

RESEARCH – EVOLUTION – APPLICATION

**LSP
&
PROFESSIONAL COMMUNICATION**

*Fagsprog og Fagkommunikation
Langues de spécialité et communication professionnelle
Fachsprachen und Fachkommunikation
Lenguajes Especializados y Comunicación Profesional*

**An International Journal
(Formerly Unesco Alsed-LSP Newsletter)**

**Volume 3, Number 1
April 2003**

Published by:

DFF Dansk Selskab for Fagsprog
og Fagkommunikation **LSP** Centre

Copenhagen, Denmark

LSP and Professional Communication

An International Journal

(Formerly Unesco Alsed-LSP Newsletter)

Published by: DSFF / LSP Centre, Copenhagen, Denmark

Editorial Board:

Editor: Ass. Prof. Jacques Qvistgaard, DSFF, Denmark

Co-editors: Ass. Prof. Jan Engberg, Aarhus School of Business, Denmark

Prof. Heribert Picht, Copenhagen Business School, Denmark

Journal Administrator: MA, Françoise Qvistgaard, DSFF, Denmark

ISSN: 1601-1929

Indexed in: Cambridge Scientific Abstracts (<http://www.csa.com>)
MLA International Bibliography (<http://www.mla.org>)
Dansk BiblioteksCenter (<http://wwwdbc.dk>)

The journal is published twice a year (April and October).

All correspondence related to the International Journal "LSP and Professional Communication" should be addressed to:

LSP and Professional Communication
DSFF / LSP Centre
Dalgas Have 15
DK-2000 Frederiksberg
Denmark

Tel: +45 38 15 32 89 Fax: +45 38 15 32 33 E-mail: fq.fc@cbs.dk

For further information please consult our homepage: <http://www.dsff-lsp.dk>

Copyright © 2003 DSFF / LSP Centre

It is a condition of publication that manuscripts submitted to this journal have not been published and will not be simultaneously submitted or published elsewhere. By submitting a manuscript, the author agrees that the copyright for their article is transferred to the publisher, if and when the article is accepted for publication.

Printed in Denmark
by Klink Offset A/S, Herlev

Contents

Editorial (in French and English)	4
Articles	
Stefania Cavagnoli og Anny Schweigkofler: Fachsprachen konstruieren: Kurskonzept für eine mehrsprachige Universität in Italien – Teil I	8
Patricia Edwards and Alejandro Curado: The Promotion of Tourism Through Key Concepts and Specific Discourse	26
Isabel González Pueyo and Alicia Redrado: A Functional-Pragmatic Approach to the Analysis of Internet Scientific Articles	43
Susanne Göpferich: Dynamische Verknüpfung zwischen Informationsarten über eine begriffsorientierte Terminologiedatenbank – Bericht aus dem Projekt DAiSY der Daimlerchrysler AG	60
Vladimir Leitchik & Sergey Shelov: Terminology: Where is Russian Science Today?	82
Reports	
Jan Engberg: Language Policy and Competitiveness in Business – A Danish Symposium	110
Claudia Böttger and Nina Janich Second Interdisciplinary Symposium of the Research Co-operation „European Cultures in Business Communication“	114
Information	
Déclaration de Bruxelles pour une coopération terminologique internationale/ Brussels Declaration for International Cooperation on Terminology	117
Peter Kastberg: Centre for Science Communication and Mediation (Fakultetscenter for Vidensformidling)	123
Key-Sun Choi: Introduction to Korterm (Korea Terminology Research Center for Language and Knowledge Engineering)	125
Srikant Sarangi: Launch of New Interdisciplinary Journal “Communication and Medicine”	128
Publications received	130
Conference calendar	133

EDITORIAL:

Le 14ième Symposium européen de l'AILA sur les LSP avec le sous-titre "Communication, culture, connaissances" se tiendra cette année (18-22 août) à l'Université de Surrey (Royaume Uni). Vingt six ans se sont donc écoulés depuis le premier symposium qui, à l'initiative de la Commission LSP de l'AILA et du nouveau réseau Unesco Alsed-LSP, fut organisé par le professeur Weis à Vienne en 1977.

Mis à part les réunions d'experts du Conseil de l'Europe et de l'Unesco et les 4 congrès précédents de l'AILA, ce symposium fut aussi la première occasion pour une soixantaine de chercheurs, s'intéressant à différents aspects des LSP, de se rencontrer et d'échanger leurs points de vue et leurs expériences. Le choix du pays du Professeur Wüster comme lieu de rencontre avait certainement une valeur symbolique. Malheureusement le Professeur Wüster, décédé la même année, ne vécut pas assez longtemps pour participer, mais par contre tous les autres grands noms de l'époque étaient présents, notamment Ludomir Drozd, Lothar Hoffmann, Max Gorosch et Guy Rondeau qui, à l'époque, était président de l'AILA. On peut regretter que les seules traces du symposium soient celles qu'on trouve dans le no 2 du bulletin Unesco Alsed-LSP sous forme de brefs résumés des 20 présentations.

Les deux thèmes principaux étaient simplement : didactique et théorie. Les sujets traités étaient très différents mais les « actes » ont surtout un intérêt historique. Les 12 symposiums suivants nous ont montré dans quel sens les recherches se sont orientées par la suite. Cependant, il est quand même intéressant (mais non surprenant) de constater que déjà à l'époque, même s'ils utilisaient parfois d'autres termes, les participants, y compris les illustres collègues qui avaient posé les jalons de la terminologie et de la linguistique des LSP, étaient parfaitement conscients de l'importance qu'allait prendre les LSP pour la communication professionnelle, les relations culturelles et le transfert des connaissances dans un monde en pleine évolution.

Nous pensons qu'une vue rétrospective sur les 26 ans écoulés depuis ce premier Symposium permet de conclure que notre discipline est en bonne voie, qu'elle a trouvé sa place dans le monde universitaire et est reconnue d'utilité publique. Comme nous l'avons déjà dit*, une multitude d'organisations, d'associations et de réseaux ont été créés pour promouvoir la recherche. De nouvelles approches ont permis de mieux analyser, de mieux décrire et de mieux utiliser les LSP, et de

* Unesco Alsed-LSP Newsletter, Vol. 22, No. 1 (47) June 1999, *Editorial* p.2

nouveaux champs d'action se dessinent (les politiques linguistiques entre autres). Reste à persuader les autorités (et les milieux professionnels) que la rapidité de l'évolution nécessite un enjeu important et immédiat. L'association européenne de terminologie (AET) a eu le mérite de réunir en juin dernier une cinquantaine d'associations et de réseaux pour lancer un appel** dans ce sens aux Etats et gouvernements. Ce manifeste, portant en premier lieu sur les problèmes de terminologie, est tout aussi valable pour les autres aspects des LSP. Avec le poid que lui donnent les organisations signataires (dont plusieurs représentent des pays de l'Est qui désirent un rapprochement avec des milieux scientifiques occidentaux) il est appelé à jouer un rôle important dans l'interaction entre les chercheurs, les utilisateurs et les autorités.

Pour plus d'informations sur le 14ième symposium européen nous renvoyons nos lecteurs à son site : <http://www.computing.surrey.ac.uk/lsp2003>

Le Comité Rédacteur

DÉLAIS

Toute contribution destinée à être publiée dans notre revue “LSP and Professionel Communication” doit nous parvenir dans les délais suivants:

Vol.3., No.2, octobre 2003: **le 1^{er} juin 2003**
Vol.4, No.1, avril 2004: **le 1^{er} décembre 2003**
Vol.4, No.2, octobre 2004: **le 1^{er} juin 2004**

Pour plus de détails, veuillez consulter le site de DSFF: <http://www.dsff-lsp.dk>

** Déclaration de Bruxelles, voir page 117.

EDITORIAL:

The fourteenth AILA European Symposium concerning LSP entitled "Communication, Culture and Sciences" will be held at the University of Surrey between the 18 and 22 August this year. Twenty six years will thus have elapsed between this and the very first symposium which was held in Vienna in 1977 by the AILA Commission of LSP and the then new Unesco Alsed-LSP network.

Besides the conferences of experts held by the Council of Europe and Unesco along with four preceding AILA congresses, this symposium (organized by Professor Weis, Wirtschaftsuniversität, Vienna) was also the first time that about sixty researchers working with different aspects of LSP had the opportunity to meet and share their opinions and results. The choice of Professor Wüster's country of birth as the meeting place had a definite symbolic resonance. Unfortunately, Professor Wüster did not live long enough to attend, having died that same year. All the other renowned names of the day, however, did attend including Ludomir Drozd, Lothar Hoffmann, Max Gorosch and Guy Rondeau who was AILA President at the time. It is regrettable that the only record of this symposium is to be found in the second issue of the Unesco Alsed-LSP Bulletin in the form of brief summaries of the twenty presentations.

The two principal themes were, quite simply, didactics and theory. The subject material treated at the time was very diverse, the chief interest of these proceedings is, however, of a historical nature. The twelve subsequent symposia have reflected the direction in which research has been taken in the meantime. It is, however, noteworthy, though not altogether surprising, that already then, notwithstanding the differences in terminology used, the participants, including those illustrious colleagues who had blazed the trails of terminological research and LSP linguistics, were all perfectly aware of the growing importance of LSP research for professional communication, cultural relations and the transfer of knowledge and skills in an ever changing world.

It is our belief that, looking back over the twenty six years since that first symposium, we may allow ourselves to conclude that our subject area is well under way, that it has found its place in universities and that it has been recognized to be of use to society as a whole. As we have pointed out earlier on¹, a wealth of organizations, associations and networks have been created for the express purpose of promoting research. New methods allow us to better analyse, describe and apply

¹ Unesco Alsed-LSP Newsletter, Vol. 22, No. 1 (47) June 1999, *Editorial* p.2.

LSP, at the same time, new fields of action arise, not least in the area of new language policies.

The task at hand is to persuade the authorities and professional circles that the high pace of development requires an immediate and widespread effort.

The European Association for Terminology (EAFT) assembled, very much to its credit, around fifty associations and networks last June in order to agree on and issue a warning² to this effect to countries and governments. This manifesto applied mainly to the area of terminology is of equal validity to other aspects of LSP. With the weight given it by the signatory organizations of which many are eastern European seeking closer ties to western scientific circles, this manifesto will doubtlessly play a major role in the interaction of researchers, users and the authorities.

Further information regarding the 14th European Symposium on LSP may be found on the web-site of the symposium :<http://www.computing.surrey.ac.uk/lsp2003>

The Editorial Board

DEADLINES

Any contribution to be published in the International Journal "LSP and Professional Communication" should reach us within the following deadlines:

Vol.3., No.2, October 2003: **June 1st 2003**
Vol.4, No.1, April 2004: **December 1st 2003**
Vol.4, No.2, October 2004: **June 1st 2004**

For more details, please consult our web-site: <http://www.dsff-lsp.dk>

² The Brussels Declaration, see p. 120.

ARTICLES:

Fachsprachen konstruieren: Kurskonzept für eine mehrsprachige Universität in Italien – Teil I

Stefania Cavagnoli (Libera Università di Bolzano, Italy)
Anny Schweigkofler (Università degli Studi di Trento, Italy)

1. AUSGANGSSITUATION

1.1 Anlass eines Projektes

Ausgangspunkt für die Ausarbeitung eines Kurskonzept für Fachsprachen war ein Auftrag des Sprachenzentrums der Freien Universität Bozen (Italien) im Jahre 1999. Die 1998 gegründete Wirtschaftsfakultät dieser Universität bietet einen Teil der Lehrveranstaltungen auf Deutsch, einen Teil auf Italienisch und einen Teil auf Englisch an. Für die Studenten bedeutet dies, dass sie Pflichtveranstaltungen in diesen drei Sprachen besuchen und die Prüfungen in der jeweiligen Sprache der Lehrveranstaltung ablegen müssen. Zu Beginn des Studienjahres erwartet man von den StudentInnen, dass sie gute Kenntnisse in zwei dieser drei genannten Sprachen haben und zumindest Grundkenntnisse in der dritten. Während des ersten Studienjahres sollen die Sprachkenntnisse in dieser dritten Sprache vertieft und ausgebaut werden. Das Sprachenzentrum bot dazu von Anfang an allgemeinsprachliche Kurse an. Was fehlte war ein Unterrichtskonzept für die Fachsprache(n): Unter Fachsprache(n) versteht man hier jene Sprache(n), die im Fach Wirtschaftswissenschaften wie man sie in einem akademischen und universitären Unterricht vorfindet, wichtig ist/sind, ergänzt durch den Faktor des fremd- bzw. zweitsprachlichen Unterrichts (des Englischen, Deutschen und Italienischen). Die vortragenden Professoren kamen/kommen zum Großteil von deutsch-, italienisch- und englischsprachigen Universitäten und bringen/brachten neben der Sprache auch ihre jeweilige akademische Kultur mit. Die StudentInnen sind zum Großteil zweisprachig Deutsch-Italienisch und zu einem geringen Teil je einsprachig deutsch oder einsprachig italienisch.

1.2 Bedarfsanalyse

Der Konzepterstellung ging eine Bedarfsanalyse voraus, in der Informationen von StudentInnen und Professoren eingeholt wurden. Dies geschah in Form von Fragebögen an die Studenten und in Form von semistrukturierten Interviews mit

den Unterrichtenden (Professoren/Tutoren). Ergänzt wurden diese Informationen durch Lehrveranstaltungsbesuche und durch eine Analyse der in den Lehrveranstaltungen verwendeten Lehrwerke. Diese Bedarfsanalyse lieferte einerseits die nötige Hintergrundinformation und war andererseits Gradmesser für die Bereitschaft der StudentInnen und Fachdozenten für eine Zusammenarbeit in den Fachsprachenkursen.

1.2.1 Fragebögen an die Studenten: Ergebnisse

Die Fragebögen wurden gegen Ende des Studienjahres 1998/1999 verteilt. 25 der 70 eingeschriebenen Studenten (= 35%) füllten die Fragebögen aus.

Nach Meinung der StudentInnen sollte man gute Grundkenntnisse in Deutsch, Italienisch und Englisch haben, um den Lehrveranstaltungen an dieser Universität folgen zu können. Zu Beginn des Studienjahres hätten sie damit größere Probleme gehabt. Im Laufe des Jahres hätten diese abgenommen, obwohl die Sprache auch noch am Ende des Jahres als das größte Problem bei der Aufnahme des Stoffs in den Lehrveranstaltungen angesehen wurde. Erst danach geben die StudentInnen den Vortragsstil des Professors/Dozenten und die mangelnde Vertrautheit mit der Materie als Verständnisschwierigkeit an.

Die Zusammenarbeit untereinander stuften die Studenten als gut und gleichzeitig wenig konstant ein: Sie würden die Vorlesungsmitschriften austauschen und abwechselnd die Lehrveranstaltungen besuchen. Wenn sie lernen, dann würden sie das zunächst alleine tun und dann in der Lerngruppe wiederholen. Oft würde dieser abschließende Vergleich in der Gruppe auch wegfallen. Außerdem würden sie beim Lernen den Lernstoff vor allem durchlesen, das Wichtigste unterstreichen und im „Kopf“ wiederholen. Andere zögen es vor, die Texte mehrmals einfach zu lesen, wieder andere diskutierten über die Lerninhalte mit Studienkollegen, und eine kleine Gruppe fasste die zu lernenden Texte schriftlich zusammen.

Im Großen und Ganzen strebt man eine Annäherung an den angelsächsischen akademischen Unterrichtsstil an: Die Lehrveranstaltungen gestalten sich demnach interaktiv; von den Studenten wird erwartet, dass sie auch während der Vorlesungen durch Fragen und Kommentare intervenieren. Auf die Frage, welcher Vortragsstil der beliebteste sei, antworteten die StudentInnen im Fragebogen: Jener, bei dem ein Professor eine „Vor-Lesung“ halte, also mehr oder weniger ein Skriptum vortrage.

In einem Fachsprachenkurs wollten sich die Studenten zunächst vor allem mit der Terminologie auseinandersetzen, weiter würden sie Fachdiskussionen in Kleingruppen als wichtig ansehen. Als dritter Punkt erschien den Studenten die Textarbeit sehr wichtig; Grammatikübungen erschienen den Studenten am wenigsten wichtig.

Die Studenten gaben an, 3,5 Stunden pro Woche für einen Fachsprachenkurs aufwenden zu wollen.

1.2.2 Interviews mit den Professoren und Dozenten: Auswertung

Mit acht Lehrenden wurde ein semistrukturiertes Interview geführt, d.h. es gab einige Leitfragen, an denen sich das Interview orientierte. Zu den acht Interviewten gehörten sowohl Professoren als auch sog. Tutoren. Letztere kann man in ihrer Funktion als ein Mittelding zwischen einem italienischen „ricercatore“ und einem deutschen „Assistenten“ sehen. Drei der Vortragenden hatten Italienisch, fünf Deutsch als Muttersprache. Nicht alle hielten die Lehrveranstaltungen in der Muttersprache. Dies galt vor allem für das Englische.

Die von den Vortragenden gewählte Didaktik variierte von Person zu Person und von Materie zu Materie. Ausschlaggebend war in jedem Fall die universitäre Tradition, aus der die Vortragenden kommen: Den größten Kontrast stellten hier der „typische italienische“ und der „typische englische“ Professor dar. Dabei kam es auch zu exotischen Kombinationen: Ein paar Monate unterrichtete ein deutscher Professor auf Englisch italienisches Recht.

Den Vortragenden sei bewusst, dass sie vor einem anderen als ihrem gewohnten Publikum stehen würden. Aus diesem Grund wären sie sehr bemüht, deutlich zu sprechen und wichtige Konzepte öfter zu wiederholen.

In der Regel kommen die Dozenten und Professoren nur für einige Semester von ihren Heimatuniversitäten an die Wirtschaftsfakultät der Freien Universität Bozen. Mittlerweile (Studienjahr 2001/2002) sind einige von ihnen (c. 3) fest an der Bozner Universität angestellt.

Die meisten Prüfungen wurden schriftlich abgelegt. Meist wurden Multiple Choice Tests und kurze Aufgabenstellungen in Form von Fragen vorgelegt. Vereinzelt wurden längere Hausarbeiten verlangt. Es wurde betont, dass man bei den Prüfungen auf den Inhalt und nicht auf die Form (= Sprache) achte: Das „Fachliche“ und nicht die Sprachkenntnisse seien Gegenstand der Prüfung. Dies ist eine besonders interessante Ausgangsposition, da anhand solcher Aussagen und deren Konsequenzen (beispielsweise auf das Korrekturverhalten) festgestellt werden konnte, in welcher Art und Weise die Fachleute glaubten, Fachlichkeit und Sprache trennen zu können.

Grundsätzlich wurde von allen Dozenten und Professoren das Angebot von Fachsprachenkursen begrüßt.

1.2.3 Lehrwerkanalyse

Ausgangspunkt bei der Analyse der Lehrwerke und Handbücher war: Nicht-Fachleute untersuchen universitäre Fachlehrbücher unterschiedlicher sprachlicher Provenienz aus einer linguistisch-didaktischen Perspektive ohne den Anspruch eines kulturellen und inhaltlichen Vergleiches. Die Lehrwerke sind als Basisliteratur für die jeweilige Lehrveranstaltung einzuschätzen. Unsere Analyse war deshalb in erster Linie lehrwerkimmanent und nicht kontextgebunden, d.h. sie

orientiert sich einerseits an den vom Autor im Vorwort selbst explizit angeführten Angaben und andererseits an unserem sprachdidaktischen Blickwinkel.

Der linguistische Blickwinkel wurde unterstützt durch unser Instrumentarium, ein Raster der Lehrwerkanalyse, das für die Sprachlern- bzw. -lehrbücher benutzt worden war. (Vgl. Kast/Neuner 1994)

Folgende Punkte wurden untersucht:

Kriterien

- Layout: Cover, graphische Darstellung, Format
- Preis
- Zusatzmaterial (intern/extern)
- Zielgruppe (laut Vorwort)
- Vorkenntnisse des Faches, im Vorwort angegeben oder nicht angegeben bzw. Ziel des Buches
- Tätigkeit/Fertigkeit

Lesen: globales/analytisches Verständnis

Schriftlich gestellte Aufgaben/ Übungen (Produktion): Wie sind sie in die rezeptive Leseaufgabe eingefügt? Wie sind sie gestaltet?

- Didaktische Ausführungen des Autors wie sie im Vorwort wiedergegeben werden (Methodische Hinweise und Erklärungen zum Gebrauch des Buches)
- Inhaltsverzeichnis: Struktur, inhaltliche und grafische Klarheit/Übersicht
- Kapitelübergänge und –zusammenhang – soweit explizit im Text oder Vorwort angegeben. Anzahl der Kapitel/Einteilung.
- Textsorten

Zur Lehrwerkanalyse lässt sich Folgendes zusammenfassen: Es überwiegt die englischsprachige bzw. die aus dem Englischen übersetzte Literatur. Die englischen Fachbücher haben ein farblich sehr ansprechendes Layout und weisen auch die größte Bandbreite an Übungen, Aufgaben und Fragestellungen auf. Bei einem Lehrbuch für Makroökonomie, das im englischen Original verwendet wurde, fällt dies besonders auf. Im Gegensatz dazu sind die Rechtsfachbücher in italienischer Sprache, die sehr umfangreich und wenig handlich, einheitlich schwarz-weiß gehalten sind und im Vergleich zu den englischen und deutschen Lehrbüchern ein sehr limitiertes Übungsangebot aufweisen: Neben Literaturempfehlungen vor jedem Abschnitt findet sich lediglich eine Fragestellung nach jedem behandelten Abschnitt. Hinsichtlich der Punkte Layout und Didaktisierung, d.h. angebotene eingefügte Aufgabenstellungen, nehmen die deutschen Lehrbücher eine Art Zwischenstellung ein. Deutsche Lehrbücher weisen eine große Bandbreite an unterschiedlichen Textsorten auf: beispielsweise Zitate, Auszüge aus Zeitungen, Lexika, Übungsangebote. Die englischen und italienischen Lehrbücher bleiben durchgängig der Texttypologie „Lehrbuch“, also der vom Verfasser gelieferten linearen Erklärung verhaftet. Alle Bücher sind mehr oder weniger für das Studium konzipiert worden bzw. sind als Einführung oder Handbuch für das jeweilige Fach gedacht. Was die Leser- bzw. Lernerfreundlichkeit betrifft, so kann man für die

englischsprachigen bzw. aus dem Englischen übersetzten Lehrbücher eine starke Orientierung am Lerner feststellen, während die italienischen Fachbücher eine stärkere Orientierung am Fach aufweisen. Auch hier nehmen die deutschen Lehrbücher eine Zwischenposition ein.

In den ersten Studienjahren (1998/99) wurden bereits bewährte Lehrbücher verwendet. Im Laufe der Zeit (ab 2000) sind die Professoren immer mehr dazu übergegangen, Skripten zu entwerfen und diese den Studenten per email zugänglich zu machen.

1.2.4 Schlussfolgerungen aus der Bedarfsanalyse

- Die Studenten werden mit unterschiedlichen akademischen Traditionen und Vortragsstilen konfrontiert.
- Für diese spezielle universitäre Situation entworfene Lehrwerke oder Skripten gibt es nur vereinzelt.
- Studenten und Professoren begrüßen das Angebot von Fachsprachenkursen: Es gibt sehr vage Vorstellungen darüber, was in derartigen Kursen gemacht werden könnte. Terminologiearbeit wird als ein wesentliches Merkmal von Fachsprachenkursen angesehen. Grundsätzlich ist man aber offen für Neues.
- Es gibt so gut wie keinen festen Lehrkörper. Eine Zusammenarbeit zwischen Fachlehrern und Fachsprachenlehrern muss dementsprechend flexibel gestaltet sein. Team-Teaching mit Fach-Professoren ist zunächst unwahrscheinlich.
- Die Studenten sind bereits Experten im Entwickeln von Überlebensstrategien. Sie würden Fachsprachenkurse nicht propädeutisch, sondern unterstützend und parallel zu ihrem Fachunterricht besuchen. Dies hat klare Konsequenzen für die Kurskonzeption: Die Studenten sind fachlich gebildet und unmittel interessiert am Aufbau ihres Wissens. Da ein Fachsprachenkurs aber weder verpflichtend ist noch Credits für das Studium bringt, muss er auf jeden Fall sinnvoll und unmittelbar nutzbringend für die Studenten sein.

2. FACHSPRACHENDIDAKTIK IN ITALIEN: Was die Literatur bietet

Zur Erstellung unseres Konzeptes haben wir uns mit der deutschen und der italienischen Literatur zur Fachsprachendidaktik beschäftigt. Die deutsche Fachsprachendidaktik hat sich als Hilfswissenschaft der Fachsprachenforschung etabliert, während sich in Italien eine Fachsprachendidaktik entwickelte, ohne dass es eine „ausgewiesene“ Fachsprachenforschung gäbe. Diese unterschiedlichen Entwicklungsrichtungen versuchen wir für unser Konzept zu nützen; in der Vorarbeit haben wir vorwiegend die umfassende deutsche Fachsprachendidaktik und – forschung konsultiert. Folgende vier Konzepte und Auseinandersetzungsschwerpunkte tauchen dort gehäuft auf:

- Sprach-Handeln (u.a. Fluck 1998a, Buhlmann Fearn 2000, Borgulya 1991)

- Text und Texsorten (u.a. Hoffman, 1984, Baumann 1995, Knobloch 1998, Fluck 1998a, Bolten 1991)
- Fachdenken (u.a. Baumann 1992, Buhlmann Fearn 2000)
- Lernerzentrierter Ansatz (u.a. Fluck 1992; 1998, Hellekjær 1998, Little 1999)

In der italienischen Literatur – auf die wir hier ausführlicher eingehen - finden sich gehäuft folgende Begriffsfelder:

- Kommunikativer Ansatz/approccio comunicativo (Bencini, 2001; [Caldari Bevilacqua / D'Amelia 2001](#); [Dazzi 1997](#); Epiro 1999; La Marca 2000)
- Team-Teaching (Ciliberti 1981; Gotti 1992; Pavesi / Bernini 1998)
- Interkulturalität/interculturalità (Balboni, 1999; Berruti 1995)
- Lehrer als Forscher - die Aktionsforschung/insegnanti ricercatrici (Dodman, 1997; Carli 1996; Pozzo / Zappi 1993)

Neben dieser didaktisch orientierten Diskussionsebene findet sich in Italien eine theoretische, die sich mit der Klärung von Grundsatzfragen befasst. Sie ist weniger an der Linguistik als vielmehr an grundlagenwissenschaftlichen Fragestellungen orientiert. Bei Porcelli 1994, Freddi 1994, Titone 1997, Serra Borneto 1998, Balboni 1994 findet beispielsweise eine eingehende Auseinandersetzung mit der begriffliche Dreie- bzw. Vierteilung statt, die zwischen *Theorie*, *Ansatz*, *Methoden* und/oder *Techniken* unterscheidet. Titone (1997:14ff.) spricht dabei von verschiedenen epistemologischen und methodologischen Ebenen.

In dem 1998 erschienen Buch *C'era una volta il metodo* (Es war einmal die Methode, Hrsg. Serra Borneto) wird versucht, eine begriffliche Ordnung aufzustellen, zwischen Ansätzen, Theorien und Methoden zu unterscheiden und einen Definitionsansatz zu bieten: “un metodo è qualcosa di più di una tecnica o di una strategia di apprendimento, poiché fa riferimento a una *teoria dell'insegnamento* (cioè a impostazioni, procedure e modelli di azioni ripetibili in grado di guidare l'insegnante nella sua attività didattica), a una visione o una vera e propria *teoria della lingua* da insegnare, a una serie di ipotesi sull'apprendente e sulla natura dell'apprendimento. In pratica, esso implica un insieme di assunzioni implicite o esplicite che ne fanno una sorta di sistema di riferimento per l'insegnante fino a toccare i problemi della scelta, articolazione e progressione dei materiali didattici da utilizzare nell'interazione con gli allievi” (Serra Borneto, 1998, 17-18).¹

¹ Deutsche Übersetzung: Eine Methode ist mehr als eine Lehr/lernstrategie oder -technik, denn sie bezieht sich auf eine didaktische Theorie (dazu gehören Herangehensweisen und Ansätze, Abläufe und Interaktionsmodelle, die wiederholbar sind und die Lehrperson leiten können), auf eine Vision oder auf eine Theorie der zu vermittelnden Sprache, auf eine Reihe von Hypothesen über den Lerner und die Natur des Lernens. Im Grunde beinhaltet eine Methode eine Ansammlung von impliziten oder expliziten Annahmen, die für die Lehrperson zu einem Bezugssystem werden, und letztendlich Fragen zur Wahl, zur Gestaltung und Progression der zu verwendenden Lehrmaterialien klären sollen.

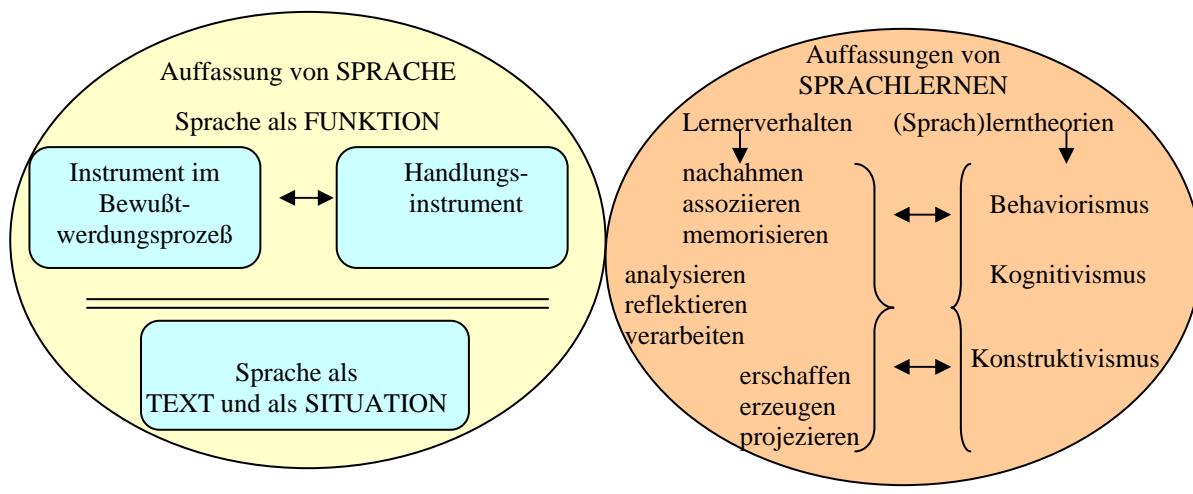
Die Beziehung zwischen Methoden und Sprachtheorie ist meist zweierlei Natur: Entweder nimmt die Methode relativ stark Bezug auf eine Sprachtheorie und damit auf abstrakte Konzepte und eine Wirklichkeit außerhalb des Klassenzimmers oder sie interpretiert eine Sprachtheorie eher frei und damit „pädagogisch korrekt“ („pedagogicamente corretta“ Serra Borneto 1998, 26). Dadurch wird ein exklusiver Bezug auf eine Theorie aufgegeben – egal in und aus welchem Bereich. Serra Borneto schlägt deshalb auch vor, den Ausdruck „Theorie“ durch den der „Hypothese“ zu ersetzen. Mit „Hypothese“ sind theoretische Gruppierungen gemeint, die jeweils einen Strang kognitivistischer, konstruktivistischer und psychologisch-affektiver Hypothesen bezeichnen.

Man ist sich darüber einig, dass dem Begriff *Methode* etwas einengendes Geschlossenes anhaftet, was an die geometrischen und philosophischen Konstrukte eines Descartes erinnert (Vgl. Freddi 1994, Danesi 1994). Porcelli (1994) und Freddi (1994) ersetzen ihn deshalb lieber durch den Ausdruck *Ansatz*. Ziel bleibt die Sondierung der theoretischen Ausgangssituation, zu deren Klärung die Begriffe „Ansatz“ (*approccio, impostazione*), „Methode“, „Hypothese“, „Theorie“ beitragen können. Darin geht es demnach nicht so sehr um eine ontologisch motivierte Begriffsbestimmung, die an Abgrenzung orientiert ist, sondern um eine leichtere Handhabbarkeit von Begriffen zur Nutzbarmachung in der praktischen Umsetzung. Für Balboni sind *Theorie*, *Ansatz*, *Methode* und *Technik* Parameter. In der Beschreibung der Begriffe wird auch ihr Bezug zur Fremdsprachendidaktik erklärt: Die *Theorie* ist laut Balboni (1994) außerhalb der Fremdsprachendidaktik angesiedelt. Die Aufgabe der Fremdsprachendidaktik besteht dem gemäß nicht darin, Theorien über die Sprache, die Kultur, die Erziehung und das Sprachlernen/den Spracherwerb auszuarbeiten. Sie muss vielmehr aus den Theorien, die von Linguisten oder Psychologen erarbeitet worden sind, das herausnehmen, was sie braucht. Die Fremdsprachendidaktiker wenden keine Sprachtheorie an, sondern stützen sich auf ein Modell der Spracherziehung (*Ansatz*). Auf der Ebene des *Ansatzes* werden die wissenschaftlichen Koordinaten definiert, welche wiederum die Basis für Methoden darstellen. Letztere ermöglichen die Umsetzung der Grob- und Feinziele des *Ansatzes*. Ein *Ansatz* wird aufgrund folgender Punkte bewertet: a) der wissenschaftlichen Stichhaltigkeit der Theorie, auf deren Prinzipien er (der Ansatz) sich bezieht; b) seiner internen Kohärenz, c) seiner Fähigkeit, Methoden zu generieren, die seine Zielsetzungen verwirklichen können. Die Diskussion um den *Ansatz* kann auch in binären Kategorien (gut/schlecht, richtig/falsch) verlaufen. Dies gilt nicht für die Ebenen der *Methode* und der *Techniken*. Die *Methode* ist eine Ganzheit von didaktisch-methodischen Prinzipien, die einen *Ansatz* in Organisationsmodelle übersetzen. Letztere geben an, wie das didaktische Material und die Arbeit des Lernenden zu verstehen ist. (Vgl. Balboni 1994:48ff.)

3. ZENTRALE PARAMETER FÜR EIN KURSKONZEPT: eine Grafik

Vor dem Hintergrund der theoretischen Begriffsdiskussionen, der Bedarfsanalyse (der Freien Universität Bozen) und zahlreicher Unterrichtsbeispiele aus

fremdsprachenlichen Fachkontexten (Deutsch, Italienisch und Englisch) ging der Erstellung des konkreten Kurskonzeptes die Erarbeitung eines Diagramms voraus, das Übergänge und Zusammenhänge zwischen verschiedenen Ebenen der Theorie und Praxis für uns klären sollte. Die theoretische Auseinandersetzung hat zu Überlegungen geführt, von welchem Sprachbegriff auszugehen ist, welche Lern- bzw. Vermittlungsparadigmen es gibt und wie die Verbindung zur Unterrichtspraxis hergestellt werden kann. (siehe Abbildung)



UMSETZUNG



3.1 Ansatz = Thesen

Durch die Überlegungen zu Sprachauffassung und Lernparadigmen definieren sich auf der Ebene des Ansatzes wissenschaftliche Koordinaten, welche die Basis für Didaktik, Methodik und Praktiken darstellen. Im Laufe der Ausarbeitung des Kurskonzeptes wurden diese Koordinaten als Thesen zur Orientierung formuliert, die laufend überarbeitet, bestätigt bzw. erweitert werden, und die ein wichtiger Bezugspunkt bei der Umsetzung sind:

- Fachsprachenunterricht soll den Zugang zum Fach ermöglichen und zur Auseinandersetzung mit den Denk-, Sprach- und Handlungsstrukturen des Faches führen.
- Ziel ist es zu lernen, mit der Sprache und in der Sprache des Faches zu operieren.
- Aus diesem Grund sollen Lernstrategien und –techniken im Fachsprachenunterricht nicht nur thematisiert, sondern auch ausgetauscht und trainiert werden.
- Der didaktische Ansatz ist zunächst fächerübergreifend und wird in der Folge zunehmend fachspezifisch.
- Im Zentrum stehen lernorientierte Konzepte (learning-centred approach): Dies bedingt eine stärkere Autonomie des Lerners und damit eine Verlagerung der Unterrichtsrollen von Lehr- auf Lernstrategien. Relevant ist in diesem Fall die problemlösungsbezogene Fachkommunikation. Die von den StudentInnen angestrebte fach(handelnde)-kommunikative Kompetenz, welche eine zahlreiche Teilkompetenzen umfassende Fähigkeit ist (Vgl. Baumann 2000), sprachliche Einheiten zu rezipieren und zu produzieren, ist nur durch inhaltsorientierte Sprachvermittlung möglich. Der Inhalt wird von den StudentInnen eingebracht. Der Fachsprachenlehrer bestimmt die Fokalisierungspunkte bzw. die Art des Umgangs mit dem Inhalt, d.h. der Fachsprachenlehrer moderiert den Inhalt. Er hilft als Berater/Coach bei der Verfeinerung, Klärung und Hinterfragung des Inhalts durch Sprache.
- Der Schwerpunkt liegt auf dem Annäherungsprozess und nicht auf einem für alle Lerner generalisierbaren Endprodukt, d.h. nicht auf einer idealisierten fachsprachlichen Kompetenz. Denn im Zentrum steht die Bandbreite an Möglichkeiten, die sich zur Bewältigung fachlicher Inhalte bzw. fachlicher Kompetenz eignet und - auf wissenschaftlicher Ebene – die Beschreibung des Aneignungsprozesses.
- Zur Arbeit am Fachtext zählen die textsortenspezifischen Beschreibungen und kritischen Fragen in Bezug auf die Authentizität der Texte: Worum geht es im Text? Warum, wozu und wie wurden diese „Texte“ produziert? Die Quellen der „Texte“ sollen mitgedacht werden. Wie sind verschiedene Themen in einem Text strukturiert? Wie verläuft eine Thesenbildung? Was sind Merkmale und Möglichkeiten der mündlichen und schriftlichen Textformen (Visualisierung, Körpersemiotik)?
- Ein kontrastiver Ansatz beinhaltet die vergleichende Arbeit mit und an Texten verschiedener Sprachen in einer Unterrichtseinheit, geleitet von einem inhaltlich

motivierten Erkenntnisinteresse, d.h. kontrastives Arbeiten beginnt immer bei einem global inhaltsorientierten Arbeiten.

- Ausgangspunkt sind die Fachkenntnisse der StudentInnen: Die StudentInnen sind die Spezialisten des Inhalts, deshalb beginnt jede Arbeit mit Sprache beim Inhalt und aktiviert dabei die Vorkenntnisse der Studenten. Der Fachsprachenlehrer fungiert als Berater.

3.2 Die Umsetzung

Auf der Ebene der Umsetzung sind die Arbeitsfelder *Didaktik, Methodik und Praktiken* gleichwertig zu diskutieren und zu reflektieren.

Unter *Didaktik* sind die Umstände zu verstehen, welche den Unterricht bestimmen, also Personen, Zeit, Ort, und die Inhalte. Analysiert werden soll das Wer, Was, Wo, Wozu und Wann des Unterrichts. Es geht also um eine möglichst eingehende Auseinandersetzung der Umfeldfaktoren des Unterrichts.

Dem WER entsprechen auf der Lernerseite die StudentInnen des ersten und zweiten Studienjahres der Wirtschaftsfakultät, auf der Lehrerseite die im Team arbeitenden Lehrer für Deutsch und Italienisch. Das sprachliche Niveau der StudentInnen ist in der Regel sehr unterschiedlich. Die mangelnde Homogenität auf sprachlicher Ebene ist aufgrund der inhaltsorientierten Sprachvermittlung kein Faktor, der organisatorische Konsequenzen hat (wie beispielsweise einer Kursteilung nach sprachlichen Niveaus). Die Kurseinteilung erfolgt nach Studienjahren. Diese Entscheidung ist in Einklang zu bringen mit methodischen Entscheidungen sowie den Bedürfnissen der StudentInnen: Der Informationspool der Bedarfsanalyse gab wichtige Hinweise auf Sondierungsmöglichkeiten nach Studienjahren, Fächern, zeitlicher Stufung und Gradierung von rezeptiven bzw. produktiven sowie von mündlichen bzw. schriftlichen Fertigkeiten.

Das WO ist mit dem Sprachenzentrum der dreisprachigen Freien Universität Bozen festgelegt.

Das WAS wird im Großen und Ganzen durch den Studienplan bestimmt, d.h., jene Fächer, die auf Deutsch unterrichtet werden, sind Gegenstand des deutschen Fachsprachenkurses und dasselbe gilt für Italienisch und Englisch. Im Detail wird das Was, d.h. der inhaltliche Fokus innerhalb dieses Faches gemeinsam mit den Studenten des Fachsprachenkurses festlegt. Die Studenten können in der Regel aufgrund des parallel laufenden Fachunterrichts beurteilen, was sie für diesen brauchen und welche Schwerpunkte gesetzt werden sollen.

Die allgemeine Zielsetzung (das WOZU) dieses Fachsprachenkurses ist es, die Annäherung an das Fachdenken und das Handeln (Kommunizieren) im Fach Wirtschaft einer anderen Sprache zu erleichtern sowie der Anspruch, den Studenten eine sprachlich reflektierte Auseinandersetzung mit ihrem Fach zu ermöglichen, die ein besseres Verständnis von fachbezogenen schriftlichen und mündlichen Texten garantieren sollte. Daran gebunden ist die Vorstellung, die Studenten durch

Übungen zu fachsprachencharakteristischen Aspekten zu einer konstanten Reflexion im und über das Fach zu führen.

Das WANN war gebunden an das Stundenpensum pro Woche, das den Studenten einerseits eine entsprechende Arbeit mit und in der Fachsprache ermöglichte, ihnen andererseits zeitlich aber auch zugemutet werden konnte. Die aus der Bedarfsanalyse hervorgehenden drei Stunden pro Wochen waren realisierbar und haben sich im Laufe der folgenden Jahre als praktikabel erwiesen.

