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Terminological Activities at the Academy of Persian Language and Literature (APLL)

Abstract
The article deals with a description of the current terminology stream which flows at the Academy of Persian Language and Literature (APLL). However, on occasion, the author points some problems out to the readers to draw their attentions to some inconsistencies, brings up some challenging questions and sometimes suggests solutions based on the usual terminological approaches. The article begins with a brief introduction to the history of the Persian Academies in Iran, spanning a period of 75 years. Then it goes into details about the terminology department activities at the present Academy: 1) structure: terminology groups, coordination council, technical committee and terminology council, and process: how terminological activities proceed along these parts; 2) products; 3) some other endeavors such as running seminars, offering training programs and doing outsourcing. All examples have been extracted from the real context, terminology records and Færhæng-e Vâţeha-ye Mosâvvæb-e Færhængestan 1997-2006 (A Collection of Terms: Approved by The Academy), 2008. Finally it ends with a conclusion that, owing to a lack of coherent terminology planning, the inconsistencies have creeped in the terminological activities and it refers to some neglected potentialities as well.

1. Introduction
The first official endeavors for creating Persian equivalents of foreign words dated back to Naser al-Din Shah Qajar, around 130 years ago (Rustae 2006). But the first Academy called Færhængestan-e ævvæl was set up in 1935. In 1937, the members provided a description of word formation principles. The Academy did not believe in purism; and some researchers argue that due to this moderate strategy, which the Academy pursued, most of its approved equivalents gained currency; two thousand equivalents were approved and sent to the King for the final approval until 1941. The Academy’s activities terminated in 1953 (from the Academy website; my translation from Persian).

The second Academy, called Færhængestan-e dovvoj 1969-1979, aimed to find or create equivalents for foreign words and to do researches in all living Iranian languages and dialects; the main activity was focused on word formation. Until 1972, it approved 6650 equivalents. In 1970 four research centers were set up at the Academy for word selection2, collecting Persian words, Iranian Old and Middle languages and grammar. Although most of the approved equivalents were not accepted by the intended users because of the purist attitude the members had, in linguistic researches it constituted some achievements. The Academy was active for a short period of time

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2 At the Persian Academies, finding or creating equivalents for foreign terms or words has been known as Vâţegozini (word selection). After facing with Terminology, some people employed Estelahshenasi as an equivalent for it and at the same time the Academy continued to use Vâţegozini, for instance the department is called Vâţegozini. Osul væ Zavababat-e Vâţegozini (Principles for Terminology; 2007: 9) states that vaţeh covers both word and term. However some people, including the author, are insisting to apply Estelahshenasi (estelah for term and –shenasi for -logy). Because of carrying the suffix -shenasi, as it occurs in râvanshenasi (psychology), jame’eshenasi (sociology), and so forth, Estelahshenasi is also referring to a branch of knowledge. And also by using estelah, as an equivalent for term, we distinguish term from word.
after Islamic Revolution but 11 research centers and organizations, including the Academy, were integrated to form the Institute of Cultural Studies and Researches in 1981 (from the Academy website; my translation from Persian).

The next organization involved in terminological activities is Iran University Press 1980–1990 (henceforth referred to as IUP). IUP is a governmental publishing company established after Cultural Revolution and influenced the language of science in Iran due to publishing university textbooks under the supervision of specialists and literary editors.

Describing one of its terminology projects, Mansouri (1988: 176-177) gives a report of how the standardization of physics terms has gone through several stages: 1) Važegan, a collection of 22960 English physics terms and 30220 Persian equivalents based on 120 books published from 1950 until 1980; 2) Vāže-nameh, a standardized bilingual dictionary (Mansouri 1996: 401); 3) Faerhæng, a descriptive dictionary, following the McGraw-Hill Dictionary of Science and Technology for writing definitions (p. 402). He believes that “more than 90 per cent of the terms coined according to this method have been accepted by the potential users as the standard scientific vocabulary (p. 398)”.

