There are two ways in which one can gather information on new areas in linguistic research. One way is to look through all existing bibliographies and recent articles on the subject and just hope that all recent trends can be detected. The other is to join a major conference on the research area in question and get in personal contact with leading scholars. The second alternative often leads to more profitable results, provided the conference is relevant and comprehensive enough. This was the case with the ASLA Symposium on 'Language in Use' held at Södertälje, Sweden, on 6-8 October, 1978. The papers read at this symposium have now appeared in print, edited by Moira Linnarud and Jan Svartvik. The title of the volume is Kommunikativ kompetens och fackspråk ('Communicative Competence and LSP'), two concepts which adequately cover the contents of the published papers.

The editors have been admirably quick in seeing the book through the press (Distributor: Läromedelscentralen, Möllegatan 8, S-222 29 Lund). This is definitely not customary for proceedings from conferences of this kind. At the same time one is slightly disappointed at the lack of a proper introduction to the volume and a presentation of the two research areas. Thus, although one must be grateful to the editors for their urge to make the papers available, it is quite clear that it would not have taken much extra time to expand the preface and define this branch of linguistics, to state the purpose of the symposium, introduce the authors, including the guests from Holland, Great Britain, and the German Democratic Republic, describe the planning of the volume, explain which papers are survey articles and which presentations of research projects, etc. There is no list of participants of the symposium. There are some authors who have not given their addresses or university affiliations.

Of course one must admit that the articles mostly speak for themselves. In the present article it is my intention to limit the discussion to the articles on LSP, since this is the major concern of this newsletter. For the sake of readers who are especially interested in communicative competence, I submit the following list indicating the titles of all the papers dealing with this branch of linguistics. The paper by Mike Sharwood Smith on the notion of time in a pedagogical grammar was a plenary lecture.

Per Linell, "On knowing what one is going to say" (pp. 1-17)
Thorstein Freithem, "The imperative mood - a misnomer?" (pp. 19-37)
Karin Aijmer, "Explanation and arguing" (pp. 39-52)
Stina Borgstam, "Decoding and interpretation" (pp. 53-68)
Peter Cassirer, "Bedömning av tillförlitlighet som faktor i den kommunikativa kompetensen" (pp. 69-74)
Lennart Svensson, "Describing the thought content in terms of different conceptions of the same phenomenon" (pp. 75-93)
Johannes Wagner, "Kommunikative Kompetenz als Lernziel im Fremdsprachenunterricht = Kommunikativer Fremdsprachenunterricht?" (pp. 95-116)
Moira Linnarud, "The receiver's attitude and the learner's competence - two factors in communication" (pp. 117-28)
Michael Knight, "Achieving communicative competence in the classroom" (pp. 129-36)
It is clear from this list that most papers in this section were written by by Swedish scholars. In the case of the section on LSP, on the other hand, the Danish dominance is quite marked. This section is introduced with two introductory articles, one by Max Gorosch, the other by John Sinclair, Birmingham. Gorosch's article, "Några aktuella synpunkter pi fackspråk" (pp. 253-57) offers a rather wide definition of LSP, namely communication within a specific area, i.e. a form or sector of organized human activity. A similar attitude towards a wide definition is adopted by the AILA Scientific Commission on LSP. John Sinclair's plenary lecture was called "Language for specific purposes" (pp. 259-68) and was an attempt to "review the current scene in LSP from the writer's point of view". John Sinclair, who is one of the main advocates of intensified LSP research, regards LSP as the most exciting development in language teaching for years. He, too, has a wide and liberal definition of LSP, stating that "it is simply language teaching of any kind placed in relation to its context" (p. 266).

The second plenary lecture published is Lothar Hoffmann's "The linguistic analysis and the teaching of LSP in the GDR" (pp. 269-93), which was published in the February issue of this newsletter.

In no less than five papers, members of the Copenhagen School of Economics and Business Administration present practical examples and results from their work on legal language. In her paper: "The relationship between general and specialized language teaching" (pp. 295-310), Karen Stetting gives an interesting example of what she calls "functional analysis", i.e. the analysis of both dynamic and static systems. Three other scholars, Inge Gorm Hansen, Lita Lundquist, and Jens Rasmussen, present a very extensive project in a paper called "Analyse af lovtekster" ("Linguistic analyses of legal texts") (pp. 333-38). This project is part of a text linguistic analysis of legal language, technical language, and economic language. The project aims at making a pragmatic, syntactic, semantic, and lexical description of these LSP categories in Danish, English, French, Spanish, and German. The final purpose of this far-reaching project is to establish a text typology which can be the basis for a translation theory. This is an ambitious and impressive project whose scope is made quite clear by the titles of the three papers:

Inge Gorm Hansen, "Pragmatiske aspekter af lovtekster eksempliceret ved uddrag af den danske og den engelske ægteskabslov" ("A pragmatic analysis of Acts of Parliament illustrated by extracts from the Danish and the English Acts on the dissolution of marriage") (pp. 339-54),

Lita Lundquist, "Teksttypebestemmelse af en lovtekst via en semantisk dybde-
struktur" (Typological classification of Acts of Parliament by means of a semantic deep structure) (pp. 355-72), and Jens Rasmussen, "Nogle syntaktiske karakteristika for lovtekster" (Syntactic characteristics of Acts of Parliament) (pp. 373-84).

A German project called "Fachsprachliche Kommunikation" (FAK) is presented by Wolfgang Koch, Inger Rosengren, and Manfred Schonebohm (Lund) in a paper called "Sprachhandlungsstruktur des Textes" (pp. 311-32). The aims of this project are a) to describe and analyse communication between German and Swedish technicians and economists, on the basis of LSP texts, and b) to find out what difficulties such texts cause. The authors describe a model for analysing these texts which is based on the theory of speech acts.

Besides a paper by Alvar Göös called "LSP in action - a lecture on gun safety" (pp. 385-93), and a short description of the situation of interpreters in Sweden by the Stockholm branch of the Swedish Interpreters' Association (pp. 395-400), there is finally a discussion of LSP training in the Swedish upper secondary school by representatives of the National Board of Education, The Swedish Centre of Technical Terminology, The Swedish Employers' Confederation, schools and universities, etc. Most of the arguments illustrate the fact that more and better training of LSP is needed as well as more and better qualified teachers of LSP.

It is obvious that conferences similar to the one held at Södertälje are greatly needed. This has been illustrated here by examples of papers dealing with LSP. I am convinced that the same conclusion would have been reached, had I chosen to present the papers concerning communicative competence. At any rate, the initiative of ASLA deserves much praise. The results of all projects will be eagerly awaited.