Unter dem Stichwort *Methodik* (Spezifizierung des WIE) geht es um die Auseinandersetzung mit unterschiedlichen Methoden, und um die Auswahl einer oder mehrerer Methoden. Methode verstehen wir als ein bewusstes Begründungsverfahren für eine Interaktion zwischen Lernenden und Lehrenden. Für Einstiegsphasen und Sommerkurse hat sich die „Simulation globale“ als sinnvolle Arbeitsweise angeboten: Wir wendeten sie meist im Tandem Deutsch und Italienisch an, was den Vorteil hatte, dass Lerner verschiedener Sprachen intensiv miteinander arbeiteten und dabei viel über das eigene Lernen und jenes der anderen herausfanden. Außerdem baut die gemeinsame Konstruktion einer Geschichte Sprechhemmungen und Vorurteile kultureller und sprachlicher Natur ab (Vgl. Cavagnoli/Schweigkofler 2000:101ff.). Für die Fachsprachenkurse während des Semesters haben wir uns für die Methode des Fremdsprachenwachstums (Vgl. Buttaroni 1997) entschieden, die in der Fremd- und Zweitsprachdidaktik weitgehend bekannt ist.

Als Hauptquelle des Spracherwerbs wird die Kreativität und das Verstehen von natürlich komplexer Sprache angenommen. Wesentlich für diesen methodischen Ansatz sind:

- das Prinzip des komplexen (authentischen) Inputs,
- das Prinzip der kommunikativen Funktion von Sprache,
- die Abwechslung zwischen den Möglichkeiten des spontanen bzw. freien Spracherwerbs und jenen des analytisch bewussten Spracherwerbs;
- die Berücksichtigung der Arbeitsstile und Bedürfnisse des individuellen Sprachlerners (Transparenz der Zielsetzungen des Unterrichts, Abwechslung von Einzel- und Gruppenarbeit),
- inhaltliche (globale) kommt vor analytischer (kontrollierter, grammatischer) Textarbeit;
- der Anreiz zur Hypothesenbildung durch den Lerner ist wesentlicher als richtig/falsch-Resultate;
- der Lehrer fungiert als Berater.

Da die Ausdrucksfähigkeit in einer Fremdsprache als Ergebnis und nicht als Bedingung des Erwerbsprozesses angesehen wird, steht der Rezeptionsvorgang im Vordergrund. Der Produktion wird in der Klasse in möglichst vielen Variationen Freiraum geboten, um den natürlichen Gebrauch der Fremdsprache zu ermöglichen. Bisher wird diese Methode für den Fachsprachenunterricht kaum verwendet. Da im

Fachsprachenunterricht der Auseinandersetzung mit schriftlichen Texten eine außerordentliche wichtige Rolle zukommt, soll hier noch kurz auf die im Fremdsprachenwachstum vorgeschlagene Auseinandersetzung mit derartigen Texten eingegangen werden.

Die Vertreter des Fremdsprachenwachstums beziehen sich bei ihrer Auffassung des Leseprozesses auf die Psycholinguistik, in der die Lektüre als kulturelle und als sprachliche Fertigkeit angesehen wird. Aus diesem Grund ist er auch nicht primär an eine bestimmte wissenschaftliche Sprache gebunden

Nach Lutjeharms (1988, 187) sind die vom L2-Lerner vorwiegend angewandten Lesestrategien, jene, die

- die textexternen Elemente und das enzyklopädische Wissen ausschöpfen,
- die Kenntnisse der Muttersprache nutzen (textuelle, orthografische, lexikalische und syntaktische Aspekte der Sprache),
- die Ablenkung und damit das Zurückgreifen auf externe Mittel wie Wörterbücher reduzieren, wodurch es zu einer Ausrichtung auf ein „unvollständiges“, aber ganzheitlich orientiertes Verstehen kommt.

Gerade aufgrund der sehr großen individuellen Unterschiede beim Lesen ist es schwierig, wenn nicht unmöglich, für alle Textsorten und alle Leser/Lerner gültige Lesestrategien zu definieren. Motivation, Vertrautheitsgrad mit dem Text und Unterschiede zum Geschriebenen in der Erstsprache sind nur einige der Variablen des Lesens in der Fremdsprache.

Unter *Praktiken* sind Fertigkeiten, Techniken und Strategien zu verstehen. Die Fertigkeiten (Lesen, Schreiben, Hörverstehen, Sprechen) sind Fokalisierungspunkte für den Umgang mit Sprache, die jeder Lerner durch individuelle Strategien bewältigt. Auf diesem Weg der Auseinandersetzung zwischen den individuellen Strategien und den zu erreichenden Fertigkeiten kann die Lehrperson durch Techniken intervenieren. Diese Techniken sind instrumentalisierbar gemachte abstrahierte Strategien.

Die Techniken werden anhand von konkreten Beispielen geübt: durch Mind Maps, mündliches und schriftliches Zitieren, das Verfassen bzw. Ausformulieren von Mitschriften, die graphische Darstellung schriftlicher Texte, die Verschriftlichung von Grafiken, durch das Formulieren von Definitionen und Vergleichen, das Erstellen von Karteikarten für die Terminologiearbeit (vgl. Rampillon 1996).

4. KURSKONZEPT

Nach zwei Pilotjahren (2000 und 2001) lassen sich für das Kurskonzept folgende Schlussfolgerungen ziehen:

Im ersten Studienjahr hat der Fachsprachenkurs vor allem den Charakter einer Orientierung im universitären Alltag, d.h. der Schwerpunkt wird auf Studierfertigkeiten und einfache Arbeitsstrategien für den akademischen Alltag gelegt: Recherche in der Bibliothek, bibliographieren, recherchieren, einfache Kommunikationssituationen an der Universität; die Studenten des zweiten Jahres hingegen hatten sich eine bestimmte Fachkompetenz erarbeitet und wollten an fachspezifischen Texten und Fragestellungen arbeiten. Als Fertigkeiten wurden das mündliche und schriftliche Zitieren geübt, Notizen der Vorlesungen verfasst und ausformuliert, Frage-Antwort-Strategien für Seminare und Vorlesungen diskutiert und durchgespielt, Recherchen zu Themenstellungen eingeleitet, Lerngruppen angeboten und moderiert, allgemeine Kommunikationssituationen (Sprechstunden, mündliche Prüfungssituationen) an der Universität durchgespielt. Das erste Studienjahr war etwas entfernter von der ursprünglichen Konzeptidee, in der wir davon ausgingen, dass sich die Studenten sofort als Fachleute – wenn auch erst als angehende – einbringen wollen und können (Vgl. Schweikofler 2000/2001, Cavagnoli/Schweikofler 2001). Dies erwies sich als nicht unbedingt möglich. Der Wunsch nach Orientierung und nach einem „klassischen“ Sprachunterricht mit Anleitungen zu Studierfertigkeiten war größer. Bezuglich der noch nicht etablierten Zusammenarbeit der Fachsprachenlehrer und der Fachdozenten, ist noch zu überlegen, welche organisatorische Form sinnvoll und zielführend wäre. (Vgl. Baumann 2000)

Die Studenten wurden im Kurs nie nach Sprachniveau getrennt, sondern nach Studienjahren, wo fächerspezifisch gearbeitet werden konnte. In den ersten beiden Semestern sollten parallel Strategien für alle drei Fachsprachen (Englisch, Deutsch, Italienisch) erarbeitet werden. Der Kurs war dem gemäß eine Einführung in die Wissenschaftssprache. Erst im zweiten Jahr wurden die Kurse nach Sprachen und Fächern getrennt organisiert: Der italienische Kursteil konzentrierte sich auf die Rechtssprache, für Deutsch sollte ein Schwerpunkt auf dem Fach Betriebswirtschaftslehre und Wirtschaftspolitik liegen und der englische Kursteil widmete sich der mathematischen Fachsprache. Im Kurs konnte der Vorsatz ausschließlich authentisches Material zu verwenden, nicht realisiert werden. In einigen Fällen war dies auch deshalb nicht möglich, weil die im Unterricht verwendeten Handbücher in einer anderen als der Vortragssprache bzw. Fachsprache verfasst waren. Dies hat den Einsatz im Sprachunterricht, der sich an der Vortragssprache des Dozenten orientiert hat, sehr eingeschränkt. Im folgenden Abschnitt wird ein Beispiel des analytischen Arbeitens im Fachsprachenunterricht vorgestellt. Es geht demnach um eine sprachbetonte Auseinandersetzung mit einem inhaltlich bereits bekannten Text. Eine Analyse dieses Beispiels soll verdeutlichen, worin der Sinn dieses Arbeitens im fremdsprachlichen Unterricht des Faches liegt.

Literaturangaben

Altrichter, H. / Posch, P. (1994), *Lehrer erforschen ihren Unterricht: eine Einführung in die Methoden der Aktionsforschung*, Bad Heilbrunn, Klinkhardt

- Balboni, P. E. (1991), *Tecniche didattiche e processi di apprendimento linguistico*, Padova, Liviana
- Balboni, P. E. (1994), *Didattica dell'italiano a stranieri*, Roma, Bonacci
- Balboni, P. E. (1999), *Parole comuni, culture diverse: guida alla comunicazione interculturale*, Venezia, Marsilio
- Baumann, K.D. (1992), *Integrative Fachtextlinguistik*, Tübingen, Narr
- Baumann, K.D. (1995), Die Verständlichkeit von Fachtexten. ein komplexer Untersuchungsansatz, In: *Fachsprache. International Journal of LSP* 17, 3-4, 116-126
- Baumann, K.-D. (2000), Die Konzeption eines integrativen Fachsprachenunterrichts als aktuelle Herausforderung von Fachsprachenforschung und Fachsprachendidaktik, in Cavagnoli, S. / Schweigkofler, A. (Eds.), *Fachsprachen und Didaktik*, Bozen, Europäische Akademie Bozen, 27-52
- Bausch, K.-R. / Christ, H. / Krumm, H.-J (1989), *Handbuch Fremdsprachenunterricht*, Tübingen, Francke
- Bausch/Christ/Königs/Krumm (eds.) (1998), *Kognition als Schlüsselbegriff bei der Erforschung des Lehrens und Lernens fremder Sprachen*, Tübingen, Narr
- Bencini, A. (2001), *Insegnare l' italiano come seconda lingua: aspetti e problematiche della didattica*, Firenze, Alinea
- Berruti, F. (ed.) (1995), *L' educazione all' interculturalità, premesse e sperimentazioni*, Torino, Edizioni Gruppo Abele
- Blei, D., (1993) Fachlichkeit und Fachsprachlichkeit in didaktischer Sicht, in Hartmut Schröder (ed.), *Fachtextpragmatik*, Tübingen, Narr, 395-406
- Bolten, J., (1991), Fremdsprache Wirtschaftsdeutsch: Bestandsaufnahme und Perspektiven, In: Müller, Bernd-Dietrich (ed.), *Interkulturelle Wirtschaftskommunikation*. München, Iudicium Verlag, 71-91
- Borgulya, Á., (1991) Zur Didaktik der mündlichen Wirtschaftskommunikation, In: Müller, Bernd-Dietrich (ed.), *Interkulturelle Wirtschaftskommunikation*. München, Iudicium Verlag, 203-209
- Bredella, L. (1998), Der radikale Konstruktivismus als Grundlage der Fremdsprachendidaktik? in Bausch / Christ / Königs / Krumm, (eds.) (1998), *Kognition als Schlüsselbegriff bei der Erforschung des Lehrens und Lernens fremder Sprachen*, Tübingen, Narr, 34-49
- Buhlmann, R. /Fearns, A. (2000), *Handbuch des Fachsprachenunterrichts*, unter besonderer Berücksichtigung naturwissenschaftlich-technischer Fachsprachen, Tübingen, Narr
- Buttaroni, S. (1997), *Fremdsprachenwachstum: sprachpsychologischer Hintergrund und didaktische Anleitungen*, Ismaning, Hueber
- Caldari Bevilacqua, F. / D' Amelia, A. (eds.) (2001), *Metodologie dell'insegnamento linguistico e nuove tecnologie*, Centro linguistico di ateneo, Napoli : Edizioni Scientifiche Italiane
- Carli, A. (ed.) (1996), *Stili comunicativi in classe: percorsi e ambiti investigativi di un gruppo di ricerca-azione*, Milano, F. Angeli
- Cavagnoli, S. (2001), *Didattica dei linguaggi specialistici* , www.iic-berlino.de/culturita/2001

- Cavagnoli, S. (1999), *Die italienische Fachsprachenforschung im 20. Jahrhundert*. In Handbuch zur Sprach- und Kommunikationswissenschaft, Eds. Hoffman, H. und Kalverkämper, H. und Wiegand, H. E., (Berlin: De Gruyter II), 1503-1513
- Cavagnoli, S. (2000a), Quale metodo per la lezione di linguaggio specialistico?, in Meyer, F. (a cura di) Atti del convegno Language for Special Purpose 1999, Tübingen, Narr, 178-188
- Cavagnoli, S. / Schweigkofler, A. (eds.) (2000), Fachsprachen und Didaktik. I linguaggi specialistici e la loro didattica.* Bozen: Arbeitsheft 23 der Europäischen Akademie Bozen
- Cavagnoli, S. (2000b), *Vom Paradigma zur Umsetzung: Das Bozner Modell*, 2. Kolloquium Transferwissenschaften, Naumburg 2000, http://www.germanistik.uni-halle.de/tagungen/transfer_2000/index2.htm
- Cavagnoli, S. / Schweigkofler, A. (2001), *Zur dialogischen Erschließbarkeit von Rechtssprache(n): Chancen und Wege interkultureller Fachkommunikation*. LSP 2002 „Porta Scientiae“, Vaasa (in Druck)
- Ciliberti, A. (ed.) (1981), *L'insegnamento linguistico per scopi speciali*, Bologna, Zanichelli
- Ciliberti, A. (1994), *Manuale di glottodidattica: per una cultura dell'insegnamento linguistico*, Scandicci (Firenze), La Nuova Italia Ed.
- Cortelazzo, M.A., (1994), *Lingue speciali, la dimensione verticale*, Padova, UNIPRESS
- Dazzi, D. (1997), *La personalizzazione dell'insegnamento: la didattica tra diversità e unitarietà***, Novara, Istituto geografico De Agostini
- D'Epiro, A. (1999), *Una metodologia dell'apprendimento***, Cosenza, Periferia
- Dodman, M. (1997), *Insegnare la lingua, insegnare in lingua: percorsi di educazione linguistica integrata in ricerca-azione*, Calliano, Manfrini
- Dulay, H. / Burt, M. / Krashen, S. (1985), *La seconda lingua*, Bologna, Il Mulino
- Fluck, H.-R. (1992), *Didaktik der Fachsprachen*, Tübingen, Narr
- Fluck, H.-R. (1998a), Bedarf, Ziele und Gegenstände fachsprachlicher Ausbildung, In: *Fachsprachen, ein internationales Handbuch zur Fachsprachenforschung und Terminologiewissenschaft* = Languages for special purposes/ eds. von Lothar Hoffmann...., Berlin [u.a.], de Gruyter, 1998-1999.
- Fluck, H.R., (1998b), Fachsprachliche Ausbildung und Fachsprachendidaktik, In: Hoffman, L. (Eds.) *Fachsprachen: ein internationales Handbuch zur Fachsprachenforschung und Terminologiewissenschaft* = Languages for special purposes, Berlin [u.a.], de Gruyter, 944-954
- FLuL 29 (2000), Positionen (in) der Fremdsprachendidaktik, In: *Fremdsprachen Lehren und Lernen*. Eds. Von Henrici, G. und Zöfgen, E. Tübingen: Narr
- Freddi, G. (1994), *Glottodidattica: fondamenti, metodi e tecniche*, Torino, UTET Libreria
- Glaserfeld, E. v. (2000), *Aspekte einer konstruktivistischen Didaktik*. Vortrag im Rahmen der Tagung „Lernen im Zeitalter des Internet“. Brixen 2000
- Gnutzmann, C. (1992), Kontrastive Fachtextlinguistik als Projektaufgabe: Theoretische Fragen und praktische Antworten, in Klaus-Dieter Baumann ... (Eds.), *Kontrastive Fachsprachenforschung*, Tübingen, Narr, 266-275

- Gotti, M. (1992), *Testi specialistici in corsi di lingue straniere*, Scandicci (FI), La Nuova Italia
- Gruender, D.-C. (1996), *Constructivism and Learning: A Philosophical Appraisal*. In: Educational Technology, May-June, S. 21-29
- Halliday, M. A.K. (1992), *Lingua parlata e lingua scritta*, Casellina (FI), La Nuova Italia
- Helbig, G. (1988), *Entwicklung der Sprachwissenschaft seit 1970*, Leipzig, VEB Bibliographisches Institut
- Hellekjaer, G. O. (1998), Teaching LSP: Methods and Misconceptions, In: Fachsprache. International Journal of LSP 20, 3-4, 149-155
- Henrici, G. (2000), Was nun "Fremdsprachendidaktik"? Basar von Spekulationen oder wissenschaftliche Disziplin? - Ein Zwischenruf, in FLuL 29. Tübingen: Narr
- Henrici, G. / Riemer, C. (1996), *Einführung in die Didaktik des Unterrichts Deutsch als Fremdsprache mit Videobeispielen*, Hohengehren, Schneider Verlag
- Hoffmann, L. / Kalverkämper, H. / Wiegand, H.-E. (1998), *Fachsprache: ein internationales Handbuch zur Fachsprachenforschung und Terminologiewissenschaft*, Berlin [u.a.], de Gruyter
- Hüllen, W. (1998), Methoden im fachbezogenen Fremdsprachenunterricht, In: Hoffmann, L. / Kalverkämper, H. / Wiegand, H.-E. (1998), *Fachsprache: ein internationales Handbuch zur Fachsprachenforschung und Terminologiewissenschaft*, Berlin [u.a.], de Gruyter, S.965-969
- Kalverkämper, H. (1998), Fach und Fachwissen, In: Hoffmann, L. / Kalverkämper, H. / Wiegand, H.-E., *Fachsprache: ein internationales Handbuch zur Fachsprachenforschung und Terminologiewissenschaft*, Berlin [u.a.], de Gruyter, S. 1-24
- Kast, B. / Neuner, G. (Eds.) (1994), *Zur Analyse, Begutachtung und Entwicklung von Lehrwerken für den fremdsprachlichen Deutschunterricht*, Berlin/München, Langenscheidt
- Klimsa, P. (1993), *Neue Medien und Weiterbildung*: Anwendung und Nutzung in Lernprozessen der Weiterbildung, Deutscher Studien Verlag, Weinheim.
- La Marca, A. (2000), *Didattica e sviluppo della competenza metacognitiva: voler apprendere per imparare a pensare*, Palermo, Palumbo
- Little, D. (1999), Autonomy in second language learning: some theoretical perspectives and their practical implications, In: Edelhoff, Christoff/Weskamp, Ralf (Eds.), *Autonomes Fremdsprachenlernen*, Ismaning, Hueber, 22-36
- Ludwig, H. (1999), *Methoden und Ziele der Fachtextlinguistik: eine Bestandsaufnahme am Beispiel englischsprachiger naturwissenschaftlicher Abstracts*, Marburg, Tectum-Verlag
- Lutjeharms, M. (1988), *Lesen in der Fremdsprache, Versuch einer psycholinguistischen Deutung am Beispiel Deutsch als Fremdsprache*, Bochum, AKS-Verlag

- Morgenroth, K. (ed.) (1993), *Methoden der Fachsprachendidaktik und -analyse: deutsche Wirtschafts- und Wissenschaftssprache*, Frankfurt am Main [u.a.], Lang
- Neuner, G. (1995), Methodik und Methoden: Überblick, In: Handbuch Fremdsprachenunterricht. Eds. Bausch, K.-R./ Christ, H./ Krumm, H.-J. Tübingen/Basel: Francke, S.180-188
- Neuner, G. / Hunfeld, H. (1993), *Methoden des fremdsprachlichen Deutschunterrichts: eine Einführung*, Berlin, München [u.a.], Langenscheidt
- Pavesi, M. / Bernini, G. (1998), *L'apprendimento linguistico all'università: le lingue speciali*; atti del Convegno tenutosi a Pavia il 28-29 ottobre 1996, Roma, Bulzoni
- Ponzio, A. (1997), Metodologia della formazione linguistica**, Roma [u.a.], Laterza
- Porcelli, G. (1994), *Principi di glottodidattica*, Brescia, La Scuola, 1994
- Porcelli, G. et al.(1990), *Le lingue di specializzazione e il loro insegnamento : problemi teorici e orientamenti didattici*, Milano, Vita e pensiero
- Pozzo, G. / Zappi, L. (1993), La ricerca-azione : metodiche, strumenti, casi / [scritti di] John Elliott, Andre Giordan, Cesare Scurati , Torino, Bollati Boringhieri
- Rampillon, U. (1996), *Lerntechniken im Fremdsprachenunterricht*, Ismaning, Hueber
- Schweigkofler, A. (2000), Das Bozner Modell: Studentische Fachtexte zwischen Transfer-Check und Transfer-Reflexion“. 2. Kolloquium Transferwissenschaften, Naumburg 2000, unter: http://www.germanistik.uni-halle.de/tagungen/transfer_2000/index2.htm
- Schweigkofler, A.(2001), Die Rolle der Lernergrammatik bei der dialogischen Erschließung fachlicher Inhalte“. In: Grammatikunterricht lehren und lernen. Didaktisch-methodische und unterrichtspraktische Aspekte, In: Wolfgang Börner/Klaus Vogel (Eds.), AKS-Verlag, Bochum, 173-192
- Schweigkofler, A. (2001), Linguaggio e competenza disciplinare,: www.iic-berlino.de/culturita
- Serra Borneto, C. (a cura di) (1998), *C'era una volta il metodo: tendenze attuali nella didattica delle lingue straniere*, Roma, Carocci
- Titone, R. (1997), *Orientamenti attuali nella glottodidattica della lingua italiana*, Frascati, Edizioni Linguistic Club
- Wertenschlag, Lukas (2000), Deutsch für Juristen und Juristinnen an der zweisprachigen Universität Freiburg, in in Veronesi, Daniela (ed.), *Linguistica giuridica italiana e tedesca*, Padova, Unipress, 423-434

ABSTRACT

Fachsprachen konstruieren: Kurskonzept für eine mehrsprachige Universität in Italien - Teil 1

NB! The second part of this paper (Teil 2) will be published in LSP and Professional Communication, Volume 3, Number 3, October 2003

Stefania Cavagnoli (Libera Università di Bolzano, Italy)
Anny Schweigkofler (Università degli Studi di Trento, Italy)

In this paper the authors aim to show how theory and practice are interlinked in planning an LSP language course. It is the result of a project conducted at a trilingual university in Italy over 1,5 years. In the first part of the paper the theoretical impact will be discussed. The second part of the paper shows an example of a teaching exercise. Even though the authors describe the course concept by starting with the more theoretical impact and coming then to the practical one, both aspects are seen as one. The authors see themselves as teachers and researcher, and aim to show how important it is to define theoretical aspects of practice on the one hand and to study theory from a practice-oriented point of view on the other. It is part of the job of a teacher/researcher to continuously discuss how both are intertwined. This theoretical part of the paper shows key concepts of "language" and "language learning". It furthermore shows data about students' needs as well as the summary of a focused reading of German and Italian LSP-literature. Planning a language course should always consider all of these points and lead to a definition of an agenda of theses. Those connect theory and practice.

Both parts of the paper aim to motivate practitioners to re-think their practice critically and stress the importance of theory.

The Promotion of Tourism through Key Concepts and Specific Discourse

Patricia Edwards and Alejandro Curado
University of Extremadura
Caceres, Spain

1. Introduction

The discourse employed to communicate messages by the tourist industry worldwide is based on a series of domains, or ideological categories, which attempt to persuade potential customers into becoming actual clients by addressing their cultural needs and personal motivations for travel. The empirical research presented in this article is part of a much larger project on the topic of the language of tourism currently being developed in the English Language Department at the Faculty of Business and Tourism Studies of the University of Extremadura in Spain.

We have collected samplings of promotional material, and classified the examples into specific discourse domains used in the promotion of tourism as postulated by G. Dann, PhD, at the University of West Indies, Barbados. We then analyzed the messages which contain distinctive discourse features used in order to attract tourists towards the destinations marketed and examined the language used for transmission. The procedure for data collection was undertaken within the framework of contemporary tourism promotion models from various sources all over the world in order to establish a large international corpus (over 1200 samples). Not only is travel advertising included in the database, but so is the general and specialized press in this area, literature which encompasses both fiction and non-fiction on the topic, information technology (IT) resources like websites and CD-Rom, audio – visual productions such as TV, radio and video, and additional types of realia (complimentary materials like maps, clothing and other give aways), all of which may be considered promotional for tourism purposes in the broadest sense of the word.

The methodology followed is based on the identification of specific discourse domains used for promotional purposes in tourism and have been classified into

four trios of thematic categories known as the three Rs, the three Hs, the three Fs, and the three Ss (Dann, 1996: 101-134). Their direct purpose is to create the impression of unrestricted freedom, which at the same time fulfills the needs and motivations of tourists to partake in what is being offered. However, whereas Dann's research perspective is socio-linguistic and proposes that these conceptual categories demonstrate the tourists' psychological needs and motivations for travel, our objectives are quite different. We pursue a discourse analysis which allows us to classify the language found in these thematic categories for practical applications in teaching / learning for specific purposes. Our aim is firstly, to use Dann's domains in order to confirm or challenge the existence of the theoretical categorization from the classification and analysis of our corpus of promotional sources. Secondly, we presume that if indeed the classification proves valid, it seems to reason that we should encounter certain recurring words (key words) within the thematic domains, used to communicate those concepts. Thirdly, and as a result, patterns of specific language for the purpose of tourist promotion should emerge according to the pre-established thematic categories. Finally, the findings should be applicable in the language for specific purposes classroom, which prepares future professionals for occupational aims in the field under study.

2. Analysis

We will analyze the specific discourse domain concepts individually (see table 1) in articles, ads, brochures, cookbooks, films, guidebooks, magazines, newspapers, promotional samples, travel accounts, TV shows, and videos, just to mention a sampling of the wide variety of materials and sources under examination. However, it should be pointed out that a combination of themes is almost always present in any one example of promotional activity, thus forming a complex set of enticing offers in the attraction process. We hypothesize that it is essential to understand the specific discourse domain concepts so that format, content and delivery can make effective use of the powerful tool of language for the specific purposes of promoting tourism. Therefore, our objectives lie in recognizing recurring themes and their various combinations in specific tourism models, in order to understand how the language domains are employed, and to determine what kind of discourse is present in order to attract tourists and persuade them to act with communicative discourse.

Specific discourse domains for language purposes in tourism

<u>Rs = escape</u>	<u>Hs = pleasure</u>	<u>Fs = play</u>	<u>Ss = interaction</u>
Romanticism	Happiness	Fun	Sea
Regression	Hedonism	Fantasy	Sex
Rebirth	Helio-centrism	Fairy tales	Socialization

Table 1 (adapted from Dann 1996:101)

2.1. The Three Rs Discourse Domain

The three Rs include the concepts of romanticism, regression, and rebirth, all of which envelop the idea of escape from the present or the status quo. The first of the three Rs, romanticism, is built around the tourist's desire to experience the romantic and explore the exotic (Boorstin 1987:4-5). Therefore a brochure for example on the natural beauty of the Amazon, a coffee table book on the breathtaking landscapes of the Alps, and a historical film on the interesting ancient Greek or Roman cultures are all romantically depicted in contrast to dirty, noisy, high-paced metropolitan life. There is a distinct longing for myth, such as might be represented in a Brazilian "gaucho" sipping "yerbamate", while his white stallion rests under the shade of a nearby tree on the pampa. The image of a faraway pacific paradise island is yet another typical example of romanticism where one can find brilliantly costumed natives, coconuts and palm trees, all portraying peace, relaxation and warmth.

Closely related to romanticism is the theme of regression, or the quest for retreat to a simpler, uncomplicated life in comparison to one's own. The language employed appeals to overworked people suffering from stress, with the need to slow down, and to forget about their taxing troubles (Urbain 1993:160-64). The message transmits getting back to life's basics in the good old days with vocablos like change lanes, take a break, relax, or unwind. Of popular interest in today's tourist market is eco-tourism and agro-tourism, as destinations exemplifying the regression theme.

Life in New Zealand's Fast Lane

Need to slow down and take a break?
Change lanes. Come to New Zealand.

Our three warm islands have what you need to relax. A casual lifestyle. Comfortable accommodations. People who take themselves a little less seriously and treat you more like one of their own.

Your can scale the heights in a Wellington cable car and explore the depths of a glow worm grotto, and still unwind on a sandy beach. All at a pace that's easy to take and prices that aren't hard to swallow.

In fact, just about the only thing we are in a hurry to do is send you a free New Zealand book.

The climate is right for New Zealand. (New Zealand Tourist Office)

The third escape concept of the three Rs is referred to as rebirth. It takes the message of its fellow escape concepts, romanticism and regression, one step further by promising relief through redemption. The thought of becoming a whole new person, and/or finding one's true self is accentuated (Williamson 1983:66) (Urbain

1993:187-88). Typical tourists of the rebirth theme are backpackers and caravan travelers, as might be a travel account of an adventurous spirit crossing the Australian outback by camel. The idea of rebirth might even culminate in a symbolic baptismal bath in the Indian Ocean at the end of the journey, as was the case in this particular story in National Geographic magazine. Included here as well would be religious pilgrimages, health retreat centers, or an open-air feast of homemade foods with natural ingredients in a multiple number of venues.

Verbal communication of the escape concept is expressed with key words, which transmit the idea the three Rs convey to the receiver. The top ten most commonly encountered in our corpus can be observed in table 2. It should be pointed out that the entries have been made in their noun forms; however, grammatical variations of them will also be found. In particular, the overt use of imperatives, which exercises a request-command technique for promotional purposes, compelling the potential customer to take action. Adjective and adverbial forms, on the same token, embellish the language to make an attractive description of the accompanying visual material.

Key words found in the three Rs escape concept

Break	freedom	getaway	redemption	retreat
Lost	nostalgia	regeneration	withdrawal	return

Table 2

2.2. The Three Hs Discourse Domain

Whereas the three Rs common denominator resides in escape, the next thematic group, the three Hs (happiness, hedonism, and heliocentrism) shares a common focus on the delights of pleasure (see table 3 for key words). Although happiness is undoubtedly an extremely broad concept, varying from person to person, it encompasses the general aspect of having fun at whatever and feeling good as it happens. The pursuit of happiness places emphasis on instant gratification (Teas 1988:36-9). For a young boy this could mean participating in a real cattle drive, and living on a ranch like an authentic cowboy, freed from everyday obligations like looking clean and neat. For the overworked businessperson it could represent liberation from wearing a dark suit and a conservative tie and the constant availability of the cell phone. From these examples we illustrate the pleasure of behaving atypically of one's habitual self in the socially correct role (Rivers 1973:250). In essence, it's as simple as the popular song, "Don't Worry. Be Happy." (Bobby McFerrin, EMI Manhattan Records 1988¹).

¹ It is interesting to note that in keeping with the pleasure concept of the three Hs, the author of the 1988 song "Don't Worry. Be Happy", Bobby McFerrin entitles his album "Simple Pleasures".

Key words found in the three Hs pleasure concept

enjoyment	comfort	satisfaction	sunshine	choice
indulgence	warmth	gratification	paradise	luxury

Table 3

The second H theme, hedonism, is synonymous with egotistical pleasure and freedom from the word “No”. The center of the universe is “I”. Hedonism means the chance to engage and overindulge in activity that may be possibly sanctioned at home in terms of expected behavior (Selwyn 1993: 127-37) (Britton 1980:45) An example of the native Polynesian literally carrying the recently arrived tourist in his arms, from the embarkation dock to the accommodations, manifests the ego-enhancing adventure of being treated like royalty. Utmost servility is the norm, and company policy beholds the motto, “your wish is my command”.

The final member of the pleasure seeking H group is heliocentrism, in other words, the sun. The sun is probably the single most important and universal tourism symbol and for this reason the concept will be more fully developed. The idea of everlasting sunshine is equated with happiness and the good life. So important is the sun that even advertisements regarding snow-capped mountains or tropical rainforests in the jungle are portrayed with sunshine (Laurent 1967). It is highly common for either the word “sun”, or a graphic representation of the same, to appear in the promotional material we reviewed.

The airline company, Swissair, ran a spot which was interesting from the point of view that the ad, containing several suns, was done in black and white rather than in warm colors like red, orange and yellow. However, the accompanying text was effective as it journeyed across the Swissair destinations around the globe beginning with the glorious sunset in several cities, followed by the sunrise further east, to the full morning sun, the blaze of high noon, the mild light of the declining spring sun, and finally the sunset, as the reader imagines catching all of them in the Swissair jet (Swiss Airways).

The sun is also used by many countries as one of their main attractions. Portugal combines the sun and gastronomy with its slogan, “A Taste of Sun” (Portuguese National Tourist Office) where we might find a typical Portuguese winegrower tasting the wine from his sun-ripened grapes.

Spain has long exploited the sun concept in its logotype designed by the artist Miró in the warm red and yellow colors of the Spanish flag. In addition, the slogan, “Everything under the Sun” was extremely successful for many years. In fact, the Spanish Tourist Board, in its attempt to lure tourists to other alternatives than the beaches came out with a slogan, “Not everything is under the Sun”². Unfortunately,

² See Chias, J. and Buhigas, T. (1991) for a detailed analysis of the communication strategy used by the Spanish Tourism Sector.

the promotional slogan fell flat, as tourists did not take to the idea that Spain was not a synonym for the sun. Moreover, it was linguistically a mistake to word the slogan in the negative.

And all you expected was sunny beaches.

Spain also has flaming nights.

There are, in fact, more than 3,000 festivals a year in Spain. And they're not just spectator sports. Even tourists get swept up in the mood and take part in the parties.

This picture gives you only a hint of the Valencian feast of *Las Fallas*. The name means bonfires. Throughout Valencia, in every square, great carnival structures are built, ingenious figures of wood and papier mache on stands or floats. The scenes are satirical, witty, even grotesque, but all are topical and created in a spirit of mockery that is typical of the people.

At midnight on March 19th, these comic masterpieces are set on fire, and all the city glows.

You can't be here in March? Then come in May to Cordoba to see the festival called Cordovan patios. Or, in July, see the famous "Apostle's Fire", a monumental fireworks display on the eve of the feast of St. James at Santiago de Compostela. Or run with the bulls at the fiesta de San Fermin in Pamplona.

Whenever you come, and wherever you go in Spain, you'll find a land rich in folklore and people eager to explain and share it with you.

When you've had enough beach for one day – just ask:

Where's the fiesta tonight?

Spain. Everything under the sun. (Spanish Tourist Board)

Tourists expect the sun in Spain, Greece, the Caribbean, Scandinavia etc., so it is a major selling point too essential to be ignored. Spain's ingenious solution to expanding its tourist attractions was a new campaign which read, "Everything New under the Sun" (Spanish Tourist Board), depicting other destinations like inland Spain, but maintaining the solar logotype and adding the word "new" in an affirmative locution.

Spain's newest slogans, "A Passion for Life" and "Spain Marks" have yet to be tested. The Miró logotype remains, and they are linguistically attractive. Nonetheless, the absence of Spain's world famous sun in print may prove to be a costly renovation.

2.3. The Three Fs Discourse Domain

The three Fs, fun, fantasy, and fairy tales, create the facet of play in the industry (see table 4 for key words). Fun revolves around recreational tourism, which

contrives events and attractions where people can have a good time. The amusement park is a typical example of a place where everyone, including adults, can engage in child-like activity. The thrill of feeling young is to experience the sensations of acting like a child on rides, consuming “junk food”, and laughing, screaming, running and jumping around. Other examples include dressing up for Carnival, taking rides on elephants, donkeys and camels, participating in games, enjoying cartoons, watching a Disney movie, visiting the zoo or the circus, and the like (Dann 1989:13, 19-20).

MORE THAN YOU COULD EVER IMAGINE!

Fantasy!
Adventure!
Turn of the Century!
Wild West!
Outer Space!

Around every corner. Behind every door. You'll find more delights here than you could ever imagine. Get ready for the time of your life! This is the real land of make believe! (Disney World brochure)

Key words found in the three Fs play concept

legend	thrills	imagination	recreation	enchantment
dreams	fun	uniqueness	amusement	entertainment

Table 4

The second F, fantasy, entails the demand for illusion, or the desire to take part in a pseudo-event (Boorstin 1987:5-6). The pseudo-event is contrived to make pretend, or simulate what could be, or could have been. An original pseudo-experience would be spending the night on the former prison island of Alcatraz, one of San Francisco's main attractions. The glowing city lights of civilization are abandoned in order to experience life in a jail, which at one time housed some of the most dangerous criminals in the history of the United States. Participants suffer isolation in a cellblock, perform work detail, eat in the mess hall, and receive no comfort during their stay.

A different kind of fantasy event might be attending the Russian ballet, the Vienna opera, a Broadway play etc. Here, the sensations experienced are projected through the performers on stage, the props, costumes, dialogue and song. In essence, fantasy is as colorful as the potential participant, and may vary from sexual fantasy to religious, from political and economic, to sporting and educational. The idea is to break away from the constraints of the ordinary role of what is expected in order to immerse oneself in the desires of illusion.

The third component of the play concept is found in fairy tales. Fairy tales differ from fantasy in that the magic of fiction becomes the predominant feature of the event. Make-believe surrounds the tourist in storybook adventures, which are unreal (Jafari and Gardner 1991:23). For example, a trip to outer space is a former a fairy tale, at present a reality for which astronaut-tourists have already signed up and paid for³. A trip to the moon (simulated in many amusement parks), like the lure of the forbidden gardens of Eden, the secret of Inverness and the Lochness monster, the enchanted woods of the Norwegian trolls, or perhaps the Beatles “Norwegian Wood” (John Lennon and Paul McCartney, Rubber Soul Album, Northern Lights Music, 1965), and a Jules Verne voyage under the sea form attractive packages for the fairy tale-bound tourist.

2.4. The Three Ss Discourse Domain

The final trio of themes is constituted by the three Ss: sea, sex, and socialization. They concentrate on the tourists’ needs to interact with other human beings and with nature.

The sea, ocean, river, or any body of active water symbolize a generating force of energy that heals and refreshes (Trotta 1992:106). A business incentive tour might capture the transformational powers of the sea through linguistic messages like “the call of the sea” in order to turn the cruise-goers into hard-working, money-making pirates once back on the job. Words like ruthless, harness and power may be used to communicate the aggressive behavior the sea will provoke after the voyage. The hydrodynamics of waterfalls, waves, rapids and geysers channel an influx of great natural strength into the tourist irrigated by them.

The next S constituent is sex. Exciting new amorous experiences are often portrayed in tourism either in the form of overt, or subtle sex adventure (Selwyn 1993).

One of the most interesting groups of ads we studied is that of the Singapore Airlines Girl (Singapore Airlines). The communicative overtones are chauvinistic, aimed at the traveling businessman who is intrigued by the oriental beauty of the flight attendant. In all the texts examined, the male customer sees her everywhere he goes (a romantic or exotic setting). On board, she always attends to his every need. His constant question, “What were you thinking?” is present in each text after she brings him a blanket, serves him his favorite drink, and sinuatingly smiles. Finally, each text ends with the interrogative, “When will I see you again?” leaving the next rendezvous to the reader’s imagination. Delicate good taste is employed, however, this is not always the case as some sex domain promotional literature is purposefully explicit, both graphically and verbally, in order to attract the clientele seeking a more aggressive type of interaction.

³ The WTO (World Tourism Organization), whose headquarters are located in Madrid, Spain, estimates that by the year 2005 the tourist of the 21st Century will be taking part in active space travel.

SINGAPORE AIRLINES (1)

Beneath an acacia tree you watched the Singapore dawn burst from a tropical sea.

Who are you? What do you dream of?

Was it you I saw in Rome? You sat by the Trevi Fountain in your Sarong Kebaya and cast a coin. What were you wishing?

Aboard this giant Boeing I see you again. You bring me a blanket and a pillow. And serve brandy with a smile to a tired father.

The brochure in my seat pocket tells me that you fly to half the world and more.

But it doesn't tell me what you are thinking.

Who are you Singapore girl?

When will I see you again?

SINGAPORE AIRLINES (2)

I saw you as warm as the colours on that Sidney beach in summer.

Who are you?

In Manila you bought flowers from an old woman smiling gently. What were you thinking?

And now aboard this Superjet you serve me another drink before I have asked for it. With olive crisp and lemon fresh.

I know you are the calm heart of the biggest Boeings, flying to North America, the UK, Europe and the Middle East. To the Orient and Australasia.

But still you're an unsolved mystery in your Sarong Kebaya.

Who are you Singapore girl?

When will I see you again?

SINGAPORE AIRLINES (3)

In Bahrain, I saw you pass amongst the shadows of the old bazaar.

Who are you? What do you dream of?

In Los Angeles you laughed softly at the story in a Chinese newspaper. What were you thinking?

Now, as I relax in a slumberette aboard this exclusive Boeing, you bring me a cold towel and serve a glass of champagne, with a smile that is so natural it's impossible not to smile back. I know you fly to 36 cities in 28 countries.

But still you're an unsolved mystery in your Sarong Kebaya.

Who are you Singapore girl?

When will I see you again? (Singapore Airlines)

Our final consideration on the subject of themes regards socialization. The message appeals to the human beings desire for interpersonal relationships (Dann 1996:129-34). The spice of life might be portrayed in socializing in a British pub where the tourist can eat, drink, play games, and in essence, make new friends with other human beings like him/herself. The enrichment of discovering the other's culture might also be an attracting factor, which satisfies man's curiosity (e.g. new culinary

dishes), the need for companionship (e.g. singles cruises), and learning experiences (e.g. academic conferences).