2. The Academy of Persian Language and Literature (APLL)

The third Academy called Faerhængestan-e sevvom was established in 1990. By founding the Academy, the task of terminology fell to this organization. The duties it should carry come as follows: 1) to maintain Persian as one of the national identity elements and the second language of the Islamic World; 2) to develop a language for expressing scientific and literary concepts; 3) to spread this language and its literature; 4) to broaden its usage scope both at home and abroad (from the Academy website; my translation from Persian). The Academy contains the following departments: Terminology, Lexicography, Comparative Literature, Contemporary Literature, Grammar, Iranian Languages, Encyclopedia of Persian Language and Literature, Encyclopedia of Literary Researches, Encyclopedia of Persian Language and Literature in the Subcontinent.

The terminology department inaugurated its activities in 1995 and published the first volume of a collection of approved equivalents for foreign general words in 1997; e.g. abzæn for jacuzzi, abshuyeh for siphon, azmudaen for test (verb) and azmun for test (noun). Until now around twenty five thousand equivalents have been approved. The department fulfils its function through insuring the cooperation among terminology groups, the coordination council, the technical committee and the terminology council.

2.1. Terminology groups

According to Faerhæng-e Važeha-ye Mosevvæb-e Faerhængestan (2008), thirty terminology groups, apart from the groups involved in the outsourcing project, are active at the Academy. A group is made of a representative from the Academy and some experts. The representatives also called researchers mostly hold MA or PhD in Linguistics but some of them BA in Translation and the department also has welcomed some interested people graduated from other subject fields, such as dentistry, biophysics and the arts. Besides English, some of the researchers know French, German and Arabic. Groups normally arrange their meetings weekly and have to perform three main duties: collecting data, filling in terminology records and providing the coordination council with a list of polysemous and synonymous terms accompanied by their equivalents.

2.1.1. Collecting data

The data gathering direction is from English into Persian and the experts should prepare a list of English terms to find or create Persian equivalents for them. Here in the first and the most important stage a problem comes up. For instance, décoration, a visual arts term, and its derivations and compound forms were not collected at the same time. For this reason, arayesh was approved for décoration in 1997 and azini for decorative in 2006, in the compound form of decorative arts.
In order to show to what extent the collected data are irrelevant, the author, aware of other possibilities for categorization, divided linguistic terms gathered during an annual round of terminological activities (Færhæng-e Vâzeha-ye Mosævvæb-e Færhængestan, 2008) into eight groups, of which the last group is for the terms which do not seem to coincide with these groups. The forward slash (/) stands for synonymy. Table 1 represents this classification.

| Syntax | additive relative clause/non-restrictive relative clause/appositive relative clause, actor, agent, recipient, source, benefactive/beneficiary/benefactor, experiencer, goal, instrumental, patient, clause, relative clause, relative pronoun, relativization, co-ordinating conjunction, co-ordination,co-ordinator,complement clause, complementizer/subordinator/subordinating conjunction, subordination, complex sentence, defining relative clause/restrictive relative clause, dependent clause, D-structure, S-structure, embedded clause/subordinate clause, Government and Binding Theory, intermediate structure, logical form, main clause/matrix clause/superordinate clause, minimalistic program, principles and parameters theory, thematic roles/theta roles(θ-roles), theta criterion, theta grid(θ-grid), theta theory(θ-theory), context dependent, context free, grammatical meaning, recursive definition, word-order |
| Semantics | meaning,connotation,denotation/denotative meaning/referential meaning, sign, significant/signifier, signification, signed/signified, definition, definition style, circular definition, vagueness, type, token, lexical ambiguity, lexical meaning, sentence meaning, literal meaning |
| Morphology | abbreviation¹, abbreviation², acronym, acrophone/initialism/alphabetism, blend, blending, borrowing, calque, clipping, coingage/coining, coined, word, word-class, word form, loan word, lexeme, lexenmic, lexicalization, lexicalized, orthographic word, lexical gap |
| Phonetics and phonology | phonetic form, phonological word, |
| Sociolinguistics | bilingual, bilingualism, creolization, diglossia, pidgin, pidginized, expanded pidgins, interlingua/lingua franca, linguistic atlas, multilingualism, argot, auxiliary language, artificial language, euphemism¹, euphemism², dialectal borrowing |
| Lexicography | academy dictionary, activator/active dictionary, bidirectional dictionary, bifunctional dictionary, comprehensive dictionary, learner’s dictionary, reverse dictionary/reverse-order dictionary, unabridged dictionary, lema, lemmatization, lexical entry, lexical meaning |
| Discourse analysis | discourse, discourse analysis (DA), critical discourse analysis (CDA)/(CA), context, context of situation, linguistic context, contextual, contextualization, decontextualized, cotext, setting, |
| Terminology | term, simple term, complex term, compound term, term bank, terminographer, terminography, |
| The others | arrangement, active vocabulary, passive vocabulary, core word, core vocabulary/basic vocabulary, analogy, analogical, anomaly, anomalous, sign language, contracted, contraction, genre, register, text, text analysis, text linguistics, semiology/semiotics |

