>			

Abstract sheet

Family name: HUSsein		First name(s): Riyadh	
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Street, number: P.O. Box 4798		City, State, Zip code: Irbid Jordan	
Country: Jordan		Telephone: 271100/ 2772	Language of presentation:
TITLE in the language of presentation:			English
TITLE in English: The Role of ESP Versus General English			
(Key-words: ESP, General English, Syllabuses)			
<p>ESP which differs sharply in scope from "general English" aims at providing the learner with a special type of English that is geared toward his/her needs. In contrast "general English" is taught and introduced when teaching goals are not so clear-cut or well-defined.</p>			
<p>Until recently, the tradition prevailing at Yarmouk University has been the use of "general English" even in the faculties of science, economics & administrative sciences where the language of instruction is and has always been English. However, this situation has recently been corrected by the use of ESP. While the paper argues for the necessity of using ESP in faculties where instruction is in English, it calls for the use of "general English" where Arabic is the medium of instruction.</p>			
<p>Due to the crucial role of textbooks in controlling the methods of presentation, skill acquisition, and classroom activities, the researcher will conduct in-depth analysis of textbooks that have been prescribed for teaching the ESP courses. More specifically, the study will attempt at:</p>			
<ol style="list-style-type: none"> 1. Analysing the textbooks used in various majors of the Faculties of Science, Economics & Administrative Sciences and detecting their suitability for these majors. 2. Analyzing the textbooks used in the Faculties of Arts and Education, and identifying students' attitudes toward ESP and "general English" courses. 			
<p>The instrument of the study is a questionnaire which will be administered to two groups of students, those who took "general English" in the past and those who are currently enrolled in ESP classes</p>			

Abstract sheet

Family name: IDALOVICHI		First name(s): ISRAEL
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TITLE in the language of presentation:		

TITLE in English:

Concept and Ideogram: A Post-Modernism Approach.

(Key-words: Concept, Ideogram, Ideographic, Architectonics.)

Modern linguistic research, philosophy, the arts, architecture and science are dominated by the concept of pluralism, which finds its expression in a dynamic totality of interacting organs, systems and ways of thought. Pluralism does not imply a return to a multitude of closed worlds, but rather that each solution should interpret openness in its own characteristic way. The basic aim of pluralism is a new synthesis of freedom and order, while its meaning has been discovered in the course of historical time.

It is our conviction that concepts and perceptions can be combined into a multidimensional coherent structure. This is envisaged as another way of communication between the conceptual and visual languages. The central idea underlying this paper is that of "architectonics", which we have tried to cast in the ideographic language. In our attempts to construct a schemata of concepts versus ideographic structure, we came to the conclusion that it could be expressed in a new formal basis.

Abstract sheet

Family name: IRGL	First name(s): VLADIMÍR
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Country: Czechoslovakia	Telephone: 2125209
	Language of presentation: English

TITLE in the language of presentation:

Problems of equivalency of CMEA economic terminology in LSP

TITLE in English:

Problems of equivalency of CMEA economic terminology in LSP

(Key-words:

Impact of economic changes in CMEA countries on their economic terminology. Necessity of creating new economic terms to denote new economic concepts (environment).

Problems of expressing the new economic terminology in foreign languages, especially in English and French. The solutions (or attempts at solutions) to these problems and their shortcomings.

Can the new CMEA economic terminology be correctly understood in the West? What can or should be done to make it adequately translatable (transferable) into other languages?

Abstract sheet

Family name: Dr. Jakabfi First name(s): Anna		
Position: Associate Professor	Affiliation: Budapest Technical University	
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Country: Hungary	Telephone: 813-194 /Univ/	Language of presentation: English
TITLE in the language of presentation: Words of Agriculture in a Canadian Novel		
TITLE in English: Words of Agriculture in a Canadian Novel		
(Key-words:)		
words related to farming, the 1920s, prairie, environment		
Abstract		
Realism in Canadian Literature is characteristic of the Novels of the prairie region. Robert J.C. Stead /1880-1959/ is the only prairie writer who is a native of that region in his own time and farming was his life until he came of age. The authenticity of the language of his characters the period the 1920s the novels depicts reveal the true prairie writer. Communication is made authentic by the environment. The function of words of agriculture adds to the importance of the novel. Analysis of words related to farming, agriculture follows. This contributes to a large extent to characterization and authenticity of time and place.		

Abstract sheet

Family name: JOHNSON		First name(s): EDWARD	
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Street, number: Barton Road		City, State, Zip code: CAMBRIDGE CB3 9BB	
Country: ENGLAND		Telephone: 0223-355931	Language of presentation: ENGLISH
TITLE in the language of presentation: THE IMPACT OF ELECTRONIC DATA INTERCHANGE (EDI) ON LANGUAGE AND COMMUNICATION IN INTERNATIONAL TRADE			
(Key words: Electronic Data Interchange)			
<p>Within ten years the bulk of routine business communication in Europe will be conducted via Electronic Data Interchange (EDI). The, already agreed, universal standard protocol 'EDIFACT' will govern syntax. Transmission will be by electronic means. Large groupings of natural trading partners such as ODETTE (1984) (car and spare parts' manufacturers) and WEX (1987) (buyers and sellers of wine) have formed, and are still forming, to establish the message formats which will be used between them. There is considerable support also from the ECCommission - 5.3 million ECUs (1988/89) having been budgeted under a study and promotional programme called TEDIS (Trade Electronic Data Interchange Systems). EDI is unstoppable.</p> <p>In view of the degree of computer mediation involved we may be approaching absolute linguistic control in this field. There are therefore likely to be important implications for students, teachers and users of the languages of business.</p> <p>EDI may be a manifestation of an interesting 'linguistic' phenomenon: the control or prescription of entire communicative contexts to permit levels of communicative efficiency which hitherto have been available only to strictly 'operational' activities such as air traffic control.</p> <p>This paper will explain EDI and discuss some of the possible implications.</p>			
<p>Edward Johnson 19th May, 1989</p>			

Abstract sheet

Family name: KERTÉSZ		First name(s): SUSANA	
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Country: VENEZUELA		Telephone: (02)931835	Language of presentation: English
TITLE in the language of presentation:			
TITLE in English: READING IN A FOREIGN LANGUAGE: A LANGUAGE PROBLEM OR A READING PROBLEM?			
(Key-words: Reading, EST, psycholinguistics, ESP)			
<p>When university students read technical and scientific texts in English as a foreign language, one often wonders whether comprehension problems occur due to language deficiencies or to faulty cognitive processing. If the former were the case, the problem may have two origins: 1. lack of the necessary content schemata in order to relate incoming information to other existing schemata and thus understand, or 2. lack of the formal schemata necessary to decipher the text from the linguistic-rhetorical point of view. If the latter were the case, then, the root of the comprehension problem observed may lie in either an incapacity to analyze logically a written text or the inability to transfer the capacity possessed in the mother tongue to the foreign one.</p> <p>In order to shed some light on this problem, experimental evidence will be provided as to the ability of transferring the capacity to distinguish cause from effect in certain scientific and/or technical propositions in English by Spanish-speaking students taking an "English for Science and Technology" (EST) course, whose main objective is reading comprehension.</p>			

Abstract sheet

Family name: Khanji		First name(s): Rajai	
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Country: Jordan		Telephone: 602025	Language of presentation: English
TITLE in the language of presentation:			
TITLE in English: A Theatrical Approach For Teaching Conversational Skills.			
(Key-words:)			
<p>The aim of the presentation is to report an application of an innovative teaching method, Strategic Interaction (SI), which attempts to develop oral language proficiency. SI is built on the principles of group dynamics. It advocates the use of both directive and nondirective teaching modes, casting the teacher in the role of a guide. The author taught and developed instructional procedures representative of SI for teaching conversation skills for students of the Intensive English Programme at the University of Jordan. SI has also been recently incorporated into the English curriculum of the government secondary stage textbooks.</p>			

Abstract sheet

Family name: KLAUDY		First name(s): Kinga	
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Street, number: Kléh István u. 9.		City, State, Zip code: Budapest, H-1126	
Country: Hungary	Telephone: 567-406	Language of presentation: English	
TITLE in the language of presentation:			
TITLE in English: Topic-comment Structure And Translation			
(Key-words: translation, topic-comment)			
<p>Russian nominal phrases in translation from Russian into Hungarian are systematically extended into relative clauses in the Hungarian. Are there any rules governing the choice of the one or the other solution?</p> <p>This paper attempts to prove that the choice between a nominal phrase or a relative clause is governed by the topic-comment structure of the original Russian sentence.</p> <p>There are two different types of Russian topic influencing translation into Hungarian in two different ways. If the Russian topic is <u>anaphoric</u>, the translator should try to avoid the extension of the Russian nominal phrase into a relative clause in Hungarian. He should try to preserve the nominal form by all means, even at the price of shortening the Russian nominal phrase by omitting words of non-specific character. On the other hand, if the Russian topic is <u>informative</u>, the translator should extend it into a relative clause and the reference-function should be ensured by one of the special Hungarian means of topicalization.</p>			

Abstract sheet

Family name: Ms. Klijn-Wuisman/Ms. Heerkens		First name(s): Maria/ Lidwien	
Position: University teacher		Affiliation: Delft University of Technology	
Street, number: KANAALWEG 2b		City, State, Zip code: 2628 ER Delft, The Netherlands	
Country: The Netherlands		Telephone: 015-784124	Language of presentation: English
TITLE in the language of presentation: LSP at Delft University of Technology			
TITLE in English: idem			
(Key-words: Dutch as SL, Delft approach, mathematics, physics)			
Abstract			
<p>At Delft University of Technology (The Netherlands) we have designed LSP course materials which prepare foreign students for the lectures they will attend at university in their first year. In the past ten years an intensive language teaching method has been developed at Delft, which gives priority to vocabulary building through the use of coherent texts and which presents the basic facts of grammar right from the start in a seven-page reference grammar. Having mastered the 2,000 or so most frequent Dutch words and acquired a working command of the language, the student then continues to study the language of mathematics and physics with the help of the LSP course materials. For this purpose we videotaped short lectures on mathematics and physics, transcribed the texts, selected new vocabulary and terminology, had these translated into various languages, and finally added cloze exercises and discussion questions. In our paper we will first discuss the basic insights of the Delft approach. Subsequently we will demonstrate the Delft LSP course materials, explain how we designed them, and discuss how we practise an active usage of mathematical and physical terminology in the classroom.</p>			

Abstract sheet

Family name: KOBERSKI		First name(s): Eva	
Position: professor		Affiliation: Université de l'Etat Mons Ecole d'Interprètes Internationaux	
Street, number: Champ de Mars		City, State, Zip code: Mons, 7000	
Country: Belgium		Telephone:	Language of presentation: English
TITLE in the language of presentation:			
TITLE in English: Translating into our mother tongue / a foreign language - the same?			
(Key-words: I.Teaching, G/Educational, 7; Translation)			
<p>The individual has at his/her disposal a greater variety of contexts of experience in the mother tongue than in a foreign language. However, this is not a serious handicap if the Source and the Target languages are culturally and structurally as similar as English and French - the message passes through it might sound a little awkward. Still, even the translation from/into these languages is not always that straightforward. And what about then if we translate from/into Hungarian/Finnish which share cultural features with European languages but are structurally quite different? Whatever the case, the implicit in the Source language has to be grasped before it is possible to translate it into the Target language. Problems that have to be solved in the area weigh heavily on the translator's shoulders especially if he/she is working toward a foreign language. Namely, by definition, the translation must satisfy the requirement that it produce the same effect on the respective readers in the two languages concerned. And this is what we propose to exemplify in our paper.</p>			

Abstract sheet

Family name: KOURILOVÁ		First name(s): Magda
Position: Senior Lecturer	Affiliation: School of Medicine, Comenius University	
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Country: Czechoslovakia	Telephone: 541 03	Language of presentation: English
TITLE in the language of presentation: PROFESSIONAL LANGUAGE NEEDS IN ELT DECISION MAKING		
TITLE in English:		
(Key-words: language needs; medical doctors; reading profile)		
<p>English language uses and needs of medical doctors in our country determined by professional demands and limited by the constraints of the sociolinguistic situation were investigated by means of a questionnaire. Sociodemographic characteristics of the respondents, such as speciality, professional status, working responsibilities, age, language training, attendance at international conferences, stays in English speaking countries, etc., were recorded. The identified data on the actual use of different language skills and subskills established the priority of the need for acquiring reading skills. Information on the type and rate of technical literature read and skimmed in various languages, on the amount of fiction read in English, on vocabulary and style related problems involved in reading English texts, and on selfevaluation of reading competence yielded a representative picture of the reading profile of medical doctors. Analysis of the obtained data enabled us to narrow down adressly the area of language use to be taught to medical undergraduates in the limited time available and to design a language program responsive to their prospective professional needs.</p>		

Abstract sheet

Family name: KOUTNY		First name(s): Ilona	
Position:		Affiliation: Linguistic Dept. of Eötvös University and Inst. of Comm. Electr. of the Techn. Universit	
Street, number: Stoczek u. 2.		City, State, Zip code: Budapest 1111	
Country: Hungary		Telephone: (361)664-011/2401	
		Language of presentation: English	
TITLE in the language of presentation: Language Learning with a speaking computer			
TITLE in English:			
(Key-words: Educational, Aural comprehension, computers)			
<p>Nowadays language instruction emphasises the communicative competence of the pupils; it aims to develop their communicative abilities (receptive ones: reading and listening, and productive ones: writing and speaking) using sentence patterns, dialogues, role-plays, topics for discussion etc.</p> <p>How can a silent computer teach speech? In the domain of language learning the main role of the computer concentrates on exercising grammar and vocabulary in an interactive and individualised manner. Therefore CALL (Computer Aided Language Learning) provides only the basis for pupils' speech capability.</p> <p>Automatic speech synthesis, available already for several languages, could contribute to the development of auditory capability. Though the speech quality cannot rival that of a tape recorder, integrated into the computerised learning process (task presentation, assistance in the solution, checking and evaluation of the solution and individualised continuation), synthetised speech offers a better means of coping with speech.</p> <p>The speech can assume a primary role in some CALL-tasks (dictation, telling stories, asking questions etc) or a supplementary role (texts to be completed, transformed or built) when the good solutions and only the good ones are pronounced. Usually the computer communicates with the pupil by voice, this is more friendly.</p> <p>A rule based speech synthesis system for Hungarian (SCRIPTOVOX) and for Esperanto (ESPAROL) developed at the Technical University of Budapest with the Linguistic Institute are presented and demonstrated in more detail. A small device plugged into a microcomputer Commodore 64 or 128 generates the mentioned languages activated from Basic. The IBM PC version comprises a plug-in board and it is programmable in Pascal.</p> <p>The Hungarian synthesis can be used to teach e.g. spelling to Hungarian children. There are some programs for teaching Hungarian to foreigners as well (dictation, exercising Hungarian noun forms by questions and transformations). ESPAROL has been built into a small program package for an</p>			

international introductory course in Esperanto. This was tested during a beginners' course.