Key words found in the three Ss interaction concept

fantasy	sharing	friendliness	hospitality	intimacy
appeal	activity	refreshment	openness	welcome

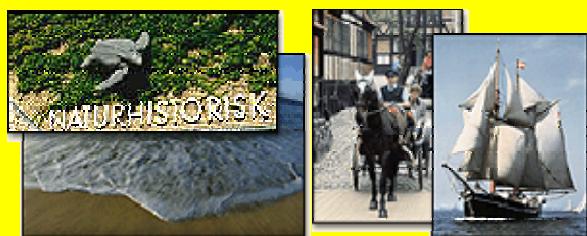
Table 5

3. Combinations of Discourse Domain Concepts

The tourist industry usually offers a combination of themes in their marketing process in order to create an attractive invitation for the receiver to savor. The mixing and matching of domains allows the sender to transmit multiple messages, which reach a wider audience, ergo making them more profitable than if the classification of concepts were excessively selective. The web pages of tourist destinations world-over, which cater to a large market segment of customers with varying interests, is an example of visual and verbal communication that tries to capture the interest of as many potential guests as possible by applying an intricate mesh of specific discourse domains such as can be illustrated at www.visitaarhus.com/ and www.visitdenmark.com/. Although some concepts may stand out above others, destination websites generally employ a discourse, which aims to satisfy all types of interests.

Right in the middle of Århus is the only Women's Museum in the world. The attractive open air urban museum DEN GAMLE BY, with its cobbled streets redolent of a bygone age, is worth visiting any time of the year. Tivoli Friheden amusement park attracts the young at heart from 3 to 93. Among the many museums is Århus Bymuseum (Århus Urban Museum) displaying changing aspects of everyday life in the town.

Everything is HERE, waiting for you, in the world's smallest big city.



[Museums and collections](#)

[Churches and monasteries](#)

[Nature](#)

[Amusement parks](#)

[Castles and manor houses](#)

[Buildings and townscapes](#)

[Sightseeing](#)

[Arts and crafts](#)

[Map of attractions](#)

[Back to the top](#)

Travel Planner

❖ [Welcome](#)

❖ What to see & do

❖ Suggested Itineraries

❖ [Copenhagen 1,2,3](#)

❖ [Sealand 1,2,3](#)

❖ [Aarhus 1,2,3](#)

❖ [Funen 1,2,3](#)

❖ [Bornholm 1,2,3](#)

❖ [Aalborg 1,2,3](#)

❖ [Facts about the cities](#)

❖ [Events Fall 2002](#)

❖ [How to get there](#)

❖ [Where to book](#)

❖ [What travelers say](#)

❖ [General Travel Information](#)

❖ [FAQ](#)

❖ [Contact](#)

 [Print this page](#)

[MyDenmark](#)

[Show favorites](#)

[Add this page](#) 

■ Copenhagen 1,2,3

Have you found yourself with a free day in Copenhagen? You're in luck! These brief itineraries will help you make the most of 1, 2, or 3 days in the Danish Capital.

Explore Copenhagen on foot, by bike, or by using the convenient buses and trams. Be sure to pick up a [Copenhagen Card](#) for 24, 48 or 72 hours of free or discounted admission to the city's major sites and public transportation.



❖ [Day 1 - Famous attractions](#)

❖ [Day 2 - Architecture and culture](#)

❖ [Day 3 - Museums and jazz](#)

Day 1 - Famous attractions

Morning:

Take an early walk through the Botanic Garden (Botanisk Have), which features 25 acres of landscaped grounds and a 19th-century Palm House.

Right beside the Botanic Garden is, quite literally, one of Copenhagen's treasures - [Rosenborg Palace](#). In this 17th-century royal residence, you'll find the Danish Crown Jewels and other treasures of the Danish Royal Family dating back to the year 1500.

Head east through the King's Garden to Amalienborg Palace, the current residence of Denmark's Royal Family. Arrive by noon to watch the Changing of the Guard. The ceremony takes place every day, but it's most exciting when Queen Margrethe II is in residence and a military marching band accompanies the guardsmen.

Afternoon:

Nyhavn, Copenhagen's revitalized canal district, once was home to Hans Christian Andersen (when he first arrived in "Wonderful Copenhagen"). Today it's lined with casual cafés where you can enjoy lunch and outstanding Danish beer.

After lunch, follow the Langelinie pedestrian zone along the canal until you reach Denmark's most beloved landmark, the statue of The Little Mermaid.

www.visitdenmark.com/

3.1. Escape

Romanticism may be exemplified in an evening ride through the cobbled streets of Den Gamle By in Aarhus in a horse-drawn carriage on a starry night, regression – in reminiscent exploration of the bygone age of this open-air urban museum, rebirth – after a refreshing dip in the cool blue waters of the luminous dune beaches of Denmark's most northern tip, Skagen.

3.2. Pleasure

Happiness is portrayed by leading the reader to believe that anything and everything can be found “HERE in the world’s smallest big city”, hedonism – is filtered through the exquisite treatment guaranteed as “everything is HERE, waiting for you”, the obvious epicenter of attention, and heliocentrism – some 18 hours of guaranteed sunlight from May to August.

3.3. Play

Furthermore, fun is nearby, as the hotels all claim their locations are optimum for attractive sightseeing, unlimited shopping and fun-filled amusement parks, fantasy – is easily fulfilled on an exciting excursion to Legoland, and participation in events like the nine-day Aarhus Festival of non-stop music, drama, or the Viking Festival in autumn.

As far as fairy tales are concerned, “The Ugly Duckling”, “The Emperor’s New Clothes”, “The Little Mermaid”, “The Princess and the Pea”, “Thumbelina”, “The Staunch Tin Soldier”, or “The Shepherdess and the Chimney Sweep”, take on a whole new significance as costumed children bring the H.C. Andersen characters to life at a Shrovetide party, or the Danish Royal Guard march steadfast towards the Amalienborg Palace in Copenhagen (the three Fs play concept).

3.4. Interaction

Finally, Denmark’s 7,300 kilometers of coastline invite the potential visitor to swim, surf, fish, or go yachting the open sea, the inland fjords and coastal inlets (the sea), the exclusive night clubs cater to adult only patrons, while respecting preferences with a most liberal nature (sex), and endless socialization can be encountered over a genuine Arnbitter, the local specialty from the Ceres Brewery, a smørrebrod (open-faced sandwich) at the sidewalk cafés, gravlaks (seasoned salmon) at the many restaurants, or a rich wienerbrod (Danish pastry) at any corner bakery (the three Ss interaction concept).

These web pages neatly gift wrap the three Rs - escape, the three Hs - pleasure, the three Fs - play and the three Ss - interaction concepts together in their communicative message. All these enticing products and services invite the prospective client, with articulate precision in their discourse, to look forward to Denmark as a desirable destination.

4. Pedagogical Implications

Marketing research spends a considerable amount of effort and money first, in order to identify the emotional and cultural needs, wants, and desires of potential customers. After that has been accomplished, field research provides insight into creating products and services, which fulfill the aforementioned needs. Successful promotion however, can only be obtained through the effective use of discourse, which communicates the options for the specific purposes involved. Since the vast majority of the pushing and pulling rhetoric takes place prior to tourist travel, legitimately it can be argued that the phenomenon of tourism is based on the effectiveness of communicative discourse. In addition, once tourism has occurred, the influential power of persuasion continues, as satisfied tourists relate their experiences to others (e.g. friends and family), thus becoming a posteriori, participants in the promotional chain of events, once again with discourse.

Therefore, expertise in the specific discourse domains of tourist language becomes paramount at each and every point in the tourism cycle, effective discourse being, the fuel, which generates the energetic flow of events. It is essential then for professionals in the field to be aware of the format, content and delivery required to make use of the powerful tool of language for specific purposes. In fact, without a creative command of communicative promotional discourse for tourism, the tourist professional would be at a distinct disadvantage in a highly competitive international market.

For this well-warranted reason, the pedagogical application of specific discourse domains research should necessarily carry over into the classroom. Within the university degree in Tourism Studies, the English Language Department offers a 45-hour optional course in the second semester of the final year of study in the three-year program. Students have previously completed a prerequisite of two full years of specific purpose language successfully, so that a good foundation in the English language is presumed. Past and current materials are selected from various authentic sources in the corpus to be used as models for linguistic study.

The overall objective of the course is to provide an interdisciplinary analysis of applied linguistics for the sector, in addition to drawing from related fields such as sociology, anthropology, business science and marketing. The specific objectives pursued are based on the study and understanding of Dann's classification of specific discourse domains. Our research findings regarding the specific discourse we encountered, provides an account of specialized language used in the communication of the concepts in the promotional material. Further application of the specific discourse according to the concepts, or combination of concepts is required in practical tasks.

Students are expected to be able to recognize and apply those properties characteristic of advertising and promotion in general, as well as those referred to as divergent properties, as they are typically found in tourist promotion, but not so readily in other types of advertising. Moreover, learners should be capable of

detecting and utilizing language with the express purpose of organizing activities which maintain order and control, such as might be found in rules and regulations, scheduling, guidelines, required attire, etc. From the examples provided, pupils should acquire recognizance skills in decoding, or deciphering the four thematic trios, which should consequently lead to transcoding, or transferring appropriate communication according to the situations being dealt with, to finally gaining competence in encoding, or inventing new and creative ways of promoting the ideological categories and their multiple combinations.

The series of stages, designated as before travel takes place, during the trip, and post-trip, as regards tourism activity, makes it essential to undertake an analysis of the media (mass media, minor media) to be used for promotion, since verbal and non-verbal communication will vary according to the channel selected. Identification and exploitation of verbal, visual, or combined visual and verbal language techniques must be mastered in order to effectively transmit messages. If the comparison with a competing destination will be dealt with, verbal techniques like simile and metaphor, in addition to the comparative the superlative grammar forms are required. Choice of colors and a horizontal or vertical format will accompany the language and produce an effect on the receiver. Special attention must be paid to specific registers for appropriate market segmentation. In the case of a health spa, where launching requires proper targeting, remedial benefits will be expressed in terms of therapeutic language which is often highly technical. Once the above has been accomplished, students will be ready to evaluate the language applied in existing international models in all of the aspects examined. Finally, the learners will develop and present a model of their own creation in the form of a national or regional tourism project, which in turn will be the basis for their final evaluation.

Undoubtedly, the analysis of special discourse domains for specific purposes will increase as tourism and technology expand around the globe. Specialization and niche marketing will continue to offer novel experiences to answer to the wide range of tourists' needs. As a result, the operation of the industry directly depends on the discourse effectively used to communicate its messages.

In the university education of future professionals in the field these specific concepts lay the foundation for understanding the processes of tourist motivation, contemporary examples demonstrate their various applications in modus operandi, and the practical transference of their acquired knowledge in specific language provide students with the communication skills required to become effective transmitters of discourse for tourism.

5. Conclusions

From the corpus of material collected, from which due to limitations of time and space only a few examples have been described here, we confirm that the tourist industry makes use of a series of specific discourse domains in order to promote destinations. Furthermore, the concepts are communicated through recurring

selective discourse, which dominates the promotional messages. Most of the material combines several of the specific discourse domains, thus making the target audience larger. The key words that have emerged in our study provide us with a valuable source of specialized language for students and professionals in tourist related fields.

Bibliography

- Boorstin, D. (1987). *The Image. A Guide to Pseudo-Events in America.* 25th Anniversary Edition. Atheneum. New York.
- Britton, R. (1980). Let us handle everything. The travel industry and the manipulation of the travel experience. *USA Today*. May, 45-47.
- Butler, R. (1986). Literature as an Influence in Shaping the Image of Tourism Destinations. In Marsh, J. (Ed) *Canadian Studies of Parks Recreation and Tourism in Foreign Lands, Occasional Paper n°11*, 111-132. Trent University.
- Calantone, R. et.al. (1980). Targeting Specific Advertising Messages at Tourists. In Hawkins, D. et.al. (Eds) *Tourism Planning and Management Issues*, 149-160. George Washington University.
- Chias, J., and Buhigas, T. (1991). Tourism in Spain. Not Everything is under the Sun. Communication Strategy Analysis in the Spanish Tourism Sector. In *Seminar on Tourism and Transition. The Research Challenge*, 175-183.
- Cohen, E., and Cooper, R. (1986). Language and Tourism. In *Annals of Tourism Research* 13, 533-563.
- Dann, G. (1996). *The Language of Tourism: A Sociolinguistic Perspective*. CAB International.
- Dann, G. (1981). Tourist Motivation: An Appraisal. In *Annals of Tourism Research* 8, 187-219.
- Dann, G. (1989). The Tourist as a Child. Some Reflections. In *Cahiers du Tourisme série C*, no 135.
- Dann, G. (1993). Advertising in Tourism and Travel: tourism brochures. In Khan, M. et.al. (Eds) *VNR's Encyclopedia of Hospitality and Tourism*, 893-901. Nostrand Reinhold.
- Davidson, T. (1994). Assessing the Effectiveness of Persuasive Communication in Tourism. In Ritchie, J. And Goeldner, C. (Eds) *Travel, Tourism and Hospitality Research*, 537-543. Wiley.
- Jafari, J. and Gardner, M. (1991) Tourisme and Fiction. Travel as a fiction, fiction as a journey. *Cahiers du Tourisme, série C*, no 119.
- Laurent, A. (1967). Le thème du soleil dans la publicité des organismes des vacances. *Communications* 10, 35-50.
- Mitchell, W. (1986). *Iconology: Image, text, ideology*. Chicago University Press.
- Rivers, P. (1973). Tourist Troubles. In *New Society*, 1 February, 250.
- Selwyn, T. (1993). Peter Pan in South-east Asia. Views from brochures. In Hitchcock, M. et. Al (Eds.) *Tourism in South-east Asia*. Routledge. London, pp.117-139.

- Teas, J. (1988). I'm studying monkeys; what do you do? Youth and Travelers in Nepal. In Graburn, N. (Ed.) *Kroeber Anthropological Society Papers*, nos 67-68, pp35-41.
- Trotta, G. (1992). Portrait of Lake Cuomo. In *Gourmet*, April, 106-111.
- Thurot, J. and Thurot, G. (1983). The Ideology of Class and Tourism. Confronting the Discourse of Advertising. In *Annals of Tourism Research* 10, 173-189.
- Urbain, J. (1993). *L'Idiot du Voyage. Histoires de Touristes*. Editions Payot et Rivages. Paris.
- Williamson, J. (1983). *Decoding Advertisements. Ideology and Meaning in Advertising*. Marion Boyars. London.

ABSTRACT

The Promotion of Tourism through Key Concepts and Specific Discourse

Patricia Edwards and Alejandro Curado
University of Extremadura
Caceres, Spain

Key Words:
concepts, discourse, promotion, tourism

Professional communication in the tourist industry is a prime consideration for all business organizations large or small, private or public, national or international, as their common denominator resides in operating to attract potential customers to their products and services. The objective of this paper is to examine the underlying theory behind the strategies and promotional practices carried out to achieve the aforementioned aims from the perspective of a special use of language within conceptual domains. Representative examples from many countries, which apply modern advertising and promotional techniques, will be analyzed in the light of their communication power. The concepts exploited by differing destinations include specific linguistic messages with recurring word use which is directed towards the particular market segment targeted in order to address the needs and motivations of prospective clients. Multiple combinations of these ideological categories are meshed together in order to make up an interesting and enticing offer as will be demonstrated in the final section of this study.

A Functional-Pragmatic Approach to the Analysis of Internet Scientific Articles

Isabel González Pueyo and Alicia Redrado
Centro Politécnico Superior de Ingenieros
University of Zaragoza, Spain

1. Introduction

Nowadays, genre theory is increasingly seeping into the electronic media, notably as far as internet discourse is concerned (e.g. Agre 1998a, 1998b; Beghtol 2001; Crowston and Williams 2000; Dillon and Gushrowski 2000; Kwasnik 2001; Kwasnik *et al.* 2001; Toms 2001; Yates and Orlikowski 1992). One of the main concerns of scholarship focuses upon whether the internet has already created some sort of ontological basis for its own discourse (see Agre 2000), and hence, a set of standardised constraints upon the genres that suit the medium. These web genres may be shaping people's subjectivities, or what is the same, the set of expectations users arise when accessing online documents. As a result, existing generic patterns (i.e. structural schemata and register choices) such as those forwarded by technoscientific research papers (see Swales 1990; Trimble 1985; and Zappen 1983) undergo an accommodation process in response to the medium and the assumed tenets of the internet audience. As Swales comments on "existing genres can be accommodated" (Swales 1990: 58), their constraints being loosened or tightened in response to the new rhetorical dimension and kind of audiences.

A similar criterion can be applied to the materials spread on the web. Kwasnik *et al.* (2001) report that several organisations have used the web to publish different types of information such as reports, government agency press releases, and product brochures at the same time. As they argue, these organisations tend to use existing genres when putting information on the web. As a result, documents may be confusing and the communicative purpose lost, as people happening to reach those documents will probably be outside the community in which the genre originated and evolved. This in part accounts for the low success rate of some web searches. From this, it follows that existing on-line genres must undergo some modification when adapted to a new medium and less restrictive audiences, thus

allowing the conventions that underlie the discourse to be shaped, reinforced, or renegotiated much more rapidly than in traditional genres.

With the purpose of studying how traditional research papers are accommodating to this new medium, we reviewed a set of articles collected from a random choice of internet sites, especially those including personal homepages, or those belonging to Universities. Due to the actual results we were encountering we also visited a set of sites enclosing online ST magazines, and company sites that publish technical articles. All this provided us with more ample angle to draw comparisons, and test whether the medium acted as a powerful constraint of the research articles published online.

However, due to the length of the articles and because this paper focuses on text, the discussion will be further restricted to comment on a few examples, selected as representative of this type of discourse. Thus, we will discuss an article thoroughly while comparing some general features also displayed by others. Drawing on such analysis, we shall move to consider the general criteria, which can define the actual occurrence of this kind of texts.

Our study departs from the structural framework of the text in an attempt to come to terms with the genre wherein audiences, and especially trained readers, would locate the text. For this purpose, we shall combine research on genre properly so-called as is the case of Bhatia (1997), Swales (1990) Berkentotter and T Huckin (1988, 1995) and Zappen (1983), some approaches of text typology and standards of textuality (Beaugrande and Dressler, 1981; Hatim, 1990) as well as Halliday's theory of Multiple Themes. Following Bhatia (1983), the successful recognition and deployment of generic structural techniques and strategies is essential to the training of professional communities, as they ease the tasks of decoding and publishing materials.

The second step in our study shall gear our angle towards variables of register like mode and field (see Halliday 1976, 1978, 1985; and Martin, 1993; Halliday and Hasan, 1989) as well as the pragmatic approach of politeness theory to provide a full account of the text at issue. Rather than discarding any of these analytical focuses, they can all ally, in our view, to reveal salient features, and more particularly the rhetorical intention of the writer. In fact, current research on genre theory lies upon an interdisciplinary pragmocognitive approach, which also welcomes common tenets of critical discourse.

Through these textual analysis we hope to show how this kind of texts imaginatively realise and assume the standpoint and main tenets of an audience that just consumes specific genres, most being analogous to the persuasive, manipulative, amusement-oriented genres of TV news stories, tabloids and commercials. These texts are characterised by hybridity, i.e. while they are built according to the schematic structural framework of purely scientific texts, they are

characterised by what Hatim (1990: 51) regards as fuzziness of registers, which in turn seem more proper to mass media discourse.

2. A Functional-pragmatic analysis of an internet scientific article

As a typical example of these kind of texts we will analyse the article “Awareness of SDS Associated with Alcoholism” (<http://etoh.homepage.com/awarenessofsds/bao.html>.)

2.1. Schematic structure: a purely scientific scaffolding

The Introduction Stage

This article follows the conventional schematic structure that can characterise other scientific genres such as scientific articles or even technical reports since it moves as follows: a first segment can work as introduction or opening segment, then the central body of the article explains the phenomena and reports past research on the topic, and finally comes the closing segment labelled as conclusion, which can be felt as a discussion or the reflection upon the results obtained.

As many articles actually do, the present text overlaps with the expository and argumentative text types (Hatim, 1990) in that an initial thesis -*Lack of knowledge on SDS-* is substantiated through supporting arguments that reason out the initial theory, and a final conclusion follows to sum up in a synthetic way what has been debated throughout the article.

The initial segment or introduction is modelled according to the archetypal steps that guide research articles as much in the overall design as in the more particular structural strategies. As is the case of research articles introductions (Zappen 1983: 130), our introduction can be viewed as an encapsulated problem-solution text in that the writer addresses the goals, current capacities, problems, and criteria of evaluation that operate within the discipline.

The same is true of more particular techniques. The main problem appears clearly explicated in terms of contrast as is the case of many abstracts and introductions of research articles (Swales, 1990: 138; Zappen, 1983: 130) ...*However, few people are aware of SDS.* Although it is not directly asserted here, one can already guess the writer's purpose that of somehow tackling the problem stated by providing information on the topic. Also as in many abstracts, the contrastive rhetorical technique aims to balance background information -*while we are all familiar with alcoholism as a social evil-* with the one that the article intends to develop, thus foregrounding the thesis that little is known about SDS associated with alcoholism. Next, the article advances under seven-numbered headings what is going to be debated, namely the causes that provoke SDS: *alcohol poisoning, chronic alcoholism, etc.*

When attempting to pin down how the information is distributed along the article, one can perceive that this reveals itself as clearly structured by core statements and sub-core topic sentences, which put forward the information each paragraph encloses. In these terms, being extremely cohesive in paragraph structure, the text easens the retrieval or the decoding of the rhetorical purpose to the reader.

The central body stage

The central body proceeds by first describing the typical situation and the procedures that doctors follow when such deaths take place. Here, as in conceptual exposition (Hatim, 1990: 155), a sort of definition is first given as core statement; “*Alcohol associated sudden death syndrome is also termed as unexpected death associated with fatty liver syndrome*”. Then, the next paragraph includes medical research in general, and six more paragraphs will each disclose the particular investigations carried out by several scholars

Due to the social activity reported, the register shifts in field, mode and tenor. Lexical density proliferates to refer to medical technical definitions (*hypocalcemia, magnesium deficiency*, etc), passive structures appear more frequently to imitate the cold, neutral and objective style of forensic reports (*the body was found dead...the deaths were witnessed...*); and the time order arrangement follows the sequence of the autopsy.

If one pays attention to the syntagms located at theme-position, one comes across with what Halliday terms as experiential or, ideational meaning. They mostly show up nothing but the field: the first paragraph of this central body even departs with the typical mode of scientific texts, namely the high lexical density via nominalisation, of a characteristic grammatical metaphor *Alcohol associated sudden death syndrome*. Next, comes *Medical research* in the following paragraph, and finally the string of individual authors, *Taff, Yoshida, Randall, Yusurika, Eaton* always fulfilling the subjective slot. The pattern is only somehow disturbed by the seventh paragraph, where the writer decides to locate the circumstantial location syntagma, *In a review article* in that theme-position. This paragraph comment on another source of research also advanced by Randall, who, meaningfully enough, shares the writer’s views about the lack of awareness of SDS within the scientific community.

Again this central body shows the features of research articles methods that have been noted by scholars like Swales (1990: 166-170). First, the opening paragraph illustrates what she terms as noun phrase stacking. Second, trained readers are called upon the text to recognise the string of researchers and their increasingly specialised findings. Third, like the method sections of scholarly publications, the lack of anaphoric reference in some cases has to be supplied by the knowledge shared by the professional community that the reader brings to the text. And finally, the more frequent use of passives and the sequence of light themes and heavy themes can be also cited as characteristic of the genre.

The conclusion stage

In the conclusion the writer reiterates the problem in identical lexical terms to those of the introduction, (i.e. roughly *the lack of knowledge and awareness*) and states his purpose clearly (i.e. *inform to advise or warn the reader*). As in research articles, one can note here that this conclusion mirrors back the introduction or initial segment, such that it moves from the particular research carried out by the writer to the general social application. The moves of statement of results, explanation (*alcoholism either as a cause or a symptom*) and insistence on the surprising findings, deduction (*it is evident...*) and recommendation (*one should be aware*) pointed out by theorists like Hopkins (in Swales 1990: 172-173) succeed each other following the archetypal order.

It is worth recalling here Halliday's theory on Multiple Themes to observe that this text reveals no apparent intrusive role of the writer in the development of information. According to Halliday (in Gómez González 1994: 55-56), users choose a Multiple Theme when they place one or several textual or interpersonal items before a simple topical theme i.e. the first transitivity constituent of the clause, namely a participant, an attribute, a circumstance or a process. For Gómez González, in Multiple themes, topical, interpersonal and Logico-conjunctive themes compete for the thematic floor. As a result, topical information per se is less of an issue and therefore is often weakened into pronominal realisations. These are embedded within textual and/or interpersonal flavours in order to ensure the continuity of the thread of discourse and foreground the speaker's perspective on it. However, few multiple themes appear in this text, and none at all in the themes that head each paragraph. For Gómez González, non-multiple themes tend to appear in those texts mainly devoted to just monitoring reality through verbal processes as could be the case of scientific texts. They, she argues, disfavour interpersonal reverberations and keep logico-conjunctive complexity to a minimum.

Out of the analysis of the structural framework that seems to sustain the text, which in turn is underlined by those syntagms strategically placed in theme position, the topical themes: *alcoholism--alcohol associated sudden death syndrome--general medical research--particular researches* and the final heading of *conclusion*; it can be observed that sequences succeed from the general to the particular in a very didactic manner. In what the interpersonal meaning is concerned, one might also deduce at first sight that the tenor is to be highly objective, for nothing alerts us about the intrusive role of the writer and marked interpersonal meanings. Apparently, everything so far is pointing to factual information, experiential meanings. It might well be argued here that the text is a seemingly detached report, which has been written to be read reflectively. Such motivated scaffolding scores high in fulfilling the standards of textuality that well-built texts must follow, for example those of cohesion, coherence and informativity which promote and enhance the reader's acceptability (Beaugrande and Dressler, 1981).

However, a more detailed analysis would immediately reveal that what structural features seem to imply is far from true. Let us concentrate on those features that

subvert the conventions of ST discourse to colonise the generic and register variables more proper to advertising discourse. These conventions apply to the simulation of conversational interaction, the reports on sensationalist news, self-disclosure taken to the extremes of personal tragedy and overall discourse patterns that construct the identity of the writer.

2.2. Conventions of advertising: face-to-face interaction

The title

The title, as the ones we usually encounter in the internet, already shows some significant differences when contrasted with those belonging to more typical scientific genres such as reports, procedural recounts, explanations, etc. Notice, for instance, the stylistic differences of these other titles “*Managing Technology-Based Projects in Multinational Environments*”; “*Chromosome Classification Using Backpropagation Neural Networks*”.

Comparing these titles with the ones examined in our corpus, we can establish important distinctions, being the first one related to the registers involved, always in relation to the audience they address, in terms of the context of culture (*genre*) and the context of situation (*register*). As can be noticed at a glance, the titles mentioned above consist of nominalisations and complex technical terms without verbs, whereas in the internet articles writers avoid highly specialised nomenclature, thus making them available and accessible to non-professionals. From this point of view, they can be inscribed within what we usually regard as popular science. They all lack abundant nominalisation and the compressed style of more ST counterparts. In addition to this, the scientific fields involved mix up with general social concerns (*alcoholism, health, emergencies*), which turns wider audiences into potential readers.

The title “*Awareness of Sudden Death Syndrome Associated with Alcoholism*” seems to mask the technical item, which constitutes the topic, *Sudden Death Syndrome* by relegating it to an unmarked syntactic slot. The author initiates Theme (i.e. the starting point of the sentence) with the word *Awareness* in such a way as to state his intention clearly, namely *to make the reader aware*, a motivation that is going to be reiterated throughout the text. This is precisely the intended process, the pragmatic effect he wishes to exert upon the audience. Since the whole article aims to fulfil this pragmatic function, the word *alcoholism* is placed in Rheme-position. This fact seems to contradict somehow the principle of assigning rhematic location or end-focus to what is assumed to mean new information to the audience. In other words, as the writer states below, everyone is familiar with alcoholism but not with sudden death syndrome. It seems that this first rhetorical or textual device attempts to arouse the interest of the audience in a headline-like style to maintain the public in the page as long as possible. Therefore, other registers like those of newspaper articles or editorials appear to be embedded in the text from the very beginning.

The introduction

At the introduction stage the conventional scientific discourse is also modified in order to comply with the assumed expectations and demands of the webusers, in turn located in specific cultural backgrounds. The introduction reverses the conventions of written texts by depicting the picture of typical informal spoken discourses. The situation is made interactive by directly appealing to readers as follows: “*People like you reading this page*”; the appellative function locates readers in the same place and the same time as the author himself. Such situation is further reinforced by first pointing out directly to the audience’s familiar background “... *your relatives, friends or co-workers*”, and shortly afterwards, by placing himself within the same group and status as that of the reader with the statement “*we are all familiar*”.

Following the functional approach to language, we can argue that the writer makes use of those resources characterising spoken discourse in informal situations: equal power or status among interlocutors and address terms denoting frequent contact and high affective involvement or appraisal (Halliday, 1985, 1976; Eggins, 1995). In terms of politeness theories of conversational behaviour (Brown and Levinson, 1978/1994), the writer seems to pay positive face to, or compensate for the unpleasant account or face-threatening act, that is, he resorts to in-group identity markers (use of pronoun *we*) as strategic hedges which soften the impact caused by the statement that a nearest acquaintance or relative of the reader can be an alcoholic. It could also be remarkable to reflect upon the ways through which readers are immediately trapped in the scene by means of the verbal processes involved in the passage. First, in the fact-status mood of the indicative the writer immerses the audience in the mental process “*know*” by making us think as “participants-sensors” (Halliday, 1985, 1993), or else remind and recall someone who is alcoholic. Then the attributive process *are* in the sentence “*we are all familiar*”, works jointly with the inclusive subject to turn us into members of the same group as the writer’s himself, that is, the group that knows and suffers from the social problem of alcoholism.

So far the text has already crossed the border towards advertising manoeuvres. First, it has constructed the reader’s identity and the relationship between the writer and the reader: the simulation of face-to-face discourse (called “synthetic personalization” by Fairclough 1989) has presented the latter as a “potential friend-in-distress” (Verstergaard and Schrøder 1985: 94), and the former as someone who brings some benefit to the reader: the expert who provides reliable information and at the same time as the man in the street who tells about his own experience. This is a type of discourse that connects the audience with its social identity. Most advertisements exploit the interactive potential of discourse in a manner comparable to the picture we find in this homepage. Adverts exhibit various interactive signals, such as those which create the relation between producer and reader (e.g. first and second person pronouns, expressions of offers and advice) or which constitute invitations to actions (e.g. use of imperatives).

It is also at the introduction that an interesting clashing of register variables comes to the surface. The shift of register marks off a second stage in the introduction, which is now populated by other participants (*the health professionals*), to whom the writer assigns other mode, field and tenor. The vantage point changes from the previous familiar *we* to that of the cold nominalisation *Health professionals* that signals distance, low affective involvement, and unequal status with respect to the writer's previous group. This textual strand is now filled with highly technical terms in nominalisation: *alcohol cirrhosis, GI bleeding, cardiomyopathy...* proper to the activity of these new participants. The pragmatic effect that the writer achieves is worth commenting on: the deeply felt social problems of the previous strand *marital problems, arguments with family... etc*, which both readers and writer suffer, clearly contrast with the more abstract, cold illness categories that can suit medical reports but that, otherwise, might mean little to the common audience. But apart from the field, which has created a drastic reversal of the situation and roles by positioning us in the far distance; the tenor has also been strategically changed to contribute to the same pragmatic effect. Instead of the previous *you ...know, we are*, the writer plays now with modality as follows: "...*Health professionals may be familiar with the definition of alcohol abuse or dependence...*".

According to Martin (1992), Vocatives, Modal adjuncts, Mood (probability, usuality, opinion), Comment Adjuncts, Finites and Wh-interrogative elements fulfil interpersonal functions: they are used to exchange roles in rhetorical interactions with addressees (statements, questions, offers, etc), and to express the speaker's own angle on the matter, that is, accompanying degrees of modalisation (i.e. probability and usuality) or modulation (i.e. inclination and obligation). In this way, the author cannot hide his pejorative attitude towards this social group. First, he expresses uncertainty (*may*) about the knowledge of these professionals, and then instead of conceding them a direct management of health problems, he just puts them in contact with a theoretical *definition*. In other words, whereas common people undergo everyday tangible problems in their immediate backgrounds, professionals leave them unnoticed or, at best, may have some theoretical knowledge of bodily malfunctions. Even worse, they have been unable to reach any agreement on a common label of the illness and are still getting lost in *mystifying complications* in detriment of the people's interests and social needs.

The shift of register we referred to above, has already been stressed through the lexical arrangement (technical words instead of the previous more general items), and modality (from certainty to uncertainty or probability). Now, one more device contributes to the contrast, that of passivity, which in addition is first highlighted by means of a result clause: "*SDS ...is an entity so poorly understood that it does not bear a generally accepted label or name*"; and again is assigned to the common practice of professionals in *SDS ...may be classified*. The level of lexical density and compressed style has risen in this strand, which together with the passive structures allow the author to express his views more indirectly and cunningly disguised: he evaluates as *poorly* (comment adjunct) the medical research and also

introduces a shift in modalisation *not generally* which contrasts with the assumed usual-always status of the situation depicted above, i.e. what people usually suffer in everyday life. In sum, everything together has helped to decrease the level of addressee-proximity and content-proximity with respect to the previous strand, which also gives us information about a different mode. Now readers have been left out of the situation and language is not used to interact with the reader but to monitor or manage reality.

Out of this analysis one can safely state that the writer is resorting to argumentative techniques to steer the situation in a manner favourable to achieve his goals i.e. rather than inform objectively, he is more than anything persuading the reader to accept his own opinions which also cover a criticism against the behaviour of doctors towards alcoholism. As a matter of fact, the whole introduction has an evaluative texture which is shown in the use of repetitions (*familiar, aware*) or near synonyms (*know, understand*), contrast through the several devices we have seen, and parallel structures (*we are... they can be... they may be... few people are...*), all being, according to Beaugrande and Dressler (1981: 184), distinctive markers of argumentation. In a sense, we can also observe that the text displays features that characterise what Reiss calls “operative text” (in Hatim, 1990: 187). In the typology of texts devised by this scholar, argumentation and instruction with option as in advertising belong to the same category of operative texts. These, he comments, must fulfil a number of requisites if they want to arouse the interest of the audience. Among the ones he includes, we could select the writer has chosen such as those of topicality (alcoholism as a social evil); suggestion and emotion (making the reader revise his/her own background) together with some degrees of language manipulation.

Furthermore, the paper has created a manichean picture of a situation, a version of reality split into two antagonistic social groups, namely common people versus health professionals and has allied himself with the former, the one that suffers not only from alcoholism as such, but also from the malpractice of the latter (lack of agreement and presumably scarce interest in the social problem). Note at this stage that once the article concludes, the writer turns into a book critic by praising and, hence advertising a number of readings on the matter which concentrate more specifically on the social rather than the medical questions. And finally, an extra stroke of effect seems to alert us about the actual intentionality of the writer, as this homepage closes with a commercial that reads as follows: “Are you happy with your doctor? LOCATEADOC allows you to search for a physician in your city, while gaining valuable health information”. Thus, the rhetorical intention or the actual purpose of the article comes aided by these extratextual bodies of advertising.

2.3. Sensationalist news to balance scientific contents

Even the central body of the article, the one with more purely scientific register variables, encloses drastic turns towards conventions of more popular-oriented genres. Actually, the writer provides us with more sensationalist additional

information about victims in an attempt to balance the scientific content and thus draw the attention of the non-trained audience.

Twice he informs us that the typical victim is a man, who, besides, seems to be a “lonely” character. In the first paragraph of this central stage, we read: “*the body was found alone at his residence*” and more explicitly in the second paragraph, “*The most common victim is an older, white male... usually “found dead” at home*”. At this point, it is not very clear whether the writer is imitating and somehow criticising official reports, which seem to exclude other victims like blacks and women or else, he is just trapping the reader with the sensationalist account. The former explanation can appear more suitable if we consider that the writer misses no opportunity to put down medical research as in “*medical research...was unable to reveal*”. These linguistic devices seem to prove that the article unveils a characteristic combination of genres alien to the conventions of the scientific one.

More additional, irrelevant information is later supplied in the fourth paragraph, which again combines the scientific register with that of news reports. Here, the writer comments on a case of a 50-year-old track-driver arrested drunken and then found dead while he was in jail. In every case, melodrama is served to impress and attract us emotionally rather than to provide us with real, useful information about what to do in those cases or how to prevent the trouble.

The same sequence of devices are recovered in the conclusion, although the sensationalist tone is even further increased by providing figures concerning death rates in USA, and other social evils like depression, drug dependence and suicide, thus rising the level of generalisation from the particular problem of alcoholism to the general social situation. Again this mode of operating appears to be more proper to TV news genre or tabloids rather than scientific ones, but it appears to be widely used in popular science, and especially suits internet texts. Personal tragedies, particularly death, are ubiquitous in these texts and work from time to time to balance neutral, objective information as is the case of the article chosen here. Needless to say, death is also the topic par excellence of the yellow press or even TV news world-wide.

A critical reader can deduce at this point that the writer plays with interlocutors by positioning them in and out of the situation depicted in an attempt to gain their agreement. The ideological stance of the text strengthens at this strategic strand through the deliberate ambivalence of registers, text types or, as we argued, even genres. In a few lines, the text moves from the conventions of popular journalism to scientific discourse; or from the tenor of analytical exposition to that of argumentation.

2.4. Self-disclosure and personal tragedy

Self-disclosure, family love, and personal tragedy often go hand in hand in these texts, and serve not only to trap readers emotionally but also to heighten personal

credibility and commitment to the scientific research. In *How Should We Farm?* (<http://www.bsp.msu.edu/bailey/background/pub3.htm>), Professor Richard Bawden introduces what he calls his "noble quest" and "glorious enterprise of inquiry for responsible and virtuous action" explaining how his research was "a formative journey" and far "more than a mere intellectual odyssey". In his own words:

...at its commencement, my late wife Diane had been dead almost two years from the blight of the hepatic cancer which had killed her, and through which she had shown to all of us who had been privileged to know and be loved by her, the very essence of human dignity and courage. In seeking to accord the highest possible respect for that essence, and for the lessons I had learned from sharing her insights into learning how to die, I was to bring to my studies a personal dimension of incredible intensity.

Notice how the writer portrays himself as the Greek or Dantean hero who must fall to hell, undergo pain and suffering to bring some sort of treasure to the world, i.e. his own research. His labour is daringly modalised, to judge from the tenor variables prevailing in research papers and strategies of modest self-expression, with adjectives such as "noble and glorious". However, the emotional nuance seems to be justified to the reader when revealing the personal misfortune, which is detailed to the outmost. Then, it is personal tragedies that seem to motivate, ignate and rank research into the status of masterworks. In these terms, scientists turn into romantic poets who inspired by dearest relatives elaborate finest pieces of work, and the ones who can best enjoy the sympathy and complicity of the lay readers. Likewise, in *Awareness of SDS* we have to await the closing of the page in order to come to terms with the nature and tone of this article. Here the reader is left with the last shocking effect as s/he reads: "*This homepage is dedicated to my father, Guozheng Bao, who died of alcohol associated sudden death syndrome in Dec.19, 1997 at the age of 66*". It is here that readers can sympathise with the writer, somehow understand his anger against health professionals and finally agree with his own views.

2.5. Discourse patterns and construction of the self offered to the audience

Another coincident feature is that of discourse patterns. According to Hoey (1983), the most frequent discourse pattern in advertising texts is Problem-Solution, which consists of four elements: situation-problem-solution-evaluation. A safe way of persuading the reader is to claim that the product will solve a problem or satisfy a need. The potential consumer is drawn attention to (or made aware of) his/her problem and the product is presented as the solution. The adverts that follow this pattern take two different forms, which imply two different constructions of the writer's identity, aiming at arising confidence in the product: first, constructed as an expert who offers a solution, and second, as a friend in distress who tells how he solved the problem.

As can be seen in this article, the figure of the writer is one who seems to become an expert out of the experience he had with his father, one he could not solve in time. Thus, his personal involvement and frustration makes him more trustworthy than any other potential expert. In *How Should We Farm?* his wife's death has reified his research by providing it with the emotional commitment that the cold lab-experience often misses in order to reach artistic heights. For Fairclough (1992: 211) producers and sellers have to be constructed in the discourse, "whose image has to be made to harmonize with the images of the product, and of its potential consumers". Our two writers unveil personal experiences and feelings and thus, become the most efficient sellers of their own research.

3. Discussion

Since the Enlightenment period, many fields of academic research have been losing ground to Natural Sciences and Technology. Even though eminent public personalities, poets and scholars have regretted the faith modern men once deposited on science while neglecting more spiritual concerns, science has been customarily regarded as the engine fuelling the modern world. As opposed to less factual disciplines, Science and Technology have been advertised as objective, exact, true, empirical, informative and especially useful, something which can also justify the financial investment not devoted to other social spheres. As a matter of fact, studying science can bring about pragmatic discoveries, which are bound to make the world progress by the discovery of a remedy against cancer, old age or AIDS.

However, progress succeeds in such a pace that it is becoming more and more unattainable for the layman, so that today many scientific breakthroughs are conceived of as magical, on equal terms as those miracles once attributed to sorcerers. This state of affairs seems to have created some pitfalls that scientific and technological discourse has to overcome in order to bridge the gap with non-trained audiences. On the one hand, ST discourse must help to sustain the fact-oriented, serious and reliable character of such disciplines. On the other hand, ST discourse must narrow distances with the public enthusiastically in order not to lose its popular appeal and its status of modern myth.

The meeting of different audiences in the homepage creates the conditions for the emergence of a new genre, one which must support the collective cognitive processes of these two audiences at a time to succeed in actual practice. Here, we believe, lies the subtle, but powerful influence and appeal of this kind of texts, which can constitute a specific genre. The readers are provided with a purely scientific scaffolding that sustain the clashing effect of scientific registers dyed throughout with melodramatic and sensationalist resources, the latter helping to keep the target audience glued to their computers. In this sense, these kind of texts resemble the *operative text type* (in Reiss nomenclature, Hatim, 1990), which characterises modern advertising.