Table 1. Linguistic terms

Another problem which persists during data collection is that some experts have a feeling of property towards terms and there are always quarrels with them. For example, which terminology group, linguistics or library sciences, should make a decision for terms such as dictionary, thesaurus, vocabulary, terminology and lexicon? It seems that they are linguistic products and library sciences is only consuming them but it classifies and designates them in a different way. Other examples of this kind of problem, using different terms for the same concept, are geopolitics and romanticism shared by various disciplines. For instance, romanticism was not imported by literature, the arts and philosophy simultaneously and then each of them has its own term referring to that concept. Therefore, it puts an impenetrable barrier for communicating interdisciplinarily.
2.1.2. Filling in terminology records

The next step a terminology group has to take is to fill in terminology records. The first information item is **term**, usually in English, and then its equivalents in some other languages, e.g. French, German, Arabic, and sometimes Spanish and Italian, it depends on the available resources. Some of the resources for consulting are Eurodicautom and *Le Grand Dictionnaire Terminologique*. This kind of information shows how other languages treated that concept: adoption, adaptation or creation. But most of the time the results are not fruitful because the consulted dictionary is not a specialized one or the Academy does not access a reliable source such as a term bank created by professional terminologists. For **compatibility**, a term from the color science group, the Arabic equivalents registered are: *ettesagh*, *ensejam*, *taesavogh*, *tetafogh*, *tætabogh*, *movafeghaet*, *monasebeat*, and *mowzuniyyæt*. It is not clear which of them represents the same concept the group is looking for.

When there is an abbreviation for a term, a terminology group is faced with a difficult task, e.g., the approved term for **vector to raster conversion (V2R)**, a cartography term, is *taebdl-e bordari be shætrænji* and for **moblog** (mobile and blog), from computer sciences, is *vebnegasht-e sæyyar*, without paying attention to the point that no unabridged equivalents can rival those abbreviations. But for instance **jængal** for **jænghay-e electroniki** (electronic warfare) is an established expression.

The etymological information, not all of the times but sometimes, is necessary, e.g. for **chelation** in chemistry [Gr. *khêlê* = pincer]. The Persian equivalent *changalesh* is also based on the meaning of **pincer**. But it is not of any help in the case of **protonation** [proton: use of Gk *prôton*, neut. of *prótos*], from the same discipline.

In the next part of the terminology record, terms are looked at from four views: synonyms, derivations, compounds and related terms.

Derivations are a structural cluster of terms but some of them may not be terms, e.g. **image** is a term from the visual arts but **imaginable** and **imager** are not. If the group concentrates on its usage in this area of knowledge without considering other members of this family, it leads to some inconsistencies between general and specialized languages. If the group wants to decide for all of its members, coordinating these two registers would be difficult. Here a dilemma presents itself.

