

Why is terminology your passion

The fourth collection of interviews
with prominent terminologists



European Parliament
Directorate-General for
TRANSLATION

Terminology Coordination

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Note to the reader

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

LIST OF INTERVIEWS

Victoria L. Ivashchenko by Yelena Radley

Tanja Wissik by Iris Rinner

Anabel Borja Albi by Doris Fernandes del Pozo

Lynne Bowker by Jessica Mariani

Lucja Biel by Clara Gorría Lázaro

Rodica Caragia by Alina Busila

Inga Druță by Alina Busila

Márta Fischer by Elke Steinhauser

Koen Kerremans by Serena Grementieri

Henrik Nilsson by Anna Wawrzonkowska

Milica Mihaljević by Lucija Mišlov

Axelle Vansnick by Pedro Ramos

Clara Inés López Rodríguez by M. Isabel Bolívar

Maribel Tercedor Sánchez by M. Isabel Bolívar

Sergio Portelli by Veronica-Lynn Mizzi

Dr. Juan Antonio Prieto Velasco by Ahmad Almohammad

Dr. Kamen Rikev by Boris Rusev

Fabiola Henri by Raginee Poloogadoo

Dr. Antonio San Martín Pizarro by Annemarie Menger

Elisa Rech by Noelia Soledad Pavin



Interview with **Victoria Ivashchenko**



Victoria L. Ivashchenko is the Head of the Terminology Commission under International Committee of Slavonic Scholars, Professor at the Institute of Journalism at Borys Grinchenko Kyiv University and at Chernihiv National Pedagogical University named after Taras Shevchenko. She was a mentor of the Council of Young Scientists of the Ukrainian Language Institute at the NASU (2009-2013). V. Ivashchenko gained her Doctoral degree in Philology in 2007 and later held the chair of the Scientific Terminology Department at the Ukrainian Language Institute at the National Academy of Sciences of Ukraine in 2010-2016. During that period she was in charge of the Scientific and Methodic Committee on the Ukrainian Language at the Scientific and Methodic Council on Education at the Ministry of Education and Science of Ukraine. In 2013-2015 she became a member of Dictionary Council at the Ministry of Education and Science of Ukraine. V. Ivashchenko has been working in the field of terminology for nearly 20 years, has more than 140 publications, and is the author of the monograph *Концептуальна репрезентація фрагментів знання в науково-мистецькій картині світу* [Conceptual Representation of Knowledge Fragments in Scientific-and-Art World Image] (2006). Her areas of research interest are terminology, phraseology, lexicology, lexicography, and cognitive linguistics.

1. What is your academic background? How and why did you develop an interest in terminology

In 1987 I graduated from Kamianets-Podilskyi State Pedagogical Institute n.a. V.P. Zatonskyi (now Kamianets-Podilskyi National University n.a. Ivan Ohienko) and I was offered the position of assistant to the chair of Russian linguistics, where I worked for three years. From 1990 to 1992 I was Intern Researcher at Kyiv State Pedagogical Institute n.a. M. O. Gorkyi, where I began my research activity. In 1993 I enrolled in the Post-graduate Department of the Ukrainian Language Institute at the National Academy of Sciences of Ukraine, where I defended the Candidate's dissertation in 1997. I began terminological research when I started working at the Lexicology, Terminology and Onomastic Department in 1997. I was interested in linguistic terminology, terminological representation of connotative semantics of words. Then I turned my attention to the problem of connotative semantics of terms.

2. You are currently heading the Terminology Commission of the International Committee of Slavonic Scholars (TC ICSS). Could you tell us about its work? What are the main activities of SlavTerm?

First, a few words on the Title of the Commission. Today its official name is the Terminology Commission under International Committee of Slavonic Scholars (TC ICSS). In October 1955 the Meeting in Belgrade decided to establish the Terminological Commission as a new direction of research and terminological studies under International Committee of Slavonic Scholars.

In 1958-1963 the Terminological Commission comprised two subcommissions – on Linguistics and on Literature. In 1963 the first Commission was transformed into the Commission on Linguistic Terminology, and the second one into the Commission on Terminology of Literature. In 1978 the two Commissions merged into a new Commission. In 1998-2008 the Commission remained inactive. In September 2008 the Commission on Terminology was formed at the initiative of S. Gaida at the XIV International Convention of Slavonic Scholars. It was renamed into the Commission on the Terminology ("SlavTerm"). In 2013 I was appointed Head of the Commission by the decision of the XV International Convention of Slavic Scholars, held on 20-27 August 2013 in Minsk. In 2013 the Commission received the official name of the Terminology Commission under International Committee of Slavonic Scholars (TC ICSS).

The activity of the Terminology Commission under International Committee of Slavonic Scholars has been irregular over the 60 years of its existence. It was not active in 1998-2008, and it did not produce any teamwork after 1979. In 2008-2013 the Commission included 14 people from 6 countries (Russia, Ukraine, Belarus, Poland, Bulgaria, Finland). Since 2013 its membership has grown considerably and now includes 38 members from 10 countries (Ukraine, Belarus, Poland, Russia, Croatia, Czech Republic, Slovenia, Macedonia, Serbia, Slovakia).

Since 2014 the Terminology Commission under International Committee of Slavonic Scholars has been working on an analytical collective monograph *Slavic Terminology of the End XX – the Beginning XXI Centuries*. The successfully completed monograph in different Slavic languages presents a complete picture of the development of modern Slavic terminology, summarizing the experience of scientific

research in Poland, Ukraine, Serbia, Croatia, Belarus, Russia, Slovakia, Slovenia and Macedonia. The monograph focuses on theoretical achievements and problems of terminology schools, terminology papers, special dictionaries, computer terminography, terminological databases based on modern information and communication technologies in various Slavic countries. The main goal of this teamwork was to unite the creative potential of representatives from different Slavic cultures around the common idea of national terminology development against the backdrop of globalization. The monograph takes inventory and systematizes the fundamental theoretical works on terminology, general and specialized dictionaries, textbooks, manuals, periodicals, journals, collections devoted to terminological problems.

TC ICSS took the first step to collecting the Bibliographic Index *Slavic Terminology and Terminography* (1990-2017).

TC ICSS tries to meet the needs of modern information society requiring the development of Slavic computer terminography, and thus the creation of inter-Slavic, or even inter-Slavic and non-Slavic specialized electronic dictionaries, terminology databases, corpora, online resources, virtual terminographic laboratories, and digital libraries. Therefore TC ICSS started a project on the creation of a Slavonic terminographic database with the working title *Višejezične Mrežne Terminološke Baze kao Podloga za Izradu Baze Slavenska Terminografija*. TC ICSS is planning to make this database freely accessible on its website.

A significant achievement of TC ICSS was the creation and content development of the website <http://term-in.net> in the Slavic languages in 2014-2016. Today members of TC ICSS are working on the English version of this website and the first electronic edition on the problems of terminology in Slavic languages *Вісник Термінологічної Комісії при МКС = Вестник Терминологической Комиссии при МКС = Bulletin of the Terminology Commission under International Committee of Slavonic Scholars* dedicated to the 60th anniversary of TC ICSS.

Members of TC ICSS regularly meet and discuss organizational issues, tasks and achievements declared in the Program for 2013-2018. Such meetings were held in 2013 – Ljubljana (Slovenia), Zagreb (Croatia), Warsaw (Poland); 2015 – Kyiv (Ukraine), Warsaw (Poland); 2016 – Belgrade (Serbia); 2017 – Warsaw (Poland).

In 2015-2017 the Commission held three international conferences: *Українська термінологія і сучасність* [Ukrainian Terminology and Contemporaneity] (2015, Kyiv, Ukraine) in cooperation with the Commission of Linguistic Bibliography at ICSS; *Словенска терминологија данас* [Slavic Terminology Today] (2016, Belgrade, Serbia) and *Terminologia słowiańska: dziś i jutro* [Slavic Terminology: Today and Tomorrow] (2017, Warsaw, Poland).

Today the TC ICSS focuses on: 1) initiating comparable Slavonic studies of: a) socio-terminological problems; b) ethical problems in inter-Slavic cooperation; c) specialized terminologies of modern philosophy of science, "complexity sciences", humanity sciences (jurisprudence, social communication etc.), new technologies, high technologies, innovative technologies; 2) creating linguo-philosophical theory of term based on the cognitization of science, updating its methodology, explosive development of complexity sciences that determine: a) updating the methodology of modern terminology; b) creating

socio-humanitarian conception of terminology because of the peculiarities of the term functioning in the field of humanities, its communicative functions in a professional environment; 3) creating linguo-technological conception of applied terminology development in view of special terminology functioning in modern information society and linguistic regulation of terminologies in various Slavic countries.

International cooperation in TC ISS focused on the revitalization and consolidation of studies in Slavic terminological, terminographic and terminology spaces (traditional, electronic and virtual) as preparation for the creation of a terminological portal in Slavic languages.

3. As author and co–author of over 140 publications, could you outline the most important ones in the field of terminology? What is the latest research you have done in this area?

