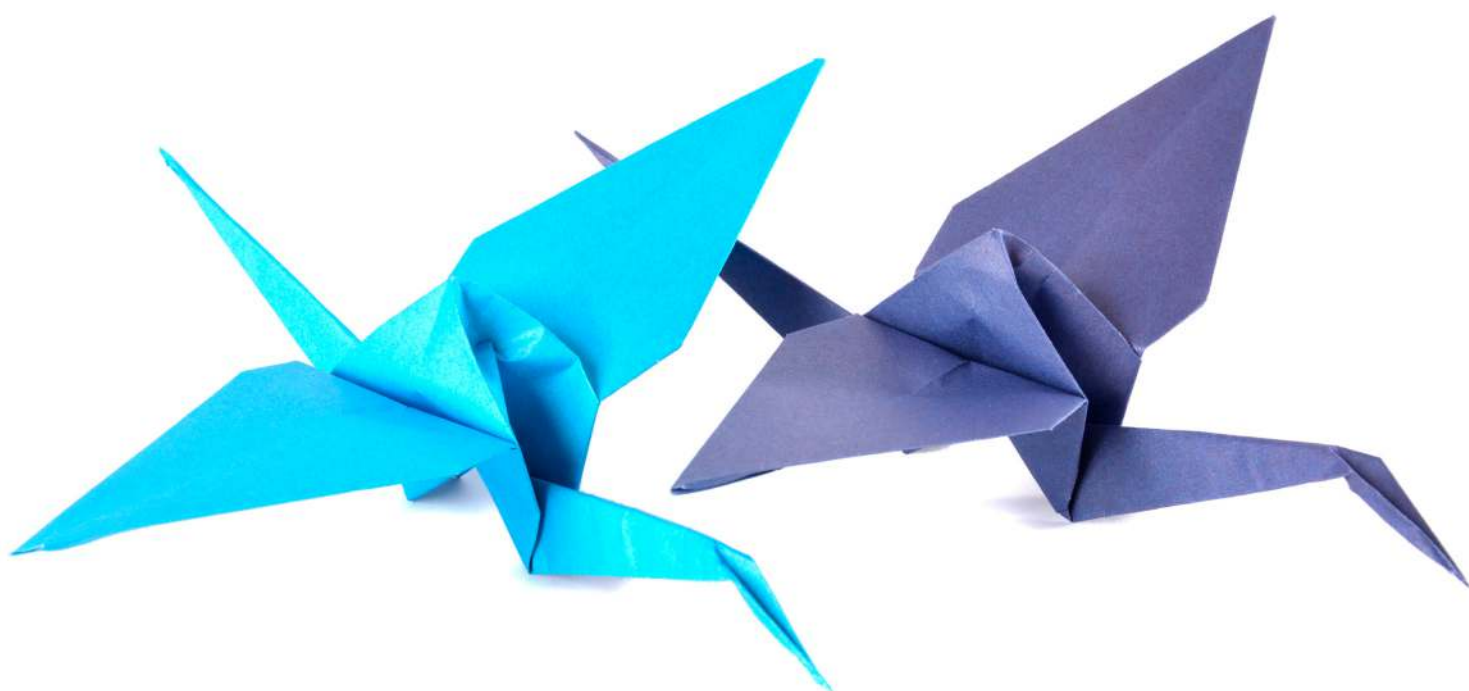# Why is terminology your passion?

The second collection of interviews with prominent terminologists

termcoord.eu

Note to the reader

Author: Terminology Coordination Unit of the European Parliament

Luxembourg, December 2015

TERMCOORD BRINGS HIGH-PROFILE TERMINOLOGISTS TOGETHER

In this e-book TermCoord has published interviews with prominent terminologists about their work, their projects and their opinions on interesting terminological issues. These interviews were carried out by trainees from the European Parliament´s Terminology Coordination Unit and the interviewees are all terminologists who have made an active contribution to the field.

The aim of this initiative is to shine a light on terminology work and raise awareness about its importance for both monolingual and multilingual communication.

The interviews were designed and carried out entirely by the individual interviewers, who were responsible for personally suggesting and contacting the terminologists they chose to interview.

Simona-Luiza Ţigriş with **Patricia Brenes**

Andreia Nuno with **María Teresa Cabré**

Valeriya Baranova with **Ingrid de Saint-Georges**

Carolina Dunaevsky with **Petra Drewer**

Mioara Stroe with **Pascaline Dury**

Aleksandra Święcicka with **Marcin Feder**

Aubry Touriel with **Danielle Henripin**

Annalisa Galeone with **Barbara Inge Karsch**

Claus Skovbjerg with **Sabine Kirchmeier-Andersen**

Antonella Nardella with **Claudia Lecci**

Lidia Capitán Zamora with **Mercè Lorente Casafont**

Katerina Karavasili with **Elpida Loupaki**

Silvia Piparo with **Katia Peruzzo**

María García Salazar with **Donatella Pulitano**

Soraia Monteiro with **Christophe Roche**

Yacine Chemssi with **Dr. Fatima Sadiqi**

Marina Gutiérrez with **Miguel Sánchez Ibáñez**

Júlia de Sousa with **Rita Temmerman**

Dimitra Tsagkogeorga with **Katerina Toraki**

Raluca Caranfil with **Dan Tufis**

Patricia Brenes

by Simona-Luiza Țigriș

Patricia Brenes is the owner of the blog *inmyownterms.com*. Originally from Costa Rica, she moved to Washington in 2000 to work for the Inter-American Development Bank. She obtained her Master's Degree in Specialized Translation at the Universitat de Vic in Barcelona. She also has a Terminology Manager certification (ECQA) from TermNet. Her blog collects useful information on theory and practice, as well as infographics, biographies, interviews, tools and much more.

Why is terminology your passion and what motivated you to create your blog *inmyownterms.com* **about terminology?**

Actually, my passion and my blog were born at the same time. *InMyOwnTerms* is the result of the European Certification & Qualification Association (ECQA) certification as Terminology Manager that I obtained from *TermNet* in April last year and the blog was my final project. I had taken some short webinars before the certification, but it wasn't until I enrolled in the certification that I realized that terminology was my passion. I also started looking for online resources and realized that they were scattered and sometimes not so easy to find. Therefore, the idea of a blog to share that knowledge was born. I added "For beginners and beyond" to the name because I also realized that a first contact with Terminology might be scary, since the theoretical part can be hard to digest. So I tried to write posts introducing simple concepts and giving the sources for further reading.

Can you tell us what future plans do you have for your blog?

It is hard to say what the future holds. I believe that I will keep doing what I do, with the same enthusiasm. A blog has to look alive from the moment you open it. Just like your first job interview, you need to leave a good first impression and attract the reader's attention so that s/he comes back for more. I'll continue writing about what I find useful, interesting and entertaining. It's like when you give a present to a loved one: you buy something that you would buy for yourself because you know s/he will like it. My blog posts reflect what I like to write about and I hope my readers will also like them.

How was your stay in Luxembourg at *TermCoord*?

My visit to *TermCoord* was the best work experience that I've had outside my full-time job not only due to the knowledge that has been shared with me but also due to the warmth of people who were always willing to talk to me patiently. They make up an excellent team, from staff to trainees, committed to their work and to terminology. It was an experience that I will never forget and I hope that I can come back some day.

What do you think about the public *IATE* termbase? How do you perceive it now after your study visit at TermCoord?

I am really impressed with all the tools and resources that translators have available here to make their work a bit easier. It was interesting to see *IATE* from the inside since I had only used the public version. Learning about how it works internally was an eye-opening experience. It is not an easy job when you have to record information from so many languages, and the challenge of keeping it updated is expertly done not only by the staff but also by the trainees who I could also see are committed to making it better every day.

What specific skills should a terminologist have? What is your opinion on the role of the Terminology Manager?

I believe it has to be a mix of hard and soft skills. You can get the hard skills by taking courses, such as the ECQA certification, which gives you a good foundation and useful tools, or if you are looking for a university career, there are excellent universities that offer special programs such as ***Universitat Pompeu Fabra's (UPF)*** online English program: you can take individual courses or the full Master's program. For the soft skills, I have always believed that regardless of your career, you need to work on your EQ (emotional intelligence). No matter how skilled you are at your job, if you don't have "people skills" doors will be closed. The Terminology Manager profession has been associated to that of the Terminologist. Although it is true that they are usually interchangeable, the Terminology Manager or Terminology Project Manager usually works in a corporate environment and needs to develop project management skills. Therefore, the TM has to oversee every aspect of a terminology project, deal with stakeholders, write his business case for terminology, and know how to handle resources and time while keeping quality in mind.

Do you think it is useful for companies to have their own termbases?

Not only do I think it's useful, but it should also be mandatory for companies to have termbases, ideally even before a translation project starts. It has been shown many times that productivity increases when you manage terminology effectively by using the appropriate tools and by following the principles of terminology. Every company should have a business case outlining all the facts that demonstrate the benefits of managing terminology in terms of savings in delivery times, more efficient use of resources and money, as well as enhanced quality of translations.

You wrote an article on your blog about terminologiphobia. What is it and what can we do to fight against it?

Terminologiphobia is the fear that students have when approaching terminology for the first time. It was coined by Mark D. Childress and I've used it in my blog because it reflects precisely its essence, the reason why it was created: to take the fear factor out of Terminology and allow people to see that you can learn about terminology one step at a time, in a related context. In my blog post I also suggest that readers go to other resources such as *TermCoord*'s excellent page and read about their traineeships, download their e-books, check out their toolbox collection and subscribe to their blog. Let the Terminology bug bite you!

How do you come up with topics and what motivates you to continue writing?

The topics come from various sources: books that I'm reading, tweets, my own readers, etc. For example, after reading lots of articles on Terminology, names like Wüster and Schlomann kept popping up. I wondered who they were and what their contribution to Terminology had been. That's how the biographical Section "Who is Who in Terminology" was born. The readers' positive reaction and feedback is what motivates me. When people from Chile to Saudi Arabia write to let me know how much they enjoy reading my blog, that's the fuel that keeps me going.

The right term is very important at the right moment. Could you describe to us a situation in which a term complicated your life?

It is hard to remember a specific case but it is also hard to forget the times when you spent hours and hours looking for that term that escaped you no matter what. But the reward, that "Aha!" moment when you discover it, is worth the effort.

You gave a one-hour presentation at TermCoord entitled: *Building a blog on terminology: from rags to riches***. What difficulties did you encounter when creating the blog? How did this blog change your life?**

When I started the blog I had a lot of material, but the biggest challenge was to learn how to create a blog and how to use social media. That took a long time of trial and error, but without social media to reach out to potential readers you won't do much, even if you have a good blog. This experience has changed my life in many positive ways, but the most important aspect is that I have met excellent human beings who are also passionate about Terminology. The fact that I was able to visit

Why is terminology your passion?

TERMCAT and UPF in Barcelona and now TermCoord in Luxembourg (learning and sharing with the staff) has been a tremendous motivation. Meeting in person the people who have been supporting my blog from day one is priceless!

Interviewer:

Simona-Luiza Țigriș

Born in Bucharest, Romania, in 1985. She has a bachelor's degree in English and Spanish Philology from the University of Bucharest. Master's diploma in Specialized Translation and Terminology Studies and PhD in Philology from the University of Bucharest. Her thesis focuses on discourse analysis and pragmatics.

Simona has worked so far as an assistant manager, translator and teacher. She is passionate about languages, terminology, literature and cultural studies and she likes travelling, writing and exploring new pathways. Simona is also a member of the Romanian Association for International Cooperation and Development. The traineeship at TermCoord is a huge step forward in the world of terminology!

María Teresa Cabré

by Andreia Nuno

María Teresa Cabré has been a professor of Terminology and Linguistics at the Universitat Pompeu Fabra (UPF) since 1994. She is now also a professor emerita at UPF, where she develops teaching and research activities. She founded the University Institute for Applied Linguistics (IULA), which she chaired from 1994 to 2004, as well as Iulaterm, its internal research group. She also founded the Observatori de Neologia in 1989 at the Universitat de Barcelona, which was transferred to UPF in 1994 as a research project. In 2014, she was appointed coordinator of the Pompeu Fabra Professorship. She has been a full member of the Institute for Catalan Studies (Institut d'Estudis Catalans, IEC) since 1989. In June 2014, she was elected President of the Philological Department of the IEC.

---

1. En primer lugar, ¿podría hablarnos de usted y de su carrera profesional?

Soy profesora de universidad desde el año 1969. Primero trabajé como profesora ayudante de lengua española en la Universidad Autónoma de Barcelona; después como profesora adjunta y titular en la Universidad de Barcelona, primero en el Departamento de Filología Española y más tarde, cuando se creó, en el de Filología Catalana. En 1989 pasé a ser catedrática de esta Universidad. Y en 1994 trasladé mi cátedra de Lingüística y terminología a la Universidad Pompeu Fabra, creada en 1990.

Realicé mi formación académica y mi doctorado en Filología Románica. La tesis de doctorado que realicé fue un estudio lexicométrico del discurso parlamentario español de los años treinta.

Mi formación de base es pues lingüística, y mi especialidad fue el estudio del léxico. En esta época, hasta aproximadamente los años ochenta, la terminología no había entrado en mi dedicación profesional. Yo seguía la opinión de Eugenio Coseriu, según el cual la terminología era pura nomenclatura y, en consecuencia, no formaba parte de las lenguas naturales ni de los intereses de los lingüistas.

2. ¿Podría contarnos cuáles fueron sus primeros pasos en el campo de la terminología?

España entra en el período democrático en 1976. Con la Constitución se aprueba el mapa de autonomías, entre ellas la de Cataluña. Cataluña organizó así su autogobierno, la Generalitat de Catalunya, uno de cuyos ejes fue la oficialización de la lengua catalana como lengua territorial propia.

En 1984 se organizó un seminario de reflexión al que la administración invitó a participar a una treintena de profesionales. De esta discusión nació lo que al año siguiente sería el Centro de terminología TERMCAT. El gobierno catalán y la Academia de la Lengua propusieron mi nombre para dirigirlo.

3. ¿Qué ha sido lo más destacable de sus experiencias en asociaciones de terminología a lo largo del tiempo?

Al entrar en TERMCAT inicié mi formación específica en terminología, con una estancia de estudio en Viena (en Infoterm y en la Universidad de Viena) y una estancia de trabajo en Quebec (en Montreal y Quebec).

Fueron experiencias completas y gratificantes que intenté aplicar en TERMCAT. En tres años teníamos a nuestra disposición un centro que funcionaba activamente y era conocido en el exterior. Cuando lo dejé para incorporarme de nuevo a mi plaza en la Universidad, el centro ya era capaz de responsabilizarse de la colección de toda la terminología olímpica que requerirían los Juegos Olímpicos de Barcelona del año 1992.

4. ¿Cómo ha contribuido su colaboración con el Parlamento Europeo a su actividad internacional y académica?

Llevo colaborando con los organismos de la Unión Europea desde 1985. Una de las primeras visitas que realicé cuando se estaba organizando TERMCAT fue el departamento de terminología de la Comisión. Cooperé junto con mi grupo de investigación IULATERM en la depuración del banco EURODICAUTOM. He dado tres seminarios en la Dirección General de Traducción de Bruselas y dos en Luxemburgo. Y mantengo contacto permanente con las unidades españolas de traducción de la Comisión Europea, con cuyos miembros, junto con otras instituciones, intentamos llevar adelante el Proyecto TERMINESP desde hace unos diez años.

5. ¿Qué importancia tiene, en su opinión, el trabajo del Parlamento Europeo y de la versión pública de IATE en el mundo de la terminología?

Al ser un organismo internacional, la Unión Europea desempeña un papel muy relevante en el mapa de la traducción y la terminología en Europanologsmo internacional la UE juega un papel muy relevante en el mapa de la traducción en Europa. La base de datos IATE, fruto de la suma de la información procedente del banco EURODICAUTOM de la Comisión Europea y de toda la información terminológica del Parlamento y del Consejo Europeo, es el mayor y más importante banco de términos de toda Europa. No solo es un punto de referencia para los traductores e intérpretes de la Unión Europea, sino para los traductores en general en Europa y en el mundo. Su importancia radica, por una parte, en el volumen de datos que contiene, y, por otro, en la diversidad de lenguas de estos datos.

6. ¿Cómo cree que ha evolucionado la terminología en España? ¿Cuáles son sus perspectivas para el futuro?

La terminología era una materia desconocida como disciplina en España hasta la creación de las facultades de Traducción. Esto obligó necesariamente a pensar en la terminología. Y más todavía cuando el mercado de trabajo más importante para

los futuros traductores era el de los ámbitos especializados (jurídico-administrativos, económicos, científico-técnicos, etc.).

En los inicios de las facultades de Traducción en España había muy poco conocimiento sobre terminología. La mayor parte de los profesores a quienes se les encargó la impartición de la materia troncal de terminología nunca la habían estudiado antes. Para la mayoría de ellos, la terminología era o bien traducción de los términos técnicos acuñados en otra lengua, o simples palabras de la lengua común que se usaban en los campos de especialidad. Se abrió así en España una necesidad enorme de formación en terminología.

7. En un mundo gobernado y guiado por las redes sociales y la tecnología, el papel de los terminólogos se vuelve cada vez más relevante. ¿Cómo abordan la constante aparición de nuevas palabras en el lenguaje?

La neología es un fenómeno inherente a todas las lenguas naturales. Toda lengua viva introduce de manera permanente nuevas palabras o unidades léxicas en su vocabulario, ya sea para adaptarse a la evolución social, científica y tecnológica, ya sea para expresar de manera distinta una misma realidad.

El préstamo, por otra parte, es uno de los recursos posibles para la actualización léxica, si bien puede tener consecuencias de orden sociolingüístico. El tema de la «pérdida de dominios» por parte de una lengua no es sino el resultado de la adopción masiva de préstamos de otra lengua como única posibilidad.

8. ¿Qué consejos les daría a los terminólogos más jóvenes?

El consejo fundamental que desde mi experiencia puedo darles es que adquieran una buena formación, de base teórica y práctica, y no se contenten simplemente con una capacitación técnica que no les permita dilucidar entre opciones distintas ni les deje ser profesionales autónomos y reflexivos.

1. Firstly, could you tell me a bit about yourself and your academic background?

I have been teaching at universities since 1969. I first worked as an assistant lecturer in Spanish at the Autonomous University of Barcelona. Then I became an associate lecturer and lecturer, first in the Department of Spanish Philology and later, following its creation, in the Department of Catalan Philology at the University of Barcelona. In 1989 I became a professor at that university. In 1994 I transferred to the role of professor of Linguistics and Terminology at Pompeu Fabra University, which was created in 1990.

Both my academic background and my PhD focused on Romance Philology. My PhD thesis consisted of a lexicometric analysis of Spanish parliamentary discourse in the Thirties.

I therefore have a linguistic background and I have specialised in lexical analysis. Since the time that I started focusing on linguistics until around the Eighties, terminology was not a part of my career. I used to share Eugenio Coseriu's view that terminology is simply nomenclature and it is therefore not part of a natural language nor is it of interest to linguists.

2. Could you tell us about your first steps in the field of terminology?

The democratic period in Spain began in 1976. The Constitution was adopted and the country was divided into autonomous communities, Catalonia among them. Catalonia established its own government, the Generalitat de Catalunya, one of the cornerstones of which was the adoption of Catalan as an official regional language.

A specialised seminar was organised in 1984. Around 30 experts, specialised media outlets and institutions were invited to participate by the government. We discussed the creation of what the following year would become the Termcat Terminological Centre. The Government of Catalonia and the Catalan Language Academy appointed me head of the centre.

3. What have been the highlights of your experiences in the various terminology associations to which you have belonged?

At the same time that I started to work for Termcat, I began my training in terminology via a course in Vienna (at Infoterm and University of Vienna) and a work placement in Quebec (in Montreal and Quebec). They were complete and rewarding

experiences, which I tried to take with me back to Termcat. During the three years that I was head of Termcat, the work was fascinating but also really intense. During those three years, the centre worked actively and received international acknowledgement. By the time I changed jobs, in order to return to a university position, the centre was capable of arranging all the Olympic terminology needed for the 1992 Summer Olympics in Barcelona.

4. How did your time at the European Parliament contribute to your international and academic activity?

I have been collaborating with European Union bodies since 1985. One of the first places I visited when Termcat was being set up was the Commission's terminology department. Together with my research group, Iulaterm, I helped to clean data in Eurodicautom. I gave three seminars for the Directorate-General for Translation in Brussels and two in Luxembourg. I am also in touch with the Commission's Spanish Translation Unit, with whose members, together with other bodies, we have been working in depth on the Terminesp Project for about ten years.

5. In your opinion, how important is the work of the European Parliament and of the public version of IATE to the world of terminology?

As an international body of the European Union, IATE plays a key role in the fields of translation and terminology. The IATE database, which is the sum of all the terminological information contained in the European Commission's Eurodicautom database and in the databases belonging to Parliament and the European Council, is the largest and most relevant term base in the whole of Europe. It is not only a point of reference for EU translators and interpreters, but also for translators in general across Europe and all around the world. Its importance is due to both the volume of data it contains and the linguistic diversity of that information.

6. In your opinion, how has the field of terminology evolved in Spain? What is your outlook for the future?

Terminology was an unknown discipline in Spain before translation schools were created. The establishment of such schools made it necessary to take terminology into account, especially given that most job opportunities for prospective translators lay in the specialist fields (legal and administrative, economic, or scientific and technical).

During the early years of the translation schools, knowledge about terminology was scarce. Most teachers in charge of the subject had never studied it before. For most of them, terminology was either the translation of technical terms coined in a foreign language, or simply common words used in specific disciplines. That is why an enormous need for terminology training appeared in Spain.

7. In a world that is governed and guided by social media and technology, the role of terminology is growing more significant. How do you deal with the constant appearance of new words in a language?

Neology is a phenomenon inherent to every natural language. All living languages are constantly adopting new words or lexical units, either in order to adapt to social, scientific and technological changes, or to express the same reality in a different way.

Loanwords are one of the existing resources for lexical updating. However, the use of loanwords can have sociolinguistic consequences. The so-called 'loss of domain' in a language is simply the result of the large-scale adoption of loanwords, as such words present the sole possibility for expressing concepts in that domain.

8. What advice would you give to young terminologists?

From my experience, the main piece of advice that I can give is to get sound training, with both a theoretical and a practical basis. Also, they should not be satisfied with any technical training that does not allow them to distinguish between different views, nor to become autonomous, critical professionals.

Interviewer:

Born in 1990 in Lisbon, Portugal. Studied Modern Languages, Literature and Cultures with English and Portuguese studies and a specialisation in Linguistics at the New University in Lisbon. Moved to Luxembourg three years ago and is now finishing her master's degree at the University of Luxembourg. One of her passions is cinema, which motivated her to enrol at the University of Cinema in Luxembourg. Likes sushi, football and reading until the early morning.

Andreia Nuno

Ingrid de Saint-Georges

by Valeriya Baranova

"Closer dialogue between select groups of people might go further in enabling them to find out what kind of knowledge is crucial in the EU context and what solutions must be built and designed in the future to respond to its most pressing social and economic needs"

Ingrid de Saint-Georges is an Associate-Professor at the Faculty for Language and Literature, Humanities, Arts and Education at the University of Luxembourg.

She joined the Faculty in January 2010. She holds a Ph.D. in Sociolinguistics from Georgetown University. Her interest is in the study of the complex ways in which discourses play out in situated social actions, focusing on how discourses are produced, how they are used, how they are mediated, as well as on the consequences actions and discourses have in the social arena. She investigates those issues in the field of education, paying attention to sociocultural processes of learning and collaborating in various contexts (the workplace, the classroom, the workshop, out-of-school training programs).

Before joining the LCMI research unit, she held a researcher and lecturer position at the **University of Geneva**. She collaborated on a 5-years research project, funded by the Swiss National Science Foundation, focusing on the role of interactions and other forms of mediations in vocational education and training. Prior to her appointment in Geneva, she received a one-year scientific mandate from the Francqui Foundation for postdoctoral research. She worked with the ReCCom (Research Center for Conflict and Crisis Management) at the Faculty of Economics, Social Sciences and Management (Facultés Universitaires Notre-Dame de la Paix, Namur, Belgium). Her current work is in the field of language and work, (multimodal) communication and learning, and discourse analysis in educational contexts.

---

1. You are Director of the Master's in Learning and Communication in Multilingual and Multicultural Contexts (MLCMMC) at the University of Luxembourg. Could you please tell us about the reasons for launching this Master's programme?

I'll begin with a bit of background perhaps… Europe today is characterised by more and more 'contact zones' (to use a term by Marie-Louise Pratt) between people from different linguistic and cultural backgrounds. The phenomena of migration and mobility, for example, mean that many of our education systems, our workplaces and our neighbourhoods are more linguistically, culturally and religiously diverse than a few generations ago. New technologies also mean that, even when people are not on the move themselves, they engage in more transnational relations and cooperation through different media.

Thanks to new media, minorities are able to carve out niches for themselves in the public sphere where 'voices with an accent' (Lippi-Green) were not always heard before. Monolinguals are becoming exposed to multilingual voices. More hybrid identities are finding room to express themselves. These societal transformations are extremely rich and interesting to observe. They also come with challenges that are interesting for researchers: for example, to what extent does one's linguistic repertoire open or, on the contrary, limit access to work, education and democratic participation? To what extent do we lose useful opportunities for professional and economic innovation, knowledge creation, social solidarity and cohesion when we tame this diversity? How does one tap into the multilingual and multicultural resources of citizens? But also, if more power is given to the more 'multilingual' amongst us, where does that leave the more 'monolingual'?

Against this background, the Master's was set up to critically examine the challenges and opportunities that arise from this situation – when more people from a wider range of backgrounds come into contact. The aim is to form thinkers and practitioners capable of developing innovative ideas about how to make the most of these contact situations and to share these ideas with the relevant stakeholders (companies, international institutions, educators, politicians, the media, civil society, etc.).

2. What are the main goals of this Master's programme? What career opportunities does it open?

The Master's offers a mix of theoretical input and practical applications. On the theoretical level, the students become acquainted with the latest research dealing with multilingualism and multiculturalism in different fields of study (sociology, linguistics, new media studies, cultural studies, education, sociolinguistics, new literacy studies, multimodal approaches to learning, terminology and translation studies). They take courses taught by international experts hailing from international universities (we work with researchers from France, Germany, the United Kingdom, Switzerland, Finland, the Netherlands and Portugal).

Contemporary theory and approaches enable students to develop their own research projects. On the more practical side, students are encouraged to apply and test these theoretical insights in practice. For example, the programme provides students with opportunities to do traineeships. Moreover, some of our teachers also come from the private sector and from the EU institutions, in order to bridge the gap between the academic and the professional world.

In career terms, the Master's prepares students for a broad spectrum of professions. Rather than targeting a specific profession, it contributes to developing skills that are applicable to a variety of professional fields. It is unique in its aims to combine students' previous experience with an academic curriculum that enables them to carve out career opportunities for themselves. Over the years our graduates have pursued work in research, education, cultural institutions, mediation settings, translation, journalism, marketing, the new media and the financial sector, for example.

3. The Master's programme is trilingual. Could you explain the advantages of using three languages and how this programme may influence students' perception of languages?

The Master's is one of very few trilingual Master's programmes in Europe, with courses taught in English, French and German. The advantages are numerous. First,

there is the obvious advantage that they develop skills in three languages and learn to use them at an academic level. Second, it is quite unique and rewarding to be able to read texts and ideas that have been produced according to various academic traditions. You gain access to other ways of viewing and understanding the world, which is a considerable epistemological advantage and puts you in a position to develop more creative and innovative ideas. A third advantage is that the diversity of literature and frames of reference encourages a more empathetic view on theoretical and social questions: you learn to shift your gaze and look at problems and questions from many different vantage points. This is important in the long run for developing ethical and democratic frames of thought.

I should also say that we don't limit ourselves to the three official languages of the programme. Many courses encourage students to draw on their own complex language biographies and multicultural backgrounds. To give an example, at the start of the 2014 winter term more than 35 nationalities were represented in the Master's, and the range of languages (linguistic competencies), cultural backgrounds and international experience they brought with them was even wider. It is the philosophy of the programme that students are given the room to experiment with multilingualism in the classroom, putting some of the issues that are discussed and debated in the scientific literature directly into practice. In this context the classroom becomes an incubator for thinking differently about multilingual and multicultural questions, but also for testing existing theories, including our own views of what language or culture is.

Naturally, students also learn a lot from each other and not only from their teachers. This also changes the exercise of teaching, the teacher's role and the notions of what counts as knowledge and what is regarded as norms. Finally, working in three (or more) languages is also good preparation for taking on challenges. Most students have one or two languages in which they can express themselves more effectively, or which they understand more readily. Working in three languages means that almost inevitably in some of their courses they will be pushed beyond their comfort zone. The programme strives to prepare flexible, inquiring, global, critical thinkers who are not afraid to deal with complexity and uncertainty, in whatever line of work they end up. In the end, we hope the students come out of the programme with a much more nuanced and complex understanding of the myriad practices and values which are hidden behind such abstract terms as 'language', 'culture' and 'identity', and that with this knowledge they become key contributors to public debate and decision-making processes in their own work environments.

4. In this programme you have introduced a course entitled 'Multilingual Communication and Terminology in the EU' taught by members of the European Parliament's Terminology Coordination Unit (TermCoord). Why did you think it was important to offer this terminology component to your Master's students?

When members of the Terminology Coordination Unit (TermCoord) approached us with the idea of offering a course in terminology, it immediately sparked our enthusiasm, for a number of reasons. Firstly, terminology has become so important in many lines of work (translation, computational linguistics, localisation, databases, etc.), so a basic understanding opens up career opportunities for students. Secondly, the intellectual exercise of building databases, identifying ontologies, etc. equips students with intellectual competencies that are useful beyond the confines of terminology itself and helps them further develop their understanding of how the way we formulate things affects our social life and interactions. Examining how terminology evolves over time speaks volumes, for example, about social structures and processes. Thirdly, we found it exciting for the students to be able to get a glimpse of the linguistic work carried out in the EU institutions by the very people engaged in it, given that EU translators, terminologists and language specialists are contributing in such an important way to the building of a democratic, multilingual and multicultural Europe.

5. You have chosen to participate, together with other EU universities, in a project launched by TermCoord aimed at offering students a traineeship in terminology research. What do you think will be the outcome of this cooperation for both TermCoord and MLCMMC students?

So far this cooperation has been extremely fruitful, and we have several students benefiting from this opportunity every year. The projects carried out by students during their traineeships are varied, ranging from building glossaries in areas of interest to them to developing web content (through interviews, blog entries, articles, etc.). This enables them to hone their skills as much in the field of terminology as in that of new media journalism and marketing. They also learn what it means to be a professional in a highly multilingual and multicultural work environment. My impression is that our students always bring dedication, motivation and their own personal touch to the tasks and projects they are asked to carry out. In return, they learn invaluable skills thanks to the excellent mentoring they receive in the very supportive learning environment.

6. What, in your opinion, can be done to further encourage and improve cooperation between the EU institutions and universities?

This is a very broad question. For the moment, funding instruments form the largest form of cooperation between the EU institutions and universities. These are of course

essential but, on the whole, funding instruments have been for large-scale, high-profile research projects that have had a very positive and significant impact. What might be missing is complementary funding for smaller, more agile, versatile projects. There is scope for such schemes to be developed in the future, and there is ample scientific evidence demonstrating that it is project work of this kind which plants the seeds of innovation. Many excellent projects fail to see the light of day because of the EU's focus on large-scale funding instruments, even though smaller projects would not need much to come to fruition. These little pushes might exponentially increase the number of innovative ideas and results, especially the ones that are most crucial to the needs of very local groups throughout Europe (but not only).

What we might need is something equivalent to European crowd-funding for mid-scale or small-scale research projects. Beyond funding instruments, I am a firm believer in more personal cooperation of the type developed between TermCoord and the MLCMMC. Here in Luxembourg we are lucky to be geographically very close to the EU institutions, which enables this different form of partnership. Closer dialogue between select groups of people might go further in enabling them to find out what kind of knowledge is crucial in the EU context and what solutions must be built and designed in the future to respond to its most pressing social and economic needs.

7. You accompanied your students on a study visit to TermCoord in February 2015. What were your impressions of the unit? What did you find interesting about its work?

That was in fact the third time that I attended a study visit to TermCoord. Actually, I like to accompany my students whenever I can. The presentations on the work carried out by TermCoord are always very clear and illuminating. The team manages to provide an insight into its very impressive work in a modest and also humorous way. But let's not be fooled by this understated approach: terminology is in good hands in Europe thanks to this very effective team and the incredible work it accomplishes on a day-to-day basis. What impresses me most is the entire democratic project that is behind this work: making EU texts, decisions and resources available to all citizens of Europe, in the languages they speak.

8. What is your opinion of IATE, the EU terminology database with entries in 27 languages? Do you think it can be helpful for MLCMMC students? Do you use it in your research?

I do not work in terminology and I have not used the database for my own research, but my last visit to TermCoord gave me a few ideas. For example, I teach a course in

French, but much of the literature we read is in English, and many of the students also write their final essay in English. Some students have found it challenging to learn the course terminology in French and then have to write and talk about it in another language. Talking with Rodolfo Maslias, the Head of the TermCoord Unit, and Andreia Nuno, one of the terminology trainees from our Master's, sparked the idea of using a 'blossary' to build a multilingual glossary of terms associated with the course, which could also go beyond French and English to include all the languages of the course participants. This is a project I would like to pursue when I have some spare time.

9. To conclude, how do you see the future of terminology as a component in the MLCMMC?

We hope that in the years to come we can maintain the excellent relationship we have developed with TermCoord at the European Parliament. It has not only opened up career opportunities for our students, but has also helped them develop a greater appreciation for the field of terminology. Given the plans for EU enlargement and in view of the increasing cross-national and cross-cultural links, the work by TermCoord will remain an important cornerstone of mutual understanding and communication in these contact zones.

Interviewer:

Valeriya Baranova

Petra Drewer

by Carolina Dunaevsky

Petra Drewer hat eine Professur für Angewandte *Sprachwissenschaft an der Hochschule Karlsruhe*, Deutschland. Zu ihren Lehr- und Forschungsschwerpunkten, in denen sie auch vielfältige Beratertätigkeiten für Unternehmen und Institutionen wahrnimmt, gehören die mehrsprachige Dokumentationserstellung, Übersetzen/Übersetzungsmanagement sowie insbesondere Terminologielehre und Terminologiemanagement.

Prof. Dr. Drewer ist Vorstandsvorsitzende und Geschäftsführerin des Deutschen Instituts für Terminologie (DIT e.V.), Fachbeirätin des *Deutschen Terminologie-Tags (DTT e.V.)*, Mitglied im DIN-Normungsausschuss Terminologie (DIN NAT) und im Rat für deutschsprachige Terminologie (RaDT) der UNESCO. Darüber hinaus ist sie aktives Mitglied der Gesellschaft für Technische Kommunikation – *tekom* Deutschland e.V., dem deutschen Fachverband für Technische Kommunikation.

Prof. Dr. Petra Drewer hat einen Diplom-Abschluss in "Technischem Übersetzen" mit den Sprachen Spanisch, Französisch und Englisch sowie den technischen Nebenfächern Elektrotechnik und Maschinenbau und einen Doktortitel in

Kognitiver Linguistik. Seit 2003 lehrt sie als Professorin an der Hochschule Karlsruhe in den Studiengängen „Technische Redaktion" und „Kommunikation und Medienmanagement". Die Schwerpunkte ihrer Lehre sind Angewandte Sprachwissenschaften, Professionelles Deutsch, Terminologiewissenschaft, Terminologiemanagement, mehrsprachige Dokumentationserstellung und Sprachmanagement.

Was für eine Rolle spielt Terminologie in der der deutschen Wissenschaft und Industrie?

Ich würde gern zwischen Terminologie, Terminologiewissenschaft und Terminologiearbeit unterscheiden.

Terminologie im Sinne von Fachwortschatz spielt nicht nur in Deutschland, sondern weltweit eine zentrale Rolle. Ohne Terminologie ist ein eindeutiges, effizientes Kommunizieren über fachliche Inhalte und Zusammenhänge nicht möglich. Ich bezeichne Terminologie bzw. einzelne Termini gern als „komprimiertes Fachwissen". Hinter einem einzigen Terminus steckt oft eine sehr komplexe, umfassende Definition, die ohne ein großes Maß an Fachwissen nicht verständlich ist.

Was den wissenschaftlichen Aspekt angeht, so ist die *Terminologiewissenschaft* oder *Terminologielehre* immer noch eine recht junge Disziplin. Es gab zwar speziell im deutschsprachigen Raum schon im frühen 20. Jahrhundert verschiedene Arbeiten und Überlegungen, die wir heute zur Terminologiewissenschaft zählen würden, doch von einer eigenständigen wissenschaftlichen Disziplin kann man erst seit Ende des 20. Jahrhunderts sprechen. Genau das macht das Arbeiten in diesem Bereich so spannend: Es ist immer noch vieles in Bewegung und durch ihre interdisziplinäre Ausrichtung ist die Terminologiewissenschaft äußerst abwechslungsreich. Die Spanne reicht von linguistischen Betrachtungen, die primär die Benennungsebene, Wortbildung und Morphologie untersuchen, über ontologische Betrachtungen, bei denen die repräsentierten Begriffe und ihre Systematiken im Vordergrund stehen, bis hin zu informationstechnologischen Fragestellungen bezüglich der Verwaltung und Nutzung elektronischer terminologischer Datenbestände.

Wirtschaft und Industrie letztlich befassen sich aus praktischer Perspektive mit dem Thema. Sie nutzen für ihre *Terminologiearbeit* die Erkenntnisse und

Methoden der Terminologiewissenschaft, um praktische Probleme zu lösen. Wenn ein Unternehmen oder eine Institution Terminologiearbeit betreibt, dann meist mit folgendem Ziel: Die Terminologie des Unternehmens soll geklärt, definiert und festgelegt werden, um Mitarbeitern und Kunden eine eindeutige Kommunikation zu ermöglichen. Zeitgleich ermöglicht ein effizientes Terminologiemanagement das Senken von Übersetzungskosten.

Was charakterisiert einen Terminologen oder wie würden Sie das Berufsprofil eines Terminologen definieren?