By collecting compound forms of a term, terminologists enjoy an advantage of viewing the term in its various combinations to overcome the pitfalls associated with the morphological processes which may await them in finding or creating equivalents for the term and its combinations. To do this, terminology groups need to work on a corpus but it is not a corpus-based activity at the Academy.

Related terms form a conceptual cluster; a group of terms share a core meaning. This common meaning connects them in a horizontal line, but at the same time, they are vertically different from each other by some nuances. The philosophy behind it is to avoid choosing an equivalent in place of another one. Some examples of this are: in political sciences, **dictatorship**, **despotism** and **totalitarianism** share a meaning of **absolute power** but each one has a specific meaning and function; in color science, **coating**, **cladding** and **plating** have a meaning of **covering** in common, and **dispersion**, **diffusion** and **diffraction** are related to each other by the meaning of **spattering**.

But the terms registered for the following meteorological terms can not be considered as their related terms, e.g. for **winds aloft**: **radiosonde**, **rocketsonde**, **radar** and **theodolite**; for gravity **wind**: **wind**, **temperature**, **density**; and for **goldbeater’s-skin hygrometer**: **electrical hygrometer** and **hygrometer** are related to it but **humidity** and **relative humidity** can not be. And also **degradation** and **deterioration** are related to **food spoilage**, a term from the nutrition terminology group, but **enzyme** and **microorganism** are not its related terms. In this part of terminology records, lots of inconsistencies could emerge because of a lack of systematic method for collecting related terms.
A proposed equivalent can be from the existing equivalents (selection), from the existing words but with changing their meanings and functions (re-semanticization) or a completely new one (neologization). It is worth mentioning some points regarding the proposed equivalents, by categorizing them into three groups: 1) neglecting metaphors; some equivalents are just literal translations, e.g. *dændan-e abi* for *blue tooth* and *mushi* for *mouse*. The meaning and function of *mouse* have changed based on an English metaphorical process but its equivalent in Persian, *mushi*, carries a funny connotation, i.e. *mushi* is used for addressing babies or even children; something like “sweaty” in English or “petit chat” in French. For this reason, the intended users have not welcomed it as a Persian computer term. 2) neglecting audiences/register; in computer sciences, *restart* is a term used by a large number of people, ranging from educated to uneducated, from experts to laypeople, but *bazaghazi*, its approved equivalent, is a kind of literary word and it does not seem to replace the original form. 3) neglecting terminological resources/linguistic equipments; a language with a precedent in expressing scientific concepts or with access to its historical sources in general language presents terminologists with valuable data which they could attach new meanings to them, e.g. *ballistics* from Gk. *ballistes*, from *ballizein* “to throw”. Ashouri (2007: 64) gives some examples illustrating that Greek words such as *derma* and *dermatos* have morphologically productive capacities to form compounds like *dermo-nettoyant*, *dermo-hydrant*, *dermo-nutritive* and *dermo-protecteur*, in contrast with the French word *peau* which can not be used in these combinations, otherwise it is used in the phrases such as *nettoyant pour la peau*, *hydratant pour la peau*, *nutritive pour la peau* (my translation from Persian).

A morphological pattern indicates what kind of morphological process is exploited, e.g. the approved term for *barrage jammer*, a term in military sciences, is *ekhtelalgær-e saddi*: [ekhtelal (noun) + -gær (an agentive prefix)] + [sad (noun) + -i (an adjectival prefix)]; it is a compound noun. Another result is that it shows the frequency of a process used by each group. Also the terminology group has to provide an evidence to support that this pattern is usual in Persian.

“Definitions are not precise and suitable for a specialized dictionary, but only for clarifying and explaining the approved equivalents. Definitions are simplified to be comprehensible for a student at a BA level” (Færhæng-e Važeha-ye Mosævvæb-e Færhængestan, 2008: Introduction, p. 12). All of definitions should be based on the source language dictionaries, but experts can modify a definition with regard to their knowledge and experience. Without referring to an original resource, no terminology record is accepted by the technical committee.

Now the proposed equivalent should be used in a sentence to show its syntactic behavior. It is not extracted from texts but rather produced by experts at the meetings.