Abstract sheet

Family name: KOUTNY		First name(s): Ilona	
Position:		Affiliation: Linguistic Dept. of Eötvös University	
Street, number: Pesti Barnabas u. 1.		City, State, Zip code: Budapest 1364	
Country: Hungary		Telephone: (361)180-966/185	
		Language of presentation: English	
TITLE in the language of presentation: How Terminology can be Included in a Dictionary, Experience with the Hungarian-Esperanto Dictionary			
TITLE in English:			
(Key-words: Terminology, Dictionary, Computer Processing)			
<p>Terminology of a special field of science or technics is a consistent system of terms precisely defined. ISO standards provide a model for that. In a planned language such as Esperanto there is more chance to plan the terms. Requirements of internationality, logicity, conciseness and nonambiguity can be better satisfied.</p> <p>In general a medium size dictionary contains the words of every day life with expressions and contexts showing how to use them and only limited terminological use of the words.</p> <p>The Hungarian-Esperanto dictionary possesses 50000 entries, of which 15000 words belong to different sciences and technics, furthermore 5000 words cover the field of social sciences and arts. For botanical and zoological expressions the Latin name serves for identification and in chemistry the formula.</p> <p>The high proportion of terms is possible because of the regular derivation in Esperanto and up to a point also in Hungarian. The deverbal nouns are registered only if they have an additional meaning related to the verbal stem (e.g. <u>fizetés</u> l. pagado/payment/; 2. (bér) salajro /salary/).</p> <p>The computational processing contributes to the simple and consistent compilation of the dictionary, it enables:</p> <ul style="list-style-type: none"> * comfortable editing; * typography and lay-out for the laser printer; * consistency of the used symbols (quick change); * selection according to labels (abbr. of scientific fields) - items of a particular subject area can be collected, this helps the consistent elaboration of terms; * calculation of lexical entries in the whole or selected material; * checking of alphabetical order - the sorting involves some problems because of the double letters in Hungarian (e.g. házszám (house number) must precede házsártos (quarrelsome) because <u>zs</u> in the second case denotes one sound) * checking of the existence of referenced entries; * the inversion of the whole material will create a basis for the Esperanto-Hungarian dictionary. <p>The whole work will result not only in a paper dictionary, but it will be available also as a computer dictionary for further applications.</p>			

Abstract sheet

Family name: KRVAVAC		First name(s): ALKA	
Position: SENIOR LECTURER IN ESP		Affiliation: Faculty of Philosophy University of Zagreb	
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Country:	Telephone: 432-173	Language of presentation: English	
TITLE in the language of presentation:			
TITLE in English:			
INFORMATION VOLUME REDUCTION: THREE METHODS FOR FUTURE END-USERS WORKING IN RESEARCH			
(Key-words:)			
information volume reduction methods of key words selection			
<p>Ten years ago online searching was strictly for librarians and end-user searchers with information-science work related responsibilities. Recent developments in microcomputer technology have enabled end-user searchers to move from libraries into their homes and offices thus creating the possibility of searching on their own.</p> <p>Although the speed of the spread of the minicomputer is phenomenal, searching is still very costly and the best results should be attained with the minimum of cost. Yugoslavia, a country in development, needs up-to-date professionals and researchers who will with relatively small budgets be able to keep up with world's latest information.</p> <p>Researchers in the field of sociology searching Sociological Abstracts as an adjunct to their research will search the databases to find the additional information based on the text of an abstract. It is felt that for this search they will need, besides a special knowledge of handling computer equipment, special knowledge of information volume reduction. Namely, because of the high cost of the full procedure running, the choice of the optimally selected words /key words/ representing the maximum information contained in an abstract is of the utmost importance. Training in mental processes in information volume reduction will be offered to the LSP students of sociology - future professionals - at the Faculty of Philosophy, University of Zagreb.</p> <p>The paper discusses three volume reduction methods illustrated using abstracts from the field of sociology with a diagrammatical presentation.</p>			

Abstract sheet

Family name: KURKI-SUONIO		First name(s): Liisa	
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		Language of presentation: 156111 English	
TITLE in the language of presentation:			

TITLE in English:

Team teaching and self-assessment in an ESP course

(Key-words: LSP course, team teaching, self-assessment)

The title refers to two separate experiments, both of which have a wider context as well. For the purposes of this case study a single language course was found convenient. - The ultimate goal of the first, the course design part of the study, is to create a framework within which LSP teaching can utilise, and benefit from, the growing number of university subject courses given in foreign languages. In the second part the aims are: to involve students in evaluation, and to develop new forms of assessment of language abilities. Although my questionnaires were linked to specific situations motivated by the course, they should contribute to the students' awareness of other than purely linguistic (grammar) components of foreign language communication.

The team-teaching experiment consisted of an American history course, given by an American, and an "attached" language course, given by a Finnish teacher of English. As reference points for planning we studied the team-teaching model of the British University of Birmingham, and a few American experiences. In all of these the aim had been to help foreign students pass their university studies in various fields. Although our experiment was essentially a joint academic skills and subject matter course, it was a 'parallel' rather than fully integrated model, and the students were earning credits for the foreign language requirement of their faculty. This was controlled, among other things, by giving them more general tests taken by other students.

The same tests were also used to represent external assessment in the second part of the experiment, the self-assessment. Student assessment questionnaires were given before and after the language course, and the differences, if any, will be looked at in my paper. The answers to the questionnaire's sociolinguistic and pragmatic questions seem to vary more in this small group, whose level of language was rather high. The questionnaire needs to be revised and these aspects to be focussed on. For some of the results the explanation may be found in the self-image formed at school or in the question types (general-specific, ability-difficulty etc) used in this study.

Abstract sheet

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Position:		Affiliation: Leiden University English Dept.	
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Country: Holland		Telephone: 071-272147	Language of presentation: English
TITLE in the language of presentation:			
TITLE in English: Computers and Scientific Writing			
(Key-words: computers, scientific writing)			
A description is given of research into the (im)possibilities of using personal computers as aids in scientific writing. The scope of this research includes software for teaching beginners how to write scientific texts as well as "prompters", and analysis of scientific texts as well as programming considerations.			

Family name:	Larsson	First name:	Kenneth
Position:	Dr.phil., language expert	Affiliation:	ASLA
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Country	Telephone	Language of presentation:	
Sweden	08-763 48 24	English	

The disposition of government bills

The reform of a text type: reasons, implementation, and reactions from writers and readers.

(professional languages: administration, legal; language reform)

In this paper the reform of the disposition of Swedish government bills is presented. Responsible for the carrying through of the reform were the language experts of the prime minister's office. After analysing problems of disposition and presentation a discussion a new model was presented. The experiences lead to the formulation of the following conclusions of how language reforms within a governmental agency should be carried out.

1. The work should in the first place concentrate on text types, not on individual writers and their habits.
2. The work should in the first place concentrate on more general qualities of the text as dispositions and way of presentation and only in the second place on details of language usage.
3. A reform should be carefully prepared. On one side the language planner needs to get acquainted to the texttype and its problems, on the other side it is essential to ge a discussion started among the writers about those problems and how to solve them.
4. The implementation of the reform should start with training. Issuing written instructions isn't sufficient.
5. A great amount of models and examples must be put into circulation from the very start.

Abstract sheet

Family name: LAUFER		First name(s): BATIA	
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Country: ISRAEL	Telephone: 04-254147	Language of presentation: ENGLISH	
TITLE in the language of presentation:			
TITLE in English:			
HOW MANY WORDS ARE NECESSARY FOR READING COMPREHENSION?			
(Key-words: vocabulary, reading, EAP)			
<p>One of the questions in the field of reading comprehension is how many words a person should know in order to read an authentic text. The present study attempted to measure the relationship between the number of words known by a learner and the quality of comprehension of an academic text. It addressed the question: what size of the reader's receptive vocabulary is associated with 'reasonable' comprehension.</p> <p>The subjects in the experiment were 70 first year university students, who were taking a course in English for Academic Purposes. Reading Comprehension was measured by a standardized test and also by a self-made one. The vocabulary level of each student was measured by 'A Vocabulary Level Test' (Nation 1983). The two sets of scores (Vocabulary level and Reading Comprehension) were then analysed.</p> <p>Different methods of analysis led to a similar conclusion: to ensure reasonable reading comprehension of an academic text, the general receptive vocabulary knowledge of a reader should approximate 5000 lexical items (or 3000 word families). Vocabulary knowledge lower than that was associated with unsatisfactory more often than with satisfactory comprehension.</p> <p>In view of the results, it is argued that lexical knowledge may be the most decisive factor in reading comprehension.</p>			

Abstract sheet

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Street, number: P.O.Box 607		City, State, Zip code: 33101 Tampere	
Country: Finland	Telephone: 931/156040	Language of presentation: English	
TITLE in the language of presentation: Towards a Finnish-Russian Dictionary of Higher Education			
TITLE in English:			
(Key-words: Translation; Dictionary)			
<p>The growing number of student- and scholar-exchange programs throughout the world has brought about an urgent need for multilingual vocabularies, handbooks and other materials, which would allow the student (or the organizer of the exchange program) to compare different university systems in order to, for example, create an appropriate credit-giving system.</p> <p>An analysis of the systems of higher education in Finland and in the Soviet Union has shown that in some aspects they are similar and in others they differ. Differing concepts occur on all levels: in the structure of the university, in the organisation of the studies, in the hierarchy of the teaching staff and so on. In Finnish universities there is, for example, an 'apulaisprofessori' (associate professor), which does not exist in the SU. In the SU the students write a 'kursovaja rabota' (short research paper), which we don't have. There are also some "false friends" (F. 'dosentti', R. 'docent'), which make the picture even more complicated.</p> <p>In the presentation the author tries to characterise the problem of translating culture bound words used in connection with higher education in Finland and in the SU. Through classification of the system of equivalence into three main categories and three subclasses an attempt has been made to analyse where the problems arise. The characteristics of the concepts are placed in hierarchical order, which gives the information needed for creating (or not creating) new translations for differing concepts.</p> <p>To fulfill its task, a dictionary of this type needs definitions. They are handled in the second part of the presentation with the emphasis being on the translator-oriented definition.</p>			

Abstract sheet

Family name: LEIJONHIELM		First name(s): Birgitta	
Position: Tutor		Affiliation: Police College, Sweden	
Street, number: Vindbacken 5		City, State, Zip code: 126 57 Hagersten	
Country: Sweden		Telephone: 08/974056	
		Language of presentation: German	
TITLE in the language of presentation: Wie fasst die swedische Polizei die eingereichten Anzeigen ab?			
TITLE in English: The language in Swedish police reports.			
(Key-words:)			
<p>The police reports are of great consequences as they are an essential means which conveys information necessary in the law procedure.</p> <p>The agencies that depend on communication in their routine operations complain of inadequate reports lacking proper sentences and paragraph constructions, exactness in word choice etc.</p> <p>As the reports should be improved I have tried to analyse the writing situation, what the agencies demands are on an accurate report and how the reports correspond.</p>			

Abstract sheet

Family name: LENSTRUP		First name(s): Rita	
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		Language of presentation: English	
TITLE in the language of presentation:			
SEMANTICS AND PRAGMATICS OF LSP LEXICOGRAPHY ACROSS LANGUAGES			
TITLE in English:			
SEMANTICS AND PRAGMATICS OF LSP LEXICOGRAPHY ACROSS LANGUAGES			
(key-words:)			
<p>This paper describes a formula for the compilation of a bilingual dictionary of a specified field for a specified target group of users.</p> <p>With these pragmatic delimitations defined it becomes possible to renounce on graphically presenting conceptual systems and aim at a rational, tailor-made dictionary.</p> <p>With a target group of professional translators in mind the task is to provide them with terminology of central importance to or related to the subject field selected as well as encyclopedic information in support of the terminology listed.</p> <p>The paper will explain how the dictionary is rationalized by integrating both encyclopedic and syntactic information as well as contexts and translations of terms in the alphabetically indexed list of the one language. Thereby the list of entries of the other language can be slimmed down to an alphabetical index with references to entries in the list of the first language.</p> <p>All terms and contexts are drawn from stated sources listed at the end of the dictionary. Principles and problems involved in the compilation will be discussed.</p>			

Abstract sheet

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<p>TITLE in the language of presentation: Communication in Business French : Conversion Courses for Very Advanced Learners</p> <p>TITLE in English: Communication in Business French : Conversion Courses for Very Advanced Learners</p> <p>(Key-words: Business French Pedagogy Very Advanced Learners)</p>			
<p>This paper arises from the experience of teaching options in business French to teachers of French and graduate linguists whose level in the target language is necessarily high but who have had a traditional formation based mainly on a study of the more literary aspects of the language. The conversion and reorientation of skills towards the comprehension of a new register and communication in a different professional domain raises questions regarding the most appropriate approach and the pedagogy of working with very advanced learners. Such questions have implications too for teaching specialist language at other levels.</p>			
<p>A brief analysis of the needs of these students leads to a better understanding of the skills and knowledge which they must acquire. Different pedagogical approaches may be employed. The respective merits and demerits of topic-based as compared to skills-driven syllabuses are considered as are a variety of professionally oriented communicative tasks and activities which may be appropriate for such students. The reactions of these very advanced and competent learners as revealed in class and anonymous survey are instructive in assessing the programmes and determining future strategy.</p>			
<p>The paper concludes with a short discussion of the role of the lecturer and the nature of the learning experience of this particular target group which is not without relevance for other areas of the teaching of languages for special purposes.</p>			
<p>Topic eleven: Contributed paper</p>			

Abstract sheet

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TITLE in the language of presentation:			
Schema theory and teaching languages for special purposes			
TITLE in English:			
Schema theory and teaching languages for special purposes (Key-words: schema theory/teaching methodology)			
An important field in cognitive psychology is the investigation of mental 'schemata' or 'frames' which enable us to store and organise our knowledge of the world. These schemata are constantly being adapted and expanded in the light of new experience. In this process, language performs an important role.			
This perspective can help us to conceptualise how the use of language in special-purpose domains relates (both cognitively and linguistically) to its use in domains of everyday experience. This conceptualisation can lead us, in turn, to insights about how special-purpose language can be taught more effectively.			