I am interested not only in problems of terminology and terminography, but also lexicology and lexicography, phraseology, lexical semantics, linguoconceptology, cognitive linguistics, especially cognitive semasiology. Among the most significant published works I can mention: my monograph *Лінгвоконцептуальна репрезентація фрагментів когніції в термінопросторі української мистецтвознавчої картини світу* [Linguoconceptual Representarion of Cognition Fragments in the Terminological Space of the Ukrainian Art Studies World Image] (2006); collective monograph *Фразеологія і термінологія: грани пересечения* [Phraseology and Terminology: Borders of Crossing] in collaboration with T. Fedulenkova, A. Ivanov, T. Kuprina and others (2009); the bilingual dictionary *Російсько-український словник*, том 1 [Russian-Ukrainian Dictionary, vol. 1] in collaboration with I. Hnatiuk, S. Holovashchuk, V. Zhaivoronok and others (2011); chapter *Ukrainian School of Terminology* in the collective work *Polskie i europejskie nurty terminologiczne* (ed. M. Małachowicz, S. Grucza, 2017).

There are important papers on the problems of terminology: *Когнітивне термінознавство: перспективи розвитку* [Cognitive Terminology: Prospects of Development] (2011), *Історіографія термінознавства: метамова і структурні підрозділи* [Historiography of Terminology: Metalanguage and Structural Subsections] (2013), *Українська школа термінознавства: з історії становлення* [Ukrainian Terminology School: from the History of Development] (2016) and others.

I gained interesting experience as a managing editor of the collected papers *Термінолонгичний вісник* [Terminological Bulletin] (2011, 2013, 2015), *Українська термінологія і сучасність* [Ukrainian Terminology and Contemporaneity] (2013) and a scientific editor of the dictionary *Зведений словник назв суб'єктів культурної діяльності в українській мові* [Compiled Dictionary of Names of Subjects in Cultural Activity in the Ukrainian Language] (2016).

I am currently finishing my monograph *Українське термінознавство: історіографія парадигм наукових пошуків* [The Ukrainian Terminology: Historiography of the Paradigm of Scientific Searches]. Together with other members of TC ICSS I am preparing the international collective monograph and Bibliographic Index "Slavic Terminology and Terminography (1990 – 2017)".

4. What is the role of terminology in Slavic studies? Do approaches vary in different languages?

Perhaps the question should be formulated in a slightly different way: what is the peculiarity of investigating terminology particularly in Slavic studies? The role of terminology is the same in all languages, in my opinion. But the study of terminology in Slavic languages is rather specific. In the conditions of globalization, cultural, economic and political integration of diverse language communities, modern terminology challenges the preservation of its Slavic identity in linguistic forms, while being international in its content. This determines solving problems of Slavic terminology that inherits the traditions of Slavic linguistics. Significant Anglicization of scientific terminology, excessive borrowing of foreign (non-Slavic) terms into many Slavic languages threatens its identity to some extent. Problems of language ecology, its purity, language culture are determined by people's ability of original term producing, term generating and term usage. Therefore, the priority of Slavic terminology is to reveal the nation building potential of the separate Slavic languages as a factor in the identification and self-determination of a certain ethnic group through the use of native terminology.

Of course, every area of Slavic culture has its own peculiarities in special terminology development and its formalization in the national terminology system. These processes reflect the historical specifics in the development of certain Slavic literary language, Slavic nationhood, and Slavic language policies. For more than a century different scholars have been discussing these issues in connection with the development of terminology on the national ([general] folk / [real] language) or international basis. If Russian terminology aligns with an international basis, then Ukrainian, Polish and others focus on the national one. Such discussions produce ethical problematics, in particular, an efficient dialogue of different worldviews and linguistic cultures and an effective inter-ethnic scientific communication of terminologists. Unfortunately, today there is a lack of international contrastive collective studies that would summarize the experience in these cutting-edge issues in Slavic terminology.

5. Is terminology taught as an academic subject at Ukrainian universities?

Yes of course. Ukrainian universities provide disciplines "Terminology", "Modern Ukrainian Terminology", "Terminology Editing" (Publishing and Editing faculties), "Fundamentals of Terminology", "Ukrainian Terminology" (Humanitarian faculties), "Ukrainian Language for Special Purposes" (Technical faculties), "Juridical Linguistics" (Law faculties), "Terminology Culture of a Specialist" (Culture and Art faculties), "Biomedical ethics and field terminology", "Medical terminology and the Latin Language" (Specialty "Biomedical Engineering"), "Carrier-guidance English Terminology" (Veterinary, Biotechnology, Marketing faculties), etc. Over the period from 1990 to 2016, the authors published more than 50 textbooks, guidebooks, teaching aids, methodological instructions, terminology hands-on courses, training manuals on general terminology and special field terminology (scientific, technical, legal, medical, biological, historical, zoological, chemical, economic terminology and terminology of transport, physical culture and sports).

In Ukraine higher school provides a course of the Ukrainian Language for Special Purposes and some other compulsory or selective courses on terminology studies.

6. Recently you published an article outlining the main trends in Slavic terminology development in the late 20th – early 21st centuries. Could you briefly explain what these trends are?

The problematics of modern polyparadigmatic Slavic terminology highlight the main ways of its development, primarily because of the peculiarities of the terminology itself as a transdisciplinary synthesis of certain fields of knowledge, logics, systematology, semiotics and linguistics in close interaction with informational technologies. Prevailing tendencies of research developments in Slavic language cultures at the turn of the century are defined by a “cognitive turnaround in the philosophy of science” indicating a change of value orientations.

The main trends and ways of the development of Slavic terminology at the end of XX – beginning XXI centuries are determined above all by its problematics.

In view of the general problematics Slavic terminology is represented by three basic paradigm ways of research: system and structural / traditional (28% works with prevailing onomasiologic and semasiologic); functional (24% works with dominant problems of translation, linguoduction, field communication, field text stylistics, theory and practice of drafting specialized dictionaries); cognitive (10% works with prevailing cognitive-nominative;

-semasiological, -communicative, information-technological aspects, problems of linguistic philosophy, information-semiotic theory of term and computer terminography). Pride of place also goes to cross-paradigm (26%) and cross-disciplinary (14%) research intelligence.

In Slavic field (applied and comparative) terminology the dominant format of research intelligence “non-Slavic (primary English) – Slavic languages” lacks research into inter-Slavic parallels in terminologies (it accounts for only 1.1% of the total inventory). This calls for future international collective studies on Slavic terminology.

With an eye toward the national/ [general]national problematics of terminology in different countries at various times, with their ideologies, language doctrines and political orientations, it remains in question for research aimed at finding connections of terminological equivalence. These connections help to reach understanding in the usage of terms in different Slavic linguistic spaces. The approaches include historical-etymological, dialectological, ethnolinguistic, linguo-culturological research of field term systems.

The applied Slavic terminology including Slavic translational terminography, are the main directions of research demanding from terminologists of different Slavic countries to intensify and consolidate their effort regarding the lack of truly inter-Slavic dictionaries. Each area of Slavic culture has a significant influence on the formation of field terminology of one or another language which, in fact, is reflected in terminographic practice. For example, among dictionaries of the end XX – beginning XXI centuries in the format of “Slavic – Slavic language” in the tradition of the Belarusian and Ukrainian terminography one may calculate 45.5% and 42.4% of articles respectively (with preferred format “Russian – Belarusian

or Ukrainian language" and vice versa), in Polish terminography – 6 % terminographic works, in Czech – 1.4%, in Croatian – 0.7%, in Serbian – 0.5%, in Slovenian – unable to find any such dictionary.

The needs of modern information societies call for the development of computer Slavic terminography, and thus for the creation of inter-Slavic, and inter-Slavic – non-Slavic electronic dictionaries. Some experience in this area has been gained, for example, by scientists of the department of terminological dictionaries of the Institute of Slovenian language named after F. Ramovsha within the framework of the project *Terminologišče (2004-2016)* aimed at drafting electronic monolingual (Slovenian language) and multilingual terminographic translated works, however, mainly in the format of "non-Slavic – Slovenian" language. The Ukrainian Lingua-Information Fund of the NAS of Ukraine developed ON-LINE resources, including Ukrainian National Linguistic Body, 4 multilingual electronic dictionaries and 2 virtual terminographic laboratories (2001-2016) on its web-site. Significant achievements in this regard are also obtained in other countries.

Another demand of modern information society that shapes the independent direction of linguo-technological research in terminology is the creation of terminological databases. In particular, Russian Language Institute named after V.V. Vinogradov of the RAS and the company "Slovary.ru" created an electronic terminology database *Географическая терминология Европейского севера России* (2005). The linguists of the department of the Slovak National Institute of Linguistics named after L. Stuhr of the SAS created a Slovak terminology database – *Slovenská terminologická databáza* (2016). The project, supported by the Ministry of Culture of the Czech Republic, resulted in the creation of the Czech terminology database of library and information science – *Česká terminologická databáze knihovnictví a informační vědy* (2015). Sofia University named after St. Kliment Ohridski developed a multilingual terminology database with the text body, which among Slavic languages contains only Bulgarian – *Многоезична терминологична банка* (2016). The Institute of Croatian Language and Linguistics developed a multiple field terminology database *Struna* (2016) in the Croatian language, and others. It is important to create a terminological portal in Slavic languages taking into account the linguo-technological aspect. Some progress in this regard has been made by the Slavic community, namely: in Croatia – *Hrvatski terminološki portal* (2016); in Slovenia – *Slovenski terminološki portal* (attempt to create 2009); in Ukraine – *Лінгвістичний портал MOVA.info* (2003-2016) etc.