Bisher ist es immer noch die absolute Ausnahme, dass ein Terminologe tatsächlich einen Studiengang der Terminologiewissenschaft absolviert hat. Fast alle Terminologen in der Praxis sind Quereinsteiger – oft mit Abschlüssen oder Vorwissen aus den Bereichen Übersetzung, Technische Redaktion, Kommunikationsmanagement oder Linguistik. Es darf jedoch nicht übersehen werden, dass neben sprachlichen und terminologischen Kompetenzen das Fachwissen eine große Rolle spielt. Wenn jemand bspw. die Terminologie eines Unternehmens erfassen und definieren möchte, so wird dies nur gelingen, wenn er gleichzeitig ein hohes Maß an Produktwissen und Verständnis für die fachlichen (oft technischen) Hintergründe hat. Wie kann er sonst professionelle Quellenrecherchen durchführen, hochkomplexe Begriffe definieren oder Synonyme erkennen? Hinzu kommen noch Anforderungen auf den Gebieten Projekt- und Prozessmanagement sowie IT, denn Terminologieprojekte müssen in langfristig tragfähige Prozesse überführt werden und die gesamten Abläufe und die Verwaltung von Terminologie erfolgt IT-gestützt.

Was die Persönlichkeit bzw. die Soft Skills von Terminologen angeht, so glaube ich, dass strukturiertes, systematisches Arbeiten eine wichtige Grundanforderung darstellt. Darüber hinaus brauchen Terminologen ein gehöriges Maß an Durchsetzungskraft sowie gleichzeitig diplomatisches Geschick, da sie oft gegen Widerstände im Unternehmen arbeiten müssen.

Als Mitglied des Deutschen Standardisieungsausschusses und des Rates für deutschsprachige Terminologie, was ist Ihre Meinung zur internationalen Standardisierung im Bereich des Terminologieaustausches und wie sollten Entwickler und Standardisierungsgremien in diesem Hinblick zusammen arbeiten?

Der Bereich des Terminologieaustausches wird immer wichtiger, da immer mehr verschiedene Programme auf terminologische Bestände zugreifen und diese weiter

verarbeiten. Dadurch wird natürlich auch die Etablierung von Standardformaten wie TBX immer wichtiger. Dachte man früher beim Stichwort „Terminologieaustausch" v.a. an Translation-Memory-Systeme (TMS), die mit Terminologieverwaltungssystemen (TVS) zusammenarbeiten sollten, oder an den Austausch zwischen verschiedenen Terminologieverwaltungssystemen, so benötigen heute deutlich mehr Softwaretools Import- und/oder Exportmöglichkeiten für Terminologie, z.B. Controlled-Language-Checker, Maschinelle Übersetzungssysteme, Authoring-Memory-Systeme, Redaktionssysteme, Content-Management-Systeme, Enterprise-Resource-Planning-Systeme, Produktdatenbanken und viele mehr. Gleichzeitig spielt natürlich weiterhin der Austausch zwischen verschiedenen Terminologieverwaltungssystemen sowie die Schnittstellen zwischen TVS und TMS eine zentrale Rolle.

Aus diesem Grund versuchen Entwickler, Normungsinstitute sowie Verbände seit Jahren, die Standardisierungsbemühungen voranzutreiben. Das Problem ist jedoch, dass die Nutzer der Softwaretools sich gleichzeitig immer mehr Flexibilität wünschen und diese auch ausnutzen. Sie möchten keine vorgefertigten Strukturen für ihre terminologischen Datenbanken und Einträge, sondern unternehmensspezifisch zugeschnittene Lösungen. Dieser Wunsch nach Individualität ist natürlich schwer mit standardisierten Austauschformaten zu vereinbaren. Ich denke aber, dass schon aus Kostengründen Bewegung zu erwarten ist, denn kaum jemand kann es sich leisten, ständig neue Schnittstellen zu programmieren oder Datenverluste beim Austausch zwischen Systemen zu riskieren.

Obwohl Terminologie zunehmend an Wichtigkeit gewinnt, sind nicht alle von ihrer grundlegenden Rolle überzeugt. Wie kann Ihrer Meinung nach für Terminologie geworben werden?

In meiner Funktion als Beraterin für Unternehmen stelle ich in den letzten Jahren fest, dass viele Technische Redakteure und Übersetzer durchaus wissen, wie wichtig ein funktionierendes Terminologiemanagement für ihr Unternehmen wäre, sie aber nicht wissen, wie man ein solches Projekt angeht und in Prozesse überführt. Darüber hinaus stehen auch sie vor einer ähnlichen Frage, wie Sie sie mir gestellt haben: Wie überzeugen wir unsere Kollegen in anderen Abteilungen und vor allem auch Vorgesetzte und Entscheidungsträger von der Notwendigkeit der Terminologiearbeit? Denn sie wissen natürlich: Terminologiearbeit kostet Zeit und Geld und der ersehnte Return on Investment kommt nicht sofort und ist zudem schwer messbar.

Es sind also unterschiedliche Argumente notwendig, um die verschiedenen Beteiligten zu motivieren und zu überzeugen: Ein starkes finanzielles Argument ist

das Senken von Übersetzungskosten durch die Standardisierung der Terminologie in der Ausgangssprache. Da viele Unternehmen ihre Texte in 20-50 oder sogar mehr Sprachen übersetzen (müssen), ist hier jedes Einsparpotenzial wichtig und willkommen.

Gleichzeitig trägt die Standardisierung in der Ausgangssprache dazu bei, dass Texte schneller und damit günstiger erstellt werden können (Bei Unsicherheit schlägt man in der Terminologiedatenbank nach und muss nicht stundenlang suchen und mit Kollegen diskutieren). Durch die Festlegung bestimmter Termini, die zudem klar definiert sind, steigt auch die Eindeutigkeit und Verständlichkeit der Texte – sowohl in der Ausgangs- als auch in den Zielsprachen.

Für Marketingverantwortliche ist es eine wichtige Erkenntnis, dass zur Corporate Identity eines Unternehmens nicht nur das Corporate Design gehört, sondern auch eine Corporate Language. Darüber denken viele gar nicht nach.

Nennen Sie uns bitte das Erste, was Ihnen in Zusammenhang mit folgenden Konzepten in den Sinn kommt?: *"corporate identity, content development, content management, global communications, knowledge transfer, risk mitigation, translation, global market presence".*

Wow! Was für eine bunte Mischung!

Ich könnte vermutlich zu jedem dieser Punkte ganze Aufsätze schreiben, aber ich versuche mal, die Schlagworte zu strukturieren. Was mir sehr gut gefällt: Diese Schlagworte setzen Ihre Frage von eben fort, denn hier verbergen sich weitere wichtige Argumente für einen professionellen Umgang mit Terminologie. Viele Menschen erkennen nämlich die Verbindungen dieser wichtigen Themen zur Terminologie gar nicht.

Alles, was in den mehrsprachigen Bereich fällt (also z.B. translation, global communications, global market presence) steht in direkter Wechselwirkung zur Terminologie. Wenn professionell globalisiert und übersetzt wird, gehört ein Terminologiemanagement automatisch dazu. Wie eben schon erwähnt, trägt es zur Effizienzsteigerung und Kostensenkung bei. Terminologiemanagement ermöglicht zudem eine kürzere Time-to-Market bei neuen Produkten und es ist Teil der Vorbereitung für Expansionen in neue Märkte bzw. Globalisierungsmaßnahmen jeder Art

Zur Corporate Identity hatte ich ja eben schon gesagt, dass sie aus 2 Aspekten besteht: auf der einen Seite Corporate Design und auf der anderen Seite Corporate

Language bzw. Corporate Wording. Oft investieren Unternehmen und Institutionen viel Geld in Layout und Typographie, vergessen aber, dass sie nicht nur „mit einem Gesicht", sondern auch „mit einer Stimme" auftreten sollten.

Was kommt mir in den Sinn, wenn ich Content Development oder Content Management höre? Zum einen ist auch hier eine klare Terminologie eine Grundvoraussetzung. Textbausteine aus einem Content-Management-System sind nur dann gut kombinierbar und wiederverwendbar, wenn sie sprachlich-stilistisch vereinheitlicht sind. Sonst wirken die erstellten Dokumente nicht wie aus einem Guss, sondern wie wilde Sammelsurien von Textbausteinen. Auch die Verwaltung von und der Zugriff auf Content/Inhalte basiert auf klaren terminologischen Festlegungen.

Zum anderen fällt mir spontan ein, dass ich mich schon oft gewundert habe, wie das Wort „Content" verwendet wird. Auch im Deutschen verwendet man den Anglizismus „Content", alternativ spricht man von „Inhalten". Wenn ich dann also Sätze oder Phrasen höre wie „Contenterstellung" oder „Ich erstelle/produziere Content", dann frage ich mich, was das bedeuten soll. Der Hintergrund: Zunächst einmal muss man sich überlegen, welche Inhalte/Content vermittelt werden sollen. Danach prüft man, welche Form geeignet ist, um den jeweiligen Inhalt/Content zu transportieren. Das kann eine sprachliche oder eine graphische Form sein, sie kann statisch oder dynamisch sein. Was erstellt oder produziert wird, sind also Texte, Bilder, Videos o.Ä. Sie **enthalten** den gewünschten Inhalt, **sind** aber selbst keiner. Terminologen kennen diesen wichtigen Unterschied aus dem semiotischen Dreieck: Die Benennung ist die sprachliche Repräsentation des Begriffs. Und genau so braucht auch ein abstrakter Content eine physische Form.

Die Bereiche „risk mitigation" und Terminologie haben insofern miteinander zu tun, als terminologisch eindeutige Aussagen auch Gefahren und Risiken minimieren. Insbesondere die Eindeutigkeit und Verständlichkeit von Fachtexten steigen, wenn die verwendete Terminologie festgelegt und vereinheitlicht ist. Da die Dokumentation eines Produkts nicht nur Begleiter, sondern Teil des Produkts ist, können so Schadenersatzforderungen und Reklamationen reduziert werden. Und schlussendlich sind Kunden mit bedienfreundlichen, klar dokumentierten Produkten zufriedener, so dass das Image und die Akzeptanz von Produkten durch die verwendete Terminologie beeinflusst werden.

Wissensmanagement und Wissenstransfer letztlich hängen ebenfalls mit terminologischer Qualität zusammen, und zwar sowohl firmenintern als auch firmenextern. Durch erfolgreiche Terminologiearbeit im Unternehmen lassen sich Fehlbestellungen, Missverständnisse und Nachfragen reduzieren, Besprechungen

und interne Kommunikationsprozesse verlaufen effizienter, die Kommunikation mit Kunden und Zulieferern wird verbessert. Ein sauberer Terminologiebestand lässt sich als Nachschlagewerk nutzen, aber auch dazu, neue Mitarbeiter zu schulen und einzuarbeiten.

Sie unterrichten Angewandte Linguistik, Terminologiemanagement und Mehrsprachige technische Dokumentation. Was meinen Sie, wie die Studenten an diese Fächer herangehen? Und welche grundlegenden Veränderungen haben Sie in den letzten Jahren beobachtet?

Zu Beginn des Studiums wissen viele Studierende noch gar nicht so recht, worauf sie sich einlassen. Die Erwartungen sind sehr unterschiedlich und nicht immer erfüllbar. Unsere Studiengänge an der Hochschule Karlsruhe haben allerdings eine Besonderheit: Stärker noch als viele andere junge Studiengänge setzen wir auf Interdisziplinarität. Wir bilden die Studierenden auf einem sehr breiten Spektrum aus. Der Studiengang Kommunikation und Medienmanagement (Bachelor und Master) ist die Fortsetzung unserer Studiengänge zur Technischen Redaktion. Sprachliche Kompetenzen werden ebenso vermittelt wie Fähigkeiten zur Visualisierung von Sachverhalten, zur multimedialen Aufbereitung, zur Programmierung, zum Informationsmanagement, aber auch zur Technik. Deutschland ist als Industriestandort sehr stark durch Unternehmen im technischen Bereich geprägt, so dass hier interessante Berufschancen im Kommunikations- und Medienumfeld bestehen – speziell, wenn die Absolventen auch die darzustellenden Inhalte verstehen.

Durch die interdisziplinäre Ausrichtung des Studiengangs ergibt sich also ein großer Spielraum, was spätere berufliche Schwerpunkte angeht. Das Aufgabenspektrum unserer Absolventen umfasst eine Vielzahl von Tätigkeiten, wie z.B. Informationsbeschaffung und -verwaltung, Konzeption, Erstellung und multimediale Gestaltung von Produktinformationen, das Entwickeln von Lehr- und Schulungsunterlagen sowohl klassischer Art als auch im Bereich E-Learning, die verständliche Aufbereitung von Ergebnissen aus Wissenschaft und Forschung, Sprachmanagement in Unternehmen sowie Öffentlichkeitsarbeit. Die Technische Kommunikation und das Medienmanagement bilden also ein innovatives und zeitgemäßes Berufsbild unserer Informationsgesellschaft.

Sagen Sie bitte etwas über Ihre neuesten Forschungen im Bereich der Terminologie und/oder Terminographie?

Im März 2014 ist die 2. Auflage unseres Best-Practice-Ordners beim Deutschen Terminologie-Tag erschienen. Das ist ein sehr schönes Projekt, da hier Theoretiker und Praktiker eng zusammengearbeitet haben und so Tipps und Tricks mit Hand und Fuß entstanden sind.

Darüber hinaus arbeiten wir im Rat für Deutschsprachige Terminologie (RaDT)/ Council for German Language Terminology zurzeit an einer Positionsbestimmung der Terminologiewissenschaft. Wie schon erwähnt, ist die Disziplin noch jung, hochgradig interdisziplinär und in Entwicklung, so dass wir es für sinnvoll halten, eine Standortbestimmung vorzunehmen. Woher kommt die Terminologiewissenschaft, wohin geht sie?

Ein aktuelles Projekt und gleichzeitig eine Daueraufgabe für mich ist die ständige Überprüfung und Weiterentwicklung meines 9-Schritte-Modells zur Terminologiearbeit für Unternehmen. Ich habe das Modell vor einigen Jahren entwickelt, und begleite nun seine ständige Erprobung und Weiterentwicklung in realen Firmenprojekten.

Wie sehen Sie die Zukunft der Terminologie als Fachdisziplin und welche Neuerungen auf diesem gebiet erwarten Sie?

Zunächst einmal nehme ich mit Freude zur Kenntnis, dass Terminologie nicht länger ein Thema ist, mit dem sich nur Übersetzer und Sprachinteressierte befassen, und dass es viele junge Menschen gibt, die sich für das Thema interessieren.

In der Anwendung wird mehr und mehr die fachliche und die wirtschaftliche Bedeutung erkannt und es werden Verbindungen zum Wissensmanagement und verwandten Bereichen geschlagen. Fachlicher Wissenstransfer und Wissensmanagement sind ohne (eindeutige) Terminologie nicht möglich. Terminologie ist allgegenwärtig, und man wird sich in den kommenden Jahren noch stärker mit den wissenschaftlichen Hintergründen und mit der praktischen Terminologiearbeit auseinandersetzen, um terminologische Probleme zu lösen und die Ergebnisse in verschiedenen Bereichen zu nutzen.

Wenn von Ontologien, Taxonomien, semantischen Netzen u.Ä. die Rede ist, muss klar sein, dass diese Systematisierungen und Aufbereitungen a) ohne Terminologie und terminologische Arbeitsweisen nicht möglich sind und b) schon seit Jahrzehnten in der Terminologiearbeit in Form von Begriffssystemen, Begriffsplänen, Notationen etc. realisiert werden. Die Methoden sind also zum Teil bereits vorhanden, müssen

nun aber in innovative Gebiete übertragen und dort computergestützt und multimedial umgesetzt werden.

Darüber hinaus wird die Bedeutung der Terminologie auch durch die immer noch fortschreitende Globalisierung weiter zunehmen.

Es gibt noch eine Menge zu tun und ich werde weiterhin mein Bestes geben, um unsere Studierenden auf die Herausforderungen der Zukunft vorzubereiten, auch wenn für sie die Terminologiewissenschaft nur ein Baustein ihres interdisziplinären Studiengangs ist. Aber vielleicht kann ich ja den ein oder anderen für „mein" Thema gewinnen.

Die Interinstitutionelle Terminologiedatenbank der Eu – IATE (Inter-Active Terminology for Europe) ist die weltweit größte Terminologiedatenbank und man ist zurzeit bemüht, sie um ein semantisches Element zu bereichern. Was halten Sie von sogenannten „knowledge bases" und wie könnte die Öffentlichkeit von IATE mit einer ontologischen Struktur profitieren?

Für Übersetzer und Terminologen ist IATE (früher Eurodicautom) schon seit langer Zeit ein hilfreiches, wertvolles Nachschlagewerk bzw. Nachschlagewerkzeug. Leider kennen es immer noch nicht genug Anwender, doch wie ich weiß, gibt es hier einige Bemühungen, den Bekanntheitsgrad zu erhöhen, wie z.B. die TermCoord-Kampagne 2013 „Let's IATE".

Eine Anreicherung mit weiteren semantischen Informationen ist sicher ein guter nächster Schritt, um die Nutzbarkeit der Daten(bank) zu erhöhen. Für mich beginnen „ontologische Strukturen" damit, dass die einzelnen Einträge sauber verlinkt werden, so dass z.B. ein gezielter Zugriff auf Ober- oder Unterbegriffe möglich ist. Auch eine Visualisierung dieser Verknüpfungen ist hilfreich. Terminologen wissen die übersichtliche Darstellung von begrifflichen Zusammenhängen in Form von Begriffssystemen schon lange zu schätzen, konnten die Begriffssysteme aber bisher nur als Graphiken o.Ä. in ihre Datenbanken einbinden. Das Arbeiten mit und in begrifflichen Strukturen stärkt das Verständnis und die Brauchbarkeit der gefundenen Informationen. Ich werde die neuen Entwicklungen mit großem Interesse verfolgen und freue mich auf neue Impulse.

Petra Drewer is Full Professor of Applied Linguistics at the **University of Applied Sciences in Karlsruhe**, Germany. Her teaching and research activities focus on terminology science and terminology management and on multilingual documentation development and translation. She is also active in these fields as a consultant to companies and institutions.

Professor Dr Drewer is President and Chief Executive of the German Institute for Terminology (Deutsches Institut für Terminologie DIT). She is also a member of the scientific advisory board of the **German Terminology Association (Deutscher Terminologie-Tag – DTT)**, of the German Standards Committee on Terminology (DIN-Normenausschuss Terminologie) and of the Council for German Language Terminology (UNESCO/RaDT).

Moreover she is active in the **Tekom**, the German professional association for technical communication and information development.

Professor Drewer holds a Diploma in Technical Translation (Spanish, French and English, electrical and mechanical engineering) and a Ph.D. in Cognitive Linguistics. Since 2003 she has been Full Professor at the University of Applied Sciences in Karlsruhe, teaching applied linguistics, professional German, terminology science, terminology management and multilingual technical documentation in the Technical Communication and Communication and Media Management degree programmes.

———————————————

What role does terminology play in the German scientific and industrial world?

I should like to draw a distinction between terminology, terminology science and terminology work.

Terminology in the sense of specialist vocabulary is vitally important not only in Germany, but throughout the world. Without terminology, clear, effective communication about subjects and contexts is impossible. I like to think of terminology and/or individual terms as 'compressed specialist knowledge'. Behind an individual term there is often a very complex, comprehensive definition which the lay person simply cannot understand.

Terminology science is still a very young discipline. Although in the German-speaking world in particular works and studies which today are regarded as part of

the standard academic literature were drawn up as long ago as in the early years of the 20th century, terminology only became an independent academic discipline towards the end of the 20th century. This is precisely what makes working in this area so exciting: the discipline is changing very quickly and the interdisciplinary approach we take means that academic terminology work is extremely varied. Areas of study range from linguistic considerations, focusing on naming, word formation and morphology, via ontological considerations, which deal primarily with terms and systems of terms, to IT-related issues concerning the management and use of electronic terminological databases.

Finally, businesses and industrial firms take a more practical approach to the topic. They use the findings and the methods developed by academic terminologists for their **terminology work** to solve practical problems. If a firm or institution carries out terminology work, the aim is usually to clarify, define and lay down a set of terms so that staff and clients can communicate clearly and effectively. Effective terminology management also reduces translation costs.

What characterises a terminologist or how would you define the profile of a terminologist?

Even today terminologists who have actually studied terminology as an academic discipline are very much the exception. Almost all terminologists have come to the discipline after completing studies or acquiring knowledge in the areas of translation, technical writing, communication management or linguistics. Let's not forget, however, that specialist knowledge is just as important as linguistic and terminological skills. If, for example, someone sets out to compile and define the terminology employed by a firm, they will only be able to do so properly if they also know a lot about the firm's products and understand the specific (often technical) processes involved. How else can they hope to research sources in a professional manner, define highly complex concepts or recognise synonyms? They also need project- and process-management and IT skills, because terminology projects have to be developed into sustainable processes and IT systems are needed if terminology is to be compiled and managed effectively.

As regards terminologists' personality and the soft skills they need, in my view the ability to work in a structured, systematic way is essential. In addition, terminologists need a good deal of determination and, at the same time, diplomatic skills, since they often face resistance from within the firms on whose behalf they are working.

As a member of the German Standards Committee on Terminology and of the Council for German Language Terminology, what is your opinion on international standards for terminology exchange and how should developers and standardisation bodies work together in this respect?

Terminology exchange is becoming increasingly important, because more and more programmes draw on and develop existing terminology. As a result, the establishment of standard formats, such as TBX, is also becoming increasingly important. Whereas in the past the concept of 'terminology exchange' primarily conjured up ideas of translation memory systems operating in conjunction with terminology management systems, or of exchanges between different terminology management systems, today many more software tools, such as controlled language checkers, machine translation systems, authoring memory systems, drafting systems, content management systems, enterprise resource planning systems and product databases, need import and/or export functionalities for terminology. At the same time, exchanges between different terminology management systems and interfaces between such systems and translation memory systems remain very important.

For this reason, developers, standardisation institutes and associations have for years been endeavouring to move standardisation work forward. The problem, however, is that the users of software tools are calling for, and happily making use of, ever greater degrees of flexibility. They do not want pre-determined structures for their terminological databases and entries, but rather solutions tailored to the needs of the firm that they work for. This desire for individuality is of course difficult to reconcile with standardised exchange formats. In my view, however, on cost grounds alone change will come, because virtually nobody can afford to be constantly programming new interfaces or to risk the data losses which can occur in the course of exchanges between systems.

Although terminology is becoming more and more important, not everyone is aware or convinced of its fundamental role. How do think terminology can be promoted?

In my work as a consultant to firms, in recent years I have seen that many technical writers and translators are very well aware of just how important a functioning terminology management system would be for their firm, but do not know how to approach such a project and turn it into processes they can use in their work. What is more, they are faced with a question similar to the one that you just put to me: how can we convince our colleagues in other departments, and above all our superiors and decision-makers in our firm, of the importance of terminology work? After all,

they know that terminology work costs time and money and that any return on investment will not come immediately and will be difficult to measure.

A range of arguments are needed, therefore, in order to motivate and win over those involved: one strong financial argument is the reduction in translation costs which can be brought about by standardising terminology in the source language. Since many firms (need to) translate their texts into 20, 50 or even more languages, the scope for savings is significant and welcome.

At the same time, standardisation in the source language means that texts can be drafted more quickly and therefore more cheaply (if a writer is unsure about a term, he or she can simply look in the terminology database, rather than carrying out hours of research and discussing the matter with colleagues). If clearly defined terms are used whenever appropriate, the clarity and readability of texts – in the source and in the target languages – is also increased.

Marketing managers need to grasp the fact that, alongside corporate design, a corporate language is also fundamental to the corporate identity of a firm. In many this never even crosses their minds.

Could you please tell us what is the first idea that comes to your mind in relation to the following concepts?: *"corporate identity, content development, content management, global communications, knowledge transfer, risk mitigation, translation, global market presence".*

Wow! That is quite a set of concepts!

I could probably write a whole essay on each of them, but I will try to structure my answer around them. One thing I do like is that these concepts build on the question you just asked me, in that they point to further telling arguments which can be used to justify the professional use of terminology. Many people simply do not grasp the links between these important topics and terminology.

Terminology has a direct bearing on all multilingual activities (e.g. translation, global communications, global market presence) – and vice versa. Terminology management is intrinsic to professional globalisation and translation. As I pointed out above, it increases efficiency and reduces costs. In addition, terminology management reduces the time-to-market for new products and is something all firms should do when preparing to expand into new markets and of globalisation measures of all kinds.

I just said that there are two aspects to corporate identity: on the one hand, corporate design, and, on the other, corporate language or corporate wording. Firms and institutions often invest a lot of money in layout and typography, but forget that they should not only be showing 'a single face', but also speaking with 'a single voice'.

What comes to mind when I hear the terms content development or content management? Firstly, here again clear terminology is fundamental. Text components from a content management system can only be combined effectively with other components and re-used if they are linguistically and stylistically standardised. Otherwise, documents do not read like an integrated whole, but simply as a random selection of components. Content management and access must also be based on clear terminological rules.

The other thing that strikes me – and this is something which has often surprised me – is the way the word 'content' is used, in German as well. When I hear phrases or sentences such as 'content production' or 'I produce content', I wonder what they are supposed to mean. Let me explain: first of all a decision has to be taken on the content to be put across, and then on the form which can best be used to put that content across. It may be linguistic or graphic, static or dynamic. What is produced, therefore, are texts, images, videos, etc. They contain the desired content, but are not themselves content. Terminologists know this important distinction from the semiotic triangle: the name we give to something is the linguistic representation of the concept behind it. In just the same way, abstract content needs physical form.

Risk mitigation and terminology are closely linked in that terminologically clear statements minimise dangers and risks. The clarity and comprehensibility of specialist texts increases if standard terminology is employed. Since the documentation accompanying a product is also part of the product itself, in this way the number of complaints and claims for damages can be reduced. Finally, customers are happier with user-friendly, clearly documented products, so that terminology has a bearing on product image and acceptance.

In the final analysis, knowledge management and knowledge transfer are also bound up with the quality of terminology work, both within firms and in firms' dealings with the world at large. Successful terminology work within firms serves to reduce the number of incorrect orders, misunderstandings and follow-up queries, ensures that discussions and in-house communication processes are more efficient and improves communication with customers and suppliers. A properly run terminology database can be used as a work of reference, but also as a tool to train and integrate new employees.

You have been teaching applied linguistics, terminology management and multilingual technical documentation. In your opinion, how do students approach these fields? And what are the main changes that you have noticed through the years?

When they arrive at university, many students do not really know what they are letting themselves in for. Expectations are varied and not always realistic. One feature sets our courses at Karlsruhe University apart, however: more than other new courses, we take a determinedly interdisciplinary approach. We train our students in a very broad range of areas. Our course in communication and media management (Bachelor's and Master's) builds on our courses in technical writing. In addition to language skills, students receive training in the visualisation of ideas, the creation of multimedia projects, programming, information management and the relevant technologies. Germany has many firms working in technological spheres, so this opens up interesting professional opportunities in the area of communications and the media – in particular if graduates also understand the content to be represented.

The interdisciplinary approach means that students have a choice of professions to consider for their subsequent careers. Our graduates work in a wide range of spheres, such as information gathering and management, the design, production and multimedia presentation of product information, the development of training and teaching materials, in both the traditional and e-learning spheres, the presentation of scientific and research findings for the general public, language management in firms and public relations work. Technical communication and media management are thus innovative professions which reflect the nature of our modern-day information society.

What is the latest or most important research that you have done in the field of terminology and/or terminography?

In March 2014 the second edition of our Best Practice Handbook was presented at the German Terminology Conference. It is a hugely rewarding project, because people involved in both academic and practical terminology joined forces to create a reference work which contains proven tips and tricks.

In addition, in the Council for German Language Terminology we are currently working on a document setting out the current state of play in terminology science. We feel that such a document is needed because, as I mentioned before, the discipline is still young, highly interdisciplinary and developing all the time. Where is terminology science coming from, where is it going?

Why is terminology your passion?

Another current, ongoing project is the constant revision and development of my nine-step model for terminology work in firms. I created the model a number of years ago and I now monitor its testing and development in real projects in the business world.

How do you see the future of terminology as a discipline and what innovations do you expect in the future?

First of all, I am pleased to see that terminology is no longer the preserve of translators and people interested in languages and that many young people are starting to take an interest in terminology.

More and more people are coming to recognise the importance of terminology in industry and in the economy as a whole and links are being established with knowledge management and related areas. Effective knowledge transfer and knowledge management are impossible without (clear) terminology. Terminology is everywhere, and in coming years we will have to pay more attention to the scientific background to terminology and to practical terminology work with a view to solving terminological problems and using the results in a variety of areas.

When we talk about ontologies, taxonomies, semantic networks and the like, we must understand that these forms of systematisation and processing (a) are impossible without terminology and terminological methods, and (b) have been part and parcel of terminology work for decades in the form of systems of terms, notations, etc. Some of the methods required are already available, therefore now they just need to be applied to new areas, using computers and multimedia techniques.

The ongoing process of globalisation will increase the importance of terminology even further.

There is still much to be done and I will continue to do everything I can to prepare our students for the challenges for the future, even if terminology is only one component of their interdisciplinary course. But perhaps I can persuade one or two to focus on 'my' area.

The EU's Interinstitutional Terminology Database (IATE= Inter-Active Terminology for Europe) is the largest term base in the world and efforts are now being made to enrich it with semantics. What is your opinion about

knowledge bases in general and how do you think the wider public can benefit from IATE with an ontological structure?

IATE (formerly Eurodicautom) has long been a helpful, valuable reference work and tool for translators and terminologists. Unfortunately, still not enough people use it, but I know that efforts are being made to raise its profile, for example through the 2013 TermCoord campaign 'Let's IATE'.

The inclusion of further semantic information would certainly be a worthwhile next step to increase the usefulness of the data and the database. To my mind, 'ontological structures' emerge when individual entries are properly linked to one another, so that the relationship with generic or more specific terms is clear. The visual presentation of these links is also helpful. Terminologists have long been aware of the value of the clear presentation of the links between terms in the form of systems of terms, but until now they have only been able to include them in their databases as diagrams. Working with and in term-based structures makes it easier to understand and use the information found. I will follow the new developments closely and I look forward to the new ideas it will provide for my work.

The interviewer:

Born in Argentina in 1985. She graduated in 2008 from the National University of Cordoba with a Diploma in Translation. Later, she lived about 3 years in New Zealand, where she worked as a Project Manager at a Translation Agency and then as a Technical Writer. Also, she successfully took and passed the CELTA course for teaching English to speakers of other languages. In 2012 she moved to Germany, where she is about to finish her MA in Terminology and Language.

Carolina Dunaevsky

Pascaline Dury

by Mioara Stroe

"To me the compilation and software-assisted semi-automatic analysis of corpora seems absolutely indispensable for terminology."

Pascaline Dury is a senior lecturer in the Applied Foreign Languages Department (LEA) of the Language Faculty at Université Lumière Lyon2, where she teaches specialised translation and terminology from Level 2 to MA. She is also course leader for the International Communication in Health Sciences Masters programme (M2CISS). In addition, Pascaline Dury is a statutory member of the Terminology and Translation Research Centre (CRTT) at Université Lumière Lyon2 and her regular publications through the Centre make a significant contribution to its research.

Her **most notable publications** include: Quelle(s) traduction(s) pour le terme anglais greenwashing? (How should one translate 'greenwashing' into French?) Quelques observations croisées en terminologie (A few comparative observations on terminology); Les noms du pétrole: une approche diachronique de la métonymie onomastique (Words for oil: a diachronic approach to nominative metonomy), and

Building a Bilingual Diachronic Corpus of Ecology: The Long Road to Completion. For further details see the list available through the **CRTT**.

In our interview, she outlined her opinions on **translation, terminology and their impact** in academic and professional contexts.

———————————————

1. You are one of a team of linguists at the Terminology and Translation Research Centre (CRTT) at Université Lumière Lyon2. Can you tell us about some of the Centre's most important work?

The work of the CRTT focuses primarily on the study of specialist language, which is achieved by compiling and analysing corpora, as well as through the use of lexicology, translation and terminology. For around three years the CRTT has also been producing a study on terminology and documentary research as part of a contract with the DGLFLF (Délégation générale à la langue française et aux langues de France, the French Culture Ministry's General Delegation on the French Language and the Languages of France).

2. You are also a senior lecturer for the International Communication in Health Sciences MA course (M2CISS). How do you incorporate terminology into the course and what impact does this discipline have on your students?

During the Masters programme students take a terminology course with a view to compiling a bilingual French-English glossary containing around 40 specialist terms related to a particular medical specialisation. The glossary is created in the form of a database, so having a good command of the software is very important, as is the indispensable knowledge associated with editing a glossary of terms. Given that this glossary is intended to fulfil a specific need, the students must find a professional 'client' to do the work for. This year, for example, one student compiled a glossary on Duchenne muscular dystrophy (DMD) for AFM-téléthon's portal of documents.

The completion of this bilingual glossary of terms is essential in order to pass the MA and although the students spend a lot of time compiling it, they nevertheless enjoy having to find a client with a genuine need for terminology; it gives them the feeling that their work is really making a difference.

Why is terminology your passion?

3. Is it an informative exercise for freelance translators to do terminology work? Why?

While compiling a glossary certainly goes beyond what a translator would have time to do in their professional life, this work enables the students to understand the immense benefits for the translator of having access to documentary and terminological research which has been carried out before the translation itself.

4. Looking at the most frequently researched topics by linguists at the CRTT, it is clear that corpus-based research is a rather contentious issue. To what extent are corpora useful and what impact do they have on terminology?

To me the compilation and software-assisted semi-automatic analysis of corpora seems absolutely indispensable for terminology. The sheer volume of terminological information that can be accessed through a specialised corpus facilitates the study of many important aspects in this field: neologisms, the lifecycle of terms, the role of context, collocations etc.

5. Ecology is one of the fields which you have researched the most. From a linguist's perspective, what are its most interesting aspects?

Ecology is a fascinating field to study from a terminological point of view for several reasons. It is a field that draws great attention from the media, which certainly has an effect on the lexicon. It is also constantly evolving, which is extremely interesting, particularly for the study of neologisms and terminological obsolescence. Lastly, the field of ecology has diversified considerably; it is no longer simply the study of plants and animals and their habitats, but also protecting the environment, tackling urban pollution, developing renewable energies etc. These areas all produce additional terms for the terminologist to study.

6. Specialist language is normally thought of in terms of its technical and scientific aspects. Can you explain what you mean when you talk about "metaphor in specialist language"?

Metaphor in specialist language is a research topic that we focused on during a conference organised by the CRTT in 2008. We felt it was important to see how devices such as metaphors and metonyms, which are well known in what we may call general language, can also be used in specialist language particularly when creating new terms – and what translation difficulties this can pose when switching from one language to another.

7. Computer terminology tools and computer-assisted translation are becoming increasingly popular. In what circumstances would you recommend the use of a computer program? What are the benefits of using software for language work?

It is difficult to give a very precise response on this subject. Many CAT tools exist, although they do not all have the same features or facilitate the same type of work. Certain tools, for example, allow translators to compile mini-glossaries of terms, whereas others do not. In the MA programme we try to introduce students to two or three CAT tools so that they can choose the one which is best suited to their individual needs.

8. Which specialist fields currently require collaboration with linguists in France?

All specialist fields need collaboration with linguists!

Apart from the 'traditional', well-known fields which have garnered interest from linguists for some time (such as medicine, the environment, law, the economy etc.), many others could be the subject of very fruitful terminological research. I am thinking here of a collaboration which is taking shape between the CRTT, the Catholic University of the Sacred Heart in Milan and the CTR (Centre for Textile Research) in Copenhagen to carry out a diachronic study of the terminology associated with fur and leather. The objective is to produce a multilingual glossary in this field which is designed for professional use.

9. What job prospects do young people who have studied specialised translation or terminology have in France? Are universities offering them an education which is tailored to meet the demands of the job market?

The objective of a Masters like the M2CISS is of course to prepare students as well as possible for the world of work. That is why internships are so important (a three to six month internship is compulsory), because they allow students to make the transition between university and professional life.

In M2CISS the majority of lessons are taught by professional translators and healthcare professionals, so naturally the discourse used is oriented towards the world of work.

10. How do you envisage the future of terminology? Will it become more or less popular? Will it be a profession in its own right or will it function more in collaboration with universities and research centres?

It is difficult to say. It is certainly true that there are still relatively few professional terminologists in France (for example, the DGLFLF that I mentioned earlier only has three full-time terminologists). However, I am convinced that terminologists could have a place in a great number of large businesses, both public and private, since the work of a terminologist is not confined to translation. It also involves compiling bilingual or multilingual glossaries and databases, documentary and terminological research and even scientific writing and the creation of ontologies.

The interviewer:

Mioara Stroe

Mioara Stroe is a self-taught terminologist and strives for a calm and safe social environment. She graduated from the Faculty of Foreign Languages and Literature at the University of Bucharest with a degree in French and Portuguese Philology, and obtained a Masters in Translation from the University of Lisbon. She took a break from her studies in order to carry out research at the University of Lyon as part of an Erasmus exchange. She has become a passionate terminologist since completing her dissertation project about the terminology associated with animal by-products which are not destined for human consumption and a traineeship with the Terminology Coordination Unit of the Directorate-General for Translation at the European Parliament has allowed her to broaden her knowledge of terminology.

Marcin Feder

by Aleksandra Święcicka

Marcin Feder pracuje jako tłumacz ustny w Parlamencie Europejskim od 2003 roku i jest kierownikiem Działu Tłumaczeń Ustnych (Języka Polskiego) od 2012 roku. Marcin Feder studiował na Uniwersytecie im. Adama Mickiewicza w Poznaniu (ukończył studia magisterskie na kierunku: filologia angielska, jak i studia doktoranckie na kierunku: lingwistyka). Był także stypendystą prestiżowego amerykańskiego programu „Junior Fulbright Scholarship", oferującego m.in. stypendia badawcze w Instytucie Studiów Międzynarodowych w Monterey. Marcin Feder tłumaczy w trzech kombinacjach językowych: polski (język A, czyli język ojczysty tłumacza), angielski (język B, czyli język aktywny porównywalny do poziomu języka ojczystego tłumacza), szwedzki (język C, czyli język bierny, oznaczający, że tłumacz rozumie dany język, ale nie posługuje się nim na tyle płynnie, aby tłumaczyć czynnie). Poza pracą Marcin Feder interesuje się wykorzystywaniem tabletów w kabinie tłumaczeniowej i wszelkiego rodzaju rozwiązaniami dotyczącymi elektronicznego obiegu dokumentów, a także jest biegaczem długodystansowym.

Wywiad stanowi moje autorskie tłumaczenie z angielskiego oryginału.

