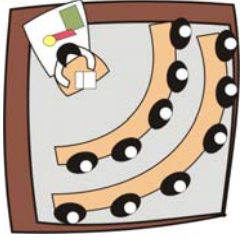


1. SPECIFIC DETAILS: LESSON 1

LESSON 1	Specialized Communication and Terminology	
Hours	3	
Teaching method	Lecture: 1h	
	Practical exercises: 2/3 hours (in-/out-of-class activities)	
Teaching location		Normal classroom

2. OBJECTIVES

As a result of this lesson the students will be able to:

- identify the features that make special languages different from general language and artificial languages.
- identify the role that terms have in specialized texts as knowledge carriers and organisers.

3. IN-CLASS ACTIVITIES

Exercise 1¹.

Some terms (verbs and nouns) of the following text have been removed. Read the text and answer the questions.

TEXT 1

A _____ is a _____ which _____ or _____, using a variety of different _____. When used _____ (to _____) this _____ is designed to provide the same _____ that you are accustomed to with a _____. Many common _____ provide slightly lower _____ when compared to _____, due to the _____ to the _____ itself during _____.

Features:

- * _____ easy to read
- * _____ from _____ to _____
- * _____ and fast response
- * _____ when _____ is _____
- * _____ for last _____
- * _____
- * _____: 11.1____ (including _____)

Questions:

- 1. What is the topic of the text?
- 2. All the words that carried specialised knowledge were removed. Can you say the type of words that are left?

Exercise 2.

The following list has all the terms that have been extracted from text 1. Look at them and answer the questions.

¹ Exercises 1, 2 and 3 have been adapted from the courses offered by IUL@online: <http://www.iula.upf.edu/iulonlca.htm>

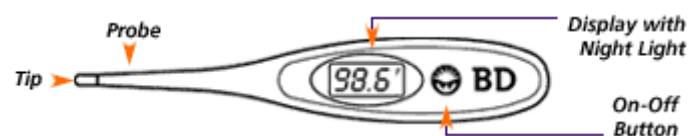
thermometer device	glass thermometer.	accuracy	LCD display
measures	digitals	Beep alarm	Measuring rang
temperature	temperature	peak temperature	32°C
gradient	readings	reached	42°C
clinically	glass	Memory	0.1°C
measure	heat lost	measurement	principles
body temperature	digital	Automatic	power
digital	thermometer	off	
thermometer	temperature	Weight:	
accuracy	taking	g	
		battery	

Questions

- 3. Can you say what the text is about from the isolated words in the previous list? Explain your answer.

Exercise 3.

Look at the following image which was in the original text and answer the questions.



Questions:

- 4. Once you have seen the image, you think that the topic of the text is ...

- 5. Can you place *all the terms* listed in exercise 2 in text 1? State the difficulties you encounter.

- 6. What kinds of units have been easier to place within the text? Which ones have been the most difficult? And, the impossible ones?
- 7. What conclusions do you draw from this activity?

Exercise 4.

Each of the following properties characterizes artificial and/or special languages. Link the properties with its type of language.

1. *Signs have a supranational validity.*

<input type="checkbox"/>	artificial language	<input type="checkbox"/>	specialized language
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2. *They are completely invented languages.*

<input type="checkbox"/>	artificial language	<input type="checkbox"/>	specialized language
--------------------------	---------------------	--------------------------	----------------------

3. *Their signs are univocal: there is neither synonymy nor polysemy.*

<input type="checkbox"/>	artificial language	<input type="checkbox"/>	specialized language
--------------------------	---------------------	--------------------------	----------------------

4. *Written form is more important and used than the oral one.*

<input type="checkbox"/>	artificial language	<input type="checkbox"/>	specialized language
--------------------------	---------------------	--------------------------	----------------------

5. *Signs have a certain degree of synonymy.*

<input type="checkbox"/>	artificial language	<input type="checkbox"/>	specialized language
--------------------------	---------------------	--------------------------	----------------------

6. *Syntax is reduced to its simplest expression.*

<input type="checkbox"/>	artificial language	<input type="checkbox"/>	specialized language
--------------------------	---------------------	--------------------------	----------------------

7. *There are no polysemous signs.*

<input type="checkbox"/>	artificial language	<input type="checkbox"/>	specialized language
--------------------------	---------------------	--------------------------	----------------------

