Short report on the discussion in the Working Group "Terminology and Terminological Lexicography":

The Working Group discussed the following topics:

1 Dissemination of the General Theory of Terminology (GTT)
2 Terminology and lexicography
3 Co-operation

1 For the dissemination of the General Theory of Terminology two measures have been proposed, namely
   - training
   - publication of a popular introduction to this field.

1.1 Training. - It was felt that there is an urgent need for training in the "General Theory of Terminology" not only for students at universities but also for professionals involved in terminology work. First of all teachers will have to be trained in special courses for this field. In addition training should be offered to people involved in terminology work in organizations, institutions, firms, etc. in order to acquaint them with the terminological principles (see particularly item 2.1).

Therefore appropriate measures should be taken to organize summer schools and workshops for teachers for the General Theory of Terminology.

For the funding of such courses applications should be made to organizations such as Unesco and the Council of Europe.

Austria would be an appropriate place for such courses since it has a long experience concerning research in terminological principles. In addition the Austrian Standards Institute hosts the International Information Centre for Terminology (Infoterm) and holds the Secretariat of TC 37 "Terminology (principles and co-ordination)" of the International Organization for Standardization.

1.2 Publication of an introduction. The second measure would be the publication of a popular introduction to the General Theory of Terminology. It should provide a general view for students and serve as a reference book for those involved in practical work. The preparation should be entrusted to a group of experts in this field who have enough experience not only in teaching but also in the application of the principles of terminology work.

2 Terminology and lexicography

2.1 When discussing lexicographical problems it became evident that nearly all requirements for technical vocabularies proposed by the participants can be found in ISO Recommendations and ISO Standards or the pertaining national standards (see Infoterm Newsletter 4 published in "Lebende Sprachen" 22 (1977), no. 2, pp. 93-95). These standards should be applied whenever possible. ISO Recommendations and Standards in question are listed below:

   1 Organization
      ISO/R 1087 "Vocabulary of terminology"
      ISO/R 919 "Guide for the preparation of classified vocabularies"
      (Example of method)

   2 Terminology work
      ISO/R 704 "Naming principles"
      ISO/R 860 "International unification of concepts and terms"

   3 Layout
      ISO/R 639 "Symbols for languages, countries and authorities"
      ISO/R 1149 "Layout of multilingual classified vocabularies"
      ISO 1951 "Lexicographical symbols particularly for use in defining vocabularies"
4 Thesauri
ISO 2788 "Documentation - Guide for the establishment and development of multilingual thesauri"

2.2 Terminology banks. - Lexicographical work cannot be executed satisfactorily without the aid of modern techniques. A considerable part of lexicographical work can be done by using terminology banks. Therefore it is highly desirable that terminology banks be established and maintained.

2.3 Particular vocabularies and encyclopedias. - It was mentioned that there is a particular need for collocation vocabularies and middle sized encyclopedias (appr. 3 volumes).

3 Co-operation
It was proposed that co-operation with all national and international organizations involved in applied linguistics be established, in particular with Infoterm which is developing a network of terminology preparing bodies and terminology documentation centres.

Recommendations

1 Dissemination of the General Theory of Terminology (GTT)

1.1 We recommend that the General Theory of Terminology be taught as widely as possible especially at the university level and that seminars be set up to disseminate knowledge on the application of GTT in professional bodies and organizations. This should be done on the international and national level.

1.2 We recommend that as soon as possible a workshop or summer course on GTT be set up on a permanent basis to train future teachers of GTT and that application for the funding of such courses be presented to organizations such as Unesco and Council of Europe. We suggest Vienna as a suitable place for holding such courses.

1.3 We recommend as an immediate measure that a popular introduction to the theory and practice of terminology be prepared in as many languages as possible, by a panel of experts.

2 Terminology and lexicography

2.1 We recommend co-operation in the field of terminology and lexicography and the implementation of the ISO Recommendations and Standards wherever possible. This applies particularly to the setting up and use of terminology banks.

2.2 We recommend that all forms of terminological lexicography (monolingual, multilingual, systematic and alphabetic vocabularies as well as frequency dictionaries) be furthered.

3 International co-operation
We recommend that AILA maintain close contact with all organizations etc. connected with terminology especially with Infoterm which is developing a network of terminology preparing bodies and terminology documentation centres within the framework of UNISIST (Unesco).

Working group on LSP Planning and Systematisation (printed as received)
This working group was chaired by Max Gorosch with Malcolm Clay as rapporteur. The Unesco ALSED LSP model, adopted in 1975 and based on Gorosch's model from 1967, was discussed. Spreisler confirmed that he had based his own model on this. The advantages and disadvantages of both were considered. It was agreed that planning and systematisation were things the LSP teacher had to know very much more about than the general-purpose language teacher. The latter had to adopt the syllabuses and planning established by the school authorities. The former must be prepared to do the planning himself on the basis of an analysis of LSP needs in society. Planning would involve the evaluation of study programmes, the selection of materials, a definition of the required competence, the elaboration of relevant means of assessment, instruction of teachers etc. There was a need
for a special category of LSP teacher - an LSP advisor, particularly for the needs of Public and Business administration, commerce and industry, etc. It was also recommended that LSP Planning and Systematisation be represented as an item at the Montreal Congress, it was proposed that the Gorosch model incorporate the specific data mentioned in the Unesco ALSED report, and be supplemented by detailed sub-models relating to research and development concerning its Sector A: Objectives (Language Situations and Inventories of their linguistic components).