Abstract sheet

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TITLE in the language of presentation:			
TITLE in English: Teaching EFL in a Faculty of Economics and Business: How Much and What Kind of LSP?			
(Key-words: needs analysis, oral skills, reading strategies, terminology)			
<p>The results of a recent study of the English language needs of economics students in an Italian university showed that while students were principally required to read in English for their work at the university, particularly during their last two years of study, in their future jobs they foresaw having to perform a variety of activities in the foreign language, some of which involved sophisticated oral skills. In addition, both students, at all levels of proficiency, and their professors, as professionals in their fields, expressed a strong desire to improve their ability to speak and to understand the spoken language. Students tended to evaluate their reading skills higher than did their professors, but agreed with them that the biggest problem they encountered was technical terminology, while their inability to read quickly was regarded as the second greatest source of difficulty by both categories.</p> <p>What do these findings suggest for foreign language teaching? First, that students need and want to learn the basic grammar and phonology of the new language, along with common core vocabulary, so that they will be capable of producing and interpreting it in oral interaction. The time and effort that is expended on language work is a good investment as later it will provide students with a vehicle for communicating or learning about their own areas of professional interest in the TL. Second, that students sometimes underestimate the problems they can have in transferring their good reading skills from the native to the foreign language, particularly at the lower levels of proficiency. This means that the language teacher will need to bring them to conscious awareness of the kinds of strategies they can use (and probably do use when they read in their own language) to compensate for gaps in their linguistic knowledge. Third, since terminology varies for each specialization within the</p>			

(Linda Lombardo)

broader area of economics and business, it is impossible for the language teacher to provide the specific vocabulary which each individual student will need to understand, assuming in the first place that the language teacher possesses the kind of specialized knowledge that a real understanding of such terminology requires. However, a number of things can be done to assist students in using the FL in ways that are related to their immediate academic and future professional needs. Students who already have a solid base in the language can be exposed to a variety of text types, from textbooks and official documents to journal articles and professional materials. Where students seem comfortable in a given content area, colleagues with more specialized knowledge or outside experts can be invited to class as guest speakers. In any case, students should be encouraged to draw on concepts they already have from their studies in their own language to help them to understand terminology in the foreign language.

Abstract sheet

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TITLE in the language of presentation: Authentic Outcomes in LSP Courses			
TITLE in English: Authentic Outcomes in LSP Courses			
(Key-words: authentic outcomes, LSP courses, materials)			
<p>In working with adults at the upper intermediate and advanced levels, I have found it essential to plan activities which would be meaningful to them and therefore motivating. The closer the task is related to their "real" needs, the better the results.</p> <p>At the outset we must accept that the classroom is usually an artificial environment for language learning. Nevertheless, a syllabus may include preparation for professional needs through problem-solving, roleplays, simulations etc. The final stage should be an "authentic outcome".</p> <p>Before continuing, we must define an "authentic outcome". According to the literature I have consulted, "authentic" is defined as "genuine" which in turn is defined as "real". In other words, the product of an assigned task should be of direct use to the course participant outside the classroom, in the "real world".</p> <p>Undoubtedly this is easier in some teaching situations than in others, but assuming that you are able to define and determine the needs of your target group, you should also be able to foresee a variety of activities leading to authentic results.</p> <p>I shall present this approach by outlining some practical applications in specialist courses for professionals and university students of education, law and journalism.</p>			

Abstract sheet

Family name: MACNEIL		First name(s): Dell	
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TITLE in the language of presentation: Improving Communication within Australian Workplaces			
TITLE in English: " " " " "			

(Key-words: Social & Workplace mobility, migrant workers)

In Australia, migrant workers play a central role in the workforce and in society. However, they have often not had the opportunity to attend English classes before joining the workforce, with consequent lack of equality of access within the workplace and within Australian society. Existing day and evening classes funded by the government under the auspices of Adult Migrant Education could not adequately cater for the needs of such working migrants. It was therefore decided to conduct classes in the workplace during work-time, using Adult Migrant Education teachers.

This paper will illustrate the involvement of Adult Migrant Education in promoting a more effective workplace, and in enabling the mobility of migrant workers both within the workplace and within Australian society:

- language teaching which relates directly to workplace activities;
- language teaching conducted in association with workplace initiatives, such as retraining programs;
- language teaching which facilitates involvement in union activities;
- language teaching and the raising of cultural awareness, aimed at improving communication between workers, and between workers, supervisors and management, and at enabling greater participation in Australian society;
- classes for workers from a variety of levels within the workplace, and from a wide range of educational backgrounds;
- improving workplace operations by changing the communicative input from management.

Measures of the success of Adult Migrant Education within the workplace have included:

- increased productivity;
- decreased accident rates;
- higher promotion rates;
- increased participation within the workplace;
- input from workers leading to more effective workplace operations;
- breakdowns of rigid groupings by nationality within the workplace;
- management reports of a more content workforce.

Abstract sheet

Family name: MARRIOTT KURTÁN		First name(s): ALISON ZSUZSA	
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TITLE in the language of presentation:			
TITLE in English: CONFRONTING CHEMICAL DISCOURSE: THE TEACHING OF EAP SKILLS TO HUNGARIAN STUDENTS OF CHEMISTRY (Key-words: chemical discourse, rhetorical) functions, recognition, production			
<p>This paper is based on experiences gained at Veszprém University of Chemical Engineering where a joint initiative of subject specialists and language teachers resulted in students being taught chemical subjects in English and having the option of writing their diploma theses in this language too.</p> <p>In chemical discorse meaning is constituted not only through stretches of text but also through visuals, such as symbols, formulas, equations, diagrams, flow charts and graphs and these express rhetorical functions which our students need to be able not only to recognize but also to manipulate and produce.</p> <p>A need has been assumed for the direct teaching of the rhetorical structure and organisation of scientific papers /Hill 1982/ /Swales 1981/, it has also been assumed that a good understanding of textual structure aids the comprehension and production of such texts /Carrell 1984/. According to the schema theory a grasp of the schematic categories of texts /introduction, method, results, discussion sections/ is critical for effective recall and understanding /Kintsch and van Dijk 1978/.</p> <p>The real problem is how to enable the students to negotiate the transition between recognition of such categories and production in their own writing.</p>			

Abstract sheet

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TITLE in the language of presentation:			
TITLE in English:			
<p>Constraints on Simultaneous Listening and Reading (Key-words: Aural comprehension, reading, psychological Processes)</p>			
<p>The difficulty of simultaneous translation is evidenced by the fact that only the most skilled of translators become simultaneous translators, usually after considerable practice at translation under less strict time constraints. Simultaneous translation involves having both good comprehension of one spoken language and good spoken production of another language. It is also sometimes necessary to simultaneously read from a script in the first language. A series of experiments will be reported which investigate what are the limiting factors on concurrent listening and reading. Theoretical controversy surrounds the issue as to whether there is a general pool of processing resources which can be freely allocated among any ongoing linguistic tasks, or whether resources are distributed in a more modular manner. It is possible, for example, that some resources can only be devoted to the phonological level of analysis and cannot be redirected to, say semantic processing. The first experiment investigates which level of aural comprehension is most affected by the execution of a simultaneous linguistic task. The nature of the structure of both the aural and the spoken task was varied such that a range of pairings of required linguistic processing levels occurred. It was found that syntactic and semantic processing could be protected in the aural task, whereas certain aspects of phonological coding could not. Further, decrements in performance on the secondary linguistic task occurred, compared with performance of that task without simultaneous listening. The results can be interpreted in terms of a psychological theory of linguistic processing, and their implications for the selection and training of simultaneous translators will be explored.</p>			

Abstract sheet

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TITLE in the language of presentation:		
<p>THE COGNITIVE STRUCTURE OF LSP TEXTS</p> <p>(Key-words: Cognitive analysis, schema theory, context)</p> <p>A project named 'LSP Texts in the 20th Century' is presently being carried out at the Department of Scandinavian Languages at the University of Uppsala, Sweden. The project comprises studies of texts of two different genres, science and popular science, and from three periods, 1895-1905, 1935-1945, and 1975-1985, within the fields of economics, medicine, and technology.</p> <p>The analysis is directed towards the textual aspects that are relevant for the message structure of the texts. It is therefore aimed at deeper textual levels, viz. the pragmatic and cognitive levels. One of the central parts of these analyses is an analysis of the cognitive text content.</p> <p>The content of the texts is of course very differentiated. From an abstract point of view one can however say that it varies within a few <u>cognitive worlds</u>, a concept that has similarities to the <u>schema</u> concept of cognitive psychology. The different cognitive worlds are: <u>scientific</u>, <u>practical</u>, <u>object</u>, <u>private</u>, and <u>external world</u>, corresponding to different sectors of society (see Gunnarsson 1989).</p> <p>The analysis of the cognitive text content has been made by Harry Näslund and me parallelly with an analysis of the microsemantic patterns of the texts (see Näslunds abstract). We have classified the different parts of the texts according to the five cognitive worlds (with subcategories). Totally 90 Swedish LSP-texts have been analysed.</p> <p>Both diachronic and synchronic differences between the different groups of texts will be presented at the conference and the results will (to some extent) be interpreted in the light of the relevant contextual factors.</p> <p>References:</p> <p>Gunnarsson, B.-L., 1989: <u>LSP texts in a diachronic perspective</u>. In: Laurén, C. & Nordman, M. (eds.), Special language: From humans thinking to thinking machines. Clevedon and Philadelphia.</p>		

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Abstract sheet

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TITLE in the language of presentation:		Language of presentation: English	
TITLE in English: TOWARDS ANALYSIS OF UNIVERSITY STUDENTS' LSP SPOKEN INTERACTION			
(Key-words: informative and persuasive speech, interactional and statusful power, involvement)			
<p>The aim of this presentation is to discuss informative and persuasive features in spoken LSP interaction. The study is based on a wider research project which was carried out at the university of Kuopio, Finland. The subjects were university students of medicine, nutrition, nursing science, and social sciences, and they all had the same linguistic background. The students had to act out the roles of their future professions in simulated situations and to interact in English with their clients and patients who were role-played by native speakers of English. Half of the students had some experience from the work within the field of their future profession and this seemed to help them cope better with the LSP challenges of the simulations.</p> <p>The tasks given were of two types: information-giving and persuading. Clarity, coherence, and motivation of the listener are the main characteristics of informative speech. Persuasive speech requires more efficient strategies than informative speech and it was clearly perceivable that the students with experience from real working life were more successful in their persuasion than the students without experience. In persuasive speech the necessary support was provided with the use of restatement, appeals to emotions, threats and promises, and intensification at rhetorical, emotional, or prosodic level.</p> <p>Later on, when the students had got their university degrees and acquired some practical experience from working life, they were asked to listen to the audiotaped recordings and to give their own evaluation of the persuasive success of their simulations. Their evaluations give good hints for the teaching of LSP oral interaction.</p>			

Abstract sheet

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		Language of presentation: English	
TITLE in the language of presentation:			
TITLE in English:		O' Mice and Men	
(Key-words:		metaphor, computer	
<p>Metaphors may serve as models and/or explanations in science and shape our understanding of the topic under discussion.</p> <p>The use of metaphoric expressions in any discipline both reveals and influences certain concepts and assumptions.</p> <p>The paper will concentrate on the use of animate/anthropomorphic metaphors in works on computers.</p> <p>The project also includes studies of corresponding metaphors in medicine (neurology, immunology), and economics.</p>			

Abstract sheet

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TITLE in the language of presentation:

DESIGNING AN INTEGRATED ENGLISH READING COURSE FOR
UNIVERSITY STUDENTS OF COMPUTER SCIENCE.

(Key-words: EST, English for Computer Science.)

In recent years teachers of ESL have felt the need to design communication-centered courses. On the other hand, developments in the field of ESP have imposed an emphasis on relevance which is not always guaranteed by just adapting to the specific field of the student. In this paper we discuss the characteristics of a reading course designed for students of Computer Science at the University of Córdoba. The difficulties encountered with current "English for Computer Science" texts are described. In an attempt to overcome those difficulties we set about designing a reading course closely related in content with other curricular areas. The positive incidence on students' motivation of this approach suggests that it can be applied to other areas of EST in academic environments.

Abstract sheet

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TITLE in the language of presentation: Prise de conscience, mise en oeuvre, optimalisation.			
TITLE in English:			
(Key-words:)			

ACTIVATE, MEDIATE, OPTIMIZE.

Today's objectives for listening comprehension and speaking should be facilitating self-improvement and developing the ability to negotiate.

Theoretical aspects: First, we will examine the problems faced by the one-way listener (media, lectures...) then the speaker/listener-speaker situation will be analysed, including the development of the apprehension of information whether global or detailed. This will include dealing with choice making, logical organization, the development of the aptitude for selectivity and of the ability to ask the right questions.

Secondly, we will look more closely at communicating, putting the main emphasis on getting the intended meaning across, developing the ability to string words together in a proper fashion and being aware of all discourse and cultural rules at the same time.

Thirdly, we will look at the time factor involved in these processes which poses the problem of the necessity to improve the processing of meaning.

Practical applications: We will look at optimizing aural comprehension and communication through the use of grids and trigger type activities, followed by activities aiming at facilitating the activation of the discrimination process and of the sentence formation process with focus on the expression of meaning using mediators. Finally we will suggest ways for attaining " syntactic maturity " in terms of advanced listening comprehension ability and communication via anticipation, scanning and looking at organizing discourse functions.