The analysis presented in this paper reveals that there are two kinds of audiences addressed to by these texts, as they enhance two kinds of reading: scientists can benefit from the scientific information reported at the core, while for non-scientists the information is smoothed over by typical commercial-like rhetorical techniques and content. In the articles analysed there is no real attempt to instruct the non-specialist, or acquaint him/her with scientific research, since there is no explanation for technical nomenclature. Instead, the layman has to satisfy curiosity by nodding before such incredible achievements or react enthusiastically when sensationalist news is served.

It is precisely this motivated choice of clashing registers or even genres that makes these texts so manipulative in nature. It is no wonder that in an age of ever increasing manipulation of all kinds, internet texts, which attempt to extend and sell their products in the far-flung corners of the world, resort to the mechanisms that more effectively can draw any kind of reader.

Amid the tools deployed outstandingly the force of striking metaphors, the choice of informal tenor and conversational style to approach the reader on an equal social footing to the writer's, and self-disclosure mechanisms (e.g. personal information, feelings, and family background or tragedy) which aim to inject emotional attachment to the reader and warmth into the language as a means to intimate with the audience in a manner similar to many TV commercials. They could also be compared to the taught techniques of businessmen and company staff to secure the loyalty of customers. The effect is one that makes the reader believe he is immersed in ordinary conversation, the sort of informal interaction with family and friends. As Deborah Cameron (2000: 41) comments, this kind of communication skills which increasingly seem to characterise "good communication" have more to do with the ethics of interpersonal behaviour than with traditional linguistic value judgements: valued qualities include "clarity, honesty, openness, assertiveness and directness" but not usually correctness, elegance or wit. However, as she argues, like all evaluative judgements on language-use, currently orthodox views are ideological, and the ideology they instantiate has arisen in particular cultural conditions. As a matter of fact, those skills are essentially based on mainstream American English discourse norms which are spreading around the world and, thus, contributing to what Canagarajah (1999) terms as linguistic imperialism, something which is in turn adding to the globalisation process.

Wynn's (2000) research which confirms our views upon personal homepages. As she puts it, homepages are essentially people's self-created windows on themselves and as such are a construction of self offered to the random viewer. They are "inclusive self-presentations, curriculum vitae, personal advertisement, reflective medium and art all rolled into one presentation" (*ibid.*: 301). They imitate conventions of interactivity to heighten dynamics, and they seek to coin an image of personal authenticity by being predominantly disclosive about the self. They tend to jump to state "this is who I am" (*ibid.*: 322), which can be expressed in a photograph, a list of interests which are active by being clickable, or as found here,

by indicating the personal tragedies that moved the authors to create the page or elaborate glorious enterprises. They also represent tacit social contexts and a set of tacit implicit assumptions about the users. Everything together feeds back into the language, which in its turn acts as a catalyser and powerful magnet of limitless audiences.

4. Towards a conclusion

The purpose of this paper was to study how traditional research papers are accommodating to the internet. The structural analysis carried out gives some evidence that these texts are characterised by hybridity, i.e. while they are built according to the schematic structural framework of purely scientific texts, they are characterised by what Hatim (1990: 51) regards as fuzziness of registers, which in turn seem more proper to mass media discourse. In order to comply with the expectations, knowledge and assumptions of common readers, this kind of texts modify the conventional standards of scientific discourse to embrace registers which can be deemed alien to the social purposes of scientific genres. No doubt common readers or even more trained audiences can benefit from the reading of these articles. However, to judge from the pragmatic effect that the fuzziness of registers provokes to interlocutors as well as for the sometimes inadequate explanation of scientific material, one might argue that they aim to amaze, fascinate, astonish, provoke or manipulate readers rather than honestly inform and acquaint non-specialists with useful information. Thus, though clearly devised schematic strategies of traditional ST genres easens the decoding of scientific information, scientific internet articles also share the techniques and motivations of tabloids and commercials. Like these ones, internet texts intend to advertise and sell well and are characterised by an appealing mixture of registers and even genres, in their attempt to catch and maintain the interest of the audience.

References

- Agre, Philip E., 1998a. Designing Genres for New Media: Social, Economic, and Political Contexts. In Steve Jones (ed.). *Cybersociety 2.0: Revisiting Computer-Mediated Communication and Community*. Thousands Oaks, Calif.: Sage Publications.
- Agre, Philip, 1998b. The Internet and Public Discourse. *First Monday* 3(3). Available online at: <http://dlis.gseis.ucla.edu/pagre/>
- Agre, Philip, 2000. "Cyberspace as American Culture". To appear in *Science As Culture*. Draft available online at: <http://dlis.gseis.ucla.edu/pagre/>
- Bhatia, V., 1983. Simplification and easification: the case of legal texts. *Applied Linguistics* 4 (1): 42-54
- Bhatia, V., 1997. Genre mixing in academic introductions. *English for Specific Purposes* 16: 181-195
- Beghtol, Clare, 2001. Concept of Genre and its Characteristics" *The American Society for Information Science and Technology ASIST*. 27 (2) (December-January 2001). Available online at: <http://www.asis.org/>
- Berkentotter, G. and T Huckin, 1988. Rethinking genre from a socio-cognitive perspective. *Written Communication*. 10 (4): 475-509.

- Berkentotter, G. and T. Huckins, 1995. Genre Knowledge in Disciplinary Communication. In *Cognition/Culture/Power*. Laurence Erlbaum Associates: Hove. U.K.
- Beaugrande, R. and W. Dressler, 1981. *Introduction to Text Linguistics*. London: Longman.
- Brown, Penelope and S.C. Levinson, 1994 (1978). *Politeness. Some Universals in Language*. Cambridge: Cambridge University Press.
- Cameron, Deborah, 2000. Good to Talk? The Cultural Politics of "communication". *The European Messenger*, IX/ 1: 38-42.
- Canagarajah, S., 1999. Resisting Linguistic Imperialism in English Teaching. Oxford: Oxford University Press.
- Crowston, K. and M., Williams, 2000. Reproduced and Emergent Genres of Communication on the World Wide Web. *The Information Society* 16(3): 201-216. Abstract available online at: <http://www.slis.indiana.edu/TIS/>
- Dilon, A. and Gushrowski, B., 2000. Genres and the Web: Is the Personal Homepage the First Uniquely Digital Genre? *Journal of the American Society for Information Science*. 51 (2): 202-205.
- Egins, S., 1995. *An Introduction to Functional Linguistics*. London: Pinter.
- Fairclough, N., 1989. *The Language of Power*. London and New York: Longman.
- Fairclough, N., 1992. *Discourse and Social Change*. Cambridge: Polity Press.
- Gomez-González, M.A. 1994. The Relevance of Theme in the Textual Organization of BBC News Reports. *Word* 45.3: 293-305.
- Halliday, M.A.K., 1978. *Language as Social Semiotic*. London: Edward Arnold.
- Halliday, M.A.K., 1985. Functions of Language. In. M.A.K. Halliday and R.Hasan, eds., *Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective*, 15-46. London: Longman
- Halliday, M.A.K., 1976. *An Introduction to Functional Grammar*. London: Edward Arnold.
- Halliday, M.A.K. and R. Hasan, 1989. *Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective*. London: Oxford University Press.
- Halliday, M.A.K. and J.R. Martin, 1993. *Writing Science: Literacy and the Discourse of Power*. London: The Falmer Press.
- Hatim, Basil and Ian Mason, 1990. *Discourse and the Translator*. New York: Longman Group UK.
- Hoey, M., 1983. *On the Surface of Discourse*. London: Allen und Unwin.
- Kwasnik, Barbara H., 2001. Document Genres: What We Bring from the Past, What We Design for the Future. *ASIST* 27(2) (December/January 2001). Available online at <http://www.asis.org/>
- Kwasnik, Barbara H., Kevin CROWSTON, Michael NILAN and Dimitri ROUSSINOV, 2001. Identifying Document Genre to Improve Web Search Effectiveness. *ASIST* 27(2) (December/January 2001)
- Martin, J.R., 1992. *English Text: System and Structure*. Philadelphia: John Benjamins.
- Swales, J., 1990. *Genre Analysis: English in Academic and Research Settings*. Cambridge, London: Cambridge University Press.

- Toms, Elaine, 2001. Recognizing Digital Genre. *ASIST* 27 (2) (December/January 2001). Online at <http://www.asis.org/>.
- Trimble, L., 1985. *English for Science and Technology. A Discourse Approach.* Cambridge: CUP.
- Vestergaard, T. and K. Schrøder, 1985. *The Language of Advertising.* Oxford: Basil Blackwell.
- Wynn, Eleanor, 2000. Hyperbole over Cyberspace: Self-Presentation and Social Boundaries in Internet Home Pages and Discourse" *The Information Society* 13 (4): 297-328. Available online at: <http://www.slis.indiana.edu/TIS/>
- Yates, J. and W. J. Orlikowski, 1992. Genres of Organization Communications: A Structural Approach to Studying Communications and Media. *Academy of Management Review* 17: 299-362.
- Zappen, J.P., 1983. A Rhetoric for Research in Sciences and Technologies. In Anderson, P.V. and Brockman (eds.). *New Essays in Technical and Scientific Communication.* New York: Farmingdale: 123-138

ABSTRACT

A Functional-Pragmatic Approach to the Analysis of Internet Scientific Articles

Isabel González Pueyo and Alicia Redrado

Centro Politécnico Superior de Ingenieros

University of Zaragoza, Spain

Key Words:

*Discourse analysis; ST discourse; genre and register;
pragmatics, systemic and functional grammar*

Recent years have seen a huge expansion in the use of electronic communication. The differences between the forms of English used in the electronics forms for interpersonal communication –electronic mail, computer bulletin boards etc- and in more regular kinds of written language are still under scrutiny. Such is the case of the scientific articles which are published in the internet webpages. Drawing on genre theory and with the purpose of studying how research papers are accommodating to this new medium, this paper holds a comparative approach between the generic schematic structure followed by these texts and those sustaining others which address more restrictively to the scientific communities. The structural analysis reveals that the internet scientific genre crosses the border towards the conventions of mass media discourse in order to attract the common audience.

Dynamische Verknüpfung zwischen Informationsarten über eine Begriffsorientierte Terminologiedatenbank

– Bericht aus dem Projekt DAiSY der Daimlerchrysler AG

Susanne Göpferich
University of Graz
Austria

1. Problemstellung

In Kfz-Werkstätten werden unterschiedliche Informationsarten benötigt. Hierzu gehören im Wesentlichen Reparaturmethoden, Teileinformationen, Schadensschlüssel¹ und Arbeitswertinformationen². Bisher werden diese verschiedenen Informationsarten getrennt erstellt, wodurch es vorkommen kann, dass sie nicht aufeinander abgestimmt sind und Lücken entstehen. So ist es nicht auszuschließen, dass beispielsweise die Arbeitsschritte, die in den Reparaturmethoden dokumentiert sind, zum Teil nicht mit denjenigen übereinstimmen, die der Bestimmung der Dauer einer bestimmten Reparatur zugrunde gelegt wurden.

Ferner werden die verschiedenen Informationsarten in unterschiedlichen Systemen zur Verfügung gestellt, so dass der Kfz-Mechaniker seinen Informationsbedarf nicht an einem System decken kann, sondern verschiedene Systeme konsultieren muss. Dabei muss er die Fahrzeugdaten, die er zum Auffinden einer fahrzeugspezifischen Reparaturmethode im Werkstattinformationssystem (WIS) bereits eingegeben hat, unter Umständen in einem anderen System, z. B. dem Elektronischen Teilekatalog (EPC), nochmals eingeben, was als lästig und zeitraubend beanstandet wird.

Ein drittes Problem besteht darin, dass dem Kfz-Mechaniker in vielen Fällen bei einer Informationsrecherche nicht nur genau die Informationen geboten werden,

¹ Bei den Schadensschlüsseln handelt es sich um Codes, die sich zusammensetzen aus einer Nummer zur Identifikation von Teilen, an denen Schäden auftreten, und einer Nummer zur Identifikation der Art des Schadens (wie *korrodiert*, *gebrochen*, *verzogen*). Diese Informationen werden zur Qualitätssicherung benötigt und müssen von den Werkstätten an DaimlerChrysler zurückgemeldet werden.

² Arbeitswertinformationen beinhalten die Dauer bestimmter Reparatur- und Service-Leistungen, die für die Abrechnung benötigt werden.

die er in seinem jeweiligen Anwendungsfall (z. B. für das spezielle Fahrzeug, das er gerade repariert) benötigt, sondern Informationspakete für verschiedene Fahrzeuge, aus denen er sich dasjenige auswählen muss, das er gerade braucht.

An diesen Problemen setzt das Projekt **Daimler Automotive Information SYstem** (DAiSY) an. Es verfolgt die nachstehenden Ziele:

1. Die vier o. g. Informationsarten Reparaturmethoden, Teileinformationen, Arbeitswertinformationen und Schadensschlüssel sollen nach einem einheitlichen Prinzip erstellt und in einem einzigen Informationssystem zur Verfügung gestellt werden.
2. Die Informationsarten sollen miteinander verknüpft werden. So soll es beispielsweise möglich sein, aus einer Reparaturmethode heraus, in der ein bestimmtes Teil erwähnt wird (z. B. Achsschenkel), durch Anklicken der Benennung des entsprechenden Teils auf dessen Teiledokumentation (wie Teilenummer für die Bestellung) zu verzweigen.³
3. Die Verknüpfung der verschiedenen Informationsarten soll dynamisch erfolgen. Unter dynamischer Verknüpfung ist dabei folgendes zu verstehen: Ein und dieselbe Reparaturmethode (z. B. „Zylinderkopf ausbauen“) kann für verschiedene Fahrzeuge identisch sein. Die in einer solchen Reparaturmethode genannten Teile (z. B. Zylinderkopfhaube) können aber je nach Fahrzeugmodell unterschiedlich beschaffen sein. D. h., dass ein Teil, das bei allen Modellen *Zylinderkopfhaube* heißt, je nach Modell eine andere Teilenummer haben kann. Würden nun alle Teilebezeichnungen, die in einer Reparaturmethode auftreten, jeweils auf feste Teilenummern verzweigen, so müsste man immer dann, wenn für bestimmte Fahrzeuge andere Teilenummern benötigt werden, auch eine Variante der Reparaturmethode erstellen, und zwar auch dann, wenn diese Varianten im Wortlaut identisch bleiben könnten. Diese Vorgehensweise würde zu erheblichen Redundanzen in der Datenhaltung führen. In DAiSY soll nun für alle Fahrzeuge, für die in einer Reparaturmethode derselbe Wortlaut verwendet werden kann, diese Reparaturmethode nur ein einziges Mal erstellt werden. Von einer Teilebenennung wird *nicht direkt* auf ein spezifisches Einzelteil verzweigt, sondern über einen Thesaurus. In ihm sind all diejenigen Teile, die dieselbe Benennung tragen und unter demselben Begriff zusammengefasst werden können, einem Datensatz zugeordnet. Über diesen Datensatz wird dann erst auf das oder die Einzelteile mit ihren spezifischen Teilenummern verzweigt, die im Kontext, aus dem heraus sie aufgerufen wurden, relevant sein können. Klickt der Benutzer also beispielsweise in einer Reparaturmethode auf *Zylinderkopfhaube*, um sich hierzu die Teileinformationen abzurufen, so

³ Das Teilewesen wurde traditionell in Unternehmen völlig unabhängig von der Dokumentation der Reparaturmethoden organisiert. Die Verzahnung von Reparaturmethoden und Teiledokumentation stellt vor diesem Hintergrund bereits für sich genommen einen erheblichen Fortschritt dar.

bekommt er nicht etwa die Teileinformationen zu allen Teilen, die *Zylinderkopfhaube* heißen, angezeigt, sondern nur zu demjenigen bzw. denjenigen, die zum einen zu dem Fahrzeug passen, das vom Benutzer vor der Informationsrecherche mit seinen Kenndaten angegeben wurde, und zum anderen zu dem Fahrzeubereich (Produktgliederung), auf den sich auch die Reparaturmethode bezieht. Dies setzt eine strenge Vergabe von Gültigkeiten und Produktgliederungskategorien voraus (s. hierzu Abschnitt 2).

4. Der Benutzer soll jeweils gezielt die Informationen zur Verfügung gestellt bekommen, die für das spezielle Fahrzeug gelten, zu denen er die Informationen abruft.
5. Die verschiedenen Informationsarten sollen redundanzarm erstellt werden, d. h., wiederverwendbare Informationseinheiten (Funktionsbausteine) werden nur einmal erstellt, in einer Datenbank abgelegt und von dort an all den Stellen aufgerufen, an denen sie benötigt werden (datenbankgestütztes Publizieren).

2. Lösungsansatz begriffsorientierte Terminologiedatenbank

Der im Projekt DAiSY verfolgte Lösungsansatz wird im Folgenden in seinen zentralen Aspekten dargestellt. Die Beschreibung beschränkt sich dabei auf die Lösungsprinzipien; eine detaillierte Darstellung aller Funktionalitäten würde den Rahmen dieses Beitrags sprengen. Abb. 1 zeigt den in DAiSY verfolgten Ansatz in vereinfachter Form.

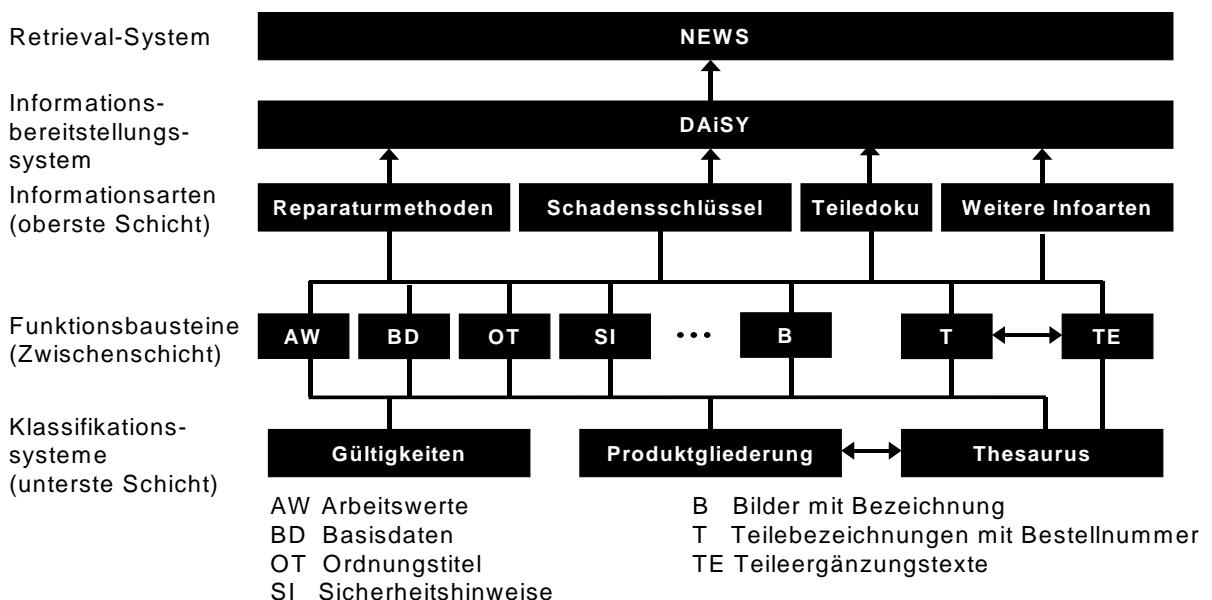


Abb. 1: Schichtenmodell

Aus Abb. 1 geht hervor, dass die verschiedenen Informationsarten, die in DAiSY zusammengeführt und bereitgestellt werden sollen (oberste Schicht), in Funktionsbausteine zerlegt werden können (Zwischenschicht). Bei diesen Funktionsbausteinen handelt es sich um Informationsblöcke (Textbausteine), die in

identischer Form in verschiedenen Dokumenten wiederverwendet werden können. Solche Funktionsbausteine sind beispielsweise Arbeitswerte zu bestimmten Reparaturschritten (AW); Basisdaten (BS), z. B. Anziehdrehmomente für Schrauben; Ordnungstitel (OT), also u. a. Überschriften und Zwischenüberschriften wie „Motor ausbauen“; Sicherheitshinweise (SI); Bilder mit ihren Bezeichnungen (B); Teilebezeichnungen mit ihren Bestellnummern (T) sowie Teileergänzungstexte (TE), d. h. Texte, die bestimmte Teile näher spezifizieren, z. B. durch Angabe des Durchmessers, der Länge und des Werkstoffs. Jeder dieser Funktionsbausteine (außer TE; s. unten) wird mit einer Gültigkeit versehen, aus der hervorgeht, für welche Fahrzeuge er gilt, sowie mit einer Produktgliederungskategorie, die angibt, auf welchen Fahrzeugbereich er sich bezieht. Außerdem müssen alle Benennungen, die in Funktionsbausteinen verwendet werden, mit denjenigen übereinstimmen, die in der begriffsorientierten Terminologiedatenbank, dem Thesaurus, als Voreinstellungen festgelegt wurden. Die Teileergänzungstexte (TE) sind nicht an die Gültigkeiten und die Produktgliederung gekoppelt. Sie enthalten u. a. die Teilenummer, über die sie den Funktionsbausteinen T eindeutig zugeordnet werden können. Die Teileergänzungstexte werden vor allem dann benötigt, wenn bei Teilerecherchen mehrere Teile gefunden werden, die die gewünschte Produktgliederungskategorie sowie Gültigkeit aufweisen. Sie dienen dann zur Auswahl des im jeweiligen Anwendungsfall benötigten Teils.

Die unterste Schicht wird gebildet von den drei bereits erläuterten Klassifizierungssystemen Gültigkeit, Produktgliederung und Thesaurus. Alle Texte, die auf der obersten Schicht frei formuliert werden, müssen ebenfalls thesauruskonform erstellt werden, d. h., sie dürfen ausschließlich Benennungen aus dem Thesaurus enthalten.

Alle Informationen werden im Bereitstellungssystem DAiSY verwaltet und von DAiSY dem Retrieval-System NEWS in der Werkstatt zugeführt.

2.1. Bedarfsspezifisches Informations-Retrieval

Bei der Informationssuche in NEWS gibt der Benutzer zunächst die Daten des Fahrzeugs an, zu dem er Informationsbedarf hat. Entsprechend diesen Fahrzeugdaten wird auf den Datenbestand ein Filter gelegt, der all diejenigen Informationen zurückhält, die nicht zur Gültigkeit des Fahrzeugs passen. Über die Produktgliederung können die Informationen noch weiter eingeschränkt werden. Sucht der Kfz-Mechaniker beispielsweise Informationen zum Motor, so werden alle Informationen ausgeblendet, die nicht zur entsprechenden Kategorie der Produktgliederung passen.

2.2. Verknüpfung der verschiedenen Informationsarten über Begriffsnummern

Der Dokumentationsprozess erfolgt für die verschiedenen Informationsarten in der Weise, dass alle Benennungen, über die eine Verzweigung in eine andere Informationsart möglich sein soll, in das jeweilige Dokument mit ihrer

Begriffsnummer übernommen werden.⁴ Über diese sprachneutrale Begriffsnummer erfolgt dann die Verzweigung. Betrachten wir hierzu ein Beispiel. In einer Reparaturmethode erscheint die Instruktion: *Schraube anziehen*. Wurde *Schraube* als Link definiert, so erscheint es im Retrieval-System NEWS entsprechend hervorgehoben. Solche Links können auf eine oder mehrere andere Informationsarten führen. Im Falle von *Schraube* könnte der Link beispielsweise auf Basiswerte (Anziehdrehmoment) und auf Teileinformationen führen. Verweist ein Link auf mehrere Informationsarten und klickt der Benutzer diesen Link in NEWS an, so erscheint zunächst eine Abfrage, auf welche Informationsart verzweigt werden soll – im Falle der Schraube also auf Basiswerte oder auf Teileinformationen. Der Benutzer wählt nun die gewünschte Informationsart aus. Nehmen wir an, er wünscht zu *Schraube* Teileinformationen. Nun erscheinen die Teileinformationen zu allen Schrauben, die eine Gültigkeit und eine Produktgliederungskategorie aufweisen, die zu denjenigen des zunächst identifizierten Fahrzeugs bzw. des Dokuments passen, aus dem heraus die Informationen aufgerufen wurden. Werden hierbei mehrere Treffer erzielt, so erhält der Benutzer neben den Teilenummern und deren Benennung auch noch die jeweiligen Teileergänzungstexte und ggf. Bilder zu den betreffenden Teilen. Diese Zusatzinformationen ermöglichen dem Benutzer dann die eindeutige Auswahl des für seinen spezifischen Anwendungsfall benötigten Teils.

Die hier beschriebene Art des Informations-Retrievals setzt einen bestimmten Dokumentationserstellungsprozess voraus (s. hierzu Abschnitt 4), in dessen Zentrum der Thesaurus steht. Er wird im nächsten Abschnitt beschrieben.

3. Der Thesaurus

3.1. Begriffsorientierung vs. Benennungsorientierung

Beim Thesaurus handelt es sich um eine begriffsorientierte Terminologiedatenbank. *Begriffsorientiert* bedeutet, dass in einem Datensatz nicht von einem Wort ausgegangen wird, das in diesem Datensatz mit allen seinen möglichen Bedeutungen behandelt wird, sondern jeder Bedeutung eines Wortes (jedem Begriff, jedem gedanklichen Konzept) ein eigener Datensatz gewidmet wird (s. hierzu Abb. 2).

⁴ Eine Alternative besteht darin, allen Benennungen aus dem Thesaurus in den jeweiligen Dokumenten ihre Begriffsnummer nachzustellen und diejenigen von ihnen, über die eine Verzweigung in eine andere Informationsart möglich sein soll, zusätzlich mit einem speziellen Tag zu versehen. Dies hat u. a. den Vorteil, dass Homonyme über ihre Begriffsnummer disambiguier werden können.

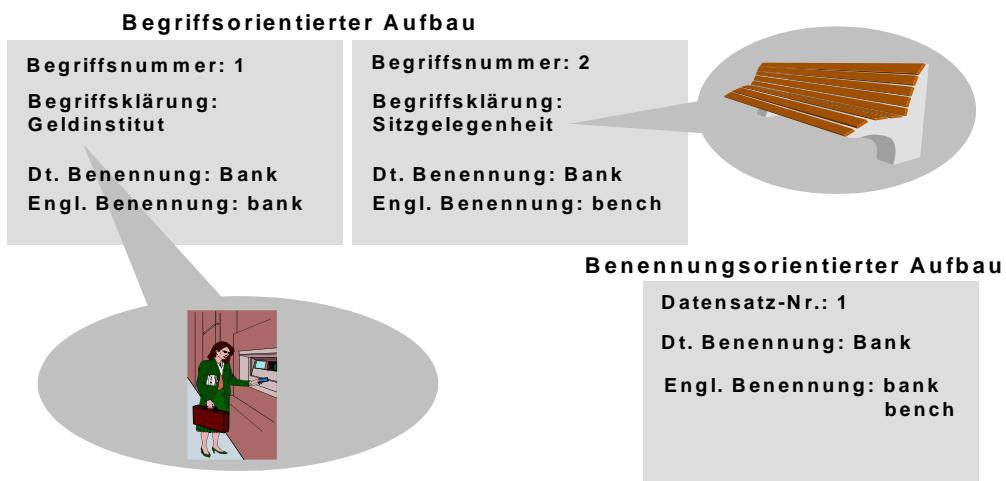


Abb. 2: Begriffsorientierung vs. Benennungsorientierung

Betrachten wir hierzu ein Beispiel: Eine Benennung, wie z. B. *Bank*, kann mehrere Bedeutungen haben, also für verschiedene Begriffe stehen. So kann mit *Bank* beispielsweise u. a. sowohl ein Geldinstitut als auch eine Sitzgelegenheit gemeint sein. Je nach Kontext und damit Bedeutung ist die englische Entsprechung des deutschen Wortes *Bank* unterschiedlich, nämlich entweder *bank* (Geldinstitut) oder *bench* (Sitzgelegenheit). Während diese verschiedenen Bedeutungen in einer benennungsorientierten Datenbank in einem Datensatz abgehandelt werden, in dem dann im Falle der Mehrsprachigkeit auch alle möglichen fremdsprachlichen Entsprechungen von *Bank* abgelegt werden, wird in einer begriffsorientierten Datenbank für jede Bedeutung ein eigener Datensatz angelegt. Für das deutsche *Bank* werden also entsprechend den möglichen Bedeutungen mindestens zwei Datensätze benötigt. In ihnen kann dem jeweiligen deutschen Wort in seiner einen spezifischen Bedeutung eindeutig eine englische Entsprechung zugeordnet werden, was die Übersetzung erleichtert.

Jeder dieser Datensätze hat eine eigene Begriffsnummer. Erfolgt die Verknüpfung von Informationen über diese Begriffsnummer, so ist sichergestellt, dass die Verknüpfung ausschließlich zwischen Benennungen mit gleicher Bedeutung, also zwischen gleichen Begriffen, erfolgt. Wird das Wort *Bank* also beispielsweise in der Bedeutung ‚Sitzgelegenheit‘ in einer Reparaturmethode verwendet und möchte der Benutzer durch Anklicken dieses Wortes zu den Teileinformationen zu *Bank* springen, so ist sichergestellt, dass er nur zu Teilen gelangt, die *Bank* heißen und bei denen es sich um Sitzgelegenheiten handelt.

3.2. Begriffliche Klarheit und terminologische Konsistenz

Derzeit kommt es bei DaimlerChrysler häufig vor, dass ein und dasselbe Teil in den Werkstattinformationen unterschiedlich benannt wird. So findet man zur Bezeichnung eines Leichtmetallscheibenrades auch die in Abb. 3 unter Synonyme genannten Alternativ-Bezeichnungen. Für den Leser und auch Übersetzer solcher Dokumente ist nicht sofort klar, dass die verschiedenen Alternativ-Bezeichnungen

sich auf dieselbe Sache beziehen. Das kann zu Verständnisproblemen führen und die Übersetzungskosten in die Höhe treiben, weil es den Übersetzer Zeit kostet, zu recherchieren, ob mit den verschiedenen Bezeichnungen wirklich dasselbe gemeint ist und folglich auch dieselbe Übersetzung verwendet werden kann oder nicht.



Abb. 3: Terminologische Konsistenz

In DAiSY wird für jeden Begriff genau eine Vorzugsbenennung festgelegt. Nur diese darf in den Werkstattinformationen verwendet werden. Die Synonyme werden aber in den Thesaurus mit aufgenommen. Verwendet ein Autor versehentlich ein solches Synonym, so kann ein Terminologie-Prüfprogramm (T-Checker) ihn darauf hinweisen und ihm zugleich anzeigen, welche Benennung er anstelle des Synonyms verwenden sollte.

Außerdem können die Synonyme auch in NEWS zum Informations-Retrieval genutzt werden. Hier kann nämlich nicht davon ausgegangen werden, dass der Kfz-Mechaniker in der Werkstatt nur die Vorzugsbenennungen als Suchworte benutzt. Verwendet er als Suchwort eines der Synonyme, so sollte er ebenfalls zu den gewünschten Informationen gelangen.

3.3. Die Masken

Für den Zugriff auf den Thesaurus wird es verschiedene Masken geben. Abb. 4 zeigt den Entwurf einer Maske, aus dem der Gesamtumfang aller Datenfelder ersichtlich ist. Da der Thesaurus nicht nur in DAiSY für Werkstattinformationen genutzt werden soll, sondern auch im Rahmen des DaimlerChrysler-Projekts ARKI für Kundeninformationen, und da die Vorzugsbenennungen für einen Begriff aufgrund der unterschiedlichen Adressatengruppen, die Werkstattinformationen einerseits und Kundeninformationen andererseits aufweisen, unter Umständen unterschiedlich ausfallen müssen (z. B. *Blinker* vs. *Fahrtrichtungsanzeiger*), wurde

für jede dieser beiden Informationskategorien jeweils ein separater Bereich vorgesehen (dunkelgrau Werkstattinformationen, hellgrau Kundeninformationen). Die verschiedenen Nutzer des Thesaurus (wie Autoren von Werkstattinformationen, Autoren von Kundeninformationen, Terminologen) erhalten jeweils Masken, die aus dem Gesamtinformationsspektrum, das der Maskenentwurf in Abb. 4 zeigt, nur diejenigen Informationen enthalten, die sie für ihre jeweiligen Zwecke benötigen. Auf diese Weise können beispielsweise die Masken für die Autoren klein gehalten werden, so dass diese den zu erstellenden Text im Editor so wenig wie möglich verdecken.

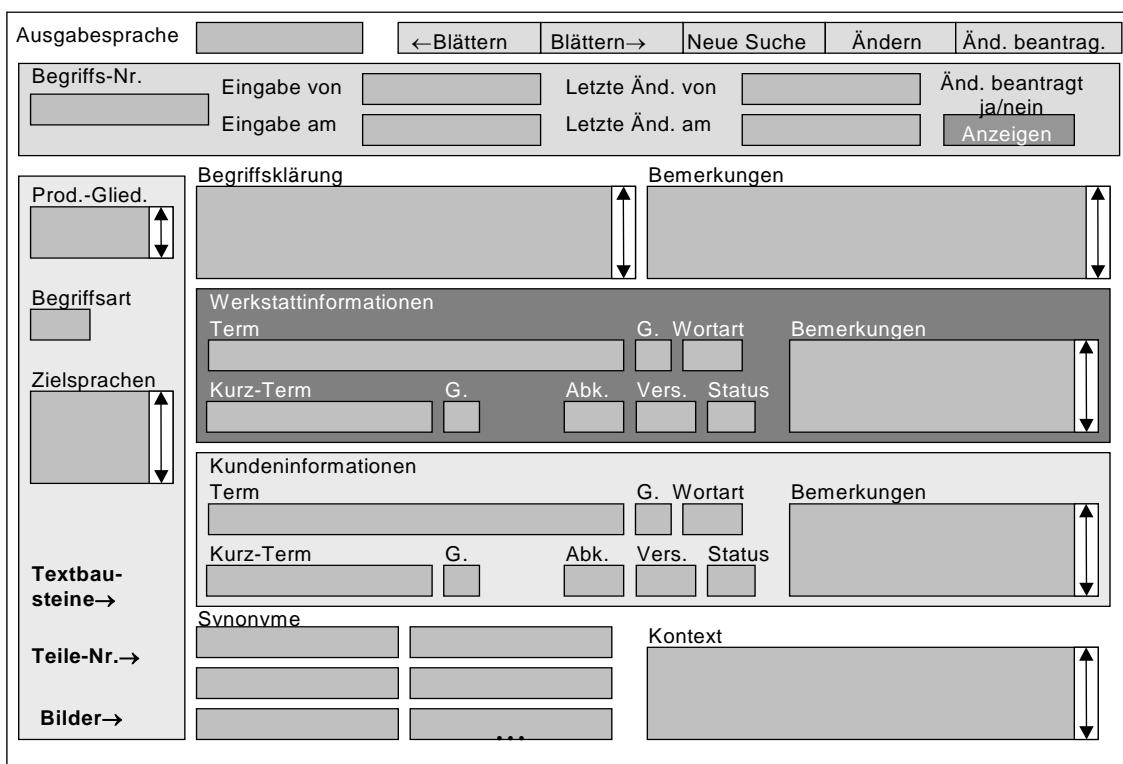


Abb. 4: Entwurf der Gesamtmaske

Für die Werkstattinformationen und die Kundeninformationen gibt es jeweils ein Feld für die Vorzugsbenennung (Term) mit grammatischem Geschlecht (G), Wortart und Abkürzung (Abk.). Außerdem gibt es für die Werkstattinformationen ein Feld für die maximal 15-stellige Kurzbezeichnung (Kurz-Term), die im Ersatzteillager zur Teilebeschriftung verwendet wird, ebenfalls mit Geschlecht (G). In den Kundeninformationen wird das entsprechende Feld für eine Kurzbezeichnung verwendet, die anstelle der Vorzugsbenennung verwendet werden kann, wenn in einem Text wiederholt auf denselben Begriff Bezug genommen wird. In den Werkstattinformationen wird auf eine solche Variation in den Benennungen verzichtet. Die hiermit verbundenen stilistischen Einbußen sind in Werkstattinformationen im Gegensatz zu Kundeninformationen hinnehmbar. Ferner gibt es jeweils ein Feld für die Version und den Status (wie „beantragt“, „gültig“, „ungültig“).

Im unteren Bereich können beliebig viele Synonyme eingegeben werden. Diese gelten sowohl für die Werkstatt- als auch die Kundeninformationen. Außerdem können Kontextbeispiele abgelegt werden (primär für die Übersetzung). Ggf. erforderliche Definitionen oder Explikationen werden in das Feld „Begriffsklärung“ eingetragen. Die Felder „Bemerkungen“ dienen Anmerkungen zu den jeweiligen Benennungen bzw. zum Gesamtdatenbestand einer Sprache.

Jedem Begriff wird links die Produktgliederung zugeordnet (Mehrfachauswahl möglich), außerdem die Begriffsart (wie „Teil“, „Werkzeug“, „Tätigkeit“, „Symptom“) sowie die Zielsprachen, in denen die Benennungen für den Begriff benötigt werden. Die Begriffsarten können zur Formulierung von Eingaberichtlinien (z. B. für Ordnungstitel) genutzt werden. So kann z. B. festgelegt werden, dass ein Ordnungstitel stets mit einer Teilebezeichnung beginnen und mit einer Tätigkeit enden muss (z. B. „Zylinderkopfhaube ausbauen“).

Über „Textbausteine“, „Teile“ und „Bilder“ kann zu den jeweiligen Funktionsbausteinen verzweigt werden (s. hierzu Abb. 1 und 6 sowie Abschnitt 4). Ein Datensatz umfasst den in Abb. 4 gezeigten Informationsumfang jeweils für alle benötigten Sprachen. Ruft man beispielsweise einen deutschen Datensatz auf und wechselt man, wenn dieser angezeigt wird, in der Maske oben links die Ausgabesprache, so erhält man die entsprechenden Informationen in der und für die angewählte Zielsprache.

Die Verwaltungsinformationsfelder im Kopfbereich werden unter Nutzung der Anmeldeinformationen des jeweiligen Nutzers und der Systemdaten automatisch ausgefüllt.

3.4. Die Thesaurusbefüllung und kontinuierliche Erweiterung

Bei einer Erstbefüllung (Urladung) müssen nach Möglichkeit alle für die Werkstatt- bzw. Kundeninformationen benötigten Begriffe in den Thesaurus aufgenommen werden. Hierzu werden bei DaimlerChrysler bereits existierende Terminologiedatenbanken genutzt. Da diese jedoch alle benennungsorientiert aufgebaut sind, der Thesaurus hingegen eines begriffsorientierten Aufbaus bedarf, ist kein völlig automatisierter Export/Import möglich, sondern ein erheblicher manueller Bearbeitungsaufwand einzukalkulieren. Für die Werkstattinformationen werden schätzungsweise 80.000 Begriffe benötigt, für die Kundeninformationen ca. 15.000 Begriffe.

Grundsätzlich dürfen die Autoren aller Werkstatt- und Kundeninformationen ausschließlich die jeweiligen Vorzugsbenennungen (sowie ggf. Kurzbenennungen sowie Abkürzungen) verwenden, die zuvor freigegeben werden müssen. Für die Freigabe ist ein Terminologe (ggf. auch mehrere) verantwortlich. Da nicht sichergestellt werden kann, dass der Thesaurus nach der Erstbefüllung bereits alle Begriffe enthält, die von den Autoren benötigt werden, diese aber keine nicht

freigegebenen Benennungen verwenden dürfen, und da kontinuierlich neue Teile entwickelt werden, die folglich in den Thesaurus aufgenommen werden müssen, muss die Möglichkeit bestehen, beim Terminologen bei Bedarf neue Begriffe zu beantragen. Hierfür wurde ein Online-Verfahren vorgesehen: Wird eine Benennung für einen Begriff (z. B. ein neues Teil) benötigt, der im Thesaurus noch nicht enthalten ist, so kann online ein Antrag auf Neuaufnahme gestellt werden. Hierzu steht eine Maske zur Verfügung, die in ihrem Feldumfang identisch ist mit der Maske in Abb. 4. Wird ein solcher Antrag gestellt, so erscheint beim Terminologen ein entsprechender Eintrag in seinem Arbeitsvorratsfenster, in dem alle Anträge auf Neuanlage oder Änderung eines Datensatzes aufgeführt sind. Der beantragte Datensatz wird im Thesaurus mit dem Status „beantragt“ abgelegt. Die Autoren können die auf diese Weise beantragten Benennungen provisorisch sofort verwenden.

Jeder, der berechtigt ist, Anträge auf Neuanlage oder Änderung eines Datensatzes zu stellen, verfügt ebenfalls über ein Arbeitsvorratsfenster, in dem alle von ihm gestellten Anträge mit Bearbeitungsstatus aufgeführt sind. Der Terminologe kann sich die beantragten Datensätze durch Anklicken der jeweiligen Zeile in seinem Arbeitsvorratsfenster anzeigen lassen, sie ablehnen (z. B. weil es einen entsprechenden Begriff unter einer anderen Benennung schon gibt) sowie – ggf. nach einer Korrektur – freigeben. Wird der Datensatz abgelehnt, weil es den Begriff schon gibt, so wird die beantragte Benennung als Synonym in den bereits existierenden Datensatz aufgenommen. Sobald der Terminologe einen Antrag fertig bearbeitet hat, erhält der jeweilige Antragsteller in seinem Arbeitsvorratsfenster einen entsprechenden Status-Hinweis und kann in den Dokumenten, in denen er den beantragten Begriff bereits benennen musste, ggf. entsprechende Korrekturen durchführen.

Die für die Übersetzung benötigten fremdsprachlichen Benennungen sollen zum frühestmöglichen Zeitpunkt in den einzelnen Thesaurus-Datensätzen ergänzt werden, so dass auch die fremdsprachliche Terminologie zum Zeitpunkt der Übersetzung der verschiedenen Informationsarten bereits zur Verfügung steht und im Translation-Memory-System (TMS) TRANSIT genutzt werden kann.