1. Przystąpienie Polski do Unii Europejskiej w maju 2004 roku znacznie wpłynęło na powszechne użycie języka polskiego. Było to spowodowane koniecznością dostosowania polskiego systemu prawnego do prawa unijnego. Jak ta sytuacja polityczna wpłynęła na współczesny język polski?

Nie jestem przekonany, czy jestem odpowiednią osobą, żeby odpowiedzieć na to pytanie. Pochodzę z rodziny prawniczej (także prawniczo-lingwistycznej), byłem tłumaczem sądowym, stąd jestem świadomy, że trudności w tłumaczeniach wynikają głównie z konieczności przystosowania sytemu prawnego krajów członkowskich UE do systemu unijnego, który nie jest bezpośrednio oparty na prawie poszczególnych krajów. To czyni transpozycję (przeniesienie) bardzo trudną, także pod względem językowym. Mam przez to na myśli, że wprowadza się nowe koncepcje i pojęcia, które są obce dla wielu krajowych systemów prawnych lub określają pewną terminologię odmiennie (koncentrując się na stosowaniu terminologii prawniczej, która całkowicie odbiega od potocznie używanego języka). To ostatnie zjawisko jest powszechnie znane w krajowych systemach prawnych, jednak nieczęsto dokonuje się przenoszenia aktów prawnych z jednego systemu do innego, co jest na porządku dziennym w UE.

2. W sprawozdaniu o stanie ochrony języka polskiego przygotowanego przez Radę Języka Polskiego w 2013 roku wspomniano, że polskie dokumenty prawne tłumaczone w instytucjach unijnych zawierają mnóstwo angielskich zapożyczeń językowych. Powstało nawet nowe polskie pojęcie („brukselizmy") na określenie tego zjawiska. Jak postrzega Pan tę sytuację z punktu widzenia osoby pracującej jako tłumacz w instytucjach unijnych?

Niestety muszę się w dużym stopniu zgodzić z tym raportem. Kilka lat temu, razem z moimi kolegami, zaprosiłem specjalistę w dziedzinie języka polskiego, aby ocenił naszą pracę tłumaczeniową z punktu widzenia języka rodzimego. Czekaliśmy na cenne komentarze, które pomogą nam ulepszyć naszą codzienną pracę w zakresie gramatyki, operowania językiem czy fonetyki. Jedną z pierwszych i najbardziej szokujących obserwacji, jakie specjalistka poczyniła, były kłopoty ze zrozumieniem komunikatu nadawanego przez nas. Nie dlatego, że źle wykonujemy naszą pracę, ale dlatego, że nadawaliśmy słowom i pojęciom (mam tutaj na myśli pracowników instytucji unijnych w ogóle) zupełnie nowe znaczenia związane z tematyką unijną. Muszę przyznać, że nasza praca i jakość wykonywanych przez nas tłumaczeń ustnych jest często doceniana przez naszych klientów. Uważam jednak, że nie ma aż tak wielkiej liczby zapożyczeń i kalek językowych w naszych tłumaczeniach. Tworzone są jednak nowe pojęcia, niestety bardzo zawiłe i niezrozumiałe dla przeciętnego odbiorcy, który próbuje zapoznać się z unijnym tekstem lub słucha naszych tłumaczeń. Ten język jest bardzo hermetyczny, co jest głównym źródłem problemów. Innym poważnym problemem jest składnia, gdyż nasze zdania

(tworzone w kontekście unijnym) są przesadnie rozbudowane, co dodatkowo utrudnia zrozumienie tekstu. Postanowiliśmy pisać znacznie krótsze zdania, przez co bardziej naturalne dla odbiorcy. Patrząc jednak teraz na moje odpowiedzi, nie jestem już pewny, czy udało mi się osiągnąć ten cel.

3. Czy uważa Pan, że język polski powinien być bardziej chroniony przed anglicyzmami, czy być może powinniśmy uczynić go bardziej żywym i współczesnym poprzez przejęcie angielskich zapożyczeń językowych, co sprawi, że nasz rodzimy język skorzysta z wszechobecnego zjawiska globalizacji?

Nawet jeśli istnieje polityka ochrony języka polskiego i podejmowane są wspólne działania, aby wprowadzić nowe słowa i pojęcia w naszym rodzimym języku, wciąż powinniśmy pamiętać, że wiele z nich jest zapożyczanych spontanicznie i naturalnie na co dzień. Wydaje mi się, że tworzenie takiej sztucznej poniekąd ochrony języka spowoduje powstanie przepaści językowej pomiędzy „sztucznie ukutą" terminologią polską w języku oficjalnym a zapożyczeniami używanymi w języku potocznym. W rezultacie stworzony język będzie napisany czy mówiony poprawną polszczyzną, ale przez to może stać się nawet jeszcze bardziej niejasny dla przeciętnego odbiorcy niż zwroty zapożyczone z języka angielskiego.

4. Jaka jest Pana opinia o wielojęzycznej, elektronicznej bazie terminologii IATE (Inter-Active Terminology for Europe – Interaktywna Terminologia dla Europy) dostępnej w Internecie dla każdego? Czy używa Pan IATE i poleca ją swoim pracownikom (dziewiętnastu tłumaczom ustnym i około 130 osobom pracującym na zlecenie)? Jak polska baza terminologiczna może zostać udoskonalona?

Osobiście korzystam w pracy z „wewnętrznej" IATE (część bazy terminologicznej IATE, która nie jest jeszcze dostępna publicznie) i wiem, że niektórzy moi współpracownicy także mają do niej dostęp i z niej korzystają, natomiast pozostali korzystają z wersji IATE dostępnej publicznie. Zanim zostałem kierownikiem Działu Tłumaczeń Ustnych (Języka Polskiego), byłem terminologiem koordynatorem w polskiej kabinie w Parlamencie Europejskim, stąd przywykłem do używania sprawdzonych źródeł i narzędzi zawierających potrzebne słownictwo, takich jak chociażby baza IATE. Pamiętam, że zorganizowałem także kilka szkoleń z IATE dla mojego zespołu. Byłem także członkiem polskiej, międzyinstytucjonalnej grupy terminologicznej, w której skład wchodzili wszyscy lingwiści z różnych instytucji unijnych. Mieliśmy spotkania dwa razy w roku i większość z nich była poświęcona właśnie koordynacji dostępnej terminologii. Stąd wiem, że polska baza terminologiczna IATE zawiera rzetelne i

sprawdzone słownictwo. Te spotkania i współpraca były naprawdę wyjątkowe i cenne, stąd nadal staram się (wraz z moim następcą) w nich uczestniczyć, jeśli tylko pozwala mi na to czas.

5. Osoby odbywające staż w dziale terminologii w TermCoord (Terminology Coordination Unit of the European Parliament – Dział Koordynacji Terminologicznej w Parlamencie Europejskim) mają niepowtarzalną okazję, aby pracować nad wybranym projektem terminologicznym, zgodnym z ich zainteresowaniami. Jaką tematyką powinny się zająć obecnie?

W mojej opinii – wszelkim słownictwem związanym z ekonomią, Jest to jedna z najtrudniejszych dziedzin do tłumaczenia w języku polskim, a przy tym obecnie wyjątkowo popularna. Naprawdę potrzebujemy polskich odpowiedników w tej dziedzinie, które będą pochodziły z solidnych i sprawdzonych źródeł i instytucji, aby móc poradzić sobie z tą jakże zawiłą dziedziną.

6. Został Pan nagrodzony prestiżową Nagrodą Ministra Edukacji Narodowej i Sportu za współautorstwo „Nowego Słownika Kościuszkowskiego". Czy może Pan nam zdradzić tajniki pracy leksykografa?

To było szesnaście lat temu, ale wciąż mam to przed oczami, gdyż była to jedna z moich największych przygód zawodowych. Jestem bardzo dumny z tej pracy i z tego, co udało nam się osiągnąć jako zespół. Projekt rozpoczął się w 1999 roku, o ile pamięć mnie nie myli, a więc w czasach, gdy nie było jeszcze dostępu do szerokopasmowego Internetu. Wciąż pamiętam czas spędzony za biurkiem, gdy byłem otoczony stertami słowników i innych pomocy naukowych leżących niemalże wszędzie: na podłodze, stole, krzesłach – tak, żebym zawsze miał je pod ręką w razie potrzeby. Jeśli nie mogłem znaleźć czegoś w książkach, notowałem te słowa, a pod koniec dnia wreszcie korzystałem z kosztownego połączenia modemowego i spędzałem trochę czasu na szperaniu w Internecie, aby znaleźć odpowiedź. Jeśli to nie pomagało, radziłem się polskich lub angielskich specjalistów w różnych dziedzinach i przedstawiałem im swoje wątpliwości związane z tłumaczeniem konkretnego słowa lub zwrotu. Ta praca była naprawdę czasochłonna i chociaż może wydawać się wielu osobom nudna, byłem z niej bardzo zadowolony i sprawiała mi ona dużo radości. Musiałem jednak zrobić przerwę w tym projekcie, gdyż dostałem stypendium w amerykańskim programie „Junior Fulbright Scholar", który był związany z moją pracą doktorską. Po powrocie ze stypendium zostałem ponownie zaproszony do udziału w tym projekcie i nawet zostałem awansowany na współredaktora drugiego tomu „Nowego Słownika Kościuszkowskiego". Zatem oprócz tego, że pracowałem jako leksykograf, byłem również odpowiedzialny za redagowanie pracy moich kolegów.

7. Jakie jest Pana zdanie na temat nowoczesnych sposobów nauki języków obcych, jak chociażby korzystanie z najnowszych technologii, mediów społecznościowych czy narzędzi cyfrowej komunikacji?

Te wszystkie możliwości dają niepowtarzalna okazję, aby naprawdę wgłębić się w meandry danego języka. Wszystko jest teraz tak łatwo dostępne, a dodatkowo dzięki specyfice nowych mediów jesteśmy w stanie śledzić na bieżąco wszystkie zmiany zachodzące w danym języku. Nie chciałbym brzmieć jak staruszek, ale kiedy studiowałem anglistykę, używaliśmy zwykłych podręczników (co oczywiście było dobre) i mieliśmy bardzo ograniczony dostęp do mediów anglojęzycznych, gdyż była to epoka „prehistoryczna", jeśli porównać ją z obecnymi czasami nowych technologii, internetu itd. Przypuszczam jednak, że byliśmy wtedy bardziej skupieni na nauce i mniej rozproszeni niż ma to miejsce teraz. Obecnie z jednej strony jesteśmy przytłoczeni ilością źródeł, ale z drugiej strony niektóre z nich mogą nie być wiarygodne, więc musimy być bardziej uważni. Niemniej jednak jestem zafascynowany ogromem możliwości formalnej bądź nieformalnej nauki języka, jak chociażby wszelkie kursy on-line, MOOCs czy też iTunes U.

8. Pana językiem ojczystym jest polski, ale perfekcyjnie włada Pan też językiem angielskim, szwedzkim i francuskim. Poza tym zna Pan język niemiecki i rosyjski. Czy może Pan zdradzić nam swoje sposoby na bycie poliglotą?

W moim przypadku odpowiedź jest bardzo prosta – ciężka praca i jeszcze raz ciężka praca, gdyż nie sądzę, żebym miał wrodzoną zdolność do nauki języków obcych, nie dorastałem też w środowisku wielojęzycznym, jak moje dwie córki, czego im zresztą bardzo zazdroszczę. W skrócie – mnóstwo godzin spędzonych na nauce gramatyki, czytania, pisania i mówienia, jak również tworzenia różnych list słówek, czyli jednym słowem „stara szkoła" – nauka przez powtarzanie. Aby uczynić tę metodę jeszcze bardziej staroświecką – mnóstwo czytania dobrej literatury i do tego szczypta bardziej nowoczesnych rozwiązań, jak słuchanie podcastów i audiobooków, tak pokrótce. Moim pierwszym językiem był rosyjski, którego uczyłem się przez cztery lata w szkole podstawowej i kolejne cztery lata w szkole średniej, kiedy też zacząłem uczyć się języka angielskiego. Kiedy skończyłem szkołę średnią w 1992 roku, język angielski wydawał mi się całkiem rozsądnym wyborem studiów i dalszej kariery zawodowej. Postanowiłem zdawać na Uniwersytet im. Adama Mickiewicza w Poznaniu na tamtejszą anglistykę, na którą się dostałem i miałem ogromne szczęście spotkać najlepszych nauczycieli, jakich miałem kiedykolwiek w życiu. Tam zacząłem także przygodę z językiem niemieckim i przez rok uczyłem się łaciny. W międzyczasie studiowałem równolegle język hiszpański. Niestety trwało to tylko jeden semestr, gdyż dostałem propozycję wyjazdu na stypendium do Irlandii, którą oczywiście przyjąłem i dzięki temu ukończyłem podstawowy kurs języka irlandzkiego (galijskiego). Język

szwedzki był dosłownie moją „drugą miłością". Moja przyszła żona studiowała na tym samym uniwersytecie, więc poza wielkim uczuciem, jakim ją darzyłem, zakochałem się także w języku szwedzkim. Wprawdzie musiałem czekać kolejne dziesięć lat, żeby rozpocząć naukę, ale ostatecznie zdołałem to zrobić, dzięki ogromnej zachęcie i wsparciu ze strony Parlamentu Europejskiego. Język francuski był w tym momencie naturalną koleją rzeczy, gdyż mieszkałem i pracowałem w Belgii. Próbowałem także nauczyć się języka niderlandzkiego, ale musiałem zrezygnować z tego kursu, gdy zostałem kierownikiem Działu Tłumaczeń Ustnych (Języka Polskiego) i zwyczajnie nie miałem już na to czasu. Jak widać, jest wiele kursów językowych, które zacząłem, ale których nie udało mi się ukończyć, nad czym wciąż bardzo ubolewam.

9. Wspomniał Pan, że nie wychowywał się w środowisku dwujęzycznym jak Pana dwie córki. Czy może Pan nam powiedzieć o zaletach i wadach dorastania w środowisku dwujęzycznym?

Zacznę od wad, które dla wielu są znacznie mniej oczywiste. Przede wszystkim, wierzę i zauważyłem, że jest bardzo ciężko utrzymać idealny poziom między dwoma językami. Jeden lub drugi, czy też nawet trzeci czy każdy kolejny, będzie – chociażby minimalnie – zawsze językiem dominującym nad innymi na poszczególnych etapach życia. Wkładamy wiele wysiłku w dwujęzyczne wychowanie dzieci, aczkolwiek nie zawsze jest to dla nich łatwe. Pomimo, że jesteśmy rodzimymi użytkownikami języka polskiego oraz zawodowymi lingwistami, a nasza starsza córka wychowuje się w środowisku polskojęzycznym (komunikujemy się w tym języku na co dzień) i jest otoczona przez polskie książki i media, to wciąż wysyłamy ją na zajęcia z języka polskiego. Nawiasem mówiąc, jestem zdania, że niestety polskie media nie są już dobrym wzorcem językowym. Młodsza córka jest wciąż jeszcze za mała, aby poddać ją tak ciężkiej próbie. Pamiętam opowieść mojej koleżanki, która zrelacjonowała mi dokładnie, to o czym pokrótce wspomniałem. Opowiedziała mi, jak bardzo bywała wściekła na swoich rodziców w przeszłości, a teraz to wszystko bardzo docenia i jest im bardzo wdzięczna. Mam nadzieję, że tak samo będzie w przypadku moich dzieci i że mnie nie znienawidzą, a także będą przynajmniej wdzięczne w przyszłości. Zalety wydają mi się całkowicie oczywiste. Poza tym, że dzieci są w stanie komunikować się biegle w dwóch lub większej liczbie języków, są także bardziej świadome wielokulturowości, co – jak myślę – znacznie wzbogaca ich życie i czyni je bardziej otwartymi na innych ludzi i nowe doświadczenia. Najprościej mówiąc, jesteś świetnie przygotowany do stawiania czoła światu i odnalezienia się w tych innych „rzeczywistościach".

10. Jest Pan kierownikiem Działu Tłumaczeń Ustnych (Języka Polskiego) w Parlamencie Europejskim. Jak scharakteryzowałby Pan swoją pracę? Jakie są wyzwania, najlepsze praktyki i obecne trendy związane z tłumaczeniem ustnym?

Przede wszystkim, kierownik Działu Tłumaczeń Ustnych (Języka Polskiego) nadal pozostaje tłumaczem ustnym. Poza tym, że pracuję jako tłumacz ustny w kabinie, jestem także odpowiedzialny za prowadzenie bieżących spraw administracyjnych w podlegającej mi jednostce. Ogólnie mówiąc – jestem też kierownikiem ds. zarządzania relacjami ludzkimi. Natomiast najważniejsza w mojej pracy jest pewność, że mój zespół ma możliwość dalszego rozwoju zawodowego, poprzez chociażby udział w kursach językowych (zarówno w szkoleniach wewnętrznych, jak i zewnętrznych), jak i ogólnych dostępnych kursach. Próbuję także zaangażować ich w różne projekty, które mogą być dla nich przydatne, takie jak chociażby zajęcia wirtualne, wizyty studentów czy też egzaminy końcowe na uczelniach) lub też szkolenia wewnętrzne. Wprowadziliśmy także lub zamierzamy wprowadzić kilka projektów polegających na tym, że jedni pracownicy szkolą innych w dziedzinach, w których czują się najlepiej. Organizujemy także wewnętrzne seminaria i szkolenia wymiany koleżeńskie (zwłaszcza, jeśli zamierzamy wprowadzić dodatkowy język) i zapewniamy wzajemną ocenę dotychczasowej pracy. Głównym wyzwaniem, z którym obecnie musimy się zmagać, jest wysoce techniczny charakter posiedzeń (jest to główna zmiana wynikająca z wprowadzenia traktatu lizbońskiego), szybkie tempo tłumaczenia ustnego (nie chciałbym tutaj zbytnio wchodzić w szczegóły, ale ogólnie przyjętym tempem jest około 120 słów na minutę lub nieco mniej dla zapewnienia optymalnego poziomu tłumaczeń. Jest naprawdę ciężko dokonywać szybszego tłumaczenia ustnego niż wspomniałem i mam ogólne wrażenie, że mimo, iż nie mamy na to niezbitych dowodów, to często przekraczamy ten założony próg tłumaczeń i wciąż robimy świetną robotę!), a wreszcie fakt, że językiem angielskim często posługują się osoby niebędące rodzimymi użytkownikami tego języka. Udało mi się także zaobserwować, że dosyć często odbywamy wyjazdy służbowe i poza stałą pracą w komitetach, mamy mnóstwo innych zleceń, np. indywidualne tłumaczenia ustne (tłumaczenia wykonywane specjalnie dla danej osoby), specjalne wydarzenia i zgromadzenia, takie jak: tłumaczenia towarzyszące, arbitraże i rozmowy trójstronne. Można powiedzieć, że obłożenie pracą jest bardzo wysokie i jednym z głównych wyzwań jest równomierny przydział pracy, o ile jest to w ogóle możliwe, zwłaszcza biorąc pod uwagę wszelkie obsługiwane przez nas kombinacje językowe.

11. Jak wymagające jest tłumaczenie ustne z języka angielskiego, jeśli mówcy nie są rodzimymi użytkownikami języka? Jakie największe trudności napotykacie Państwo?

Nie ważne, jak bardzo dobrze posługujesz się językiem obcym, wciąż musisz mieć na uwadze, że jest to właśnie język obcy. Dla mnie oznacza to, że nigdy nie będziesz w stanie wyrazić się w nim tak łatwo, elokwentnie, precyzyjnie i jasno jak w swoim ojczystym języku. Czasem zdaje się, że porozumiewanie się w języku angielskim, który jest teraz uznawany za wspólny język, czyni tę komunikację znacznie łatwiejszą i szybszą, ale tym samym wprowadza też pewne ograniczenia w przekazie. To sprawia, że tłumaczenie ustne staje się jeszcze bardziej skomplikowane. Nie wspominając już o takich błahostkach jak problemy z doborem odpowiednich słów, stosowaniem poprawnych form gramatycznych czy też wymową.

12. W pracy doktorskiej dokonał Pan oceny CAT (computer-assisted translation – tłumaczenie wspomagane komputerowo). Jaki jest Pana pogląd na najnowsze programy komputerowe wspomagające tłumaczenia? Czy uważa Pan je za istotne wsparcie?

Zawsze uważałem i nadal jestem tego zdania, że CAT jest wspaniałym dodatkiem do pracy człowieka. Tłumaczenie wspomagane komputerowe zapewnia wyższą jakość i nadaje spójność tekstowi, lecz jest tylko narzędziem wspomagającym pracę tłumacza, jak słusznie zauważyłaś. Praca człowieka jest tu nieodzowna. Obroniłem doktorat czternaście lat temu i może nie jestem już tej dziedzinie na bieżąco, ale wciąż staram się śledzić jej rozwój i jestem całkowicie spokojny o to, że na razie nie są one w stanie całkowicie zastąpić prac tłumacza (zarówno pisemnego, jak i ustnego).

13. Pracował i pracuje Pan jako tłumacz ustny w Parlamencie Europejskim. Poza tym pracował Pan jako tłumacz pisemny i ustny w Poznaniu, gdzie również był Pan wykładowcą na Uniwersytecie im. Adama Mickiewicza. Jak zdołał Pan osiągnąć tak wielki sukces w tylu dziedzinach?

Mam nadzieję, że odniosłem względny sukces, ale nie mnie to oceniać – to pozostawiam do oceny moim kolegom, zwierzchnikom, studentom oraz byłym i obecnym klientom. Myślę, że się powtórzę, ale to wszystko zawdzięczam ciężkiej pracy. Do tej pory nie znam żadnego innego sposobu. Tak mnie zresztą wychowano i w takim podejściu do pracy dorastałem, żeby nigdy nie napawać się sukcesem, ale iść dalej. Jeśli jesteś tłumaczem symultanicznym i bierzesz udział w kilku projektach równocześnie (zarówno w życiu prywatnym, jak i zawodowym) i sprawia ci to wciąż wielką radość, nie masz innego wyboru niż być osobą bardzo dobrze zorganizowaną i systematyczną. Ostatecznie, musisz mieć także szczęście, żeby znaleźć się w odpowiednim miejscu, w odpowiednim czasie i z odpowiednimi ludźmi, którzy będą cię wspierać w twoich przedsięwzięciach.

14. Jest Pan tłumaczem ustnym (zarówno symultanicznym, jak i konsekutywnym) z języka angielskiego na polski i z polskiego na angielski, jak również z języka szwedzkiego na polski. Co poradziłby Pan młodym osobom, które chcą studiować języki obce? Obecnie jednym z popularniejszych kierunków studiów w Polsce jest filologia norweska. Czy zachęcałby Pan do nauki mniej popularnych języków obcych czy też raczej skoncentrowałby się Pan na doskonaleniu znajomości języka angielskiego, który jest przecież teraz wszechobecny?

Z perspektywy unijnej mogę powiedzieć, że najbardziej pożądane języki obce to tzw. „wielka szóstka": angielski, niemiecki, francuski, włoski, hiszpański i polski. Nie chciałbym jednak sugerować, że jeśli nauczysz się tych pięciu języków, to od razu odniesiesz sukces w świecie tłumaczeń ustnych. Jest znacznie więcej istotnych czynników, które na to wpływają. Z mojego doświadczenia zawodowego wynika, że aby odnieść sukces w tej branży trzeba być bardzo upartym i nie schodzić z raz obranej ścieżki, która jest zwykle długa i kręta, a w czasie tej długiej podróży osiągamy zawodową dojrzałość. Chodzi mi o to, że osoby dojrzałe, niekoniecznie pod względem wieku, o wiele lepiej radzą sobie w trudnych i stresujących sytuacjach. Uwierz mi, w tym tkwi sekret. Dodatkowo, większość tłumaczy ustnych jest wykwalifikowanymi lingwistami, stąd wierzę, że gruntowna wiedza w określonej dziedzinie, np. stopień naukowy, jest wielkim atutem w tym zawodzie.

Wywiad i tłumaczenie:

Aleksandra Święcicka

"Albo robić coś z pasją albo wcale" – to motto towarzyszy mi przez całe życie. Urodziłam się w Brzegu. Ukończyłam dziennikarstwo i komunikację społeczną ze specjalizacją zarówno w dziennikarstwie, jak i reklamie i promocji na Uniwersytecie im. Adama Mickiewicza w Poznaniu. Ponadto, ukończyłam lingwistykę stosowaną – filologia angielska z elementami filologii germańskiej ze specjalizacją tłumaczeniową na Wyższej Szkole Języków Obcych w Poznaniu. Byłam stypendystką w programie wymiany studenckiej Erasmus na Uniwersytecie w Dubrowniku, gdzie miałam niepowtarzalną okazję nie tylko dowiedzieć się więcej o środkach masowego przekazu i komunikacji publicznej, ale przede wszystkim spędzić wspaniały czas ze studentami z całej Europy. Moje największe pasje życiowe to podróżowanie dookoła świata, taniec nowoczesny i współczesny, jak również pisanie o nim. Pracowałam jako dziennikarka, korektorka i koordynatorka projektu filmowego. Obecnie, kończę staż dziennikarski w Parlamencie Europejskim.

Marcin Feder has been an interpreter at the European Parliament since 2003 and the Head of the Polish Interpretation Unit since 2012. He studied at Adam Mickiewicz University in Poznan, Poland (MA in English and PhD in Linguistics) and Monterey Institute of International Studies, USA (Junior Fulbright Scholarship). His working languages are PL (A); EN (B) and SV (C). These days, apart from his regular duties, his main interests are the use of tablets in the booth and all things paper-smart. He is also an avid long-distance runner.

---

1. Linguistic changes have been observed since Poland acceded to the European Union in May 2004. This situation required the adaptation of the Polish legal system to EU law. How is this situation reflected in the current language?

I am not sure if I am best placed to answer this question. Coming from a family of lawyers (including a lawyer-linguist) and having been a court interpreter and translator in the past I know, however, that many difficulties stem from the fact that the EU legal system is, obviously, different from the respective national systems and not directly based on any of them. This makes its transposition difficult, also language-wise. What I mean by that is that the acquis either introduces new concepts that are foreign to many national systems or defines the same concepts (as expressed by legal terms) differently. The latter is a well-known phenomenon across different national legal systems but then one does not usually transpose one body of national legislation into another. In the EU this happens on a daily basis.

2. According to the report on the condition of the Polish language, prepared by the Council for the Polish language in 2013, Polish legal documents translated in the European Union involved a tremendous number of English borrowings and calques. Due to the aforementioned situation, a new Polish term,"brukselizmy", has been coined. How do you perceive this situation from both your translation and interpreting experience in working for the EU?

Much to my regret I have to agree with this analysis to a large extent. A few years ago, together with my staff colleagues, we invited a Polish language expert to assess our performance into our native tongue. We were looking for comments to improve the quality of our daily work in terms of grammar, usage and phonetics but one of the first and most striking observations she had made was that she had difficulty following what we were saying. Not that we were talking rubbish – my team is very proud of the quality of interpretation we provide and we often receive praise for our work from our customers – but because we (I mean people working for or with the Institutions in

general) were giving words and terms completely new meanings, specific only to the EU context. I do not think that there is such a huge number of borrowings and calques but in my opinion it is these new meanings given to seemingly established concepts that are most confusing for ordinary people listening to interpretation or reading EU documents. This language is very hermetic and this is the main source of the problem. Another problem that she flagged up is the syntax. Our EU sentences tend to get extremely long and convoluted. This does not help our audiences either. From that day on my colleagues and I solemnly vowed to make our sentences short and snappy. But looking at my answers here I am not sure whether I am succeeding in achieving this goal.

3. In your opinion, should the Polish language be more protected from the English influence or should we simply adopt some words to make Polish a more vivid, modern language and taking advantage of the globalisation?

Well, even if there were a protectionist policy and a concerted effort to coin new Polish words and terms, we have to remember that many concepts are borrowed spontaneously on a daily basis. So such a protectionist policy would create a yawning gap between artificial coinages used in the "official" language and borrowings used in the "everyday" language. As a result the "official" language would become even more obscure to an ordinary user.

4. What is your opinion on public IATE? Do you use it and recommend it to your team of 19 interpreters and a pool of around 130 freelancers to search for terms there? How the Polish entries of IATE can be improved?

I, personally, use the "in-house" IATE for my work and I know that a few of my colleagues have that type of access, too. Others use the public version. Before becoming a Head of Unit, I used to be a terminology co-ordinator for the Polish booth and an avid advocate of reliable terminology sources and tools, including IATE. I remember organising a few demonstrations of the database for my staff and freelance colleagues back then. I was also a member of the Polish inter-institutional terminology group comprising members from all linguistic services across all the EU institutions which would meet twice a year and devote a large part of its gatherings to terminology co-ordination. So in that respect I know that Polish IATE entries are very reliable and well researched. This type of co-operation is quite unique and continues to this day and I try to attend these meetings, whenever I can, together with my successor.

5. Terminology trainees at TermCoord are given a great opportunity to work on their chosen terminology project, according to their interests. Could you give

some suggestions for possible domains, which require intensified terminology research in Polish?

Economy, at least in my opinion. All things economics. This is one of the most difficult but at the same time very "popular" subjects these days. We really need solid, systematic and reliable body of terms in proper Polish to be able to deal with this complex field.

6. You were awarded the Minister of National Education and Sport prize for the co-authorship of the "New Kosciuszko Foundation Dictionary". Could you tell us more about your work on it as a lexicographer?

It was 16 years ago but I still remember it vividly as it was one of my greatest professional adventures. I am also very proud of my work and what the whole team achieved. As I said the project started in 1999, if my memory does not fail me, so in pre-broadband Internet times. I remember sitting at my desk surrounded by piles of dictionaries and other reference sources lying on the floor, stools, chairs and a myriad of other props so that they were within easy reach for quick consultation. If I could not find what I was looking for in all these books I would make a note of the word or phrase in question and towards the end of the day I would finally make that expensive dial-up connection call and spend some time rummaging the Internet searching for an answer. If this did not help, I would consult either Polish or English-speaking experts in various fields and describe my conundrums to them. All that work was really time consuming and might sound mundane to many people but I enjoyed it thoroughly. Then I took a break from the project to go to the US as a Junior Fulbright Scholar to work on my Ph.D. but when I returned I was re-invited as a member of the team of lexicographers and even promoted to become one of the co-editors of the second, Polish-English, volume of the dictionary. So apart from my regular work as a lexicographer I also checked and edited the work of my colleagues.

7. What is your opinion on the modern approaches of acquiring languages, like taking advantage of new technologies, social media and digital communication tools?

All this gives you so many opportunities to be truly immersed in the language you are learning. Everything is now so much more accessible. And given the nature of new technologies you can be in-real time sync with how a given language evolves. I do not want to sound like an old man but when I studied English we still tended to use regular textbooks (which is a good thing, methinks) and had very limited access to English-speaking media as these were "pre-historic" times in terms of new technologies, the Internet, etc. So I presume we were less distracted and more focused. Today, there are so many sources that this can be overwhelming and some of them might not be that reliable so you'd better be choosy. Nevertheless, I am fascinated by this wealth of

possibilities offered by both informal and more formal means (such as MOOCs, on-line courses, iTunes U, etc.).

8. Your native language is Polish, but you have full professional proficiency in English and Swedish and professional proficiency in French. Apart from that, you also speak German and Russian. How would you describe your language learning strategies, which make you a real polyglot?

In my case the answer is pretty simple – a lot of hard work. I do not think I have a natural talent for languages and I was brought up in a monolingual environment unlike my two daughters for which I envy them. So in a nutshell – many hours spent on learning grammar, compiling various vocabulary lists, practising my reading, writing and speaking skills – the old-fashioned drill. To make it sound even more ancient – lots of high-brow literature. Plus a pinch of more modern approaches including listening to podcasts and audiobooks. Of course there is more to it than that. My first foreign language was Russian – I had it for four years in primary and another four years in secondary school where I also started learning English. When I graduated from secondary school in 1992 English seemed to be quite a reasonable choice as a future profession so I decided to sit the entrance exams in Poznan and got accepted to the School of English where I was lucky enough to meet some of the best teachers I had in my life. There I also got introduced to German and had one year of Latin. In the meantime I had a short-lived relationship with Spanish. I studied it, in parallel to English, for one semester but was offered a scholarship in Ireland which I gladly accepted. There I also did a basic course in Gaelic. Swedish was literally a "double" love affair! My future wife studied it at the same university and apart from my feelings for her I also fell for the language. I had to wait another 10 years or so to start learning it but I finally did it thanks to a lot of encouragement from her and generous support of the European Parliament. French is a natural consequence of living and working in Belgium. I tried Dutch as well but had to drop out of the course when I became a Head of Unit simply due to lack of time. As you can see there were a few language learning projects which I did not quite complete and which I really regret.

9. You mentioned that you were brought up in a monolingual environment, but your two daughters are growing in a bilingual one. Could you tell us more about the pros and cons of this situation?

I will start with the cons as they might be slightly less obvious. First and foremost, I believe and do notice that it is and will be quite difficult to maintain a perfect balance between the two languages. One or the other, or maybe even a third or fourth one, will be, if even only slightly, dominant during different stages of their lives. To keep that delicate balance a lot of work is required and kids might not necessarily like it. So, despite both of us being native speakers of Polish and trained linguists as well as

our older daughter being constantly bombarded with the language in our everyday conversations, through books and media, we still send her to Polish language classes. By the way, I am of a very strong opinion that unfortunately the Polish media of all sorts are definitely not a paragon of the Polish language at all. The little one is still too young to put her through that ordeal. I remember a colleague of mine recounting her life story which was similar to what I have just described and telling me how she hated her parents back then but how grateful she is to them now. I hope my kids will not detest us that much and be at least as thankful. The advantages seem quite obvious to me. Apart from being able to speak two or more languages fluently, you are also immersed in multiple cultures which I think is very enriching and which makes you much more open towards other people and new experiences. You are simply better prepared to embrace new realities.

10. You are the Head of the Polish Interpretation Unit at the European Parliament. What are the main characteristics of being an interpretation manager? What are the challenges, best practices and current trends related to interpreting?

First and foremost, a Head of a Language Unit remains an interpreter. Then, apart from working in the booth the HoU is responsible for day-to-day administrative running of his or her unit, i.e. HR management very broadly speaking. But for me one of the most important elements of my job is to make sure that my colleagues have plenty of opportunities to develop professionally, i.e. that they are able to attend language courses (both in-house and external) and other general skills courses (whenever possible and in the interest of the service). I also try to involve them in various initiatives where their skills may come in handy, such as pedagogical assistance (virtual classes, student visits and final exams at universities) or in-house training. We have also implemented or are thinking of implementing some more projects where my colleagues can use their existing skills for the benefit of other team members. To that end we organise internal training workshops, peer-to-peer exchanges (especially when preparing to add a new language) and provide peer-to-peer performance-related feedback. The main challenges we face today are the highly technical nature of meetings (this change has come about mainly as a result of the adoption of the Treaty of Lisbon), fast pace of delivery (I do not want to go into too much detail but it is widely recognised that a rate of around 120 words spoken per minute or less is optimal for interpreting, if it goes above that it will be increasingly difficult to do a proper interpreting job and I get the feeling, although I do not have any hard data, that very often we work well above this threshold and still do a great job!) and finally the fact that very often English is spoken by non-native users. What I have also observed is that we get to go on missions (i.e. business trips, in common parlance) quite frequently and, apart from regular work for committees and groups, we tend to receive many requests for interpretation ad personam (i.e. one-to-one interpretation), special events

and smaller meetings such as shadows', conciliation and trilogue meetings. So the workload is pretty heavy and one of the challenges is to spread it as evenly as possible while taking account of language combinations.

11. How demanding is interpreting English when it is spoken by non-native users? What are the major difficulties encountered?

No matter how fluent one is in a foreign language, it is exactly that – a foreign language. This means to me that one will never be able to express themselves as easily, eloquently, precisely and clearly as in their mother tongue. I know that sometimes communicating in a lingua franca appears to be more convenient and faster but at the same time it means imposing certain limitations on one's ability to get the message across. This makes the task of an interpreter quite complicated. Not to mention other, more trivial problems, such as deficiencies in terms of vocabulary, grammar and pronunciation. Of course there is more to it than that.

12. Your PhD dissertation dealt with Computer Assisted Translation tools, in which you also made proposals for a tool evaluation methodology. What is your view on the prospective computer tools as the key support in terminology and translation?

I have always been and still am of the opinion that CAT tools are an excellent "add-on" to a human. They are great at ensuring consistency and high quality but they are a support tool as you rightly point out. The human factor is essential. I received my degree 14 years ago and might have lost some touch with my research area but I still try to follow recent developments in the field and I am reassured to see that no reliable replacement for a human translator or interpreter is in sight.

13. You have been working as an interpreter at the European Parliament. Besides, you have worked as a translator and interpreter in Poznan. You were also a lecturer at Adam Mickiewicz University in Poznan. How could you manage to be so successful in all these fields?

I hope I was relatively successful but it is not really for me to judge – this I leave to my peers, superiors, students and clients, former and current. What works for me is just that … hard work (I think we've heard that before). I know of no other way to do things well. This is the way I was born and bred. I have never struck gold just like that, so far. I have always had to dig deep to get there. And if you are involved in a lot of projects at the same time (both in your professional and private life) – which I tend to enjoy as a simultaneous interpreter – you just have no other choice but to be systematic and well-organised. And finally you have to choose or bump into the right people who will then support you in your endeavours.

14. You interpret from English into Polish and from Polish into English as well as from Swedish into Polish in simultaneous and consecutive modes. What advice would you give to young people who want to study languages? Currently, one of the most popular faculties is Norwegian in Poland. Would you encourage them to choose more "exotic" languages or rather to improve English, which is used globally?

From an EP-centred perspective I can say that the most sought-after languages here are the six biggest ones, i.e. English, German, French, Italian, Spanish and Polish. This is not to say that if one learns these five foreign languages one will be immediately successful in the world of interpreting. There are many other factors that come into play. From my personal experience and having sat on numerous test juries I can say that to become a successful interpreter one needs to be very persistent as the road that takes us there is usually long and winding and on that rather longish trip one must also "become of age", so to say. What I mean is that if you are a mature person, not necessarily in terms of age, you are able to handle difficult and stressful situations much better. And trust me, interpreting is very much about that. Additionally although the majority of interpreters train as linguists, I believe that a profound knowledge of a specialised field (f. ex. a formal degree) is a major asset in the profession.

