ABSTRACTS

Hermes 30-2003

Lone Ambjørn

Computermediets differentieringspotentiale i sproglig læring belyst ud fra en procesorienteret synsvinkel

The main point of this article is to demonstrate that the existence of the computer-medium within L21 learning and acquisition is justified by its potential of differentiation. In order to make the optimum use of this potential, it is necessary to design syllabi based on L2 research and theories of language learning acquisition. Taking as a starting point the learner's interlanguage development, I am introducing a model of L2 learning and acquisition, a model based on input as well as on output. The strong point in having this model is that you can use it for computer-assisted language learning, and in this way you can contribute to the implementation of differentiated syllabi that take into account the psycholinguistic processes that characterize interlanguage development.

Karen M. Lauridsen

Definition af kompetenceniveauer i fremmedsprog inden for en fælles europæisk referenceramme

The definition of levels of foreign language competence is anything but unambiguous. There is thus a need for a more fine-tuned framework of reference, within which the different levels of competence may be described. In this article the Common European Framework of Reference, developed under the auspices of the Council of Europe, will be briefly described as will DIALANG, a web-based diagnostic testing system developed in accordance with the common European framework. Finally, the strengths and weaknesses as well as the perspectives for future use of these new tools will be discussed.

Ole Lauridsen

En hvepserede: læringsstile i e-learning

The concept of learning styles is a hornet's nest. In the last couple of decades, it has gained ground in constructivist learning activities; however, there has been no real consensus as to approaches, to definitions, and to integrating it in practice.

Besides briefly discussing the must of integrating ICT in HE learning activities, this paper delves into the concept of learning styles and shows how the various subconcepts can be merged in such a way that learning styles become a useful operational concept.

Bernt Møller

Internet som tekstsamling og ressourcebank i sprogundervisningen

The World Wide Web contains huge amounts of documents in several languages. Also, internet offers numerous resources which may help in finding and understanding web documents. This article firstly aims at passing on facts and considerations from the author's teaching experience within a thematic process framework of Information Management. Here, information searching, evaluation, registration and presentation are guidelines. In information searching, the points touched upon include search engine strategies, such as qualified URL guessing and language checking. Information evaluation mentions a few basic techniques while information registration and presentation point to the utility of co-integrating multimedia links in the software applications. Secondly, the article in a smaller section suggests a typology for internet language resources and comments on a number of useful language web sites. Finally, selected perspectives and challenges are outlined.

Morten Pilegaard

Netværksbaseret læring. In casu *medicinsk engelsk*

This paper discusses pedagogical and technological aspects of networked learning and the interplay between pedagogical principles, information technology and the educational and organisational frameworks in the context of a distance-teaching course for Danish graduates seeking research-based further education and training in English for medical purposes. The empirical basis is an evaluation report of a second generation distance-teaching course where applied information technologies are geared to maximum pedagogical efficiency by presenting on-line course materials in a flat visual design and by facilitating dialogue between course participants working in teams.

Lise Bernhardt

Tekstuelle bistrukturer – definition og funktion

A text can be divided into a main line and "someting else", which is not part of the main line. The main line, which may also be called the main structure of the text, has been defined on various occasions by the use of such terms as "chronological development", "foreground", etc. Furthermore, it has been described as the skeleton of the text. Those parts which are not main structure, and which may be called side structures, have until now only been defined negatively as not being main structure.

This article describes the German researcher Christiane von Stutterheim's definition of main- and side structures. After this it suggests an alternative definition, which provides more insight about side structures, beside the fact that they are not main structure. To reach a more complete description of side structures, this article analyses the functions that side structures have in texts.

Ángel Felices Lago

Reformulation of the domain-level semantic pattern of axiological evaluation in the lexicon of English verbs

The three-level hierarchy of values in Faber and Mairal's work (*Constructing a Lexicon of English Verbs,* Berlin: Mouton de Gruyter, 1999) is based on the scales of values given by Max Scheler or Józef Tischner, which are deeply rooted in the theory of the Great Chain of Being (employed by Aristotle in his *scala naturae*). Faber and Mairal also provide an account of the relationship between lexical structure and cognition. A key issue was the introduction of a cognitive axis and a typology of predicate schemas in the lexicon (at lexeme, sub-domain and domain level). Among the four domain-level semantic patterns proposed*, axiology* is considered to appear in many domains. However, in this article it is claimed that the axiological parameter needs further clarification and decomposition. Its structure is multi-dimensional, internally hierarchical and canonical. In consequence, the three-level hierarchy of values in the lexicon of English verbs is reformulated and the axiological parameter is divided into multilevel categories crossed by two layers of canonical axes. It is also claimed that the axiological formula incorporating this might improve the understanding of this parameter within the lexical architecture of the verbal lexicon.

Anne Schjoldager

Translation for language purposes:
Preliminary results of an experimental study of translation and picture verbalization

The relative merits and drawbacks of translation for language purposes, i.e. translation as a teaching and testing tool in the foreign-language (L2) classroom, are largely unexplored empirically, and opinions differ widely. Within the research field, scholars often ignore this use of translation or tend to condemn it out of hand. Other authors may be more positive towards translation in the L2 classroom but tend to base their views on personal beliefs and individual teaching experiences. With this paper I hope to contribute to the ongoing debate with some useful empirical fuel. The point of departure is a claim implicit in much criticism, namely that translation leads learners to commit errors that they might not otherwise commit. The paper describes the background, subjects, assumptions, procedure, and preliminary results of a small-scale experimental study of L2 translation (Danish into English) and picture verbalization in L2 (English). According to some preliminary results, learners who translated made more and other errors than learners who wrote a comparable picture verbalization. This is probably due to enhanced interference from Danish, their first language (L1).