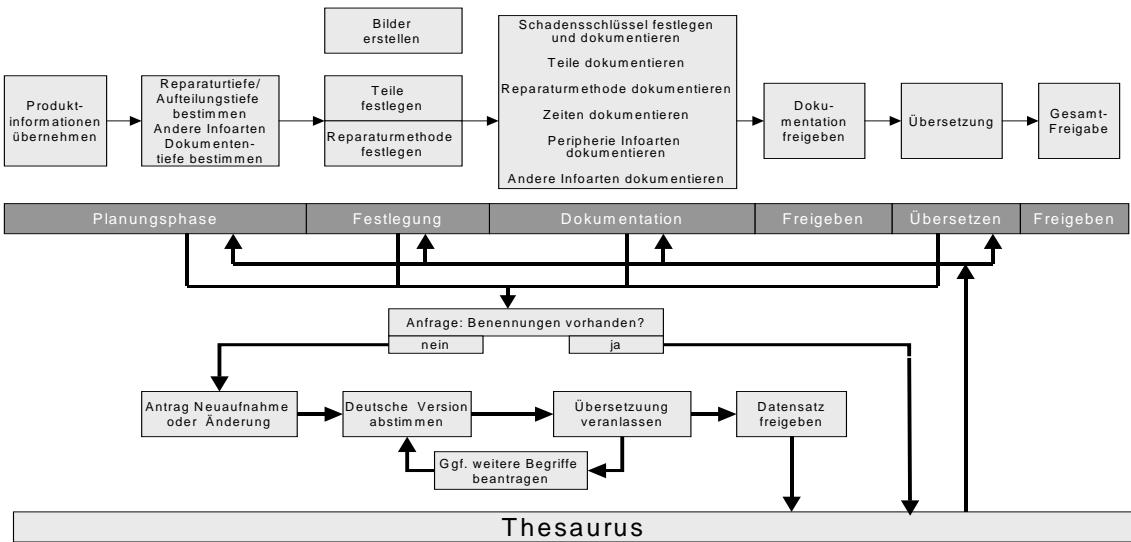


Abb. 5: Nutzung des Thesaurus im Dokumentationserstellungsprozess und Thesauruserweiterung

Wie aus Abb. 5 hervorgeht, werden die Dokumente im Dokumentationserstellungsprozess zum frühestmöglichen Zeitpunkt thesauruskonform erstellt. Sobald in einem Prozessschritt festgestellt wird, dass ein Begriff und damit eine entsprechende Vorzugsbenennung fehlt, wird ein entsprechender Antrag gestellt. Auf diese Weise wird sichergestellt, dass neue Begriffe bereits in einem frühen Stadium des Dokumentationserstellungsprozesses beantragt werden und somit in der Endphase der Dokumentationserstellung bereits freigegeben im Thesaurus zur Verfügung stehen, so dass terminologiebedingte Verzögerungen im Dokumentationserstellungsprozess weitestgehend vermieden werden.

4. Dokumentationserstellungsprozess

Abb. 6 stellt schematisch dar, wie die Thesaurusdaten im Dokumentationserstellungsprozess genutzt werden. Wie aus der Abbildung hervorgeht, werden Teile, Bilder und Textbausteine nicht im Thesaurus selbst verwaltet, sondern extern, wobei es jedoch einen Link von jedem Thesaurus-Datensatz auf die zugehörigen Teile, Bilder und Textbausteine gibt. Diese Links kommen dadurch zustande, dass beim Anlegen von Teilen, der Vergabe von Bildbezeichnungen und der Erstellung von Funktionsbausteinen (Textbausteinen) jeweils auf die Bezeichnungen aus dem Thesaurus zurückgegriffen werden muss, die dann mit ihrer Begriffsnummer in die jeweiligen Teile- und Bildbezeichnungen bzw. Funktionsbausteine übernommen werden. Über die Begriffsnummer ist dann die Beziehung zum jeweiligen Thesaurus-Datensatz hergestellt.

Für die verschiedenen Funktionsbausteine und Informationsarten wird es jeweils einen Editor (für die meisten Informationsarten und Funktionsbausteine einen XML-Editor) geben, von dem aus der Thesaurus konsultiert werden kann, wenn

sich ein Autor nicht sicher ist, ob eine bestimmte Benennung, die er verwenden möchte, im Thesaurus enthalten ist. Gefundene Vorzugsbenennungen können mit ihrer Begriffsnummer durch Doppelklick aus dem Thesaurus direkt in den Text übernommen werden. Dabei kann der Autor entscheiden, ob der übernommene Begriff ein Link werden soll oder nicht.

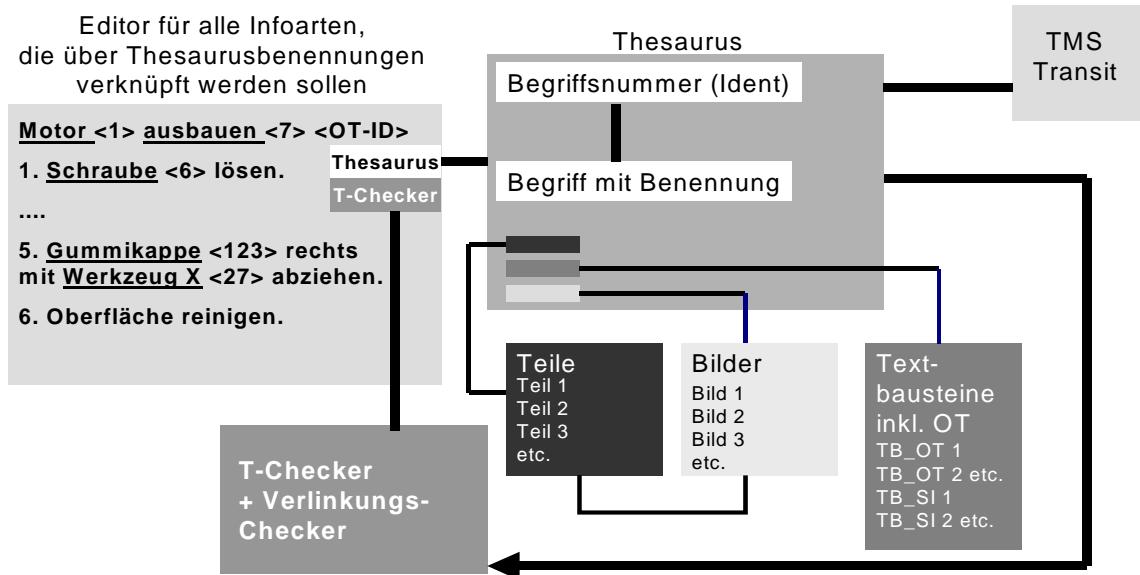


Abb. 6: Einbindung des Thesaurus in den Dokumentationserstellungsprozess

Jedes Dokument wird durch ein Terminologie-Prüfprogramm (T-Checker) darauf geprüft, ob es ausschließlich im Thesaurus freigegebene Benennungen enthält, und muss ggf. entsprechend korrigiert werden. Weiß der Autor, dass eine bestimmte Benennung im Thesaurus enthalten ist, so kann er sie im Text direkt verwenden. Verlinkungen können nachträglich über den Verlinkungs-Checker eingefügt werden. Hierbei handelt es sich um ein Programm, das zu jeder Benennung, die im Thesaurus enthalten ist, einer bestimmten Begriffsart (s. hierzu Abschnitt 3.3) angehört und noch nicht als Link definiert wurde, anfragt, ob nachträglich ein Link gesetzt (also die entsprechende Begriffsnummer übernommen) werden soll.

Die Daten aus dem Thesaurus werden an das Terminologie-Verwaltungsprogramm TermStar übergeben, das in das im Sprachendienst von DaimlerChrysler verwendete Translation-Memory-System TRANSIT integriert ist. Somit steht die Terminologie auch im Sprachendienst zur Nutzung in den dort eingesetzten Systemen zur Verfügung. In der TermStar-Version des Thesaurus können die Übersetzer bei Bedarf zusätzliche Informationen (z. B. Grammatikinformationen) zu jedem Datensatz ablegen, die im Thesaurus selbst für die Dokumentationserstellung nicht benötigt werden.

Die Gründe dafür, dass nicht jedem Teil mit einer eigenen Nummer ein Datensatz gewidmet wurde, sondern alle Teile mit derselben Benennung einem Datensatz

zugeordnet wurden, sind zum einen im Erstellungsprozess und zum anderen im Retrieval-Prozess zu suchen. Betrachten wir zur Illustration ein Beispiel: Derzeit gibt es bei DaimlerChrysler über 1000 Teile, die die Bezeichnung *Halter* tragen. Selbst dann, wenn man versucht, die Anzahl der Teile, die *Halter* heißen, dadurch zu reduzieren, dass man diese Teile näher spezifiziert (z. B. *Batteriehalter*, *Feuerlöscherhalter*), bleiben immer noch zahlreiche Halter übrig, die sich nicht näher spezifizieren lassen, z. B. weil sie viele Teile (zusammen)halten und man die Bezeichnungen dieser Teile nicht alle in die Benennung des Halters aufnehmen kann. Jedem dieser nicht näher spezifizierbaren Halter wäre dann noch ein Datensatz mit einer Begriffsnummer gewidmet. Erwähnt ein Autor beispielweise in einer Reparaturmethode einen Halter und möchte diesen als Link definieren, so müsste er entweder zunächst im Thesaurus nach *Halter* suchen. Dabei würde er so viele Treffer erzielen, wie es Halter gibt, und müsste die entsprechenden Datensätze dann alle durchsehen, um den Halter zu ermitteln, der für ihn gerade relevant ist. Er könnte das Wort *Halter* aber im Text auch direkt verwenden, wäre dann aber spätestens beim Verlinkungs-Check mit der Aufgabe konfrontiert, die passende Nummer zu dem jeweiligen Halter herauszusuchen, da der Verlinkungs-Checker das Wort *Halter* nicht eindeutig einem Datensatz zuordnen kann. Dieser Aufwand kann den Autoren nicht zugemutet werden.

Gleichzeitig hätte diese Vorgehensweise den Nachteil, dass eine dynamische Verknüpfung zwischen den Informationsarten nicht möglich wäre. Denn für ein Fahrzeug, für das eine Reparaturmethode wortwörtlich zutreffen würde, das aber einen Halter mit einer Teilenummer benötigt, die von derjenigen abweicht, die der Reparaturmethode fest zugeordnet wurde, wäre diese Reparaturmethode nicht mehr zu gebrauchen.

Das Prinzip der dynamischen Verknüpfung setzt voraus, dass die Anzahl der Treffer, die bei Anwendung der Gültigkeiten und der Produktgliederungskategorien erzielt werden, überschaubar klein sind. Um sie weiter zu reduzieren, werden bei der Vergabe der Vorzugsbenennungen bestimmte Benennungsgrundsätze beachtet. Diese sind Gegenstand von Abschnitt 5.

5. Benennungsgrundsätze

Die Einhaltung der nachfolgenden Benennungsgrundsätze trägt dazu bei, für jeden Begriff genau eine Vorzugsbenennung zu ermitteln bzw. zu prägen, die den Anforderungen der Verständlichkeit für die Adressatengruppe ‚Benutzer von Werkstattinformationen‘ sowie der Eineindeutigkeit am ehesten entspricht. Unter ‚Eineindeutigkeit‘ ist dabei zu verstehen, dass es für jeden Begriff nur eine Benennung geben darf und diese eine Benennung nach Möglichkeit auch nur für diesen einen Begriff und sonst keine weiteren stehen sollte. Letzteres ist nicht immer zu erreichen, sollte aber dennoch – wo immer möglich – als Ziel angestrebt werden. Die Forderungen, die hier aufgestellt werden, berücksichtigen die Anforderungen aus DIN 2330 und ISO 704.

5.1. Grundsätzliches zur Festlegung von Vorzugsbenennungen

Die Wahl der Benennung für einen Begriff muss von den Adressaten und der Textsorte abhängig gemacht werden. Aus der Sicht der Normungsorganisationen ist bei der Auswahl unter mehreren gleichbedeutenden (synonymen) Benennungen grundsätzlich die genormte Benennung vorzuziehen – denn nur so werden Fachsprachen angeblich schnellstmöglich von terminologisch unbefriedigenden Benennungen bereinigt. Aus Gründen der Verständlichkeit für die Adressaten sollte man sich bei der Festlegung von Vorzugsbenennungen für eine bestimmte Adressatengruppe jedoch *nicht* primär von sprachpflegerischen Motiven leiten lassen, sondern in erster Linie davon, sich für den Adressaten verständlich auszudrücken – und dies gelingt bedauerlicherweise oft gerade nicht mit den genormten Benennungen (vgl. die Beispiele genormt *Schraubendreher* vs. üblich *Schraubenzieher*, genormt *Wendelbohrer* vs. üblich *Spiralbohrer*).

An diesen Beispielen wird deutlich, dass Begriffsnormen im tatsächlichen Sprachgebrauch nicht immer zur Kenntnis genommen werden. Normen beschreiben einen Soll-Zustand der Sprache, der (leider) oft kaum einen Einfluss auf den Ist-Zustand hat. Und selbst dann, wenn der Verfasser eines Fachtexts sich bei der Wahl seiner Benennungen an Normen orientiert, bedeutet das noch lange nicht, dass der Leser sich dieser Tatsache bewusst ist und die Benennungen auch im Sinne der Normen versteht. Der Leitsatz ‚Existiert zu einem Begriff eine genormte Benennung, so verwende diese genormte Benennung.‘ kann für die Festlegung der Vorzugsbenennungen in dem Thesaurus, wie er im Rahmen des Projekts DAiSY eingerichtet wird, also keine Gültigkeit haben. Hier sind bei der Festlegung von Vorzugsbenennungen speziell für Werkstattinformationen die folgenden Grundsätze zu beachten.

5.2. Richtlinien für die Wahl von Vorzugsbenennungen für Werkstattinformationen

5.2.1. Quelle von Benennungen

Für viele technische Gebiete gibt es genormte Benennungen. Diese sind zwar eindeutig definiert. In manchen Fällen haben sie jedoch den Nachteil, dass sie der Adressatengruppe Kfz-Mechaniker, an die sich die Werkstattliteratur in erster Linie richtet, nicht geläufig sind. Im Zweifelsfalle sind aus Gründen der Adressatenorientierung für Begriffe nicht die genormten Benennungen zu verwenden, sondern diejenigen, die in Lehrbüchern für den Kfz-Mechaniker verwendet werden. Wird in solchen Lehrbüchern variiert und gibt es unter den Varianten eine, die zugleich der Normbenennung entspricht, so ist diese als Vorzugsbenennung vorzuziehen.

5.2.2. Genauigkeit

Es gibt eine Vielzahl von Teilen, die bei DaimlerChrysler bisher dieselbe Benennung trugen. So gibt es beispielsweise mehr als 1000 *Halter*. Ähnliches gilt für Benennungen wie *Schraube*, *Abdeckung* und *Schalter*. Um die Anzahl der

Teile, die dieselbe Benennung tragen, möglichst gering zu halten, was wiederum für die möglichst eindeutige dynamische Verlinkung der Informationsarten erforderlich ist, sollten solche Teile präziser benannt werden, z. B. durch die Bildung zusammengesetzter Wörter (Komposita), in denen z. B. nicht nur die Funktion, sondern auch das Teil benannt wird, auf das sich die Funktion bezieht, oder die Form des Teils.

- Nicht: Halter (Benennung nur nach Funktion)
Sondern: Feuerlöscherhalter bzw. Batteriehalter (Benennung nach Funktion + Teil, auf das sich die Funktion bezieht)
- Nicht: Abstandshalter (Benennung nur nach Funktion)
Sondern: Abstandsrohr bzw. Abstandshülse bzw. Abstandsring bzw. Abstandsscheibe (je nach Ausführung, also Benennung nach Funktion + Form)
- Nicht: Schalter
Sondern: Lichtschalter bzw. Sitzheizungsschalter
- Nicht: Verstärkung
Sondern: Verstärkungsring bzw. Verstärkungsblech bzw. Verstärkungsscheibe (je nach Ausführung, also Benennung nach Funktion + Form)

5.2.3. Kürze

Von zwei gleich verständlichen und gleich präzisen Benennungen ist die kürzere vorzuziehen, also:

- Nicht: Sitzeinstellungsmotor
Sondern: Sitzeinstellmotor

5.2.4. Maximallänge von Komposita

Zusammengesetzte Wörter (Komposita) und Mehrwortbenennungen (wie *elektronisches Steuergerät*) sollten eine maximale Länge von vier miteinander verknüpften Wörtern (Lexemen) nicht überschreiten, da sie sonst oftmals an Verständlichkeit einbüßen, u. a. weil die Bezüge zwischen den einzelnen Benennungsbestandteilen unklar bleiben können (vgl. engl. *nose landing gear uplock attachment bolt*, d. h. *bolt that attaches the uplock to the nose landing gear*). Außerdem verleiten sie zu spontanen Kürzungen, die zu unerwünschter Mehrdeutigkeit führen können. Die Forderung nach einer Maximallänge kann, wie das nachfolgende Beispiel zeigt, durchaus im Widerspruch zu derjenigen nach Genauigkeit stehen. Droht eine Überschreitung der vier Benennungsbestandteile, so ist der Einhaltung der Forderung nach der Maximallänge Priorität vor derjenigen nach Genauigkeit einzuräumen (s. hierzu aber die Bindestrichregelung im Benennungsgrundsatz 5). Also:

- Nicht: Feuerlöscherhalterschraubenunterlegscheibe (7 verknüpfte Wörter)
Sondern: Unterlegscheibe für die Feuerlöscherhalterschraube

Letzteres wird nicht als *ein* Begriff in den Thesaurus eingetragen, sondern als *zwei* Begriffe, nämlich a) Unterlegscheibe (3 verknüpfte Wörter) und b) Feuerlöscherhalterschraube (4 verknüpfte Wörter).

5.2.5. Bindestrichregelung

Für das Setzen von Bindestrichen in Komposita gelten die folgenden Grundsätze:

- Bindestriche dürfen nur dann gesetzt werden, wenn vor und nach dem Bindestrich mindestens noch zwei verknüpfte Wörter (Lexeme) stehen und der Bindestrich aus Gründen der Verständlichkeit zur Untergliederung eines sehr langen Kompositums erforderlich ist.
- Von dieser Regel darf abgewichen werden, wenn ein Kompositum aus Wörtern verschiedener Sprachen zusammengesetzt ist. Hier darf zwischen den Bestandteilen aus den verschiedenen Sprachen auch dann ein Bindestrich stehen, wenn einer der Bestandteile nur ein Wort umfasst (Beispiel: Delete-Taste).
- Wird ein Bindestrich gesetzt, so darf der Bestandteil vor und nach dem Bindestrich jeweils maximal vier Wörter umfassen, insgesamt darf die unter Punkt 4 genannte Maximallänge also überschritten werden.

Beispiel: Windschutzscheiben-Abdeckpappe
(3 verknüpfte Wörter vor dem Bindestrich, 2 danach)

Aber nicht: Fahrzeug-Tür
Sondern: Fahrzeugtür

5.2.6. Komposita statt Mehrwortbenennungen

Komposita sind Mehrwortbenennungen immer dann vorzuziehen, wenn die Mehrwortbenennung nicht als eine Bezeichnung etabliert ist (was bei *elektronisches Steuergerät* aber z.B. der Fall ist). Ist die Bildung eines Kompositums anstelle einer Mehrwortbenennung nicht möglich, da dabei gegen die unter 4. und 5. genannten Grundsätze verstößen würde, so ist die Mehrwortbenennung in zwei oder mehr Komposita zu zerlegen, die jeweils in eigenen Datensätzen abgelegt werden.

Nicht: Motor Sitzeinstellung
Sondern: Sitzeinstellmotor

Nicht: Leitung zur Zündung
Sondern: Zündleitung

Nicht: Steckverbindung Dachgepäckträger Heck
Sondern: Datensatz „Steckverbindung“ + Datensatz „Dachgepäckträger“ +
Datensatz „Heck“

Nicht: Motorleitungssatz motorseitig
Sondern: Datensatz „Motorleitungssatz“ + Datensatz „motorseitig“

5.2.7. *Selbstdeutigkeit/Motiviertheit*

Benennungen sollten nach Möglichkeit die dem durch sie bezeichneten Begriff *inhärenten* Merkmale widerspiegeln. Daher sind Benennung nach der Form, Bauart und/oder Funktion sowie ggf. der Beschriftung solchen nach dem Einbau- oder Herstellungsort sowie dem Erfinder vorzuziehen, weil sie selbstdeutiger sind. Benennungen nach dem Einbauort haben ferner den Nachteil, dass sie rasch veralten, denn der Einbauort eines Teils kann sich von Fahrzeugmodell zu Fahrzeugmodell ändern, wobei die Form und Funktion des Teils exakt gleich bleiben können. Wurde ein solches Teil nach der Form, Bauart und/oder Funktion benannt, kann nach einer Änderung des Einbauorts die Benennung beibehalten werden. Bei einer Benennung nach dem Einbauort zieht dessen Änderung jedoch die Notwendigkeit einer Umbenennung des betreffenden Teils nach sich.

Nicht: Simmerring (Benennung nach dem Erfinder)
Sondern: Radialwellendichtung (Benennung nach der Funktion/Bauart)

Nicht: Dachknotensteuergerät (Steuergerät, das in der Mitte des Daches eines Fahrzeugs eingebaut ist)
Sondern: EGS-Steuergerät (Benennung nach der Beschriftung; eine Benennung nach der Funktion ist hier nicht möglich, da das Steuergerät für eine Vielzahl von Funktionen zuständig ist)

5.2.8. *sprachlich-logische Korrektheit*

Nicht: lektronischer Steuergeräthalter
Sondern: Halter des elektronischen Steuergeräts

Nicht der Halter, sondern das Steuergerät ist elektronisch; sprachlich-logisch bezieht sich *elektronisch* im ersten Fall jedoch auf *Halter* und nicht auf *Gerät*.

5.2.9. *Wertneutralität bzw. passende Konnotationen*

Benennungen mit unerwünschten Nebenbedeutungen, sog. negativen Konnotationen, sind zu vermeiden. Beispiel: Man kann eine Halterung aus PVC sowohl als *Plastikgestell* als auch als *Kunststofffassung* bezeichnen. Die Bezeichnung *Plastikgestell* hat jedoch negative Konnotationen (vgl. *Billigplastik* vs. *hochwertige Kunststofffassung*; *billige Plastikgestelle* vs. *hochwertige Kunststofffassungen*; vgl. auch *billig* vs. *preiswert*).

5.2.10. *Einprägsamkeit und leichte Sprechbarkeit*

Schwer einprägsame und aussprechbare Benennungen setzen sich im Sprachgebrauch selten durch. Von Synonymen, die die sonstigen hier genannten

Anforderungen erfüllen, ist daher dasjenige als Vorzugsbenennung vorzuziehen, das sich leichter aussprechen und damit auch behalten lässt.

5.2.11. Internationale Verständlichkeit

Neue Benennungen sollten nach Möglichkeit, d. h., sofern dies nicht zu Verstößen gegen die Forderung nach Verständlichkeit für den Kfz-Mechaniker führt, Internationalismen sein. Hierunter versteht man Benennungen meist griechischen oder lateinischen Ursprungs, die in vielen Sprachen nahezu identisch sind (z. B. dt. *Korrosion*; engl. *corrosion*; frz. *corrosion*).

5.2.12. Analogheit

Benennungen für Begriffe, die in einer systematischen Beziehung stehen, sollten analog gebildet werden. Beispiel: Kunstfasern tragen in der Regel Benennungen auf –on (Nylon, Dralon, Perlon etc.). Folglich sollten Benennungen für neue Kunstfasern auch auf –on enden.

5.2.13. Vermeidung von Anglizismen

Die Übernahme von Wörtern aus anderen Sprachen ins Deutsche ist zu vermeiden. So sollten z. B. Anglizismen nur in solchen Fällen als Vorzugsbenennung zugelassen werden, in denen diese in breiten Bevölkerungsschichten bekannt sind oder in denen keine deutsche Benennung existiert oder geprägt werden kann, die mit der englischen Benennung in ihrer Ökonomie konkurrieren kann.

- | | |
|-------------|---------------|
| Zulässig: | Computer |
| Aber nicht: | Control Unit |
| Sondern: | Steuergerät |
| Nicht: | update |
| Sondern: | aktualisieren |

5.2.14. Vermeidung kreativer Metaphorik

Kreative Metaphern bieten einen breiten Interpretationsspielraum und können daher leicht missverstanden werden oder auch unverstanden bleiben und sollten daher als Verfahren zur Prägung neuer Vorzugsbenennungen nicht verwendet werden. Also:

- | | |
|----------|--|
| Nicht: | Kabelbalkon (<i>Balkon</i> ist hier der metaphorische Ausdruck) |
| Sondern: | Kabelstrangverteilhülse |

5.2.15. Eineindeutigkeit

Völlig neue Benennungen sollten nur dann kreiert werden,

- wenn es für den zu bezeichnenden Begriff noch keine eingebürgerte Benennung gibt,
- wenn eine bereits existierende Benennung gegen einen oder mehrere der hier genannten Benennungsgrundsätze verstößt oder

- wenn eine bereits existierende Benennung häufig zu Missverständnissen führt.

Existieren bereits mehrere Benennungen zu einem Begriff, so ist diejenige vorzuziehen, die die meisten der o. g. Benennungsgrundsätze erfüllt.

5.2.16. Marketingkonformität

Systeme und Sonderausstattungen wie Active-Body-Control und Thermotronic sind in Werkstattinformationen mit den Benennungen zu belegen, unter denen sie auch dem Kunden angeboten werden.

6. Zusammenfassung und Fazit

Bei DAiSY handelt es sich um ein Projekt, in dem die aktuellsten Techniken der Dokumentationserstellung genutzt werden. Hierzu gehört das datenbankgestützte *Single-Source-Publishing* auf der Basis von XML, das verbunden ist mit der Auflösung von Gesamtdokumenten in funktionale Einheiten, die beim Informationsretrieval bedarfsgerecht zu größeren Informationseinheiten zusammengestellt werden (Content-Management statt Dokumenten-Management). Diese Art der Informationsaufbereitung hat gravierende Auswirkungen auf den Dokumentationserstellungsprozess und die Organisation innerhalb von Dokumentationsabteilungen. So ist z. B. zur Versorgung der Autoren für die verschiedenen Informationsarten mit den von ihnen benötigten Begriffen und Funktionsbausteinen eine Art zentrales Service-Center erforderlich. Dieses umfasst neben Terminologen, die für die Bearbeitung von Anträgen zur Neuanlage von Begriffen verantwortlich sind, auch Autoren, die für die Neuanlage der Funktionsbausteine aus der Zwischenschicht in Abb. 1 zuständig sind. Für diese Funktionsbausteine ist ebenfalls ein Antragsverfahren vorzusehen, das demjenigen zur Neuanlage von Begriffen gleicht.

Völlig neu in der Dokumentationsbranche ist der Ansatz der dynamischen Verknüpfung von Informationsarten über eine Terminologiedatenbank. Bisher wurden Terminologiedatenbanken in Unternehmen primär zur terminologischen Vereinheitlichung von Dokumenten genutzt mit dem Ziel größerer Verständlichkeit und leichterer Übersetbarkeit der Dokumente. Diese beiden Ziele allein reichten in der Vergangenheit in vielen Unternehmen nicht aus, um den Aufwand zu rechtfertigen, der mit der Einrichtung einer konsequent begriffsorientierten Terminologiedatenbank einhergeht. Der Zusatznutzen insbesondere für den Kunden Werkstatt, mit der Terminologiedatenbank nun u. a. auch eine Verknüpfung zwischen Reparaturmethoden und Teileinformationen verwirklichen zu können, rechtfertigt diesen Aufwand.

Danksagung

Dank schulde ich dem baden-württembergischen Ministerium für Wissenschaft und Kunst sowie dem Rektor der Fachhochschule Karlsruhe, Herrn Prof. Dr.-Ing. Dr. h. c. mult. Werner Fischer, dafür, mich für die Dauer des Sommersemesters 2002

von meinen regulären Dienstverpflichtungen an der Fachhochschule freigestellt zu haben. Der DaimlerChrysler AG möchte ich dafür danken, dass sie mir in meinem Fortbildungssemester für die Mitarbeit im Projekt DAiSY ideale Rahmenbedingungen geschaffen hat, zu denen auch die Teilnahme an einschlägigen Tagungen und Kongressen im In- und Ausland gehörte. Ganz besonders herzlich bedanken möchte ich mich beim Leiter des Arbeitspakets Thesaurus, Herrn Udo Fischer. Er hat mich nicht nur in spannender Weise von seiner über 30-jährigen Berufserfahrung bei DaimlerChrysler profitieren lassen, sondern auch eine Atmosphäre der freundschaftlichen Zusammenarbeit geschaffen, die für mich Vorbildfunktion hat und an die ich mich gerne zurückerinnern werde.

Literatur

- Arntz, Reiner/Picht, Heribert/Mayer, Felix (2002): *Einführung in die Terminologiearbeit*. 4., gründlich überarb. Aufl. (Studien zu Sprache und Technik 2). Hildesheim: Georg Olms.
- DIN 2330 (1993): *Begriffe und Benennungen. Allgemeine Grundsätze*.
- Göpferich, Susanne (1995): „Von der Terminographie zur Textographie: Computergestützte Verwaltung textsortenspezifischer Textversatzstücke.“ *Fachsprache/International Journal of LSP* 17.1-2 (1995): 17-41.
- Göpferich, Susanne (1999a): „Kulturspezifik im Umfeld von Terminologie: Informationsangebot und Struktur von *TermIng*, der Terminologiedatenbank der Hochschule für Technik (FH) Karlsruhe.“ *Sprache und Technik*. Hrsg. Axel Satzger. Forum Angewandte Linguistik 36. Frankfurt/M. etc.: Lang, 1999, 85-119.
- Göpferich, Susanne (1999b): „*TermIng* – Ein Online-Nachschatzwerk der FH Karlsruhe, das mehr bietet als Fachvokabular in mehreren Sprachen.“ *Dokumentation erstellen – übersetzen – managen Online* 10.7-8 (1999). <http://www.doku.net/techndoku/artikel/terming.htm>.
- Göpferich, Susanne (2000a): „Der Technische Redakteur als Global Player.“ *Dokumentation erstellen – übersetzen – managen Online*. 11.5 (2000). <http://www.doku.net/techndoku/artikel/dertechnis.htm>.
- Göpferich, Susanne (2000b): „Technical Communicators for the Global Marketplace.“ *TC-Forum* 2 (2000): 13-16.
- Göpferich, Susanne (2000c): „Aufgaben des Technischen Redakteurs im Übersetzungsmanagement: Übersetzungsgerechte Textproduktion.“ *technische kommunikation Fachzeitschrift für technische Dokumentation und Informationsmanagement* 4 (2000): 22.4 (2000): 4-8.
- Göpferich, Susanne (2002): *Fachbezogene Textproduktion im Zeitalter der Globalisierung: Entwicklung einer Didaktik des Wissenstransfers*. (Studien zur Translation 15). Tübingen: Stauffenburg.
- Göpferich, Susanne/Schmitt, Peter A. (1995): „Begriff und adressatengerechte Benennung. Die Terminologiekomponente beim Technical Writing.“ *Wissenschaftliche Grundlagen der Technischen Kommunikation*. Hrsg. Hans

P. Krings. (Forum für Fachsprachen-Forschung 32). Tübingen: Narr. 369–402.

ISO 704 (2000): *Terminology work – Principles and methods*.

ABSTRACT

Dynamische Verknüpfung zwischen Informationsarten über eine begriffsorientierte Terminologiedatenbank – Bericht aus dem Projekt DAiSY der DaimlerChrysler AG

Susanne Göpferich
University of Graz
Austria

Key Words:

terminology management – content management – single-source publishing

The article is a report about the DaimlerChrysler technical documentation project DAiSY (**Daimler Automotive Information SYstem**), in which I worked during my sabbatical from March till August 2002. The aim of the DAiSY project is to develop a new authoring environment and content management system for workshop information such as repair methods and parts documentation.

In the past, these different types of information were developed separately and made available in different systems which made their retrieval uncomfortable and time-consuming.

In DAiSY, the various information types will be developed in a standardized and controlled manner avoiding redundancy by re-using functional units and a consistent terminology from a concept-oriented termbase, the Thesaurus, which is also used for linking the information types dynamically.

The article focuses on the development of the Thesaurus and its contribution to the dynamic linking of the information types.

Terminology: Where is Russian Science Today?

**V.M. Leitchik (State Institute of the Russian
Language after the name of A.S. Pushkin, Russia)
S.D. Shelov (Russian Foundation for Humanities, Russia)**

Introduction

For the last three years many articles have been published, striking the balance and marking out perspectives of sciences and separate scientific directions and schools in the twentyfirst century. It is expedient now to perform this task as well for a discipline dealing with terms and collections of terms (this discipline is generally known as terminology or terminology science) and to outline its perspectives. One should reckon that 80 - 90% per cent of new lexis entering developed languages (using a conservative estimate by some experts) are terms and other special lexical units, the intellectualisation of the language acknowledged by many scientists being primarily referred to the wide usage of the special lexicon in the language.

In the history of domestic terminology science it is possible to detect four periods [Grinev, Lejchik 1999]:

- The preparatory period of selecting and primary processing of the terms and definitions related to special concepts, which starts from the beginning of regular translation of the terms and compilation of the first Russian terminological dictionary in 1780 up to the end the 1920th;
- The first period (1930th -1960th) characterised by a theory of terminology coming into being and high activities of the two major experts with technical educational background – D.S. Lotte and E.K. Drezen, who promoted an engineering approach to terminology that determined greatly the future practice in standardisation and internationalisation of terminology. Within the same period of time, significant contribution to the development of terminological theory was brought by two outstanding domestic linguists, A.A. Reformatsky [Reformatsky 1959; Vinokur 1939] and G.O. Vinokur, whose works in this field have exercesed a decisive influence of linguistics on the development of Russian terminology science;

- The second period (1970th -1990th) is marked by the fact that terminology is becoming an independent discipline. Different views on special lexicon and the ways it has improved are specified, scientific efforts of theoreticians and practitioners in terminology meet the efforts of linguists, logicians, specialists in information science to define the subject and objectives of terminology science, to improve its methods and to articulate its basic problems.

This period is also characterised by the development and interaction of terminological committees within the framework of academies of sciences in the republics of the former Soviet Union. Terminological activity at the state and the industrial level intensifies, giving primary attention to techniques of developing normalised terminology. Over this period only in Russia some scientific conferences, meetings and symposiums were carried out, about ten monographs were written, about twenty collections of articles were published and more than 1000 doctor's and candidate dissertations advised. Besides this, thousands of terminological and encyclopaedic dictionaries were developed – from polytechnic and general sci-tech dictionaries up to highly specific ones were created. Among the works of domestic terminologists of this period should be mentioned investigations by L.N. Beljaeva, L.I. Borisova, L.Ju. Bujanova, A.S. Gerd, B.N. Golovin; S.V. Grinev, V.P. Danilenko, G.A. Dianova, A.D. Hajutin, T.L. Kandelaki, R.Ju. Kobrin, Z.I. Komarova, T.B. Kryuchkova, O.D. Mitrofanova, V.I. Mihailova, S.E. Nikitina, A.V. Superanskaja, V.D. Tabanakova, V.A. Tatarinov, L.B. Tkacheva, N.I. Tolstoy, O.N. Trubachev, N.V. Vasiljeva, M.N. Volodina.

- The third period (since 1990th up to now) started with an evident decline of scientific research in the sphere of terminology studies caused by deep and difficult changes in the social life of the former USSR but, then, it is followed by gradual renewal.

In the **first part** of this review we will cite terminological problems in the focus of the Russian terminology school in the twentieth century. Discussion of these problems, in our opinion, has brought the most significant results to the Russian terminology science. In the **second part** of this review we will try to list the most pressing problems of the terminological domain in order to circumscribe its future in the years to come.

Part I

I.1 Nature of the term

This problem has been discussing in Russian terminology science already in the first publications by D.S. Lotte and E.K. Drezen and since that time it was repeatedly highlighted in works by different linguists and logicians. In a number of

works the term is accepted to be a word or word collocation of a natural language, – in other words, the language nature of the term is maintained, and the differences in opinions are reduced to the acceptance of greater or smaller specificity of substantial, formal and functional structure of the term. So, D.S. Lotte held the view that the *term* is a special *word* [Lotte 1961; 1971; 1982], but G.O. Vinokur considered "the term to be not a special word/words, but only a word/words with the specific function", and claimed that "any word could perform a role of a term, however trivial this word might be" [Vinokur 1939, p. 5]. The disagreements can be removed if we proceed from the assumption that the term borrows from the lexical unit of a natural language only what can be called its language substratum, and the most principal character of the term remains in its terminological nature, i.e. its ability to designate a specific general concept in the system of all concepts within a special area of knowledge or activity.

There are also some viewpoints, according to which the term is not always a word or word collocation of a natural language, since it can be occasionally a non-language sign as an element of a special symbolic (semiotic) system. However the conceptual content of this sign requires a special explanation (interpretation or definition) in a natural language. It is also postulated that the quality of being a term manifests itself in a different degree and is a graduated, "scaled" property of a sign, that makes different signs, from this point of view, "more terms" and "less terms" and justifies speaking of the "termness" of a word or a word collocation [Shelov 1998].

In most cases we could assume that attributes of the strict logical concept are imposed "from above" on the substantial structure of the term and, thus, the term represents a compound multi-strata product, in which the natural language substratum and logical superstratum are available. Accordingly, they form "bottom" and "top" strata, enclosing the "term's core" with its specific conceptual, functional and formal structure that interact with the language substratum and the logical superstratum [Lejchik 1986].

I.2. Term and definition of terminological concept

Until recently there was no unequivocal answer to the question, whether the definition of a terminological concept is an obligatory attribute of a term (compare a rather typical wording, a kind of "Under the term we mean a word (or a word collocation) naming a special concept and requiring its definition" [Danilenko 1977, p.15]).

Some special investigations, however, demonstrate that there can be terms which have no definition at all (especially, when a special area has just come into being or is in the process of radical reorganisation). In such cases, there exist definitions of concepts for which that have no verbal term (i.e.a term expressed by a word or a word collocation of natural language) to designate this concept (for example there is no verbal term for the chemical dimension *pH*), at last, there are terms having a

set of definitions for their concepts even within the framework of the same area of knowledge.

Besides, it is worth recalling that some terms have been convincingly demonstrated to be completely motivated; consequently, they need no definition at all. These terms are usually qualified as completely motivated, as their concepts are absolutely motivated by their conceptual constituents. For example if we designate $S(x)$ as the conceptual contents of the term x , we could illustrate the case with the following term collocations: $S(\text{product of simple groups}) = S(\text{product of groups}) + S(\text{simple group})$, $S(\text{spectrum of the normal operator}) = S(\text{spectrum of the operator}) + S(\text{normal operator})$, $S(\text{cell of operative memory}) = S(\text{cell of memory}) + S(\text{operative memory})$, $S(\text{carrier magnetic record}) = S(\text{carrier of record}) + S(\text{magnetic record})$ etc. Here *product of groups* and *simple group* are lexical and syntactic constituents of the term *product of simple groups*; *spectrum of the operator* and *normal operator* are lexical and syntactic constituents of the term *spectrum of the normal operator*; *cell of memory* and *operative memory* are lexical and syntactic constituents of the term *cell of operative memory*; *carrier of record* and *magnetic record* are lexical and syntactic constituents of the term *carrier magnetic record* etc. The corresponding term constituents were treated by D.S. Lotte as terminological elements of terms [Lotte 1961; 1971; Kandelaki 1977]; the concept of 'subterm' as a term component of a separate terminological unit has been brought forward in some other publications [Shelov 1998]. Whatever these constituents are called, the fact remains that they absolutely motivate the conceptual meaning of the terms which therefore do not lack a definition.

In other words, the triad "term – concept – definition" does not reflect rigid one-to-one correspondence, but, more likely, mobile interdependence of the triad's members where each place can be occupied by one, two or more members or not occupied at all.

Further, the logical types and forms of a definition representation can be rather various. It has been found that in the sphere of terminology, the linguistic analysis of definitions is of no less importance than the logical analysis. So, from the logic point of view, terminological definitions could be divided into nominal and real, explicit and implicit, intensional and extensional, synthetic and analytic, operational, genetic, stipulative and some others [Kvitko et al 1986; Superanskaja et al 1989]. From the linguistic point of view, terminological definitions could be classified in a different way – with such basic types as the following: generic, operational, contextual, enumerative (extensional), common and non-specific definitions [Shelov 1998]. The distinction between monomorphic and polymorphic definitions has also turned out to be critical both for logic and linguistics since polymorphic definitions admit some various interpretations. As they occur in different types of texts, this enables us to maintain that the conceptual contents of terms can be expressed using both strict text definition (monomorphic definitions), and text definition, admitting more than one interpretation (polymorphic definitions) [Shelov 1998].

I.3. Language structure of the term

Linguistic analysis of special lexicon, first and foremost, of terminology and the terminological system (in separate disciplines and narrow industry branches), has always been the subject of domestic dissertations. A great part of these works has been devoted to the linguistic description of the language structure of the terms – their word formation, as well as their syntactic and semantic characteristics.

At the same time it has been demonstrated that in order to assess and select terms properly, the analysis of the language term structure should entertain specific terminological aspects of special lexicon. In particular, the concept of *term element* introduced by D.S. Lotte (terminoelement, in Russian) turned out to be extremely fruitful [Lotte 1961; 1971; Danilenko 1977; Kandelaki 1977]. Referring to a morpheme in a single-word term, to a word (or even word collocation) in a multi-word term, a term element also should correspond well to a corresponding concept or concept character within a special domain. If this is the case, we disagree with one of the traditional recommendations: “the term should be short” and consider it to be erroneous and inadequate to the nature of the term. Moreover, the tendencies in term formation of recent years manifest that more and more frequently we meet multi-word terms and term collocations; single-word terms occur less frequently than multi-word collocations, which hold their ground and do not concede a single point to single-word terms [Lejchik 1981].