7. How would you define the profile of a modern terminologist?

The modern terminologist is a terminological expert who has professional training based not only on the chosen specialization but also on linguistics, systematology, philosophy (in particular philosophy of science), logics, semiotics, communication science, computer technologies, cognitive science, and science studies. It is a person who should have a good command of several languages and translational skills, know the general trends of development of both specialized fields and science on the whole, use contemporary methods, methodologies, techniques and technologies of scientific research, be able to introduce theoretical achievements into practice of social request for a term, create electronic courses on terminology, electronic dictionaries and terminological databases and operate them, participate in terminological conferences, international terminological projects, constantly improve his or her proficiency level. It is, of course, not a full list of features one should possess to be a real modern terminologist.

8. How do you see the future of terminology as a discipline?

Unfortunately terminology as a general science and at the same time linguistic discipline does not have the status of compulsory, officially assigned to the curricula of universities in all countries today. Its introduction into the curricula of some universities largely depends on teachers' initiative. Therefore, the future of terminology as an interbranch discipline depends on providing it with the official status of a compulsory discipline at all universities in those countries where it doesn't have such status yet. It is important because the level of terminological competence determines the level of specialist's competence in a particular sphere of knowledge and thereafter reflects the development of science in this sector in general.

Government agencies in various countries promote modern terminology development, create special committees on standardization of scientific and technical terminology oriented on the activities of the International Organization for Standardization (ISO). The main objective of ISO is to ratify standards developed by joint efforts of representatives from various countries. One of the tasks of such committees in different countries is to harmonize current international terminological standards and develop their own ones in order to unambiguously establish common recognized systems of national scientific and technical terms, in conformity with with relevant international (European) ones. Are technical universities currently preparing terminologists within compulsory programs that would specialize precisely on terminology standardization issues? No. The question of introducing the discipline "Terminology standardization" into the curricula is only one of the aspects of the general problem of standardization to a greater extent. Unfortunately, today only one training module is taught at universities at the most. Therefore a promising linguodidactic direction in development of modern terminology as an independent discipline is to elaborate and practically implement special training programs into the training process.

On the other hand, today it is important to harmonize the terminology of socio-humanities, because their conceptual and lexical ambiguity and interdisciplinarity require regulation and unification. Currently we challenge development of socio-humanitarian conception of terminology elaboration. That calls for the creation of relevant terminology centers or committees in many countries.

Introducing computer technologies into the learning process, creating electronic textbooks, electronic terminology dictionaries, terminology databases, portals, virtual terminology laboratories and other resources requires modern terminologists to develop and certify electronic training courses and electronic textbooks on discipline "Terminology", "Fundamentals of Terminology", to develop courses "Computer Terminography", "Term Databases Management". Today it is important to elaborate linguo-technological and linguo-didactic principles of future terminology, which will contribute to the further development of integrated traditional, electronic and virtual terminology studies. The quality of terminology studies, the possibility of creating international terminological centers, the future of every modern Slavic terminology involves close interaction of traditional and innovative terminology, theoretical achievements and practical experience of terminologists from different countries, of course, with the support of the Terminology Coordination Unit (TermCoord) of the Directorate-General for Translation of the European Parliament.



*Interviewed by: **Yelena Radley**, Terminology Trainee at the Terminology Coordination Unit of the European Parliament, language teacher and sociolinguist.*

Yelena has a lifelong interest in languages and linguistics. She has worked as a language teacher and translator in Russia, UK and Luxembourg. Having recently completed a Master's in Learning and Communication in Multilingual and Multicultural Contexts at the University of Luxembourg, Yelena is currently starting her PhD in sociolinguistics and language sciences, with a focus on language use in international workplaces.

Interview with **Tanja Wissik**



Tanja Wissik graduated from the **University of Graz** in translation and interpretation studies. She holds a **PhD** from the **University of Vienna** in translation studies with a specialization in the **field of terminology** and corpus linguistics. She has been working in numerous **national and international research projects** first as a junior researcher at the **Institute for Specialized Communication and Multilingualism of the European Academy Bolzano**, and then as a researcher and lecturer at the **University of Vienna**. Currently, she works as a senior researcher at the **Austrian Centre for Digital Humanities of the Austrian Academy of Sciences** and teaches information technologies for translators at the **University of Graz**. Her research interests include **digital language resources and technologies**, especially **terminological resources** and **corpora, metadata, workflow research, variational linguistics, translation studies**, and the **teaching of DH technologies and methods**.

1. When and why did you develop an interest in terminology?

I developed an interest in terminology during my studies, when I was getting my degree in translation and interpretation at University of Graz (Austria), more precisely during the legal translation course. Later I delved deeper into the theoretical framework when I was writing my master thesis.

2. You have participated in numerous national and international research projects at the Institute for Specialised Communication and Multilingualism of the European Academy Bolzano and at the University of Vienna. Can you tell us briefly about a terminology-related research project?

I have worked in several projects and it is hard to pick one. However, here I want to highlight the LISE (Legal Language Interoperability Services) project, a European Project that ran from 2011 to 2013 and was coordinated by the University of Vienna. The project addressed the urgent need for consolidated administrative nomenclatures and legal terminologies as tools to enhance interoperability and cross border collaboration. One aspect of the project was the analysis of terminology workflows in different terminology centres throughout Europe and beyond in order to identify current problems and to propose solutions for optimization. The result of this study was a best practice guide "[Guidelines for collaborative legal/administrative terminology work](#)" that can be useful for any terminologist working with terminology in the legal and administrative domain.

3. In your PhD thesis from the University of Vienna, Terminologische Variation in der Rechts- und Verwaltungssprache (2012), you focused on terminological variations from the perspective of German as a pluricentric language. Can you tell us about the most salient findings of your research?

The purpose of my PhD study was to analyse whether the legal and administrative language of higher education shows variation depending on geopolitical factors (e.g. legal system) and whether the variety-specific and simultaneously LSP-specific terminological units have been documented in (specialized) dictionaries, terminological databases or other reference works. One of the results was that there are some variants that are codified and others that are not. Especially abbreviated forms and their variations are absent from dictionaries, terminological databases etc. Since abbreviations are not immediately transparent, it would be advisable to include abbreviated forms and their variants more systematically in relevant reference works in the future, in order to facilitate the work of translators.

4. Among other subjects, your research activity focuses on legal terminology. What are, in your opinion, the main challenges of working with legal terminology?

The main challenges are:

- that legal terms are subject to national and administrative boundaries;
- that most of the time we are only dealing with functional equivalents;

- that the legal terms and their definitions are constantly changing due to the introduction of new laws and regulations and the abrogation of others;
- the collaboration between the language and the legal expert.

5. You have taught translation and translation-related technologies at the University of Vienna and at the University of Graz. Can you tell us what part terminology plays in your teaching programs?

Since I am teaching these technologies at BA level, the curriculum foresees that I give an overview of translation technologies (in the broader sense). Terminology Management Systems, Terminology Extraction Systems and Quality Assurance tools are a part of it, but also translation memory systems and corpus query tools, as well as searching language resources in general through repositories, catalogues and other entry points. A focus also lies in information mining competence.

In the MA programme, there are special courses dedicated solely to terminology theory and practice as well as hands on parts with the specific tools.

6. How do you think terminology has developed in Austria, the country of Eugen Wüster – the father of terminology? How do you visualise its future?

We are proud of the achievements of Eugen Wüster. Not only is there a Wüster Archive here in Vienna, there is also a prize named in his honour. The Eugen Wüster Price is awarded every three years for outstanding achievements in terminology research and related fields.

Looking to the future, I hope that research in terminology studies will be optimally supported by research infrastructures in order to continue to do theoretical and empirical research driven by questions coming from industry, public institutions, as well as scientific institutions.

7. You are currently working as a senior researcher at the Centre of Digital Humanities of the Austrian Academy of Sciences. Can you tell us about new trends in terminology research?

One important trend, not only in terminology research but in general, is the collaborative aspect and the sharing and reusing of resources. Research Infrastructures such as CLARIN, a European Research Infrastructure for Language Resources and Technology, enable these collaborations.

CLARIN offers, for example, long-term archiving in sustainable repositories. The deposited resource can be cited sustainably with a persistent identifier and other users can easily find language resources with the help of metadata. Furthermore, the users can analyse and enrich the resources integrated into the repository with tools provided by the infrastructure.

8. In which sectors do you see the main job opportunities for a professional terminologist in Austria?

There are mainly two possibilities: the private sector and the public sector. Furthermore, there is the possibility to teach at university level, since terminology is an integral part of all study programs in translation studies in Austria (University of Graz, University of Innsbruck and University of Vienna) as well as at the University of Applied Science Upper Austria within the study program for technical communication.

9. What advice would you give to young professionals who aspire to start a career as a terminologist? What training would you recommend?

It is important to do internships, maybe even before finishing your studies. Likewise, the aspect of networking is important. Platforms like LinkedIn or Xing can help with that.

As for training outside the university curriculum, I would suggest summer schools like the International Terminology Summer School that takes place in Cologne and Vienna on a rotating basis.

10. What would you define as the most important competences of the 21st century terminologist?

Beside solid knowledge of the theoretical framework of terminology, information mining competences and technology competences are essential. So are knowledge about language resources (e.g. corpora), repositories and catalogues. And since terminologists are increasingly required to work collaboratively, a capacity for teamwork also comes in handy.



