The seminar was entirely conducted in Spanish and constituted a 35-hour intensive introduction to terminology. Themes treated included the following:

- "Common core, LSP, terminology"
- "Terminology research: recent history and current state of the art: its theoretical foundation and practical application"
- "Concept and definition"
- "Evaluation of definitions"
- "Conceptual systems"
- "Terms"
- "Evaluation of terms"
- "Terminology in Quebec"
- "Terminology methodology - the Quebec model"
- "Terminography (terminological lexicography)"
- "Modern technological aids to terminology work"
- "Standardization"
- "Problems of terminology in Venezuela"
- "Terminology documentation"
- "Models for practical terminology work"
- "Planning a practical terminology project"
- "Training terminologists"
- "INFOTERM and TermNet: terminology work at international level"
- "Two models for institutional organization at regional level: 1) the Scandinavian model, 2) the Quebec model"
- "Possible forms of cooperation in the field of terminology in Venezuela"

The value of this pioneering enterprise in exchanges of expertise and experience at international level in a geographical region such as Latin America predictably received wide recognition. This initial seminar, by living up to expectations, cannot fail to have repercussions. Improving the shining hour by implementation of follow-up sessions and extended cooperation without delay will firmly establish terminology as a branch of learning throughout Latin-America. Every effort should now be made to consolidate the first successful initiative by the promotion of cooperation in the field of terminology at all levels - locally, internationally and intercontinentally.

JENNIFER DRASKAU


This LSP Symposium, the fourth of its kind, was attended by high expectations, some of which were more than fulfilled, others less so. The symposium enjoyed the patronage of the UNESCO-Alsed Network and the AILA (LSP section), and was presided over with dexterous bilingual wit, Gallic charm and universal professionalism by Professor Michel Perrin, of the host University, Bordeaux II.

In a symposium on this scale it is inevitable that contributions should be of varying quality; but there were many valuable and relevant plenary lectures and useful and inspiring workshop sessions. The symposium got off to a good start on Monday morning, when John Swales, of the University of Aston in Birmingham, dealt with some measurable characteristics of Modern Scientific Prose; his well-chosen inaugural lecture set a standard of clarity and relaxed well-informedness that was a worthy key-note for the conference. Monday's second plenary presentation was by Evelyne Brouzeng, of the Technical Institute of the University of Bordeaux I, who spoke on "L'enseignement des langues et culture scientifique et technique". After each morning's plenary sessions the authors of the afternoon's papers were asked to give a very short oral presentation of their papers.
There had been some confusion among participants as to the meaning of communications they had received from the organizers — "poster-sessions," for example. Once it was established that workshop leaders were to present their topics in the plenary session, and to set up posters with key words and summaries or other illustrative material in the foyer of the University, where luncheon, coffee breaks and book exhibitions also took place, everyone joined in with enthusiasm and the "discussion around the posters" became one of the most popular and useful features of the Conference.

In the workshops, speakers generally gave a 30-minute presentation followed by discussion. A reporter was appointed to keep records and to give a brief summary in plenary session. Reports focused less on the content of the paper presented than on the ensuing discussion, especially if this promoted new directions or resolutions. Some workshop topics and procedures lent themselves more to this treatment than others (again, the comment is banal: such will inevitably be the case. In the light of this, it seems advisable to assess the potential value of each "report" and to ensure by judicious editing that no report descends into the time-consuming recounting of trivia — let me hasten to add that, in most cases, reports were well-prepared and presented and had relevance for many, if not all, the participants).

Monday's workshops:

Françoise Causse, Université Paris XI: "L'anglais des scientifiques francophones aujourd'hui et demain"

Guy Guionnet, Université Bordeaux I: "Anglais pour une seule spécialité dans un premier cycle de génie mécanique"

Jan Rembowski, Université Lille I: "9 years LSP teaching in a French Science University"

Zofia-Blanca Slaweck, Ecole Sup. d’Agronomie, Varsovie: "L'enseignement des langues de spécialité en Pologne"

Theo Van Bernem, Université de Wuppertal: "Subject English/General English. The problem of English at vocational Schools"

Françoise Iron, Université Bordeaux I: "La diffusion de l'information scientifique et technique: un des objectifs de l'enseignement des langues de spécialité"

Ludmilla Delorme, Université Bordeaux II: "10 ans d'enseignement de l'anglais aux étudiants de psychologie"

Ray Cooke, Université Bordeaux II: "Developing teaching modules in English for advanced students in Pharmacy"

Geoffrey Prest, Université Bordeaux: "Intensive training courses in English for scientists"

Tuesday's activities opened with a review of the previous day's workshops, followed by an hour in working groups organised according to subject area:
The morning's plenary lecture was given by G. Verrier, and J.M. Thibaut, of the University of Lille I, whose subject was "X-tique, Y-ciels et Z-teurs: une nouvelle langue de spécialité? Réalités et perspectives de l'utilisation de l'informatique dans l'enseignement des langues".