Thus, linguistic analysis of multi-word term language structure, oriented to principal concepts of motivation and term elements, enables us to detect semantic differences between multi-word compound terms and term collocations (these differences are of extreme importance since, for example, in drawing up terminological dictionaries, compound terms are included in the dictionary, and term collocation are not [Lejchik 1981]).

In a number of publications, various types of formal structures used for the coining of Russian terms have been analysed and assessed, some of them being very far from characteristic of the general language. Among the types of term formal structures we find non-derivative words – *glaz* (eye)), derivatives provided with new affixes – *pozitron* (*positron*), *mini-kuri* (*mini-hen*), compound words – *zubrobizon* (*wisent-bison*), *mestozhitelstvo* (*residence*), *vperedzmotrjashchij* (*look-out*), abbreviations of different types (including word-like units – *tokamak* (*tokamak*), apocopes – *retro* (*retro*), *morph* (*morph*), compound abbreviations – *remstrojkontora* (*construction and repair company*), *MGD-generator* (*MGD-generator*), telescopic words – *reanimobilj* (*reanimobile*), "chained word-collocations" – *sotskultbyt* (abbreviated word collocation of *social and cultural every day life* (in Russian)), symbol-words, as they were called by V.P. Danilenko – *i-oblajtj* (*i-area*), pattern words – *V-klapan* (*V-valve*); word collocations including from 2 up to 14 – 15 words are attributed as multi-word terms [Danilenko 1977, p. 132 – 133; Kobrin 1979, p. 7].

Within the framework of the language study of the term, a **problem of variational (dimorphic) terms and the limits of terminological variation** has always been in the focus of investigation. This concern has been a topic of discussion from the very beginning of terminology science in Russia. Truly, initially it was solved in too positive and straightforward a manner. So long as terms were viewed as special words that toe the line of special requirements, any terminological variants (including synonyms and morphological variants) were prohibited in the process of term ordering and standardisation (except for the brief variants – brief forms of the terms). Subsequently it was demonstrated, that the quality of having variants is inherent in terminology and cannot be completely overcome as, first, there exists a language substratum of the term and, second, in the concept designated by the term, different attributes can evolve, according to which the concept can be named. Nowadays it is most common to take identity of the term's concept as a natural limit of its variants within the framework of the same theory and, accordingly, the same terminological system [Alternativeness 1982]. The comprehension of the fact that terminological variants are irremovable from the text has forced terminologists to introduce changes in the normative document governing the development of terminological standards so as to soften its previously rigid specifications: "For each concept there should be one and only one standardised term" [Brief Manual 1979; Recommendation 1989]. Besides, spheres of application of unified and standardised terms, as well as the validity of the terminological standards, have been precisely limited, which, in its turn, has suppressed the quoted rule in all its rigour.

I.4. The nature of terminological systems

Already D.S. Lotte discussed the nature of scientific terminologies, meaning the ordered sets of the terms as opposed to the non-ordered ones [Lotte 1961, p. 72 - 73]. Nowadays the view is predominant that spontaneously developing terminologies are mostly incomplete, logically slack and parameters in these systems differ from deliberately and meaningfully ordered or designed terminological systems. Terminology includes terms and "preterms" as its units, but terminological systems include only terms. To be sure, we have some articulate and harmonious terminologies such as chess terminology, craftwork terminologies, such as those for weavers or coopers, but these are rather exceptions to the rule. In the meantime there are many designed terminological systems – to start with microsystem as narrow as "Metal Band Surface Deficiencies" and to end with a multi-branched macrosystem such as the taxonomy of animals and plants by C. Linnaeus. As an adequate theory establishes a new foundation of the subject field, terminology seems to transform into terminological system. Some "pre-terms" and "quasi-terms" become involved in the terminological system, some others are substituted by terms that are optimized with regard to a correlation between their semantics and form, and, finally, new lexical units are introduced into the terminological system to make it complete and logically rigorous [Lejchik 1981]. This was the case with chemical terminology after the periodic law had been detected by D.I. Mendeleev and the natural system of elements had been established in chemistry.

Major advances have been also achieved in discussing terminological systems. Initially, the conceptual structure of any terminology was thought by some authors to be a generic hierarchy of a tree type. Later on it has been demonstrated that the conceptual structure of terminology is of a much more general type – it is basically determined by the term definition system and term motivation as expressed by the term elements. It can be represented as a level structure where the notion of conceptual level is a natural generalisation of the common idea of level in a generic term hierarchy or monohierarchy. It has been feasible to develop and justify levels in a conceptual structure of terminology and then to successfully use these levels for different applications – to represent the conceptual hierarchy in a thesaurus or ideographic dictionary, to specify the order of terms to be understood and learned as this or that discipline is taught, etc.

I.5. Infancy and the development of terminologies and terminological systems

Nowadays there exist many research efforts devoted to the state of the art and history of terminology formation and development (O.N. Trubachev, N.I. Tolstoy, Ju.S. Sorokin, L.L. Kutina, A.S. Gerd, F.P. Sorokoletov etc.). This problem is illuminated in two different ways: either the author's terminology is described (for example, a monograph of Ju.K. Lekomtsev describes some individual authors' terminological systems in the field of linguistics – these of L. Hjelmslev, S.Z. Harris, R.Jacobson and M.Halle [Lekomtsev 1083]), and some studies describe language development of terminology in different periods of time. In particular, it has been demonstrated that semantic ways of term formation prevailed in the Russian terminology of the eighteenth century, word derivation was dominant in the nineteenth century, and borrowing and integrated devices of creating terms is the most typical of the twentieth century [Grinev 1993].

In some works the most important terms (consequently, most productive terms) and term elements were singled out. A fair number of terminological microsystems (terminological nests) are constructed by means of these terms (with reference to the Russian political lexicon, T.V. Shmeleva called these words the “key words of the current moment”). For example, in 1980s these were *information* and *robot*; in the 1990s – *space (field)*, *virtual*. These processes are objects of investigation within historical terminology science. It studies, first, the history of separate terms: changes in their semantics, facts of renaming and the reasons for these changes – epistemological, logical, psychological, including subjective and social factors (the term *narcotizer* was replaced by the term *anaesthesiologist*), reasons for coexistence of both old and new terms, etc. Second, it also studies the processes of terminology and terminology system formation as a whole.

One factor that is highly peculiar to special spheres of knowledge and activity is a specific period of the initial concept designation (V.V.Keltujala). In this period, quite often an extended period of time, there are lexical units which could be considered as “pre-terms” (for example, W.C. Roentgen has coined a name for the beams he had discovered, *X-beams*); subsequently “pre-terms” can be either replaced by terms that are optimal in their semantic and formal structure (*X-ray*

radiation) – in particular, by short variants (*the young of hausen and sterlet* is replaced by *bester*) – or become naturalised as terms, and even normative terms. Among these terms are numbered some of the successful author's neologisms (*korablj-sputnik* (ship-sputnik) coined by S.P. Korolev).

Special interest within the framework of historical terminology science is aroused by the terminological neologisms. The French researcher L. Guibert, as well as the Russian linguists V.G. Gak and V.V. Lopatin, and the Canadian G. Rondeau were the first to give a systematic description of why this kind of terms comes into being, what their semantics are like, what the criteria of being a “new term” are and how to choose the right way to designate a new concept. To fulfil this assignment they have activated some assumptions of nomination theory and designated a new offshoot of terminology science – neonymy. Of all types of term coinage some are selected more or less deliberately to meet the requirements of designating newly recovered and newly constructed articles in special domains. This process involves the reinterpretation of common lexical units, borrowings from one language to another one or from one terminological system to another one (frequently also followed by reinterpretation), word derivation and the creation of two or multi-word collocations.

I.6. What is spontaneous/conscious and what is natural/artificial in terminologies and terminological systems

In opposing terms and common (general language) words, some linguists, affirm consciousness (in creating the term) as its distinctive feature. Actually, consciousness is not absolutely specific to term formation (the process of word formation is conscious on the whole); in contrast to spontaneity, consciousness is characteristic of selection of this or that way to coin terms because in the sphere of terminology, word formation devices given to a terminologist are limited and specialised as compared with all expedients of the general language. So one should not discuss the opposition between “conscious – spontaneous”, but rather the specific exhibition of consciousness in terminological activities. Besides, while designing terminological systems, lexical units of a general (natural) language are used on parity with some artificially created items, which are constructed to occupy vacancies (*lacunae*) amid the natural language signs (cf. the above mentioned symbol-words, pattern-words etc.).

I.7. Terminology systems and scientific knowledge.

This problem is examined basically by logicians and philosophers specialising in the methodology of science. It has been demonstrated that there is no direct dependence between the growth of scientific knowledge and the development of terminology systems (their perfection or increase in volume) [Petrov 1982].

On the one hand, the construction of terminology systems and the selection of their separate units can lag behind the cumulative knowledge of a discipline: the object is already recognised, it is already mentally identified, but no designations have yet been found for it. On the other hand, some terms come into being designating

objects and articles not yet discovered or expressing concepts that have not yet been created as real objects (Leonardo da Vinci coined the term *helicopter* in the margins of a manuscript, XV-XVI c.); terms like this are called of prognostic or hypothetical terms. And finally, it should be realised that terminology might develop purely spontaneously and need not conform to any theoretical knowledge to function.

On the whole, terminology systems mirror the deepening of human knowledge, the process of world exploration, and terminological theory should analyse the way terminology accomplishes this function. In this regard, a processed set of terms (for example, normalised or standardised terminology) does not merely reflect this or that knowledge domain, but also the theory or theories underlying the foundation of the subject field and giving a description of subject field, with deeper or flatter conceptual penetration into its objects. In this context it is arguable that a highly developed scientific theory can do without a terminological system, although disciplines exist that have not developed their theories or do not require any. It should also be emphasised that some disciplines may simultaneously exploit several term systems that approximately correspond to different schools or directions of research (as occurs, for example, in physics, in linguistics, etc.).

I.8. The term and the text.

Within the framework of this problem the foundation of a terminological theory of the text were laid down [Lejchik 2002]. Its development has demonstrated that terms occur not only in scientific and technical texts, but as well in publicistic and even art texts (this was maintained by A.D. Hajutin as far back as 1972 [Hajutin 1972, p. 99 - 101]). It has been demonstrated that in solving the problem of “the term and the text” (“the term and its context”), two approaches can be applied that give different theoretical and practical results – textual analysis of the term (“from term to the text”) and terminological analysis of the text (“from text to the term”). Terminological theory of the text, which has gradually turned into the foundation of the functional terminology theory, has enabled terminologists to study the terminological structure of various texts, to investigate terminological saturation of the text and to carry out statistical terminological research of the text. This approach has also distinguished between the really functioning terms and “ideal” terms, to which normative terminology aspires [Kvitko et al. 1986].

I.9. Terminology as a science

In the last quarter of the twentieth century a discussion took place on the question whether terminology science should be considered as a linguistic discipline. A significant number of linguists and some terminologists deem that terminology science lies entirely within modern linguistics, as its terminology’s subject are constituted by lexical units of a natural language [Tatarinov 1996].

However in-depth study testifies, first, that terminology science deals not only with terms (as a class of lexical units of languages for specific purposes) but with terminology systems as well (which is not completely a linguistic category).

Secondly, theoretical topics in linguistics are not purely linguistic, but might be philosophical as well, logical, etc., while problems solved by terminology applications are mainly non-linguistic. Finally, the methods used in terminology activities are also heterogeneous and miscellaneous, lying far outside the scope of linguistics. Within terminological studies methods of fundamental sciences are evolved, – such as methods of linguistics, philosophy, cognitive science, methods of formal, dialectic and mathematical logic, as well as methods of the theory of classification and semiotics [Kobrin 1979]. Some proper methods and methods of adjacent sciences are also employed in terminology, – these are computer science, the theory of coding, the philosophy of science, and the theory of standardisation. With some degree of convention, dozens of subject disciplines could be attributed to the disciplines adjacent to terminology – natural, technical, social, humanitarian sciences. Based on this argument, the conclusion has been drawn that terminology is a complex cross-disciplinary science. To place terminology within the system of modern sciences, one of its founders the Austrian scientist E. Wüster affirmed terminology doctrine (*Terminologielehre*) to be a boundary area between linguistics, logic, ontology, computer science and the subject sciences. In the domestic literature on the subject, one usually names linguistics, logic, psychology, cybernetics, computer science, general theory of systems and some others listed above, whose subject and methods greatly influence terminology science.

According to the criteria cited here (the availability of its own subject and methods, regularities, etc.) terminology, most obviously, is a discipline that evolved from linguistics and incorporated some other basic and adjacent spheres of knowledge. Furthermore, terminology science includes two closely interconnected subdisciplines – theoretical and applied terminology [Lejchik, Biesiekirska 1998].

Within the limits of theoretical terminology some subdivisions – and first of all linguistic terminology – are allocated. The generic and ontological connection of terminology science with linguistics is evident since the list of scientific activities in the two disciplines is very much alike; however, the contents of activities differ. General terminology, as well as general linguistics, is engaged in the problems of lexicon, semantics, word formation, word collocations, as well as in the problems of origin and the development of languages and language units, but it deals with these problems with respect to specific material – the lexicon of languages for specific purposes. This lexicon differs from general languages in semantics, usually by virtue of greater accuracy, in word formation by virtue of a limited number of models used in the production of its units and by some highly specific word formation expedients, particularly, in terminology. Within the scope of terminology science its subdivision “Epistemology of Terms” deals with the epistemological aspects of terminology, with the role that terms play in scientific cognition, and with the role of terminology formation in concept formation and concept development with respect to scientific theories. From this point of view, the subdivision “Logical aspects of terminology” is highly specific. It manifests the fact that terminology science is quite able to enrich the device of formal and mathematical logic, in that it is also engaged in the problems of the correlation

between concepts, in the problems of term allocation while operating with different concepts, and in the problems of definition and classification.

Finally, the subdivision of functional terminology, closely connected with functional linguistics, studies the specificity of term functions and has already added new functions to the list of habitual functions ascribed to words: heuristic, arbitral, etc. [Grinev 1993]

Within the limits of applied terminology, the number of various directions of its activity changes from six up to nine, in the opinion of the different scientists. What unites them all is the goal of obtaining applied results that are used within the frameworks of terminology science as well as outside these frameworks – in science, industry, business, and in the sphere of management.

The first and most advanced subdivision of applied terminology is terminological lexicography, or terminography, which some terminologists consider to be a boundary territory between theoretical and applied terminology, and others in general allocate it outside terminology. Terminography, which came into being much earlier than terminology itself appeared, has achieved significant success: by the end of 1980s about one hundred dictionaries were being published annually in the USSR, most of which constitute dictionaries of special lexicons – encyclopaedic, ideographic, translation, educational dictionaries, frequency word lists, dictionaries of new terms, etc. Reliable techniques for working out different terminological dictionaries were developed, including a workbook by S.V. Grinev [Grinev 1993]. Over this period, a transition was marked from the traditional form of paper dictionaries to electronic and computer dictionaries.

Extremely ramified and rich in results is the unification (harmonization) of terms, which exemplifies the performance of an applied task, not characteristic of linguistic methods of work involving general lexical units. Several methods for term unification take place: the ordering of terminology that ends in working out collections of recommended terms for a separate field of knowledge (there are approximately 120 collections of recommended terms published by the Committee of Scientific Terminology as part of the fundamental research of the Russian Academy of Sciences [Brief Work-Book 1979]); the standardisation of terminology that ends in developing terminological standards (there are more than 800 state terminological standards of the Russian Federation, which were elaborated by different organisations under the supervision of the All-Russia Research Institute for Classification, Terminology and Information on Standardisation and Quality (VNIIKI), and there are in all approximately 20,000 valid national and international terminological standards in the world [Recommendation 1990]); development of international normative dictionaries, which is carried out sometimes with participation of authorised representatives from Russia (including a multi-volume dictionary in electrical engineering); terminology harmonisation, which involves the mutual co-ordination of terms at the national and international levels.

For the last 50 years, the translation of terms within the framework of the technical and scientific translation of special literature and documents has significantly increased [Tsitkina 1988]. In the field of the terminological study of the languages of the former Soviet Union, serious and extensive investigations were carried out – both in the republics of the SU, and in Moscow, mainly in the Institute of Linguistics of the Russian Academy of Science (V.Ju. Mihaljchenko, M.I. Isaev, K.M. Musaev etc.). As an important result of these investigations, it is necessary to mention hundreds of the published terminological translation dictionaries, usually with the Russian language as an entry language and national language as a target language [Stepanov 1983].

On the frontier between applied terminology and text editing of various language styles and genres, lies the subdiscipline of terminological editing (including the recommendation of how an editor should deal with the terms) [Kvitko et al. 1986]

On the basis of terminography and modern computer science, cybernetics, and systems of artificial intelligence, starting from middle of the twentieth century computer processing of the special information has been rapidly increasing on a large scale. In this connection it is highly desirable to note the interaction between applied terminology and new, but fast-paced discipline of knowledge engineering, where the experts have actively combined methodologies from computer science and terminology science – starting from thesauri for information retrieval systems and ending in terminological data banks and terminological knowledge bases, that have been working out lately [Shelov 1998; 2001].

Part II

In spite of the significant results achieved by Russian terminology science that we have cited above, it would have been totally wrong to claim that all problems have been solved in this young and quickly developing discipline. The century that just passed has left to the century to come an array of difficult missions and problems in terminology. Making no pretence to completeness, we should like to note the following as the most topical among them:

II.1. Integrated analysis and classification of the language units in science in order to answer the questions: what other units, other than the terms, are available in the language of science? What place do they take in the classification of scientific lexicon? What role do they play in scientific communication? How do they correlate with proper terms and how should terminography deal with them? Presumable classes of these units are nomenclature, pragmonyms, professionalisms, items of professional vernacular, units of scientific and technical substandard language and slang, etc. [Shelov 1985]

II.2. In connection with the problems already discussed, it is necessary to continue language studies with respect to the **variation of terms and the limits of**

variation in terminology. From this point of view the concept of *termeme* introduced by some researchers deserves close attention [Skuinja 1988]. The term *termeme* was introduced to denote a unit more general than a separate term and to cover not only the designation of identical special concepts but also the denotations that preserve the specificity of the conceptual contents within the limits of the same denotatum situation (cf. *parallel straights*, *parallelness of straights*, *straight parallel to a straight* etc.). Linguists' attention has been involved with the similar semantic relations in everyday language for a long time and developed special conceptual and terminological devices for its investigation long ago (cf. concepts of nexus and junction in linguistics).

II.3. It seems both essential and potentially fruitful to launch **a systematic study of different interpretations of the same terms** (i.e. terms that are identical in the form, but differ in their meanings) used in the various scientific theories within the framework of the same subject field. There arguments lead us to believe that we can expect important results here based on a series of research projects in what is now called cognitive terminology, – the results of which contribute in particular to the highly disputable question of whether it is necessary to distinguish between a terminological concept and a terminological notion. However, the problem is not just to demonstrate different meanings of the terms identical in their form in various theories; the problem is quite different – to demonstrate that **the same term, while keeping its meaning completely unchanged at some level of understanding, still can be interpreted in a totally different manner at a deeper level of understanding.** It looks rather plausible that exactly in this way, a great variety of views and conceptions come into being, on the one hand, and unity and totality of a science is still supported, on the other hand.

In a general form the idea that some part of terminology is open to various interpretations and different comprehension has been maintained (though not using the same arguments) by many authors – L.M. Alexeeva, B.Ju. Gorodetsky, V.V. Nalimov, S.E. Nikitina [Nikitina 1987], Ju.A. Shreider, – however linguistic investigations of concrete terminological data from this point of view are actually absent.

II.4. The significant portion of research projects in terminology science should be aimed at **practical missions of knowledge presentation and processing.** Information specialists, employees of libraries and publishing houses, programmers working out computerized information technologies or developing electronic libraries and directories, etc., hence, all appropriate state and private enterprises might make use of the appropriate terminological tools that can function with respect to knowledge presentation and processing systems.

Conclusion

For the last 70 years terminology science has passed through a difficult period in Russia. As a “maturity index” of a science we can count the number of readers, textbooks and manuals on the subject (in domestic terminology science there are

ten), the number of publications (the index of publications in terminology by V.A. Tatarinov totals up to 1600 items [Tatarinov 1998]), dictionaries (Shajkevich and Bergelson's review noted 1685 dictionaries published from 1950 up 1979 that contain contributions to the Russian lexicon [Shajkevich, Bergelson 1986]). Conferences, symposiums and meetings on terminological problems were regularly carried out, the working seminar on methodological problems of a scientific and technical terminology functioned constantly in Moscow, training courses in the fundamentals of terminology have been organised by universities, colleges and institutes. There are state and public organisations engaged in scientific and applied activity in this sphere, the doctor and candidate's dissertations have been advised, the terminological dictionaries of different types, monographs, collections of articles and magazines with articles on terminological subjects have been published. Some works of the domestic authors have been translated into German and English and published in the terminology reader compiled by C.Laurén, H.Picht. *Ausgewählte Texte zur Terminologie.* – Wien, 1993. In Austria a book by B.Moschitz-Hagspiel, *Die Sowjetische Schule der Terminologie* (1931-1991) was also published in Vienna in 1994, in which the achievement of the Soviet terminological school is covered objectively for the years of 1931-1991. The English-oriented reader provides the opportunity to introduce Western readers to some of the Russian publications in terminology by means of the compilation "Selected readings in Russian terminology research" (Vienna: TermNet, 1993).

The present article gives a very short review of the present state of art in the Russian terminology science; the extremely brief bibliography that follows it just exemplifies discussion on the points we have touched earlier. In no way does it exhibit the treasure of scientific thought in this field of knowledge for decades of its development, but the interested reader may find the following most important information on the subject in the appendices 1, 2, 3 and 4:

- | | |
|--------------|--|
| Appendice 1: | The list of the basic research centres of Russia in the field of a terminology and brief description of their activity; |
| Appendice 2: | The brief bibliography on terminology techniques (development, normalisation, unification and standardisation of terminology: description and recommendations); |
| Appendice 3: | The brief bibliography of the textbooks, bibliographies, readers, reviews, dictionaries and directories on terminology science prepared by Russian terminologists; |
| Appendice 4: | The list of the monographic publications of the domestic authors on terminology since 1991 up to now. |

Russian terminology science enters the new century updated and disposed to optimism. The qualification of "terminologist" is recognised by some international educational bodies. In assessing future development of terminology science for a decade to come, there are grounds to hope that Russian terminologists will keep strengthening their connections with foreign colleagues and, in particular, with

terminologists from the countries of Central and Northern Europe. It is extremely important to orient some terminology applications to the development of a new generation text and knowledge processing systems, artificial intelligence systems. As a scientific discipline Russian terminology should pass in the future from the description of facts (significant results have been achieved in this sphere) to their explanation, to articulation of general laws concerning term formation and function, to submission of scientifically based solutions and recommendations for social practice.

Literature

- Alternativeness as a Property of Language System (Proceedings of the Conference) /In 2 parts
(Вариантность как свойство языковой системы: Тез. док. /В 2 частях. - М., 1982).
- Brief Work-Book on Development and Ordering of Scientific and Technical Terminology
(Краткое методическое пособие по разработке и упорядочению научно-технической терминологии. – М.: Наука, 1979).
- Danilenko V.P. Russian Terminology: an Attempt of Linguistic Description (Даниленко В.П. Русская терминология: Опыт лингвистического описания. – М., 1977).
- Denisov P.N. On some General Aspects of the Study of Scientific Languages //Modern Problems of Terminology in Science and Engineering (Денисов П.Н. О некоторых общих аспектах изучения языков науки //Современные проблемы терминологии в науке и технике. - М., 1969).
- Denisov P.N. On some aspects of the Study of Scientific Languages //Problems of Language of Science and Engineering: Logic, Linguistic, Historic and Scientific Aspects of Terminology (Денисов П.Н. Еще о некоторых аспектах изучения языков науки// Проблемы языка науки и техники: Логические, лингвистические и историко-научные аспекты терминологии. - М.. 1970).
- Grinev S.V. Introduction to Terminology Science (Гринев С.В. Введение в терминоведение. – М.: Московский Лицей, 1993).
- Grinev S.V., Lejchik V.M. On the History of Domestic Terminology Science (Гринев С.В. Лейчик В.М. К истории отечественного терминоведения //Научно-техническая информация. Сер.1. – 1999. – № 7).
- Kandelaki T.L. Semantics and Motivation of Terms (Канделаки Т.Л. Семантика и мотивированность терминов. – М.: Наука, 1977).
- Kobrin R.Ju. On the Principles of Terminological Work while Developing Thesauri for Information Retrieval Systems (Кобрин Р.Ю. О принципах терминологической работы при создании тезаурусов для информационно-поисковых систем //Научно-техническая информация. Сер. 2. – 1979. – № 6)
- Kriuchkova T.B. Particularities in Formation and Development of Political Lexicon and Terminology (Крючкова Т.Б. Особенности формирования и развития общественно-политической лексики и терминологии. – М., 1989).
- Kvitko I.S., Lejchik V.M., Kabantsev G.G. Terminological Problems of Editing (Квітко І.С., Лейчик В.М., Кабанцев Г.Г. Терминоведческие проблемы редактирования. – Львов, 1986).
- Lejchik V.M. Optimum length and optimum structure of the term //Problems of linguistics (Лейчик В.М. Оптимальная длина и оптимальная структура термина //Вопросы языкознания. – 1981. – № 2 (also translated in French)).
- Lejchik V.M. Elements of Terminological Text Theory (Лейчик В.М. Элементы терминоведческой теории текста //Стереотипность и творчество в тексте: Межвузовский сборник научных трудов. - Пермь, 2002. - С. 63 - 77.
- Lejchik V.M. On Linguistic Substratum of the Term (Лейчик В.М. О языковом субстрате термина //Вопросы языкознания. – 1986. – № 5).

- Lejchik V.M., Biesiekirska L. Terminology Science: Subject, Methods, Structure (Лейчик В.М., Бесекирска Л. Терминоведение: предмет, методы, структура. – Białystok: Univ. w Białymostku, 1998).
- Lekomtsev Ju.K. Introduction to the Formal Language of Linguistics (Лекомцев Ю.К. Введение в формальный язык лингвистики. – М., 1983).
- Lotte D.S. Problems of Borrowing and Ordering Foreign Terms and Term Elements (Лотте Д.С. Вопросы заимствования и упорядочения иноязычных терминов и терминоэлементов. – М.: Наука, 1982). – 150 с.
- Lotte D.S. Brief Forms of Scientific and Technical Terms (Лотте Д.С. Краткие формы научно-технических терминов. – М.: Наука, 1971).
- Lotte D.S. Foundations of Constructing Scientific and Technical Terminology. Problems of Theory and Techniques (Лотте Д.С. Основы построения научно-технической терминологии. Вопросы теории и методики. – М.: Изд-во АН СССР, 1961; partly translated in H.Picht, C.Laurijn. Ausgewählte Texte zur Terminologie. – Wien, 1993. – P. 159 – 205).
- Modern Problems of Russian Terminology (Современные проблемы русской терминологии. – М.: Наука, 1986).
- Modern problems of Terminology in Science and Engineering (Современные проблемы терминологии в науке и технике. – М.: Наука, 1969).
- Nikitina S.E. Semantic Analysis of the Language of Science: On the Data of Linguistics (Никитина С.Е. Семантический анализ языка науки: На материале лингвистики. – М., 1987).
- Petrov V.V. Semantics of Scientific Terms (Петров В.В. Семантика научных терминов. – Новосибирск, 1982).
- Problems of Terminology /Proceedings of All-Union Terminological Meeting (Вопросы терминологии: Материалы Всесоюз. терминологического совещания. - М.. 1961).
- Reformatsky A.A. What is a Term and what is Terminology (Реформатский А.А. Что такое термин и терминология. – М.: Ин-т языкоznания АН СССР, 1959; partly translated in H.Picht, C.Laurijn. Ausgewählte Texte zur Terminologie. – Wien, 1993. – P. 206 – 220).
- Recommendations. Development of Standards on Terms and Definitions. Р 50-603-1-89 /Beloozerov V.N., Butseva I.P., Gagarin A.P., Grinev S.V., Korchjomkina A.S., Lejchik V.M., Nalepin V.L., Prohorov V.N., Savilov E.S., Shelov S.D. /Change № 1 Р 50-603-1-89 Recommendations. Development of the standards on the terms and definitions /Grinev S.V., Lejchik V.M., Nalepin V.L., Prohorov V.N., Savilov E.S. (Рекомендации. Разработка стандартов на термины и определения. Р 50-603-1-89 /Белоозеров В.Н., Бурцева И.П., Гагарин А.П., Гринев С.В., Корчёмкина А.С., Лейчик В.М., Налепин В.Л., Прохоров В.Н., Савилов Е.С., Шелов С.Д. – М.: ВНИИКИ, 1990. /Изменение № 1 Р 50-603-1-89 Рекомендации. Разработка стандартов на термины и определения. / Гринев С.В., Лейчик В.М., Налепин В.Л., Прохоров В.Н., Савилов Е.С. – М.: ВНИИКИ, 1993).
- Skuinja V. On the Parts of Speech in Terminology and on the Concept of Termeme (Скуиня В.П. Об отношении к частям речи в терминологии и о понятии терминемы //Научно-техническая терминология. – 1988. – Вып. 12. – С. 5 – 8).
- Shajkevich A.J., Bergelson M.B. State of the art in Scientific and Technical Lexicography: a Review (Шайкевич А.Я., Бергельсон М.Б. Современное состояние научно-технической лексикографии //Перевод научно-технической литературы. Сер. 1. Теория и практика научно-технического перевода. Обзорная информация. Вып. 12. – М.: ВЦП, 1986).
- Shelov S.D. Definition of Terms and Conceptual Structure of Terminology (Шелов С.Д. Определение терминов и понятийная структура терминологии. - СПб, 1998).

- Shelov S.D. Towards an Evaluation of the Conceptual Level of a Term //Quantitative Linguistics. – 2001. – V.60. Text as Linguistic Paradigm: Levels, Constituents, Constructs. Festschrift in Honour of L.Hrebicek /Ed.by:L.Uhlirova et al. – Trier: WVT, 2001. – P. 256 – 265.
- Shelov S.D. Development of Terminological Knowledge Base and Analisys of Conceptual Term Structure (Шелов С.Д. Построение терминологической базы знаний и анализ понятийной структуры терминологии //Научно-техническая информация. Сер. 2, 1998. - N 5. - C.1 – 16).
- Shelov S.D. A Category of Scientific and Technical Terms: Three Approaches to Isolating Nomenclature Names //Automatic documentation and mathematical linguistics. – 1985. – V. 19. – N 2.
- Stepanov G.V. Modern Scientific and Technical Terminology in Languages of the USSR Peoples and Abroad (Степанов Г.В. Современная научно-техническая терминология на языках народов СССР и за рубежом //Проблемы разработки и упорядочения терминологии в академиях наук союзных республик. – М. 1983).
- Stepanov Yu.S. Constants: Dictionary of Russian Culture. Tentative of Research (Степанов Ю.С. Константы: Словарь русской культуры. Опыт исследования. – М., 1997).
- Superanskaja A.V., Vasiljeva N.V., Podolskaja N.V. General Terminology Science: Problems of its Theory (Суперанская А.В., Подольская Н.В., Васильева Н.В. Общая термино-логия: Вопросы теории. – М.: Наука, 1989).
- Superanskaja A.V., Vasiljeva N.V., Podolskaja General Terminology Science: Terminological Activity (Суперанская А.В., Васильева Н.В., Подольская Н.В. Общая терминология: Терминологическая деятельность. – М.: Наука, 1993).
- Tatarinov V.A. Index of Works Published by Domestic Terminologists in the XXth century (Татаринов В.А. Указатель работ, опубликованных отечественными терминологами в XX веке. – М.: Московский Лицей; Русский Филологический Вестник, 1998).
- Tatarinov V.A. Theory of Terminology Science. V. 1. Theory of the Term: History and Present State of Art (Татаринов В.А. Теория терминоведения. Т. 1. Теория термина: история и современное состояние. - М., 1996).
- Terminology and Speech Culture (Терминология и культура речи. - М.: Наука, 1981).
- Tsitskina F.A. Terminology and Translation: towards Foundations of Comparative Terminology Science) (Циткина Ф.А. Терминология и перевод: К основам сопоставительного терминоведения. – Львов, 1988).
- Vinokur G.O. On Some Phenomena of Word Formation in Russian Technical Terminology (Винокур Г.О. О некоторых явлениях словообразования в русской технической терминологии // Труды Московского института философии литературы и истории Филологический факультет. - Т.5. - М., 1939).
- Volkova I.N. Standardisation of Scientific and Technical Terminology (Волкова И. Н. Стандартизация научно-технической терминологии. – М., 1984.)

Appendix 1.

LIST OF THE RUSSIAN RESEARCH CENTRES IN THE FIELD OF TERMINOLOGY

I. Committee for Scientific Terminology in Fundamental Research, Russian Academy of Sciences (CST)

The Committee for Scientific Terminology in Fundamental Research (CST) is one of the leading scientific organisations in Russia. It works in the fields of basic terminological research, normative terminology in various knowledge areas, lexicography, terminological expertise, applied terminology, etc. Along with these traditional directions the **CST** is now actively developing modern computer-based terminology information systems. The goals of the **CST** have full support from the Russian Academy of Sciences.

The problems of computerisation, knowledge engineering, artificial intelligence, information processing, and data communications for terminology are being considered in close relation with other institutes in the Academy, in particular with the Institute for Information Transmission Problems. The **CST** organises the work of dozens of special problem teams for terminology in concrete fields, in which hundreds of the best experts in these fields are taking part.

The current research directions of **CST** include the following:

1. The development of terminology support for the fundamental sciences.
2. The semantic theory of terminology.
3. Terminology processing for knowledge representation.
4. Terminological concept systems.
5. Terminological dictionaries and thesauri.
6. Terminology data banks.
7. Development of a computer-based system “Assistant of Terminologists” which along with traditional termbanks will contain repositories of non-verbal representations of concepts and advanced software for user-friendly dialogues.

Chairman of CST: Prof. Nicolai Kuznetsov, member of Russian Academy of Sciences

Address: 101447, RUSSIA Moscow GSP-4, B.Karetnyi per., 19

Phone: (095) 200-15-60

E-mail: Director@iitp.ru

Shelov@iitp.ru

Kryukov@iitp.ru

II. All-Russian Research Institute for Classification, Terminology and Information on Standardisation and Quality (VNIIKI)

Standardisation of scientific and technical terminology for the needs of the Russian economy is carried out by the **All-Russian Research Institute for Classification, Terminology and Information on Standardisation and Quality (VNIIKI)**, which acts on behalf of the State Committee of the Russian Federation for Standardisation and Metrology (GOST R), by managing plans for the development of national standards on terms and definitions. Standardisation of terminology is becoming especially important in the context of constantly enhancing international scientific and economic co-operation and development of interstate trade relations as well as in the context of draft Federal Law “On the fundamentals of technical regulation in the Russian Federation”. Therefore standardisation of terminology is an indispensable condition for accelerating technical progress, improving product quality and reliability, and facilitating broad-scale and effective computerisation and further development of international scientific and economic co-operation.

Standardisation of terminology facilitates the improvement of the expert training quality. Besides it has a great significance for the computerisation of information processes. Terminology ordering and standardisation are not merely the result of people having recognized the appropriateness of this activity and its relationship in one or another field of science and technology, but they also facilitate the development of these spheres of activity as well. Standardisation of terminology ensures an exact observance of the established terminology and allows for the exclusion of inadmissible terms and synonyms.

State supported standardisation of legally-binding terminology provides for:

- The development of standards on terms and definitions on the basis of a common procedure in a specified order and strictly established form;
- Wide discussion and consensus on draft standards with all interested organisations and persons;
- Expertise examination and approval of the standard according to common rules;
- The assurance of a planned implementation of the standardised terminology;
- A regular check-up and a planned revue of standardised terminology.

In 1989 **VNIKI** developed a methodical document “Recommendations. Development of standards on terms and definitions”. This guide sets down a common order and scope for works involving the standardisation of scientific and technical terminology over all stages of standards development, with regard to the specificity of a standardisation object. It is stressed that the main purpose of the scientific and technical standardisation of terminology is to determine unambiguously understandable and non-contradictory terminology in all forms of documentation and literature in the field of standardisation work or using the results of this work. In 1993, Specialists at **VNIKI** together with the leading

experts in our country developed another methodical document P 50-603-2-93 "Methodological recommendations on terminology harmonisation on the national and international level", which is harmonised with ISO 860 "Harmonisation of concepts and terms". This document has a positive effect on conducting work on the harmonisation of national and international systems of concepts and addresses the problems involved in working-out common technical language in specific fields of standardisation.

One striking example illustrating the process of implementing international terminology standards is the development of GOST 1.12-99 "State system for standardisation of the Russian Federation. Standardisation and related activities. Terms and definitions". This document was based on Guide ISO/IEC 2 "Standardisation and related activities General vocabulary" and has brought terminology in the field of terminological activity, metrology and certification into conformance with the terminology accepted in ISO and IEC.

At present preparation of the relevant CIS (Commonwealth of the Independent States) standard "Interstate standardisation system. Standardisation and related activities. Terms and definitions" is nearing its completion. The purpose of this project is to provide terminological support for mutual understanding between different bodies within CIS engaged in standardisation and/or involved in assessing the conformity of products, processes and services to normative requirements. Most ISO and IEC standards and foreign national regulations entering the Collection of GOST R are being translated into Russian, and authentic Russian versions for more urgent projects in progress are being prepared. The availability of the Russian version of an international (regional) terminological standard ensures its uniform non-contradictory interpretation and adequate reflection in the form of a national normative document.

The successful standardisation of terminology work is impossible without advanced terminological databases. In response to the need for information and terminological support on the part of national economy, **VNIKI** developed computerised "Terminology" data banks to provide customers with reliable terminology. This project is based on the terminology data bank "ROSTERM", which contains more than 115,000 standardised terms taken from normative documents of the Russian Federation and international (regional) standards, together with definitions and references to their sources, as well as English, French and German equivalents. "ROSTERM" covers many subjects and contains terminology used in different fields of science and technology. Terminology concerning general and interdisciplinary concepts in the fields of environmental protection, reliability and quality, metrology, monitoring and testing, certification, occupational safety and health and in such branches of science and economy sectors as engineering and instrument manufacture, electronics, electrical engineering, metallurgy, the food industry, and agriculture is widely represented in "ROSTERM". Using "ROSTERM", terminological vocabularies and manuals as well as problem-oriented data bases containing standardised terminology are

developed. In particular, highly comprehensive vocabularies and problem-oriented databases for such fields as nuclear technology, computerisation and information technology, communication and communication systems, telecommunications, electric engineering, engineering, electronics, radio electronics, etc. have been developed. All vocabularies and manuals are also available in electronic form for speedy retrieval of the needed terminological information.

Standardisation of terminology in international co-operation ensures the mutual understanding between the specialists of different countries. For the sake of this purpose **VNIIKI** terminologists and specialists are open to any co-operation on this problem.

Director of VNIIKI: Jury J. Taranuha

Address: 123995 Moscow K-1 GSP-5 Granatny per., 4.

Phone: (095) 290 4309

Fax: (095) 290 4309

E-mail: papaev@vniiki.ru

III. Omsk Institute of Terminology and Translation (OmTerm)

OmTerm was founded in 1978 for supporting the foreign economic activity of Omsk enterprises. OmTerm is a member of the International Specialized Terminology Organization (ISTO), the International Federation of Terminology Banks/Centers (IFTB/C), the International Organization for Unification of Terminological Neologisms (IOUTN), the World Wide Round Table for Rapprochement of Races, Nations and Religions (WWRTRRN), the Head of Asian Continental Secretariat, ISTO.

OmTerm is engaged in compiling dictionaries and text books to support economic and business contacts with foreign partners. Its basic product is:

- Bilingual dictionaries of innerbranch terms on the most current scientific and technical fields.
- Specially prepared text books on Everyday and Business English.
- Translation (descriptions, instructions, specifications, advertisement etc.), interpretation: synchronous (conferences, congresses, symposiums), step-by-step (talks, meetings) and on-site interpretation, including the installation and set-up of interpreting equipment.

OmTerm runs:

- Intensive courses for foreign languages (English, German, French, Italian and Spanish): Everyday and Business.
- Intensive courses for languages for special purposes (terminology and translation).
- Training of interpreters and translators: bachelor of science (4 years) - translator in the sphere of International business; qualified specialist (5 years) - linguist-translator.

More than 65 English - Russian, German - Russian and French - Russian dictionaries developed by **OmTerm** are intended for specialists and businessmen co-operating with foreign countries. They are compiled on the base of the world scientific and technical literature and documents published for the last decade and include from 2000 to 6000 innerbranch terms and cover the following subject fields and disciplines: bank and financing activity (e -r), bank business (g -r), foreign trade (e -r), computers (e -r), flexible automatic systems (g -r), internet (e -r), informatics (e -r), inflation (e -r), tank design (e -r), commercial knowledge of commodities (e -r), computer informatics (e -r), space medicine (e -r), cold and cryogenic technique (e -r), cryomedicine and cryobiology (e -r), air vehicles (e -r), macro- and microeconomics (e -r), marketing (e -r), mathematics (e -r), foreign trade (e -r), management (e -r), mobile systems of communication (e -r), taxes (e -r), oil chemistry (e -r) and many other topics.

OmTERM is engaged in 4 international projects:

- Compiling the bilingual dictionaries of innerbranch terms on the most topical scientific and technical fields and international business under the auspices of the joint project with the International Federation of Terminology Banks and Centres.
- Compiling the World-wide Encyclopaedia of International Terms in conjunction with the project of International Organisation of Terminological Neologisms.
- Composition and edition of the joint Russian-French Collection of scientific works on terminology “Synergie-Russie”.
- Co-ordination of terminological work in the countries of the Asian Continent. Participants: CPR, South Korea, Japan, Mongolia, Iran, Turkey, Israel, Jordan, Kazakhstan and others.