*Interviewed by **Iris Rinner**, Terminology trainee at the Terminology Coordination Unit of the European Parliament.*

Iris was born and raised in the multilingual region of South Tirol, Italy. She graduated with Bachelor of Arts in Modern Foreign Languages and Cultures from the University of Sassari. The next step in Iris' academic pursuits was Vienna, where she was awarded Master of Arts in Specialized Translation from the University of Vienna. Iris did her Erasmus Exchange Semester at the University of KU Leuven in Antwerp, where she followed the program of the Postgraduate European Master in Specialized Translations. Subsequently, Iris got an Erasmus Internship at the same university, which she completed successfully.

Interview with

Anabel Borja Albi



Anabel Borja Albi is a **sworn translator** appointed by the Spanish Ministry of Foreign Affairs and has worked as in-house and freelance **translator** for publishers, multinational companies, law firms, notaries and the Spanish Courts of Justice. Although originally trained as a **linguist** (BA in Anglo-German Studies, UV), she currently holds a **PhD degree in Translation** (UAB), a **Master's degree in Business Law** (UV), a **Postgraduate degree in University Training** (UV) and a diploma in **International Commerce** (CEI). She is a **Senior Lecturer in Legal Translation at the Universitat Jaume I, Castellón (Spain)** a postgraduate lecturer in Legal Translation in different Spanish universities and coordinates the legal translation section of the **GENTT Research Group**. Her research interests include **comparative analysis and classification of legal texts** through the use of **electronic corpora** based on the concept of **genre; genre convention analysis; contrastive textology** and **comparative Law for legal translation research**; development of **information resources** for writers and translators of **highly specialised texts**, and **specialised translation teaching strategies**. Anabel has authored more than 80 academic works, has been invited to participate as a keynote speaker at a number of conferences and seminars on specialised translation, besides being actively involved in **twenty Government funded research** projects (project leader in five of them). She is presently involved with the creation of translation technology based spinoff companies (StartUJI).

1. As a Legal Translation expert with ample experience in the field, what is your opinion on the widespread belief that legal translation is 'impossible'?

I consider this to be an incorrect statement and proof of the same is that thousands of pages of legal texts are translated every day. These translations facilitate international legal relations, international commerce and underpin the development of international organisations and institutions, such as the EU. However, Legal Translation is not an easy task, which is why I have been developing a wide variety of resources over the past years for the practice and teaching of this discipline. Legal translation is my passion. I find it fascinating because it poses additional challenges to all the pre-existing difficulties in the complex field of specialised translation.

2. Can you outline the pre-existing difficulties in specialised translation and what are the additional difficulties that one may encounter in legal translation?

The ultra specialisation processes present in our society imply that translators need to acquire expert knowledge and master specific terminology for each field of knowledge, sub specialisation, production sector, etc., which may even be company specific. Reality is therefore diverse, complex, dynamic and changing. The slogan, which my students hear from me repeatedly is "divide and rule", i.e., breakup reality into appropriate sized fragments and approach them creatively, systematically and with a strategy adequate for the purpose.

Two examples will illustrate this. One relates to an engineering firm that uses own terminology to describe workflow, industrial processes, administrative procedures, organisational chart, final products, etc. We need more than mastery of technical translation here, i.e., application of strategies to obtain conceptual, terminological and textual information (characteristic to the firm) in record time, in order to produce coherent quality translations that comply with internal conventions. Hence, this is not just about collating and organising information but also about efficiently integrating (managing and updating) it into CAT tools linked to their appropriate document management system-DMS to optimise workflow.

The second example is about legal texts. The differences present between legal systems mean that: 1) legal equivalence is impossible to obtain in many cases; 2) one needs to seek different solutions depending on the legal system of the source text (the Articles of Association from Delaware (USA) are different from those from the U.K.) and 3) that the translator may need to resort to ad-hoc functional equivalence based on client, target audience and above all on the desired legal effect of the translation in the target country. This is obviously not easy but possible.

3. You mentioned that you have dedicated time over the past years preparing resources to practice and teach specialised translation. Can you explain what these resources are?

My research contribution in the Gentt group, which works on the multilingual study of genres in professional settings, is to provide tools for linguistic mediators (specialised writers and translators) in

order to facilitate their translation job. New global translation market demands in recent years have led our group to design an information management tool for highly specialised translators that explores how potential users (researchers and professional translators) can store, index, retrieve and reuse information more effectively. We believe that notions of textual genre, genre system and meta-genre can be very powerful tools to access and reuse the linguistic and extra-linguistic information that technical writers and translators need to manage specialised communication.

I am a practical person and therefore the research projects I participate in are geared towards seeking applied solutions to specific problems. Hence, the solutions presented have taken into account the end user's (specialised translators or future translators) needs, habits and processes, and in particular, those of legal and medical translators (identified through quantitative and qualitative studies carried out by GENTT).

After analysing research results, we discovered that translators working in very specialised fields mentioned their main difficulty as access to reliable and centralised resources. They also mentioned losing much time searching the Internet for information that dictionaries did not provide (specialised nuances, differences in organisation of semantic fields, collocations, dialectal variants, abbreviations, genealogical conventions, terms missing in target language, etc.) or that resources were not updated to provide solutions.

4. And one of the newest resources you have produced is the GENTT TransTools system (StartUJI). Can you tell us more about it?

As a result of the work carried out in recent years following this user-driven approach, we have developed the GENTT TransTools, an intelligent multilingual document management system with a two-fold approach: teaching specialised translation and professional practice of specialised translation.

Platforms nowadays contain modules related to legal, contractual, notarial and corporate genres on the one hand, and medical-legal genres and information for cancer patients, on the other hand. This project is under constant development and the team is currently involved with preparing modules for banking and finance, clinical testing protocols and academic documents. The objective is to progressively increase the number of disciplines and professional sectors by bearing in mind the needs of the professional translation market.

The **GENTT TransTools system** offers legal translators a range of linguistic and legal resources that facilitate the conceptual and terminological documentation process, making comparative analysis of specialised terms and concepts easier, and helping them to reuse existing translations more effectively. The contents collected or compiled so far are organised in five sections:

- A *Catalogue of documents* which includes a list of documents used in each particular field and accompanied by an explanatory *genre matrix*.
- A section called *Conceptual Information*, in which conceptual/contextual information on the field is presented in a contrastive manner. This section includes legislation on the specific

subject matter of each module since we consider statutory law as one of the main sources of terminological information in many cases.

- A set of *specialised terminology and phraseology glossaries* created by extracting terminology from the platform's corpus of texts. All entries are accompanied by a definition (in monolingual glossaries), a possible equivalence in another language (in bilingual glossaries) and the context from which they have been extracted. Sources are always indicated.
- A *translators' resources* section, which includes a subsection for *Bibliography* and another for *Links*, with connections to useful web pages and portals for specialised translators.
- But the most important contribution of this tool is the *ad-hoc corpus of documents* the team has compiled for each specialised domain, made up of *monolingual corpora* (Spanish and English) and bilingual corpora. It includes genuine documents (originals and translations) and forms or model documents. These corpora are the database for the tool's *integrated search facility*, which covers all sections of the site and retrieves various types of results depending on the search criteria selected in the advanced search window.

5. How have you managed to retrieve all the relevant documents?

The first TransTools module called JudGENTT was developed for court documents in four languages. This was a complicated task because there are huge differences between systems: the organisation of courts is different, legal documents differ from one country to another, crimes have very different semantic fields and sanctions have no equivalence. An added difficulty was that of obtaining prototype documents because the justice department was unwilling to supply them for confidentiality reasons. This difficulty was overcome thanks to collaboration from court translator colleagues and court clerks. The information was rendered anonymous prior to inclusion in the corpus; a harrowing task. A lot of suffering but worth the while, thanks to which a systematic work method was developed with well defined stages that can be applied with the appropriate adaptations to any field of knowledge:

1. Concept map definition: illustrates the relationships between concepts and ideas in the particular domain or subdomain
2. Field mapping (identification of specialised documents for each domain or subdomain)
3. Corpus compilation (samples and authentic documents, text books, legislation, etc.)
4. Genre analysis of the selection of genres
5. Drafting of explanatory notes for each genre identified
6. Corpus exploitation and terminology extraction
7. Incorporation of data to the online platform.
8. Testing, review and validation.

6. What is the feedback you have received from users so far?

Only pilot trials have been performed so far with the tool within the new online learning environment, using a set of ad hoc teaching proposals that we designed. In particular, the proposals target three teaching scenarios: specialised EN-ES translation, EN-ES public services interpretation and EN-ES translation for specific purposes.

The pilot project to test the GENTTTransTools was carried out using a convenient sample from 7 Spanish universities during the second semester of the academic year 2016-17. The results show that the tool was very well received by the participating students and teachers. They expressed a high degree of satisfaction and interest in using the platform in the future, not only for training but also professionally.

Initial empirical data confirm that such platforms are a teaching-learning environment that offer many advantages: access to a corpus of specialised documents, centralisation of a huge number of resources for documentation, consultation of catalogues in specialised genres, fostering of collaborative learning, cloud access, etc. For us, the most important contribution by far is that we were able to demonstrate that the tool contributes to enhancing the documentation and strategic skills of future translators.

7. What are your next research goals?

The final objective of the Gentt group is to continue to expand and improve the platform in an ongoing, dynamic manner, and to provide the professional T&I community with a thorough and systematic documentation system to produce quality specialised translation. In this sense, the pilot project results presented here have helped us to identify the improvements that need to go into the GENTTTransTools.