Abstract sheet

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		Language of presentation: English	
TITLE in the language of presentation:			
TITLE in English: TERM HARMONIZATION AND LANGUAGE AUTONOMY. An "intra-national" case.			
(Key-words: II ABC 1)			
<p>To what extent can 'term harmonization' still be justified as a legitimate concept in spite of its possible incompatibility with maintaining language autonomy, status and identity? In this paper, the question will be discussed with regard to two closely related linguistic systems: The two national standards Norwegian-bokmål (NB) and Norwegian-nynorsk (NN). Harmonization of <u>concepts</u> is not relevant to the opposition NB-NN, and thus, the main difference between the systems may be described in terms of <u>cognate expression variation</u> at all levels. One significant exception concerns vocabulary and word formation: The use of certain affixes is restricted in the NN due to a purist tradition. In the field of standardization, this sometimes leads to a difference of "internal form" of equivalent NB and NN terms, similar to points stated in ISO 860. Accepting controversial affixes is in a NN context often likely to be interpreted as an attack on the NN autonomy. On the other hand, the purist "blocking" of productive morphemes adds a relatively high rate of neology and innovation to the minority standard NN. To some extent, this also affects the handling of LSP synonymy in a common Norwegian context. Some important issues of NN term selection and formation will be discussed in some detail: 1) The use of neology and the attempts to establish alternative patterns of nominalization. 2) The use of "neutral", non-latinate equivalents which may affect a) the exploitation of near-synonymy as a resource of terminological distinctions, and b) the structuring of lexical fields within and across the two systems. The basic problem of term harmonization in this respect is clearly socio-linguistic. As far as the problem can be solved in terms of language planning, it is more a matter of status planning than of corpus planning. The paper is based on a corpus drawn from recent standardizing dictionaries in the field of technical terminology.</p>			

Abstract sheet

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TITLE in the language of presentation: REFERENCE PATTERNS OF LSP TEXTS			
(Key-words: references, genres, fields, periods)			
<p>For some years a project called "LSP Texts in the 20th Century") has been carried out at FUMS, the Department of Scandinavian Languages at the University of Uppsala in Sweden. The LSP texts analysed are of two genres, science and popular science, within the fields of economics, medicine, and technology. The texts are from three periods, 1895-1905, 1935-1945, and 1975-1985 (see Gunnarsson, Melander & Näslund, 1987).</p> <p>The aim of the project is to study the semantic and pragmatic patterns of the texts and to try to place them in their general and specific contextual frames. The text analysis approach is cognitive, pragmatic, macrothematic, and microsemantic. By means of these analyses the intention is to compare the texts in terms of genre, time, field, and subject (see Gunnarsson, 1989).</p> <p>So far the cognitive and microsemantic analyses are completed. These analyses (of 90 texts) have been carried out parallelly by me and Björn Melander (see his abstract).</p> <p>The microsemantic analysis aims at investigating the cohesive patterns of the texts. We have distinguished between four main categories of reference: 1. <u>identity</u>, 2. <u>extension</u>, 3. <u>description</u>, and 4. <u>causality</u>, each divided into subcategories.</p> <p>In connection with this reference analysis each sentence of the text has been divided into semantic content units. The semantic relations between each content unit and the preceding units have then been classified. The referential - as well as the cognitive - analysis results have been prepared by computer. Some of the results will be presented at the conference.</p>			
References:			
<p>Gunnarsson, B.-L. (1989) LSP texts in a diachronic perspective. Laurén, C. & Nordman, M. (ed.) <u>Special language: From humans thinking to thinking machines</u>. Clevedon and Philadelphia.</p> <p>Gunnarsson, B.-L., Melander, B. & Näslund, H. (1987) <u>Facktexter under 1900-talet 1. Projektpresentation och materialbeskrivning</u>. FUMS Rapport nr 135. Uppsala.</p>			

Abstract sheet

Family name: Neumann		First name(s): Ingrid	
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TITLE in the language-of-presentation: "Übertragung" von L1 in L2 in simulierten Situationen			
TITLE in English: "Transposing" Contents into Simulated Speech			
(Key-words: Speech Production, Teaching LSP)			
<p>This teaching concept was developed on a psycholinguistic model by Kintsch and van Dijk.</p> <p>A given content is memorised. Later it is recalled and spoken language is produced under different circumstances, in a simulated situation. The advantages for learners are e.g.:</p> <ul style="list-style-type: none"> - being able to produce speech - bridging the "embarrassment"-gap - giving all members of a learner group the opportunity to practise the foreign language simultaneously - being able to have the result evaluated - intensive general language practise <p>In my presentation I am going to enlarge on a few important aspects in the teaching process:</p> <ul style="list-style-type: none"> - Comprehension: How to help learners understand the original content in a text and arrange the facts according to the need of the new situation. - Communication: How to communicate in a dialogue, as opposed to written language <p>Tapes with examples will accompany the talk.</p>			

Abstract sheet

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Country: FINLAND		Telephone: 941-292880	Language of presentation: ENGLISH
TITLE in the language of presentation:			
DISCOURSE STRATEGIES IN A NATIVE AND NON-NATIVE SETTING			
TITLE in English:			
DISCOURSE STRATEGIES IN A NATIVE AND NON-NATIVE SETTING			
(Key-words: discourse strategies, common-core negotiation skills)			
<p>This paper reports preliminary research findings on discourse strategies used by a group of Finnish-speaking university students in both native and non-native language settings. The native language discourse strategies were compared to those of foreign language (i.e. Swedish) strategies for the same groups of students. The main purpose of the study was to find out whether language shift effects the discourse behaviour of individual speakers. Particular attention was paid to quantity and length of turns, turn exchange and topic control. The findings of the study are to serve as an empirical base for the design of a common-core component for the teaching of native language and foreign language negotiation skills.</p>			

Abstract sheet

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		Language of presentation: English	
TITLE in the language of presentation:			
A PROFESSIONAL ENGLISH COURSE FOR ADVANCED LEVEL STUDENTS			
TITLE in English:			
(Key-words:)			
<p>This paper describes a 20-hour course developed for advanced-level students at the Swedish School of Economics and Business Administration in Helsinki. It could easily be adapted for non-business students. The course incorporates the principles of the task-based and negotiated syllabus and involves cooperation with teachers and students in other institutions. Feedback about the course has been almost without exception positive.</p> <p>The theme is interviewing skills and the course focusses on students as interviewers and as interviewees. Most of them will be interviewed for jobs at some time, many in English. Many of them will need to interview others. The skills are useful, regardless of language.</p> <p>In the first part of the course, the students conduct interviews for jobs they decide upon. The "applicants" are from the Finnish Businessmen's College and/or Helsinki University, and have sent in written applications beforehand. Written feedback is required of interviewers and interviewees.</p> <p>The focus then shifts to the students as interviewees. A willing native English speaker, preferably, in this case, with business connections, interviews all the students for a mutually agreed "job", for which they have formally applied. Detailed and individual feedback is given.</p> <p>The success of the course depends to a large extent on cooperation with other teachers, students and institutions, and on finding a suitable native speaker to interview a dozen or so "applicants". The intention is to create situations which are as realistic as possible and to guide students towards the major task objective through an achievable and motivating set of sub-tasks.</p>			

Abstract sheet

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TITLE in the language of presentation: POINT OF VIEW IN LSP TEXTS			
TITLE in English: POINT OF VIEW IN LSP TEXTS			
(Key-words: point of view, LSP, narrative distance)			
<p>The writer of a novel is generally expected to use different points of view in the text and to change swiftly from one point of view to another. LSP texts, however, have usually been looked upon as in most respects objective texts with a stereotyped narrative distance, where the writer stays strictly in the background. Closer investigation of the texts, however, reveals obvious changes in narrative distance. Baumann 1987 for instance indicates that such changes can be noticed in the use of mood, in personal versus impersonal style and in changes from 1st person singular to 1st person plural. Hedging in LSP texts (see for instance Markkanen & Schröder 1987) also indicates the presence of the writer in the text.</p>			
<p>In my paper I would like to test the hypothesis that different writers of LSP texts sometimes quite often change their narrative distance within the text produced and that these changes may vary from one special field to another, and maybe also from one text type to another, depending on different traditions and customs. The hypothesis is tested on samples from material used in a research project of Swedish LSP texts consisting of 6 different fields and 3 text types (textbooks, manuals and learned articles).</p>			
References:			
Baumann, Klaus-Dieter: Die Makrostruktur von Fachtexten - ein Untersuchungsansatz. In Special language Fachsprache 1-2/1987.			
Markkanen, Raija & Schröder, Hartmut: Hedging and its linguistic realizations in German, English and Finnish philosophical texts: a case study. In Fackspråk och översättningsteori. VAKKI-seminarium VII. Vaasa 1987.			

Abstract sheet

Family name: PAHLSSON		First name(s): Christer	
Position: Assoc. Professor		Affiliation: Swedish School of Economics	
Street, number: Arkadiagatan 22		City, State, Zip code: SF-00100 Helsinki 10	
Country: Finland	Telephone: +358-0-440291	Language of presentation: English	
TITLE in the language of presentation: EGO-DYNAMIC MAPS IN CROSS-CULTURAL COMMUNICATION: THE ROLE OF THE AFFECTIVE FILTER			
TITLE in English:			
<p>(Key-words: communicative competence, affective filter, ego-dynamic map)</p>			
<p>Internationalisation and cross-cultural communication are key terms expressing major trends in current developments in the international market. The need for an increased socio-cultural awareness poses a new challenge for Language for Special Purposes: that of the ability to use your foreign language knowledge across cultures. When a joint venture project fails, it is often the interpersonal, intercultural relations between members of differing cultures that fail, not technical business considerations. In successfully reaching out beyond self in cross-cultural communication an awareness of self (the Ego) is therefore a pre-requisite to an awareness of others (the World).</p>			
<p>In the communicative competence model a socio-cultural component is needed together with the functional and experiential components, having a lowering effect on the affective filter. An integrative motivation must be developed and fused with the instrumental motivation of most ESP-students. Being actively involved psychologically as a learner in developing a socio-cultural awareness, coping with language as utterances depending for meaning on human agency, and deriving meaning by extension, will serve to further the demanding and much-needed capacity to behave and function cross-culturally.</p>			
<p>The paper discusses the ego-dynamic map of ESP-students in relation to both the domestic and the foreign marketplaces. Data will be presented on stereotypes, and on beliefs and values concerning key business functions and needs, as part of the affective filter in reaching out beyond self. It will be argued that the affective filter has a key role in trying to understand for meaning cross-culturally.</p>			

Abstract sheet

Family name: PERETZ SHOHAM		First name(s): Arna Miriam	
Position: Senior Lecturers		Affiliation: Dept. of English as a Foreign Language, Ben Gurion University of the Negev	
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Country: Israel		Telephone: 057-461651	
		Language of presentation: English	
TITLE in the language of presentation: To What Extent is Existing Subject-Specific Background Knowledge Activated in Reading Specialized (LSP) Texts in			
TITLE in English: EFL? Some Answers from Think-Aloud Protocols.			
(Key-words: reading comprehension, background knowledge, mentalistic measures)			
<p>Subjects at various levels of EFL competence - advanced and intermediate level students at Ben Gurion University - from diferring background disciplines in the Faculties of Science and Technology were taped as they read a text on robotics and attempted to answer comprehension questions and questions on specific vocabulary based on the text. Oral references to subject-specific extratextual background knowledge were noted. These references were correleated with degree of comprehension of the text and also with previously established level of familiarity with the content area of the text.</p>			

Abstract sheet

Family name: PETERSEN		First name(s): Uwe Helm	
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Country: Denmark	Telephone: 9 15 86 00	Language of presentation: English	
TITLE in the language of presentation:			
TITLE in English:			
Types of Discourse in Business Negotiations			
(Key-words:)			
<p>Business negotiations can hardly be understood if you only focus on the interactive process alone. Negotiations between different firms cover several phases, such as:</p> <ul style="list-style-type: none"> - the preparation phase, where the negotiators separated from each other prepare themselves for the interaction; - the negotiation phase itself, during which an argumentative solution of technical problems, conditions of delivery, prices, etc. is going on; - the phase of ratification, where the negotiation is brought to a conclusion with a contract. <p>Researchers within the field often describe the negotiation phase as a series of argumentative cycles. But a closer look reveals that in business negotiations you more often find cycles of problem-solving than cycles of argumentation against the opponent's position. Thus, under the main concept of business negotiations are to be found different types of discourse. This will be the main theme of my paper.</p>			

Abstract sheet

Family name(s): PETREQUIN-JESSEN		First name(s): Sally	
Position: Teacher		Affiliation: UNIVERSITÉ DE L'ÉTAT A MONS L'ÉCOLE INTERPRÈTES INTERNATIONAUX	
Street, -number- AVE. DU CHAMP DE MARS		City, State, Zip code: 7000 MONS	
Country: BELGIUM		Telephone: 065-37 36 01	Language of presentation: English
TITLE in the language of presentation: Translation and Socio-cultural Differences			
TITLE in English: Translation and Socio-cultural Differences (Key-words: I Teaching G. Educational 7. Translation)			
<p>Everybody agrees that translation, a complex phenomenon, is one purpose to which language is applied. In the present-day world it is being practised more and more by individuals not trained as translators. Those trained as translators are finding that they are increasingly asked to work not just into their mother tongue, but to work from their native language into a foreign language.</p>			
<p>A school training translators is by definition closely involved in researching the problems of translation. Areas where equivalents are found not in dictionaries but in the socio-cultural reality of the people using the language are especially salient and that is what we intend to discuss in this paper.</p>			

Abstract sheet

Family name: Räsänen		First name(s): Anne Elisabeth	
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Country: Finland		Telephone: 358-41-292 895	Language of presentation: English

TITLE in the language of presentation:

TITLE in English:

How Far Can We Trust Needs Analysis in LSP Programme Design?

(Key-words: needs analysis, LSP programme design)

The paper will discuss problems related to the reliability of the information given by prospective LSP programme participants in needs analysis questionnaires. The issues will be dealt with in the light of a case study carried out at the LSP Unit of the Continuing Education Centre of the University of Jyväskylä in Finland.