Interviewer:

Aleksandra Święcicka

"Do it with passion or not at all"- this motto is my motivation in life, which for me began in 1988 when I was born in Brzeg, Poland. I Studied Journalism and Social Communication, specializing in both journalism and advertising and promotion, at the University of Adam Mickiewicz in Poznan. I also studied Applied Linguistics – English Philology with elementary German, specialising in translation, at the Poznan College of Modern Language. Thanks to my Erasmus study period in Croatia, I learnt more about Mass Media and Public Communication at University of Dubrovnik and I had the time of my life with other European students. Some of my biggest passions in life are travelling around the world and dancing (street, contemporary dance and barre au sol) as well as writing about them.

I worked as a journalist, proof-reader and event project coordinator. Now, I'm glad to be part of a great international team as a Communication Trainee at TermCord to provide the best content about linguistics and translation.

Danielle Henripin

by Aubry Touriel

Danielle Henripin, traductrice certifiée par l'OTTIAQ (membre de la FIT), a grandi à Montréal dans un environnement bilingue et est titulaire d'une maîtrise en littérature comparée. Après avoir créé une société de traduction et acheté son premier ordinateur Macintosh (équipé d'un processeur à 8 mHz flambant) dans les années 1980, elle occupe divers emplois dans l'audiovisuel, le marketing et les communications, tout en continuant d'exercer en tant que traductrice indépendante et professeur à l'université. De 2002 à 2004, elle assume la fonction de vice-présidente pour les communications de l'***Ordre des traducteurs, terminologues et interprètes agréés du Québec*** (OTTIAQ). Elle rejoint l'Organisation des Nations unies en 2005 en qualité de traductrice puis, en 2008, se tourne vers la terminologie. Elle participe très activement au projet Global UNTERM depuis son lancement. Elle a dirigé le groupe de défense des droits des LGBT des fonctionnaires à l'ONU pendant trois ans et est un membre actif de la communauté JIAMCATT.

Décrivez-nous votre parcours…

J'ai tout d'abord obtenu une maitrise en littérature comparée. J'ai ensuite surtout travaillé à mon compte, mais j'ai également enseigné à l'Université de Montréal, entre autres emplois dans les médias et en publicité. J'ai un parcours assez hétéroclite, je ne m'imaginais pas du tout en fonctionnaire ! C'est très étonnant pour moi d'être restée aussi longtemps à l'ONU, car j'ai plus été active dans le secteur privé. Cela fait 10 ans que je travaille au sein de l'ONU. J'ai passé environ trois ans à la traduction, puis j'ai eu la possibilité de devenir terminologue. Je suis allée suivre une formation de trois semaines en terminologie à l'Université de Genève grâce à une bourse. Ensuite, j'ai postulé et j'ai été sélectionnée pour le poste.

Pourquoi l'ONU?

J'y suis entrée un peu par curiosité mais, en tant que Québécoise, j'ai aussi voulu élargir mes horizons. Le Québec peut parfois sembler insulaire : c'est une petite région francophone au milieu d'un immense espace anglophone. J'avais envie de rencontrer d'autres francophones et de me mesurer à une équipe très prestigieuse. Je désirais aussi participer à la mission de l'ONU, parce que j'y crois.

Pourquoi la terminologie ?

Je n'avais jamais fait de terminologie mais, en participant aux débats terminologiques au sein de l'équipe de traduction, je me suis rendu compte que j'avais vraiment beaucoup d'intérêt pour ce domaine ; et puis ça cadrait bien avec mon profil, avec ma grande curiosité. Cette intuition s'est confirmée de façon tout à fait inespérée.

Comment la terminologie a-t-elle évolué ?

En vingt-cinq années de carrière, j'ai pu constater que la terminologie a beaucoup évolué, pas seulement la terminologie elle-même, mais la façon de la traiter et de la présenter. On assiste en effet à une dématérialisation du travail. Tous les supports disparaissent, y compris les glossaires sur papier. Il faut que l'on trouve des moyens de gérer la terminologie qui soient adaptés aux outils de travail actuels des traducteurs. Nous vivons cette transition de manière très concrète à l'ONU.

À l'ONU, les terminologues sont retournés dans les services de traduction il y a quelques mois. Je coordonnais déjà le groupe de terminologie de manière

informelle. En plus de le coordonner à présent de manière officielle, je fais partie d'un gros projet visant à regrouper toutes les collections de **terminologie de l'ONU**. (Une grande partie des données y sont accessibles au public). Il s'agit d'un nouveau système de gestion que nous alimentons quotidiennement depuis presqu'un an. On y répertorie également la terminologie des autres lieux d'affectation de l'ONU: les grands centres de conférences, –principalement Genève et Vienne et dans une moindre mesure Nairobi –, ainsi que les commissions économiques et sociales. Nous y présentons aussi de façon très rudimentaire près de deux millions de fiches IATE et une collection de l'Organisation maritime internationale.

La terminologie est-elle suffisamment reconnue au sein du secteur de la traduction ?

Tout le monde reconnaît l'importance de la terminologie, notamment pour la cohérence dans une organisation comme l'ONU, où la mémoire institutionnelle est extrêmement importante. Cela fait partie du patrimoine intellectuel de l'institution.

Le problème c'est l'interaction entre les outils qu'on utilise et les bases de données de terminologie ainsi que les systèmes destinés à les stocker. Les traducteurs utilisent des outils très rapides, très performants, qui ne tiennent pas toujours compte de la terminologie traditionnelle avec ses fiches et ses définitions. Les traducteurs veulent surtout une solution simple et rapide. La terminologie classique risque de se perdre un peu dans ce nouveau contexte. Il faut tenir compte de ces différents paramètres si on veut rester pertinents et ne pas disparaitre.

Comment évaluez-vous l'évolution de la langue française ces dernières décennies ?

Le français a perdu son statut de langue de la diplomatie ; ce n'est pas un constat personnel, mes prédécesseurs m'en ont parlé aussi. En revanche, il est encore très vivant grâce à la francophonie. C'est cette dernière qui fait vivre le français et qui en assure le dynamisme. Ce n'est pas un hasard si les groupes linguistiques minoritaires – Québécois, Catalans — accordent autant d'importance à la terminologie, ils doivent tout inventer.

Concrètement, je vis en anglais à New York. Il faut bien sûr faire des efforts supplémentaires pour avoir accès à la culture francophone aux États-Unis. En revanche, une nouvelle librairie francophone vient d'ouvrir ses portes à New York.

Je trouve qu'il y a des phénomènes très intéressants dans le monde de l'édition en français. Et on a accès à beaucoup de contenus francophones par Internet.

Internet est-il un outil qui permet de protéger les langues ?

Internet permet aux locuteurs de langues minoritaires de communiquer entre eux et de diffuser du contenu — les langues régionales de France, par exemple. J'ai un ami qui a traduit Tintin en bressan. Internet devrait pouvoir assurer la survie de certaines langues minoritaires. Bien sûr, il faut quand même un minimum de moyens de production pour diffuser ces savoirs.

Honnêtement, je pense qu'Internet contribue à la survie de certaines langues. Cela met une panoplie de connaissances à la disposition de nombreuses personnes. À terme, cela peut contribuer à la survie et l'épanouissement des langues. Même si les gens râlent beaucoup contre la langue utilisée sur Internet ou dans les médias sociaux, Internet doit être considéré comme un outil qui permet de diffuser les littératures minoritaires ainsi que la terminologie. Je pense qu'il y a une démocratisation des moyens de diffusion qui fait contrepoids à l'hégémonie possible ou réelle de certaines langues.

Quel est le rôle de la terminologie dans la défense des langues menacées ?

Ça permet aux langues de rester jeunes. Le danger, pour les langues minoritaires, c'est de devenir folkloriques. Le défi, c'est de s'actualiser et de trouver de nouveaux concepts, notamment dans le domaine informatique. Il s'agit de trouver des solutions innovantes auxquelles les autres langues pourraient ne pas penser. Par exemple, le terme courriel (contraction des mots « courrier » et « électronique ») est une invention québécoise. L'une de celles qui se sont à peu près imposées dans la francophonie, même si j'ai encore plein de collègues francophones qui disent encore« e-mail ». Les Québécois sont un peu allergiques aux anglicismes, alors ils tiennent beaucoup à «courriel », «fin de semaine » et autres québécismes.

Que pensez-vous de IATE ?

C'est un exemple très intéressant globalement pour la traduction. J'encourage tous les traducteurs de l'ONU à utiliser IATE. Ils n'ont d'ailleurs pas le choix à partir du moment où les textes traitent de l'Union européenne, cela devrait être leur première source terminologique. Notre propre système donne accès de façon très rudimentaire à près de deux millions de fiches de IATE. Si un traducteur voit une fiche

qui correspond à ses besoins, il ira sur IATE pour plus de détails. Il y a énormément de collaboration entre les institutions européennes et l'ONU, ce qui a eu une influence profonde sur la manière dont ont évolué nos services linguistiques à l'ONU.

Je collabore beaucoup avec mes collègues des institutions européennes, notamment à travers le forum JIAMCATT. Il s'agit d'un regroupement des intervenants en terminologie et en traduction assistée par ordinateur. C'est une réunion annuelle où on se rencontre pour échanger nos bonnes pratiques et nos outils.

À terme, serait-il possible d'avoir une seule plateforme regroupant tous les termes de l'ONU et des institutions européennes ?

C'est le rêve et le mandat de JIAMCATT. Avec l'Union européenne, je copréside un groupe de travail dont la mission est de trouver un moyen de regrouper nos collections terminologiques, car, pour le moment, on fait du double, triple, quadruple emploi. On a chacun notre plateforme terminologique où on reprend avec plus ou moins de bonheur et de pertinence les collections des uns et des autres, selon les moyens dont on dispose. On voudrait évidemment arriver à avoir un portail terminologique interorganisationnel. La reprise des fiches IATE pour le moment est un tout petit pas, car la quantité est de loin supérieure à la qualité en ce moment. La création d'une plateforme interinstitutionnelle implique des considérations institutionnelles et financières. Il y a également la question du nombre de langues. Les outils et les besoins sont différents. Je ne sais pas si c'est réalisable, mais le partage de données a déjà lieu de façon élémentaire et ça devrait continuer d'évoluer.

Danielle Henripin, Cert. Tr., OTTIAQ (member of FIT), grew up bilingual in Montréal and holds a Master's degree in Comparative Literature. After starting a translation firm and buying her first Macintosh (with its blazing 8 mHz processor) in the 1980s, she held various jobs in broadcasting, marketing and communications, interspersed with several stints as a freelance translator and university instructor. She was Vice-President for Communications of the ***Ordre des traducteurs, terminologues et interprètes agréés du Québec*** (OTTIAQ) from 2002 to 2004. She joined the United Nations in 2005 as a translator, then moved to terminology in 2008 and became very involved in the Global UNTERM project as it came to life. She headed the UN's LGBT staff group for three years and is a committed member of the JIAMCATT community.

Tell us about your background

After I completed my Master's degree in comparative literature, I worked mainly as a freelancer, but also taught for a while at the Université de Montréal. I've also had jobs in the advertising and media industries; it's been quite a varied career, but I never imagined myself as a civil servant! I'm very surprised to have stayed so long in the public sector after so many years in the private sector. I've been working for the United Nations for ten years now. I first joined as a French translator and stayed there for three years before I saw an opportunity to become a terminologist. I got a study grant that allowed me to take a great training program at the Université de Genève. Then I applied for the terminology position — and got the job.

Why the United Nations?

Partly out of curiosity. Coming from the province of Québec, I wanted to broaden my horizons. Québec sometimes feels like a French -speaking island in the middle of a sea of English speakers. I also wanted to meet other French speakers, and to see if I could hold my own as part of a very prestigious team. And I wanted to be a part of the UN's mission, because I believe in it.

Why terminology?

I had never done any terminology work before, but as I joined in discussions on terminology within the translation unit, I came to realise that I was really interested in the field. It seemed well-suited to my personality, my eagerness to learn. And in the end, this hunch turned out to be a good one.

How has terminology evolved?

Over the past 25 years, I have seen the field of terminology evolve — not just the data itself, but the way it's managed and presented. The dematerialisation of the work is now well under way. All traditional media, such as printed glossaries, are becoming a thing of the past. The focus needs to be on finding terminology tools that are compatible with the tools that translators use. This transition is very real for us at the United Nations now.

A few months ago, terminologists for the various languages were sent back to their respective translation units. Previously, I had coordinated the terminology unit in an informal capacity as a terminologist; now I do it officially, as a full-time coordinator. I'm also working on a major project to gather together all UN terminology collections and make them available on one **web portal**. (Incidentally, much of the data on this portal is available to the public without a log-in.) This is a new system that we have been using in our daily production work for about a year. We also list terms from other UN locations: the UN conference centres (especially those in Geneva and Vienna, but also the one in Nairobi) as well as the economic and social commissions. We also display about two millions basic IATE terminology records and a collection from the International Maritime Organization.

Does terminology get the attention it deserves within the translation sector?

Everyone recognises how important terminology is for consistency in an organisation as large and diverse as the UN, where institutional memory, furthermore, is extremely important. Terminology is an intangible asset of the organization.

The real challenge lies in the interaction between the translators' tools, on the one hand, and the terminology databases and storage systems. Translators use very fast and effective tools that aren't always readily compatible with the output of traditional terminology, such as lengthy records and definitions. What translators want are simple and quick solutions. Terminology could get lost in this context. We need to pay attention to these parameters if we are to remain relevant and not disappear.

How would you describe the evolution of the French language in recent decades?

French has lost some of its status as the language of diplomacy. This is not a personal statement – my predecessors said the same thing. In spite of this, French is still a very lively language thanks to the *Francophonie*, which helps keep it dynamic and vibrant. It is not purely by chance that linguistic minorities in larger countries– such as in Québec, or in Catalonia – pay so much attention to terminology; they have to create everything from scratch.

I live in New York, so mostly in English. You obviously have to make an extra effort to access francophone culture in the United States. Happily, a new French-language bookstore has recently opened in New York. In my opinion there are very interesting things happening in French publishing right now. And there is a good deal of French-language content on the Web.

Can the Internet be used as a tool for protecting languages?

The Internet allows speakers of minority languages to stay in touch and to disseminate content in their languages, such as the regional languages of France. A friend of mine translated a Tintin album into the Bressan variety of Franco-Provençal. The internet should help to ensure the survival of minority languages. Obviously, disseminating this content requires resources.

I honestly think that the internet can support the survival of "smaller" languages. It makes a wide range of knowledge available to a lot of people. This can eventually foster the survival and success of languages. Even though people complain about the poor standard of language used on the Internet and in social media, the Internet has great potential as a tool for accessing the literature and terminology of minority languages. In my opinion, this unprecedented level of access to digital media can really help to counterbalance the dominance (real or perceived) of a few languages.

What is the role of terminology in defending endangered languages?

Terminology is one way for languages to stay young. Minority languages run the risk of becoming quaint but irrelevant. Their challenge is to keep evolving to reflect new concepts, such as new technology and media. It's a matter of finding innovative solutions that no other language has found. For example, the term *courriel* in French (contraction of *courrier* and *électronique*) was apparently coined in Québec. It has gained a foothold among French speakers, even though some of my colleagues still use the term 'email'. Québécois are known to be allergic to anglicisms. That's why they hang on words such as *courriel*, *fin de semaine* and other québécismes.

What do you think of IATE?

It is a very interesting example in the world of translation and terminology. I encourage all translators at the UN to use IATE. They do not have a choice if the texts concern matters pertaining to the European Union, in which case it should be their primary terminology source! Our UNTERM system also provides a very basic view of about two million records from IATE. If a translator finds an interesting IATE record there, he or she can go to IATE to find out more about it. There is a good

deal of collaboration between the European institutions and the UN; this in turn has influenced the way the linguistic units at the UN have evolved.

As it happens, I actually work quite a bit with colleagues from the EU institutions, not least through JIAMCATT, which is an annual forum where terminologists and translators gather to exchange best practices and tools in the areas of computer-assisted translation (CAT) and terminology.

In the future, would it be possible to have only one platform gathering all the terms of the UN and the European institutions?

This is both a dream and a mandate of JIAMCATT! In fact, along with a colleague from the European Union, I co-chair a working group set up to find ways of federating our respective terminology records. At the moment, there is a lot of overlap, with the same entry repeated two, three, even four times across datasets. Each institution has its own proprietary terminology platform, with each platform trying to provide some kind of link to the others. Our wish is, obviously, to have an inter-organisational terminology portal. The import of terms from IATE into our UN system is only a small step because we are showing a very limited aspect of a large number of records. The prospect of creating an inter-organisational terminology database raises certain institutional and financial issues, and there is the matter of the number of languages used. Also, the tools and needs are different. I do not know if it is feasible to create a common database, but data sharing is already ongoing and should continue to evolve and expand.

Interviewer:
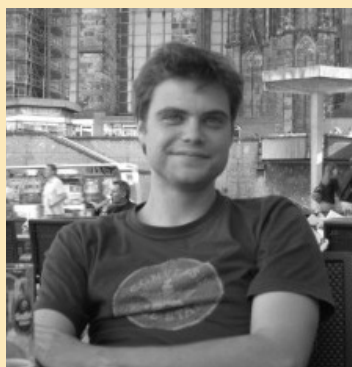
Aubry Touriel

Aubry grew up in Liege (Belgium) and holds a Master's degree in Translation (English, Dutch, German and French) at the University of Mons. After a year of internships in Germany and Luxembourg (including six months at the European Parliament), he worked two years in Brussels as the Head of the French translation department at EurActiv, an online news website dealing with EU affairs. In October 2014 he moved to Antwerp (Belgium) to work freelance as a journalist, translator and teacher of French. He is specialised in Flemish, Belgian and European politics. He has also written several articles for *Le Vif L'Express*, a Belgian weekly newspaper.

Barbara Inge Karsch

by Annalisa Galeone

Barbara Inge Karsch is the owner of BIK Terminology, a terminology consultancy and terminology training company. As consultant and trainer, Barbara works with companies and organizations on terminology training, terminology development and implementations of terminology management system (TMS). She draws heavily on her 14-year experience as in-house terminologist (English and German) for J.D. Edwards and Microsoft.

Barbara completed both a BA and MA in translation and interpretation and has done PhD-level research in terminology management. She holds a lectureship at New York University and KU Leuven in Antwerp and teaches regularly at the University of Washington.

As US delegate to ISO TC 37, Barbara is leading the revision of ISO 12616 (Translation-Oriented Terminography). She is also the incoming chair of ATA's Terminology Committee. Barbara has dual citizenship from Germany and the United States and has moved back and forth between her home countries several times.

How was your passion for terminology born?

When I got my bachelor's degree at *Sprachen- und Dolmetscher-Institut* (SDI) in Munich, I was one of three students who took the elective "Terminology management." Needless to say we were given a great opportunity and learned a lot. During my Master's I created a glossary of EU terminology in three languages; it was a lot of fun to comb through newspapers in my three languages and identify equivalents; interpretation students used the glossary for years in the booth. And when my colleagues at J.D. Edwards suggested I become the team terminologist, I decided we better do this well. Essentially, I became a terminologist at J.D. Edwards.

Terminology work was the aspect of translation work that I most enjoyed. So, initially it was the thrill that goes along with confirming your hunches through research. My passion wasn't so much focused on the linguistic aspects of "what should we call this thing in our native language." It was the understanding of the concepts and their relationships; and then how do we most easily make that knowledge accessible to others. And beyond the entries, how do you set up a system to optimize it for your users; what inputs do you need to achieve the right outputs for an environment. So right away at J.D. Edwards and later at Microsoft, as we designed those systems, there was much beyond the linguistic work.

As my interest and research evolved, colleagues kept asking questions or asked for help. I felt it was even more rewarding to share the knowledge with others. And there was the teaching. Terminology development, consulting and training are complimentary aspects and they have yet to get boring.

Today European Union legislation is drafted in 24 official languages, with each language version considered authentic. IATE (InterActive Terminology for Europe) is the interinstitutional database used by the European Institutions containing 8 to 9 million terms across a great variety of domains in the official EU languages and even some non-EU languages. The database's main aim is to support the multilingual drafting of EU texts. Have you ever heard about IATE database? Do you think this type of tool may be useful for a terminologist?

Ah, this is taking me down memory lane: I still remember when one of our instructors at SDI established a modem connection to the IATE predecessor, Eurodicatom. He was set up in the hallway and demoed it to the students who came by. The connection was spotty, but the value of the database was not lost on us. In my eyes that was monumental.

Today, there are a variety of similar projects, and they are absolutely useful to terminologists and more so to translators.

But a word of caution: Most terminology databases are secondary sources, meaning that the terminologist researched in original resources or talked to experts to establish an entry. Since every human can make a mistake, a certain percentage of entries in a TMS are not perfect. Sometimes I hear translators excuse their translation errors with "but I found it in XYZ database." Either they had hit a flawed entry or they simply didn't know how to work with a terminology database. With this little warning, I think resources, such as IATE, are fantastic for multilingual communication processes in the EU and beyond.

Based on your experience is there a high demand requesting specialist services of consultancy and training in terminology?

For the last two years, I have been so busy that I would gladly hand off work to others. So, I can only encourage readers who are interested in the field to pursue it. The key, in my experience, is to have the right combination of skills. For example, I am often looking for someone to work on Microsoft material. That requires not just the foundation in terminology management; it requires some background in IT concepts; it requires highly developed communication skills; and often it also requires quick response times, i.e. residence in or close to Pacific Standard time zone. So, location still matters in my virtual world. If you don't mind my using this opportunity: anyone who thinks that they are qualified, please get in touch with me.

You have worked for Intel, Google, Microsoft and Facebook. You also won the Microsoft Gold Star award 2005. Can you tell us about your work in these big companies? How much is terminology important for them?

As you might imagine, for a terminologist, terminology issues could always receive more attention. While I say this tongue-in-cheek, what is often overlooked in IT companies is that clear concepts and terms lead to higher-quality products. Clearly defined concepts reflect a clear and systematic product design process.

The rate of change in this industry is tremendous. That gives us the excuse to not worry about "language" because it will change anyway. And yet terms and names are the reflection of what is "underneath." So, mediocre terms and definitions often are indicative of the product quality.

Against that background, a terminology database—and all these companies either have a database or are in the process of establishing one—shows a certain level of awareness. Beyond that, there are always aspects in regards to tools, processes and skill level of the people involved that can be improved.

Can you tell us about your experience as a US delegate to ISO TC 37?

When we created our terminology management system at J.D. Edwards in 1998, I became intimately familiar with the ISO standard of data categories (12620). Besides the shock when my boss dropped the voluminous document on my desk, I loved the fact that we didn't have to reinvent the wheel.

When Microsoft was asked to send a terminologist to represent the real world, as it were, I was glad to take that on. And that is my role today: Bring to the ISO meetings the real issues that I see day-to-day and then devise solutions with my ISO colleagues.

I just took on the project leadership for the revision of the standards called "Translation-Oriented Terminography" (ISO 12616). Lots has happened since the standard was first created, and I would love for the new incarnation of ISO 12616 to close the gap between what translators need from a terminology database or entry and how we terminologists get there.

You are a terminology lecturer that offers lectures at different universities, both in US and in Europe. Would you please tell us about your experience as a terminology lecturer? Do you use different ways of teaching in the different universities, where perhaps you find a different cultural background?

Great question! Cultural differences don't only play a role in my teaching; they also matter with my corporate clients. My first task is always to understand the corporate culture as best as possible.

My teaching scenarios outside of the corporate world are quite diverse: One focus is the course "Terminology Theory and Practice" in the online Master's program at New York University. Since I come from the real world, I tend to be more praxis-focused. But I also believe that if you don't know the underlying theories, your work (e.g. your terminological entries) will not be solid enough to last long. And ideally, an entry is set up once and so well that you never have to touch it again. While I might

not be theory-focused by my European colleagues' standard, I know that I am asking a lot from my NYU students.

In my corporate teaching, I try to "shroud" the theory in fun material so that the participants don't even notice that they just learned, say, the semantic triangle. Sometimes these techniques work quite well at NYU, too. So, fun and practical examples or exercises are key in the US.

At KU Leuven in Antwerp, I come in twice a year to focus almost exclusively on practical aspects anyway. But I would say that my European students have more tolerance for theory as well as a longer attention span.

It is a two-way street, though: My students are holding up the mirror for me. If they have trouble with a concept, I know I didn't do a good enough job.

You work as a terminologist in Germany and United States. How does your terminology work change in Germany and US to adapt to the national language?

For actual terminology development, research methodologies are roughly the same with maybe one exception: I am generalizing vastly, but in my experience terminology questions with European experts are resolved faster because multilingualism, classification methods, etc. are part of the culture. So, my communication style might be more direct, technical and focused with a European and a bit more explanatory or providing options with a US colleague.

But I have to be careful here because the culture of an industry, a company or even a product team, often cancels out any "country-culture" aspects. For example, the German culture might be known as precision-oriented. But if, say, speed of delivery has a higher priority than precision for a product or a company, you have to adapt to that appropriately. Conversely, if a US company wants to implement a terminology management strategy, for example, to save money on the translation process, terminology precision might be exactly what helps them achieve that.

How important is machine translation and how important is the human factor?

I would say my focus, maybe even a little specialization, is the work with humans. On the one hand, there are the experts at the company who need to understand and be part of the terminology process. I will work with them and explain as much as they can handle. And then there are target terminologists; for example, companies

may find a well-trained terminologist for German, French or Spanish. But very likely they will not find one for languages of minor diffusion, such as Urdu, Luxembourgish or Cherokee. Good linguists might only need an initial training webinar followed with some feedback on their work, and they are in business. They can then make much better terminological contributions to a large-scale translation project, such as for the Windows operating system.

More and more, though, I am involved in projects where terminology is driving automated processes. For example, at one client we have just implemented a QA tool for the authoring process that indicates if an author has used obsolete terminology among other things. I believe that automated processes, be it MT or QA processes, will play a much bigger role in the future. And that is a good thing.

English has already invaded many languages such as for instance French, Spanish, or Swedish, creating the so called "Franglais", "Spanglish", "Swenglish". How and why does this happen? What will happen to languages different from English in the coming few years? Will this lead to the progressive extinction of a few words, replaced by English equivalents?

This is a tough one because for the last few years I have worked almost exclusively with American English and in the IT industry. In my experience, American companies, such as Microsoft, are trying to find out which terminology users prefer by asking for feedback in specific terminology forums. If given the choice between a good native-language term and a poor loanword, the users' choice is usually clear. Of course, often the loan *is* the better choice for a variety of reasons.

For my native German, I believe that the trend of being "hip" by using Americanisms has been fading over the last decade. Today, we also have many national terminology databases (e.g. for Irish, Serbian, Welsh) that indicate the pride of a people in their language. Microsoft has jumped on that notion: Parts of Windows have been translated into minority languages, such as Quechua or Cherokee, for many years. These projects will not prevent the loss of certain terms from a language, but they will help strengthen minority languages.

Don't you think, though, that as language professionals we have an opportunity, if not a duty here? The lazy journalist, for example, goes with the Americanism in her German radio broadcast. The diligent translator researches the options and decides which target term best represents the concept to his French target audience. The

general public will use what serves their purpose. If we give them transparent terminology, when possible in the native language, they will go for it.

What are the events or situations that lead to new terms to be born?

You could play a little game and check the loanwords in your native language and figure out their etymology. There are a variety of French words in the German language that were introduced during the Franco-German war, e.g. *Trottoir*. The term *Athlet* was introduced as a synonym for the perfectly good German term, *Sportler*, during the Olympic Games in Munich 1972. So, world events lead to new terms or at least new loanwords in a language.

If we are strictly focused on monolingual terminology, innovation is at the root of the birth of new terms. Innovation means the creation of new concepts. And new concepts don't have a(n explicitly stated) designation yet. Take cloud computing or social media—there was lots of innovation in these areas in the last decade and we had a slew of new terms in English and consequently in other languages. Whether these are good terms is also partly up to us language professionals.

Interviewer:

Annalisa Galeone

Annalisa is Italian and she was born in The Netherlands in 1990. She graduated in Linguistic Sciences in September 2013 with the final mark 110 cum laude /110 with a thesis on a Marketing subject: the customer experience of an important international artisan EXPO of Milan, "L'Artigiano in Fiera", and its e-commerce platform named "Make Hand Buy".

In the period January to March 2013 Annalisa carried out a 3 months traineeship at the European Parliament, in Luxembourg, supporting the outreach services of the Terminology Coordination Unit. In addition to her Italian mother tongue, she can speak English, French, German, and Spanish. After achieving her graduation, she enrolled in a Media Relations and Communication MSc.

During her free time Annalisa loves drawing, painting, reading books and writing stories or articles; in addition she is very fond of musicals, operas, and theatre.

Quoting Charlemagne, her motto is "To learn another language is to possess a second soul".

Sabine Kirchmeier-Andersen

by Claus Skovbjerg

Sabine Kirchmeier-Andersen har været direktør for ***Dansk Sprognævn*** siden 2006. Hun har ansvaret for den daglige ledelse af Sprognævnets forskningsinstitut og repræsenterer nævnet i forhold til samarbejdspartnere i indland og udland. Sabines vigtigste forskningsområder er sprogpolitik, sprogteknologi, virksomheders og institutioners sproglige strategier og valensteori.

Sabine har en cand. mag. i dansk sprog og litteratur og bachelor i tysk sprog og litteratur fra Københavns Universitet 1987. Derudover er hun Ph.d. i lingvistik og datalingvistik fra Syddansk Universitet (Odense) 1997.

Se fuldt ***curriculum vitæ.***

Du er direktør for Dansk Sprognævn. Hvad er Sprognævnets fornemste opgave, og hvori består dets styrker?

Sprognævnet har tre vigtige opgaver:

- at følge sprogets udvikling

- at svare på spørgsmål om dansk sprog og sprogbrug

- at fastlægge den danske retskrivning og redigere den officielle danske retskrivningsordbog

Du er også næstformand for EFNIL? Hvilken betydning tillægger du denne organisation i sine bestræbelser for at fremme sproglig og kulturel diversitet inden for EU?

EFNIL er et åbent forum for alle officielle institutioner for de nationale sprog i Europa. Vi følger løbende landenes politikker på sprogområdet og holder tæt kontakt med EU's sproginstitutioner, afholder konferencer og iværksætter projekter som fremmer sproglig diversitet ikke blot i EU-landene, men også i andre europæiske lande. Blandt de områder vi har haft på dagsordenen er terminologi, oversættelse, tolkning, sprogundervisning, mv. Den næste konference kommer til at handle om sprogbrug i universiteternes undervisning og forskning.

Du beskæftiger dig med datalingvistik. Hvad kan denne disciplin tilføre terminologiarbejdet?

Datalingvistik er en disciplin der beskæftiger sig med formel beskrivelse af sprog således at det kan håndteres af computerprogrammer, fx maskinoversættelsessystemer, taleteknologi og databaser til ordbøger og fagudtryk. Gode systematiske beskrivelser af flersproget terminologi er vigtige byggesten i de fleste sprogteknologiske programmer. Datalingvistikken kan bidrage til en bedre forståelse af hvad der skal til for at programmerne kan håndtere sprogene. Traditionelt ordbogsarbejde og terminologiarbejde bygger på store mængder af implicit viden som vi mennesker har, bl.a. i kraft af vores erfaringer, men som en computer ikke har. Fx ved vi at der er to hjul og en saddel på en cykel, men det ved maskinen ikke. Så vi kan godt skabe mening i sætningerne: Han kom på sin cykel. Hjulet var fladt, selv om der er en regel i dansk om at nye referenter skal introduceres i ubestemt form. For os er hjulet ikke en ny referent fordi vi ved at den er det er en del af cyklen, så derfor er det ok at bryde reglen her. Datalingvister kan gøre denne viden eksplicit og formalisere den så programmerne kan bruge den. Vi befinder os altså i grænselandet mellem sprog og kunstig intelligens.

Hvad er det seneste eller vigtigste forskningsområde, du har beskæftiget dig med inden for datalingvistikken?

Det sværeste af dem alle: maskinoversættelse. Her skal maskinen jo ikke kun beherske ét sprog, men den skal også kunne overføre betydningen til et tilsvarende udtryk på et andet sprog, og vi ved jo alle sammen at det ikke går at oversætte én til én. Så det er vanskeligt at formalisere. De nye statistiske oversættelsesprogrammer som fx Google Translate, som stadig er det bedste vi kan få på dansk – og desværre af meget svingende kvalitet, ser ud til at være nået til grænsen for deres formåen. Google ser kun på tekstens overflade og indeholder ingen dybere analyser, og derfor laver den ofte fejl. De seneste projekter jeg har været involveret i, har søgt at inddrage mere viden om ordenes syntaks og semantik i de statistiske processer for at forbedre kvaliteten.

Udover at koordinere terminologidatabasen IATE har Europa-Parlamentets TermCoord-enhed også til opgave at hjælpe oversættere og gøre terminologiforskning og forvaltning af terminologi mere effektiv. Hvad mener du som lingvist om IATE og terminologiarbejdet i Europa-Parlamentet?

Jeg synes at terminologiarbejdet er en helt uundværlig og central opgave. Jeg hørte for nogle år siden et foredrag om terminologiarbejdet i Nokia hvor man betegnede Nokias terminologibase som det største aktiv de havde. Det skyldes at oversættelsen af alle vejledninger, produktbeskrivelser, websider osv. skal være af høj kvalitet, og samtidig skal processen være så effektiv som muligt. Der er et enormt potentiale i et godt terminologiarbejde og en velorganiseret termbase. Dybest set kan en god termbase fungere som en vidensbank for hele organisationen fordi det er muligt at knytte mange oplysninger til de enkelte ord, og fordi basen let kan kobles til andre sprogteknologiske værktøjer som maskinoversættelse, stavekontrol, søgemaskiner mv. Jeg ville ønske at der fandtes en national termbank i Danmark ligesom man har det i Norge og Sverige. Iate indeholder jo mange forskellige typer af oplysninger fra databaser som er kørt sammen, og det kan virke forvirrende. Der bør fortsat ryddes op, og også her ville en national termbank kunne hjælpe.

Hvad er din holdning til forslaget om at standardisere brugen og dannelsen af databaser? tror du det er realisabelt og hensigtsmæssigt?

Det ville være glimrende at standardisere databasernes funktionalitet i forhold til brugerne, dvs. at de skærmbilleder man møder, og de oplysningstyper man kan se, følger de samme principper. Tænk på når man går ind i en webshop for at købe noget på nettet. Hvert sted har sine egne principper for hvor varerne placeres henne, og hvad de kaldes. Når man skal købe havemøbler, skal man også lede under

udemøbler, terrassemøbler, altanmøbler osv. Og nogle steder står de for sig, andre steder blandt stole, borde og bænke. En urtepotteskjuler hedder en potteskjuler eller en skjuler eller en planteskjuler og ligger typisk under diverse, andet, brugskunst og hvad ved jeg. Det er et helvede – og det er spild af tid.

Neologismer opstår hele tiden. Hvad er efter din mening den bedste standardiseringspolitik at anvende i forhold hertil?

Læg mærke til at jeg ikke mener at man skal standardisere sproget, men den måde man finder frem til oplysningerne på. Det er klart at det er mere praktisk og effektivt, især hvis man vil finde noget automatisk, at man konsekvent vælger den samme staveform for de samme ord, og når det gælder termer, giver det også mening at finde en standardiseret definition af indholdet. Men sproget er i konstant bevægelse, og vi har brug for nye ord og udtryk for at kunne begribe verden omkring os og give udtryk for vores oplevelser, tanker og ideer. Vores syn på verden flytter sig, og ordenes indhold flytter med. Det opdager man når man går tilbage i ordbøgerne. Så der foregår en løbende konsensusproces når det gælder sprog, i de forskellige grupperinger vi finder i samfundet. Derfor kan vi komme ud for at nogle grupper har udviklet en ny betydning eller en ny brug af et ord – og det giver så anledning til overraskelse og somme tider vrede og forargelse hos dem der ikke har været med i processen.

Hvilke nye trends har du lagt mærke til inden for de sidste år i det danske sprog? Hvor bevæger sproget sig hen i fremtiden?

Der er jo ikke sproget, men os der bevæger sig, og vi har i de sidste år taget et kvantespring når det gælder vores kommunikationsformer – og sproget følger med. De nye medier har accelereret vores muligheder for at meddele os til hinanden og dermed også mulighederne for at udvikle det sprog vi bruger, til de formål vi ønsker. Men diskussionen om korrekt brug af sproget er ikke blevet mindre af den grund, og den foregår i stor stil på de sociale medier.

Et af dine største ønsker for fremtiden er at skabe en dansk/ nordisk fagtermdatabase. Hvordan vurderer du de fremskridt, der er gjort på det danske terminologiområde inden for de seneste år? Får det danske terminologiarbejde nok anerkendelse i Danmark og i Europa?

Jeg synes at udviklingen går alt for langsomt. Sprognævnet har siden den første sprogstatus, Sprog på spil i 2003, gang på gang gjort opmærksom på at der bør sættes ind på dette område. Vi fik den nationale termbank med i forarbejdet

til de nationale planer for forskningsinfrastruktur, og den har været med i flere beslutningsforslag som er stillet i Folketinget. Men der har desværre ikke været politisk vilje til at tage udfordringen op, og derfor halter vi på dette område lang bagefter de andre nordiske lande.

Hvad er dit syn på terminologi som fremtidig disciplin, og hvilke nyskabelser forventer du at se fremover?

Jeg tror at det er vigtigt for vores brug af dansk at vi arbejder med fagsproget og med en koordineret indsats for en ensartet brug af fagudtryk. Vi kan se behovet allerede i folkeskolen hvor dansk integreres mere og mere med andre discipliner, og fagligt dansk er kommet i fokus. Eleverne skal lære at udtrykke sig klart og præcist og at vælge de rigtige ord ikke kun i dansktimerne, men i alle fag. Og det fortsætter op igennem uddannelsessystemet til højeste niveau. Men der mangler fagsproglige ordbøger med ordforklaringer på mange fagområder, og ofte er det også svært at finde oversættelser af fagudtryk til andre sprog, så alle er nødt til at famle sig frem. Jeg synes at en national termbank med en solid kobling til EU er et genialt videndelingsprojekt der kunne spare os for milliarder af kroner. Blandt de nyskabelser jeg forventer at se i fremtiden, er metoder til automatisk indsamling og strukturering af terminologiske data som det bl.a. udvikles af *DANTERMcentret på CBS.*

Sabine Kirchmeier-Andersen has been Director of the Danish Language Council since 2006. She is in charge of the daily management of the Council's research institute and represents the Council in relation to national and world-wide cooperative partners. Sabine's most important research areas include language technology, linguistic strategies of companies and institutions, and valence theory.