The **OmTERM** activity is appraised with 4 International Awards: The Bell of Reconciliation, The Diploma for Terminology Work, The Medal for the Achievements in XX Century, The International Cultural Diploma of Honour.

Director: Prof. Liudmila Tkacheva, President of ACS, Vice-president of ISTO, IFTB/C, JOUTN, WWRTRRNR, member of DS LSP.

Address: Gagarin Str., 10, Omsk, 644099, Russia

Phone: (3812) 23-31-80

Appendix 2

BRIEF BIBLIOGRAPHY OF THE RUSSIAN PUBLICATIONS ON METHODS AND TECHNIQUES IN TERMINOLOGICAL ACTIVITIES (Development, Normalisation, Unification and Standardisation of Terminology: Description and Recommendations)

Brief Work-Book on the Development and Ordering of Scientific and Technical Terminology (Краткое методическое по разработке и упорядочению научно-технической терминологии. – М.: Наука, 1979).

Gerd A.C. Foundation of Scientific and Technical Lexicography (How to Work out a Terminological Dictionary) (Герд А.С. Основы научно-технической лексикографии (как работать над терминологическим словарем). – Л.: Изд-во Ленинградского ун-та, 1986).

Danilenko V.P., Skvortsov L.I. Normative Foundations of Terminological Unification (Даниленко В.П., Сквортцов Л.И. Нормативные основы унификации терминологии //Культура речи в технической документации (на материале ГОСТов и специальной литературы). – М.: Наука, 1982).

Kapuller E.L., Lejchik V.M., Chernavina L.I., Shelov S.D., Jakimovich Ju.K. Recommendations for Development of Terminological Dictionaries (Капуллер Е.Л., Лейчик В.М., Чернавина Л.И., Шелов С.Д., Якимович Ю.К. Рекомендации по разработке терминологических словарей /Под общ. ред. А.С. Герда. – М., ВНИИЭГАЗПРОМ, 1988).

Lotte D.S. Foundations of Constructing Scientific and Technical Terminology. Problems of Theory and Techniques (Лотте Д.С. Основы построения научно-технической терминологии. Вопросы теории и методики. – М.: Изд-во АН СССР, 1961).

Recommendations. Development of Standards on Terms and Definitions. Р 50-603-1-89 /Beloozorov V.N., Butseva I.P., Gagarin A.P., Grinev S.V., Korchjomkina A.S., Lejchik V.M., Nale-pin V.L., Prohorov V.N., Savilov E.S., Shelov S.D. /Change № 1 Р 50-603-1-89 Recommendations. Development of the standards on the terms and definitions /Grinev S.V., Lejchik V.M., Nalepin V.L., Prohorov V.N., Savilov E.S. (Рекомендации. Разработка стандартов на термины и определения. Р 50-603-1-89 /Белоозеров В.Н., Бурцева И.П., Гагарин А.П., Гринев С.В., Корчёмкина А.С., Лейчик В.М., Налепин В.Л., Прохоров В.Н., Савилов Е.С., Шелов С.Д. – М.: ВНИИКИ, 1990. /Изменение № 1 Р 50-603-1-89 Рекомендации. Разработка стандартов на термины и определения. / Гринев С.В., Лейчик В.М., Налепин В.Л., Прохоров В.Н., Савилов Е.С. – М.: ВНИИКИ, 1993).

Volkova I.N. Standardisation of scientific and technical terminology (Волкова И.Н. Стандартизация научно-технической терминологии. – М.: Изд-во стандартов, 1984).

Appendix 3

BRIEF BIBLIOGRAPHY OF THE TEXTBOOKS, MANUALS, BIBLIOGRAPHIES, READERS, REVIEWS, DICTIONARIES AND DIRECTORIES ON TERMINOLOGY SCIENCE, PREPARED BY THE RUSSIAN AUTHORS

- Hajutin A.D. Term, Terminology, Nomenclature: A Work-book (Хаютин А.Д. Термин, терминология, номенклатура (Учебное пособие). - Самарканд, 1972).
- Golovin B.N., Kobrin R.Ju. Linguistic foundations of terminology: Work-book. (Головин Б.Н., Кобрин Р.Ю. Лингвистические основы учения о терминах: Уч. пос. – М.: Высш. шк., 1987).
- Grinev S.V. Introduction to Terminology Science (Гринев С.В. Введение в терминоведение. – М.: Московский Лицей, 1993).
- Grinev S.V. Introduction to Terminography (Гринев С.В. Введение в терминографию. – М.: Изд-во МПУ, 1995).
- Grinev S.V. Historic Systematised Dictionary of Terms in Terminology: A Work-book (Гринев С.В. Исторический систематизированный словарь терминов терминоведения (учебное пособие). – М.: МПУ, 1998).
- Kijak T.R. Linguistic Aspects of Terminology: A Work-book (Кияк Т.Р. Лингвистические аспекты терминоведения: Учеб. пособие. – Киев: УМК ВО, 1989).
- Lejchik V.M., Shelov S.D. Linguistic Problems of Terminology and Scientific and Technical Translation: a Review (Лейчик В.М., Шелов С.Д. Лингвистические проблемы терминологии и научно-технический перевод //Перевод научно-технической литературы: Обзорная информация. – М.: Всесоюзный центр переводов. – Вып. 18 (Ч. I), 1989; Вып. 19 (Ч. II), 1990).
- Marchuk Ju.N. Foundations of Terminography: Teacher Edition (Марчук Ю.Н. Основы терминографии: Методическое пособие. - М.: Издательство МГУ, 1992 (also translated in French))
- Samburova G.G. Dictionary of a Terminologist: Basic Concepts and Terms of the Theory and Practice of Ordering Special Terminology (Самбурова Г.Г. Словарь терминолога: Основные понятия и термины теории и практики упорядочения специальной терминологии //Сборники научно-нормативной терминологии. Вып. 111. – М.: Наука, 1990. – 39 С).
- Shajkevitch A.J. Problems of Terminological Lexicography: a Review (Шайкевич А.Я. Проблемы терминологической лексикографии /Перевод научно-технической литературы. Обзорная информация. Сер.1. Теория и практика научно-технического перевода. Вып.8. – М.: ВЦП, 1983).
- Shajkevich A.J., Bergelson M.B. State of the art in Scientific and Technical Lexicography: a Review (Шайкевич А.Я., Бергельсон М.Б. Современное состояние научно-технической лексикографии //Перевод научно-технической литературы. Сер. 1. Теория и практика научно-технического перевода. Обзорная информация. Вып. 12. – М.: ВЦП, 1986).
- Shkatova L.A. Onomaseological Problems of Russian Terminology: Manual for Advanced Studies (Шкатова Л.А. Ономасиологические проблемы русской терминологии: Уч. пос. по спецкурсу. – Челябинск: Башк. гос. ун-т, 1982).
- Tatarinov V.A. History of Domestic Terminology Science V.1. Classics of Terminology Science: a Sketch and a Reader; V.2. Directions and Methods of Terminological

Researches: a Sketch and a Reader (Татаринов В.А. История отечественного терминоведения. Т.1. Классики терминоведения: Очерк и хрестоматия. – М.: Московский лицей, 1994. – 408 с.; Т.2. Направления и методы терминологических исследований: Очерк и хрестоматия. – М.: Московский лицей. – Кн. 1. – М.: Московский лицей, 1995. – 334 с.).

Tatarinov V.A. Index of Works Published by Domestic Terminologists in the XXth century (Татаринов В.А. Указатель работ, опубликованных отечественными терминологами в XX веке. – М.: Московский Лицей; Русский Филологический Вестник, 1998).

Appendix 4

SHORT LIST OF MONOGRAPH PUBLICATIONS OF THE RUSSIAN AUTHORS ON TERMINOLOGY SCIENCE (since 1991 up to 2001)

- Alexeeva L.M. Problems of the Term and Term Formation (Алексеева Л.М. Проблемы термина и терминообразования. - Пермь, 1998).
- Alexeeva L.M. Term and Metaphor (Алексеева Л.М. Термин и метафора. - Пермь, 1998).
- Borhwaldt O.V. Russian Terminology on Historic Principles (Борхвальдт О.В. Историческое терминоведение русского языка. - Красноярск, 2000).
- Borhwaldt O.V. Lexis of Gold Industry from Historic Point of View (Борхвальдт О.В. Лексика русской золотопромышленности в историческом освещении. - Красноярск, 2000).
- Borhwaldt O.V. Russian Terminography in the Historic Light (Борхвальдт О.В. Русская терминография в историческом аспекте. - Красноярск, 1998).
- Bujanova L.Ju. Terminological Derivation in modern Russian (Буянова Л.Ю. Терминологическая деривация в современном русском языке. - Краснодар, 1996).
- Bujanova L.Ju. Term as a Unit of Logos (Буянова Л.Ю. Термин как единица логоса. - Краснодар, 2002).
- Felde (Borhwaldt) O.V. Historical Terminology in Theory and Practice (Фельде (Борхвальдт) О.В. Историческое терминоведение в теории и практике. - Красноярск, 2001).
- Grinev S.V. Introduction to Terminography (Гринев С.В. Введение в терминографию. - М., 1996).
- Grinev S.V. Historic Systematised Dictionary of Terms in Terminology Science (Гринев С.В. Исторический систематизированный словарь терминов терминоведения. - М., 1998).
- Grinev S.V. Introduction to Terminology Science (Гринев С.В. Введение в терминоведение. - М., 1993).
- Gvishiani N.B. Terminology in Teaching English (Гвишиани Н.Б. Терминология в обучении английскому языку. – М. 1994).

- Dianova G.A. Term and Notion: Problems of Evolution (Towards Foundations of Historical Terminology) (Дианова Г.А. Термин и понятие: проблемы эволюции (к основам исторического терминоведения). – М., 2000).
- Dianova G.A. The Language of Alchemy (Дианова Г.А. Язык алхимии. – М., 1995).
- Hizhnjak S.P. Juristic Terminology: Formation and Structure (Хижняк С.П. Юридическая терминология: формирование и состав. - Саратов, 1997).
- Im Hyng Su. Formation of Terminological Lexis in the Russian Language (Им Хынг Су. Становление терминологической лексики русского языка. – М., 1995).
- Kazarina S.G. Typological parameters of domain terminologies (Казарина С.Г. Типологические характеристики отраслевых терминологий. - Краснодар, 1998).
- Kogotkova T.S. National Sources of Russian Terminology (Коготкова Т.С. Национальные истоки русской терминологии. - М., 1991).
- Komarova A.I. Language for Specific Purposes: Theory and Method (Комарова А.И. Язык для специальных целей (LSP): теория и метод. – М., 1996).
- Komarova Z.I. Semantic Structure of Special Word and its Lexicographic Description (Комарова З.И. Семантическая структура специального слова и ее лексикографическое описание. – Свердловск, 1991).
- Kulikova I.S., Salmina D.V. Introduction to Metalinguistics (Systematic, Lexicographic and Communicative-Pragmatic Aspects of Linguistic Terminology) (Куликова И.С., Салмина Д.В. Введение в металингвистику (системный, лексикографический и коммуникативно-прагматический аспекты лингвистической терминологии) - СПб.. 2002).
- Lejchik V.M., Biesiekirska L. Terminology Science: Subject, Methods, Structure [the title also in Polish: Lejczyk W., Biesiekirska L. Terminoznawstwo: przedmiot, metody, struktura. - Białystok, 1998] (Лейчик В., Бесекирска Л. Терминоведение: предмет, методы, структура. - Белосток, 1998).
- Lemov A.V. System, Structure and Functioning of a Scientific Term (Лемов А.В. Система, структура и функционирование научного термина. – Саранск, 2000).
- Lisitsina T.A. Language of the Russian Science in the 2-nd Half of the XVIII Century: Terminology of the Art Science (Лисицына Т.А. Язык русской науки II-й половины XVIII века: терминология искусствознания. - СПб.. 1994).
- Malina Z.M. – Phraseological Terms and Russian Dictionaries (Малина З.М. Термины-фразеологизмы и русские словари. - М.. 2000).
- Manerko L.A. Language of Modern Technology: Core and Periphery (Манерко Л.А. Язык современной техники: ядро и периферия. – Рязань, 2000).
- Marchuk Yu.N. Foundations of Computational Linguistics (Марчук Ю.Н. Основы компьютерной лингвистики. – М, 1999)
- Marchuk Yu.N. Foundations of Terminography (Also published in French) (Марчук Ю.Н. Основы терминографии. – М., 1992 (The monograph was also translated and published in French).
- Matjushenko A.G. Text in the Study of Literature: Aspects of Lexicon and Semantics (Матюшенко А.Г. Литературоведческий текст: лексико-семантический аспект. – М., 1998).
- Melnikov G.P. Foundation of Terminology Science (Мельников Г.П. Основы терминоведения. – М., 1991)
- Prohorova V.N. Russian Terminology (Lexico-Semantic Formation) (Прохорова В.Н. Русская терминология (лексико-семантическое образование) – М., 1996).
- Shelov S.D. Term Definitions and Conceptual Structure of Terminology (Шелов С.Д. Определение терминов и понятийная структура терминологии. - СПб., 1998).

- Sultanov A.H. On the Nature of Scientific Term (Султанов А.Х. О природе научного термина. – М., 1996).
- Superanskaya A.V., Podolskaja N.V., Vasiljeva N.V. General Terminology: Problems of Theory (Суперанская А.В., Подольская Н.В., Васильева Н.В. Общая терминология: Вопросы теории. – М., 1989).
- Superanskaya A.V., Podolskaja N.V., Vasiljeva N.V. General Terminology: Terminological Activities (Суперанская А.В., Подольская Н.В., Васильева Н.В. Общая терминология: Термино-логическая деятельность. - М., 1993).
- Tabanakova V.D. Ideographic description of scientific terminology (Табанакова В.Д. Идеографическое описание научной терминологии. - Тюмень, 1999).
- Tatarinov V.A. History of Fatherland Terminology Science. Classical Authors. Essay and Reader (Татаринов В.А. История отечественного терминоведения. Классики терминоведения. Очерк и хрестоматия. - М., 1994).
- Tatarinov V.A. History of Fatherland Terminology Science. V.2.Directions and Methods of Terminology Research. Essay and Reader. Part 1. (Татаринов В.А. История отечественного терминоведения. Т. 2. Направления и методы терминологических исследований. Очерк и хресто-матия. Книга 1. - М., 1995).
- Tatarinov V.A. History of Fatherland Terminology Science. V.2.Directions and Methods of Terminology Research. Essay and Reader. Part 2 (Татаринов В.А. История отечественного терминоведения. Т. 2. Направления и методы терминологических исследований. Очерк и хресто-матия. Книга 2. - М.. 1999).
- Tatarinov V.A. Theory of Terminology. V.1. Theory of Term: History and the State of the Art (Татаринов В.А. Теория терминоведения. Т. 1. Теория термина: история и современное состоя-ние. – М., 1996).
- Tatarinov V.A. Index of Works, Published by Domestic Terminologists in the XX-th Century (Татаринов В.А. Указатель работ, опубликованных отечественными терминологами в XX веке. - М.. 1998).
- Volodina M.N. Cognitive-Informative Nature of the Term (Володина М.Н. Когнитивно-информационная природа термина. – М., 2000).
- Volodina M.N. National and International Aspects in Terminological Nomination (Володина М.Н. Национальное и международное в процессе терминологической номинации. – М, 1993).
- Volodina M.N. Term as Means of Special Information (Володина М.Н. Термин как средство специальной информации. – М., 1996).
- Volodina M.N. Theory of Terminological Nomination (Володина М.Н. Теория терминологической номинации. – М., 1997).

ABSTRACT

Terminology: Where is Russian Science Today?

**Vladimir M. Leitchik (State Institute of the Russian
Language after the name of A.S. Pushkin, Russia)**

Sergey D. Shelov (Russian Foundation for Humanities, Russia)

The present state of the art in Russian terminology is exhibited with special reference to frequently discussed but still highly disputable and unsolved problems. Making a survey of some crucial points in terminology – the nature of the term, the term and definition of terminological concept, the language structure of the term, the nature of the terminological system etc. – the article deals with the contribution of the Russian terminological school to general terminology.

REPORTS:

Language Policy and Competitiveness in Business – A Danish Symposium

Jan Engberg
Aarhus School of Business
Denmark

On October 2 2002, the Danish Society for LSP and Professional Communication organised a symposium at the Copenhagen Business School on the role of language policies in a business environment, especially from the point of view of improving the competitiveness of Danish companies. The symposium was oriented towards people with interest in the topic from the fields of business, politics and higher education. It was intended as the first in a line of activities of the society in connection with the ongoing general discussion in Denmark on a possible national language policy.

The symposium consisted of two major parts:

- A section with papers presented by experts from different fields connected to the topic of the symposium
- A round table discussion with practitioners from companies with experience in implementing a language policy in a business environment

The limited space of this report does not permit an ample presentation of the papers and the discussion. Instead, I have in the following gathered the central points of the different presentations in order to give the reader a short insight in the content of the symposium.¹

The experts' section

The first speaker in this section was *Professor Niels Davidsen-Nielsen* from the Copenhagen Business School, who is also a leading member of the Danish

¹ All presentations and the round table discussion may be heard at the address <http://www.dsff-lsp.dk/centres/dsff/Symp2002/>.

Language Board. His presentation was centred around the general influence of English on modern Danish and on modern Danish society. The most imminent problem here is the influence of English on modern Danish society, where there are beginning signs of domain loss for Danish in the areas of for example natural science and computer science. Niels Davidsen-Nielsen suggested a parallel strategy to encounter this danger. This strategy consists in accepting the role of English as a global language and the characteristics of modern science and culture as at least international, if not global, on the one hand, and in strengthening the role of Danish alongside the global language, on the other hand. This strategy should cover all areas of society, among them also business, television and universities.

The next speaker was *Bjarne Lundager Jensen*, Head of the Division for Research and Higher Education of the Confederation of Danish Industries. His central view was that multiculturality plays an increasing role even in smaller Danish companies. This means that they will have to apply at least English and in many cases also other languages, apart from Danish, in their everyday work. Especially English as a global language is a prerequisite, which means that a national language policy with relevance for business must focus on how the communicative competence of Danish citizens in foreign languages, above all in English, may be strengthened. In his view, it calls for a change in the position of foreign languages in the school system, opening also the way for using foreign languages as teaching medium outside the foreign language classes.

From the point of view of the European Union, Head of Department *Svend Bech* from the Translation Service of the European Commission showed an example of how a language policy backing up multilingualism may be set up. In the administrative organisations of the European Union, full multilingualism (= all official languages may be applied) is restricted to selected areas, primarily those concerning communication with citizens or parliamentary debates, whereas certain limitations are introduced in other settings. However, a certain degree of multilingualism is always present. This means that in the realms of the European Union, Danish is actually not an endangered language, although it is naturally not as central a working language as for example English, French or German. And the ideology of the EU will guarantee that this situation is not going to change within the next many years.

Prof. *Björn Melander* from the University of Uppsala in Sweden presented highlights from the report that came out of the work on a Swedish national language policy that he has been heading for the last two years. The Swedish situation is very similar to the Danish, with important influences from English, to the extent that Swedish is beginning to lose some domains, with a certain element of multilingualism and multiculturality in the culture (which as opposed to the Danish situation is a traditional feature in the Swedish culture), and with a growing need for higher competences in foreign languages. As an answer to the challenges from this situation, the commission Björn Melander headed suggests three goals to work for: 1) to keep Swedish as a complete language to be used in all parts of

society, 2) to give everybody the right of speaking in his or her mothertongue, and 3) to give everybody access to acquire foreign language skills in order to be able to manage modern life, also in business settings. The school system and the systems of higher education will have an important role to play in achieving these goals, and generally a parallel strategy, supporting Swedish *and* foreign languages (especially English) is necessary.

From this point of view, the presentation by Vice-rector *Karen Margrethe Lauridsen*, Aarhus School of Business, fitted smoothly into the picture. Her presentation was on language problems in higher education at Danish universities. Graduates from the universities must be able to function in a globalised world, but must at the same time be able to function for example as high school teachers in a national contexts. Furthermore, graduates must have up-to-date knowledge, which also implies the necessity of acquiring information from sources all over the world. Therefore, also the universities have to follow a parallel strategy and to find out, what subjects have to be in Danish and what subjects in a foreign language. This is even more the case in the light of the Bologna process that has as its goal to make it easier for students to study at universities all over Europe. Danish universities have to meet this challenge, too, in order for them to be able to attract students and teachers and in order for them to keep on educating first class graduates for companies in Denmark.

The last presentation in this section was by *Christian S. Nissen*, Director General of the national radio/TV station “Danmarks Radio”. He talked about the language policy (or rather policies) implemented in his organisation. The plural is adequate, because apart from an overall general language policy with relevance for all of the organisation actually different language policies are developed for the different channels, according to the prospective group of addressees. Christian S. Nissen showed some examples of the differences between some channels from the point of view of language and thus gave a good insight in the consequences of actually working consciously with a language policy within an organisation.

The practitioners’ section

The experts’ section was followed by a round table discussion featuring practitioners from five different Danish or Nordic companies with experience in the field of company language policies (Grundfos, MAN B & W Diesel, CCI Europe, Nordea and TDC). “Language policy” in this connection is primarily a policy as to quality, explicit quality standards and measures, and guidelines as to how especially written communication has to be structured, less a policy as to what languages are necessary for what purposes. The work on a language policy in the different companies was presented, partly in the form of short statements, partly in the following discussion with the audience (in which were also practitioners with relevant experience). A common experience of all practitioners was that they had to work fairly hard to make the management aware of the problem, but that examples with financial consequences (lost customers, lack of prestige, communication breakdown) ended up being convincing. Another important and recurrent factor

consists in the problem that language is seen as a very personal thing by its users. So employees do not want anybody to interfere in their communication. Therefore, a major factor in the success of a language policy in this sense of the word is the extent to which people in the company are aware of the usefulness of a language policy. This awareness may be created via seminars, leaflets, websites, etc., but a very useful tool here, applied by a couple of the represented companies, seemed to be to appoint “language ambassadors” in the different sections of a company. These ambassadors have as their main task to pass on the ideas of the language policy, to see to it that the ideas are understood and followed, to answer questions from employees, and to collect knowledge about unforeseen problems. But still, getting through with this kind of language policy requires a lot of idealism on the part of the language workers.

The general impression of the arrangement was that there is a vivid interest in problems of language policy (in the different senses of the word) also in the business environment in Denmark. This comprises policies concerning language quality as well as policies concerning language choice, domain loss, foreign language competences, etc. Thus, we can hope that also representatives from business and higher education will take part in the discussions about an official national Danish language policy starting in these days.

**2nd Interdisciplinary Symposium of
the Research Co-operation "European
Cultures in Business Communication":
*Dynamics, Development and Processuality in
Business Communication***
in Aarhus (Denmark) on 23.-24. August 2002

Claudia Böttger, Hamburg
Nina Janich, Regensburg
Germany

In spring 2000 the international and interdisciplinary research co-operation "European Cultures in Business Communication" was set up at the Finish-Swedish Åbo Akademi University in Åbo/Turku. Members from Denmark, Finland, France, Germany, and the Netherlands were joined by speakers from other European countries at the two conferences held so far. The research co-operation aims at scientific exchange and project work on interdisciplinary solutions for specific problems and business theoretical methods applying linguistic, communication theoretical, psychological and business -scientific/ oriented methods.

The focus has been on specialised communication, intercultural training, internal and external business communication, multilingualism/language policies in companies and advertising/marketing. Two collective volumes have been published (Janich/ Neuendorff 2002, Schmidt 2002); the latter being the conference volume of the first joint conference in Turku, Finland in September 2001 (cf. Engberg 2001, Nielsen 2002).

The second international conference on "Dynamics, Development and Processuality in Business Communication" held at the Aarhus Business School (Denmark) in August 2002 showed that despite the wide range of topics there are close ties between individual areas of business communication as well as different relevant research questions which in their different perspectives of business communication lead to multi-faceted results.

Several of the presentations dealt with advertising communication: *Mailings from a contrastive point of view: Advertising letters in Denmark and Germany*, by *Martin Nielsen* (Aarhus School of Business) put forward initial definitions and proposals for a typology of advertising letters-mails and on the basis of a German-Danish corpus and initial results, he presented possible research questions. *When Ads Tell Stories: Finish Ads in flux* by *Dagmar Neuendorff* (Åbo Akademi University) designed a typology of TV spots showing recent developments towards an "accelerated society" marked by an increase in advertisements and speed in advertising presentation. Also on the subject of narrativity *The Bear and the Bull. Narrative sequences in financial communication* by *Claudia Böttger* (Hamburg University) analysed the interdependence between the dominance of a specific text form and a company's economic success based on a systemic- functional approach. Samples were German letters to shareholders and English translation.

The close ties between advertisement and corporate culture were another focus. *Theo Bungarten* (Hamburg University) presented an example of an advertising campaign gone wrong due to a semiotic misunderstanding in *Advertisements for the „Hamburger Royal TS“: McDonald’s corporate culture in conflict with its surrounding culture*. The analysis of the relationship between corporate and the surrounding culture identified different types of competence that are crucial for a successful company. *Cultural anchoring as precondition for persuasive texts in the company’s external communication* by *Christopher Schmidt* (Åbo Akademi University) examined the links between a company's external presentation/ advertisements, e.g. on websites and Corporate Identity (CI) applying a cognitive metaphor theory. Also based on cognitive linguistic methods, *Regina Hänchen* and *Johannes Schnitzer* (Business School Vienna) analysed *Metonymies in Business Language* with samples from the business pages of *Der Standard*, *Le Figaro* and *El País* which suggested that irrespective of culture and language barriers similar decoding processes of cognitive metonyms are important for business news texts.

Multilingualism and foreign language policies in companies and their relevance to external and internal corporate communication was another central topic. Focussing on external corporate communication in *Total Quality Management and Language Quality*, *Marianne Grove Ditlevsen* (Aarhus School of Business) presented an ongoing project at the Business School's Centre for Science, Communication and Mediation. Her pilot study showed that there is a gap between language awareness in companies and the theoretical assessment of its relevance in research and the need for research projects to take into account the wishes of companies for operationalisation, assessment criteria and clear concepts for optimisation. *Nina Janich* (Regensburg University) presented a comparative language research programme on European language cultures according to different parameters in *Comparative Language Culture Research - and What it Has to Offer to Business. Language Choice in Multinational Companies. Reflections on the Development of internal Communication in large groups* by *Horst Schumacher* (University of Paris/Sorbonne) provided evidence that English as the dominant lingua franca often leads to conflicts in internal corporate communication and to more importance

being attributed to international corporate identities rather than country of origin principles.

Two papers focused on group communication and excerpts from internal corporate communication. *Culturally determined self- image schemes in e-mail communication* by Rogier Crijns (University of Nijmegen) showed that group dynamics arise out of an interplay of formulating images of self and others, role stereo typifications, self revelations, and carrying out conflicts. Jan Engberg (Aarhus School of Business) illustrated in "*Specialised language – a dynamic and group-related epistemological instrument in specialised communication*" that *specialised language* as an instrument in the sense of a conventionalised usage of *specialised communication* needs to be distinguished from specialised communication denoting an individual's activity. By defining specialised communication as a communicative field in which everyday language competence is used and which when practised implies that knowledge about specialised usages of language is acquired, this perspective on specialised language entails a new perspective on specialised language competence.

The conference volume is due to be published by DUV at the end of 2003 as the third volume in the series „Europäische Kulturen in der Wirtschaftskommunikation“ ("European Culture in Business Communication").

The next conference on "Corporate Identity and Corporate Culture at the intersection between external and internal corporate communication, national culture and globalisation" will be held at the University of Regensburg at the beginning of November 2003.

Contacts: Dr. Nina Janich (nina.janich@sprachlit.uni-regensburg.de) and Dr. Christopher Schmidt (christopher.schmidt@abo.fi).

References:

- Engberg, Jan (2001): 1st Interdisciplinary Symposium: *European Cultures within Business and Corporate Communication/1*. Interdisziplinäres Symposium: *Europäische Kulturen in der Wirtschaftskommunikation in Åbo/Turku (Finnland) 8.-9. September 2001*. In: LSP & Professional Communication Vol. 1, No. 2, 93-97.
- Janich, Nina/Neuendorff, Dagmar (Hrsg.) (2002): Verhandeln, kooperieren, werben. Beiträge zur interkulturellen Wirtschaftskommunikation. Wiesbaden (= Europäische Kulturen in der Wirtschaftskommunikation 1).
- Nielsen, Martin (2002): 1. Interdisziplinäres Symposium: Europäische Kulturen in der Wirtschaftskommunikation in Åbo/Turku (Finnland) 8.-9. September 2001. In: Zeitschrift für Angewandte Linguistik (ZfAL) 36, 97-103.
- Schmidt, Christopher M. (Hrsg.) (2002): Wirtschaftsalltag und Interkulturalität. Fachkommunikation als interdisziplinäre Herausforderung. Wiesbaden (= Europäische Kulturen in der Wirtschaftskommunikation 2).

INFORMATION:

Déclaration de Bruxelles pour une coopération terminologique internationale

Association européenne de terminologie (AET)

Les représentants des associations nationales et internationales, des réseaux ainsi que des centres de documentation en terminologie,

considérant que la terminologie est omniprésente dans toute activité humaine,

conscients que la terminologie est un moyen privilégié pour véhiculer de l'information dans la communication spécialisée, mais qu'elle joue également un rôle primordial dans l'affirmation et la promotion de la diversité culturelle et linguistique,

reconnaissant le besoin de faire prendre conscience aux professionnels et aux décideurs de la valeur éminente de la terminologie en tant qu'outil de communication et de transfert des connaissances,

soulignant la nécessité pour les professionnels de la terminologie d'intégrer dans leurs méthodes de travail les préoccupations, les besoins et les attentes des utilisateurs,

reconnaissant le besoin de coopération entre tous les acteurs et toutes les parties prenantes au niveau mondial, et en particulier le besoin de partager d'une manière coordonnée les ressources terminologiques,

soucieux de renforcer les infrastructures d'élaboration et de diffusion de la terminologie,

appellent les Etats et gouvernements, les organismes intergouvernementaux et les organisations internationales, ainsi que les entités impliquées dans les politiques linguistiques, à :

- ± soutenir *la création d'infrastructures de terminologie dans les grands ensembles économiques, telles l'Europe et la future ZLEA¹ et soutenir les autres infrastructures terminologiques existantes* ;
- ± *encourager* la mise en place de politiques terminologiques dans le cadre des programmes de formation, d'information, etc. ;
- ± favoriser la mise en place des méthodes de coopération qui tiennent compte des résultats des acquis, des initiatives et des projets existants ;
- ± favoriser les initiatives à la participation au travail terminologique de sensibilisation des industries et des administrations ;
- ± promouvoir la mise en place de programmes de financement particulier pour le travail terminologique, et surtout pour le développement et la mise à jour des terminologies ;
- ± encourager les agences nationales de normalisation à participer activement aux instances qui régulent (par exemple, le CT 37 de l'ISO « Terminologie et autres ressources linguistiques »), celles qui harmonisent au niveau mondial les questions terminologiques et celles qui régulent l'Internet afin que toutes les spécificités culturelles et linguistiques y soient présentes ;
- ± promouvoir les initiatives tendant à l'usage approprié de la terminologie, surtout à tous les niveaux d'enseignement et de spécialisation, universitaire et non universitaire ;
- ± rendre obligatoire la discipline de la terminologie et des langues de spécialité dans tout cursus de traduction et favoriser son introduction dans toutes les disciplines, en particulier celles à caractère scientifique et technique ;
- ± favoriser le dialogue entre les pays d'une même langue ayant des normes linguistiques différentes afin d'harmoniser la création néologique et la normalisation terminologique, en tenant compte des différentes variétés d'une même langue, en appliquant les principes de la localisation sans oublier la nécessité de l'intercompréhension ;
- ± favoriser le multilinguisme tant au niveau de l'enseignement que de l'usage administratif et public ;

¹ Zone de libre échange des Amériques

- ± promouvoir la diffusion et l'accessibilité à titre gratuit des terminologies, surtout de celles contenues dans les documents officiels des gouvernements et des institutions internationales ;
- ± étudier l'usage réel et le rôle de la terminologie dans les différents types de mesures stratégiques et de politiques des gouvernements et des institutions ;
- ± compte tenu du nombre grandissant de pays émergents qui entreprennent la mise en œuvre de politiques linguistiques, assurer la formation de leurs experts aux principes et méthodes de la terminologie dans le contexte du développement durable et fournir autant que possible un soutien aux experts de ces pays afin de leur permettre de participer activement aux activités terminologiques internationales.

Fait à Bruxelles, le 15 juin 2002

<i>Acaterm</i>	<i>GTW</i>	Rifal
<i>AETER</i>	<i>Hungterm</i>	<i>RITerm</i>
<i>AIT</i>	<i>IITF</i>	<i>Russian Terminology Association</i>
<i>Ass.I.Term</i>	<i>ÍM</i>	<i>Société française de terminologie</i>
<i>Bureau de la traduction</i>	<i>Infoterm</i>	<i>Taalunie</i>
<i>Bulterm</i>	<i>IPC</i>	<i>Termcat</i>
<i>Cindoc</i>	<i>ISRDS</i>	<i>Termigal</i>
<i>CTB</i>	<i>Jiamcatt</i>	<i>Termip</i>
<i>Colterm</i>	<i>Korterm</i>	<i>Termisti TermNet</i>
<i>Danterm</i>	<i>LTT</i>	<i>TermRom-Moldova</i>
<i>Deuterm</i>	<i>NL-Term</i>	<i>Termrom-Romania</i>
<i>DTT</i>	<i>Nordterm</i>	<i>TNC</i>
<i>EAFT / AET</i>	<i>Office de la langue française</i>	<i>TSK</i>
<i>Eafterm</i>	<i>Paraterm</i>	<i>Union Latine</i>
<i>Eleto</i>	<i>Polterm</i>	<i>Uruterm</i>
<i>Elot</i>	<i>PRO-TLS</i>	<i>Uzei</i>
<i>ELRA</i>	<i>Radt</i>	<i>Venterm</i>
<i>Estonian Terminology Association</i>	<i>Realiter</i>	

www.eaft-aet.net

Brussels Declaration for International Cooperation on Terminology

European Association for Terminology (EAFT)

The representatives of national and international terminology associations, networks and documentation centres,

considering that terminology is omnipresent in all human activity,

aware that terminology is a key means for conveying information in specialised communication, but that it also plays a central role in asserting and promoting cultural and linguistic diversity,

acknowledging the need to make professionals and decision-makers aware of the outstanding value of terminology as a tool for communication and the transfer of knowledge,

underscoring the necessity for terminology professionals to integrate the concerns and needs of users in their methods of work,

recognizing the need for cooperation among all actors and stakeholders at the global level and, in particular, to share terminology resources in a coordinated way,

concerned to strengthen terminology development and dissemination infrastructures,

call upon States and governments, intergovernmental bodies and international organizations, and bodies involved in language policies to:

- ° support the creation of terminology infrastructures in major economic groupings, such as Europe and the future FTAA¹ and support other existing terminology infrastructures;

¹ Free Trade Area of the Americas

- encourage the establishment of terminology policies in the context of training and information programmes, and so on;
- promote the introduction of methods of cooperation that take into account the lessons of what has already been achieved and of existing initiatives and projects;
- foster initiatives to raise the awareness of industry and public authorities as regards participation in terminology work;
- promote the establishment of specific funding programmes for terminology work and, above all, for the development and updating of terminologies;
- encourage national standards institutes to take an active part in regulatory bodies (for instance, the International Standardization Organization's Technical Committee 37 "Terminology and other language resources"), bodies which harmonize terminology questions at the global level, and those which regulate the Internet to ensure that all specific cultural and linguistic characteristics are present on it;
- promote initiatives for the appropriate use of terminology, in particular at all levels of education and specialization, both academic and non-academic;
- render compulsory the discipline of terminology and language for specific purposes in all translation curricula and encourage its introduction in all disciplines, in particular those of a scientific and technical nature;
- encourage dialogue among countries with the same language but with different linguistic norms so as to harmonize the creation of new words and terminology standardization, taking into account the different varieties of the language, by applying the principles of locality without forgetting the need for mutual understanding;
- encourage multilingualism both as regards education and in administrative and public use;
- promote the dissemination and accessibility free of charge of terminologies, above all those contained in official documents of governments and international institutions;
- study the current use and role of terminology in the various kinds of strategic and political measures of governments and institutions;
- given the growing number of emerging countries which are endeavouring to implement language policies, ensure the training of their experts in the principles and methods of terminology in the context of sustainable

development and provide, as far as is possible, support for experts from these countries to enable them to take an active part in international terminology activities.

Done at Brussels on 23 November 2001

<i>Acaterm</i>	<i>GTW</i>	<i>Rifal</i>
<i>AETER</i>	<i>Hunterm</i>	<i>RITerm</i>
<i>AIT</i>	<i>IITF</i>	<i>Russian Terminology</i>
<i>Ass.I.Term</i>	<i>ÍM</i>	<i>Association</i>
<i>Bureau de la traduction</i>	<i>Infoter</i>	<i>Société française de terminologie</i>
<i>Bulterm</i>	<i>IPC</i>	<i>Taalunie</i>
<i>Cindoc</i>	<i>ISRDS</i>	<i>Termcat</i>
<i>CTB</i>	<i>Jiamcatt</i>	<i>Termigal</i>
<i>Colterm</i>	<i>Korterm</i>	<i>Termip</i>
<i>Danterm</i>	<i>LTT</i>	<i>Termisti TermNet</i>
<i>Deuterm</i>	<i>NL-Term</i>	<i>TermRom-Moldova</i>
<i>DTT</i>	<i>Nordterm</i>	<i>Termrom-Romania</i>
<i>EAFT / AET</i>	<i>Office de la langue française</i>	<i>TNC</i>
<i>Eafterm</i>	<i>Paraterm</i>	<i>TSK</i>
<i>Eleto</i>	<i>Polterm</i>	<i>Union Latine</i>
<i>Elot</i>	<i>PRO-TLS</i>	<i>Uruterm</i>
<i>ELRA</i>	<i>Radt</i>	<i>Uzei</i>
<i>Estonian Terminology Association</i>	<i>Realiter</i>	<i>Venterm</i>

www.eaft-aet.net

Centre for Science Communication and Mediation (Fakultetscenter for Vidensformidling)

Peter Kastberg
Aarhus School of Business
Denmark

Background

Studies at the School of Information Management and Systems (SIMS) of the University of California have predicted that over the next three years more information will be produced than in the last 300,000 years. Needless to say, the bulk of which will be ‘domain specific’ in nature. But not only does domain specific knowledge increase exponentially, an ever increasing number of individuals are becoming experts of an increasing number of new, derived, and/or integrated disciplines. As a result, the demand for competences in knowledge transfer will rise accordingly.

Knowledge transfer, that is, which is not merely centred around the well-known three dimensions of inter-disciplinary, intra-disciplinary and extra-disciplinary communication, but increasingly on how knowledge is “localized” to suit the needs of the communication partner(s) in question. In this light, one can easily envision the role of tomorrow’s expert – on any given field of domain specific knowledge – merging with that of a mediator or a science communicator, as it were, assigned with the task of bridging knowledge gaps. And exactly this vision of the future was the point of departure for a group of researchers at the Aarhus School of Business, Denmark, when they established a new centre dedicated to researching the field of science communication and mediation.

Focal points of the centre

The centre focuses on three dimensions of this research field: Construction of knowledge, representation of knowledge and communication of knowledge. Whereas, from a static point of view, each of these three dimensions is a legitimate research object in its own right, the dimensions are also integrated into a dynamic ontogenesis of knowledge. An ontogenesis ranging from the construction over the representation to the communication of domain specific knowledge:

Construction of knowledge: A key issue is the question of how domain specific knowledge is constructed (e.g. accretion, tuning and restructuring)

Representation of knowledge: A key issue is the question of how domain specific knowledge is represented and structured immaterially (i.e. cognitively in its widest possible sense) as well as materially (in its widest possible sense)

Communication of knowledge: A key issue is the question of how domain specific knowledge is communicated intra-lingually (e.g. in asymmetrical communication constellations), inter-lingually as well as inter-semiotically (e.g. from a verbal into a pictorial code).

A common denominator for all three dimensions is that the research conducted is centred on analyzing, describing and evaluating processes of production and reception of domain specific texts (in the widest possible sense of the term, regardless of code, genre or media).

Apart from conducting research, the centre is also involved in the development of research based university courses within its field, e.g. ‘Personal Knowledge Management’, ‘Knowledge Transfer’ and ‘LSP translation’.

The scientific ambition of the centre is that it may be a focal point for research projects within its field. The educational ambition is that it may be a knowledge carrier and a forum for colleagues teaching within its field. From a societal point of view, the centre is determined to be true to the very nature of its research, by acting as a vehicle for bridging knowledge gaps.

Board of Directors

The centre is managed by senior lecturer Peter Kastberg, Ph.D. Its board of directors consists of senior lecturer Jan Engberg, Ph.D., senior lecturer Marianne Grove Ditlevsen, Ph.D., and senior lecturer Kirsten Wølch Rasmussen.

Contact

For further information about the Centre for Science Communication & Mediation please contact: Peter Kastberg, phone +45 89486305, e-mail: pk@asb.dk

You may read more about the centre and its wide range of activities at:
www.cscm.dk

Introduction to Korterm

(Korea Terminology Research Center for Language and Knowledge Engineering)

Key-Sun Choi
Computer Science Division,
Korea Advanced Institute of Science & Technology
Korea

1. What is Korterm?

In the era of Internet and information evolution, new terminology has swept into the lives of people in general. It becomes key words these days how to organize and standardize the tremendous technical terms. Korea is surrounded by four countries: China, Japan, North Korea and Russia, and also communicated by European languages. All of terminologies, documents and communication had met with localization and harmonization problems among these geographical regions as well as the language unification problem with South/North Korea. For this reason, Korterm was established in 1998 with the support of Ministry of Culture and Tourism (Korea).