For registering the existing Persian terms, representatives/researchers access a software called *gænjvažeh* (a treasure of words) designed and developed by the Academy, containing 3000 resources, including bilingual dictionaries, Persian-Persian dictionaries and also glossaries, and it has 6400000 records. The pronunciation of Persian words, especially the Academy-approved terms, will be added for foreigners.

The next information item includes all of the equivalents suggested by the members at the meetings.

A long-established equivalent is determined by the members of a group. This is based on the experts’ minds, not measured by any frequency. Sometimes members claim that their suggested equivalent is the long-established one. And sometimes they, with some justification, want to substitute another equivalent for that. For example, recognizing scientific subtleties can be an ample justification for revising equivalents. In the period of *Dar al-fonum* (1851-1928), the first modern college of higher education in Iran, *coefficient, power, weight, energy, force, current and intensity* were expressed by *goveh/govvæt*. After that, the physicists grasped the subtleties and designated each of them by a separate equivalent (Zarnikhi 2005, Table 3: 301).
2.1.3. Providing the coordination council with a list of polysemous and synonymous terms

In addition to the previously mentioned tasks, a terminology group, by looking up the *McGraw-Hill Dictionary of Sciences and Technology* and the *Academic Press Dictionary of Science and Technology*, has to prepare a list of polysemous terms, to determine the other disciplines which those terms cover and to suggest their equivalents. For example, political sciences terminology group wants to suggest an equivalent for *fraction*, used by other disciplines such as mathematics, chemistry and metallurgy, albeit with different concepts. The group should fill in the following form; Table 2 represents its information items. The council’s duty is to coordinate the equivalents among those disciplines. Terminology groups and the council have to deal with synonymous Persian terms to arrive at an agreement.

<table>
<thead>
<tr>
<th>term</th>
<th>disciplines</th>
<th>suggested equivalent</th>
<th>coordination council</th>
<th>note</th>
</tr>
</thead>
<tbody>
<tr>
<td>fraction</td>
<td>mathematics, chemistry, metallurgy</td>
<td>jenah</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. The coordination council form

2.2. Coordination council

The coordination council, set up in 1999, is an umbrella term for six councils: basic sciences, engineering sciences, earth sciences, life sciences, transportation, the arts, humanities. A council consists of one member of each terminology group belonging to that council, one member of a terminology group putting forward a list to the council, the representative from the Academy and a member of the terminology council or the technical committee nominated by the terminology department. The head is elected by a unanimous vote.

Three situations could arise: a) a council and a terminology group agree about an equivalent; b) either the council or the terminology group is insisting to use its own equivalent. Therefore, the term is omitted from the list and it will be delayed for the next round; c) the council and the terminology group unanimously accept at most two equivalents used in different subject fields. The decision should be mentioned on the terminology record, in the part of note, to inform the technical committee and the terminology council.

Here the author would like to draw the readers’ attention to the 7th principle of *Osul ve Zavabet-e Važegozini* (Principles for Terminology; 2007: 45-46). This principle states:

a) When a term designates some concepts [polysemy in the source language], each of them can be expressed by an individual equivalent; e.g. the equivalents of *deposit* in chemistry and banking are *rosub* and *sepordeh* respectively (the example is from the previous edition).

b) When a concept is expressed by some terms [synonymy in the source language], it is better to use only one equivalent, but, if it is required, it is permitted to find or create equivalents for each of them separately.

c) It is permitted to use an equivalent for different terms [polysemy in the target language], e.g. *rekhnegær* as an equivalent for both *hacker*, in computer sciences, and *penetration aids*, in military sciences (example is mine).

d) When a term designates a certain concept, it is suggested that one equivalent is used, except that it has different long-established equivalents in different disciplines [synonymy in the target language]; e.g. the equivalents of *observation* in meteorology and basic sciences are *didebani* and *moshahedeh* respectively (the example is from the previous edition).

e) When a term is used in a certain field, only one equivalent should be used, except that it designates different concepts in that field (their sequences are mine; my translation from
It seems there is a direct contradiction between theory and practice; when some theoretical principles have been established for dealing with polysemy and synonymy, what is the reason for holding meetings, wasting time, energy and budget to harmonise their equivalents?