Sabine holds an MA in Danish language and literature and BA in German language and literature from University of Copenhagen in 1987. Furthermore, she has a PhD in Linguistics and computational linguistics from Odense University (now University of Southern Denmark) in 1997.

See *full curriculum vitae.*

You are the director of the Danish Language Council. What is the Council's most distinguished purpose, and wherein lies its strengths?

The *Danish Language Council* has three important tasks:

- to follow the development of the language

- to answer questions about Danish language and language usage

- to draw up accepted conventions of spelling and punctuation in Danish language usage and edit the official Danish dictionary of spelling

You are also the Deputy President of EFNIL. What importance do you ascribe to this organisation in its efforts to promote linguistic and cultural diversity within the EU?

EFNIL is an open forum for all official institutions for the national languages of Europe. We continuously follow the language policies of the countries and keep a close contact with the EU's language institutions, arrange conferences and launch projects which promote linguistic diversity not only in the member states, but also in other European countries. Topics that we have had on the agenda, include terminology, translation, interpretation, language teaching, etc. The next conference will be about language usage in university teaching and research.

You deal with computational linguistics. What does it bring to the discipline of terminology?

Computational linguistics is a discipline that deals with formal language description in order for language to be handled by computer programs, e.g. machine translation systems, speech technology and databases for dictionaries and professional terms. First-rate systematic descriptions of multilingual terminology are important building stones in most language engineering programs. Computational linguistics can contribute to a better understanding of what is needed in order for the programs to handle the languages. Traditional dictionary and terminology works are based on large quantities of implicit knowledge which we humans have, e.g. in terms of our own experiences, but which a computer does not have. For instance we know that a bicycle has two wheels and a saddle, but this the machine does not know. Consequently, we can create meaning in the sentences: Han kom på sin cykel. Hjulet var fladt [He arrived on his bicycle. The wheel was flat], even if the rule in Danish dictates that new references must be introduced in the indefinite form. To us the wheel is not a new reference because we know that it is a part of the bicycle; hence it is okay to break the rule here. Computational linguists can make this knowledge explicit and formalise it in order for the programs to use it. Consequently, we are always in the borderland between language and artificial intelligence.

What is the latest or most important research that you have done in the field of computational linguistics?

The most difficult of them all: machine translation. Here the machine not only has to master one language, but it also has to transfer the meaning into a similar expression in another language, and we of course know that it is not possible to simply translate one-to-one. So it is difficult to formalize. The new statistical translation programs such as Google Translate, which is still the best of the ones available in Danish – and unfortunately of a rather fluctuating quality, seems to have reached the limit of its capacity. Google only deals with the surface of the text and contains no deeper analyses, which is why it often makes mistakes. The latest projects that I have been involved in have sought to incorporate more knowledge about the syntax and semantics of words in the statistical processes in order to improve the quality.

As well as coordinating the terminology database IATE, the mission of the Terminology Coordination Unit of the European Parliament's is to help translators and make terminology research and management more efficient.

As a linguist, what is your opinion on IATE and the terminology work in the European Parliament?

I believe that terminology work is a completely indispensable and central task. A couple of years ago, I heard a presentation on the terminology work in Nokia which described Nokia's terminology base as the biggest asset they had. This is because the translation of all manuals, product descriptions, websites etc. must be of a high quality, and furthermore the process must be as efficient as possible. There is a huge potential in excellent terminology work and a well-organised terminology database. Essentially a good terminology database can function as a knowledge bank for the whole organisation because it is possible to attach lots of information to each word, and because the base can easily be linked to other language engineering tools such as machine translation, spelling control, search engines etc. I wish there were a national term bank in Denmark just as there is in Norway and Sweden. Indeed, IATE contains lots of different types of information from databases which have become integrated, but this can be confusing. Continued clean-up should be carried out, and also in this matter a national term bank would help.

What do you think about proposals to standardise the use and the creation of databases? Do you think this is feasible and adequate?

It would be excellent to standardise the functionality of databases in relation to its users, i.e. having the encountered screen displays and the visible types of information follow the same principles. Consider accessing a web shop in order to buy something on the internet. Each place has its own principles on where the products are placed, and what they are called. When you are buying garden furniture, you also have to search for outdoor furniture, terrace furniture, balcony furniture etc. And while on some websites they are placed separately, on others they are found among chairs, tables and benches. A flowerpot holder is called a flowerpot bowl or a cachepot or a planter and is typically to be found under miscellaneous, other articles, applied art, and what have we. It is a mess – and a waste of time.

Neologisms come into existence constantly. What, in your opinion, is the best standardisation policy to be applied to them?

Please note that I do not think that language should be standardised, but rather the way you find the information. It is obviously more convenient and efficient, especially if wanting to find something automatically, that you consistently use the same way of spelling for the same words, and when it comes to terms, it also makes

sense to find a standardised definition of the content. But language is constantly in motion, and we need new words and expressions in order to be able to understand the world around us and to express our experiences, thoughts and ideas. Our world view is moving, and with this the content of words, too. This you realise when you go back in the dictionaries. Hence, there is a continuous consensus process when it comes to language, in the different groupings that we find in society. Therefore we might encounter that some groupings have developed a new meaning or a new use of a word – which then causes surprise and sometimes anger and indignation among those who have not been part of the process.

What new trends have you noticed within the past years in the Danish language? In which direction is the language moving in the future?

It is not the language, but we who move, and within the past years we have taken a giant leap when it comes to communication forms – and language follows. Due to new media we are able to communicate with each other at an accelerated speed and with this also the possibilities of developing the language we use, for the purposes we wish. But the discussion of correct language usage has not become less significant for this reason, and it takes place on a large scale on the social media.

One of your greatest wishes for the future is to create a Danish/Nordic LSP terminology database. What is your opinion on the progress that has been made in the field of Danish terminology in recent years? Do you think Danish terminology is getting enough recognition in Denmark and in Europe?

I think that things are developing far too slowly. Since the first language status, Sprog på spil [Language at Stake] in 2003, the Language Council has addressed several times that there should be more focus on this area. We managed to include the national term bank in the preliminary work for the national plans about research infrastructure, and it has been included in several parliamentary motions proposed by the Danish Parliament. But unfortunately there has been no political will to take up the challenge, and this is why we lag far behind the other Nordic countries in this regard.

How do you see the future of terminology as a discipline, and what innovations do you expect in the future?

I think it is important to our Danish language usage that we work with the professional language and with a coordinated effort for a standardised use of

technical terms. We see the need as early as in primary school where Danish is integrated more and more with other disciplines, and the focus is more and more on professional Danish. Students should learn to express themselves clearly and precisely and to choose the right words not only during Danish lessons, but in all subjects. And this continues throughout the educational system onto the highest level. But there is a lack of LSP dictionaries with explanations of words in many professional areas, and often it is also hard to find translations of technical terms into other languages, which means you have to feel your way around. I believe a national term bank with a solid linkage to the EU is a brilliant project of knowledge sharing which could save us billions of kroner. Some of the innovations which I expect to see in the future are methods that automatically collect and structure terminological data, such as the ongoing **DANTERMcentre** project at Copenhagen Business School (CBS).

Interviewer:

Claus Skovbjerg

Having first completed a three month traineeship translating for the Danish Language Unit, Claus joined the TermCoord Team for another three months. He has completed an MA in English, Spanish and Physical Education from Aalborg and Copenhagen University, including a Tourism & Communication semester in Melbourne and a Journalism semester in Washington, D.C. He loves psychology, foreign cultures and languages, besides his mothertounge, he also speaks Swedish, Norwegian, English, German and Spanish as well as a bit of Italian and French.

Claudia Lecci

by Antonella Nardella

Claudia Lecci ha conseguito la laurea specialistica in "Traduzione settoriale e per l'editoria" presso l'ex Scuola Superiore di Lingue Moderne per Interpreti e Traduttori (ora Dipartimento di Interpretazione e Traduzione- DIT). Coordina i corsi di laurea magistrale "Tecnologie e Metodi per la Traduzione", "Tecnologie e Metodi per l'Interpretazione" e "Traduzione in italiano dall'inglese (assistita)". Inoltre segue le attività del Laboratorio di Terminologia e Traduzione Assistita. In qualità di trainer certificata SDL Trados eroga workshop di formazione su SDL Trados Studio ed SDL MultiTerm.

Lei è docente presso il Dipatimento di Interpretazione e Traduzione della Scuola di Lingue e Letterature, Traduzione e Interpretazione (ex SSLMIT), campus di Forlì. Ci parli del Suo lavoro e delle attività di cui si occupa.

Gli insegnamenti che coordino presso il *Dipartimento di Interpretazione e Traduzione* sono tre: un corso di Tecnologie e Metodi per la Traduzione nel corso

di laurea magistrale in Traduzione Specializzata, un corso di Tecnologie e Metodi per l'Interpretazione nel corso di laurea magistrale in Interpretazione e un corso di Traduzione in italiano dall'inglese (assistita) nel corso di laurea triennale in Mediazione Linguistica Interculturale.

Inoltre, seguo alcune delle attività del **Laboratorio di Terminologia e Traduzione Assistita,** tra cui la gestione dei tirocini curriculari e formativi degli studenti; i rapporti con enti locali, organizzazioni internazionali e con la Direzione Generale della Traduzione dell'Unione Europea, l'erogazione di workshop di formazione su SDL Trados Studio (in qualità di trainer certificata SDL Trados).

Perché è stato attivato un corso di terminologia rivolto specificatamente agli studenti di interpretazione?

L'esigenza di attivare un corso di terminologia rivolto specificatamente agli studenti di interpretazione nasce dalla differenza sostanziale tra la professione dell'interprete e quella del traduttore e dalle diverse esigenze terminologiche degli uni rispetto agli altri, dovute alla natura stessa del discorso orale che richiede modalità e tempi di preparazione e consultazione delle risorse terminologiche differenti.

Lo studio e l'uso della terminologia da parte di un interprete si articolano infatti in due fasi:

- quella della preparazione, che avviene nel periodo (più o meno lungo) che precede la conferenza e che consiste nell'analisi dettagliata del dominio di indagine, nell'estrazione della terminologia, nell'individuazione delle relazioni che intercorrono tra i termini e nella catalogazione degli stessi in risorse terminologiche, prima in lingua 1 e poi in lingua 2

- quella della fruizione, che avviene direttamente in cabina, e che richiede immediatezza e velocità di consultazione delle risorse precedentemente create.

Inoltre, l'interprete deve anche conoscere la cosiddetta "terminologia di genere", e cioè i fenomeni linguistici che appartengono alla lingua comune e che possono comparire in qualsiasi genere testuale dell'oralità in modo indipendente dal tipo di contenuto specialistico. L'interprete deve acquisire questa terminologia ed essere capace di gestirla in lingua 1 e in lingua 2 in modo automatico, per poter concentrare tutti i suoi sforzi nell'individuazione della terminologia del dominio specialistico. La "terminologia di genere" è nata nel 2011 presso la ex SSLMIT di Forlì da uno studio

di un gruppo di docenti ed è diventata parte integrante del modulo di Terminologia per Interpreti (parte dell'ex corso di Metodi e Tecnologie per l'Interpretazione, dopo i dettagli). Da qui la necessità di differenziare l'offerta didattica per andare incontro alle esigenze di formazione del futuro interprete professionista.

Com'è strutturato il corso?

Fino allo scorso anno accademico, gli studenti hanno frequentato un corso integrato costituito da due moduli di 40 ore ciascuno, uno nel primo semestre e uno nel secondo semestre del primo anno.

Nel primo semestre si teneva il modulo di "Terminologia per Interpreti", all'interno del quale veniva approfondito il concetto di "terminologia di genere" e venivano forniti agli studenti gli strumenti per la sua estrazione in più lingue di lavoro. A seguire la terminologia di dominio, con una parte di documentazione su un dato dominio specialistico che prevedeva la ricerca online e la creazione di corpora, e una parte che prevedeva l'estrazione, la sistematizzazione e la catalogazione di terminologia in lingua 1 e in lingua 2, con l'ausilio di strumenti open-source o commerciali dedicati.

Nel secondo semestre invece si teneva il modulo di "Tecnologie per l'Interpretazione". Argomento centrale l'introduzione e l'uso da parte degli studenti di un software di riconoscimento vocale funzionale alla produzione di sottotitoli in tempo reale (prevalentemente per non udenti), tecnica che richiede molte delle competenze di un interprete, in quanto basata sul respeaking intra ed interlinguistico. Inoltre, nell'ambito di questo modulo venivano introdotte anche l'audiodescrizione e la video-interpretazione da remoto.

Da quest'anno accademico, il corso integrato è stato suddiviso in due corsi singoli annuali, Tecnologie e Metodi per l'Interpretazione 1 e Tecnologie e Metodi per l'Interpretazione 2, che si terranno rispettivamente nel primo e nel secondo anno di corso.

Questa scelta è stata dettata da una serie di motivazioni, tra le quali il fatto che gli studenti avevano manifestato negli anni precedenti l'esigenza di "fare terminologia" anche nel corso del secondo anno, per poter sviluppare al meglio le loro conoscenze e competenze terminologiche e per integrarle il più possibile con i loro corsi di interpretazione.

In questo modo sarà possibile dosare al meglio gli input forniti agli studenti ed intervallare documentazione e terminologia con "pillole" di tecnologia, tra cui i sopra citati riconoscimento vocale per la produzione di sottotitoli in tempo reale, audiodescrizione e video-interpretazione da remoto con l'aggiunta dell'interpretazione telefonica, che sta diventando sempre più una realtà nel mondo dell'interpretazione.

Secondo Lei l'uso di risorse terminologiche migliora il lavoro degli interpreti? Come?

A mio parere una buona interpretazione non può prescindere da un uso corretto della terminologia, elemento che costituisce uno dei criteri di valutazione fondamentali della qualità della prestazione di un interprete. Usare un equivalente interlinguistico corretto e adeguato alla situazione comunicativa fa sì che il destinatario dell'interpretazione possa aver accesso alle informazioni in modo preciso e che la sua comprensione del discorso dell'oratore sia completa e pertinente.

Un interprete adeguatamente preparato e padrone della terminologia specialistica, quindi in possesso di risorse terminologiche complete e coerenti, è in grado di fornire senza sforzi una prestazione di alto livello senza ricorrere a "espedienti interpretativi" che abbasserebbero la qualità del servizio.

Quali sono gli strumenti tecnologici a disposizione degli interpreti?

L'interprete che vuole documentarsi su un determinato dominio ed estrarre terminologia specialistica ha a disposizione varie possibilità. Può ad esempio creare dei corpora dal web in modo semi-automatico con lo strumento open-source BootCaT, sviluppato presso la nostra ex SSLMIT, e poi estrarre la terminologia attraverso un concordancer, ad esempio *AntConc.* I termini estratti possono essere poi catalogati in varie modalità:

- sotto forma di glossari (in formato Excel, Word, ecc), consultabili in cabina tramite lo strumento Interplex;
- sotto forma di database terminologici, che consentono di creare schede terminologiche contenenti dei campi (contesti, definizioni, sistemi concettuali, ecc) utili nella fase di preparazione dell'interprete, cioè quella dello studio del dominio.

Uno strumento che riunisce tutte queste funzioni è **InterpretBank,** software sviluppato da Claudio Fantinuoli presso l'università di Mainz e creato appositamente per interpreti di conferenza. Con InterpretBank è possibile creare glossari (è prevista anche qui la possibilità di inserire dei campi), memorizzarli e poi consultarli in cabina tramite una apposita modalità, la Conference Mode. Inoltre, integrandolo con la suite TranslatorBank, è possibile anche creare corpora specialistici dai quali estrarre la terminologia che in seguito verrà inserita nei glossari.

Nel Suo lavoro utilizza le risorse messe a disposizione dall'Unione Europea, come ad esempio la banca dati terminologica IATE?

Le risorse linguistiche messe a disposizione dall'Unione Europea sono molto importanti per gli studenti in interpretazione, in quanto forniscono un supporto ricco ed attendibile al quale possono attingere per cercare soluzioni ai loro dubbi linguistici nella fase di approfondimento terminologico che avviene in preparazione ad una conferenza.

La presentazione delle risorse linguistiche UE disponibili su Internet è argomento di una delle prime lezioni del corso di tecnologie rivolto agli interpreti (ma anche di quello rivolto a traduttori o mediatori linguistici), in quanto apre loro una finestra sulla ricerca di risorse linguistiche su siti istituzionali.

Oltre alla banca dati terminologica IATE, vengono anche presentate le numerose risorse terminologiche messe a disposizione dalla rete REI (glossari tematici, lessici, dizionari, ecc;) ed Eur-Lex che, con la sua ricerca multilingue, costituisce sempre un validissimo supporto.

Perché ha deciso di occuparsi di terminologia?

Il mio interesse verso la terminologia si è sviluppato nel corso del mio quinquennio di studi presso la ex SSLMIT, quando sono venuta a contatto con il mondo della mediazione linguistica prima e della traduzione in modo più approfondito poi. Gli anni di studio ed i tirocini svolti presso agenzie di traduzione, enti e aziende locali mi hanno aiutata a prendere coscienza di quanto fosse importante la terminologia nel mondo della comunicazione intralinguistica e interlinguistica (sia scritta che orale) e mi hanno appassionata al punto tale da decidere di approfondire la disciplina anche dopo la laurea, collaborando fin da subito con il Laboratorio di Terminologia e Traduzione Assistita, allora gestito dal professor Franco Bertaccini, e continuando negli anni a seguirne le attività.

Secondo Lei la terminologia è considerata una vera e propria disciplina?

Sì, la terminologia come disciplina si sviluppa già nella seconda metà del XX secolo, quando Eugen Wüster, ingegnere austriaco appassionato di linguistica, iniziò ad occuparsi di termini come elementi del lessico univoci e privi di ambiguità che avrebbero dovuto garantire una comunicazione efficace.

Nel corso degli anni, la terminologia è andata sempre più consolidandosi ed affermandosi come disciplina che si occupa dello studio dei termini, cioè delle unità lessicali che consentono il trasferimento della conoscenza specialistica in una o più lingue.

Si fa ricerca accademica nell'ambito della terminologia?

La terminologia è stata ed è oggetto di ricerca accademica sia in Italia che all'estero fin dalla sua "nascita" come disciplina scientifica. I grandi Gambier, Gaudin e Sager hanno scritto di terminologia fin dagli esordi e oggi molti sono gli accademici che fanno ricerca nel settore. Per citarne solo alcuni, Maria Teresa Cabré, fondatrice dell'Istituto Universitario di Linguistica Applicata dell'Università Pompeu Fabra di Barcellona (IULA), Gherard Budin, dell'Università di Vienna, Maria Teresa Zanola, presidente della Rete Panlatina di Terminologia (REALITER) e dell'Associazione Italiana per la Terminologia (Ass.I.Term), Franco Bertaccini, fondatore del Laboratorio di Terminologia e Traduzione Assistita del Dipartimento di Interpretazione e Traduzione dell'Università di Bologna, campus di Forlì, Donatella Pulitano, dell'Università di Ginevra, e molti altri.

Quali sono i cambiamenti che ha osservato negli ultimi anni riguardo all'uso della terminologia? Quali tendenze prevede per il futuro?

Con il consolidarsi di discipline affini, quali la traduzione assistita e la traduzione automatica, la terminologia, e ancor di più la terminografia, ossia la raccolta sistematica dei termini che costituiscono i linguaggi specialistici, stanno sempre più diventando parte integrante del flusso di lavoro del traduttore professionista, che crea e gestisce banche dati terminologiche per integrarle in strumenti CAT o TA.

Allo stesso modo, l'interprete professionista fa terminologia e terminografia non solo per crearsi il proprio bagaglio di risorse terminologiche utili all'interpretazione in fase di preparazione e poi in cabina, ma anche per integrarla con le altre attività affini che svolge. Si pensi ad esempio al sopra citato respeaking e riconoscimento

vocale per la produzione di sottotitoli in tempo reale, che avviene attraverso Dragon Naturally Speaking, uno strumento che consente di ampliare il suo vocabolario attraverso l'inserimento di corpora specialistici o di liste di termini precedentemente selezionati, in base all'argomento trattato.

A mio avviso, quindi, la tendenza per il futuro sarà sempre più quella dell'integrazione della terminologia con discipline affini.

Intervistatore:
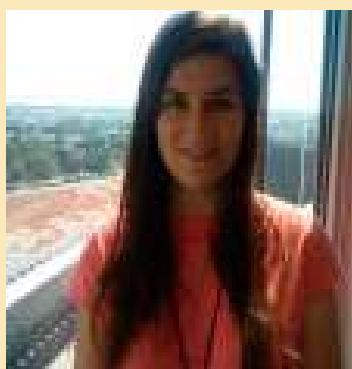
Antonella Nardella

Figlia di genitori italiani, Antonella è nata e cresciuta a Francoforte sul Meno in Germania in un ambiente bilingue. È laureata in Mediazione Linguistica Interculturale presso la Scuola di Lingue e Letterature, Traduzione e Interpretazione (ex SSLMIT) di Forlì. Ha studiato come studentessa Erasmus nel Regno Unito presso l'University College London e in Germania alla Ruprecht-Karls-Universität di Heidelberg. È iscritta al corso di laurea magistrale in Interpretazione presso la Scuola di Lingue e Letterature, Traduzione e Interpretazione di Forlì e sta scrivendo la sua tesi in terminologia nel dominio asilo e diritto di asilo. Al momento sta svolgendo una visita di studio presso l'Unità coordinamento della Terminologia della Direzione generale per la Traduzione del Parlamento Europeo a Lussemburgo per svolgere ricerche per la tesi. Oltre ad essere appassionata di terminologia Antonella ama viaggiare e scoprire nuove lingue e culture.

Claudia Lecci is graduated in Specialised Translation and Translation for the Publishing Industry at the Advanced School of Modern Languages for Interpreters and Translators (now Department of Interpreting and Translation – DIT). She currently coordinates the MA modules "Technologies and Methods for Translation", "Technologies and Methods for Interpreting" and "Computer-assisted Translation from English into Italian". She also follows the activities of the Laboratory for Terminology and Computer-Assisted Translation (DIT, Forlì Campus). She is an SDL Trados Authorised Trainer for SDL Trados Studio and SDL MultiTerm.

You are a lecturer at the University of Bologna, Department of Interpreting and Translation of the School of Foreign Languages and Literature, Interpreting and Translation (formerly the SSLMIT) on the Forli campus. Tell us about your work and what you do.

I coordinate three courses in the *Department of Interpreting and Translation:* a Translation Technologies and Methods course for the Master's degree in Specialist Translation, an Interpreting Technologies and Methods course for the Master's degree in Interpreting and a translation course (computer-assisted) from English into Italian for the three-year Intercultural Linguistic Mediation course.

I am also in charge of some of the activities of the *Laboratory for Terminology and Computer-Assisted Translation,* including the management of curriculum internship and training for students, relations with local authorities, international organisations and the Directorate-General for Translation of the European Union and the organisation of training workshops on SDL Trados Studio (as a certified SDL Trados trainer).

Why has a terminology course specifically for interpreting students been set up?

The need to set up a course in terminology specifically for interpreting students stemmed from the substantial difference between the profession of interpreter and that of translator and the different terminological needs of both professions, due to the very nature of oral discourse which calls for different methods of preparation and consultation of terminology resources within a different time frame.

The study and use of terminology by an interpreter is split into two stages:

- the preparation stage before the conference, for which varying amounts of time may be available; this stage consists of a detailed analysis of the relevant domain, the extraction of terminology, identifying how the terms relate to each other and cataloguing them into terminology resources, first in one language and then in the second language;

- the actual use of the terminology directly in the interpreting booth, which requires immediacy and speed in consulting the previously created resources.

In addition, interpreters should also be familiar with 'genre terminology', namely linguistic features that belong to everyday language and can appear in any kind of oral text regardless of the type of specialist content. Interpreters must acquire this terminology and be able to manage it automatically in language 1 and language 2, in order to focus all their efforts on finding the terminology for the specialist field. 'Generic terminology' was established in 2011 at the former SSLMIT in Forlì following a study conducted by a group of lecturers. It then became an integral part of the Terminology for Interpreters module (part of the former Interpreting Technologies and Methods course – details below). Hence the need to differentiate the courses available in order to meet the training requirements of future professional interpreters.

How is the course structured?

Up until the last academic year, students attended an integrated course consisting of two modules of 40 hours each, one in the first half of the year and the other in the second half of the first year.

In the first semester the 'Terminology for Interpreters' module was held. This module looked in detail at the concept of generic terminology and students were given the tools to extract it in several working languages. This was followed by domain terminology, with one part providing documentation on a given specialist domain which called for online research and the creation of corpora, and another part that involved extracting, systematising and cataloguing terminology in language 1 and language 2, with the help of dedicated open-source or commercial tools.

In the second semester the 'Technology for Interpreting' module was held. This introduced students to, and taught them to use, speech recognition software, which

is used to produce subtitles in real time (mainly for the hearing impaired). This is a technique that requires many of the skills of an interpreter, as it is based on intra- and inter-linguistic respeaking. This module also included an introduction to audio description and video remote interpreting.

Starting from this academic year, however, the integrated course has been divided into two individual annual courses – Interpreting Technologies and Methods 1 and Interpreting Technologies and Methods 2, to be held respectively in the first and second year of the course.

This decision was made for a number of reasons, including the fact that students in previous years had expressed the need to study terminology in the second year, too, in order to be able to better develop their terminology knowledge and skills and to incorporate them as much as possible into their interpreting courses.

This means that students can be taught at a better pace and documentation and terminology can be interspersed with technology 'titbits' such as the above-mentioned speech recognition to produce subtitles in real time, audio description and video remote interpreting, with the addition of telephone interpreting, which is used increasingly in the interpreting world.

In your view, does the use of terminology resources improve the work of interpreters? If so, how?

In my opinion, good interpreting is impossible without the correct use of terminology, which is one of the core criteria for assessing the quality of an interpreter's work. Using a correct interlinguistic equivalent that is appropriate to the situation means that target-language recipients can have access to information that is accurate and have a full and relevant understanding of what the speaker is saying.

A properly trained interpreter who can master specialist terminology and who is thus in possession of a full set of consistent terminology resources is able to provide an effortless high-level service without resorting to 'tricks of the trade' that would lower the quality of the service.

What technological tools are available to interpreters?

Interpreters who want to gather information about a particular field and extract specialist terminology have a number of options. They can, for example, create

corpora from the internet in a semi-automatic manner by using the open-source tool **BootCat**, which was developed at our former SSLMIT, and then extract the terminology through a concordancer such as **AntConc.** The terms extracted can then be catalogued in various ways:

- in the form of glossaries (in Excel, Word, etc.), which can be consulted in the booth using the Interplex tool;

- in the form of terminology databases, which enable interpreters to create terminology entries containing fields (contexts, definitions, conceptual systems, etc.), which are useful at the preparatory stage, i.e. when the interpreter is studying the domain.

A tool that combines all these functions is **InterpretBank,** software that was developed by Claudio Fantinuoli at the University of Mainz and was specifically created for conference interpreters. With InterpretBank you can create glossaries (here, too, you can insert fields), store them and then consult them in the interpreting booth, through a special mode – Conference Mode. In addition, by incorporating it into the TranslatorBank suite you can also create specialist corpora from which to extract the terminology that will later be inserted into the glossaries.

In your work do you use the resources made available by the European Union, such as the terminology database IATE?

The language resources made available by the European Union are very important to interpreting students as they provide a rich and reliable back-up which they can draw on to seek solutions to any linguistic doubts they might have when reviewing terminology in preparation for a conference.

The presentation of the EU language resources available on the internet is the subject of one of the first lessons of the technology courses for interpreters (as well as those for translators or language mediators), as it gives them some idea on how to search for language resources on institutional websites.

In addition to the terminology database **IATE,** we also present the numerous terminological resources made available by the **REI Italian language network** (thematic glossaries, lexicons, dictionaries, etc.) and **Eur-Lex**, with its multilingual search option, is always a very valuable tool.

Why did you decide to work with terminology?

My interest in terminology developed during my five years of study at the former SSLMIT, when I came into contact first with the world of language mediation and later, in greater depth, with translation. My years of study and internships at translation agencies and with local authorities helped me to become aware of how important terminology is in intralingual and interlingual communication (both written and oral). I loved the field so much that I decided to study it further even after graduating and started working straight away with the Laboratory for Terminology and Computer-Assisted Translation, which was managed by Professor Franco Bertaccini at the time, and continued to follow their work over the years.

In your opinion, is terminology considered a real discipline?

Yes, terminology as a discipline was developed as early as the second half of the 20th century, when Eugen Wüster, an Austrian engineer who was passionate about language, began to work on terms as elements of vocabulary that were univocal and unambiguous and were supposed to ensure effective communication.

Over the years, terminology has become increasingly consolidated and has established itself as a discipline that deals with the study of terms, i.e. of lexical units that enable specialist knowledge to be transferred into one or more languages.

Is any academic research done in the field of terminology?

Terminology has been and is the subject of academic research, both in Italy and overseas, since its inception as a scientific discipline. The great Gambier, Gaudin and Sager wrote of terminology from the outset and today there are many academics doing research in the field. To name but a few: Maria Teresa Cabré, founder of the University Institute for Applied Linguistics (IULA) at the Pompeu Fabra University of Barcelona; Gerhard Budin, University of Vienna; Maria Teresa Zanola, Chair of the Pan-Latin Terminology Network (REALITER) and of the Italian Association for Terminology (Ass.I.Term); Franco Bertaccini, founder of the Laboratory for Terminology and Computer-Assisted Translation of the Department of Interpreting and Translation at the University of Bologna, Forlì campus; Donatella Pulitano, University of Geneva, and many others.

What changes have you noticed in recent years regarding use of terminology? What trends do you expect to see in the future?

With the consolidation of related disciplines, such as computer-assisted translation (CAT) and machine translation (MT), terminology – and even more so terminography, namely the systematic collection of terms that make up specialist languages – is increasingly becoming an integral part of the workflow of professional translators, who create and maintain terminology databases to incorporate them into CAT or MT tools.

Similarly, professional interpreters work with terminology and terminography not only to establish their own set of terminology resources that are useful for interpreting both at the preparatory stage and later on, in the booth, but also to integrate them with other similar jobs they do. One example is the above-mentioned respeaking and voice recognition for the production of subtitles in real time, which is done through Dragon Naturally Speaking, a tool that allows vocabulary to be expanded by inserting specialist corpora or lists of previously selected terms, according to the subject in question.

In my view, therefore, in future, there will be an increasing trend towards integrating terminology with similar disciplines.

Interviewer:
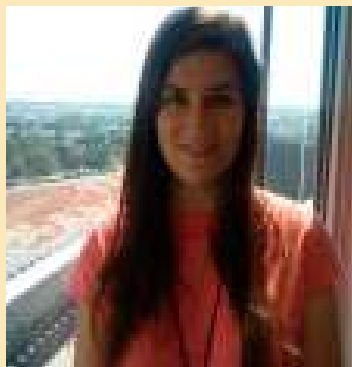
Antonella Nardella

Born and raised by Italian parents in Frankfurt am Main (Germany), Antonella grew up in a bilingual environment. She holds a Bachelor's degree in Intercultural and Linguistic Mediation from the School of Foreign Languages and Literatures, Interpreting and Translation in Forlì (Bologna). During her Bachelor she studied for one year in the UK as an Erasmus student at University College London. Currently she is enrolled in the Master's Conference Interpreting at the University of Bologna in Forlì. During her Master she spent yet another semester abroad in Germany at the University of Heidelberg thanks to a second Erasmus exchange. At the moment she is writing her thesis on Terminology in the asylum/asylum law domain and is doing a study visit at the Terminology Coordination Unit of the European Parliament's Directorate General for Translation in Luxembourg to carry out research for her thesis. Apart from her passion for terminology she loves to travel and to explore new languages and cultures.

Why is terminology your passion?

Mercè Lorente Casafont

by Lidia Capitán Zamora

Soy profesora titular del *Departamento de Traducción y Ciencias del Lenguaje de la Universidad Pompeu Fabra* desde 1994, donde imparto docencia en terminología y lingüística aplicada. Tengo mi investigación adscrita a tiempo completo en el Instituto Universitario de Lingüística Aplicada, del cual he sido directora entre 2006 y 2013. Formo parte del grupo de investigación IULATERM desde 1994, y soy investigadora principal del mismo desde 2014.

Actualmente también me ocupo de las siguientes responsabilidades: editora jefe de la revista TERMINÀLIA de la Societat Catalana de Terminologia (SCATERM), filial del Institut d'Estudis Catalans; vicepresidenta de la Asociación Española de Terminología (AETER); y coordinadora de materia de Lengua Catalana y Literatura de las Pruebas de Acceso a la Universidad en Cataluña (PAU).

---

1. ¿Podría darnos algunos datos sobre su trayectoria profesional? ¿Por qué eligió especializarse en terminología?

Me licencié en Filología Catalana en la Universidad de Barcelona (UB) y durante la carrera ya me di cuenta de que me interesaba sobre todo la lingüística, en concreto, todo lo relacionado con el léxico. Cuando decidí emprender los estudios de doctorado, coincidió que el programa en Lingüística Catalana que se ofrecía ese año estaba orientado a la Lexicografía Catalana, con profesores tan insignes como Antoni M. Badia i Margarit, Joan Solà y M. Teresa Cabré. Eso fue decisivo para mí: entré como ayudante en el Departamento de Filología Catalana de la UB y M. Teresa Cabré aceptó dirigir mi tesis doctoral.

El tema de mi tesis refleja claramente mis intereses: se trata de un estudio lingüístico sobre la estructura argumental de los verbos en lengua catalana, con una aplicación lexicográfica dirigida a lingüistas, que pone en relación aspectos teóricos, descriptivos y aplicados. Una combinación que he intentado mantener en todas mis iniciativas.

A finales de 1994, a punto de defender mi tesis doctoral, me trasladé a la Universitat Pompeu Fabra, de la mano de mi maestra, M. Teresa Cabré, y de otros compañeros, para emprender una serie de proyectos: la docencia de la terminología en los estudios de Traducción e Interpretación, que se introducía en aquel momento, además de la puesta en marcha del Instituto Universitario de Lingüística Aplicada y del grupo de investigación IULATERM. Así, mi interés sobre el léxico y sus aplicaciones se reorientó de manera natural a la terminología y a sus aplicaciones.

2. Usted es profesora en el Departamento de Traducción y Ciencias del Lenguaje en la Universidad Pompeu Fabra de Barcelona desde 1994... ¿Cuáles son los principales retos que afronta cuando imparte terminología y lexicología?

El primero de todos es suscitar el interés entre los estudiantes por el componente léxico de las lenguas y hacerles ver que el léxico es el punto de encuentro del resto de módulos del lenguaje (fonología, morfología, sintaxis, semántica y pragmática), y que su análisis se puede abordar con criterios científicos, de manera sistemática. En segundo lugar, me motiva que vean la importancia que tienen las aplicaciones léxicas (diccionarios, bancos de datos, ontologías, herramientas de extracción y de gestión) para el desarrollo de las lenguas y para la calidad del trabajo de los mediadores lingüísticos.

Y una de las cuestiones básicas en terminología es que se entienda que un término es una unidad léxica, que forma parte de la lengua general, y que adquiere su valor especializado en determinadas situaciones comunicativas específicas, como nos ha mostrado la orientación comunicativa de la terminología (Cabré 1998). Cualquier hablante se da cuenta de que una unidad como escoliosis dorsal es un término, pero es importante que un traductor vea que crisis hipotecaria, en un discurso económico, también lo es.

3. También es editora jefe de la revista Terminàlia… ¿Qué importancia tiene la difusión de una publicación como esta centrada en terminología y cuál es el principal foco y propósito de Terminàlia?

Terminàlia es la revista semestral de la Societat Catalana de Terminologia, sociedad filial del Institut d'Estudis Catalans, que es la academia de la lengua y de las ciencias de la sociedad catalana. Terminàlia nace a finales de 2009 en un entorno lingüístico muy rico terminológicamente, ya que hay muchos agentes implicados en la terminología catalana (la academia, el centro oficial, las universidades, los servicios lingüísticos, las empresas de traducción y de mediación, las administraciones, y todo ello en los diversos territorios en los que se habla la lengua).

El interés de Terminàlia consiste en dar a conocer las actividades de la terminología catalana al mundo, y a la vez hacer de órgano de difusión y de intercambio de las principales iniciativas y de la investigación de otros contextos y de otras lenguas. Surge en un entorno nacional, el catalán, pero tiene vocación de proyección exterior; por ello, los artículos evaluados mediante peer review se publican también en español, inglés y francés. Ambicionamos ser una revista de referencia y en este sentido vamos progresando en su indexación para aumentar su impacto.

4. ¿Cómo definiría el perfil de un terminólogo? En su opinión, ¿cuáles son o deben ser las principales habilidades, competencias y cualidades de un experto en terminología?

Precisamente así, como un perfil. En los años 80 y 90, aún se oían voces que defendían la autonomía profesional del terminólogo. Creo que la realidad de los servicios lingüísticos nos ha mostrado que esto era una quimera, y tal vez una orientación equivocada. Lo ideal es que la lingüística aplicada disponga de profesionales flexibles con competencias y habilidades múltiples, que incluyan las terminológicas. Por ejemplo, un servicio de traducción actual precisa de personal formado en terminología con diversos niveles de implicación: conocimiento y uso de los recursos terminológicos adecuados (diccionarios, bancos de datos, ontologías,

corpus textuales); gestión de la terminología multilingüe en entornos de traducción; dirección de proyectos terminológicos; e incluso desarrollo de tecnología para la gestión y la extracción de información terminológica.

5. ¿Qué papel juega actualmente la terminología en el caso del catalán?

Hay una anécdota muy conocida de la Transición que recordamos los catalanes con estupor, en la que el presidente del gobierno de entonces, Adolfo Suarez, ante la demanda catalana por recuperar la lengua para la enseñanza, opinó que el catalán no era una lengua para hablar de física nuclear. Huelga decir que una de las primeras reacciones fue la de los físicos nucleares catalanes.

La lengua catalana no se ha dejado de hablar a lo largo de su historia, pero la prohibición de su uso público durante la dictadura franquista afectó al desarrollo y a la actualización de la terminología de ciertos ámbitos específicos. Precisamente por eso, con la llegada de la democracia, la política lingüística catalana tuvo claro desde sus inicios que el léxico especializado merecía una atención especial, de aquí la creación bien temprana del TERMCAT y el desarrollo de terminologías en las universidades.

Toda lengua, para asegurar su uso y su pervivencia, necesita poder ser usada en cualquier situación comunicativa y para referirse a cualquier tema. Esto es válido tanto para lenguas minoritarias, como para lenguas medianas como el catalán, e incluso para lenguas con muchos millones de hablantes. De aquí, la importancia de la terminología.