In March of 1997, there was a call from China National Institute of Standards to organize an expert meeting to discuss about terminology standardization in East Asia Region (including China, Japan, Mongol, South Korea and North Korea) and finally to establish East Asian terminology center. This organization is called “Eaferm” (East Asian Forum on Terminology; <http://eaferm.org/>) and its annual meeting has been hosted by four countries (China, Japan, Korea and Mongol)¹. Korterm has contributed to organize and promote the Korean terminology bank and East Asian regional cross-lingual terminology and dictionary database. Korterm has hosted annual Korean domestic terminology symposium to identify and promote the terminology works, organized international workshops in LREC, joined ISO

¹ The fifth Eaferm meeting will be held in Hainan island, China, December/1~8/2002. See <http://www.cterm.org/eaferm/>.

activities actively and tried to establish collaboration with North Korean academic societies. The following points are a brief history:

- 1998.8. Establishment of Korterm (<http://korterm.org/>)
- 1998.8. Member of Infoterm and Termnet (<http://www.infoterm.org>)
- 1998.12. Second Forum on Eaferm hosted by Korterm (<http://eaferm.org/>)
- 1998.12. First Symposium on Terminology and Language Engineering
- 1999.11. First International Roundtable on Terminology
- 1999.11. Second Symposium on Terminology and Language Engineering
- 1999.12. National secretariat of ISO/TC37 (for terminology standardization)
- 2000.4. Establishing Yanbien (Northern China) branch of Korterm
- 2000.5. Hosting Workshop for terminology resource and computation (LREC2000, Athens)
- 2000.12. Second International Roundtable on Terminology
Third Symposium on Terminology and Language Engineering
- 2001.8. Secretary of ISO/TC37/SC4 (language resource management)
- 2001.11. Fourth Symposium on Terminology and Language Engineering
- 2002.2. Preliminary Meeting of ISO/TC 37/SC 4 hosted by Korterm
- 2002.8. Hosting Workshop for terminology and language ressource management (LREC2002, Las Palmas)

2. What are the Goals of Korterm?

As stated, Korterm itself involves:

- Communicating knowledge between experts with the cooperation of terminology fields,
- Creating terminology can be usable to experts and systems of specialized fields,
- Promoting domestic and international information infrastructure for efficient and standardized communication.

Goals can be accomplished by

- Facilitating terminology processing such as term collecting, term classifying, term defining, and term extracting etc.
- Promoting terminology research and developing terminology network systems in domestic and international settings.
- Accumulating a store of knowledge and experience in preparing methodological tools and guidelines for valuable terminology.

3. What does Korterm do to reach its goals?

Below are some examples of what Korterm has achieved, giving clear benefits to industry, trade and consumers concerned with terminology.

Theoretical and applied researches in terminology include

- Processing large corpus on specific domain corpus;
- Developing new methods for electronic terminology dictionary;

- Applying terminological knowledge to terminological works such as information retrieval, machine translation, text categorization, and so on;
- Making a basic and good environment in computing and programming for terminology database;
- Promoting combination related academic societies with institutes by providing meeting places such as conference or symposium;
- Promoting cooperation with international organizations such as ISO/TC 37, Infoterm, TermNet, Eaferm. For example, we have hosted several international meetings such as Roundtable, Workshop, Forum, etc. Especially, Korterm has been ISO/TC37/SC 4 Secretariat since 2001 and played a key role in ISO/TC 37;
- Providing access to terminology database by on-line (<http://korterm.org/>) and off-line, publishing books and journals on terminology.

4. What will Korterm do?

Korterm has master plan as follows:

➤ **First phase (2002~2004)**

Developing an integrated value-added system, including various terminology works such as terminology collection (science/technology terms), economic/industry standards terminology maintenance and extension, terminology field coverage expansion and promoting quality, enhancing application in language industry and verification for high reliability and distribution.

➤ **Second phase (2004~2007)**

Developing advanced integrated systems. For this, Korterm has a plan such as collecting terms including terms of humanities & social sciences and science & technology, managing economics & industry standards terms, databasing standard knowledge for terminology, terminology education system and development of various applied products.

➤ **Third phase (2008-)**

Extending and managing the developed system continuously. There are some examples such as activation of terminology field, distribution of terminology information base, keeping going on terminology extension and management, *etc.*

Contact:

KORTERM KAIST

373-1 Guseong-dong Yusong-gu

Daejon 305-701

Korea

Tel.: +82-42-869-5565 Fax: +82-42-869-8790

E-mail: kschoi@mail.kaist.ac.kr (Mr. Key-Sun Choi) or

korterm@korterm.kaist.ac.kr

Web: <http://www.korterm.org/>

Launch of New Interdisciplinary Journal "Communication & Medicine"

Srikant Sarangi
Health Communication Research Centre
Cardiff University
United Kingdom

This new journal will be officially launched in Cardiff, to coincide with the International Conference on Communication, Medicine & Ethics (COMET), 26-28 June 2003. The inaugural issue of *Communication & Medicine* is scheduled to appear in May 2004, with two issues per year in the first instance.

Communication & Medicine has the following distinctive aims:

- To consolidate different traditions of discourse and communication research in its commitment to an understanding of psychosocial, cultural and ethical aspects of healthcare in contemporary societies.
- To cover the different specialities within medicine and allied healthcare studies.
- To underscore the significance of specific areas and themes by bringing out special issues from time to time.
- To be fully committed to publishing evidence-based, data-driven original studies with practical application and relevance as key guiding principles.
- To be targeted at an interdisciplinary audience, which will include healthcare professionals and researchers and students in the medical, social and human sciences.
- To promote a reader-friendly style and format, including engagements with debates and dialogues on crosscutting themes of topical significance.

Information: New Journal "Communication & Medicine"

The editor is supported by an internationally acclaimed, interdisciplinary Advisory Board, selectively drawn to represent the well-established traditions of the medical, social and human sciences. The Advisory Board will include, among others, Paul Atkinson, Robert Barrett, Peter Campion, Christopher N Candlin, Aaron Cicourel, Angus Clarke, Richard Frankel, Heidi E. Hamilton, John Heritage, Lars-Christer Hydén, Rick Iedema, Jenny Kitzinger, Douglas Maynard, Elliot Mishler, Anssi Peräkylä, Branca Telles Ribeiro, Celia Roberts, David Silverman.

Please address your queries and submissions to:

Professor Srikant Sarangi Director,
Health Communication Research Centre
Cardiff University
P.O. Box 94
Cardiff CF10 3XB
United Kingdom
Email: sarangi@cardiff.ac.uk
Website: www.cardiff.ac.uk/encap/hcrc

For further updates and guidelines for submissions, please visit
www.degruyter.de/mouton

PUBLICATIONS RECEIVED:

AILA NEWS

Association Internationale de Linguistique Appliquée, Vol.5 (1) No.9 December 2002. The twice yearly newsletter of the International Association of Applied Linguistics (AILA). Editors: Richard Baldauf and Stuart Campbell. Richard Baldauf, Language, Centre A18, University of Sydney, NSW 2006, Australia. E-mail: Richard.Baldauf@language.usyd.edu.au. ISSN 1446-8832 (Print) / ISSN 1446-8840 (OnLine)

❑ The electronic version of the Newsletter is accessible online and free of charge at the following web-address: <http://www.aila.ac/>.

ESP FRANCE NEWSLETTER

Vol.18, No.1, March 2003. Editorial Address: David Bank, Faculté des Lettres et Sciences Sociales Victor Segalen, Université de Bretagne Occidentale, 20, rue Duquesne, BP 814, F-29285 Brest Cedex, France. E-mail: David.Banks@univ-brest.fr. ISSN 0998-3058.

FACHSPRACHE

24. Jahrgang / Volume Heft 3-4/2002. Internationale Zeitschrift für Fachsprachenforschung, -didaktik und Terminologie / International Journal of LSP, research, didactics, terminology. Herausgeber: Univ.-Prof. Dr. Rudolf Beier, RWTH Aachen, Eilfschornsteinstraße 15, D-52062 Aachen / Univ.-Prof. Dr. Peter Bierbaumer, Universität Graz, Institut für Anglistik, Heinrichstraße 36, A-8010 Graz / Univ.-Prof. Dr. Dieter Möhn, Universität Hamburg, Institut für Germanistik, von-Melle-Park 6, D-20146 Hamburg. ISSN 0256-2510.

MED ANDRE ORD...

Grundfos' sprogpolitik. "Med andre ord..." er et værktøj til alle på Grundfos, der hver dag skriver mails, breve, tilbud, rapporter, dokumentation mv. Med udgivelsen af "Med andre ord..." ønsker Grundfos at styrke det tværfaglige samarbejde mellem sprogkyndige og andre faggrupper. Det handler "med andre ord" om en øget bevidsthed og en holdning til sprog som et vigtigt konkurrenceparameter på linje med firmaets øvrige konkurrenceparametre. Produceret af Grundfos Management A/S, Poul Due Jensens Vej 7, DK-8850 Bjerringbro. Tel.: (+45) 87 50 14 00 Web: www.grundfos.com

MÅL I MUN

Mål i mun: förslag till handlingsprogram för svenska språket. Betänkande av Kommittéen för svenska språket. Stockholm 2002. Statens Offentliga Utredningar, SOU 2002:27. Beställningsadress: Fritzes kundtjänst, SE-106 47 Stockholm, Sverige. Orderfax: +46 08-690 91 91 Ordertel: +46 08-690 91 90 E-mail: fritzes.order@liber.se Web: www.fritzes.se ISBN 91-38-21645-0. ISSN 0375-250X.

RESEARCH AND PRACTICE IN PROFESSIONAL DISCOURSE

Edited by Prof. Christopher N Candlin. This book offers a broad overview of research and practice in professional discourse. Major developments and future directions based on current strengths are highlighted. Publication: December 2002. 736 pages. Published by City University of Hong Kong Press. E-mail: upress@cityu.edu.hk . ISBN: 962-937-071-9.

SPRACHREPORT

Heft 1/2003 19. Jahrgang. Informationen und Meinungen zur deutschen Sprache. Herausg.: Institut für Deutsche Sprache, Postfach 10 16 21, D-68016 Mannheim. Web: <http://www.ids-mannheim.de/pub/sprachreport/> (D 14288)

SPROGFORUM

Februar 2003, Nr.25 "Læringsrum". Tidsskriftet udgives af Informations- og Dokumentations-centret for Fremmedsprogsprædagogik ved Danmarks Pædagogiske Bibliotek i samarbejde med Foreningen for anvendt Sprogvidenskab i Danmark (ADLA). Redaktion: Leni Dam, Annegret Friedrichsen (ansv.), Karen Lund, Karen Risager, Michael Svendsen Pedersen. Redaktionens adresse: Sprogforum, Danmarks Pædagogiske Bibliotek, Emdrupvej 101, Postboks 840, DK-2400 København NV. Tlf. +45 39 69 66 33 (lok. 2310/2311), fax: +45 39 55 10 00, e-mail: sprogforum@dpb.dpu.dk Web: http://www.dpb.dpu.dk/infodok/sprogforum/sprogforum_welcome.html ISSN 0909-9328

STUDIEN ZU SPRACHE UND TECHNIK

Band 2, 2002. Reiner Arntz, Heribert Picht, Felix Mayer: "Einführung in die Terminologiearbeit". 331 Seiten. Herausgeber: Reiner Arntz und Norbert Wegner. Georg Olms Verlag, Hildesheim, Zürich, New York. (<http://www.olms.de>) . ISBN 3-487-11553-0

SYNAPS – FAGSPRÅK, KOMMUNIKASJON, KULTUKUNNSKAP

Nr 11 (2002) and Nr 12 (2002). Published by the Department of languages, Norwegian School of Economics and Business Administration (NHH), Helleveien 30, N-5045 Bergen. Editorial board: Trine Dahl, Willy Rasmussen, Jan Roald, Ingrid Simonnæs. (<http://www.nhh.no/spr/Synaps.htm>)

TERMNET NEWS (TNN)

No. 77, 2002 and No. 78, 2003 - on Terminology Newsletter Portal (TNP) only. Issue editors: Christian Galinski, Koaunghi Un, Marta Alonso. Publishers: International Network for Terminology (TermNet), Aichholzgasse 6/12, A - 1120 Vienna, Austria. Tel: + 43 1 817 44 99 Fax: +43 1 817 449944 E-mail: termnet@termnet.at Web: <http://www.termnet.at> or <http://www.termnews.net> (TNP). ISSN 0251-5253

TEXTPRODUKTION IM ZEITALTER DER GLOBALISIERUNG – Entwicklung einer Didaktik des Wissenstransfers

By Susanne Göpferich. In einer leicht zugänglichen Sprache geschrieben und durch zahlreiche Beispiele illustriert, richtet sich das Werk an alle, die sich wissenschaftlich mit Fragen der Textproduktion beschäftigen, professionell Texte erstellen oder Texproduktionsspezialisten wie Technische Redakteure, Journalisten oder Übersetzer in einschlägigen Studiengängen ausbilden. 499 Seite. Publikation: 2002. Stauffenburg Verlag Brigitte Narr GmbH, Postfach 25 25, D-72015. ISSN 0948-1494. ISBN 3-86057-254-7.

WORKING PAPER

Nr.1, Oktober 2002: “ Altid af oversætte – Producentsprog, konsumentssprog” af Leif Kristensen. Udgivet af Institut for afsætningsøkomi, Handelshøjskolen i København, Solbjergplads 3, 2000 Frederiksberg C, Tel.: +45 38 15 21 00 Fax: +45 38 15 21 01

ZEITSCHRIFT FÜR SEMIOTIK

Band 23, Heft 3-4 (2001): Karin Wenz (hrsg): “Spiele und Spielen”. Organ der Deutschen Gesellschaft für Semiotik (DGS) in Kooperation mit der Österreichischen Gesellschaft für Semiotik (ÖGS) und der Schweizerischen Gesellschaft für Semiotik (SGS/ASS). Anzeigen/Verlagsanschrift: Stauffenburg Verlag, Postfach 2525, D-72015 Tübingen. (<http://www.tu-berlin.de/~afs/zfs/zfsd.htm>) ISBN 3-86057-947-9. ISSN 0170-6241.

ZEITSCHRIFT FÜR ANGEWANDTE LINGUISTIK (ZfA)

Heft 37, September 2002. Herausg.: im Auftrag der Gesellschaft für Angewandte Linguistik (GAL) von K. Knapp, G. Antos, W.F. Sendlmeier. Redaktion: Dr. Hajo Diekmannshenke, Institut für Germanistik, Universität Koblenz-Landau, Campus Koblenz, Postfach 201 602, D-56016 Koblenz. Tel.: 0261-287-2060 Fax: 0261-287-2051 E-mail: diekmann@uni-koblenz.de . (http://www.uni-koblenz.de/~diekmann/linguistik/redaktion_zfal.html)

ISSN 1433-9889.

CONFERENCE CALENDAR:

- 2003 -

May 2-4 (2003) - Jersey City, NJ (USA)

Legal Translation Conference. Organised by the American Translators Association.
Information: American Translators Association (ATA), 225 Reinekers Lane, Suite 590, Alexandria, VA 22314. OR, if paying by credit card, please fax your completed form to: Tel: (703) 683-6100 Fax: (703) 683-6122 E-mail: ata@atanet.org
Web: <http://www.atanet.org/legal>

May 8-10 (2003) - Dortmund (Germany)

Chat-Kommunikation in Beruf, Bildung und Medien. Der Fokus liegt auf der Nutzung von Chat-Angeboten in der Aus- und Weiterbildung sowie auf dem Einsatz in den Tätigkeitsbereichen Beratung, Öffentlichkeitsarbeit und Journalismus.
Information: Prof. Dr. Angelika Storrer, Institut für deutsche Sprache und Literatur, Emil-Figge-Str. 50 (Zi. 3.225), D-44227 Dortmund, Germany.
Tel. +49 (0231) 755-2915 /-4573 /-6567 Fax: +49 (0231) 755-4498
E-Mail: angelika.storrer@uni-dortmund.de
Web: <http://www.hrz.uni-dortmund.de/~hytex/storrer/chat>

May 9-10 (2003) - Elsinore (Denmark)

ELLE 2003 - European Language Label Event. The key aim of the conference is to bring together language teachers and trainers and representatives from different political levels. Organised by Cirius (the Danish Centre for International Cooperation and Mobility in Education and Training).

Information: Ms. Iben Böhling With E-mail: ibw@cirusmail.dk
Web: <http://www.ciriusonline.dk/eng/elle2003>

May 11-15 (2003) - St. Augustine, Florida (USA)

Special tracks at the 16th International FLAIRS Conference. (Florida Artificial Intelligence Research Society). Among special tracks subjects: AI in Aerospace/ AI and Aviation Systems/ AI in Education/ Machine Learning....

Information: Special-tracks coordinator: Rosina Weber, Drexel University, E-mail: Rosina.Weber@drexel.edu. General conference chair: Douglas Dankel II, E301 CSE, C.I.S.E., University of Florida, Box 116120 Gainesville, FL 32611-6120, USA.
Tel.:+1 (352) 392-1387 E-mail: ddd@cise.ufl.edu Web: <http://www.flairs.com/flairs2003/>

May 14-15 (2003) - Espoo (Finland)

5th Annual Conference of the Society for Phenomenology and Media, "Mobile Communication". Theme: To what extent does mobile communication challenge the very concept of communication?

Information: Dr. Lars Lundsten, Arcada, Dept. of Media, Skogsmansgränden 3, FI-02130 ESBO, Finland. Fax +358-9-5253 2333 E-mail: lars.lundsten@arcada.fi

Web: <http://www.arcada.fi/mobile>

May 15-16 (2003) - Barcelona (Spain)

III Coloquio Internacional Sobre la Historia de los Lenguajes Iberoormánicos de Especialidad: "El papel de la traducción en la estandarización de los lenguajes especializados" (The Role of Translation in the Standardization of Specialized Languages).

Information: Facultat de Traducció i Interpretació, Universitat Pompeu Fabra, Rambla Santa Mònica, 30-32, E-08002 Barcelona, Spain.

Web: <http://www.upf.es/dtf/colloqui/index.htm>

May 15-17 (2003) - Dublin (Ireland)

EAMT/CLAW 2003: "Controlled Language Translation". The Joint Conference of the 7th International Workshop of the European Association for Machine Translation and the 4th Controlled Language Applications Workshop

Information: John Hutschins (EAMT) e-mail: WJHutchins@compuserve.com

or Arendse Bernth (CLAW) e-mail: arendse@us.ibm.com

Web: <http://www.eamt.org/eamt-claw03>

May 16-17 (2003) - Porto (Portugal)

IASAI 10th Annual Conference on Translation. The subject will be a reflection on the development of translation studies in the past ten years.

Information: Instituto Superior de Assistentes e Intérpretes, Rua do Campo Alegre, 1376 4150 – 175 Porto, Portugal. Tel: (+351) 22 03 03 100 Fax: (+351) 22 609 92 23

E-mail: isai@isai.pt Web: <http://www.isai.pt/xjornadas.html>

May 19-31 (2003) - Düsseldorf (Germany)

2nd International Conference on Language Proficiency in International Business: "Languages and Professions". The conference will illuminate the multi-faceted relationship between languages and the world of professions.

Information: ICWE GmbH, Leibnizstrasse 32, D-10625 Berlin, Germany.

Tel: +49-30-327 6140 Fax: +49-30-324 98 33 E-mail: info@sprachen-beruf.com

Web: <http://www.sprachen-beruf.com/>

May 21-24 (2003) - Volda/Ørsta (Norway)

7. nordiske konferanse i leksikografi. Disse konferansene, som avholdes annethvert år, har vist seg å være et viktig forum for faglig samarbeid og utveksling av erfaringer og ideer på det leksikografiske feltet.

Information: Rikke Hauge, Nordisk språkråd, Postboks 8107 Dep, NO-0032 OSLO

Tel.: +47-24 14 03 73 Fax: +47-24 14 03 51 E-mail: HAUGE@sprakrad.no

Web: <http://svenska.gu.se/nfl/vold-i.html>

May 23-27 (2003) - San Diego, CA (USA)

53rd Annual Conference of the International Communication Association: “Communication in Borderlands”.

Information: Conference Secretariat, Michael L. Haley, Executive Director, International Communication Association, 1730 Rhode Island Ave. NW, Suite 300, Washington, DC 20036, USA. Tel: +1 202-530-9855 Fax: +1 202-530-9851 E-mail: mhaley@icahdq.org Web: <http://www.icahdq.org>

May 29-31 (2003) - Halifax (Canada)

16th Annual Conference of the Canadian Association for Translation Studies (CATS): "Translation and Globalization". Themes: Globalization, translation and the publishing industry / Globalization and localization / Globalization, translation, hegemony and ethics / Globalization, translation, hegemony and cultural hybridity.

Information: Louise Brunette, Université Concordia, Département d'études françaises, 1400, boul. de Maisonneuve Ouest, Montréal (Québec), Canada. Tel.: (514) 848-7506 E-mail: louiseb@alcor.concordia.ca Web.: <http://www.uottawa.ca/associations/act-cats>

June 6-7 (2003) – Kiruna (Sweden)

IX International Conference on Minority Languages. The main theme of the conference will be revitalization of use of languages, especially languages spoken by small groups of people.

Information: IX ICML (Birger Winsa), Department of Finnish, University of Stockholm, S-106 91 Stockholm, Sweden. Tel: +46-8-162359 Fax: +46-8-158871 E-mail: birger.winsa@finska.su.se Web: <http://www.finska.su.se/konf03.html>

June 11-14 (2003) - Batz-sur-Mer (France)

TALN'03. Le colloque TALN est un grand congrès francophone d'audience internationale sur le traitement automatique des langues.

Information: E-mail: taln2003@irin.univ-nantes.fr
Web: <http://www.sciences.univ-nantes.fr/irin/taln2003>

June 11-14 (2003) - Solna (Sweden)

Nordterm 2003: “Terminologisk Smörgåsbord”. Terminologi i samhället, Terminologi på marknaden, Terminologi i ny skepnad, Terminologi i jämförelse. Der inledes med en kurs om begreppsanalys och betydelsebeskrivning med hjälp av olika metoder, därvid bland terminologiarbete, begreppsmodellering och lexikografiarbete. Konferensen fortsätter med ett symposium med fyra huvudteman. Symposiet följs av Nordtermförsamlingen och möten i Nordterms arbetsgrupper i vilka det nordiska terminologisamarbetet diskuteras

Information: E-mail: anna-lena.bucher@tnc.se
www: <http://www.tsk.fi/nordterm/2003/inbjudan2003.htm>

June 12-14 (2003) - Uppsala (Sweden)

2nd International Conference on Language Variation in Europe (ICLaVE 2).

Information: ICLaVE 2, Uppsala University, Department of Scandinavian Languages, Box 527, SE-751 20 Uppsala, Sweden. Att.: Lena Bergström, (tel.:+46 18 471 6872) or Gerd Eklund (tel.:+46 18 652 160). Fax: +46 18 471 1272

E-mail: ICLaVE2@nordiska.uu.se Web: <http://www.nordiska.uu.se/ICLaVE2/>

June 15-18 (2003) - Jyväskylä (Finland)

UNESCO Conference on Teaching and Learning Intercultural Understanding.

Information: UNESCO 2003 Conference Secretariat, Jyväskylä Congresses, P.O. Box 212, FIN-40101 Jyväskylä, Finland. E-mail: pirjo-leena.pitkanen@jyvaskylaan.com

Web: <http://www.jyu.fi/ktl/unesco2003>

June 16-17 (2003) - Lisbon (Portugal)

3rd International Conference on Maritime Technology: "Communication and Globalization". What is nowadays the situation of specialized communication in the domains of maritime sciences and/or technologies? Is this situation similar in all maritime subjects (such as navigation, shipbuilding, maritime security, law, oceanography...)? How did we arrive to the present situation? Must countries silently submit to linguistic globalization? ... Work Languages: Portuguese and English.

Information: Maria Amélia Doria, ILTEC, Rua Conde de Redondo, 74, 5.^o, P-1150-109 Lisboa, Portugal. Tel.: +351 21 356 30 82 Fax: + 351 21 352 81 12

E-mail: mad@iltec.pt Web: <http://www.iltec.pt/eng/eventos/maritime.htm>

June 26-28 (2003) - Århus (DK)

4th CEL/ELC Conference. Conseil Européen pour les Langues / European Language Council (CEL/ELC). The Role of Languages in the European Higher Education Area (Le rôle des langues dans l'Espace européen de l'enseignement supérieur). The Bologna Declaration and the Prague Communiqué highlight a number of issues and developments in which the question of languages is of direct relevance. How can we make sure that European citizens in general, and university graduates in particular, have the foreign language and cross-cultural skills and competences required for life and work in a multilingual and multicultural Europe open to the world?

Information: Lisbet Pors, Aarhus School of Business, Fuglesangs Allé 4, DK-8210 Århus V, Denmark. Tel.: +45 2371 6803 Fax: +45 8615 7727 E-mail: elc2003@asb.dk

Web: <http://www.sprog.asb.dk/elc2003/>

June 26-28 (2003) - Cardiff (UK)

1st Interdisciplinary Conference on Communication, Medicine and Ethics (Comet 2003). The conference aims to bring together scholars from different disciplinary backgrounds involving various medical specialities and the human and social sciences. A special emphasis will be on the dissemination of ongoing research in discourse/communication studies and practical ethics which engages directly with medical practitioners.

Information: Wendy Lewis, Conference Administrator (Comet 2003), Cardiff University, PO Box 94, Cardiff, CF10 3XB, Wales, UK. Tel.: +44 (0)29 2087 4504

E-mail: comet2003@cf.ac.uk Web: <http://www.cf.ac.uk/encap/hcrc>

July 2-5 (2003) - Johannesburg (South Africa)

21st FIPLV World Congress (World Federation of Modern Language Associations/Fédération Internationale Des Professeurs De Langues Vivantes)

Information: FIPLV Congress Secretariat, Afrikaans, Linguistics & Literary Theory, Rand Afrikaans University (RAU), PO Box 524, Auckland Park 2006, South Africa. Tel: (27) (11) 489 2694 Fax: (27) (11) 489 3061 Tel/Fax: (27) (11) 489 2790

E-mail: fiply@rau.ac.za Web: <http://general.rau.ac.za/fiply/>

July 3-5 (2003) - Lorient (France)

International Symposium on Translation: "From Theory to Practice and from Practice to Theory" (La traduction : « De la théorie à la pratique et de la pratique à la théorie »). This symposium aims to bring together translation theorists and practitioners, whatever their speciality, to discuss the relationships between theory and practice.

Information: Mme Valérie Sauvaire, UFR Lettres et Sciences Humaines, Université de Bretagne Sud, 4 rue Jean Zay, F-56100 Lorient, France.

Tel : (00 + 33) (0)2-97-87-29-67 Fax : (00 + 33) (0)2-97-87-29-70

E-mail: Valerie.Sauvaire@univ-ubs.fr Web: <http://www.univ-ubs.fr/crellic>

July 7-11 (2003) – Barcelona (Spain)

4th International Summer School of Terminology. Organised by the Institut Universitari de Lingüística Aplicada (IULA) of the Universitat Pompeu Fabra in Barcelona / **IV Escuela Internacional de Verano de Terminología.** Un curso de introducción a la terminología destinado a estudiantes y jóvenes investigadores interesados en esta disciplina científica.

Information: Fax: +34 935422321 E-mail: escola.term@grup.upf.es

Web: <http://www.iula.upf.es/ee/eeeest.htm>

July 7-11 (2003) - Stellenbosch (South Africa)

12th International Conference of The African Languages Association of Southern Africa. Theme: African Languages and the Development of Africa: the Partnership Between Research and Practice.

Information: Ms K. Vergeer, ALASA Conference Secretariat, Department of African Languages, University of Stellenbosch, Private Bag X1, Stellenbosch 7602, South Africa.

Tel: +27 021-808 2210 Fax: +27 021-808 2171 E-mail: ccav@sun.ac.za

Web: http://www.sun.ac.za/african_languages/alasa.html

July 8-10 (2003) - Southampton (UK)

International conference on Language and the future of Europe. With the accession to the EU of ten new member states on 1 May 2004, the process of social transformation within and across national boundaries throughout Europe will be given a new impetus. Tension between national and supra-national interests. Conflicting language ideologies, policies and practices.

Information: Organising committee, Christopher Brumfit, Professor of Language in Education: cjb1@soton.ac.uk ; Michael Kelly, Professor of French: mhk@soton.ac.uk ; Clare Mar-Molinero, Reader in Spanish sociolinguistics: cmm@soton.ac.uk ; Patrick Stevenson, Reader in German sociolinguistics: prs1@soton.ac.uk
Web: <http://www.lang.soton.ac.uk/lipp/>

July 9-11 (2003) - Sydney (Australia)

The 6th Conference of the International Association of Forensic Linguistics (IAFL): "Language and Law". Some of the topics: forensic linguistics (linguistic evidence/expertise); linguistic interaction in the courtroom; analysis/interpretation of legal texts; court interpreting; multilingualism/ language policy...

Information: Dr. Michael Walsh, E-mail: michael.walsh@linguistics.usyd.edu.au

Web: <http://classes.lls.edu/iafl/iafl.html>

July 14-18 (2003) – Barcelona (Spain)

4th International Summer Symposium of Terminology organised by the Institut Universitari de Lingüística Aplicada (IULA) of the Universitat Pompeu Fabra in Barcelona / **IV Simposio Internacional de Terminología.** Objetividad científica y lenguaje: las ciencias de la salud.

Information: Fax: +34 935422321 E-mail: simposi.term@grup.upf.es

Web: <http://www.iula.upf.es/ee/eeses.htm>

July 14 – August 22 (2003) - Baltimore, MD (USA)

Summer Workshop on Language Engineering. The organizers attempt to identify specific research topics on which progress is needed to advance the state of the art in various fields of Language Engineering such as: Speech recognition/ Trans-lingual information detection and extraction/ Machine translation / Speech synthesis / Information retrieval / Topic detection and tracking / Text summarization / Question answering .

Information: The Center for Language and Speech Processing (CLSP), The Johns Hopkins University, 3400 North Charles Street, Barton Hall, Baltimore, MD 21218, USA. Tel.: +1 (410) 516-4237 Fax: +1 (410) 516-5050 E-mail: sec@clsp.jhu.edu

Web: <http://www.clsp.jhu.edu/ws03/proposal.shtml>

July 23-24 (2003) - Lisbon (Portugal)

3rd International Conference on Maritime Terminology. Within a global world, communication tends increasingly monolingual, putting in jeopardy other languages' survival as languages of scientific and technical communication. This is the case even for languages that once played a strong role in international communication in scientific and technical domains, as it was the case of Portuguese in what concerns sea sciences and technologies. Work Languages: Portuguese and English

Information: Maria Amélia Doria, ILTEC, Rua Conde de Redondo, 74, 5.^o, 1150-109 Lisboa, Portugal. Tel.: +351 21 356 30 82 Fax: + 351 21 352 81 12 E-mail: mad@iltec.pt
Web: <http://www.iltec.pt/eng/eventos/maritime.htm>

July 23-25 (2003) - Pretoria (South Africa)

Corpus-Based Translation Studies: "Research and Application". Topics: conceptual tools and theoretical frameworks/categories and methods of analysis/corpus design, compilation and maintenance/corpora and stylistic analyses of translations/corpora and translation into a foreign language/corpora and sub-disciplines of translation studies/translation corpora and adjacent disciplines: lexicography, terminology, contrastive linguistics, comparative literature.

Information: Alet Kruger, Department of Linguistics (Translation Studies),University of South Africa, P.O. Box 392, UNISA 0003, South Africa. Fax: +27 12-429-3400
E-mail: krugea@unisa.ac.za Web: <http://www.umist.ac.uk/ctis/events/unisa.htm>

July 29 – August 1 (2003) – Ouro Preto, Minas Gerais (Brazil)

10th Workshop on Logic, Language, Information and Computation.

Information: Ruy de Queiroz, Centro de Informática, Univ. Federal de Pernambuco, Av. Prof. Luis Freire s/n, Cidade Universitaria, 50740-540 Recife, PE, Brazil.
Tel. +55 81 3271-8430 Fax +55 81 3271-8438 E-mail: ruy@cin.ufpe.br.
Web: <http://www.cin.ufpe.br/~wollic/wollic2003>

August 15-16 (2003) - Veliko Turnovo (Bulgaria)

Small Nations, Their Culture and Language in the Epoch of Globalisation.

Information: International Center for Bulgarian Studies (ICBS), St St Cyril and Methodius University, 2 Teodossi Tarnovski Str., 5000 Veliko Turnovo, Bulgaria.

Tel.: 00359 62/ 63 98 69 Fax: 00359 62/ 62 80 23 E-mail: issblc@uni-vt.bg

Web: <http://www.uni-vt.bg/en/mbc>

August 18-22 (2003) - Guildford (UK)

14th European Symposium on Language for Specific Purposes: "Communication, Culture, Knowledge". Organized by the University of Surrey in co-operation with the AILA Scientific Commission on Language for Special Purposes. The conference will aim to stress the communicative role of special languages in the multilingual, multicultural knowledge-based economy. Themes: Translation and LSP / Multiculturalism and its languages / LSP and multimedia communication / Technical writing and LSP / Pedagogical Aspects of LSP / Terminology and Terminography / LSPs of specific domains: communicative aspects / LSP Studies: Quo Vadis?

Information: LSP 2003, Business & Research Support Unit, School of Arts, Senate House, University of Surrey, Guildford Surrey, GU2 7XH, UK.

E-mail: lsp2003@surrey.ac.uk Web: <http://www.computing.surrey.ac.uk/lsp2003>

August 23-27 (2003) - New Orleans, Louisiana (USA)

9th Machine Translation Summit. MT Summit IX will provide a forum for everyone interested in using computers to help with language translation: developers, researchers, users, students, and people who love languages. The Association for Machine Translation in the Americas (AMTA) is organizing the event on behalf of the International Association for Machine Translation (IAMT).

Information: AMTA Office, Priscilla Rasmussen, AMTA Focal Point, 3 Landmark Center, East Stroudsburg, PA 18301, USA. Tel.: +1 570-476-8006 Fax: +1 570-476-0860 E-mail: focalpoint@amtaweb.org Web: <http://www.mt-summit.org/>

September 4-6 (2003) - Leeds (UK)

BAAL 2003: Applied Linguistics at the Interface. The 36th Annual BAAL meeting will be hosted by the Language Education group at Leeds University. The theme of the conference celebrates the productive interface between Applied Linguistics research and other disciplinary ways of knowing, forms of professional practice and issues of public concern.

Information: Deirdre Martin, Meetings Secretary (BAAL), School of Education, University of Birmingham, Birmingham B15 2TT, UK. E-mail: d.m.martin@bham.ac.uk Web: <http://www.baal.org.uk/baalc.htm>

September 8-10 (2003) - Ivanovo (Russia)

5th International School in Lexicography.

Information: Dr. Olga Karpova, Ivanovo State University, 39 Ulitsa Ermaka, 153025 Ivanovo, Russia. E-mail: karpova@interline.ivanovo.ru

September 11-13 (2003) - Prague (Czech Republic)

10th International Conference on Translation and Interpreting. Conference held on the occasion of the 655th anniversary of Charles University and the 40th anniversary of the Institute of Translation Studies.

Information: Zuzana Jettmarová, Institute of Translation Studies, Hybernská 3, CZ-110 00 Praha 1, Czech Republic. Tel.: +420/221619513 Fax: +420/221619528.

E-mail: jettmar@ff.cuni.cz Web: <http://url.ff.cuni.cz/>

September 12-13 (2003) - Rennes (France)

Colloque international sur la traduction: "Francophonie et traduction, traduction en francophonie. Enjeux européens et globaux".

Information: Nathalie Leblanc: nathalie.leblanc@uhb.fr.

Web: <http://www.uhb.fr/evenements/>

September 18-20 (2003) - Castellón (Spain)

First International Conference on the Internet and Language. A forum of discussion for linguists and researchers in areas such as Linguistics, Applied Linguistics, Literary Studies or Translation, among other disciplines, who are involved in the use or study of Internet, either as a research or teaching resource or as a linguistic phenomenon in itself.

Information: Santiago Posteguillo Gómez, First International Conference on Internet and Language, Dept of English and Romance Philology, Facultat de Ciències Humanes i Socials, Campus Riu Sec, Universitat Jaume I, E-12071 Castelló, Spain.

E-mail: postegui@fil.uji.es Web: <http://www3.uji.es/~alcina/int-lang.htm>

September 22-24 (2003) - Broome (Australia)

7th International Conference of the Foundation for Endangered Languages: "Maintaining the Links: Language, Identity and the Land"

Information: Joseph Blythe jungurra@yahoo.com.au

September 25-26 (2003) - Copenhagen (Denmark)

First Nordic Symposium on Multimodal Communication. The symposium aims to bring together researchers from all disciplines studying multimodal interaction. Organised by the Nordic network on multimodal interaction Mumin.

Information: Patrizia Paggio, Center for Sprogteknologi, Njalsgade 80, 2300 Copenhagen S, Denmark. Tel: +45 35 32 9072 Fax: +45 35 32 9089

E-mail: patrizia@cst.dk Web: <http://www.cst.dk/mumin/mmnordic03.html>

September 25-27 (2003) - Tübingen (Germany)

34. Jahrestagung der GAL (German Association of Applied Linguistics): "Sprache(n) in der Wissensgesellschaft"

Information: E-mail: geschaefsstelle@gal-ev.de

Web: http://www.gal-ev.de/jahrestagungen/jahrestag_2003/gal_jahrestag2003.htm

September 26 (2003) - Copenhagen (Denmark)

Sprogmesse 2003: sprogenes mangfoldighed, sprog og kommunikation, sprog som kulturbærer, sprogpolitik. (Language Fair 2003 / main language: Danish). Sprogmesseen arrangeres af Dansk Selskab for Fagsprog og Fagkommunikation i samarbejde med FUHU, Erhvervssproglig Forbund, Handelshøjskolen i København, Handelshøjskolen i Århus, Aalborg Universitet, Syddansk Universitet og CIRIUS.

Information: Dansk Selskab for Fagsprog og Fagkommunikation (DSFF), Dalgas Have 15, DK-2000 Frederiksberg, Danmark. Tel.: +45 38 15 32 89 Fax: +45 38 15 32 33
E-mail: fq.fc@cbs.dk Web: <http://www.sprogmesse2003.dk>

October 4 (2003) - Reykjavik (Iceland)

Conference on Language Policy and Standardization. Conference languages are Danish, English, Faroese, Icelandic, Norwegian, and Swedish.

Information: Íslensk málstöð [Icelandic Language Institute], Neshaga 16, IS-107 Reykjavik, Iceland. E-mail: aripk@ismal.hi.is
Web: <http://www.ismal.hi.is/Radstefna2003ENS.html>

October 15-17 (2003) - Tashkent (Uzbekistan)

6th International Conference on Language and Development. The broad themes of the conference will be: Language policy and its relationship to broad issue of national development, language planning, educational provision and multilingualism / The effective design, implementation and evaluation of language and literacy curricula in development contexts.

Information: Martin Seviour, Deputy Director, British Council, Tashkent.
E-mail: martin.seviour@britishcouncil.uz
Web: <http://www.toad.net/~royfc/confers/conf3oct/SixthInternationalConference.html>

October 22-25 (2003) - Driebergen (The Netherlands)

Multidisciplinary Approaches to Discourse (MAD'03): Determination of Information and Tenor in Texts.

Information: E-mail: l.lagerwerf@scw.vu.nl
Web: <http://home.scw.vu.nl/~lagerwerf/Mad03Web/index.htm>

Our conference calendar may also be consulted on our web-site:

<http://www.dsff-lsp.dk/centres/dsff/LSP/calend.htm>

LSP and Professional Communication is an international refereed journal aimed at those interested in language for special purposes and professional communication. The aim of the journal is to build bridges between theoretical and applied research within these areas along with the practical applications of both types of research. The articles published in the journal will be targeted towards researchers as well as practitioners.

The Editors especially wish to encourage papers on: recent research within the field of LSP and new comments or reports on particular problems or on situations special to certain countries or regions. Papers should be written in an accessible though rigorous style, which also communicates to non-specialists.

International Advisory Board

Ass. Prof. Josette Andersen

Center for Cand. Negot Studies, University of Southern Denmark, Denmark

Dr. Bassey E. Antia,

University of Maiduguri, Department of Languages and Linguistics, Nigeria

Prof. Dr. Reiner Arntz

Universität Hildesheim, Institut für Angewandte Sprachwissenschaft, Germany

Translator, MA Sys Bundgaard

Nordea, Group Translation, Denmark

Prof. Vijay Bhatia

City University Hong Kong, Dept. of Linguistics and Comparative Literature, Hong Kong

Prof. Dr. Teresa Cabré Castellvi

Universitat Pompeu Fabra, Facultat de traducció i interpretació, Spain

Prof. Dr. phil. Susanne Göpferich

Fachhochschule Karlsruhe, Hochschule für Technik, Germany

Prof. Dr. John Humbley

Université Paris XIII, Labo Linguistique Informatique, France

Prof. Dr. Christer Laurén

Vasa Universitet, Institutionen för nordiska språk, Finland

Ass. Prof. Susanne Lervad

Université Lumière Lyon II, Centre de terminologie et de traduction, France

Ass. Prof. Johan Myking

Universitetet i Bergen, Nordisk Institut, Norway

Prof. Bodil Nistrup Madsen

DANTERMcentret, Denmark

Prof. Michel Perrin

Université Bordeaux II, Département de Langues Vivantes Pratiques, France

Ass. Prof. Lisbet Pals Svendsen

Copenhagen Business School, Department of English, Denmark

Dr. Margaret Rogers

University of Surrey, Dept. of Linguistics and International Studies, England

Prof. Dr. Klaus-Dirk Schmitz

Fachhochschule Köln, Fachbereich Sprachen, Germany

Prof. Dr. Hartmut Schröder

Europa-Universität Viadrina, Fak. für Kulturwissenschaften, Germany

Ass. Prof. Viktor Smith

Copenhagen Business School, Department of FIRST, Denmark

Marketing Manager, MA Jeanette Ørsted

Translation House of Scandinavia, Denmark