The afternoon's workshops were:

Edward Johnson, Wolfson College, Cambridge: "Seaspeak: an example of the use of computer techniques in linguistic research"

Daniel Decoterd, Université Grenoble I: "Enseignants, étudiants, institutions et machines"

Herbert Eisele, ISIT Paris: "Pédagogie de la terminologie technique"

These were followed by practical demonstrations of work with computers.

Wednesday must stand out in the annals of Symposia as one of the most successful and well-organised Excursion Days ever! After a fascinating two-hour boat-trip up the River Garonne, to a lively commentary by Michel Perrin over (LOUD!) loudspeaker on the landscape's special features - subfluvian passages, vineyards and lamprey-fishers - there was a short coach ride to the historic Château de Malle, where, after a tour of the château - still occupied by members of the same family - and of its wine presses, a sumptuous buffet lunch, enhanced by the appropriate wines, was enjoyed in the cellars or the park, according to taste. This day of relaxation provided a most valuable opportunity for forging new contacts and exchanging views with colleagues.

Thursday's activities opened with discussion of ESP materials presented by publishers. The first plenary academic lecture, by Anne Marie Cornu and Jean Binon of the Catholic University of Leuven, Belgium, on "De l'évaluation à la catégorisation", was a most inspiring paper. The authors aimed to show that "la langue fonctionnelle ne tend pas vers l'objectivité". Their argumentation was well-founded and supported by a selection of LSP illustrative material.

The text of Thursday morning's second plenary presentation is published elsewhere in the present issue of the Newsletter, under its title: "Is there a scientific-technical register?"

The afternoon's workshops scheduled were as follows:

Manfred Sprissler, Université Bielefeld: "Instruction par le texte"

Pierre Cadiot, Université Paris VIII: "La pragmatique des compléments introduits par POUR"

Paolo Balboni, Université Venise: "The LSP of Marine Telecommunications"
After the reports from workshops on Friday morning, Kurt Opitz, of Hamburg Polytechnic, spoke in plenary session on "Evitable logomachy - when LSP turns into fad". Kurt Opitz is generally a lively and inspiring speaker, with interesting and often unusual illustrative material, and this presentation was no exception.

Jean Paul Narcy, of the Technical University of Compiègne, had the unenviable task of both being the final plenary speaker on the programme, and of following Opitz - however, not only did he acquit himself with all possible honour; he spoke on "What happens to LSP when learners take the initiative?" in excellent English, which came as a welcome surprise to one or two non-francophones who had begun to suffer from communicational stress!

This question of the language barrier, obviated though perhaps it ought to be, ideally, at this European level, gathered momentum in the course of the Symposium until at one point it threatened to assume problematic dimensions. The organizers made great efforts to accommodate the wishes of participants - resumés were offered in the other language (French or English), simultaneous and consecutive translation suddenly became widely practised skills. At the three previous conferences in this series, German was included as a third official language - it might perhaps have been advisable to state clearly that in Bordeaux this tradition would not be observed. The Bordeaux meeting threw the language problems into relief and brought one or two unexpected attitudes into the open - not always a bad thing. Most problems were ironed out, and all in all the excellent organisation made this a very successful conference. Among those whose contributions, both professional and social, should not go unsung were the foreign teaching assistants of the University of Bordeaux, to whom everyone's thanks are due. They did all in their power to ensure the smooth running of the symposium.
There were three final workshops on Friday afternoon:

Jaroslav Voracek, Université de Prague: "Teaching LSP and terminology: yet another view"

Henry Niedzielski, University of Hawai Honolulu: "Assessing individual abilities for learning languages for specific purposes"

Krista Varantola, Turku University, Finland: "The training of 'layman' students into specialist translators".

There followed a final plenary session. The week's activities concluded on a festive note with a farewell party at the seaside villa of Professor and Mme Delorme, a pleasure which a rigid travel schedule unfortunately forced some of the participants, including the undersigned, to forgo.

It is always difficult to offer a fair overview of a full programme of simultaneously-conducted workshops, for obvious reasons. Let me just state, for what it's worth, that those (and there were many) which I found of especial interest, judging from my own experience and the remarks of colleagues, included the very authoritative presentations on Thursday afternoon by Paolo Balboni on "The LSP of Marine Telecommunications"; Christer Laurén, on "Continuous and discontinuous processes in LSP texts: terminological aspects" and his colleague Marianne Nordman, on: "Syntactic aspects" of the same processes. Krista Varantola, on Friday, on "Training laymen students into specialist translators", and Herbert Eisele, on Thursday, whose theme was "Pédagogie de la terminologie technique". It was interesting to hear something about the Polish situation in LSP teaching from Zofia-Blanca Slaweck - indeed, one could wish that Eastern Europe had been more strongly represented at the Symposium. The area's contribution to the field of LSP reflects a long and respected tradition, and for this reason it would appear imperative that the venues of Symposia be made attractive to Eastern European scholars, with whom an interchange of results and experience has so often proved fruitful.

Perhaps this factor should be borne in mind in the selection of the location for the Symposium in 1987, which Finland has offered to stage?

Meanwhile the proposal to hold the next European LSP Symposium at Leuven, Belgium, in 1985 was received with acclaim.

JENNIFER DRASKAU