A two-phase needs analysis is used at the LSP Unit: the first questionnaire is sent to the employers or sponsoring bodies of the tailor-made contract programmes, and the second questionnaire, which is more detailed, to the prospective participants. The first questionnaire includes questions on the fields of operation, organizational levels, situations of foreign language use, and the importance of foreign languages as regards staff promotions or future development of the firm. The second survey addresses individual learning purposes, wants and needs, as well as views of language and cultural conventions. This questionnaire also calls for self assessments. Results of both surveys are then used as a starting-point for further negotiations over the content and form of the programmes.

The LSP Unit of the Continuing Education Centre organizes open enrollment and contract LSP programmes for professional people working in different fields (eg. medical doctors, researchers, business managers and export secretaries, administrators and engineers). The programmes are research-based, and usually include several intensive modules. The approach is learning-centred, and particular attention is given to features of cross-linguistic communication.

Abstract sheet

Contributed paper/ shortCommunication

Family name: Resta		First name(s): Simonetta	
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Country: Italy	Telephone: 06 :4454241	Language of presentation: ENGLISH	
TITLE in the language of presentation: THE LEGAL DISCOURSE AND ITS TEACHING IMPLICATIONS			
TITLE in English:			
(Key-words: LEGAL ENGLISH COURSE MATERIAL)			
<p>The two main functions of the Law are ordering of human relations and restoration of social order in relation to these primary functions there are some complementary tasks: Law also defines relations, and tells us which activities are permitted and which are not.</p> <p>The students need to be aware of these aspects of the legal discourse and to be taught how to recognize them.</p> <p>Despite of all disputes and criticism about the difficulties of the formal written legal register and about the boundaries and the very essence of LSP. We think that come to terms with written legal discourse and legal reasoning might be of invaluable importance not only for those who are professionally interested in it but also for those who want to become proficient in English.</p> <p>Some sample material for teaching legal English is also provided. The criteria and the Philosophy which guided the preparation and selection of it are the following: to use authentic teaching material i. d. used by legal student in U.K. or in U.S.A. such as (case books, moots, legal problems, legal magazines etc.) for teaching foreign students how to read and understand legal discourse at various level: linguistic, lexical, syntactic and prosodic. The approach need to be eclectic and multifacet and must take in account the understanding of the legal meaning of the text which is the ultimate goal of reading.</p> <p>Suitable exercises will be also provided adapted to each type of text to be processed.</p>			

Abstract sheet

Family name: REVES LEVINE		First name(s): Thea Adina	
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Street, number:		City, State, Zip code: Ramat Gan, Israel, 52100	
Country: Israel	Telephone: 03 / 5318237	Language of presentation: English	
TITLE in the language of presentation: Developing a Criterion-referenced University LSP TITLE in English: Reading Test			
<p>(Key-words: criterion-referenced; learners' needs) course objectives; performance targets; macro reading comprehension.)</p> <p>The study aimed at developing a tentative model for a criterion-referenced university LSP /ULSP/ reading test. The content of criterion-referenced tests is by definition determined by the objectives and the content of the course of instruction. In order to establish the objectives of the ULSP course needs analysis was carried out. Information was gathered from the following sources:</p> <p>a., Heads of various university departments which are serviced by the ULSP courses b., Teachers of ULSP reading courses at various universities c., Students enlisted in ULSP reading courses d., Students who have completed their ULSP courses in previous years</p> <p>It was hypothesized that the ultimate target, i.e. macro reading comprehension, can be achieved by the instruction of micro skills and strategies, grouped into skills and strategies of decoding, discourse and global reading.</p> <p>The tentative model researched in the present study is four-dimensional. It suggests that in setting clear criteria for final ULSP Reading Comprehension Tests it is essential to consider the interaction of the following interrelated factors: learners' needs, course objectives, content of instruction and performance targets. Accordingly, test-specific-ation based on this model will have to combine these factors.</p> <p>75 first-year students served as subjects of the study. Students' achievements in the specific subskills and strategies as well as in the macro reading comprehension were measured at regular intervals by various testing instruments. Students' introspection reports were analysed for the assessment of the learners' target behaviour.</p> <p>Data were collected at all stages of the construction of the model, including correlations, regressions and all measures /validity, reliability, item-analysis/ obtained from the tests.</p>			

Abstract sheet

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		Language of presentation: English	
TITLE in the language of presentation: Cooperative Learning and the Second Language Classroom			
TITLE in English: Second author is George Jacobs, University of Hawaii at Manoa			
(Key-words: Cooperative Learning, Group Learning)			
<p>Cooperative learning encompasses a range of techniques aimed at manipulating the variables involved in student-student interaction so as to enhance group activity. Cooperative learning has roots in educational, psychological, and sociological theory. A large body of research, from several countries, now exists suggesting its effectiveness in improving cognitive and affective outcomes across a range of ages, subject areas, ability levels, and ethnic groups. Recently, second language(L2) researchers and educators have studied and sought to apply cooperative learning to L2 classrooms.</p> <p>The purpose of this presentation is to discuss cooperative learning in second language education. Four areas will be covered: 1) Second language acquisition theory and cooperative learning; 2) Key principles of cooperative learning; 3) Methods for using cooperative learning with L2 students; 4) International experience in using cooperative learning; 5) Possible difficulties in the use of cooperative learning.</p> <p>This last topic, potential problems, will receive particular attention. Problem areas considered are: 1) Peers may provide an inaccurate model of the L2; 2) Peers may provide incorrect feedback on learners' L2 production; 3) Students may not be ready to handle the greater freedom that cooperative groups provide; 4) Students may use their native language when they are in groups. For each of these problems, research and practical experience will be drawn on in suggesting solutions in order to enable L2 students to enjoy the many benefits which cooperative learning offers.</p>			

Abstract sheet

Family name:		First name(s):	
Rosenhouse, Judith and Machauf, Liora			
Position:	Affiliation:		
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Country:	Telephone:	Language of presentation:	
Israel	00-4927-4-293928	English	
TITLE in the language of presentation:			
TITLE in English:			
TEACHING ENGLISH FOR SCIENCE AND TECHNOLOGY (EST) IN A NON-ENGLISH SPEAKING COUNTRY: REASSESSMENT OF NEEDS AND PRACTICES*			
(Key-words: EST, Teaching, Needs, Style)			
At the Technion - Israel Institute of Technology, students study EST courses in their first years of science or engineering. Since many of the textbooks and professional journals are in English, the EST courses concentrate on developing reading comprehension skills. The structure of Scientific and Technical English is well established (see works by Trimble, Widdowson, Swales etc.). Certain questions as to the current trends in EST are the basis of a research project conducted by the authors. This paper reports some preliminary results of this project. It appears in more than one way that it is not sufficient to teach professional vocabulary to enable professional reading comprehension. The professional articles we analyzed reveal various structures of implicit illocutionary force. In some cases, the style has been found to be far from "dry" or "factual", mainly in the use of metaphors and personal pronouns. These facts should be taken into consideration when selecting methods and materials for different levels of EST courses.			
* This research is partly supported by the Technion VPR grant no. 200-079 through the B. and M. Sheldon Research Fund.			

Rot Sándor

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Hungary Telephone: 180-966 Language of presentation: English

Cybernetics, Cognitive Semantics and Problems of Terminologizing
in Language for Special Purposes

Ismorphism in natural languages in the light of the theory of cybernetics. Natural languages as the most complicated cybernetic macrosystems, their systems and subsystems.

On the dynamic hierarchy of the macrosystem of natural language and the actuation riddles of its changes and development. The linguistic essence of language systems and language structures. Problems of homogeneity and heterogeneity of language structures. On the use of grammatical fields in the analysis of heterogeneous language structures. Problems of "centre" and "periphery" in language structures in the light of the theory of semiotics. The linguistic essence of grammatical quanting (8 degrees of grammatical abstraction).

Autosemantic lexical elements / 1st - 2nd degrees of grammatical abstraction/ versus sisemantic grammatical phenomena in the light of the theory of cognitive semantics. A new approach to problems of cognitive semantics (semantics versus semasiology).

Cognitive semantics, pragmatics and the linguistic essence of language for special purpose.

Language for special purposes in the light the new achievements of textlinguistics. Problems of cohesion in textures of language for special purposes. The role of terms in textures of language for special purposes. The linguistic peculiarities of terminologizing and determinologizing. Special terms in the light of the theory of reflection and modern information theory. The derivative structure of monosemes in the plane of content of special terms.

Abstract sheet

Family name: RYABCEVA		First name(s): NADEZHDA	
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Country: USSR		Language of presentation: ENGLISH	
TITLE in the language of presentation: SCIENTIFIC METALANGUAGE AND ITS SPECIAL PURPOSES			
TITLE in English: SCIENTIFIC METALANGUAGE AND ITS SPECIAL PURPOSES			
(Key-words: cognition, knowledge, semantics)			
<p>A new - cognitive - approach to scientific language is urgent because of growing interest to knowledge production and processing. Much attention has been payed up to now only to disciplinary terminology and some - to usage of common language in scientific texts. But there is one more important strata in such texts - scientific metalanguage, with the help of which new knowledge is generated & introduced. Metalanguage is a complex and universal system of scientific linguistic means, comprising: (1)cognitive modality operators:necessity, adequate, verify, validity; (2)quantifiers: a set, subclass, sequence, massif, etc.; (3)different types of qualifiers;(4) "research predicates": investigate, study, discover, etc.; (5)intencional variables:idea, hypothesis, conclusion, etc.; (6) extentional variables:truth, law, tendency, etc.; (7) theoretical (logical)predicates: system, structure, function, etc.; (8) logical and referential operators. The main features of metalanguage lexical classes are: they have particular syntactic distribution; their meaning is organized according to specific semantic patterns; they expose different cognitive processes. Metalanguage cognitive functions are: (1)to organize science in question-answer system, (2) to generate, introduce, process and improve knowledge, (3) to stimulate cognition, (4) to unite different scientific disciplines into Science and provide exchange of knowledge between them.</p>			

Abstract sheet

Family name: Salager-Meyer First name(s): Françoise		
Position: Professor	Affiliation: Universidad de Los Andes. Mérida. Venezuela.	
Street, number:		City, State, Zip code: MÉRIDA 101
Country: VENEZUELA	Telephone:	Language of presentation: ENGLISH
TITLE in the language of presentation: METAPHORS IN MEDICAL ENGLISH PROSE: A COMPARATIVE STUDY WITH FRENCH AND SPANISH.		
TITLE in English: id.		
metaphors; medical literature; terminology.		
(Key-words:		
<p>Very little research has been devoted to scientific metaphors. The purpose of this work is to determine the patterns of analogy underlying medical terminologized words which carry a metaphorical status. A corpus of medical English, French and Spanish was thus studied. The metaphors were recorded and classified according to their analogy patterns. Two broad likeness-categories were found in the three languages: morphological metaphors which refer to forms and/or structures (geomorphical, anatomical, zoomorphical, phytomorphical and architectural) and physiological (or functional) metaphors which refer to processes and/or functions. The former outnumber the latter in the three languages. The results show that the patterns of analogy underlying medical metaphors are first, language independent and, second, differ from those underlying non-scientific metaphors. A closer linguistic analysis of English metaphorical terminologized words indicates that the vast majority of them 1) belong to the nominal group; 2) modify specialist nouns or adjectives; 3) are of the nominal-compound type --an additional linguistic difficulty for non-native English scientists. Lastly, and because it is well known that non technical vocabulary used in technical ways is a source of difficulty for non-native English speakers, we present pedagogical guidelines which encourage students to relate new vocabulary to existing knowledge structure.</p>		

Abstract sheet

Family name: SALIH		First name(s): Mahmud Husein	
Position: Ass. Professor		Affiliation: English Dept., Yarmouk University	
Street, number:		City, State, Zip code: Irbid, Jordan	
Country: Jordan	Telephone:	Language of presentation: English	
TITLE in the language of presentation: Generalization of Learning in ESL			
TITLE in English: Generalization of Learning in ESL			
(Key-words: Learning generalization, ESL)			
<p>This paper aims at further exploring the view that generalization of instruction in ESL takes place from more marked to less marked structures. The subjects were sixty Arab junior students majoring in English at Yarmouk University in Jordan. Based upon the results of a pre-test measuring students' knowledge of English relativization, the subjects were divided into one control group and five experimental groups of ten students each. Each experimental group was trained on the formation of one relative clause type. All the subjects were then given a post-test on combining two sentences into one sentence using an appropriate relative pronoun. The result of the post-test indicate that the hypothesis that instructional generalization proceeds from more marked to less marked structures cannot be valid. Finally, some implications for the teaching-learning process are presented.</p>			

Abstract sheet

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Position:		Affiliation: School of Translation Studies, The University of Turku	
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TITLE in the language of presentation:			

TITLE in English: The organization of information in English statutory prose

(Key-words: Thematic progression, theme, rheme)

In the studies of legal discourse relatively little attention has been paid to the relationship between a sentence and a text. One reason for this may be that the most salient feature of legal texts is the notoriously long sentences which, at least from a lay reader's point of view, seem to have no apparent connection. However, legal textbook writers point out that that statutes should be read as a whole and therefore one would expect to find some kind of cohesive structure in legal texts. It has been shown by Kurzon (1984) that legal documents do in fact have a cohesive thematic structure.

The aim of this paper is to study the organization of information and especially the thematic progression in British statutory texts and the English texts of European Community law. I shall also discuss the problems involved in studying the information structure of a text. For my study I have employed the model given by Daneš (1974). However, the application of the model or the division of information into theme and rheme are by no means unproblematic.