The IT architecture of the platforms needs renovation to adapt them to new applications and to our project demands. We will have to overhaul the IT architecture to include all utilities that have been added to the initial prototype, in order to facilitate easy replication of new platforms. The backend needs to be improved to make creation of new platforms easier and the front end also needs improving to make them more interactive so that users can incorporate own resources, in a controlled and supervised manner.

Glossaries need a thorough revision to give them structural coherence for which terminology experts from different fields will be roped in. Multilingual legal terminology is quite difficult to manage since unambiguous equivalence is not easy to come by. There are cases of zero equivalence, partial equivalence, cases where we need an explanatory note, situations where a loan is recommended, etc. All this information is difficult to organise in traditional glossaries.

8. Can you briefly tell us about the start-up project that you have also recently developed?

Spanish universities receive millions in research funding from national and European institutions. In the case of social and human sciences, research results in the form of technology transfer to society from such projects is a rare event. Even though I am pro basic research because it contributes to progress in theoretical and humanistic knowledge, I nonetheless firmly believe that our studies should contribute to improving productivity of the professional sectors involved by boosting good practices and ethical behaviour.

Our team now has the research results in the form of know-how, as well as the IT developments and data base that comprise the start-up which is ready for launch. We are currently at the stage where we are studying how to reach the professional translators and improve collective work processes. The aim is to create a user community committed to quality specialised translation that will through their small license

fee contributions (and expert know-how) cover the maintenance, updating, expansion and distribution costs of the TransTools platform.

9. In your experience, is technology an enemy or an ally of translators?

Technology is undoubtedly our greatest ally. I cannot imagine translation without technology today in any of its stages: pre-translation, production and post-production. Translation is a complex process in which several skills are involved and we need to avoid repetitive tasks altogether. However, we are at this stage where we need to scrutinise the translator profile, in order to prevent an already existing practice: price reduction when working with TMs supplied by clients or agencies. The future translator has no choice but to increasingly use technologies that get sophisticated in time, in order to deliver a final top quality product. The new translator profile must include advanced technological competence, which will lead to new professional openings such as terminologists, writers and reviewers of specialised texts, TM reviewers, CAT engine creators and localisers, etc.

10. Would you like to recommend a book, paper or project on Legal Translation/ Terminology to our readers?

Besides the technology transfer project that I have directed, I have also participated in two other projects which were quite significant for me due to their impact on society and because they improved living conditions for the most disadvantaged. One was SOS-VICS, co-funded by the EU and led by Dr. Maribel del Pozo and the other was TIPp, led by Dr. Carmen Bestué and Dr. Mariana Orozco. In [SOS-VICS](#) («Speak Out for Support» – JUST/2011/JPEN/2912), the objective was to analyse interpretation in gender violence (GV) contexts, create specialised training resources for interpreters working in GV settings and contribute to raising awareness in those involved in assisting GV victims, on the need to only work only with professional specialised interpreters. In [TIPp](#) (Translation and Interpretation in criminal processes – FFI2014-55029-R), the project analysed recordings of interpreter aided oral hearings in court, from which quantitative empirical data were obtained. These indicated that on average about 54% of the information was not translated and contained serious translation mistakes (additions, incorrect meanings and omissions) that could influence the outcome of the court case. Interpreters were also found to express their own ideas, advise the accused or even warn them for about 45,5 times per hour.

In so far as my favourite authors in legal translation are concerned, these are numerous and it would be unfair to leave out any since they are all interesting from different points of views: corpus analysis, terminology, text genre, comparative law, etc. Nevertheless, I would wish to highlight the work of Enrique Alcaraz, who was my mentor and from whom I learned a lot.



Interviewed by **Doris Fernandes del Pozo** (1989 Galicia, Spain).

Doris holds a BA in Journalism, a BA in Translation and Interpreting and MA in Communication and Creative Industries.

She has worked as conference and liaison interpreter and as a translator specialised in EU texts in Spain. She was the research assistant of the Speak Out for Support (SOS-VICS) project on interpreting with victims/survivors of gender-based violence. She is pursuing a PhD on the topic of media coverage of women trafficking cases at the University of Santiago de Compostela and has published research in the fields of interpreting and mass media, with a special focus on gender issues and public subsidies to the press. Doris was a Schuman Communication Trainee at the Terminology Coordination Unit of the Directorate-General for Translation, European Parliament, from March to July 2017.

Interview with **Lynne Bowker**



As you may know, every now and then TermCoord publishes a new interview with a well-known language professional. This time, we have chosen **Lynne Bowker**, Full Professor of Translation (FR-EN) and Information Studies at the University of Ottawa, Certified Translator, Member of the Association of Translators and Interpreters of Ontario (ATIO), and [pioneering academic in terminology and translation technologies.](#)

Winner of the 2013 [Vinay and Darbelnet Prize](#) for her article *"The Need for Speed! Experimenting with 'Speed Training' in the Scientific/Technical Translation Classroom"*, awarded annually by the [Canadian Association of Translation Studies](#) (CATS), *Prof. Bowker* has always been fascinated by the interaction of language and technology and how using tools might impact the quality of translation. She first worked as a professor at Dublin City University in Ireland, where she taught on both the translation and the computational linguistics programs. Since 2002, she has been teaching at the School of Translation and Interpretation at the University of Ottawa, and since 2007, she also holds a cross-appointment to the School of Information Studies, which represents, according to Prof. Bowker's words, "a natural intersection point" between her experience in terminology and concept analysis.

1. With reference to your awarded article mentioned above, what is *Speed Training in Technical Translation* and how does it impact the translation industry?

Our School received some feedback from organizations that employed our students during their practica and internships. They found that our students produced work of good quality, but commented that they seemed to have trouble meeting deadlines or achieving quotas. As all professional translators know, quality is important, but so is productivity! However, much of the emphasis in translator training programs addresses the former, rather than the latter. I wanted to see if I could introduce some exercises and activities aimed specifically at helping translation students learn to work faster. In the first iteration, students in a final-year technical translation class did a weekly 15-minute “speed translation” of a 225-word text. Of course, these constraints meant that they didn’t really have time to consult resources or even to revise their work. The idea was simply to prompt them to get into the habit of keeping up a good pace. The full report on the experiment has recently been published in the journal *Meta* ([vol. 61, December 2016](#)). In a second iteration, I used the technique of “speed summarization” where instead of translating, students prepared a short summary of a longer text (in the same language). This has been accepted for publication in *The Interpreter and Translator Trainer* (vol. 11(4)) to appear later in 2017. Currently, I’m working on speed training and post-editing. Quality will always be a critical consideration for translators, but realistically speaking, speed also counts, and many training programs don’t currently pay enough formal attention to this aspect. Hopefully some of my preliminary efforts will inspire additional work in this area.

2. Translation is not a static field and nor is Translation Studies. We are currently witnessing a wealth of new research methods, approaches and concepts. What’s next for translation?

Well, that’s a BIG question! If I had to pick just one thing, I would say that I think we will see an increasing trend towards interdisciplinarity. Although the practice of translation has a long history, the field of Translation Studies is relatively young. As is normal in the early years of a nascent discipline, we spent quite a lot of time looking inward, reflecting on ourselves and searching for an identity. I think Translation Studies is now beginning to emerge from this stage. As a discipline, we are more confident about our place and our contribution, and as a result we are ready to be more outward looking. A recent volume called [Border Crossings: Translation Studies and other disciplines](#) (Y. Gambier and L. van Doorslaer, eds. 2016) is a great example of this new attitude. Academia is changing too. In the past, academic disciplines were very siloed, but universities around the world are now launching interdisciplinary programs and encouraging collaborative research across domains. If we want to solve the world’s big problems, we need to work together!

3. Do you know [IATE, Interactive Terminology Database for Europe](#)? Do you use it in your job? How do you think it can benefit translators and language professionals?

Is this a trick question? Of course I know [IATE](#)! I even knew its predecessor [Eurodicautom](#). As a translator trainer, I certainly include IATE among the resources that I teach to my students. Of course, I work in Canada, where we also have some great terminological resources, such as *TERMIUM Plus* and *Le grand dictionnaire terminologique*. But one of the things that I emphasize to students is that they need to learn how to identify the right tool for the job at hand. If they are translating a text that is destined for a Canadian audience, then one of the Canadian term banks is likely to provide better insight into the terminology used in this region. However, the internet has revolutionized the translation market, and the global business market in general. A translator living in Canada could easily have a client who asks for a text to be translated for a European audience, in which case, IATE would be a better choice. In addition, although the Canadian translation market does still focus heavily on translation between our country's two official languages – English and French – its beginning to open up to other language combinations too. One of the great advantages of IATE is that it incorporates a *much* broader range of languages than the Canadian resources.

4. The IATE Management Group has launched an Interinstitutional Terminology Portal called [EurTerm](#) to foster cooperation on Terminology among EU Institutions. Do you think it should be accessible to the public as well?