6. En el contexto de una Europa multilingüe, ¿cómo valora el rol de los servicios de traducción del Parlamento Europeo y de las instituciones de la Unión Europea en general?

A mi parecer es un rol fundamental. Europa no se puede entender sin el respeto a las distintas lenguas europeas. Es importante mantener la vigilancia sobre esta cuestión. Los criterios economicistas, que ya regulan muchas cuestiones lingüísticas, no deberían imponerse para limitar la presencia del multilingüismo en Europa. Por lo tanto, valoro muy positivamente los servicios de traducción del Parlamento y del resto de instituciones europeas, y especialmente su vocación de servicio también abierto hacia el exterior de las instituciones.

Desde la terminología, los servicios de traducción europeo ocupan una posición de avance en la resolución de problemas o dudas terminológicas en temas de gran impacto social (políticos, económicos, jurídicos, sociológicos) y en la difusión de una

parte de la terminología científica, por lo que se ven obligados a interactuar con otros agentes de la terminología muy activamente.

Desde mi lengua, espero poder ver pronto la creación de departamentos de lengua catalana en esos servicios de traducción europeos.

7. Usted enseña Terminología y Lingüística Aplicada… ¿Considera que la terminología se está convirtiendo en una disciplina cada vez más valorada y que los estudiantes son conscientes de la función que cumple?

Creo que los estudiantes de traducción no son realmente conscientes del papel de la terminología hasta que no se enfrentan a necesidades reales en traducción especializada, pero después de cursar una materia general y otra sobre gestión terminológica los hay se animan a especializarse.

En otros estudios, pienso que los estudiantes también llegan a darse cuenta de las necesidades terminológicas que tienen en su formación en lengua propia y cuando aprenden otras lengua con finalidades específicas, aunque no lleguen a saber que existe la disciplina de la terminología.

8. ¿Cuál es la última o más importante investigación que ha realizado en el campo de la lingüística aplicada?

Últimamente he estado trabajando en la descripción de la fraseología y de las colocaciones propias del discurso especializado, en el marco de un proyecto de investigación y mediante la dirección de una tesis doctoral en marcha.

Y ahora justo he empezado un nuevo proyecto sobre lingüística aplicada en la gestión lingüística de las empresas, con implicaciones docentes y estudios de casos reales.

9. ¿Cuáles son los principales objetivos y campos de actividad de la Asociación Española de Terminología (AETER) y cómo desarrolla y afronta su labor como vice presidenta?

AETER es una asociación de individuos y de organizaciones, que tiene como objetivo principal el intercambio de información y la celebración de una jornada científica anual. Nos sirve de vehículo de contacto para para quienes trabajamos en terminología desde perspectivas distintas: la investigación, la enseñanza, el mundo editorial, las empresas de traducción y de servicios lingüísticos, la tecnología asociada, etc.

Desde hace algún tiempo, en la época de la presidencia de M. Teresa Cabré, AETER lanzó la propuesta de un proyecto institucional con el objetivo de establecer una infraestructura básica para la terminología del español. Se trata del proyecto TERMINESP, que incluye: un módulo para el establecimiento de criterios lingüísticos para la terminología de la lengua española; un módulo de validación experta de soluciones terminológicas y neológicas; y una red tecnológica que ofrezca el acceso a los datos terminológicos del español. Desde la junta actual, estamos muy implicados en la revitalización de este proyecto, de la cual podremos dar nuevas noticias bien pronto.

10. ¿Cuáles son los principales desafíos que afronta la Sociedad Catalana de Terminología (SCATERM) y cuáles son los principales proyectos en marcha?

SCATERM es una asociación del mismo tipo; incluye personas a nivel individual e instituciones vinculadas con la terminología. Realiza jornadas científicas, cursos y talleres de manera regular. Uno de sus haberes más importantes es su actividad en publicaciones: además de la revista Terminàlia, que se publica en papel y en formato electrónico, edita un boletín mensual y una colección de libros. Últimamente, han reorientado sus jornadas científicas hacia temas de alto impacto sobre la lengua en ámbitos especializados, que trascienden el interés de los profesionales de la terminología y han atraído expertos de los sectores específicos, como la ideología vinculada a la terminología o el uso de las lenguas en el intercambio científico.

11. ¿Cuál debería ser el rol de la terminología en la evolución de una lengua co-oficial como el catalán?

Para contestar esta pregunta hace falta aclarar la situación compleja de la noción de lengua oficial en Catalunya. La Constitución Española dictamina que la lengua oficial de todo el estado es el castellano, y que el catalán, el gallego y el vasco son cooficiales sólo en sus respectivos territorios. En cambio, el Estatuto de Autonomía de Catalunya establece que el catalán es la lengua propia y oficial de Catalunya, y que el castellano también es lengua oficial ya que es la lengua oficial del Estado. Como puede verse, ninguna de las dos lenguas se reconoce exactamente como lengua cooficial, y esto no es ajeno a la situación política actual.

Dicho esto, se deduce que el catalán no aborda su planificación lingüística ni sus actuaciones en terminología como una lengua complementaria, sino como una lengua plena.

12. ¿Qué opinión tiene de la actual situación de los lenguajes en el contexto de un mundo globalizado, donde las personas usan a diario las nuevas tecnologías y la comunicación digital? ¿En qué beneficia y perjudica esta era al lenguaje?

No creo que las tecnologías ni la comunicación digital perjudiquen en nada a las lenguas ni al lenguaje. Ofrecen nuevos medios, nuevos formatos, nuevos canales, a los que las lenguas se adaptan mediante los registros, los géneros discursivos, o incluso mediante soluciones para la lengua escrita. La gente se comunica, lee, habla, crea, como siempre. Consumimos más productos audiovisuales que nunca, y la literatura sigue siendo un sector de producción relevante.

En todo caso, aquello que puede perjudicar las lenguas es el significado perverso de la globalización, si significa imponer un mercado y uniformizar la población mundial, potenciando la discriminación de unas lenguas sobre otras.

Entrevistador:

Lidia Capitán Zamora

Lidia es licenciada en periodismo por la Universidad de Sevilla, donde se especializó en comunicación y social media. Ha trabajado durante seis años en la redacción de diferentes medios y publicaciones como El Correo de Andalucía, elcorreoweb, ABC Sevilla, Cinco Días y Marbella Express, entre otros, lo que le ha permitido ganar experiencia en el campo de la edición, redacción web, gestión de perfiles en redes sociales, marketing online y gestión de bases de datos. Ha participado en proyectos relacionados con las siguientes áreas: cultura, economía, I+D, tecnología, energía, política, deportes y periodismo social.

Estudió inglés y francés en escuelas de idiomas privadas y también tiene aptitudes para la enseñanza (está en posesión del Certificado de Aptitud Pedagógica). Además, es monitora de zumba e imparte clases de flamenco. Le encanta viajar y practicar deportes. Sus dos pasiones son: la comunicación y el baile.

I am associate professor in the **Departament of Translation and Language Sciences at the Universitat Pompeu Fabra** in Barcelona from 1994, where I'm teaching courses on lexicology, terminology and applied linguistics. I'm full time researcher in the Institut Universitari de Lingüística Aplicada (IULA), that I have headed from 2006 until 2013. I am member of IULATERM research group from 1994, and I am its main researcher from 2014. Now I also take care of the following responsibilities: chief editor of TERMINÀLIA, journal of the Societat Catalana de Terminologia (Institut d'Estudis Catalans); vice president of the Asociación Española de Terminología (AETER); and Catalan Language coordinator for Access to university in Catalonia.

---

1. Could you tell us something about your career? Why did you decide to specialise in terminology?

I graduated in Catalan philology at the University of Barcelona and realised quite early on that linguistics interested me most of all and the lexicon in particular. The year I decided to embark on my doctorate, it so happened that the Catalan linguistics syllabus was focusing on Catalan lexicography, with highly distinguished professors such as Antoni M. Badia i Margarit, Joan Solà and M. Teresa Cabré. That decided it for me: I started as an assistant in Barcelona University's Department of Catalan Philology and M. Teresa Cabré agreed to supervise my doctoral thesis.

The research topic for my thesis is a clear reflection of my interests: it is a linguistic study of the argument structure of verbs in Catalan, with a lexicographical application aimed at linguists, establishing the relationship between theoretical, descriptive and applied aspects. An approach I have tried to apply in all my initiatives.

At the end of 1994, just as I was about to defend my doctoral thesis, I transferred to Pompeu Fabra University, together with my doctoral supervisor, M. Teresa Cabré, and others on the team, to start work on a series of projects: teaching terminology in the field of translation and interpretation, which was just being introduced at the time, as well as establishing the university's school for applied linguistics – the Instituto Universitario de Lingüística Aplicada – and the IULATERM research group. Thus my interest in the lexicon and its applications was redirected quite naturally to terminology and its applications.

2. You have been a tenured lecturer in the Department of Translation and Language Science at Barcelona's Pompeu Fabra University since 1994. What are the main challenges you face in lecturing on terminology and lexicology?

The first is to arouse students' interest in the lexical component of languages and to make them see that the lexicon is the meeting point for all the other components in a language (e.g. phonology, morphology, syntax, semantics and pragmatics) and that scientific criteria can be systematically used in its analysis. Secondly, I want my students to see the importance of lexicographical applications (e.g. dictionaries, databanks, ontologies, data mining and management tools) for the development of languages and the quality of work done by language mediators.

One of the basic issues in terminology is to understand that a term is a lexical unit, which forms part of everyday language, but which acquires its specialised value in certain specific communicative situations, as has been shown by terminology's orientation towards communication (Cabré 1998). Any speaker can understand that a unit like 'dorsal scoliosis' is a term, but it is important that a translator sees that 'mortgage crisis', in a speech on economics, is also a term.

3. You are also editor-in-chief of the journal 'Terminàlia'. Why is it important to have a publication dealing with terminology, like 'Terminàlia', and what is the main focus and purpose of Terminàlia?

'Terminàlia' is the half-yearly journal of the Catalan terminology association 'Societat Catalana de Terminologia', which is a branch of the Catalan society's language and science academy, the Institut d'Estudis Catalans. 'Terminàlia' came into being at the end of 2009 in what is a terminologically very rich language environment, as there are a lot of organisations and people involved in the field of Catalan terminology (the academy, the official centre, universities, language services, translation and mediation companies, language authorities, in all the various regions in which the language is spoken).

'Terminàlia' is important in that it informs the world about Catalan terminology work, while at the same time spreading and sharing information about key initiatives and about research in other subjects and other languages. It has emerged in a national – Catalan – setting but it is outward looking, which is why peer-reviewed articles are also published in Spanish, English and French. We aspire to be a reference journal and to this end are making progress on indexing it to increase its impact.

4. How would you define the profile of a terminologist? What, in your opinion, are or should be the main skills, abilities and attributes of a terminology expert?

In the 1980s and 1990s, people were still arguing in defence of the terminologist's professional autonomy. I believe that the reality of language services has shown us that this was a pipe dream and that we were probably heading in the wrong direction. The ideal in applied linguistics is to have professional people who are flexible and have multiple skills and abilities, including expertise in terminology. For example, a translation service nowadays needs staff trained at various aspects of terminology: knowledge and use of appropriate terminology resources (dictionaries, databanks, ontologies, text corpora); management of multilingual terminology in a translation context; heading up terminology projects; and even developing technology for terminology data mining and management.

5. What role does terminology play right now in the case of Catalan?

There is a very well-known story from the time of Spain's transition to democracy that Catalans still recall with amazement. Responding to the call for Catalan to be brought back into use in education, the Prime Minister of that time, Adolfo Suárez, said that he did not think Catalan was a language in which nuclear physics could be discussed. It goes without saying that Catalan nuclear physicists were among the first to react to this.

Throughout its history, people have spoken Catalan, but the ban on its use in public during the Franco dictatorship affected the development and introduction of new terminology in certain specific fields. Precisely because of that, when democracy was introduced it was clear, right from the start of the Catalan language policy that the specialised lexicon needed special attention, and this led to the establishment at a very early date of TERMCAT and the development of terminologies in the universities.

To ensure that they are used and survive, all languages need to be able to be used in any communicative situation and to refer to any term. This is valid both for minority languages and for medium-sized languages such as Catalan, and even for languages with many millions of speakers. That is why terminology is important.

6. In the context of a multilingual Europe, how do you see the role of the translation services at the European Parliament and in the EU institutions in general?

I see their role as being fundamental. Without the respect there is for the different European languages, Europe could not make itself understood. We must be vigilant in this matter. Economism criteria, the deciding factor in many language issues already, must not be allowed to restrict multilingualism in Europe. I therefore value the translation services of the European Parliament and the other EU institutions very highly, especially their commitment to service and their openness to those outside the institutions.

From the point of view of terminology, the EU's translation services are in the vanguard when it comes to resolving terminology problems or doubts on issues which have a major social impact (political, economic, legal, sociological) and disseminating a certain amount of scientific terminology, and are therefore actively involved with others working in the field of terminology.

From the point of view of my language, I hope soon to be able to see Catalan translation units being set up within these EU translation services.

7. You lecture in terminology and applied linguistics. Is terminology valued more now as a discipline and are students aware of the role it performs?

I do not think translation students are really aware of the role of terminology until they come up against terms needed for specialist translations, but there are those who, after reading in a general subject and in terminology management, are keen to specialise in it.

I think students in other fields of study also become aware of terminology when they need it in their own language during their training and when they learn other languages for specific purposes, even though they may not know that terminology exists as a discipline.

8. What is the most recent or most important piece of research you have carried out in the field of applied linguistics?

Recently I have been working on describing the phraseology and collocations specific to specialist language, both as part of a research project and in supervising an ongoing doctoral thesis.

And I have also just started a new project on applied linguistics on the management of languages in businesses, with implications for teaching and real case studies.

9. What are the main aims and fields of activity of the Spanish terminology association 'Asociación Española de Terminología' (AETER) and how do you develop and approach your work as its vice-president?

AETER is an association of individuals and organisations, whose aim is to share information and hold an annual scientific conference. Our work in terminology covers different fields – research, teaching, publishing, translation and language services companies, terminology-associated technology, etc. – and AETER helps us keep in touch.

Some time ago, when M. Teresa Cabré was president, AETER launched an institutional project to establish a basic infrastructure for Spanish terminology. This is the TERMINESP project, which includes: a module to establish linguistic criteria for Spanish terminology; a module for expert validation of terminology and neology solutions; and a technology network allowing access to Spanish terminology data. The current AETER board is working hard on breathing new life into this project and we will be able to announce further news on this very soon.

10. What are the main challenges facing the Catalan terminology society 'Sociedad Catalana de Terminología' (SCATERM) and what are its key projects?

SCATERM is an association of the same kind, with a membership comprising both individuals and institutions connected with terminology. It holds scientific conferences and runs courses and workshops on a regular basis. One of its most important assets lies in its publication work: in addition to the journal 'Terminàlia', which is published electronically and in hard copy, it also publishes a monthly review and a book collection. It has recently changed the orientation of its scientific conferences to cover high impact topics on language in specialised environments. These transcend the interest of terminology professionals and have attracted experts in relevant sectors, examples being ideology linked to terminology or the use of languages in scientific exchanges.

11. What should terminology's role be in the development of a language like Catalan which shares official status with another language?

To answer that question I must first explain the complex situation surrounding the concept of an official language in Catalonia. The Spanish Constitution states that Castilian Spanish is the official language of the entire state, and that Catalan, Galician and Basque are only official languages with equal status in their own respective regions, whereas the Statute of Autonomy of Catalonia states that Catalan is Catalonia's own official language, and that Castilian Spanish is also an official

language as it is the official language of the State. As you can see, neither of the two languages is exactly recognised as having an official status equal to that of the other, and this is not unconnected to the current political situation.

Having said this, it can be deduced that neither Catalan language planning nor Catalan terminology work are undertaken as if Catalan were a complementary language, but as if it were a main language.

12. What is your opinion of the current situation of languages in the context of a globalised world where people are using new technologies and digital communication on a daily basis? How is this era beneficial or harmful for languages?

I do not believe that either the technologies or the digital forms of communication harm languages or the language we use in any way. They offer us new means, new formats, new channels, through which languages adapt through registers, speech-genres, or even through solutions for the written language. People communicate with one another, read, talk, create, just as they always did. We use more audiovisual technology than ever before and literature is still as relevant as ever.

In any case, it is the perverted meaning of globalisation which may harm languages if it means imposing one market and making the world's population all alike, enhancing discrimination against some languages in favour of others.

Interviewer:

Lidia Capitán Zamora

Born in 1983 in Spain (Sevilla). Graduated in Journalism at the University of Seville. Has training in social media and TV communication skills. Worked as journalist for different medias for six years: experience as editor; website editor; press officer, reporter and community manager. Experience developed in different sectors such as Culture; Economy; Innovation and Technology; Energy; Politics; Sport; and Social Journalism. Studied English and French at specialized private schools. Skills for teaching too. Has a Teaching and Pedagogical Proficiency Certificate. She is a dance teacher (Zumba; Traditional Spanish Dance; Flamenco). Has a Professional Certificate in Spanish Dance.

She loves sport and travelling. Two passion: Communication and Dance.

Elpida Loupaki

by Katerina Karavasili

Elpida Loupaki is a Lecturer in Descriptive Translation Studies at the School of French, at the Aristotle University of Thessaloniki. She teaches General Translation, Specialised Translation and Terminology research techniques at both the Translation Department and the Postgraduate Program in Translation. She obtained her degree in French Language and Literature at the Aristotle University of Thessaloniki, her Master Degree in Professional Translation at the Institut de Traducteurs, d'Interprètes et de Relations Internationales at Strasbourg University and her PhD in Language and Communication at the Aristotle University of Thessaloniki.

Her main research interests include EU translation, News Translation as well as Translation and Ideology. She is a member of the European Society for Translation Studies (EST) and of the Hellenic Society for Terminology (ELETO).

She currently coordinates a terminology project in cooperation with TermCoord, in the domain of migration.

Why is terminology your passion?

1. You are a lecturer at the Aristotle University of Thessaloniki, School of French, Department of Translation. The Aristotle University has recently established an Inter-Faculty Postgraduate Programme in Translation and Interpretation. Could you please tell us more about the programme and the University´s main activities in the field of translation and terminology?

Our Master Program in Conference Interpreting and Translation was established in 2004. This program is offered jointly by the Schools of Philology, English, French, German and Italian of the Aristotle University of Thessaloniki. The MA in Translation aims to provide students with skills in translation methodology, IT tools for translation and terminology management, in order to become professional translators. It is designed for those who already have a high level of linguistic competence in two working languages (i.e. English and French, or German, or Italian, or Spanish) and who would like to deepen their knowledge of translation.

2. In your work as a Translation professor at the Aristotle University, what importance do you give to terminology? Do you encourage terminology work alongside translation work during your classes?

From my experience in teaching General and Specialised Translation at both undergraduate and postgraduate level, I can assure you that terminology is everywhere! Even in General Translation texts, where there is supposedly no terminology, we usually find terms from different domains. I always encourage terminology activities, from basic glossary building to more complex tasks involving term extraction and validation.

3. Do you think that Terminology and Translation should be studied as separate disciplines in Translation departments?

Terminology is a scientific field of its own and therefore it can be studied as a separate discipline, especially at post graduate level. However, in most universities, with good reason, Terminology and Translation practice are interrelated. And this happens because aspects of terminology, such as term extraction, synonymy or validation, are integral parts of the translation process as well.

4. What are the opportunities in Greece for young people who want to study translation or terminology? What is your advice to the new generation of young translators and terminologists?

I believe that both translation and terminology offer great job opportunities for young people today because multilingual communication is an everyday practice in our globalised society. Furthermore, terminology and related IT tools are in great demand on the labour market as they enhance productivity, accuracy and rapidity.

5. What new trends in terminology research have you noticed in recent years in Greece? What is your outlook on the future?

Terminology has gained academic attention over the last two decades. The contribution of the Translation Services of the European Union has been very valuable to the field; for example, the development of different tools for translators such as the IATE data base or Systran. The Hellenic Terminology Society (ELETO) has also done very important work on terminology standardisation, terminology networks and cooperation between experts. Finally, at a university level, we notice a growing number of Master thesis and PhD research focused on terminology applications.

6. One of your research interests is related to EU translation. Can you explain why you choose this topic? Can you briefly present to us your basic findings?

Translation in the European Union was my first research interest as I have studied translation at the University of Strasbourg and had the opportunity to attend European Parliament plenary sessions. I initially observed that although the original speeches from the EP members got more emotional from time to time, their translations never did so. Using DTS as a theoretical framework and functional approaches to translation, I analysed a two-year corpus of speeches delivered at the plenary. Comparative analysis of the source text and the target text revealed a number of shifts in metaphorical uses, repetitions and direct questions, all features contributing to the involvement of the source text. Shifts identified were not imposed by the grammatical rules of the target language; on the contrary, in most cases, a translational solution recreating the original involvement was available and easy to find in the target language. The analysis of parameters governing the production and reception of the translations examined led us to the conclusion that shifts identified in the corpus are highly regulated by these exact factors governing the translation activity (such as the technical character of texts, absence of audience, change of medium, etc.). In this way, shifts could be seen as complying with some translational norms in force inside the EU environment.

7. Your article "Investigating translators´ strategies in rendering ideological conflict: the case of news translation´´ indicates that the translator can undermine or strengthen particular features of ideological conflicts in the context of news reproduction. This raises the question whether the term "translator´´ can still be used. What is your alternative suggestion?

My suggestion is not to change the denomination of people involved in news translation. On the contrary, I believe that this activity should be studied more systematically by Translation Studies as it constitutes a special field of application. It is, however, worth mentioning that people working in the media do not consider themselves as "translators". So from this point of view they do not feel committed to the original message, which they use as raw material for the production of a new text. This perspective along with the ideological reframing of an event inevitably influences the translation strategies.

8. You paid a study visit at TermCoord in October. What do you think about TermCoord´s original approach of communicating terminology management research within Parliament to terminologists all around Europe through its external website, termcoord.eu?

TermCoord's work is really exemplary. I use the TermCoord website as a reference point for both terminology tools and bibliographical references. The idea to connect terminology research within Parliament to terminologists all around the world could be compared to the model of "distributed teams". Within this model terminology teams are dispersed and they exchange information and best practices. The benefits of exchange are very important as each team member comes from a different linguistic and cultural background and this diversity enforces performance.

9. The Terminology Coordination Unit of the European Parliament has recently launched a project on academic cooperation with universities in EU Member States to give students the opportunity to do terminology research and contribute to IATE. What do you believe will be the impact of these projects on the students involved?

I quote directly the words of one of my students, when she was asked the same question during a presentation of our project: "This project was a rather interesting and fulfilling experience. First and foremost, we had the rare opportunity to get a hands-on experience with terminology search and extraction, glossary formation etc. We learned what the tasks and challenges of a real terminologist are and gained

valuable experience on the matter, which could possibly help us in the future if we decide to delve into the field of terminology."

10. You recently received the European Certification of Terminology Manager and you are the coordinator of the ECQA-Terminology Basic Application Scenario in collaboration with TermCoord. Could you please tell us more about the project's aims and its contribution to IATE?

Our terminology project focuses on the domain of migration. We have worked for one semester and collected some 200 terms related to migration, human trafficking and asylum. The language pair is English-Greek and the aim was to provide input for IATE. For this reason the terms should not be already documented in IATE. We cooperate very well with the TermCoord team; they provided us with access to internal IATE and are always willing to answer our questions.

Interviewer:

Katerina Karavasili

Katerina was born in Thessaloniki, Greece. She studied Translation (GR-EN-DE) at the Ionian University in Greece. She entered the Greek National School of Public Administration in 2008, where she studied tourism economy. She worked for two years as a writer, editor and social media administrator for a website in Greece. She is currently a post-graduate student of German language and culture at the Universities of Luxembourg, Saarland and Lorraine. She speaks Greek, English and German and she is currently learning French.

Katia Peruzzo

by Silvia Piparo

Katia Peruzzo was born in Trieste, Italy. She has a PhD in Translation at the Department of Legal, Language, Translation and Interpreting Studies of the University of Trieste, where she now teaches Terminology at the II level Master Course in Legal Terminology. She also holds an MA degree in Technical and Scientific Translation in English and Spanish and a BA degree in Interpreting and Translation in English, Spanish and Slovenian from the University of Trieste. Her research interests are English and Italian legal terminology, comparative law, terminology and knowledge management.

What is your academic background and what first attracted you to the field of Terminology?

My interest in Terminology started during my undergraduate days at the former Advanced School of Modern Languages for Interpreters and Translators of the University of Trieste, Italy. More than a decade ago now, I was looking for a topic

for my Bachelor's degree dissertation. On account of my general inclination toward anything practical, after attending a course in Terminology and Terminography, I decided to venture into a trilingual (Italian, English and Spanish) terminographic research project whose results could be useful for technical translators. Therefore, I chose mechanics as the subject of my study, but since I wanted to try hands-on what it means to work as a terminographer and collaborate with a subject expert (in this case a mechanic engineer), I narrowed down the research field and decided to analyse the terminology referring to a means of transport typical of my hometown, i.e. the Opicina Tramway. And this is how it all began. Two years later I started working on my Master's degree dissertation. Again a terminographic research, but on a completely different topic, i.e. legal terminology. I think it was at that time that I realised that the field of terminology offered considerable scope for investigation and required a high degree of scrupulousness, diligence and patience. And I liked it. I enjoyed working on legal texts, trying to understand the meaning of incredibly long sentences – I thought it was pretty much like puzzle-solving. But what really attracted me to this discipline was my lack of proper means to describe the phenomena that I could observe in legal terminology but I could not explain in words nor classify in the terminology management tools I had at my disposal. This is why I decided to continue on this path. After completing my Master's degree in Specialised Translation in 2007, I collaborated with some members of the *Rete per l'eccellenza dell'italiano istituzionale* on a terminographic project on the same topic of my dissertation. While working as a freelance translator, in 2009 I was awarded a PhD fellowship in Interpreting and Translation Studies and in 2013 I defended my doctoral dissertation on terminological variation and equivalence on a specific criminal law topic, i.e. victims of crime.

You were awarded the CIUTI prize for best thesis in 2009 for your work "A termbase on the terminology of EUROPOL and police cooperation in English and Italian". Could you tell us more about it?

When it was time for me to think about my Master's thesis, my supervisors, Prof. Scarpa and Prof. Magris, asked me to integrate Ilenia Chezzi's terminographic dissertation in Italian and German on the terminology of Europol and police cooperation in Europe. I was expected to provide English term entries and update the Italian parts, if necessary. Although the main focus was terminology (like in my previous dissertation), this was a completely different task. Until then, I had always thought I would never ever work with legal language. "It's too repetitive, too difficult, too archaic. There are too many things to learn by heart and too many unnecessary details to remember", I kept telling myself. But sometimes life takes us to unexpected places. Mine is the language of criminal law. I accepted the challenge and, in order to

fill my knowledge gaps, found a lawyer at the former Law Faculty of the University of Trieste who was willing to follow me in this adventure. I will always be grateful to Prof. Gialuz for helping me take my first steps in this threatening world of archaic and innovative linguistic features led by creative-thinking legislators – a world about which I have been deepening my understanding ever since. The dissertation consisted in populating TERMit, the University of Trieste terminological database, with term entries containing English terms related to the European police office and police cooperation in Europe in general. However, the study implied a two-tiered analysis: on the one hand, the Italian terms already included in TERMit had to be matched with English translation equivalents; on the other, the peculiarities of English used as a lingua franca in the European Union had to be considered. First of all, I carried out a comparative analysis of the Italian and English legal systems so as to identify possible cases of conceptual misalignment that may be reflected in the terminology used, such as the different criteria for the classification of offences in Italy as compared to England and Wales (e.g. delitti e contravvenzioni vs. "indictable offences, summary offences and offences triable either way"). While looking for English equivalents, however, and since the framework of the analysis was European, I had to take into account also the differences between the national and the supranational varieties of English. It was only then that I recognised how difficult it is to classify and keep trace of all the possible terminological variants of terms rooted in a multilayered legal scenario such as the EU and to store them in a database that should provide all the necessary linguistic and conceptual information without ending up confusing end users. In 2009 my dissertation was awarded the first Ciuti Prize in Geneva ex aequo with Kevin Ryckaert's dissertation (Artesis Hogeschool).

You teach Legal Terminology and Translation at the Master of Legal Translation at the University of Trieste. Can you tell us how important is terminology in this particular field?

Let me answer this question with the following quote: "Legal terminology is the most visible and striking linguistic feature of legal language as a technical language, and it is also one of the major sources of difficulty in translating legal documents" (Cao 2007: 53-54). Legal terminology is the outward result of the evolution experienced by the legal system that uses it. This means that the underlying legal system is inextricably linked to the language used to express it and, in translation, this link is even more noticeable, since the unavailability of a suitable translation equivalent in the target language is more a rule than an exception. Scholars focusing on legal translation seem to agree that, in order to provide a successful translation of a legal text, a legal translator must have a basic knowledge of the legal systems concerned, be familiar with the relevant terminology and be competent in the target

language legal writing style. In my opinion, though, legal translators cannot content themselves with a basic understanding of law and thus need a thorough knowledge of the legal terminology. This is especially true when we consider languages such as English, French, and, to a lesser extent, Italian, which, apart from being the official languages of different countries, are also EU official languages. When it comes to legal translation, this brings about tremendous consequences, given that the same term may have slightly or totally different meanings according to the legal system it refers to. This means that legal translators need to constantly be on the lookout so as to avoid terminological pitfalls.

You dealt with EU languages and EU terminology in your article *"Secondary term formation within the EU: term transfer, legal transplant or approximation of Member States' legal systems";* **what have been the major advances in legal terminology area and what remains to be done in the future?**

Ever since my Master's dissertation, legal terminology in general, and EU terminology in particular have become the leitmotiv of my research. With regard to my own experience as a terminographer, since I work mainly with two languages, i.e. English and Italian, I think that several advances have been made in the new millennium. Within the EU institutions, the creation of a new legal system with so many different official languages has put the spotlight on the issue of multilingualism and the development of a highly advanced translation and interpreting service. The harmonisation attempts made by EU institutions in many different legal fields have attracted the interest of the scientific community at large. Lawyers and linguists alike have been concerned with the development of a new supranational legal system ever since its creation, but in my opinion it is only in the last fifteen years that the need for cross-disciplinary studies has arisen so strikingly. Although the importance of the inseparable link between language and law has been recognised by scholars from different disciplines, the collaboration between them can be considered fairly recent. This collaboration is particularly beneficial to the study of legal terminology as it can benefit from the scholars' specialisation in different fields. Not only can it lead to more accurate research results, but it can also promote and facilitate the development of new types of tools useful for practical purposes. I'm here referring to, for instance, the interdepartmental studies carried out at the University of Turin, where lawyers and IT scientists develop ontologies as the basis of multilingual dictionaries and thus necessarily deal with both terminological and conceptual issues. But I'm also thinking of another example in which I was personally involved, i.e. the collaboration brought about by the recent merger of the former Law Department and the Language, Interpreting and Translation Department into the so-called IUSLIT at the University of Trieste, where a translation team worked with a

group of legal experts on the translation into English of the Italian Code of Criminal Procedure, published in 2014. Given that the translation was meant to reach a wide audience, at least within the EU borders, we as translators had to think over the best variety of English to choose as the target language. We finally opted for European English and this led to a thorough analysis of the available terminology in European texts and of its suitability for our purposes.

To sum up, a fundamental advance in legal terminology in the European scenario is the bringing together of scholars and disciplines to research the same data from different perspectives and contribute to the evolution of knowledge, with positive, concrete implications in several professional spheres. We only need to think of the usefulness of terminological resources developed by teams of lawyers and linguists. On the other hand, I think there are still two relatively underdeveloped areas in the field of legal terminology. First, the study of the dynamics of terminology in such an intricate legal reality as the EU. What I mean here is, for instance, the influence of national terminology on EU terminology and vice versa, which would lead to the adoption of a more overtly diachronic perspective. EU legislation advances and changes at such a fast pace that it would be very interesting to monitor these changes and the consequences for the languages involved. Greater insight would thus be reached into the linguistic strategies that are adopted as a consequence of conceptual development. Second, much more effort should be put into the identification of the essential features of legal translation-oriented terminological repositories. In my opinion, although sharing many characteristics with most terminologies, legal terminology presents some peculiar features that cannot be properly recorded in the most widespread terminological resources. An example is the polysemy or homonymy resulting from the existence of the same term in different legal systems expressed by the same language or the co-existence of several legal systems in the same geographical area.

As a translator with a deep knowledge of terminology what are the main characteristics of your methodology? What kind of techniques do you use for terminology research? What do you concentrate on?

To answer this question I need to make some preliminary remarks. First, in my professional life as a translator, my primary concern is to provide my clients with a high quality product, mostly in a very short space of time. This means that usually I don't have enough time for creating proper terminological records. Secondly, the linguistic combination I most frequently work with as a translator is Slovene-Italian. This has obvious consequences for the methodology to adopt, since Slovene can be considered as a language of lesser diffusion and there are fewer resources available.

Indeed, I don't think that in everyday life professional translators follow a single methodology when it comes to terminology. Being a translator you need to solve terminological problems as you encounter them. You don't usually embark on a systematic analysis of the terminology of the field that the source text belongs to. And the more experience you acquire, the more you are able to recognise the most efficient way of finding the appropriate translation equivalent according to the type of terminological unit you need to translate. It can be said that you develop a sort of sixth sense and a series of shortcuts that allow you to optimise your time. And the more you translate texts of the same field, the better you get at these skills, because generally term formation follows the same patterns within a certain domain and a certain language. The internet in this regard is one an invaluable resource, though you need to be extremely cautious and always check twice, if not three or four times, to be sure that an equivalent you find online is correct. Let me give you some examples from my own experience When I translate Slovene official documents, such as parts of statutes or decrees, I look for existing parallel texts issued in the bilingual area of Koper in order to find the equivalent terms that have already been established in this area. However, if the text is not to be used in this area, I need to check whether the equivalents that work well there are also suitable for a different audience and, if not, I have to find the most appropriate strategy to render the meaning by using other Italian terms. If, on the other hand, I'm asked to translate a text that is targeted to the EU, such as an application form for the financing of a cross-border co-operation project, I will probably find the terminology I'm looking for in other languages as well. In this case, if I can't find the equivalents straight away, I can always rely on some other language, which is a great advantage. This happens especially in some particular areas of knowledge. For instance, if the Slovene source text deals with IT, I know I should look at the English equivalents first, since Italian is very keen on English loan words in this sector. When, on the other hand, cuisine is involved, the pivot language for several cooking techniques is French, while for animals and plants Latin still plays a fundamental role. But there are two other powerful features of the Internet that should not be overlooked: images and free expert support. By comparing images accompanied by textual material in different languages, translators may decide whether to accept or discard a translation equivalent they came across or understand the differences of an object when used in one culture or country or another. As to free expert support I think of two different groups of people. On the one hand, there are translators' communities, where translators meet peers virtually, and share experiences and knowledge. On the other there are experts' communities, where translators meet knowledgeable persons in a wide variety of fields who are generally willing to share their knowledge and also help also in linguistic issues. And their support is usually very valuable.

Does being a "good translator" mean giving special importance to terminology? Or do you think that translators, on the contrary, often focus more on the translation of all other lexical elements than on terminology?

To answer this question you should first have a clear idea of what a "good translator" is like. However, although some characteristics of a good translator are self-evident, many of them depend on different factors, the most prominent of which is the type of project he or she is assigned. Nevertheless, several studies confirm that, unless the translator is a field expert himself or herself, in specialised translation searching for terminology is one of the tasks that require the longest time in the translation process. The reason for this is the role played by terminology within specialised texts: terms can be considered as linguistic markers of the conceptual structure typical of the knowledge field concerned and at the same time a sort of "concentrates of knowledge", i.e. concise lexical units that condense a huge amount of conceptual content. Given the complexity of understanding the meaning of such terms and then finding a suitable translation equivalent and evaluating the degree of equivalence, it comes as no surprise that much research focuses on the development of tools and methods for terminology extraction and alignment. However, in this regard I can't help noticing the gap that still exists between academia and professionals. The term extraction tools that I have tried so far, for instance, prove very useful in the retrieval of terminology for research purposes, but they present several drawbacks that might be leading translators to refrain from using them in their everyday life, such as the need to build a corpus of texts, the time necessary for training the software (which is not always as smart as we think it is) or the limited languages supported by the software. All in all, I think that in specialised translation terminology plays a crucial role and that proficient translators are perfectly aware of this, therefore they know how to balance their efforts so as to give the right relevance to every individual element that makes up a text as a whole.

I imagine that you are familiar with IATE, the terminology database of the European Institutions; what is your opinion on it? How do you think it can be improved?

I consider IATE a very valuable resource. Nowadays terminology is stored in so many different resources that it is not difficult to imagine that a professional whose job involves the use of different languages may sometimes feel overwhelmed. The effort made by the European institutions to merge their existing terminological databases into a single resource and to make it available not only for internal use, but to the general public, is more than praiseworthy. In my opinion, IATE has several strong points, although the existence of some room for improvement cannot be denied. First of all, from the user's perspective, IATE's search function has a limited

number of fields that can be defined by the user. In other words, you can insert the term you are looking for and decide the languages in which you would like to find an equivalent and, optionally, the relevant domain and whether you are looking for a term or an abbreviation. But there may be other interesting and useful information recorded in some other fields, such as the definition or note fields, which cannot be accessed by using the search function and whose retrieval is thus only based on serendipity. On the other hand, IATE offers a series of major advantages. For instance, it contains an incredibly high number of terms and covers a wide variety of domains in all the 24 official languages of the EU. This is very interesting in my view, since even if an entry is incomplete, the other languages may help to find the necessary information, something that is practically impossible in bilingual resources. Moreover, IATE's structure can be considered dynamic, since it allows new terms to be added and the already existing contents to be updated at any time. Another advantage is that it leaves room for the end users to get involved in the development of the contents stored in this database by giving their suggestions or leaving their feedback on single entries. However, the impression I have is that these functions are still underdeveloped and a more interactive interface would certainly be beneficial to the involvement of more professionals.

The TERMit project of the University of Trieste is similar to the IATE database. What are the advantages and disadvantages of both systems in your opinion?