Abstract sheet

Contributed paper - 20 minutes

Family name: Sarid		First name(s): Helen	
Position: lecturer coordinator		Affiliation: Tel-Aviv University	
Street, number: Division of Foreign Lang.		City, State, Zip code: Ramat Aviv 69778	
Country: Israel		Telephone: 03-423673	Language of presentation: English
TITLE in the language of presentation: Genre Questions- The "Ultimate" Comprehension Test			
TITLE in English: (Key-words: Genre Based Curriculum & Testing)			
<p>Advanced reading comprehension might best be tested not by asking specific factual questions on a particular text, but by focusing on a student- deduced set of questions for any recognizable academic text type presented to students in EAP subject oriented courses. The importance of schemata/genre recognition in reading for both L1 and L2 has been well documented in the literature concerned with written discourse(Carrell, Myers, Johnson etc.). As students learn to recognize text genre/types in their specific academic field they can deduce that each schema invites a series of questions pertaining to that genre which tap top hierarchy information. Having these questions in mind, results in the more directed and focused reading required for academic tasks. It is these intrinsic questions that we should be asking in order to test comprehension. This presentation will describe how an advanced level English reading course for the Social Sciences was developed with this focus in mind, involving the following steps: 1) choice of academic materials based on text genre specific to an academic field, 2) introducing students to text genres, 3) eliciting genre based questions from students, and 4) testing reading comprehension by using the deduced questions. This approach removes the bite from student testing , abolishing the fear and secrecy surrounding the test itself by asking questions expected by the students -- questions best suited to the kind of transfer in reading skills that we are most interested in encouraging.</p>			

Abstract sheet

Family name: SCHAARSCHMIDT		First name(s): Gunter	
Position: Professor		Affiliation: University of Victoria	
Street, number: 2294 Gail Place		City, State, Zip code: Sidney, B.C. V8L 2S2	
Country: CANADA		Telephone: (604)656-5956	Language of presentation: English
TITLE in the language of presentation: Multilingual Text Structure			
TITLE in English: (Key-words: Multilingualism; text structure) Definitions of "language for special purposes" (German <u>Fachsprache</u>) or "text for special purposes" (German <u>Fachtext</u>) tend to exclude artistic-literary language and fictional texts, although "boundary phenomena", such as didactic poetry and propaganda literature, have been recognized in previous research. Multilingual literature and multilingual texts seem to belong to the category of boundary phenomena as well. Such texts often do not belong to any standard genre or literary tradition and are usually subjected to lower standards of esthetic evaluation than literary texts that form part of a national literature.			
<p>Observations concerning the effect of multilingualism on artistic-literary text structure have generally not been accompanied by theoretico-methodological considerations aimed at describing that effect in scientific terms. Before the advent of text grammar, it was more or less left up to the discipline of stylistics to explain the supra- and intersentential properties of discourse. In a text grammar, the stylistic component may be seen to take the form of a set of filters which perform the preferential ranking of text structures in accordance with the Stylistic Balance Hypothesis (SBH). Filters in literary texts are imposed essentially by non-grammatical social conventions, but may also be due to idiosyncratic preferences.</p>			
<p>Texts produced in a multilingual environment can serve as interesting test cases for judging the correctness of the SBH. The SBH maintains that text cohesion is governed by a set of conventions that in effect delimit the range of variability resulting either from interference or manipulation in a multilingual context. Data from Chukchee-Russian and Sorbian-German literary bilingualism show that the narrative-structural level must be adjusted for each given language in accordance with the SBH in order to control both the textual manipulation of two languages and the use of the bilingual/bicultural situation as a subject matter.</p>			

Abstract sheet

Family name: Sieper		First name(s): Gerd	
Position: Akademischer Oberrat		Affiliation: Institut für Anglistik, RWTH Aachen (Aachen University of Technology)	
Street, number: Templergraben 55		City, State, Zip code: D-5100 Aachen	
Country: F. R. of Germany		Telephone: priv.: 02471-2982	Language of presentation: English (with German summary)
TITLE in the language of presentation: <u>Collocations in technical communication</u>			
<p>(Key-words: scientific/technical terms, collocations, dictionaries, corpus)</p> <p>The teaching of scientific and technical vocabulary plays an important part in EST courses. In technical communication, however, scientific and technical terms often co-occur with particular verbs and adjectives. The use of a wrong collocate may involve a different meaning and thus give rise to a grave misunderstanding. Scientific and technical terms should therefore be taught, not as isolated lexical items, but instead in their most common linguistic environments. As a rule, however, the majority of ESP teachers, not being experts in science themselves, do not know the collocations in which these terms typically occur. Strangely enough, collocations of scientific and technical terms have not yet been systematically examined. This explains why dictionaries often contain, if any, a more or less random selection of collocations. To make matters worse, the collocations are usually listed, not with the technical term, but with the verb or adjective, which is actually the word the learner is looking for. In order to overcome these difficulties a corpus-based, computer-assisted project is being carried out at Aachen University of Technology. Its object is to examine the most frequent collocations of scientific and technical terms in written communication. We are thereby trying to provide an empirical basis for an EST dictionary of collocations which may help the learner to communicate more effectively in the foreign language. The object of my paper is to give a rough outline of the project and to discuss the concept of the proposed collocational dictionary.</p>			

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Street number: Phayathai Road, Prem Bldg. 4th fl.		City, State, Zip code: Bangkok 10500	
Country: Thailand		Language of presentation: English	

TITLE in the language of presentation:

TITLE in English: Balancing the Activities in the Inhouse LSP Training Courses

(Key-words: 11 LSP Courses, course materials and teaching methodology

A good language teacher can be compared to a good cook in that he needs to know how to mix the ingredients real well so that the finished product will come out tasty and delicious. Likewise, a good language teacher has to be a good manager of the course. Managers can be of different types according to the managerial grid. He can be more concerned with the productivity and thus shows less concern in the human side or vice versa. In the same way, a language teacher has to manage the course, prepare the activities and take control of the class so that the learning outcome will be positive and successful. This paper will describe my experience as a language trainer of an inhouse training course of business communication in English. A number of factors that contribute to the organizing structure of such training will be discussed. The central focus of the discussion will be the balance of the language activities for the course. Discussion will be made on different types of activities that are actually used in the inhouse training. Also the result of the data based on the questionnaire given at the end of the training courses will be shown, indicating the preferences of the types of activities that the trainees like.

If time allows, there is a possibility of showing an extract of video that I tape from such training sessions.

Abstract sheet

Family name: SMITH		First name(s): Brian Donald	
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Country: England	Telephone: 0227-461717	Language of presentation: English	
TITLE in the language of presentation:			
TITLE in English:			
Beyond ESP to L1SP			
(Key-words:)			
<p>Much ESP writing tends towards an ethnocentric approach which is in need of urgent reconsideration since it omits a fundamental dimension of the needs of large and important groups of learners. These are the learners who embark on ESP courses not to "function" or "operate" in English but rather to use English as a bridge for the transfer of knowledge and technology which will ultimately be handled in their L1.</p>			
<p>Behind ESP principles and practice there often seem to lurk untested assumptions on the centrality of English to national development and its essentiality for academic success. Realising the dangers inherent in overemphasising mastery of English as the prime criterion for admission to further advanced education/training the Indonesian government has recently undertaken new initiatives to ensure that language is not the only ability assessed for overseas study. This seems an appropriate time for ESP practitioners to look again at their task in countries which have a firmly established L1.</p>			
<p>Using Indonesian experience as a case study, the author examines the historical background to language policy issues, assesses approaches to ESP and makes proposals for more effective instruments to diagnose the real language needs of learners of English from/in developing countries where English is a <u>foreign</u> language.</p>			

Abstract sheet

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Country: <u>DDR</u>	Telephone: <u>82 24 836</u>	Language of presentation: <u>English</u>	
TITLE in the language of presentation:			
TITLE in English: Problems of developing a specific terminology for the Methodology of Foreign Language Teaching as an academic subject. (Key-words:)			
<p>The historical development of Foreign Language Teaching Methodology as an academic subject reflects a certain divergency in the use of its basic specific terms. The contribution will emphasize the need of more standardization in using the basic terms of FITM for academic purposes and will illustrate this on the basis of selected examples (language ability vs. language competence, language principle vs. language method, language technique vs. language rule, etc.).</p>			

Abstract sheet

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USA	(407)768-8000	English	
TITLE in the language of presentation:			
THE ST REGISTER--A COGNITIVE FUNCTION WITHIN THE WRITER?			
TITLE in English:			
<p>This empirical study seeks to determine whether a writer's choice of syntactic structures depends on a cognitive "register" within that writer. The effects of background knowledge of the subject being written about and language knowledge (L1 or L2) are also examined.</p> <p>American (L1), Dutch (L2), and mixed ESL (L2) subjects completed sentences which occurred within two texts, one having an ST (science and technology) and one having a CL (common language) semantic context. To isolate the effect of linguistic co-text on a writer's choice of syntactic structures, each text was written in both ST and CL versions and subgroups of subjects got both texts in CL or both texts in ST syntax.</p> <p>If all subgroups choose predominantly ST syntax in the computer science (ST) text and CL syntax in the fiction (CL) text, it will confirm the hypothesis that the semantic context of a sentence, rather than knowledge of the subject of the text itself is the primary factor which determines the syntax chosen by the writer for all test groups.</p> <p>Results and implications for cognitive writing theory and teaching practice will be presented.</p>			

Abstract sheet

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Country: Finland		Telephone: 248145	Language of presentation: English
TITLE in the language of presentation:			
The use of trade jargon in bilingual enterprises			
TITLE in English:			
The use of trade jargon in bilingual enterprises			
(Key-words:)			
bilingual trade jargon; language mixing			
<p>In bilingual enterprises in Finland many enterprises have both Swedish speaking and Finnish speaking employees and the employees use both Swedish and Finnish internally, in conversation and in work routines.</p> <p>Bilingualism and language mixing within the enterprises is also visible in a special kind of trade jargon - terms that are common for both language groups, i.e. Swedish or Finnish terms are used irrespective of which language is being spoken. These shared terms may be either trade terms in both languages, slang terms in both languages or a trade term in one language and a slang term in the other.</p> <p>The eight enterprises investigated are small. They have in all 860 employees, 41 % Swedish speaking and 54 % Finnish speaking while 5 % consider themselves belonging to both language groups. Though only 5 % consider themselves belonging to both language groups or bilingual, actual language use shows that a considerable proportion of both Swedish speakers and Finnish speakers function bilingually both at work and with their friends.</p> <p>The term survey covers the five smaller enterprises, two sections in one enterprise and one section in each of the other two enterprises.</p>			

Abstract sheet

Family name: Sun		First name(s): Qiang-hua	
Position: Lecturer		Affiliation:	
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Country: P.R. of China		Telephone: 63300-678	Language of presentation: English
TITLE in the language of presentation:			
TITLE in English: Sentence Relatedness			
(Key-words: Non-Native Perspective)			
<p>Researches on relationships among various sentences families, such as relationships among voice, modality and mood, have been conducted mainly on the data obtained from native speakers. However, rarely have we encountered articles in which researches of this kind conducted on the data obtained from non-native speaker are available. Keeping this in view, the experiment was conducted to approach the response of non-native speakers on the issue of the relationships among "PNQ family" (P: voice/ active or passive N: modality/ negative or affirmative and Q: mood/ declarative or interrogative). In this experiment non-native English speakers were required to grade the relatedness of members of the family by means of a nine-point self-anchored scale in order to show the relatedness from their perspective.</p>			
<p>Based on the experiment it was found that 1) if a pair of sentences differ only in voice that tend to share high similarity semantically in the PNQ family. 2) Semantic similarity of pairs of the sentences would decrease greatly if sentences are only the same in voice and different in on of the other two parameters in the PNQ family. More detailed discussion and findings are presented in the paper.</p>			

Abstract sheet

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		Language of presentation: English	
TITLE in the language of presentation:			
TITLE in English: Introduction of a Test Management Software			
(Key-words:)			
Cooperating with several other teachers of different departments we have successfully worked out a computer-aided ESP-test management software. Here brief introduction of the functions of the software is presented.			
<ol style="list-style-type: none"> 1. Test-items base management system: <ol style="list-style-type: none"> a/ Input items b/ Search and revise items c/ Find out repeated items in base 2. English words base management system: <ol style="list-style-type: none"> a/ Input words b/ Revise words c/ Print words 3. English exercise and test system: <ol style="list-style-type: none"> a/ Single item test on screen b/ Test with a test paper on screen 4. Test paper creating and management system <ol style="list-style-type: none"> a/ Produce test paper <ol style="list-style-type: none"> I/ Create test paper by operating II/ Create test paper by auto-executing b/ Revise test paper c/ Print test paper <ol style="list-style-type: none"> I/ Print test paper II/ Print answer sheet III/ Print keys 5. Test paper marking and analysis: <ol style="list-style-type: none"> a/ Read testees data b/ Process testees data <ol style="list-style-type: none"> I/ Mark testees paper II/ Process results <ol style="list-style-type: none"> (1) average score (2) question problem table (3) correlation table (4) highest and lowest (5) standard deviation (6) standard error (7) reliability coefficient c/ Frequency histogram 			

Abstract sheet

Family name: Suomela-Salmi		First name(s): Eija	
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Country: Finland		Telephone: 378 868	Language of presentation: French
TITLE in the language of presentation: La progression thématique du discours économique français			
TITLE in English: The Thematic Progression of French Economic Discours			
(Key-words: Thematic progression, text type, secondary theme)			
<p>This paper will deal with the thematic progression of French economic discourse, especially with annual reports and articles in specialized periodicals. Business correspondence, however, is not included in the corpus. The point of departure for this paper has been the somewhat puzzling observation of Newsham, cited in James 1980, according to which the most common type of thematic progression in French is the type with a constant theme. The linear and the derived progression, on the other hand, are less common than in English. According to the same source yet another type completely absent from English is to be found in French, namely the progression with a changing theme and a constant rheme.</p> <p>The idea of the progression with a constant theme being more common in French than for example the linear one seems surprising in the light of Blinkenberg, who already in 1928 noted that 'the final notion of a sentence very often becomes the beginning of the following one; the predicate of the first one becomes the subject of the following one; or in other cases the same subject receives a series of succeeding predications'. There is nothing here to indicate that the latter would be more frequent than the former.</p> <p>When citing Newsham, James does not say anything about the corpus on which Newsham's observations are based - whether the corpus is based on narrative, descriptive or argumentative..., specialized or unspecialized texts. This paper intends to elucidate which type/s of thematic progression are dominant in this subcategory of economic discourse which intuitively can be classified as a mixture of descriptive and expository texts. In case dominancies are found, they will be interpreted as features characterising the text type in question following the assumption of Enkvist (1976) that the linear progression is characteristic of the scientific discourse whereas the progression with a constant theme is characteristic of the narrative discourse.</p> <p>The question of the scope of the theme (cf. arrière-plan, déterminant thématique in Blumenthal 1980, secondary theme i.e. Taglicht 1985) and that of the unit of the analysis (main clauses, complex clauses, paragraphs, parts of texts, entire texts, cf. ie. Blumenthal 1980, Weese 1987) will be considered. Likewise, the possibility of simplifying (Dubois 1987)/the need for expanding (Gerzymisch-Arbogast 1987) the Danesian typology will be discussed.</p>			

Abstract sheet

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		Language of presentation: English	
TITLE in the language of presentation: The Consequence of a Distinction between "General English" and "Special English" in the Selection of Teaching Materi- als			
TITLE in English: als			
<p>(Key-words: General English/GE/, Special English)/SE/</p> <p>At the very beginning it must be admitted that in the relevant special literature the difference between GE and SE is not quite so clear as it should be, furthermore there are differences in terms of definition.</p> <p>In the first part of the paper I am trying to get closer to the heart of the problem by giving a survey of the prevailing views and find the criteria of making such a distinction. On the basis of long years of practice plenty of examples will be provided. I have found that the proportion of the two types of authentic texts that are made use of is relevant. A conscious effort to decide in which stages of the learning/teaching process to make use of GE or SE teaching materials will considerably affect the future performance of the learners. A link with learner motivation is obvious. The distinction in question is naturally only one of the many aspects to be taken into consideration, these will be touched upon as well. It must be emphasized that teamwork in the selection of teaching materials is indispensable.</p>			

Abstract sheet

Family name: Sziklainé dr. Gombos		First name(s): Zsuzsanna	
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Language of presentation: English			
TITLE in the language of presentation: What Makes FLT for Engineers Special?			
TITLE in English:			
(Key-words: LSP at a Technical University, course materials, teaching methodology.)			
<p>This brief account is aimed at introducing some major aspects of LSP research and education at the Technical University of Budapest focusing at:</p> <ol style="list-style-type: none"> 1. the results of research groups (on some general syntactic, semantic and textual features of the language of science and in case of the languages examined) 2. the ways and methods of the application of the results of theoretical research in everyday teaching practice (from reading, understanding of special texts to developing active communicative skills for different kind of communicative situations) 3. the presentation of the cultural courses in foreign languages (that give some insight into the technological culture and scientific achievements of different countries). 			