You've piqued my curiosity! As we know, a key goal of any terminology effort is to facilitate specialized communication. If we want to make sure that people are able to understand each other effectively, we need to give them the tools – such as a common vocabulary – to do so. Encouraging cooperation on terminology among EU institutions sounds like a great initiative. Opening it up to a wider audience could bring a number of benefits. For instance, it could serve as a model for similar efforts in other parts of the world, and it could also generate feedback that could feed into continuous improvement for EurTerm itself. Without knowing more about its contents and how it works, it's hard for me to give a more detailed answer. In general though, fostering cooperation is a good thing! However, I do also understand the value of releasing access to new projects in stages. I assume that there will be some periodic evaluations of the project and, maybe some tweaking as a result. Once it has reached a stable state, perhaps that will be the right time to make it accessible to a wider audience? In the meantime, please add me to the waiting list!

5. With reference to Lexicography, Terminology and Corpus Linguistics, Semasiology and Onomasiology have become blending methods. How is Terminology semasiological nowadays?

It is correct to say that terminologists now integrate both the traditional concept-to-term approach (onomasiology), as well as the term-to-concept approach (semasiology) that was previously more typical of lexicographers. In terminology, the driving force behind the move towards semasiology has

been corpora. A corpus is a large collection of authentic texts stored in electronic form. The most direct access points into a corpus are lexical items, rather than concepts. In the past, when terminologists used much smaller printed corpora and consulted them manually, they were able to read the documents in the corpus in their entirety and to identify concepts in this manner. Nowadays, when corpora are so enormous, terminologists cannot read them from beginning to end; they need ways to zoom into certain sections of the corpus for closer inspection. By adopting a semasiological approach, terminologists can use potential terms as search patterns, and then conduct a conceptual analysis using the concordance lines that are retrieved. The process can also be iterative in that the analysis of the concordances is likely to reveal more term candidates that can be looked up in a subsequent search.

6. Translation and Corpus Linguistics: is this combination fruitful from both an academic and working point of view? Which corpus tools would you recommend the most and for which purposes?

Yes, I think it is very safe to say that the combination of translation and corpus linguistics is a very productive one, for both practitioners and scholars. On the one hand, in research, corpora have been instrumental as a means for investigating recurrent features of translated text (sometimes referred to as “translation universals”), such as simplification, explicitation, and normalization. Meanwhile, practicing translators rely on corpora to provide multiple examples of terms or phrases in context, thus helping them to determine appropriate usage. Personally, if I want to get a quick feel for how a term is used, I’ll often try the free online tools [Linguee](#) or [Glosbe](#) first because these tools come with large, ready-made language resources, so there’s not much of an investment needed on my part. But for more specialized needs, where I supply my own corpus, then some of my favourites are [WordSmith Tools](#) (for monolingual work) and [ParaConc](#) (for bi- or multilingual work). For automatic term extraction from a corpus, the online tool [TermoStat](#) is usually my go-to tool.

7. “You are currently working on a project to improve “Website Localization and Machine Translation”. Could you tell us more about it and what you are hoping to achieve?

The project’s aim is to investigate the relationship between the translatability of a text and its effect on the User eXperience (UX), using websites as the test case. Essentially, there are lots of guidelines on writing for the web which suggest that web content should be catchy and appealing to readers; however, this type of content is harder to translate, especially for machine translation systems. At the other end of the spectrum, writing in a more controlled way will increase the translatability of the text, but may make it less appealing to readers. The first case results in a situation where the source language readers have a positive UX, but the target text readers have a less positive UX. Meanwhile, the controlled language situation reduces the UX for source text readers but increases it for target text readers. The first phase of the project was to verify this relationship, and the results were published in 2015 in *Localisation Focus* [14\(2\)](#). Now we’d like to work on finding the right balance – a writing style that produces a good UX for both groups of readers. The initial experiments were done using raw (unedited) machine translation output, so in a future phase, we’d like to see how post-editing affects the results.

8. Translation is a consistent part in the multilingual news-making process in the EU. The so-called “trans-editors” often give rise to misleading news and reality distortion. Do you think they should be trained in translation too?

I’m not entirely familiar with the job of a “trans-editor”, so I don’t want to speak out of turn. However, I do know that people working in the journalistic field typically work under tight time constraints, which may be a contributing factor. Perhaps some kind of translator training that incorporates aspects of speed training, as described above, could be beneficial? The speed training exercises can include not only translation, but also speed summarization, which might be handy skill for “trans-editors” to develop. Because summarization cannot be accomplished without textual analysis, this activity helps to train would-be translators to think of meaning in terms of context. In addition, it trains them to write well, to think clearly, and to reformulate meaning accurately, thus making it an exercise that is highly pertinent for translators. But I’d need to know more about the specifics of a trans-editor’s job and current training before I could comment any further.

9. With reference to Prof. Humbley’s statement, “Dictionaries and specialist dictionaries, are ever increasingly being adapted to correspond more closely to users’ needs”. How would you describe the future of dictionaries?

For many users, an ideal resource is most likely one that offers a “one-stop shop”. We’re seeing evidence of this in many aspects of our lives. Over the years, I have seen my local grocery store transform from a place where I buy food to a so-called “superstore” where I can also pick up books, greeting cards, clothes, furniture, small appliances and many other items. And I must admit, on many occasions, it’s quite handy! Libraries, too, do much more than simply lend out books these days. Now I can go to my public library and borrow CDs, videogames, a laptop computer, a pedometer, and even a card that let’s me visit local museums. So it’s not really surprising that dictionary users have become more demanding. Language is about communicating. Lexical items are certainly a key feature of a language, but to communicate effectively, we need more. And so, in their linguistic “superstore”, users would like to see more examples, contexts, usage information, phraseology, and more. They want guidance about how they should use lexical items in the broader linguistic structures. Sometimes they even want information about how *not* to use language. And of course, the biggest challenge for dictionary makers is that user needs are not “static”. One day, a user wants help understanding a term, but another day, the type of help sought is for producing an idiomatic sentence. Second-language learners need some basic information in the early stages of language learning, but their needs become more sophisticated as they become advanced learners. And, in the same way that I want to buy apples one day, but the latest best-seller another day, dictionary users want to have their myriad needs met at their linguistic superstore. As a result, I think we will see lexicographic resources being integrated into portals and linked tightly with other types of resources. A dictionary alone is not likely to meet all of a user’s needs, but a dictionary that is coherently and cohesively integrated into a larger collection of resources will go a long way.

10. “Invisibility” is considered a buzzword in translation and Lawrence Venuti has criticized the fact that the translator is an invisible figure. In 10 years’ time, will such invisibility turn into disappearance due to machine translation?

The idea of disintermediation, or cutting out the middleman, is one that has concerned translators for many years, although technological advances have certainly exacerbated these concerns. If people have direct access to machine translation, is there any need for translators? Translation is not the only profession struggling to find the best ways of integrating tools into our reality, and to educate the wider public about the value that professionals add to the process. For instance, in my “other” world – Information Science – librarians are in a similar situation. “Why would I consult a librarian when I can just Google it?” is a phrase that they hear all too often. In my opinion, translators could actually learn some valuable lessons from our librarian colleagues in this regard. Librarians have rallied and embraced technologies, making themselves indispensable as educators, informing patrons in areas of information literacy, information credibility and digital literacy, for example. They are vocal advocates of the value offered by the information professions. Translators, in contrast, have been somewhat less vocal and done less outreach. In comparison to librarians, we tend to toil away quietly in the background, understanding our own value, but not always communicating it well to others. We have made fewer efforts to integrate ourselves into our broader communities. Of course, what I’ve just presented here is a generalization, but the main point is, if WE believe that we have something to add and that our efforts add value, then it’s up to US to make that case, to educate others, and to increase our visibility. And we need to find creative and effective ways of doing it. I think we are starting. The [EurTerm](#) initiative mentioned above is a good one. Our collective voice will be heard more clearly than individual voices. The previously mentioned ***Border Crossings*** volume is another encouraging step. Providing evidence of how we have contributed to other disciplines makes it harder for us to be overlooked. Let’s hope that we can keep this sort of momentum going!



*Interviewed by **Jessica Mariani**. She holds a PhD in Media and Translation Studies from the University of Verona and is certified Terminology Manager from ECQA.*

Born as a communicator, Jessica has moved between journalism, political communication and academic teaching across several EU countries. “Migration in Translation” is a joint research project funded by the Italian Ministry of University and Research and conducted in collaboration with the European Parliament Press Unit and the Terminology Coordination Unit.

Interview with **Lucja Biel**



Łucja Biel is an Associate Professor at the Institute of Applied Linguistics, University of Warsaw, Poland. She was a Visiting Lecturer for the MA in Legal Translation at City University London from 2009 to 2014. She is a deputy editor of the *Journal of Specialised Translation* and a Secretary General of the European Society for Translation Studies. She has been an English-Polish legal and business translator since 1997. She holds an MA in English/TS (Jagiellonian University of Kraków), PhD in Linguistics (University of Gdańsk), Diploma in English and EU Law (University of Cambridge) and School of American Law diploma (Chicago-Kent School of Law and UG). Her research interests focus on legal translation, translator training and corpus linguistics. She has published nearly 50 papers in this area, e.g. in *The Translator, Perspectives, Meta, JoSTrans, Fachsprache* and a book [Lost in the Eurofog. The Textual Fit of Translated Law](#) (Peter Lang, 2014).

1. You are an Associate Professor at the Institute of Applied Linguistics in Warsaw. Is terminology taught in Polish universities? Do students show an interest for it?