TERMit and IATE are both multilingual terminological databases developed mainly for translators and certainly this is not the only feature they have in common. However, there are also fundamental differences. As an academic project, TERMit includes terminological records compiled by both undergraduate and MA students of the Department of Legal, Language, Interpreting and Translation Studies of the University of Trieste. Students can choose the area of knowledge and the other languages besides Italian (which is compulsory) they would like to analyse. Given that students are encouraged to find a topic of their interest and that sometimes the Department receives external requests for terminological collections on a particular topic by organisations and companies, which are then compiled by students, the project comprises a wide variety of subjects, ranging from sports (e.g. women's artistic gymnastics), medicine (e.g. logopedy), architecture (e.g. Gothic architecture), law (e.g. restorative justice), just to name some of the topics covered by the students I have supervised. Every student works on the basis of a terminographic record template, which is very detailed and comprehensive, since it is subdivided into several fields for linguistic and conceptual information meant especially for translators, but possibly very useful also for technical writers and interpreters. The other distinguishing features of TERMit are that it enables cross-references with

conceptually related records and allows a potentially infinite list of synonyms and variants. However, given that the database is a compilation of terminographic studies carried out by students and that every study has its own main topic and languages, it is impossible to ensure a consistent level of quality, even if every single record is validated by at least two supervisors and possibly by an expert before publication. Students are encouraged and expected to delve into the topic they have chosen and to become almost field experts themselves and I dare proudly say that they often surprise me with the knowledge they acquire and the confidence they display after spending some months searching for information and trying to give sense to what initially seems impenetrable jargon.

IATE, on the other hand, was initially developed for being populated by terminographers and translators within the European institutions, that is, users who probably have a different background and needs as compared to BA and MA students as well as more working experience than students. The ideal situation envisaged by IATE developers was also to have terminological records containing translation equivalents in all the EU official languages, although this is very demanding task to accomplish. As compared to TERMit, then, IATE usually covers more languages in a single record (our students generally work with Italian plus one or two languages from their curriculum), but the information provided is not necessarily as detailed as the one provided by TERMit database. To give you an example, the definition field in TERMit records is compulsory in all the languages included in the terminographic study, while in IATE there may be records containing equivalents in many different languages but no definition. There are two more disadvantages that I encountered while using IATE for my own research projects in legal terminology. The first is that, based on the information provided in some records, it is not always possible to recognise the multifaceted nature of terminology. Nowadays it is indisputable that terminology can be approached from different standpoints, and therefore the results of terminographic tasks may lead to different results, but there is also substantial evidence of the dynamics of terminology. Due to the huge amount of information contained in IATE, I suppose the resources are insufficient to keep up-to-date all the data stored in it and to devote the time necessary to go into as much detail as our students do when working on their dissertations. Therefore, looking at legal terminology, in some cases I find it difficult to distinguish between the different layers that are hidden into a single term. In other words, in my ideal terminological knowledge base information is arranged in such a way so as to allow the end user to understand whether the term is used to refer to a national concept or a concept developed by European institutions. Having said that, what I really appreciate of IATE is its availability and visibility.

As a teacher, you have worked in many domains related to Translation, which challenges or difficulties in terms of terminology do you think that students have to face?

As an instructor of terminology and terminography and of translation from English into Italian at the Department of Legal, Language, Interpreting and Translation Studies of the University of Trieste, I have noticed that terminology in itself, especially in early undergraduate years, but also later on in the course of study, is generally seen as a marginal subject or a time-consuming activity that, let's face it, needs to be done only to pass the exams. This is probably due to the naïve idea that, contrary to other types of lexicon, in languages for special purposes absolute equivalence between terms is the norm, while we know it is often nothing but an ideal. In my own experience, what I have found most surprising is that students need plenty of time to get into the habit of thinking in terms of abstract representations, of distinguishing between the meaning that underlies a linguistic expression and the linguistic expression itself. Although nowadays in terminology concepts are not considered of the utmost importance – as they were at the beginning of modern terminology in the 1970s – and it is virtually impossible to draw a clear-cut line between concepts and terms, when you look for the most appropriate translation equivalent it is almost always necessary to take a step back from the linguistic form and try to deeply understand the meaning or the single semantic features of a term. While this is a routine activity for a professional translator or terminographer, for a student it may require relatively long training and plenty of exercise.

How do computer tools help terminology management today?

Nowadays anything related to terminology simply can't do without computers. Just think of professional translators. Computers are a constant in the translation process, which in many cases involves the use of computer-assisted translation tools. Resorting to the internet is almost unavoidable for finding all the necessary information and delivering a high quality product. No matter what the topic of a specialised translation is, there is always need for translation equivalents of technical terms and, in order to keep their productivity high, translators have no other choice than finding the most suitable tool for keeping trace of the 'discoveries' they make while looking for the right term. Of course there is no terminology management tool that suits the needs of every single translator, let alone every person working in technical writing, media or communication. And the same holds true for the type of business you work for or the kind of project you are working on. A big company having to produce user's manuals in several languages and guarantee consistency in the usage of certain terms throughout their product line cannot rely on the good memory skills of their technical writers and will probably rely on either a commercial

computer-based terminology management tool or a tool specifically developed for the company's needs. On the other hand, a freelance translator dealing with a highly technical document that is no longer than half a page will most certainly think twice before creating a glossary or terminographic records for that specific project. Anyway, the huge amount of information available makes the recording and management of terminological data in electronic format an almost unavoidable activity in several professional settings. And the variety of terminology management tools, whether commercial or not, seems to be increasing.

The interviewer:

Silvia Piparo

Silvia was born in Sardinia, Italy, and became interested in foreign languages since she was a little girl. She then moved to Trieste were she got her BA in Applied Interlinguistic Communication in 2009 and her MA in Translation and Interpretation in 2013. Before that, she spent a year in the University of Heidelberg, Germany between 2012 and 2013, where she became interested in Terminology and started writing her MA Dissertation, a comparison of legal terms between German and Italian.

She has worked as a freelance translator and interpreter since her graduation and joined the Terminology Unit of the EP for a traineeship from October 2014 to March 2015 willing to acquire new competencies in the field of the terminology research and management.

Donatella Pulitano

by María García Salazar

Donatella Pulitano holds a Master's degree in translation (1987) and a Certificate of specialisation in terminology (1987) from the University of Geneva. She has been director of the central terminology service of the State archive of Bern. In tandem with her professional work, Ms Pulitano is involved in training activities; she has taught terminology at the Translation department of the university of Geneva since 1995 and teaches training courses in Switzerland and abroad. Ms Pulitano is a member of several professional associations for terminology; notably Computerm (since 1989, founding member), l'Associazione Italiana per la Terminologia (since 1991), Rat für Deutschsprachige Terminologie (member since 1994 and president since 2004), the Deutscher Terminologie-Tag e.V. (member since 1997 and expert since 2010), the European Association for Terminology (since 2009), and the Deutsches Institut für Terminologie e.V. (member since 2010 and vice-president since 2012). Her main areas of interest are terminology, terminography, electronic translation tools multilingual data processing and digital lexicography.

———————————————————————

Interview in English

You have written the book "Il terminologo: cosa fa, cosa deve sapere, come si diventa". According to your experience how one can become a terminologist?

It was not a book but the title of a presentation at the seminar Ass.I.Term some years ago with the occasion of the publication of « Terminologist profil *(http://www.radt.org/Dokumente/RaDT_Berufsprofil_franzoesisch.pdf)* written by Rat für Deutschsprachige Terminologie (RaDT). In this profile, we have explained that we can study the terminology at several stages (university, training, workshops) but we can also learn from the job even if this latter variant is becoming less and less frequent given the number of trained people available. In 2010, the Deutscher Terminologie-Tag (DTT) and the Deutsches Institut für Terminologie (DIT)have published « Best practices » for the Terminology *(http:// www.iim.fh-koeln.de/dtt/BP-Ordner-Inhalt.pdf)* that contains a module for the profiles and the qualifications.

Your main areas of interest are terminology, terminography, computer aids for translation, multilingual data processing and computerized lexicography. Do you think that they have changed in the EU context in the last years? In which way?

Computerization and especially the Web have significantly changed the way of writing and traslating. We have more information available which requires an even more critical spirit to sort the answers.

As a teacher, you have worked in many domains related to tanslation. Which challenges or difficulties in terms of terminology do you think students have to face?

There are sometimes "prejudices" about Terminology and the teachers' role is to show students that there are close ties but not exclusive between terminology and translation: terminology is essential to any professional communication and it is not limited to an ancillary role for the translation.

You manage the Central Service of Terminology of the Bern Canton's Chancellery. Could you explain in what consists your work there?

Our main task is feeding LINGUA-PC, the terminology bank of the canton of Berne. We conduct thematic and systematic terminology research but we also offer a SOS service (punctual terminology work) to collaborator of the cantonal administration. We are responsible for the library of the State Chancellery and the support tools

for translation and writing. In addition, we participate in position procedures on draft legislation, we control terminology in legislation and important texts, we give terminology and linguistic advice and we support the secretariat of the Commission drafting, a committee that prioritizes legislation before it is processed and approved by Parliament.

Did you use IATE in your daily work? In which of your domains do you consider it more useful?

We are calling for domains that are not exclusively cantonal or Swiss such as medicine, zoology or some technical fields. And of course, we use IATE with students from the Geneva University.

In your opinion, are there any new initiatives that the terminology departments of the European Institutions can set up for the terminologists and the new generations of terminologists or translators? I would like to know if you have ever been in contact with the Terminology Coordination Unit and in if yes, what do you think about its innovative approach and its enhanced external cooperation?

Yes, we are in contact. The idea of bringing together different information and resources is excellent and useful for a wide audience (professionals, students, interested people, etc).

Interview in French

Vous êtes l'auteur de l'ouvrage *"Il terminologo: cosa fa, cosa deve sapere, come si diventa"*. **D'après votre expérience, comment devient-on terminologue?**

Ce n'était pas un livre, mais le titre d'un exposé présenté à un colloque Ass.I.Term il y a plusieurs années, à l'occasion de la parution du "Profil du terminologue" *(http://www.radt.org/Dokumente/RaDT_Berufsprofil_franzoesisch.pdf)* rédigé par le Rat für Deutschsprachige Terminologie (RaDT). Dans ce profil, nous avions expliqué qu'on peut étudier la terminologie à plusieurs niveaux (université, formation continue, ateliers), mais qu'on peut aussi se former sur le tas, même si cette dernière variante devient de moins en moins fréquente, vu le nombre de personnes formées disponibles. En 2010, le Deutscher Terminologie-Tag (DTT) et le Deutsches Institut für Terminologie (DIT) ont publié des "Bonnes pratiques" pour la terminologie *(http://www.iim.fh-*

koeln.de/dtt/BP-Ordner-Inhalt.pdf) qui contiennent un module sur les profils et les qualifications.

Vos principaux centres d'intérêt sont la terminologie, la terminographie, la traduction assistée par ordinateur, le traitement de données multilingues et la lexicographie informatisée. Pensez-vous que ces disciplines ont vu une évolution ces dernières années dans le contexte européen? De quelle façon?

L'informatisation et surtout le Web ont sensiblement changé la façon de rédiger et de traduire. On a plus d'informations à disposition, ce qui nécessite un esprit encore plus critique pour trier les réponses.

En votre qualité d'enseignante, vous avez travaillé dans de nombreux domaines liés à la traduction. À votre avis, quels sont les défis ou les difficultés sur le plan de la terminologie auxquels les étudiants sont confrontés?

Il y a parfois des "préjugés" au sujet de la terminologie, et le rôle des enseignants est de montrer aux étudiants qu'il existe des liens privilégiés, mais non exclusifs, entre la terminologie et la traduction: la terminologie est indispensable à toute communication professionnelle et ne se limite pas à un rôle ancillaire par rapport à la traduction.

Vous êtes responsable du service central de la terminologie de la chancellerie d'État du canton de Berne. Pouvez-vous expliquer en quoi consiste votre travail?

Notre tâche principale est l'alimentation de LINGUA-PC, la banque de terminologie du canton de Berne. Nous effectuons des recherches terminologiques thématiques et systématiques, mais nous offrons aussi un service SOS (travail terminologique ponctuel) aux collaborateurs de l'administration cantonale. Nous sommes responsables de la bibliothèque de la Chancellerie d'Etat et des outils d'aide à la traduction et à la rédaction. De plus, nous participons aux procédures de prise de position sur les projets de texte législatif, nous contrôlons la terminologie dans la législation et dans les textes importants, nous donnons de avis terminologiques et linguistiques et nous assurons le secrétariat de la Commission de rédaction, une commission qui préavise les textes législatifs avant qu'ils ne soient traités puis adoptés par le parlement.

Utilisiez-vous IATE au quotidien? Pour lesquels de vos domaines de compétence trouvez-vous cet outil le plus utile?

Nous y faisons appel pour les domaines qui ne sont pas exclusivement cantonaux ou suisses, tels que la médecine, la zoologie ou certains domaines techniques. Et bien sûr, nous utilisons IATE avec les étudiants de l'Université de Genève.

Avez-vous en tête de nouvelles initiatives que les services terminologiques des institutions européennes pourraient mettre en place au profit des terminologues ainsi que des nouvelles générations de terminologues et traducteurs? J'aimerais en outre savoir si vous avez déjà été en contact avec l'unité de coordination de la terminologie et, si oui, ce que vous pensez de son approche novatrice de la terminologie et de sa coopération extérieure renforcée.

Oui, nous sommes en contact. L'idée de réunir les différentes informations et ressources est excellente, et utile pour un vaste public (professionnels, étudiants, personnes intéressées, etc.).

Interviewer:

María García Salazar

Born the same year when Spain became a Member of the European Union (1986), María García Salazar, a Spanish-French journalist thought that maybe the fact that she did her Erasmus semester at the Robert Schuman University in Strasbourg was not just by chance. María got her Master Degree in Marketing and Communication from the European Business School ESCP Europe in December 2010 and wrote her Master thesis about Social Media. She started to work early at the age of 18 in the Media (especially in a local newspaper of Madrid) and in Spanish national radios in which she was announcer and editor of articles. María has also gained experience in Communication Departments and Advertising Agencies as a trainee at McCann-Erickson and Burson-Marsteller. Then María worked in a Communication Department of a well-known Spanish bank in Brussels and in the Communication and Advertising agency DDB in Paris. She was a trainee in the Terminology Coordination Unit in 2012 and for more than one year she works as Account and Content Manager in an online marketing agency in Milan. These experiences gave her profound understanding how to work in international environments and she has learnt to develop online and offline communication campaigns with different supports such as newsletters, web pages (with SEO and SEM tools included), banners, e-mailings, flash animations, social media platforms, press releases, mailings, catalogues, etc. She speaks Spanish, French, English, Italian and German. Her hobbies are swimming, travelling, going to the theatre and to any exhibition of art or photography.

Christophe Roche

by Soraia Monteiro

University of Savoie (France)

roche@univ-savoie.fr - www.condillac.org

Christophe Roche is Full Professor at the University of Savoie, France, and associate researcher at the Linguistic Research Center of the New University of Lisbon, Portugal. He is in charge of the Condillac Research Group on "Ontology and Terminology". His main domains of interest are knowledge engineering and ontology, terminology and linguistics, and their applications. Involved in several European projects, Christophe Roche is the Project leader of the ISO 704 and ISO 1087 Standards on Terminology, its principles and methods. Since 2007 he chairs the international scientific committee of the TOTh Conferences (Terminology & Ontology: Theories and applications).

1. What is your background and why are you interested in terminology?

My background is in artificial intelligence (AI), specifically the area of knowledge representation – the extraction, modelling and formalisation of knowledge in a form that a computer system can understand. Working with concepts, their definition and naming, in particular in the context of scientific and technical discourse, inevitably means working in terminology.

2. Why do ontologies play an important role in terminology?

There is no term that is not tied a concept. This means that terminology relies on two systems, a linguistic system and a conceptual one. The AI field of ontology, developed in the context of knowledge engineering and defined as a formal definition of a conceptualisation, offers one of the most promising ways forward when it comes to representing conceptual systems. By providing a means for formulating explicit and computational representations of concepts, ontology can serve as a tool not only for operationalising terminology for IT applications, but also for focusing on concepts independently of language.

3. Can you define 'ontoterminology' as described in your paper 'Howto unify terminology and ontology into a single paradigm'?

An ontoterminology is a terminology whose conceptual system is a formal ontology. Using ontologies it is possible to distinguish between, and to link without confusion, the linguistic and conceptual systems on which any terminology is based. We need to bear in mind that the network of terms of a given language is not isomorphic to the network of concepts, which is assumed to be common and shared by different communities: discourses about the 'world' are distinct from scientific conceptualisation of the 'world'.

Ontoterminology requires a 'rethink' of terminology, its principles and methods. For example, the ontological approach allows the terminologist to distinguish between terms and concept names – since they belong to two different semiotic systems – as well as between the definition of a term and the definition of a concept. The definition of a term, written in a natural language, is either a linguistic explanation of what the concept is ('thing definition') or a definition of the meaning of the term in discourse ('word definition'), whereas a concept definition is the specification of a concept written in a formal language.

4. Could you explain briefly what the multilingual information retrieval system in the domain of renewable energy carried out as part of the ASTECH project[1] has to do with ontoterminology?

The main objective of the ASTECH project was to set up a multilingual content management system on renewable energy. Given that the domain ontology is common and shared by all the communities of practice, which differ only in the terms used for designating concepts, it is possible to classify documents on language-independent concepts based on the terms that appear in the documents.

It is then possible to conduct a search in any of the languages used in the retrieval system to find all documents relevant to a specific subject, regardless of which language the text is in, insofar as they are classified under the same concepts. Furthermore, the recall and precision criteria for the retrieved documents are improved as a consequence of the logical properties of the ontology.

5. Can you explain the difference between the classical semantic triangle (Ogden and Richards, 1923) and the double semantic triangle, and the relevance this has for terminology?

The semantic triangle of Ogden and Richards 'Symbol – Thought – Referent', like the more classical semantic triad 'vox – conceptus – res' of scholastic philosophy, serves to describe a single semiotic system, clarifying the relationships between a sign and what it refers to. As terminology involves two different and non-isomorphic semiotic systems, however, we need a double semantic triangle in order to express the notions involved and how they relate to each other. In a double semantic triangle a concept is not a signified (term meaning), and the identifier of a concept is not a signifier (term), just as the linguistic relationships between terms are not linguistic translations of conceptual relationships (for example, hyperonymy between terms cannot be reduced to a linguistic translation of subsumption between concepts).

6. How would you see an attempt to 'ontologise' IATE?

The ontologisation of IATE would mean building ontologies for each domain, placing focus more on concepts, their definition in a formal language and their logical relationships, rather than on the words designating them. Such an approach would require contributions from experts in each domain. To avoid the pitfalls that natural language presents, it would also require dedicated tools that rely on formal languages and systems. In discourse, people too often equate concepts with the terms that designate them, when in fact concepts are by nature extra-linguistic.

7. Are you familiar with the terminology activities of the EU institutions and the presence of EP-TermCoord?

Not enough, I'm sorry to say. I would be happy to learn more.

––––––––––––––––––––––––––––––

[1] 'Advanced sustainable energy technologies for cooling and heating applications', funded under FP6-SUSTDEV. See European Commission, CORDIS:

http://cordis.europa.eu/project/rcn/85628_en.html.

Interviewer:

Soraia Monteiro

Born in Lisbon and graduated in Translation at the New University of Lisbon (languages of work: English, French and Spanish); currently doing a M.A. in Terminology and Specialized Information, in order to strengthen the terminology field and that is why she wanted to work at TermCoord in the first place. Soraia has already worked as an in-house translator in several translation companies, as a voluntary translator in United Nations and for TED Talks. Concerning the future, her goal is to work for international organisations as a terminologist or a translator.

Dr. Fatima Sadiqi

by Yacine Chemssi

"I think that the EU has achieved something I could never have dreamt of when I was a student: gathering countries so historically entrenched in nationalism and national borders and with different cultures."

Dr. Fatima Sadiqi is Professor of Linguistics and Gender Studies. She has been affiliated to Harvard University since 2006. She has written extensively on Moroccan languages and Moroccan women's issues. She is Editor-in-Chief of **Languages and Linguistics** and serves on the editorial board of the Gender and Language Journal. She has held Fulbright Visiting Scholars at four US universities and founded the first graduate unit "Gender Studies" in Morocco. She founded the Centre for Studies and Research on Women at the University of Fes and is currently President and Founder of the ISIS Centre for Women and Development. She has initiated many international projects on gender/women studies and served on a wide variety of national and international committees. She organized nine international conferences on languages and gender issues.

In March 2006, Fatima Sadiqi was nominated by King Mohamed VI to the eleven Member Board of the Royal Institute for Amazigh Culture (IRCAM). In September 2006, she was nominated by UN Secretary-General as one of the eight women members of the Committee for Development Policy. In September 2007, she was nominated Director of the Pôle Amazigh, BMCE Foundation. In September 2007, Fatima Sadiqi was nominated Director General of the Foundation Esprit de Fes.

Sadiqi, we know that you are a linguist and multilingual professor. Could you please tell us about the importance of this linguistic diversity and what it adds to the field of research and communication in general? And about the importance of learning/teaching and mastering languages in today's world?

Dr. Fatima Sadiqi: It adds a broader look on things. It is a democratization tool. It leads to social mobility. It is linked to multiculturalism around which debate is ranging in Europe.

As a professor with three working languages, could you please tell us how students as well as researchers perceive this linguistic diversity and how they deal with it?

Very positively. I usually tell my students that multilingualism is a social promoter.

According to you, what role does linguistic diversity and multiculturalism have in promoting peace and communication within Europe and in the world? And how do you think this multiculturalism/multilingualism could benefit the European identity?

They allow more understanding of the other, facilitate communication and alleviate linguistic ghettoism.

The European Parliament makes great efforts to promote multilingualism. To what extent do you consider the EU linguistic policy beneficial, to both states and individuals?

I think that the EU has achieved something I could never have dreamt of when I was a student: gathering countries so historically entrenched in nationalism and national borders and with different cultures.

Do you think that the dominance of English as a lingua franca in communication, commerce and research consists a threat to other languages both at the European and world level?

In a sense it is good but on the other hand it is high time other languages are there too.

Among the strategies through which the European Parliament promotes multilingualism we find terminology and translation. What could you tell us about the importance of these fields? Especially in relation to gender and women issues, one of your main research areas?

Terminology and translation are important especially in facilitating understanding of issues of less represented categories in society like women. They will make these issues more visible. The two will democratize the media landscape.

About the interviewer:

Yacine CHEMSSI is a freelance translator and researcher. He studied English Literature and Translation in Morocco and did a Master of Business Administration at the University of Wales in the UK. Now he is a postgraduate student at the University of Luxembourg. His research focuses mainly on cultural studies, identity, migration, multilingualism and digital technologies.

Yacine Chemssi

Miguel Sánchez Ibáñez

by Marina Gutiérrez

Miguel Sánchez Ibáñez is a lecturer and researcher at the Spanish university UCAM (Universidad Católica San Antonio de Murcia). He holds a degree in translation and interpreting from the University of Salamanca (Spain). He also has a PhD in translation and intercultural mediation from the same university, with a focus on the Spanish language's terminological dependency on English for vocabulary relating to Alzheimer's disease. He worked as a research fellow and assistant lecturer at the University of Salamanca for four years. As a terminologist, he has worked for bodies such as the World Intellectual Property Organisation and TERMCAT. He is a member of the NeoUSAL group, as part of which he conducts research on terminological dependence and neology.

The Terminology Coordination Unit of the European Parliament (TermCoord) manages IATE, the EU's terminology database. Do you use IATE on a regular basis? How do you feel about it? Do you have any suggestions for improvement?

IATE is a very useful tool for translators, terminologists, linguists and even people who are learning a new language and want to gain a little more specific vocabulary.

I use it whenever I work with terms, translate specialised texts or just want to check and compare terminological equivalents in different languages. In particular, I like the clear thematic division, which makes searches easier and helps me choose the right term in each context, and, of course, the fact that access is free and unlimited. Sometimes I would prefer a more visual, intuitive interface, but I think I can deal with the current one for as long as the termbase continues to be so useful!

You used to work as a terminology lecturer at the University of Salamanca. How do you think most prospective translators feel about terminology? What methods or strategies did you use to get translation students interested in terminology?

I was in charge of giving the first terminology classes most of the students had ever attended. They had to deal with a theoretical issue which seemed completely unfamiliar to them, and far removed from their daily tasks. They tended to think it was a useless course because they were too used to practical courses. It took them some time to realise that the study of different terminological approaches could be useful in enriching their translation skills.

As I have mentioned, I was in charge of the theoretical, introductory seminars, so my challenge was to present a whole new world, with unfamiliar notions and concepts, in a pleasant, enjoyable way so that my students would see it as an appealing subject to study which was easily applicable to their work as translators. I wanted them to participate actively in the classes, so I included discussions and debates on key reading material. The two activities I think my students enjoyed most were the presentations they had to give, in which they suggested terminological measures to improve and enhance minority languages they had chosen, and a workshop on neology and term creation. The workshop was particularly entertaining because we made it a contest in which students awarded points to their classmates' neological creations and chose the best one.

In your opinion, what skills and abilities are needed to be a good terminologist? How do you try to nurture those skills and abilities in your students?

Terminologists must be constant, consistent and curious professionals who are willing to learn about a wide range of issues they may not previously have been familiar with. They have to be systematic and organised, and not be afraid to use new technologies or to network. Above all, they have to love languages, and especially words.

I tried to encourage my students to be autonomous learners by presenting real cases and enabling them to gain independent access to information sources and references. My ultimate goal was to help them connect what I was teaching in class with what was going on in real life and merge both aspects into a unified approach.

Your PhD dissertation dealt with the Spanish language's terminological dependence on English for vocabulary relating to Alzheimer's disease. What is the extent of this subordination? As English is considered the lingua franca of sciences, do you think such permeation is unavoidable?

Having read about different disciplines, I realised that the way in which terms are created in this field in particular reveals subordination on a huge scale. I chose this subject as a point of reference, but it is merely an example of what happens in many other areas. I found traces of this dependency in aspects such as the semantic characterisation of Spanish terms, which were clearly influenced by their English equivalents, the modification of content by Spanish specialists in order to adapt new terms to Spanish texts, and even habitual translation strategies, which demonstrated that translation could be used as an opportunity to reduce (or increase) the gap between two languages. Putting together all these aspects, I came to the conclusion that terminology is a crucial factor in helping translators reduce asymmetries between languages and communities of speakers.

I think it is very difficult to stop this trend, given that we live in a global society in which the weight of English as a lingua franca is undeniable. However, terminologists and translators must actively try to reinforce the use of as many languages as possible, even though this aim may at first seem unrealistic. The more languages we use to express and transfer our knowledge, the richer that knowledge will become. This will give non-English-speaking communities a means of legitimising not only their languages but also themselves, since specialist language is ultimately another way to convey a particular culture.

You studied translation and interpreting at degree level, with English and French as your main working languages. When did you decide to make terminology one of the pillars of your career? Why?

I first encountered terminology on a course I took during the third year of my translation and interpreting degree. Although I had enjoyed all the practical courses I had previously taken, I already felt that I lacked theoretical training regarding the possible philosophical and linguistic implications of specialised translation. As a student, terminology gave me a chance to stop and think carefully about my role as a translator and interpreter. I also found it very interesting to study and analyse the lexical units I had to translate: the way they had been created, and why I should choose one term or another depending on the context, the domain or the end-user. I also liked the fact that, although at first it appeared to be a rather dry and abstract field, terminology could easily be applied to practical work, reinforcing it and giving me a scientific framework on which to base my decisions as a translator. For all these reasons, after finishing my degree I decided to start a PhD, and I thought the study of terminology might be interesting. I knew I wanted to combine theoretical analysis with some kind of practical application for my findings. Fortunately, I can now say that this was the right decision, since my years of research have allowed me to learn a lot about terms and the implications of their translation. Not to mention the fact that I have very much enjoyed all the work I have done!

Several universities conduct terminology research in Spain, and there are also some very active terminological centres such as TERMCAT. Where does Spain currently stand in terms of terminology on a global scale?

Over the past few decades, terminology studies have steadily gained popularity in Spain. I think it is important to point out the leading role of many regional institutions, such as TERMCAT, UZEI and Termigal, in defending and promoting the use and creation of terms in Catalan, Galician and Basque. Numerous terminology professionals, including Amelia de Irazazábal, and Teresa Cabré and her team at Pompeu Fabra University back in the 1990s, paved the way for many young researchers in Spain who, like me, are now delving into the study of specialised language. There are numerous research groups, university departments and institutes devoted to the study of terms, not only as a component of translation and interpreting degrees but also as a discipline in itself, a branch of applied linguistics which is bound to become increasingly relevant in the current global context, in which Spanish has to deal with the fact that English is the lingua franca in so many contexts. However, I fear that all the cutting-edge work carried out by this diverse group of professionals,

who are leaders in their field, is often ignored (or, at least, not sufficiently supported) by Spain's national and regional authorities. In Spain, securing funding for this kind of research is often a real challenge, meaning that terminologists have to work in precarious situations. Stronger support for all the existing research groups and institutes, and the creation of a central institution to regulate Spanish terminology (similar to those which already exist for the other languages spoken in Spain) would help to organise, support and promote the work of all terminology professionals, giving us the chance to develop our careers in a stable, secure way. Our language needs it!

You are a member of NeoUSAL, a group that conducts research on neologisms. What have been its main projects so far? Also, NeoUSAL is hosting CINEO 2015, the 3rd International Conference on Neology in Romance Languages (III Congreso Internacional de Neología en las Lenguas Románicas), in Salamanca in October 2015. What are your expectations for this conference?

We are currently developing two research projects which are distinct yet somehow complementary: firstly, we are analysing and classifying all the neologisms appearing in newspapers published in Castile and León, the region in which the University of Salamanca is located. We started more than five years ago, and the results of our work can be found on our webpage: neousal.usal.es.

The second project, known as Neuroneo, aims to analyse and classify specialised Spanish terms created by neuroscientists, and to draw conclusions about that process. Together with the Institute of Neuroscience of Castile and León, we are currently trying to develop and implement a methodology to help scientists record the point at which they come across a new concept and name it in Spanish. This will enable us to analyse neologisms in their earliest stages, taking the work and decisions of real users as the starting point for our research. This is an innovative approach to the study of neology, and we think it may lead us to new discoveries about how scientists create terms and their motivations for choosing one lexical unit over another.

In addition to these two main projects, we are currently organising CINEO 2015 (http://diarium.usal.es/cineo2015/), the 3rd International Conference on Neology in Romance Languages, which will take place in Salamanca in October. I believe that this event, like the two previous conferences in Barcelona (2008) and São Paulo (2011), will be a milestone for those studying the creation of lexical units in languages with Latin roots. All of these languages currently face similar challenges, and I think

it is vital to build bridges between them and devise common strategies for updating and adapting them in response to new circumstances. Many of the most prominent lecturers and researchers in this field will gather in Salamanca, and I am sure the speeches will be very inspiring, so I encourage anyone interested in romance languages to join us in October.

Which disciplines are producing the largest number of neologisms these days? Are there any new trends that may change the current situation in the future?

It is very difficult to say which fields of knowledge are producing the most neologisms (actually, this difficulty is one of the main reasons behind the launch of NeuroNEO), but it seems logical to assume that the more dynamic a community of scientists is, the more new concepts and discoveries it will have to write about, and that, as a result, it may use more neologisms to convey all of those new ideas. However, this depends on a wide range of factors, such as the language spoken by the scientists, their level of proficiency in English and the social, economic and cultural context in which they are working.

Are you aware of TermCoord's external cooperation with terminology experts and bodies? How do you think you could work with TermCoord, and in which fields of expertise?

I am aware of this cooperation and I think is very enriching and useful, both for the external partners and for Termcoord. I would be pleased to participate by arranging internships for my students on the modern languages degree course at the Catholic University of Murcia, where I currently lecture, so that they can put everything they are learning in their courses into practice. I would also be happy to take part in as many terminology conferences, events or workshops as you believe I could contribute to. I am always glad to share my research and, of course, to learn from other experts!

Finally, as a young professional making your way in the terminology world, what advice would you give aspiring terminologists?

My advice is very simple: never give up. Even if study programmes for fields in which terminology plays a central role are scarce, even if terminologist posts are difficult to come by, even if our tasks as language professionals are sometimes blurry and ill-defined, we must be tenacious, consistent and always willing to learn and to

update our professional skills. I am only a young terminologist who has just started his career, and I fear that my relatively limited experience means I am not the best person to give advice on anything, but I have always known that terminology is my passion, despite the difficulties I have come across along the way, and I am quite happy with the path I have followed so far. I always try to remember that I have a long way to go, but I do know what I ultimately want to become: an experienced, skilled terminologist who is able to adapt to different working contexts and is always willing to learn and improve. I think that if aspiring terminologists take all these factors into account, at least they will have found a promising starting point!

Interviewer:

Marina Gutiérrez

Born in 1991 in Santander (Spain), Marina Gutiérrez holds a degree in translation and interpreting from the University of Salamanca, with English and French as her main working languages. During her degree she gained experience as a translator, reviser and project manager at the Guardia Civil (Spanish Civil Guard), the NGO Umoya and the United Nations. After graduating in 2013, she worked as a freelance conference interpreter for organisations including WiLD10, the European Students' Forum (AEGEE) and Initiatives of Change (Switzerland). As regards translation experience, from January to March 2014 she completed an internship at the Spanish Translation Service of the United Nations Headquarters (New York). Before joining the Terminology Coordination Unit, she was working for Altalingua, a translation agency in Madrid.

Rita Temmerman

by Júlia de Sousa

Rita Temmerman is coordinator of Centrum voor Vaktaal en Communicatie (CVC) at Erasmushogeschool (Brussels). She teaches translation and terminology theory as well as terminology management at the Applied Linguistics Department. Besides this she's also a research professor at Vrije Universiteit Brussel. She obtained her degree in Germanic Philology from The University of Antwerp, her Masters in Translation from the State University of New York (USA) and her PhD in Linguistics from the University of Leuven. Based on case studies on categorisation and naming in the life sciences (DNA technology) she developed the sociocognitive terminology theory. In 2000, she published the book Toward New Ways of Terminology Description. The Sociocognitive Approach (John Benjamins, Amsterdam/Philiadelphia). Her main research interests are: terminology theory and terminology management, cognition and semantics, translation theory, metaphor studies, dynamic systems in language, intercultural and plurilingual communication.

As co-ordinator of Centrum voor Vaktaal en Communicatie (CVC) at Vrije Universiteit Brussel (VUB) and teacher of translation and terminology theory and terminology management at the Applied Linguistics Department, how do you define the current status of these fields within the academic and professional communities?

All over Europe students can enrol in master programmes in translation, interpreting and multilingual communication. These master programmes open up possibilities for direct access to the job market or for continued research programmes leading to a PhD-degree in aspects of the problem-driven research field of applied linguistics. This research concerns the theoretical and empirical investigation of real world communication problems. The emphasis is on actual language use in society and scientific activity in applied linguistics implies the quest for a better understanding of how languages function as tools for cognition, communication and cultural rooting in the dynamic society of today's globalizing world.

Whereas in the past the training programmes for translators (and terminology training was part of that formation) put most of the emphasis on the practical training in translation skills and terminology management skills (vocational skills), the new style programmes are supplementing the vocational skills by research skills. Today translation studies and terminology studies are scientific domains within the larger field of applied linguistics. This means that the practical training in translation and in terminology management has been supplemented by training in qualitative and quantitative research skills.

In Brussels, I am the co-ordinator of CVC (short for Centrum voor Vaktaal en Communicatie or, in English, the Centre for Special Language Studies and Communication) since 1998, and it was recently turned into a research group of the Department of Applied Linguistics of the Brussels University (VUB). Ever since we have been involved in several projects that are applied by their nature as they revolve around specific communication problems: in technical, legal, business and medical domains. Our terminology, translation and multilingual communication projects are of an academic-corporate and academic-societal nature.

Your main research interests are related to Terminology theory and Terminology management, cognition and semantics, translation theory, metaphor studies, dynamic systems in language, intercultural and plurilingual communication. Can you tell us why? And can you establish a connection between all this topics?

My doctoral research leading to a PhD in Linguistics at LeuvenUniversity (KULeuven 1998) was on the role that neology creation has within the dynamic communicative and cognitive process leading to more and better understanding within the life

sciences (molecular genetics). I have always felt a fascination for the role of language in human understanding. The urge to understand all aspects of human experience more and better seems to be one of the motives underlying cognitive development in many domains of human existence. Understanding more and better is at the basis of knowledge creation and extension. How humans have managed to create understanding and knowledge in the past and continue doing so in what appears to be a never-ending process has been studied extensively in epistemology for thousands of years. One way of getting access to how understanding comes about and how knowledge is the result of a continuous dynamics of understanding and misunderstanding is by studying the cognitive potential and the development of natural language(s) and more particularly of lexical items, i.e. terminology, in specialized domains. The interrelatedness of understanding and terminology creation (and occasional terminology loss) can be demonstrated and has been described in all types of context, i.e. situational context, communicative context, historical context, cultural context, metaphorical context, (multi)lingual context, etc.

In the process of understanding the world better, diversity and variation in expression, polysemy, vagueness and indeterminacy have been proved important by many researchers. The importance of these phenomena for efficient communication and as catalysts for cognition is reflected in new trends of flexible data and knowledge management and is beginning to show its impact on terminology studies. Renewed interest in both the dynamics of cognition and the creative potential of language has shifted the perspectives of terminology studies to the creation of neologisms in special languages, the monosemy versus polysemy debate, and to research concerning ambiguity, synonymy, metaphor, phraseology, etc.

The dynamics of culture-bound terminology in monolingual and multilingual communication are examples of how, methodologically speaking, terminology research is more and more interdisciplinary, hybrid and diverse. Insights developed over the last decades in terminology theory are combined with tools and methods from e.g. cognitive linguistics, corpus linguistics, sociolinguistics, semiotics, knowledge engineering and statistics, but also from pragmatics, contrastive law studies, intercultural communication, ethnography, etc. Moreover, methodologies in sociocognitive terminology studies imply discourse and conversation analysis and often concern action research, based on observation in real communicative situations. Several drafts of white papers can be studied to find out about the dynamics of a new societal or legal phenomena in the making. Conversations between researchers in laboratories can be subjected to terminological analysis and so can interactions in courtrooms or the communication between care-takers and medical staff in hospitals. This type of research yields insights in multiple aspects of understanding and misunderstanding and in meaning negotiation. In most types of discourse, terminology use is prone to misunderstandings. The dynamics of understanding and

knowledge creation is sprinkled with misunderstanding, often leading to attempts at clarification. New insights in cultural understanding of terminology and on the impact of intercultural contexts on the dynamics of terminology are the results of many research projects in applied linguistics, in terminology studies, special language studies, translation and interpreting studies.