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<p>TITLE in English: Editing and printing a Directory and Dictionary of Animal, Bacterial and Plant Viruses</p> <p>(Key-words: term acquisition; text typology; terminography)</p> <p>Three leading English experts in virology were commissioned by Macmillan's Publishers, London, to compile a dictionary of their subject containing descriptions of all viruses, together with definitions of the methodology used in this field. The editor entrusted with the coordination of this work was a specialist in lexicographical and terminological matters. She therefore welcomed the opportunity of testing theories and principles in this field within the context of a commercial venture. The topics covered in the proposed paper would include techniques of term acquisition, definition structure (terminography) and style, computer storage and file transfer, and preparation for printing (LASERCOMP versus Desk Top Publishing).</p>			

Abstract sheet

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TITLE in the language of presentation:			
TITLE in English: Teaching to Read English or Teaching to Read?			
(Key-words: Academic - ESP - Reading Courses)			
Three basic premises for the teaching of ESP to undergraduates are that these students:			
a) are competent readers in their native language			
b) have enough background knowledge in their specific field of study			
c) know the basic concepts used in that field.			
These premises have been formulated mainly by British and American scholars with little, if any, experience of Third World Countries reality. Our study was designed to test those assumptions.			
For three consecutive terms, students of the first semester of English enrolled in the School of History of the Universidad de los Andes (Venezuela) were evaluated in order to determine their:			
1) reading competence in Spanish at the level of process (comprehending) and product (comprehension)			
2) mastery of basic concepts			
3) knowledge of History.			
The data showed great deficiencies in the three areas. The comparison between the results obtained by every student in those tests and their grades in the English course revealed that only those subjects with a certain level of competence in the areas evaluated passed the English course.			
The implications of these findings for the teaching of ESP are discussed and a possible solution, put into practice with good results for one semester, presented.			

Abstract sheet

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Country: Hungary	Telephone: 652-096	Language of presentation: German or Russian
TITLE in the language of presentation: Einige Fragen der kontrastiven Untersuchung von Spracheinheiten der russischen, deutschen, ungarischen Fachtexten von statischer Bedeutung		
TITLE in English: On Comparison of Communication Units of Static Meaning in Russian, German and Hungarian		
(Key-words: applied linguistics)		
Communication units denoting existence and qualification are characterised by static meaning; this is particularly true of scientific-descriptive prose.		
By expressing the attribute <u>we</u> , at the same time, denote its permanency, by expressing the existence on localization of the subject, and, to a smaller extent, its change bility in time.		
In conveying these meanings the nominal sentence, wh ch is a connection of two substantives having predicative relation and a copula, or the verb <u>to be</u> as an auxiliary, is of great importance.		
In the Russian, German and Hungarian languages both the verb denoting existence and the nominal sentence show similarities and dissimilarities. Similarities are found mainly in semantics while divergencies in language formation.		
The reason for this is partially the differences in morphological structure and syntactic functions of the verbs <u>быть</u> , <u>sein</u> , <u>lenni</u> . Neither <u>быть</u> having incomplete paradigm, nor <u>sein</u> with its sheer semantics are capable of fulfilling the function of an organizing unit in scientific-descriptive prose in Russian and German; a variety of other desemantized verbs and expressions are used in this function; these show similarities in the two languages in question /Russian and German/. In communication units of static meaning the existence of desemantized organizing units in scientific-descriptive prose can be observed in all Indo-European languages.		
Other verbs are used in Hungarian not of compulsion but mainly for stylistic purposes.		
A study of the sturcture of communication units and organizing elements is an important means of both translation techniques and preparing for studies of the second foreign language.		

Abstract sheet

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Country: Belgium	Telephone: (2) 642 4008	Language of presentation: English	
TITLE in the language of presentation: Consciousness-raising and the development of learner autonomy			
TITLE in English: As above			
(Key-words: learner-autonomy; consciousness-raising)			
<p>A major goal of language teaching is to enable learners to function independently in the target language (TL). This relates primarily to their ability to manipulate the TL for communicative purposes, but should also aim at enabling learners to pursue their learning of the TL in a directed and autonomous manner. Attaining this goal involves providing learners with a. an awareness of the key parameters in their target communicative situation, b. a knowledge of how to access language learning resources, and c. strategies for monitoring and developing their communicative abilities.</p> <p>It is proposed that <u>consciousness-raising</u>, viz. explicitly focussing learners' attention on the form (both linguistic and communicative) of their language production, can advance this goal and also favour a more learner-centred mode of classroom interaction.</p> <p>While relevant in most language learning situations, this approach is particularly suited to LSP, where learning goals tend to be more clearly defined and where learners have a potentially greater contribution to make in terms of familiarity with the target communicative situations.</p> <p>The approach will be discussed with particular reference to goal fixing and error correction. Subsequently, a case study will illustrate the application of consciousness-raising techniques to the development of oral skills in a population of advanced learners of business English.</p>			

Abstract sheet

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TITLE in the language of presentation: IMPROVING COMPREHENSION OF "AUTHENTIC" VIDEO IN BUSINESS ENGLISH: THE USE OF FORMAL AND CONTENT SCHEMATA			
TITLE in English:			
<p>(Key-words: schemata, pre-viewing, business reports, problem-solution</p> <p>Recent research in comprehension has been influenced by schema theory which attempts to shed light on how knowledge of events, experiences and situations is stored and accessed.</p> <p>Research in reading comprehension shows that pre-reading exercises designed to access the relevant schema can improve reading comprehension. Two schemata can be identified: content schema and formal schema. The former is the learner's knowledge relating to the information contained in the text and the latter is the learners knowledge of how the text is organised.</p> <p>Although pre-reading activities are now well established in reading comprehension, less attention has been paid to the use of schema theory in video comprehension.</p> <p>Activating the content schema before watching a video for comprehension is obviously a useful preparation for the learner but little research has been carried out on the use of formal schema in video comprehension. Current experimentation indicates that explicit pre-teaching of such formal schemata may help comprehension.</p> <p>Business reports both written and televised are often structured around a basic problem-solution model. Briefly this model consists of a four move structure: SITUATION PROBLEM SOLUTION EVALUATION.</p> <p>In order to test whether conscious awareness of this model would aid video comprehension, 48 advanced level business students, divided into two groups, watched an 8 minute video taken from a television business programme.</p> <p>One group was regularly exposed to the problem-solution model in a course lasting 60 hours. The control group although aware of the model had much less exposure to the model.</p> <p>Under examination conditions the students were asked to watch the video and then do a written recall of the main points of the report. The class which had been exposed to the problem-solution model recalled more idea units from the video than the control group.</p> <p>The results of the above experiment indicate that the activation of a relevant formal schema (in this case the problem-solution model) may aid comprehension. Further experimentation is currently being conducted comparing the relevant effects of both formal and content schemata activation on video comprehension.</p>			

Abstract sheet

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		Language of presentation: English	
TITLE in the language of presentation:			
TITLE in English: SPECIAL PURPOSE SKILLS IN LINGUISTICALLY MIXED SOCIETIES			
(Key-words: Linguistic, social and educational; method.)			
<p>The professional concern with LSP that unites us today is mainly with the developed languages of developed economies. Yet all round the world there are languages used by smaller groups and in traditional societies where certain speakers seek to become bilingual for their own good reasons and are able to achieve their purposes through their own keen awareness of language and the recognition of their needs and linguistic co-operation of those they speak with.</p> <p>This paper argues that in modern, unilingual communities the interlocutors of newcomers and of minority members are unaware of their language needs and for this reason unable to help them meet those needs. This lack of awareness would also account for the very poor achievement in languages of so many pupils belonging to the majority group.</p> <p>This is a problem for the whole of society. However, in 'developed' countries with a linguistically mixed population that population is likely to^{be} represented in mixed classrooms. And in such classes, it is suggested, all pupils could benefit from a language programme that included the study of language use for relevant specific purposes.</p> <p>As an example, a set of texts will be presented to show what can be achieved, at a relatively early stage in the study of grammar, by collecting and comparing different texts all of them relevant to the everyday experience of trainee workers in the catering trade.</p> <p>(Extract from <u>Patterns and Meanings</u>, a course in English grammar and register, forthcoming)</p>			

Abstract sheet

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TITLE in the language of presentation: English			
TITLE in English: LSP communication in a historical perspective. Changes in communicative strategies in scientific English			
(Key-words: LSP communication, communicative strategies)			
<p>In my paper I shall discuss lexical, syntactic and textual changes that have taken place in scientific English discourse over the past 300 years. The paper forms one part of a larger survey of how communication strategies change when the "context of situation" of the text changes, either synchronically or diachronically, and how the differences are manifested linguistically.</p> <p>My analysis will be based on representative samples of old and modern scientific discourse and will take into account the immense progress in scientific disciplines and the changing role of English in the development.</p> <p>The following points will be taken up:</p> <ul style="list-style-type: none"> - Changes in text type and rhetoric structure - Specialization within science and its linguistic effects - National and international uses of English <p>I hope to show how these aspects materialize in the lexical and syntactic choices of scientific discourse over the past 300 years and also to suggest what developments are likely. How the fact that the role of English within LSP is more and more that of a field-specific international communication tool will affect its use in the future.</p>			

Abstract sheet

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Country: FRANCE 20 43 45		Telephone: 24 or 20 67 11 38	Language of presentation: English
TITLE in the language of presentation:			
TITLE in English:			
(Key-words:)			
New computer-based strategies for perception, construction and organisation of knowledge.			
CALL - Individualisation for students SAM - Authoring-System for teachers			
<p>The capacity of data processing has already been recognized for some time in linguistic fields, notably in lexicological research.</p> <p>The arrival of micro-computers and the increasing availability of professional software have provided teachers with the means for creating many kinds of documents.</p> <p>Today such software may be used for teaching purposes, thus becoming an automatically repetitive exerciser (cloze tests, multi-choice, etc...)</p> <p>The approaches take little account of the specific capacities of computers as a teaching aid (variable display-capacity, interpretation of open answers, graduated help and specific paths for learners, control of video-disks, tape-recorders, audio-cards, etc...)</p> <p>The authors have developed a system (SAM) providing teachers with a user-friendly and effective tool for creation of teaching programs. SAM makes full use of computer's capacity and of the teachers ability and experience.</p> <p>We will present examples of the many hundreds of heures of teaching materials already available.</p>			
L. BLONDEL. J.M. THIBAUT. G. VERRIER.			

Abstract sheet

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TITLE in the language of presentation:		

TITLE in English: A Survey of LSP at Slovene Universities -
Translation into L₁ Revisited

(Key-words: Slovene LSP university courses, translations into L₁)

The survey, based on a questionnaire distributed to all LSP teachers at Slovene universities will present organizational aspects of courses, status of LSP teachers and of the subject, research areas, and educational background of the teachers. Following this, the materials used/designed by LSP teachers who are language teachers by profession will be compared to the materials used/designed by LSP teachers who are not language teachers by profession but e. g. geologists, lawyers, and teach in addition to their basic subject also foreign language. In line with this comparison I will discuss the various types of translation into L₁ as envisaged in the courses, in particular the information processing in L₁ based on FL input, as an important aid in studying foreign literature.

