Finally model sentences are heard by the students who then have to mark on the tone: iii.iLiL iiouadai-ies.

The third lesson involves reading the transcript itself and answering various comprehension questions, or taking parts and reading out the dialogue. The fourth lesson is an extension of this involving written exercises. The students are given a sheet with two short dialogues on; they have to complete several replies which have been left blank but which they can guess from context. They could then be asked to write their own dialogue about a disagreement, a discussion about exam results, etc.

We hope that through controlled exposure to what we consider appropriate subject specific material and exercises based on the material which give practice in responding to and participating in target areas we will increase our students' ability to handle the language requirements of their particular subjects. Simple routines or exchange structures like those illustrated here are, we think, an important part of that requirement.

REFERENCES:
2. This phrase is Julia Dakin's, "Language Laboratory Materials' ECAL vol. 3.

CONFERENCE AND SEMINAR REPORTS:

REPORT ON: UNIVERSITY SEMINAR ON TERMINOLOGY

From March 11th to 15th 1985, a residential course was held in the Department of Linguistic and International Studies at the University of Surrey that was probably unique in Britain. Based on previous training courses for future trainers in terminology, the Nordic Course held in 1978 and a course held in Venezuela in 1983, the work of the entire five days was courageously sustained by its two authors, Heribert Picht and Jennifer Draskau of the Copenhagen School of Economics and Business Administration. Originally intended as a Surrey departmental activity in preparation for the first year of the department's M.A. in Translation run by its Centre for Translation Studies, the course was gladly opened, at special request, to colleagues from the National Institute of Higher Education and the College of Technology, Dublin.

The course combined lectures and discussion with practical workshop sessions attended by lecturers and postgraduate students of the Surrey department from countries as far apart as Norway, Finland and Zaire. Commencing with a review by Jennifer Draskau of special languages, their function and nature, and a history of their study and definition, the course concentrated, in its first three days, on terminology and terminological work. Tracing modern terminology from Linne through to the decisive work of the Viennese linguist engineer, Eugen Wüster, Heribert Picht introduced participants in a detailed sequence to problems of analysing concepts and their terms and of establishing definitions, to principles of ordering and systems of concepts, and to the relationship of standardisation work to multi-lingual terminology. Participants became all too aware of the pitfalls open to the linguist who does not work in closest collaboration with experts in the field, of the necessity for tautly organised work and for consistency in definition and analytical method. On the fourth day, Mr. Picht moved on to terminological data banks and, in particular, to the evolution of and lessons learnt by Danterm, which operates from within the Copenhagen School of Economics. The vital requirement for a standard yet flexible entry format if information is to be exchan-
ged or augmented from other banks was as plain to participants as was a clear view from the outset of the intended user group and commercial objective of the bank.

In sessions on the last day, Jennifer Draskau and Heribert Picht looked at the relationship of terminology and documentation, and to the collaborative networks between existing terminology centres and banks, and, in particular, the functioning of the Nordic system, Nordterm. The final paper was aptly devoted to the training of terminologists, past and present, and to a lively discussion of available literature.

The course was invaluable, highly detailed and intense in its informational content, totally honest in its appraisal of the inevitable mistakes made over the years of development work on the L.S.P. Centre and Danterm in the Copenhagen School of Economics, and a wonderful opportunity for lively debate between colleagues of common interest but different natural background. The course is to be published by the Department of Linguistic and International Studies and should be available at the beginning of the autumn term 1985; enquiries should be directed to the Centre for Translation Studies, Department of Linguistic and International Studies, University of Surrey, Guildford, Surrey GU2 5XH.

I should like to thank Jennifer Draskau and Heribert Picht on behalf of the Centre and Department most profoundly for the quite enormous effort they put into both preparing the course and delivering it over five stimulating days.

NIGEL REEVES