8. *They do not use either the emotional or the poetic function of language.*

<input type="checkbox"/>	artificial language	<input type="checkbox"/>	specialized language
--------------------------	---------------------	--------------------------	----------------------

9. *They have a short variety of signs and there is no possibility of admitting new units unless they are previously conceptualized.*

<input type="checkbox"/>	artificial language	<input type="checkbox"/>	specialized language
--------------------------	---------------------	--------------------------	----------------------

10. *They have a wide range of signs, and can admit new units.*

<input type="checkbox"/>	artificial language	<input type="checkbox"/>	specialized language
--------------------------	---------------------	--------------------------	----------------------

11. *They have the same syntactic possibilities as the general language does.*

<input type="checkbox"/>	artificial language	<input type="checkbox"/>	specialized language
--------------------------	---------------------	--------------------------	----------------------

12. *They are semiotic systems derived from natural language.*

<input type="checkbox"/>	artificial language	<input type="checkbox"/>	specialized language
--------------------------	---------------------	--------------------------	----------------------



3. OUT-OF-CLASS ACTIVITIES

DEADLINE: dd/mm/yyyy (Please note that this deadline is **STRICT** and **will NOT be extended**)

Homework



In this exercise you will find an LSP that most of you will be familiar with: recipes. Read the following text and try to rewrite the text in such a way that it conforms to the LSP in question.

(This exercise should be done without consulting any reference material)

(Adapted from Bowker & Pearson, 2002)

To make this recipe for Pasta with Chicken Mushroom Cream Sauce, you will need a package of farfalle (bow tie) pasta (16 ounce), some chicken, onions, mushrooms, heavy cream (one cup), butter, salt and pepper.

First bring a pot (not too small!) of lightly salted water to a boil. Add pasta and cook for 8 to 10 minutes or until al dente, then drain. Then, melt butter in a large skillet over medium heat. Afterwards, transfer chicken to a cutting board, and slice it thinly, then set the slices aside. What you do next is to saute the onion until it is tender and translucent. When the onion is ready, add the mushrooms, and gradually stir in cream. Cook it for about seven to ten minutes, or until sauce is thickened, and don't forget to stir constantly!. The following step is to stir in the chicken. You can also put in enough salt and pepper so that it will be to your liking. All should be cooked for about five minutes, or until heated through. Finally, toss with cooked pasta until evenly coated. Eat it before it gets cold!

Homework



Having done the previous exercise, what you have to do now is to look on the Internet for some recipes. Compare the version you got in the previous exercise to the recipes that you find on the Web. Are the terms, collocations and style that you used in line with those of the recipes that you found? (Adapted from Bowker & Pearson, 2002)

**Optional
exercise**


Do a brief review of one of the articles mentioned in the section "Basic Bibliography". (0.25 points, which will be added to the final mark)

DEADLINE: dd/mm/yyyy (Please note that this deadline is STRICT and will NOT be extended)

Basic Bibliography:

BOWKER, L. y PEARSON, J. (2002): «Introducing LSP». En BOWKER, L. Y PEARSON, J.: *Working with Specialized Language. A practical guide using corpora*. London/New York: Routledge, pp.25-40.

CABRÉ, M. T. (2001): «Análisis textual y terminología, factores de activación de la competencia cognitiva en la traducción». En *Actes de las VI Jornadas sobre traducción. La traducción científico-técnica y la terminología en la sociedad de la información*. Departament de Traducció i Comunicació. Castelló, pp. 24-26.

CABRÉ, M. T.; ESTOPÀ, R. (2002): «El conocimiento especializado y sus unidades de representación: diversidad cognitiva». En *Sendébar*, 2002, 13, pp.141-153.

Additional Bibliography:

ALPÍZAR CASTILLO, R. (1995) [1997]: *¿Cómo hacer un diccionario científico-técnico?* La Habana [s.n.]

CABRÉ, M.T. (1999): *Terminology. Theory, Methods and Applications*. Ámsterdam, Philadelphia: John Benjamins.

MEYER, I. & MACKINTOSH, K. (2000): «When terms move into our everyday lives: An overview of de-terminologization». En *Terminology*, 6(1), pp.111-138.

SAGER, J.C., DUNGWORTH, D, & McDONALD, P.F. (1980): *English Special Languages. Principles and practice in science and technology*. Wiesbaden: Oscar Brandstetter Verlag KG.