2.3. Technical committee
The committee consists of four people and three of them are also members of the terminology council. They are supervising all of the terminological activities at the Academy. They review and revise the information items registered on terminology records, and, at the same time, they take account of the decisions reached by the coordination council. Finally, all of the terminology records bear the committee’s stamp.

2.4. Terminology council
This council is the major reference for making the final decision for all of the equivalents created or selected by the terminology groups. This is formed by some of the Academian members and also some experts in literature, linguistics, scientific and technological fields, selected by the Academian members. Some or all of the members of a terminology group and its researcher, for defending the information items on the terminology records, and the representative from the Academy in the coordination council attend the meetings.

After discussing about the information items on a terminology record, a vote is held by the council members. If they vote in favour of a proposed equivalent, it is approved by the council. Before 2006 approved equivalents were sent to the Academy council to be approved again. But in 2006, with the agreement of the Supreme Council of Cultural Revolution (SCCR), the Academy council, for accelerating the pace, delegated its authority to the terminology council. Since, by law, the president is the head of the Iranian Academies, the approved equivalents should be sent to him to give his seal of approval to them. Then they should be used in official writings, media and textbooks. The Academy council determines a period of time, usually 3 or 5 years, and after that it measures their prevalence by some mechanisms. Finally, the council decides about their permanent approval or some modifications (Tærhe Borunsepari-ye Važegozini “The Outsourcing Project”; 2007: 10-11; my translation from Persian).

A problem which comes from the composition of the council is that for example an expert in the arts has the right to vote for/against a proposed equivalent from the agriculture group, and vice versa. Sometimes the members confess that concepts are complicated (especially for mathematical concepts) to comprehend. But finally they accept or reject the suggested equivalents. As the intended users are the best voters, in order to know their ideas, the author, as the Academy representative in the project management terminology group, co-operating with its members, designed Diagram 1, a link to the group’s website, as an interaction between the group and the target audiences.

By visiting this page, a user first accesses some information about how the group works. The corpus is the Glossary of Project Management Terms (2004) by PMBOK Guide. Terms receiving priority are marked by an asterisk. Then the user, through ‘terms under discussion’ can find a term and its proposed equivalent. If they need to know more, by clicking more information, some of the main items appear. Finally they can insert their ideas. On the left side of the diagram, all of the approved equivalents are placed. The next part is for submitting a term, not included in the corpus, to the terminology group to find or create an equivalent for that. If they have any suggestion for its equivalent, they can contribute their ideas. In addition, a definition of the term and its reference/context should be registered. If it is accepted by the group, it will be added to the corpus.
Diagram 1. An interaction between the project management terminology group and the target audiences

2.5. Products
The main products are Osul va Zævabet-e Vâžegozini (Principles for Terminology; 2007) and terminological products.

2.5.1. Osul va Zævabet-e Vâžegozini
Osul va Zævabet-e Vâžegozini (2007: 11) passed by the Academy council begins by introducing the resources for terminological work:

1) Words which have been considered as Persian words, without regarding their origins; the priority is given to words which can participate in the further morphological processes.
2) Words from living Iranian languages and dialects
3) Words and roots from Iranian Old and Middle languages
4) Loan words [mostly from English and French] and combining forms which at least satisfy the following conditions: a) they should be simple or their structures do not reject Persian word formation processes; b) the Academy, with regard to experts’ opinions, recognizes that it is not necessary to find or create equivalents for them.