Abstract sheet

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Country: BRD/West Germany		Telephone: (0541) 608-4260	Language of presentation: English
TITLE in the language of presentation: TERMINOLOGY WORK AS THE BASIS OF LANGUAGE CORPUS PLANNING (IN QUEBEC, CANADA)			
TITLE in English:			
(Key-words: Status, Corpus, Terminology, Francization)			
<p>Whenever two languages are in contact and one is dominating, it is vitally important for the survival and equality of the dominated language to limit the influence of L 1 and to develop one's own terminological framework which can then be applied in L 2. This is particularly true if L 1 is English and if the developments in specific areas of social, economical and technological organization (as reflected in the terminological innovations) originated in English-speaking countries themselves. But even otherwise and generally speaking, English has a unifying (if not reductionist) effect on competing codes. The problem, therefore, is to produce and implant as many valid (terminological) equivalents in other languages as possible so as to secure the vitality and long-range survival of those languages and thus functional diversity on earth.</p> <p>In the case of Quebec and thus of French on the North American continent terminological endeavors initiated by the Provincial Government can clearly be interpreted as a basic need in terms of language corpus planning (accompanied, of course, by status planning measures like Bill 101). They are aimed at re-establishing the possibilities for a genuine use of French in the public/work life of the Francophone people, including interaction and communication on all possible levels in French, formally as well as informally (this process is called "la francisation").</p> <p>After a short theoretical introduction and characterization of the setting in which terminological work in Quebec takes place I will describe the specific features of an institution such as the "Office de la langue française", their objectives, their procedures in the area of terminology, some of their products, their problems they have to solve, and their perspectives. It is self-understood that this work is closely associated with similar attempts/approaches in France and the francophone world as a whole.</p> <p>In the next section of my paper I will then look more closely into some of those processes by which elements of this LSP (centrally produced) are put into practice. Within that carefully thought-through infrastructure I will particularly analyze the role of terminological advisers, of localized linguistic services (including translation) and of a computerized terminology bank ("Banque de Terminologie du Québec"). At this point I could also demonstrate some material and finally show, how Quebec is now able to export its knowledge to other parts of the world.</p>			

Abstract sheet

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TITLE in the language of presentation:

THE SUPERVISOR AS COURSE DESIGNER: RESOLVING THE CONFLICT BETWEEN ACADEMIC NEEDS AND PRAGMATIC CONSTRAINTS IN THE MASS EAP READING COURSE AT AN ISRAELI UNIVERSITY

(Key-words: course design in EAP/reading comprehension)

Undergraduate students in Israel are required to do a large portion of their university reading in English and are therefore obligated to fulfill an English language requirement in the first year. At Tel Aviv University the students are placed in one of 3 levels of English-Basic (a general EAP course), Intermediate (a general EAP course) or Advanced level (a subject-specific course). The largest block of courses is the intermediate level, comprising approximately 3000 students per year and a staff of some 30 teachers in over 100 classes. As coordinators of this course, the authors of this paper are thus faced with the task of devising a curriculum which will not only meet the students and faculty's academic needs but will also take into account the constraints of a mass language course. In this paper we present a course design which is an attempt to resolve the inherent conflict between various academic requirements and practical constraints.

In addition to the overall aim of preparing the student to do high level academic work in English are the more specific objectives:

- i) teaching global reading strategies for long texts at a high linguistic and conceptual level.
- ii) teaching micro-skills
- iii) familiarizing the students with various genres of academic writing.

Some of the practical constraints are:

- a. a lack of commercially prepared materials which can adequately meet our academic needs.
- b. a large staff of teachers with various experience, training and styles of teaching.
- c. the compulsory nature of the course
- d. the effects of the social, political and economic reality of Israeli life on the student population

The ultimate structure and content of a mass EAP course cannot be determined without taking some of the above factors into account.

Abstract sheet

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TITLE in the language of presentation:			
TITLE in English:			
BORDERLINE: consolidating field-related vocabulary			
(Key-words: ESP, economics, vocabulary, computer)			
<p>The Centre for Modern Languages of the Dutch-speaking university of Brussels (ITO/VUB) is currently investigating - in cooperation with the university Information Technology Department - ways of adapting well-trying classroom activities for computer assisted language learning.</p> <p>One such activity is BORDERLINE. Originally designed at the ITO/VUB as a specific classroom game for students majoring in economics, the activity is now available on disk.</p> <p>BORDERLINE has two main aims, one specific the other more general:</p>			
<p>1. helping users <u>acquire and reinforce their knowledge of specific vocabulary</u>: lexical items of prime importance to economics students (related e.g. to industries, crops, minerals, finance etc.) are notoriously difficult to teach in a lively and interesting way; BORDERLINE is specifically aimed at encouraging students <u>to scan and re-scan</u> factual information about the world economy, thereby helping them consolidate their knowledge of field-related vocabulary as part of a <u>natural learning process</u>;</p>			
<p>2. helping users <u>increase their knowledge of world economy</u>; students are invited <u>to tap the computer for information</u> about an unidentified country; items of information are then pieced together and an attempt is made at identifying the country; success will depend largely on the user's ability <u>to select relevant information and combine selected items of information effectively</u>.</p>			
<p>The suggested paper will include a detailed description (and practical demonstration) of the programme and discuss methodological approaches as well as broader educational implications.</p>			

Abstract sheet

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		Language of presentation: ENGLISH	
TITLE in the language of presentation: NARROWING THE FOCUS OF TRAINING: NON-FINITE ("-ING") VERB FORMS IN ENGLISH IN MEDICINE AND HEALTH SCIENCES			
TITLE in English:			
(Key-words: Medical English; postgraduate training; research papers; non-finite verb forms.)			
Co-authors: EVELIEN KEIZER, Department of Linguistics, Vrije Universiteit, Postbus 7161, 1007 MC Amsterdam, NL ALF KEULEN, Dutch State School of Translation, Postbus 964, 6200 AZ Maastricht, The Netherlands.			
It is axiomatic that there is little to be gained by focussing students' educational training on what they can already adequately accomplish. Emphasis thus may be erroneously placed on training in the use of a particular grammatical or rhetorical device, whereas the recipients of the training may have problems only in relatively restricted areas of use. This presentation reports a small-scale comparative investigation into the distribution and usage of non-finite ("-ing") verb forms in English research papers in Medicine and Health Sciences, contrasting usage in a corpus of texts (45,000 words), published in journals with a high impact factor, with that in the drafts (20,000 words) of junior researchers following a training course at the University of Limburg, Netherlands. It will be shown that, although overall frequency is similar (10.26 and 10.01 occurrences per 1000 words respectively), there are significant differences in restricted areas (eg. restrictive relative clauses, certain types of adverbial clauses, and complete absence of use in certain categories), indicating where the focus of training ought to lie. The results of an on-going replication study will also be presented. Conclusions will be drawn relating to the design of the training course, with implications too for translation.			

Abstract sheet

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		Language of presentation: ENGLISH	
TITLE in the language of presentation: LANGUAGES AND INTERNATIONAL MANAGEMENT: GLOBALIZATION OF THE			
TITLE in English: LANGUAGE TEACHER			
Co-presenter: STEVE FOSTER, Faculty of Economics, University of Limburg, Postbus 616, 6200 MD Maastricht, the Netherlands.)			
(Key-words: International Management; language training; integration; problem-oriented			
<p>With the increasing globalization of business enterprises, even relatively small firms are finding their trading relations involve all kinds of international commitments, from simple direct exporting to managing strategic business units in foreign countries. Not only do training courses for prospective managers take the international dimension into account, but, increasingly, specialized degree courses are designed to train managers in awareness of cultural and linguistic differences. The language trainer in such courses needs to take account of such differences, and, importantly, to become more than minimally cognizant of all the factors influencing international business. This presentation discusses the role of foreign languages (English, French and German) in an undergraduate degree course in international management at the University of Limburg, the Netherlands, where the economics, business and management components are acquired largely through the medium of one of the foreign languages (mainly English), and where the language input/practice is designed to be totally integrated with the subject matter. The presentation will discuss the implications of such integration with a problem-oriented, learner-centered approach, and will include results of an evaluation study conducted in early 1989.</p>			

Abstract sheet

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Language of presentation: ENGLISH

Title: The design and teaching of a 40-hour crash course in technical written English for Flemish engineers who write instruction manuals for an international producer of medium and heavy industrial plant.

Short title: Custom-built course methodology: an example

Key words: ESP /technical / written / methodology / course design

ABSTRACT:

This paper describes the steps following the acceptance of a brief to design and teach a short course in technical English for Flemish technical engineers employed in the technical manuals unit of an international company producing medium and heavy industrial and building-site plant. The course was to be the basis on which (some of) those following it would be enabled to take up responsibility for writing technical manuals in English.

The method followed was:

- analytical: based on an analysis of the structures used in existing manuals;
- comparative: concentrating on the areas of special difficulty for Dutch speakers;
- critical: leading eventually to a seminar with the whole of the technical writing unit on the criterion of clarity and its relation to English as an *international* language.

The course was taught in Dutch in weekly 2-hour sessions. The exercises used were derived from the existing technical literature and involved both translation and purely English work.

This paper presents the specific conclusions derived from the analytical, comparative and critical stages of the preparatory work, together with general conclusions regarding the efficacy of this sort of narrowly-defined ESP teaching.

Abstract sheet

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TITLE in the language of presentation:			
Communication for Specific Purposes: CSP for international business			
TITLE in English:			
(Key-words: intercultural training, business LSP)			
<p>Intercultural training for business people is attracting more and more interest from the communication sciences. Numerous handbooks have been published and various courses are offered. But we are still far from having the right answer to basic questions: what is it exactly that should be taught? How is the information to be gathered? Just how specific should the courses be concentrating on one country/area, and to what extent is it better - and useful - to provide general intercultural awareness? Questions that had to be answered at the beginning of the seventies for communicative language teaching are back now, as we are confronted with a new kind of challenge: Communication for Specific Purposes.</p>			

A SYSTEMATIC APPROACH TO LEARNING AND TEACHING

LSP VOCABULARY AND SYNTAX.

In LSP-teaching we need to distinguish between specific vocabulary, i.e. vocabulary related to a project, mission, etc... and general vocabulary used across disciplines. The general vocabulary in turn can be broken down into neutral or objective vocabulary items or subjective, speaker-related ones e.g. 'low profits' versus 'slim, modest' profits; 'to break' compared to 'to snap'; 'to buy up' compared to 'to snatch up'.

As far as syntax is concerned, there is, firstly, syntax connected with a project e.g. a presentation with overhead projector about a market survey or trends in sales figures, or a telefax message about a change in a conference programme. In either case the need for a particular kind of syntax is apparent. Yet another kind of syntax will be required in building up an argumentation.

Next there is subjective, speaker-related, dynamic syntax e.g. to complain, to express anger, to make a point strongly or persuasively, to disagree in a guarded or an abrupt, blunt way.

In the second part of our presentation we will deal with the didactic consequences of looking at LSP in the way described above.

Specific vocabulary learning will be related to a project chosen by the learner or assigned by the teacher or the circumstances. General vocabulary can be acquired systematically in categories related to concepts e.g. vocabulary to denote 'change' or 'rise and fall', presented in computer programs or in schematic surveys. As for syntax specific areas need to be defined e.g. the language of tact, using emphasis to put it strongly to be able to convince, to impress, the language for a particular kind of presentation. To acquire those skills the learner needs to be offered abundant but carefully selected listening, viewing and reading material clearly illustrating the use of language for a particular situation or purpose and carefully analysed; secondly he needs to be given opportunities to practise the language features observed in a context - real or assigned - in which he feels sufficiently concerned or which is relevant to his field of interest.

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BELGIUM

Abstract sheet

Family name:		First name(s):	
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G B.	(11) (0) (61) 225 3311	ENGLISH	
TITLE in the language of presentation:			
CALL FOR SCIENCE AND TECHNOLOGY STUDENTS			
TITLE in English:			
CALL FOR SCIENCE AND TECHNOLOGY STUDENTS			
(Key-words: CALL/LANGUAGE OF SCIENCE/LANGUAGE OF TECHNOLOGY/DATABASES/CONFERENCING)			
<p>Although the need for scientists to understand other languages is widely recognised, there are usually tight constraints on the time available for language acquisition. Only a highly structured and efficiently taught course concentrating on the particular needs and learning strategies of scientists can produce the required degree of linguistic competence. Modern information technology, through CALL (Computer-Assisted Language Learning), is ideally suited for this purpose. This is what UMIST (University of Manchester Institute of Science and Technology) set about implementing for its science and technology students.</p> <p>CALL provides a highly structured learning environment but is also very flexible, enabling the student to work at his own pace, in his own time. At the core of the course stands a suite of graded CALL units which take the student through the relevant grammatical stages and provide him with sufficient knowledge to read LSP texts and with some, albeit limited, conversational skills. Supplementary tools are placed around this core. Special programs help the student build up his vocabulary and become familiar with the terminology of the subject. Simulated scientific experiments encourage the acquisition of specific skills, like report and précis writing, abstracting, indexing, etc. Computer-conferencing facilities introduce the student to the communication skills demanded of a computer-literate scientist. Finally, the more advanced student is given opportunities to access both real and mock-up international scientific databases and practise his newly-acquired skills in an authentic or reconstituted environment.</p> <p>During the actual running of the course the tutor can then concentrate on the individual students who require special attention. In this way, an overall gain in efficiency is achieved, which in itself makes feasible the running of LSP courses for full-time science students under given time-constraints.</p>			

Abstract sheet

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Country: Poland		Telephone: 486-32	Language of presentation: English
TITLE in the language of presentation: COMPUTER-AIDED ESP COURSE			
TITLE in English: COMPUTER - AIDED ENGLISH FOR SPECIFIC PURPOSES COURSE (Key-words: ESP, Computer-aided)			
<p>The presentation deals with a computer-aided model of teaching English as a foreign language to Polish students whose main need is to gain access to specialized information in their own field through English. The primary purpose of the course is to help students read textbooks, works of reference, sourcebooks and journals in English in the register of economics and business. The secondary objective is to teach them some writing of business letters and reports. The computer technology has been applied as a means of instruction. The following roles of the computer in the teaching/learning situation have been described: electronic board, partner and an expert. Some typical text reconstruction computer programs will be presented. In the conclusion some predictions concerning the prospects of CALL/T development are considered.</p>			

Abstract sheet

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TITLE in the language of presentation: Einfluß des Paradigmas auf den Diskurs deutscher medizinischer Forschungsberichte			
TITLE in English: Influence of the Paradigm on the Discourse of German Medical Research Reports (Key-words: Medical German, Discourse, Paradigm)			
<p>Knowledge about text patterns is helpful and necessary for the comprehension and production of texts. Getting a scientific paper published depends nowadays more and more on writing according to special conventions - as reflected by the strict instructions for authors in scientific journals. The discourse of research reports is determined by extralinguistic factors, especially by the paradigm of scientific research.</p> <p>Previous studies of German, Finnish and English medical reports have shown that the superstructure of the discourse of German and Finnish medical reports has changed during the last hundred years and assimilated to the dominant English model.</p> <p>In this study I'm going to show, how changes in the paradigm have influenced the changes in the superstructure of published German medical reports during the last hundred years.</p>			