Poland is a vibrant place as regards translation and terminology — there is a boom in research and translator training activity at Polish universities. As far as I know, terminology is rarely taught as a separate subject; it tends to be integrated with practical translation workshops. At the Institute of Applied Linguistics in Warsaw, the oldest and largest translator training institution in Poland, we believe that terminology knowledge, research and management are basics of translation competence and they are trained during translation modules, CAT tools classes and through project-based learning. We have separate modules for various types of translation — legal, EU, financial, business, political, technical modules, etc. Legal translation classes tend to be organised around specific branches of law, e.g. contract law, company law, criminal law, and start with an introduction into key terms and concept systems of a given branch in L1 and L2/L3, and at a more advanced stage they involve projects with terminology coordination roles. I find this approach quite effective; it integrates and coordinates a set of skills. As for interest, yes, our students do show interest in terminology; especially interpreting students are enthusiastic about it. Quite a few students decide to write their MA dissertations based on terminology projects.

2. Are you familiar with IATE and the [TermCoord website](#)? How often do you use them and what do you think of them?

Yes, I am familiar with both. These are very useful resources. As for the website, I use it occasionally in the traditional form and follow your social media postings on a regular basis. The last time I visited it I read about term extraction software. As for IATE, I use it very often for a number of reasons (translation practice, translator training and research). I personally think this is a major terminological achievement of EU institutions. The quality of IATE database has markedly improved since it was released to the public in 2007. This termbase has become a reliable and useful resource in the context of Polish, which is heavily under-resourced as regards reliable bilingual dictionaries of legal terminology. Surprisingly, it is useful not only in EU translation for which it was developed but also in inter-systemic legal translation at the national level. One of its key functionalities is the evaluation of terminological equivalents with reliability ratings and labels, such as ‘preferred’, ‘admitted’, ‘deprecated’, ‘obsolete’. These hints are very useful in training and raise students’ awareness of scalability of equivalents. Another core functionality is background information with references concerning sources of equivalents and context of use, which is available at the full entry option. One interesting example I always show to my students is *climate change*, which has two Polish equivalents rated as reliable — the singular *zmiana klimatu* and the plural *zmiany klimatu*. When you go to the full entry, you can learn that the former is recommended by experts from the Permanent Representation and was confirmed by the Polish Institute of Meteorology and Water Management but is controversial to other stakeholders, most notably the Polish Ministry of Environment (IATE ID: 867624). I find this type of information fascinating – it shows the true nature of terms, their variability and group-specific usage, which may differ from one group of experts to another. The next functionality of IATE is the full-entry information about hierarchical term relations: narrower terms (hyponyms), broader terms (hypernyms) and related terms. It helps to process a given term as part

of a concept system — as Juan C. Sager points out, we understand a concept fully when we know its exact place in the network of concepts.

3. Do you think that terminology management is relevant for specialised translators, such as those dealing with legal texts?

Yes, definitely! By managing terminology, translators can save time but, what is more important, they can ensure consistency and continuity of terminology across documents. It is of high importance in large translation projects which require a great deal of coordination between translators. It is also of use to individual translators who can ensure consistent terminology for regular customers. Legal terminology is peculiar; in contrast to other specialised domains, legal terminology is much less universal between languages and legal systems. Because of the system-bound nature of legal terms, full equivalence between terms from two legal systems is rare: translators have to mediate between systems of legal knowledge. This mediation is not always predictable and can be creative; we have to consult numerous legal sources (e.g. legislation, case law), legal experts and integrate customers' own glossaries and preferences. It is also worth remembering that legal terms may have synonyms — regional, stylistic and structural variants and translators should keep track of their customers' preferences. For example, one customer may prefer its company type SA (*spółka akcyjna*) to be referred to in English as a *joint-stock company*, another may prefer a UK-oriented equivalent of *public company limited by shares*, an EU variant of *public limited liability company* or a US variant of *publicly-held corporation*. The need for terminology management is especially acute if you translate into English, which is linked to several legal systems and hence is subject to much higher regional variability of legal terminology.

4. Have you ever encountered a particularly problematic term? How did you deal with it?

Well, yes, quite a few actually. The most problematic ones are those which do not have a functional equivalent in the target legal system (which happens quite often) and do not have an established recognized equivalent in the target language (TL). First, working with legal sources and monolingual source language (SL) dictionaries, you have to understand the conceptual content behind the source term. Then I check whether there is a corresponding or similar term in the TL and assess the degree of incongruity, using Susan Šarčević's legal conceptual analysis by comparing *essentialia*, vital characteristics of legal terms, and differentiating them from *accidentalialia* (additional characteristics). The next step is to search existing resources for potential equivalents — termbases and parallel corpora I am a fan of, e.g. my own resources, Linguee and EUR-Lex on Sketchengine. If I'm lucky, I find the right candidate; if not, I should be able to find a candidate I can modify to suit the context. The last resort is to coin a neologism.

5. As a deputy editor of The Journal of Specialised Translation (JoSTrans). Could you tell us more about your role here? What does it involve being an editor of a specialised translation journal?

JoSTrans — The Journal of Specialised Translation was established in 2004 by a group of passionate academics as the first journal devoted to specialised, non-literary translation. From the very start it was

intended to be an open-access journal which is available for free in order to disseminate and share knowledge with a broader public. We publish papers on theoretical and practical aspects of specialised translation and terminology, as well as on translator training. Our distinguishing feature is online interviews with academics and practitioners. We publish two issues per year, of which usually one issue is thematic and guest-edited.

For example, Issue 18 (July 2012) was a special issue on terminology guest-edited by the leading terminology expert Professor Margaret Rogers. As one of the core aspects of specialised translation, terminology has always been in the spotlight in JoSTrans and we have quite a few papers on terminology scattered throughout our twenty eight issues published so far.

I joined the JoSTrans team in 2011 and have held a role of a deputy editor. A deputy editor is part of the editorial board which manages the journal and works closely with the Editor-in-chief Lucile Desblache. The editorial board meets twice a year in London and we discuss our publication policy, review progress on forthcoming issues, take editorial decisions, consider proposals for guest-edited issues, discuss technical matters and project further developments. As a deputy editor, I am in charge of one issue per year. I work closely with guest-editors, if applicable, and with authors to finalise the issue and have it online. Before that, I read all the papers and check if they comply with our policies. Next I copy-edit the papers, checking their consistency, readability, formatting and bibliography, and prepare a table of contents and an editorial. After the papers are finalised, I pass the issue on to our web team, who converts it into html, and then do a final check and publicity. Being involved in JoSTrans has been a very rewarding and valuable experience to me — you collaborate with dedicated academics at the forefront of the discipline.

6. You have numerous papers on legal and EU translation. What sparked your interest on these subjects?

To tell the truth, I started my professional career in the late 1990s as a financial translator, specialising in financial statements but also working in a broader area of business and law. After a while, I found translating financial statements too repetitive and predictable and discovered that translating legal texts is more stimulating and creative due to a lack of ready-made solutions and the need to mediate between legal systems. I do love those moments when you stumble across a terminological problem and, time permitting, have to bury yourself in books. This naturally affected my academic interests and I evolved from a cognitive linguist to a translation scholar working on legal and EU translation. I find EU translation particularly intriguing from an academic point of view due to its extreme complexity caused by the intricate interplay between political, procedural, institutional, linguistic and legal factors (and it works!). It is fascinating to research and understand the processes which are behind it.

7. To what extent is legal terminology relevant to your research? Could you tell us about your last publication dealing with this subject?

It certainly is. Legal terms lie at the heart of legal translation. I view legal terms as units of legal knowledge and points of access to knowledge structures of the domain. Thus, terms are essential when you want to discuss the equivalence relation in legal translation. As for my main area of research, translation of EU

law, terminology is quite challenging. On the one hand, EU law uses its own supranational system of concepts. On the other hand, a clear-cut separation of the EU conceptual system from national networks is impossible due to mutual interdependencies, fluctuations and constant interaction — a kind of “conceptual osmosis”. This makes EU terminology highly interesting but also methodologically complex to research. I am currently working on the institutionalisation of EU translation after Poland’s accession to the EU in 2004 by comparing pre-accession translations coordinated by the Polish government to post-accession translations coordinated by EU institutions. One aspect of the study involves the evolution, stabilisation and standardization of EU Polish terminology.

My last publication dealing with terminology was a paper (2017) on the use of *tzw.*, an abbreviation of the *so-called*, before terms in the judgements of the Polish Supreme Court. Working with corpora, I discovered this phrase to be surprisingly common in judgements and absent in legislation. I found it is used by judges as a ‘modal hedge’, a kind of distancing metalinguistic device, above all, to signal variants of legal terms, in particular terms which were not named in legislation but are used in other legal genres, as well as — occasionally — to introduce highly specialised terms from other domains or jargons.

8. You often use corpora in your studies. What are the advantages of this approach for linguistic and terminological research?

Yes, I do. Thanks to the advent of computers, corpus approaches enjoy growing popularity in linguistics, translation studies and terminology. They enable us to study (very) big collections of texts more accurately and systematically with specialised software and quantitative methods. It is an empirical and inductive approach which is interested in what is typical and frequent in language use, allowing us to make more valid generalisations. In respect of translation studies, corpus methods have brought new perspectives in theoretically-oriented research — in particular the quest for translation universals, or recurrent features of translations, caused by constraints operating during the translation process. Additionally, corpora have improved and accelerated practically-oriented applied research in terminography and lexicography and have promoted semasiology, that is working from a term to a concept by analysing corpus data, including the collocational environment of terms, to arrive at their meaning. It’s difficult to imagine a modern bilingual dictionary or a termbase developed without any input from parallel and comparable corpus data.