You developed the Sociocognitive terminology theory, based on case studies on categorisation and naming in the life sciences (DNA technology), which led to the publication of your book "Toward New Ways of Terminology Description. The Sociocognitive Approach". The highlight of this book is the fact that you question the validity of traditional terminology theory. How would you define terminology then? And can you explain us briefly the Sociocognitive Approach that you present?

My criticism of the traditional Vienna school of terminology was a consequence of years of frustration in teaching terminology theory based on the Vienna school approach. Together with two of my colleagues working at the Brussels school for translation and interpretation, I took a training at Vienna Infoterm in 1986. We were taught the principles of "terminology work" (as it was called there, a literal translation of German Terminologiearbeit). The Vienna approach was onomasiological. The idea was to first delineate "a concept", then to give it a place in a tree structure (based on logical (IS_A) or on partitive (PART_OF) relations), then to define the concept in an Aristotelian definition and finally to choose a preferred term to name the concept. The Vienna school approach was allegedly not interested in language as a cognitive tool, but only in the naming potential of language.

These principles were clear-cut and straightforward. The problem was that my students in translation and interpretation were not field specialists but applied linguists who needed textual information to understand a subject matter and to make a terminological analysis. In most texts we wanted to use for terminological analysis with our students, we found ambiguity, synonymy, vagueness and – what was worse from a Vienna school perspective – we became increasingly aware that there were good reasons for these phenomena in language, because the advancement of understanding and the negotiation of meaning go together. We concluded that terminology studies needed to be descriptive and that occasional prescriptivism was not for translators to decide but rather for field specialists or legal specialists for that matter.

Another topic that you issued when lecturing in the Terminology and Knowledge Engineering Conference 2012, was the dynamicity and diversity and indeterminacy of terminological understanding in communication and

the impact on knowledge engineering. Can you give us your insight on how the technological developments can influence and improve the terminological work?

In Madrid I discussed the difference between studying understanding terminology as a human activity and the type of understanding information systems can be capable of, as made possible by knowledge engineering. I also pointed out that ambiguity of terminological meaning in human discourse is very rare because the context in which a term is employed makes it possible to disambiguate and I discussed some cases of the complexity of understanding. I concluded by pointing out that all natural languages are excellent knowledge representation systems.

In Madrid I also evoked the likelihood that the future e-dictionary will be based on autonomous software agents that will access lexicographical data in distributed semantically-annotated web sources (instead of one lexicographical database) and will carry out several reasoning tasks to decide which data are relevant for the user and how these data need to be presented, depending on the user's profile.

I mused over the fact that in May 2012 Google announced the introduction of the Knowledge Graph – an effort to improve its results by teaching its servers to understand what the words typed into its search boxes mean, and how they relate to other concepts.

Furthermore I discussed the Semantic Web which is not a separate Web but an extension of the current one, in which information is given well-defined meaning, better enabling computers and people to work in cooperation.

You seem to have a particular connection to all the technological developments that might be applied to multilingual terminological work. In which way do you think that the terminological work should be concentrated in these tools? And how would these tools affect the terminology management and the translation process?

The computer has revolutionized the possibilities for organizing, distributing and accessing information. Now that so much information has been made machine-readable, the scope for research has grown tremendously. Moreover new techniques for making the vast material manageable have seen the light. Free text searching has been improved by linguistic and statistical methods. The analytic and descriptive tools developed in corpus linguistics (lemmatizers, syntactic parsers, POS taggers and annotation tools, term (also multiword) extractors, etc.) have been integrated into research methodologies for terminology research. Thanks to these tools researchers have been able to go beyond introspection and generalizations based on the odd example. It has become possible to study special language and its

development in quite substantive text samples or corpora. Publicly available as well as specifically developed tools are used by these researchers. The experience and results applied linguists gather through research projects should be passed on to practising translators and terminologists.

The institutions and companies are also giving more importance to the field of Terminology. The European institutions inclusively. How do you think this field (an ever-evolving one) should be approached by them?

The insight that multilingual understanding implies better understanding is worth more consideration. Multilingual and intercultural communication is everywhere in today's globalized society, regardless of the fact that in many circumstances English is used as the language for international communication. Even though the predominance of English as a first or a second language is a reality for many highly trained people all over the world, English is only one of the languages in many communicative settings. For instance, within the European union, law development is a multilingual and intercultural process. The legal document is initially drafted in one language, now frequently English, (often by non-native speakers) and then translated into the other EU languages. This results officially in a single multilingual text in 24 language versions that are authentic within the context of the EU legal order. As such EU legal language is developing its own terminology and legislative style. The European language policy opens up a new chapter for terminology studies: studying understanding, misunderstanding and meaning negotiation in a unique setting where 24 official languages and their creative potentials contribute to a new way of world making.

Due to the increasing globalisation, organisations are more often than before operating in linguistically and culturally diverse environments. English is most of the time not sufficient for overcoming communication barriers in local settings. Being able to communicate with business partners, customers and employees in their own language is of strategic importance for any organisation.

A mistake made by some is to believe that because English is the global language par excellence, knowledge of this language is sufficient for anyone entering the global market. Partly as a result of this claim we find that the status of some other linguae francae is changing.

It is hardly surprising that globalization is breaking down the territoriality of nation-states, and of their languages. The role of standardization in the construction of a language by reference to the territory of a nation-state is now being challenged. There is a variety of language groups within all states. However, for the time being the focus remains too much on the notion of autochthony.

The longstanding insistence upon standard language makes places for tolerance of language mixing and hybridity, as put to practice by plurilingual communicators and intercultural mediators.

Related to this shift in perspective is the question in how far language can be culturally neutral. Some languages are used all over the world as first, second or foreign languages but at the same time, any language is always culturally rich in the sense that it contains 'culture in language' sometimes referred to as "linguaculture" which implies all the varied meaning potential of a language. Linguaculture is carried by individuals and is being developed as part of their life in specific social and historical contexts. As such it varies from person to person. In learning new languages individuals draw upon their personal linguaculture as a bridge to the meaning dimensions of the new language.

The concern of the EU is the linguistic diversity of the 24 official languages, each nation-state being responsible for its internal diversity. In my opinion Euro-language which is the sum of a constantly growing body of discourse that is being expressed in 24 variants on a day to day basis, is part of the linguaculture of each and every European citizen. Some European citizens are first language speakers of languages beyond the 24 official ones, however.

It is my conviction that the learning process within a European multilingual community of practice contributes to cognitive creativity and to awareness of variation in meaning which will prove to be an asset for Europe. Translators, intercultural communicators and terminologist are bound to go on playing an important role both in the European Union institutions and in international business life.

You have been teaching translation, terminology theory and terminology management. In your opinion how do students approach these fields? And what are the main changes that you noticed through the years?

The majority of my students are either enrolled in the Bachelor in Applied Linguistics or in the Master in Translation or the Master in Interpreting at Vrije Universiteit Brussel. Most of them aim at careers in multilingual settings either in Brussels, in other parts of Belgium or abroad.

In recent years, I have noticed that my students are ready for the globalisation tendency in today's world. The majority does not only easily switch from one language to the next, indulge in hybridity and enjoy intercultural society, they also appear to be knowledgeable on variation in people's identity, on the traps and

pitfalls of the "otherisation" of some people in society and they appear to have acquired insight in representation of identity e.g. in the media.

I realize that this may sound excessively positive but what I am saying is based on my contact with the student translators and interpreters in Brussels.

A common, but central question. What does it take to be a terminologist in your opinion?

In my opinion a terminologist is a professional who is not only knowledgeable in lexical semantics, sociolinguistics, cognitive linguistics and language policy but who also takes an interest in language philosophy, philosophy of science, knowledge engineering, ontology management and the future of the semantic web.

A terminologist also has information retrieval and knowledge acquisition skills. Relatively few people work as full time terminologists but people in all disciplines and from all walks of life are confronted with domain-specific vocabulary. A course on terminology creation and terminology management could be beneficial in all domains of research and development in higher education.

Depending on the context in which a terminologist is working different requirements may be at stake. Terminologist should be motivated people who negotiate their range of duties with their "clients", those for whom they are catering, so to speak. In some working environment a strict working procedure is given (e.g. The IATE Input Manual) whereas in other circumstances the terminologist is asked to contribute in primary or secondary term creation.

Nowadays the education systems across the world are introducing more Terminology courses and degrees in their curricula. What do you think of the Terminology teaching methods?

Of course I do not know the content of all terminology courses and degrees worldwide. My impression is that several online courses are reduced to the prescriptive and sheerly concept-oriented approach. University courses – generally give a survey of several schools of thought and several working methods and students are introduced to research methods for domain specific language and terminology.

What do you think about the EU's Interinstitutional Terminology Database, IATE? Do you consider it an important resource for the wide public?

IATE is a unique repository of European terminology and an important resource for all Europeans. However, in my opinion IATE could be made more powerful for translators if the concept orientation was complemented by a resource that automatically extracts variation in formulation from corpora of European texts and from other sources. At Centrum voor Vaktaal en Communicatie (CVC) of Vrije Universiteit Brussel the dynamics of terminology development in multilingual Europe has been one of the research topics in recent years. Terminological variation, secondary term formation and domain loss have been some of the key issues in our terminological research. Koen Kerremans, collaborator of CVC, has acomplished his doctoral research on Terminological variation in multilingual Europe. One of his research questions was: how is term variation accounted for in the EU's multilingual termbase IATE? He observed that the diversity of intra- and interlingual variants encountered in the multilingual parallel corpus of European texts was not fully represented in IATE and wondered why this was the case and what the use of adding variation to the repository might be. He reflects on how the database can be 'enriched' with intra- and interlingual variants derived from parallel texts.

In his case study on environmental terminology he tried to acquire an understanding of the different ways in which English terms are translated into Dutch and French. His study showed that intralingual variation in the English source texts is also reflected (quantitatively and qualitatively) in the Dutch and French target texts. He examined to what extent it is possible in IATE to account for the different types of intra- and interlingual variants encountered in the parallel corpus. As he points out, it cannot be expected that every possible variant encountered in his corpus of European texts will also appear in the IATE database. This is due to the specific nature of termbases in general, which are not concerned with representations of term use and translation decisions at the level of an individual text.

The question whether IATE has the potential to represent the different types of intra- and interlingual variants that are encountered in a multilingual corpus of EU-texts is interesting. If that is the case, it becomes possible to develop automatic routines or procedures for extending the database with (semantically-annotated) intra- and interlingual variants retrieved from the parallel texts.

Kerremans' discussion of the way terminological variation is accounted for in IATE, as it is now, refers to two documents. The first document is the IATE Input Manual. It describes the structure of the IATE database and explains to interinstitutional users (EU translators/terminologists) how content needs to be managed in the database. The second document is the Best Practice for Terminologists (Translation Section of the ICTI 2008) which serves as a guide for people carrying out terminology tasks in the EU institutions that are involved in the IATE project. The document outlines the principles and ground rules governing the content of terminological entries.

Kerremans' general observation by examining IATE was that the database features a lot of intra- and interlingual terminological variation in its terminological records. The reasons for this variation are to be found in the way the database is constituted.

The main purpose of the IATE-project was to reorganise the terminology activities of the European Union (EU) institutions in a coherent manner, to eliminate the duplication of effort between institutions and consequent duplicate entries in the various terminology databases managed by them and to develop a single database for future activity using resources as rationally as possible. Originally, all these resources were developed and maintained without much cooperation and discussion between the different institutions. Each institution had its own terminology to denote a given concept and this could sometimes deviate from the terminology that was managed by another institution for the same concept. Moreover, different philosophies on terminology and different historical backgrounds of the institutions – leading to different terminological database structures – had to be reconciled in the IATE database, resulting in an enormous number of overlapping entries.

Terminological variation in IATE is not only due to the many overlapping entries as a result of merging existing databases into one. EU translators and terminologists of the different institutions are requested to keep the database 'alive' and up-to-date by proposing new terms in the different languages, by merging duplicate terminological entries, by validating terms, rating their reliability, adding and verifying definitions, etc. Despite the efforts to control as much as possible the data proposed by these different users – by means of built-in validation procedures – multiple user input inevitably leads to different (validated) terminological proposals.

The presence of intra- and interlingual terminological variation in the database is due to the way IATE was created, due to the way it is currently maintained and, finally, due to its specific function within the EU's terminology harmonisation process.

From Kerremans' discussion of IATE's field records, it can be derived that EU terminologists are offered many different possibilities to account for terminological variants of different types in the IATE system. The majority of these variants appearing in the same record also refer to the same unit of understanding, which is due to the specific concept-oriented structure of the term records. Given the concept-oriented structure of the database, it was to be expected that IATE would not cover all types of interlingual variants that were observed in the parallel corpus used for the comparative study of English, French and Dutch.

Interestingly, despite the general guidelines and concrete action points in favour of terminological precision and consistency, terminological variation is a common phenomenon in the IATE terminology base. The close study of term records in IATE

has revealed that in the database many possibilities are offered for structuring/ representing different types of terminological variants in different languages. But because these data are manually entered by different users, quite a lot of differences and inconsistencies were observed in the treatment of variation: e.g. inconsistencies in the types of variants considered (e.g. reduced forms, paraphrases, formulas, etc.) as well as their specific place in the term records.

The parallel texts corpus of EU-texts, studied by Kerremans, also contains a lot of conceptually-related translations that do not appear in IATE.

IATE can be considered as a conventional multilingual terminology base. Terminological data in such termbases are represented in concept-oriented terminological records. This implies that every entry (i.e. a term record) should deal with one concept only (or a single proper name in the case of nomenclature) and all data relating to a given concept should be consolidated in one entry. Consequently only cognitive equivalents in several languages will be represented in IATE's term records, as is the case with traditional terminology bases in general.

In order to better reflect actual terminology and translation choices, a resource could be developed that is able to establish links between data that can be found in termbases (such as IATE) and data extracted from translation corpora.

You have been a lecturer in one of the TermCoord's seminars, one of the main purposes of which is to raise awareness for terminology studies, mainly within the institutions. In your opinion in which way might this actions change the Terminology approach among the institutions?

In applied research, questions need to be formulated and tackled by academic researchers in collaboration with professionals. I hope that the strict concept orientation will be reconsidered. As most of the information flow moves from originally drafted Euro-English texts to texts translated into the other 23 official EU-languages, translators are coining many new terms in their EU-language (EU-Maltese, EU-Portuguese, EU-Croatian, EU-French, etc.) This implies that translators are key players in secondary term formation. When translating European texts, translators should have awareness of e.g. the functional importance of vagueness (in order to be all-inclusive) and of their responsibility in creating documents that may end up as equally authentic to the original. Practitioners may find themselves in a limbo when they have the feeling that the theory they are supposed to apply does not correspond to the linguistic reality they are part of. At TermCoord's seminars alternatives can be brought to the fore and discussed.

In your opinion how to think of TermCoord's approach in trying to follow the evolution of terminology in universities, technologies and communication?

In my opinion and from my perspective it is a wonderful opportunity for researchers to have contact persons at TermCoord since in applied research a close collaboration with practitioners in the field (terminologists and translators) is essential. Terminologists and translators working for the EU are instructed on the type of research academics are involved in. These encounters may yield interesting ideas for more research issues, possibly in collaboration with practising translators and terminologist.

Interviewer:

Júlia de Sousa

Júlia de Sousa graduated in Journalism, at the University of Coimbra, Portugal. One of her biggest passions is radio that she practiced during her college years while working on RUC (the University's radio), as an extra-curricular activity. For the past years she was working in institutional communications, where she developed some experience on social media and internal and external communications, as well as web content management. From March to July, 2013, Júlia was a trainee at the European Parliament's Terminology Coordination Unit in Luxembourg, where she integrated the communication team. Her main interests are related to communication, social media and marketing.

Katerina Toraki

by Dimitra Tsagkogeorga

"It is important to extend and develop Greek terminology in as many subject areas as possible, to involve more people in terminology work, (…) to participate more actively in international terminology debates."

Katerina Toraki studied Chemical Engineering at the National Technical University of Athens (NTUA), while she also acquired a postgraduate title at the "Information systems and technology" program from the City University of London and a PhD in virtual libraries by the Ionian University. She has worked at the Technical Chamber of Greece (TEE) between the years 1981-2011, 25 of which at the Chamber's Library. At the same time, she taught at the Department of Library Science of the Technical Educational Institute (TEI) of Athens, as well as at the undergraduate and postgraduate programs of the Department of Archives and Library Science of the Ionian University. She is actively engaged in issues of standardization and terminology through the Technical Committees TE21 and TE22 of the Hellenic Organization for Standardization (ELOT), as well as through the Hellenic Society for Terminology (ELETO), emphasizing her work particularly on scientific and technical terminology.

1. At what point in your career did you begin to work in terminology and what attracted you to it?

I first became involved with terminology, in particular the standardization of terminology, in 1987 when I became a member of Committee TE21 of the Hellenic Organization for Standardization (ELOT) (corresponding to ISO TC37). In fact, though, my involvement had begun some years earlier, in 1981, when I started working in the Library of the Technical Chamber of Greece, where I was involved in classification, subject indexing, databases and corpora, i.e. areas that require a conceptual and terminological approach. My involvement with TE21 was thus a continuation of my professional work with the Technical Chamber of Greece. However, I would add that I also have a personal interest in language issues in general and, as you know, these issues have had – and continue to have – a particular resonance in Greece, given the language issue that had plagued us for decades.

2. You are a coordinator and one of the most senior members of the Technical Committee 21: Principles of technical terminology. Could you briefly explain what the Committee's basic remit is and how it works?

Firstly, I would point out that our Committee has been renamed 'Terminology – Language Resources' in line with the name of the corresponding ISO TC37 International Committee. The Committee's main remit is to draw up Greek standards for terminology and set rules governing terminology. Furthermore, the TE21 Committee is a full member (P-Member) of TC37 and in this context, monitors and is briefed about the entire work of the Committee and either votes or simply takes part in discussions on new standards and any other standardization texts, depending on its relationship to date with its subcommittees (as a full, P-Member or an observer, O-Member). The TE21 Committee also cooperates with the Hellenic Society for Terminology and other terminology bodies and organises workshops, seminars etc. with these bodies: it has, in my opinion, already done remarkable work in Greece. Recently, members of the Committee took part as speakers in the seminar for translators organised in May 2015 by the Athens Office of the Commission's Directorate-General for Translation, and it is also involved in the latter's efforts to set up Greek Terminology Network.

As regards the structure and functioning of TE21, members of the Committee are appointed representatives of academic and scientific institutions which are interested in these issues, in particular the Hellenic Society for Terminology, the Academy of Athens, ELOT, the Technical Chamber of Greece, the Institute for Language and

Speech Processing (ILSP), the NTUA, Athens University, the Association of Greek Physicists and the Association of Greek Chemists. Besides the members, there is a list of observers who are informed electronically about the Committee's work, but also contribute their expertise in specific issues that arise. The Committee's meetings are open to the public, and in drawing up and issuing standards, the procedures laid down by the ELOT Regulation are followed, in line with the corresponding international practice (i.e. a text is drafted, it is discussed by members, a public decision is reached, the text is issued and interested parties are notified).

3. You studied chemical engineering. How important is specialist knowledge in producing correct and consistent technical terminology?

Specialist knowledge in a given subject area is important in that it gives a terminologist an advantage in understanding and handling the concepts that form a necessary part of any terminology project. Of course, I would point out that this is not enough in itself, because a terminology project requires the application of terminological and linguistic rules. But I do believe that my studies have made – and continue to make – a decisive contribution to my work on terminology issues, especially standardisation issues, since standardisation is closely linked to engineering. At the risk of appearing to blow my own trumpet, I would also point out that both the Austrian Eugene Wüster, and the Russian Dmitrij Semënovič Lotte, who are considered the founding fathers of terminology as a distinct scientific field, were engineers.

4. In the context of your teaching experience in the Graduate Programme in Information Science at the Ionian University, what role does the teaching of terminology play?

Information Science covers fields such as thematic analysis, classification, subject indexing and accessing, organising and representing knowledge. It is essential for students to learn about and understand the world of concepts so that they are able in their professional lives to combine thematic with conceptual analysis in handling resources. Furthermore, Information Science is an academic discipline that is constantly evolving and follows developments in the fields of Information and Communications Technologies. This means that there is a continuous need to produce new concepts with new terms in Greek, since most of these new these concepts are in English.

At the Ionian University and the Technological Educational Institute of Athens, I had previously taught courses such as 'Thematic Access Systems', 'Documentation', 'Metadata', 'Information Science in a Modern Environment', etc. in which I incorporated lectures on terminology to a greater or lesser extent, depending on the situation. Moreover, I have regularly been invited to give special lectures on this subject to undergraduate and graduate students of the Ionian University (most recently in May 2015 a lecture entitled 'Standardization, Terminology and Libraries'). Moreover, in this context, I have been a member of a team involved in designing and building the Greek Corpus of Scientific Terms on behalf of academic libraries, while also being a member of the Technical Committee ELOT / TE22 'Documentation' (corresponding to ISO / TC46).

5. You are also a member of the Hellenic Society for Terminology (ELETO). How is ELETO's very important work disseminated to the general public?

The Hellenic Society for Terminology is an active scientific body with a dual role: firstly, it serves terminology as a scientific discipline in its interlingual dimension and, secondly, it promotes Greek terminology, thereby serving the contemporary development of the modern Greek language. ELETO's contribution to the work of the TE21 Committee and the other ELOT Standardization Committees in terminology-related issues is crucial. Furthermore, every two years it organises the 'Hellenic Language and Terminology' Conference (this November we are already staging the 10th Conference) and it also organises terminology workshops and seminars in collaboration with other bodies.

It publishes the bimonthly newsletter 'Orogramma' which is available free online and contains articles, work on terms, terminology and news from the world of Greek and international terminology. It works with any body or person who expresses an interest, on a permanent or occasional basis, and extensive discussions are held on all special terminology issues in the Hellenic Society for Terminology, decisions are taken (often after public consultation where necessary) and the results are published in Orogramma. It is a principle of ELETO is that terms must be freely available resources and it therefore posts all its terminological work on its website (www.eleto.gr). ELETO has for years been engaged in an ambitious Terminology Coordination Programme, which, unfortunately, has not so far received the necessary support even though such a programme is sorely needed in Greece. Finally, I would like to mention the President of ELETO, Kostas Valeontis, a tireless, unassuming scholar with

very high standards, who has made an invaluable and pioneering contribution to terminology and standardisation and the rest of us follow in his footsteps.

6. In a modern, globalised environment which is constantly creating new communications needs, terminology plays an important role. How is it possible to accommodate the growing number of new foreign terms in the Greek language?

I could spend all day talking about this! There are many issues involved here, in particular understanding and interpreting new concepts and then the process of 'transferring' them to our language, which requires and presupposes a sound knowledge of Greek, but also a good knowledge of the source language, usually English. These are the issues that we grapple with in TE21, we are constantly confronted with them, since the Greek standards that we draw up are for the most part transferred and adapted from ISO International Standards.

We have dwelt at considerable length on the policy and rules to be followed in processing of the standard ISO 860 on the harmonisation of concepts and terms. In practice, accommodating foreign terms in Greek is no easy matter. ELETO, TE21 and ELOT collectively endeavour to publicise the relevant issues and the need for a collective, scientific approach. On the plus side, the various bodies collaborate and thematic terminology groups have already been established in cooperation with ELETO that operate permanently – or have occasionally operated – in a given field and at all events have produced useful results. I should, of course, say that the Research Centre for Scientific Terms and Neologisms of the Academy of Athens is also engaged in registering new terms and concepts. In any case, we are interested in ensuring that efforts be made to record newly introduced terms, and more importantly that they should be rendered into Greek and understood.

7. In your opinion, should terminology adopt a descriptive or prescriptive approach?

Terminology, both as a theoretical discipline and as the result of work with and on concepts and terms, is prescriptive in nature, since it is based on principles, rules and standards and one of its main purposes is to create ways and tools for expressing and communicating and since the creation of these tools requires standardisation in language i.e. standardisation in terminology i.e. a terminology policy. And we must also not forget that in the context of a particular country and language, the role of terminology work and terminology policy is to protect (in the sense of preserve)

and develop and nurture each separate national language in a number of specific thematic areas and, then harmonisation, i.e. a 'conversation' with rules so as to achieve communication and interoperability which is the ultimate goal.

On the basis of this analysis, terminology cannot generally be descriptive. It has to work with concepts rather than words, to understand concepts and describe them with specific words in each case, i.e. with terms; it should enlist the prescriptive interventions it deems necessary, following the principles and rules that have already been laid down.

8. What is your view of the IATE database managed by TermCoord? Do you have any suggestions on how it could be improved?

I use IATE very often. It is a very useful tool and contains an invaluable store of linguistic and terminological data. Allow me to make some brief comments and suggest how it could be improved. First, the interface should have a more friendly design. The categorisation in areas needs to be overhauled, as it is not always easy to separate the content of each domain. And because it is difficult to differentiate between the various categories, searching everywhere very often produces many pages of results, so that the user can't find what she is looking for and loses confidence in the effectiveness of the database in general. What we need therefore is a more flexible system with more scope for the user to set parameters when searching.

Finally, I would add that it needs to include more terms, particularly in Greek, and this depends primarily on those of us in Greece who deal with terminology.

9. What do you think is the greatest issue currently facing terminology in Greece?

Allow me, instead of singling out a particular issue, to mention two issues that in my opinion are very important for Greece and that in any event are directly inter-related and inter-dependent. These are terminology policy (i.e. the lack of such a policy and the need for planning at national and sectoral level) and training (the need for training programmes – both special courses in language and linguistics departments and supplementary courses with various forms of teaching in other departments).

Beyond that, it is important to extend and develop Greek terminology in as many subject areas as possible, to involve more people in terminology work, to identify and promote cooperation between the various bodies dealing with terminology and to provide support to enable us to participate more actively in international terminology debates, etc.

10. What do you consider the most important achievements in the area of Greek terminology? What do you expect for the future?

Here I will again mention the establishment of ELETO and Technical Committee TE21: both these bodies have been operating continuously for many years and been actively involved in terminology and language issues. In particular, I could mention the ELETO conferences, the Greek Terminology Standards, the proposal for a National Terminology Policy (even as a proposal, it is a very serious project), Orogramma journal, the wealth of concepts and terms that have been analysed, cooperation with a number of scientific and professional groups. I hope they will continue to flourish and I hope the Greek language will continue to be enhanced and preserved. If expectations are wishes, I hope and expect that the old tag: 'The investigation of the meaning of words is the beginning of education …' will be understood and acted upon.

Interviewer:

Dimitra Tsagkogeorga

Born and raised in Athens (Greece). She studied "Greek Philology and Literature" at the National and Kapodistrian University of Athens. She also holds a Master degree in "Language Technology" from the same Institution. It was then that she became cognisant with the field of Terminology. She has worked in Greece for several years as a Greek literature teacher in high school and she decided to further her studies by undertaking a Master's degree in "Learning and Communication in Multilingual and Multicultural Contexts" at the University of Luxembourg. She joined the TermCoord's team as a study visitor in September 2015.

Dan Tufis

by Raluca Caranfil

"IATE is a must-use resource in dealing with multilingual documents for universal access to public services across language barriers."

Dan Tufis is a Member of the **Romanian Academy** and has been Head of its Research Institute for Artificial Intelligence (ICIA) since 2003. He is also an Honorary Professor of the Alexandru Ioan Cuza University of Iasi and President of the Commission of the Romanian Academy for Romanian Language Technologies.

His main fields of interest are: corpus linguistics, natural language processing and machine translation.

Mr Tufis has created and coordinated the development of numerous processing tools and language resources for Romanian and other languages used by many researchers and projects worldwide. He has authored or co-authored more than 200 scientific papers for conference proceedings, peer-reviewed journals and book chapters, and edited 14 volumes. He has also participated in more than 35 projects on language technologies, both national and international (mainly EU-funded).

1. How important is terminology in natural language processing (NLP) applications such as machine translation or question answering?

This is a rhetorical question, I guess, because I don't think you would find anyone working in NLP who would deny the crucial role of terminology in MT or QA. Some years ago, I read the results of a questionnaire on user satisfaction regarding the quality of automatic translation. The translation errors considered to be the most annoying were not related to morphology or syntax, but to the meaning and wrong translation of terms.

It is not surprising that so many projects have been dedicated to multilingual term extraction and its applications in processing domain-specific documents. A multi-word term is a special case of a multi-word expression, and we have recently seen a keen interest in this direction (see, for instance, the PARSEME COST action).

2. IATE is a public terminology database created and maintained by the terminology coordination unit. It comprises terms in the 24 languages used in the EU institutions. The terms are linked between languages and have context and definitions. They also have super-subordinate relations and they are linked to the documents in which they appear. Do you think this resource would be a useful tool for NLP?

Definitely! Yes! Actually, we keep an eye on IATE (we have already downloaded the IATE_download_12052015) and we have also successfully used the ***EuroVoc thesaurus*** in the past for the alignment of the JRC-Acquis corpus. IATE is a must-use resource in dealing with multilingual documents for universal access to public services across language barriers. In the context of the emerging Digital Single Market and the recent initiative of the Connecting Europe Facility's Automated Translation platform (CEF.AT), supported by the European Language Resource Coordination (ELRC), IATE is expected to play a major role in ensuring high-quality translation services to allow Europe's citizens and businesses to operate freely across language barriers.

As you probably know, the national contact points, members of the ELRC, will be responsible for setting up a permanent Language Resource Coordination mechanism that will feed the CEF Automated Translation DSI with relevant language resources in all official languages of the EU and CEF-associated countries, in order to improve the quality, coverage and performance of automated translation systems and solutions in the context of current and future CEF digital services. IATE and other similar resources will play an essential role in judging the relevancy of the collection of data to be sent to CET.AT.

At ICIA, IATE will be used both for the objectives of the ELRC and for an envisaged partnership with the Ministry of Justice.

3. Can you put the ICIA's achievements in the field of computational linguistics into context? How does it link fields such as artificial intelligence and linguistics?

ICIA, established in 1994, is the Research Institute for Artificial Intelligence of the Romanian Academy. Besides conducting advanced research, ICIA is an active knowledge dissemination centre, being the organiser of various national and international conferences, workshops, summer schools and seminars to which renowned speakers are invited. It also runs MSc and PhD programmes.

The results obtained at ICIA in POS tagging, chunking, word alignment, parsing, word sense disambiguation, information retrieval, language learning, question answering, wordnet development, ontology-based language processing, text-to-speech generation and speech-to-speech translation have received international recognition. They have been discussed at major conferences (IJCAI, COLING, EACL, ACL, LREC, ECAI, CLEF, CONLL, IWSLT, Blizzard, etc.), featured in the most important journals in the field (AI Magazine, Computers and the Humanities, International Journal on Speech Technology, Journal of Decision Support Systems, Language Resources and Evaluation, International Journal on Information and Control, etc.), and cited and used by numerous researchers all over the world.

ICIA's Natural Language Processing (NLP) group, the largest at the institute, has developed both state-of-the-art language technology tools (tokenisers, automatic diacritics restoration, taggers, lemmatisers, chunkers, dependency parsers, sentence and word aligners, statistical language and translation model builders, multilingual TTSs, etc.) and reference language resources for Romanian: Ro-WordNet (aligned to Princeton WordNet 3.0 and containing almost 60 000 synsets), the largest wordform lexicon for Romanian (Multext-East compliant and with more than 1 400 000 wordforms), the largest annotated parallel corpora which include Romanian (more than 50 000 000 lexical items, POS-tagged and lemmatised, XML-encoded and XCES-compliant), the full computational description of Romanian morphology, speech corpora of standard Romanian, etc. One of the largest projects currently being carried out at ICIA, in partnership with the Institute of Theoretical Informatics of the Romanian Academy, is dedicated to the creation of the IPR-cleared Reference Corpus for Contemporary Romanian (CoRoLa). The project started in 2014 and the first version of the Reference Corpus is to be released for public consultation in 2017. The joint team of the two institutes of the Romanian Academy is supported by reputed linguists from the Romanian Academy and also by more than 30 PhD and MSc students in linguistics from the Alexandru Ioan Cuza University of Iași, the University 'Politehnica' of Bucharest and the University of Bucharest.

4. Can you tell us what the similarities would be between IATE, a terminology database, and the European versions of Princeton WordNet?

Both multilingual resources have hierarchical structuring and entries classification, and contain sense equivalents. Although both are intended to deal with language processing, content-wise they have different coverage: while IATE (and any other multilingual terminological dictionary) is a multilingual collection of terms in specialised domains, the European versions of Princeton WordNet cover general language, and are very unlikely to contain most of the terms one could find in a terminological thesaurus. Given that any specialised text contains not only domain-specific terms but a lot of general language, the marriage between a wordnet-like ontology and an IATE-like thesaurus is a very wise decision when trying to deeply process a collection of documents of interest.

With the domain classification of the terms in a terminological resource and synsets in a wordnet-like ontology (via domain labels or SUMO/MILO categories) one could restrict the vocabulary (and thus limit the word polysemy and speed up processing) to words or expressions which are highly relevant for the domain of interest.

5. How do you view the role of the EU's language policies? Do they encourage the development of multilingual resources for automatic processing of natural language?

Unfortunately, the last few years have seen few EU calls for language-oriented projects. At national level the situation is even worse, and several regional initiatives may lose momentum. Concerted projects such T4ME, MetaNord, Cesar and MetaNet4U have generated a lot of resources, distributed via Meta-Share central and local platforms. In the absence of support, the maintenance and updating of these contributions is fading (the commitments for keeping up the services were for two years, a term which will expire this year). It is true that local authorities were expected to get more involved in supporting these initiatives, which didn't happen, at least not in Romania.

However, the European Commission programme aiming at supporting a truly multilingual Europe and Digital Single Market brings language resources and tools back into the focus of attention. *The European Language Resource Coordination project* (ELRC) was created to set up a permanent Language Resource Coordination mechanism that will feed the CEF Automated Translation DSI with relevant language resources in all official languages of the EU and CEF-associated countries, in order to improve the quality, coverage and performance of automated translation systems and solutions in the context of current and future CEF digital services. This is the largest ever worldwide effort to collect public service data to support the multilingualism of citizens and services. The initial phase of the ELRC project involves raising the

awareness of local authorities as regards the importance of their involvement and close cooperation with local experts in this endeavour.

6. What were the challenges involved in developing the Romanian Wordnet? What linguistics resources were used and how many linguists collaborated in its development?

Romanian Wordnet was based on several Romanian reference dictionaries: the Academy's Explanatory Dictionary (DEX), the Academy's Orthographic Dictionary, the Dictionary of Antonyms (also developed at the Romanian Academy), the reference Romanian-English dictionary (Andrei Bantaș), and also the bilingual lexicons extracted by our alignment tools. The final lexicons were hand-validated by experienced linguists who worked on the project during its lifecycle. Three linguists on the ICIA's staff worked on the project, but also many MSc and PhD students enrolled in Computational Linguistics programmes. I would say that during the 14 years of its development, Ro-Wordnet benefited from the expertise of more than 20 professional linguists.

7. Considering your experience in the field of alignment of multilingual lexical ontologies, do you see a possible benefit for NLP tools in aligning IATE with Wordnet and other existing thesauri?

This idea is already being used by many projects or applications, even if it does not involve Wordnet and IATE as such. As I said before, more often than not the entries in a terminological resource are not found in a general lexical resource. So it is more a problem of merging the entries from the two resources. Alignment, whenever an entry exists in both resources, should be negotiated in terms of precedence depending on the specificity of the documents to be processed. This is not a trivial task, and it is usually done dynamically depending on the issue to be resolved (combination of language / translation models).

8. Last but not least, can you describe the involvement of the Research Institute in the development of cross-lingual lexical ontologies? How can this improve the automatic approaches to language processing? How can this serve as a translation tool (for human translation)?

The construction of the first lexical ontology for the Romanian language was a joint undertaking between our institute and the NLP group from the Alexandru Ioan Cuza University, and began in 2001 as part of the three-year BalkaNet European project. The project was a follow-up to the European project EuroWordNet, which defined the multilingual strategies in aligning different language wordnets. The BalkaNet project

involved exemplary international cooperation, with the results significantly exceeding expectations.

From 2004 onwards, the task of further extending, correcting and maintaining Ro-WordNet was taken on by ICIA. The merging of the semantic lexicon with the Sumo/Milo ontology turned Ro-WordNet into a proper lexical ontology. Over the years, we have used Ro-WordNet (aligned with Princeton WordNet as well as with the other languages in BalkaNet) extensively as a primary language resource in all our multilingual projects and experiments: word alignment in parallel corpora, multilingual term extraction, cross-lingual word sense disambiguation, cross-lingual question answering, comparable corpora collection and particularly machine translation. I think that the state-of-the-art results we obtained in several evaluation shared tasks were to a large extent attributable to the quality (and size) of our lexical ontology. It is a well-known fact that the quality of an SMT system depends to a great extent on the quality of the translation equivalent table.

The wide coverage of a bilingual wordnet and the quality of the translation equivalents established via interlingual links between the synsets of the two wordnets represent a gold-mine for building and enhancing robust and quality translation models. Although not widely used, the alignment of various proper ontologies with the Princeton WordNet has the potential of offering the support of the axiomatic knowledge for deep language processing. As for the support in human translation, I can say that I use the EN-EN bilingual wordnet on a regular basis when I write my scientific papers. I often know a word and its sense in Romanian or in English but can't remember the equivalent in the other language (I guess that most people have experienced this situation; psycholinguists call it the 'Tip of the Tongue' problem).

Interviewer:

Raluca Caranfil

Raluca Caranfil graduated in journalism from the University of Sibiu, Romania. She worked as a journalist for various different media for almost 12 years, during which she gained experience as a reporter, editor, radio and TV presenter, blogger, website editor and social media administrator. She is currently doing a master's degree at the University of Luxembourg, specialising in intercultural communication, and has experience in fields such as culture, politics, social journalism, communication and linguistics. She loves radio, travelling and playing with her dog.

Terminology Coordination Unit

Credit for the concept goes to Iulianna van der Lek

Editing and formatting: Eva Barros Campelli and Maja Pušpan

Cover design: James Borg

TOA 11A012

Plateau de Kirchberg

L-2929 LUXEMBOURG

Tel.: +352-4300-**23872**

Fax: +352-4300-**24762**

Email: **dgtrad.termcoord@europarl.europa.eu**

EP Intranet: **http://tradportal.ep.parl.union.eu/terminology**

Web: **termcoord.eu**