Then Osul va Zævabet-e Vâžegozini (2007: 11-12) continues by discussing equivalent formation methods: selection, re-semanticization, neologization. Neologisms are created by: a) derivation, compounding and derivation-compounding; b) syntactic phrase; c) abbreviation; and d) borrowing units of measurement, chemical nomenclatures, and loan words which although they have not gained currency among Persian speakers, they meet the above mentioned conditions (my translation from Persian). According to Osul va Zævabet-e Vâžegozini (2007: 12-13) equivalents should be formed either concept or structure oriented (calque).

Osul va Zævabet-e Vâžegozini “The principles for terminology” (2007: 13) come as follows:
In creating terms, Persian grammatical rules should be observed.

It would be better to select an equivalent which goes through productive morphological processes such as derivation and compounding.

Persian phonetic rules should be observed. Loan words should be phonetically adapted.

Spelling should be based on دیستور‌خیت فارسی (Persian Spelling Rules) set by the Academy. If it is required, some of punctuation marks which have not yet been common in Persian can be used, e.g. hyphen for joining two words like سمت‌سوزنامه, the approved equivalent for 速度方位显示 (the example is mine).

The Academy, if it is required, can use rare or unprecedented morphological processes.

Words which have been considered as Persian words, without regarding their origins, can be combined with Persian words, suffixes and prefixes (all of the numbers in 2.5.1. are mine; my translation from Persian). The 7th principle was mentioned in 2.2.

2.5.2. Terminological products

Until now thirty-five booklets for the approved terms have appeared separately for each discipline, and 7 volumes of فرهنگ‌واژه‌های مصوّب‌های فرهنگستان (A Collection of Terms: Approved by the Academy) as well. Another collection published in 2008 is covering all of the approved terms from 1997 until 2006.

They are organized in the following way:

1) approved terms alphabetically accompanied by their English counterparts and Persian definitions;
2) English terms alphabetically accompanied by approved terms;
3) English terms alphabetically accompanied by approved terms for each separate discipline (this part was omitted from the last mentioned publication because of space limit).

The Academy does not work on producing any specialized dictionary, only lists of the approved terms in the form of a collection. They are also available online.

2.6. Some other activities

The Academy has held two seminars in 2000 and 2003 and published their proceedings. Another activity the Academy has been involved in is offering some short training courses: an introduction to linguistics, an introduction to terminology, morphology, phonetics, semantics, syntax and Latin and also how to fill in terminology records.

As far as outsourcing is concerned, تاریخ پرونده‌های ویژگو‌زینی (The Outsourcing Project; 2007: 1) states that “the main reason of outsourcing is that the Academy is willing to engage scientific associations in terminological activities to increase the speed, to promote their linguistic awareness and to spread this activity over the society under its control” (my translation from Persian).

3. Conclusion

Knowledge in developing countries is generally based on a steady flow of information from societies creating scientific subtleties. Around 150 years ago, Iranian scholars became familiar with modern sciences through translation. It seems that it provided a platform for the subsequent scientific activities. The history of science is also full of instances representing the wide circulation of concepts among various societies.

In Iranian educational system, terminology studies have not received consideration as it deserves. Whatever the reason, paying close attention to the infrastructures such as human capacity building is the first step. Although, in Iran, there is no official training course in terminology,
it seems that a group of linguists and specialists are emerging, which are interested in terminological issues and activities. The author would say they are self-taught and it is a strength. The influential political position that the heads of the Academy have is another advantage, not only for establishing terminology courses at universities but also for promoting this branch of knowledge in other governmental and even non-governmental organizations. A potential that the Academy is neglectful of is making a network with the Persian speaking neighbours, Tajikstan and Afghanistan, as a regional cooperation.

During the two years of working at the Academy of Persian Language and Literature, the author noticed of some inconsistencies and recognized that all problems arise from a lack of terminology policy which can make a connection among the Academy, industries, universities and the media, and a lack of coherent terminology planning. For instance, the methodology developed by IUP, for data gathering and also for producing specialized dictionaries, stopped. The Academy does not know to what extent the approved terms have been implanted. Therefore both the Academy and the linguistic community are suffering from the consequences of this neglect and it has barred he terminology department from reaching to a point to overcome its deficiencies.

References