9. One of your publications, Lost in the Eurofog. The Textual Fit of Translated Law, explores EU legal translation and its impact on legal Polish. Could you give us a brief overview? (What is the Eurofog? How are the language and terminology in Polish and other national languages affected by EU translation?)

EU texts are produced in a multilingual environment with 24 official languages, which implies a constant switching and ‘fusion’ of languages. As a result, EU texts have developed a specific hybrid language known as the eurolect. The eurofog is a metaphor, a pejorative nickname given by the press to the eurolect — an EU variety of national legal languages, an outcome of translator-mediated communication, under a strong influence of EU procedural languages. My study explored two topics: (1) the textual fit, that is how

the language of translated EU law differs from the language of Polish law, and (2) the Europeanisation of Polish, that is how the differences are correlated with the post-accession changes in the language of the Polish national law. Working with corpora, I found a divergent textual fit of the Polish eurolect at a number of levels: sentence length, mental models of legal reasoning (conditionals), deontic modality, passive voice, present participles or inter- and intratextual references, as well as an increased variation of terminology. As for the Europeanisation, I compared the pre-accession and post-accession corpus of Polish legislation and found the Polish language of the law resistant to change — it was relatively little affected as regards text structuring and grammatical patterns but more changes were induced in terminology, e.g. through neologisms. This study was extended into an ongoing team project of a much larger scale (The Polish Eurolect Project), which analyses the Polish eurolect across four genres (legislation, judgments, reports, websites) at various stages of its formation and is due to be completed at the end of 2018.

10. Finally, what advice would you give to those aspiring to work with legal translation or terminology?

I would advise aspiring legal translators, first of all, to build up their background knowledge in source and target law. Since terms are units of legal knowledge, it is important to learn not only linguistic ‘labels’ but also the conceptual content behind them and to position concepts within the concept system of a given branch of law. Finally, when developing your legal terminology, it is vital to learn the phraseological environment of terms, in order to competently and confidently embed them in text in a way that is familiar to legal professionals. Knowledge of source and target legal systems can be acquired in a number of ways — taking a postgraduate diploma in law, reading legal textbooks on your own, studying legislation and/or its translations, and finally, through massive open online courses (MOOCs) run usually for free by many universities throughout the world.



Interviewed by **Clara Gorriá Lázaro**, *Translator and terminology manager*

Born in Zaragoza (Spain), Clara graduated with Distinction from an MA in Translation and Interpreting Studies from the University of Manchester (UK). Her dissertation used a corpus-based approach to compare the expression of deontic modality in Spanish national legislation and in Spanish versions of EU legislation. She has also completed a BA in English Philology and an MA in Teacher Training for Foreign Languages at the University of Zaragoza. After completing her university studies, she started a career in terminology through a fellowship at the World Intellectual Property Organization in Geneva (Switzerland). Her next step was a terminology traineeship at the Terminology Coordination Unit of the European Parliament in Luxembourg. She is an ECQA certified terminology manager.

Interview with **Rodica Caragia**



Rodica Caragia is a Senior Lecturer and Terminologist at the Department of Translation, Interpretation and Applied Linguistics (DTIAL), Faculty of Foreign Languages and Literatures, Moldova State University. She graduated from the department of English Philology in 1998, holds a Master degree in Philology and is currently working on her PhD degree on English Borrowings as a means of enriching Romanian specialised terminology. She is also a freelance translator and interpreter in the fields of law and medicine and a Member of the linguistic jury of the Bureau of the Latin Union in Chisinau for awarding prizes in scientific and technical translations into Romanian (2005-2010). Her approach on translation/terminology is, "There is no knowledge without terminology".

1. What is the status of Terminology in your country and when was the course of Terminology introduced in the curriculum at your university?

The Department of Translation, Interpretation and Applied Linguistics was created in the 1990s. The majority of those who began their didactic activity at the department were young enthusiastic lecturers who, step by step, created a programme of study corresponding to the needs of the translation and interpretation market from our country.

At the beginning of the 2000s, several workshops and seminars were organised with the support of the Alliance française from Chişinău, Latin Union and the National Centre of Terminology on various terminology topics (theory of terminology, corpus linguistics, corpus-based terminology etc.) moderated by terminologists from Romania, France, Canada (Quebec).

In 2005, terminology was introduced, first for the students from the Faculty of Informatics, from the specialty Informatics and Foreign Languages and later at the Department of Translation, Interpretation and Applied Linguistics.

I can say that we were autodidacts, with very limited terminological resources and a very restricted access to electronic or paper-based information. From the limited resources we had, we tried to develop a curriculum adjusted to the needs of would-be translators and interpreters.

2. How is the course of Terminology structured in the curriculum at your Department of Translation, Interpretation and Applied Linguistics?

The Programme of Study from our department includes a theoretical course and seminars called Introduction into Terminology for the second year Bachelor degree students and there is a theoretical course and seminars called Terminology for students at the master's degree level. Due to the fact that the number of hours is not very high and our primary objective is to train would-be translators and interpreters, we try to integrate the onomasiological approach (prevalence of concepts over terms) with semasiological approach (concepts via terms). There are also such disciplines as "Legal Text Editing", "Community Interpreting in Legal / Medical / Social Settings" and others.

The potential translator and interpreter has no choice but to understand that by studying the theory of terminology they open the door to understanding concepts, and respectively, terms, correctly assigning equivalents and ultimately delivering a top quality product. Terminology is a tool that helps the translator make the right decision. Personally, I consider Terminology as one of the core subjects for future translators and interpreters.

3. When did you first become interested in terminology?

My first acquaintance with terminology took place when I began my translation / interpretation career, when I discovered that general language dictionaries and linguistic knowledge is not enough in order to produce a quality product in translation / interpreting. Then, in 2002, Georgeta Ciobanu held a two day workshop on terminology in Chisinau and beginning with that moment, I understood that terminology

has become my passion and that it should be a compulsory subject for would-be translators and interpreters.

In the Philology department, we learned about Terminology for one theoretical class within the course of Lexicology. We did not know that it was worth understanding and studying.

4. Tell us about your translation/interpreting experience. Do you remember any situation when a term distressed you?

The translation market from the Republic of Moldova is very small and in order to “survive” you should be able to work in many fields, you should be flexible. Elections, ECHR cases, reforms in the legal system, medicine (tuberculosis and HIV protocols), foster care protection etc, etc. these are some of the subject fields I have translated in. Each time you change the subject field you have to read and study the knowledge structure, you have to refresh your terminology and you have to find the necessary equivalents. In very many cases, bilingual English – Romanian or Romanian – English dictionaries / internet resources cannot help because you have to adjust them to the concepts of the Romanian language spoken in the Republic of Moldova.

I remember the translation of a document on the public prosecutor’s office reform. It took me 5 hours to translate the first two pages. They were full of legal concepts not recorded in any English – Romanian resources (there is a major difference between the structure of the field in the Republic of Moldova and Romania). I had to read laws, regulations and other documents in order to assign necessary equivalents for the terms. You feel great relief and enormous satisfaction when the feedback is positive.

In our country, we still do not have a unified terminology for some subject fields. Some of the recent problems of translation regarded the translation of Diploma Supplements. Previous versions included a lot of calques: “responsabil de program” rendered as “responsible for the programme” instead of “programme coordinator”. We still use interchangeably practicum and internship and many other aspects. Finally, just recently it was decided to create a working-group for solving all these kind of aspects.

5. What is your opinion on EU’s Inter-Institutional Terminology Database, IATE?

I use IATE in my activity and I recommend it to my students. It is very convenient and time saving when you have the necessary terminology in one click. Accessibility and reliability are the keywords I would use to describe IATE. It is a reliable source for the Romanian spoken in Moldova when it comes to general legal terms, agricultural terms, financial terminology and others. But I also try to make my students word/term conscious – to double check, when necessary.

6. Are students in Moldova familiar with IATE and the TermCoord website?

Translation students often resort to very unreliable online resources. Some of them use resources that provide lists of synonyms for one unit. I suggest to them not to rely on bilingual sources listing several synonyms for one concept.

I recommend using IATE. I also recommend the TermCoord website. They have to read some of the interviews as compulsory reading for the seminar. I also suggest to them to use the terminology blog inmyownterms.com. It introduces simple concepts in plain words and provides useful information on theory and practice.

7. Rodolfo Maslias, the Head of TermCoord, mentioned in a speech that “Terminology is not the work of translators”. What are your insights regarding this?

I completely agree with this statement, but the reality of our country is different. We do not have terminology positions, except National Centre of Terminology which works mainly with Romanian terminology and Russian vs Romanian terminology. For those working with other languages English, French, Italian, Chinese, Arabic etc. you have to rely on outside sources. In our country, the translator should perform practically all the tasks: translation, terminology search, editing, proof-reading. The difficulties mainly lie in the decisions the translator has to take regarding several equivalents from various sources for choosing the correct one. The clients expect you to submit good quality work.

The conception that a translator should know not only the language, but the subject field as well, still exists. The wide majority of those who come to our department do not have any specialisation. Thus, you have to find the ways to teach how to cope with unknown subject fields.

8. In terms of theoretical and practical development, what is the next step in Terminology?

I hope translation-oriented terminology continues its development and it reaches our country as well. I believe that each company, institution and organisation should create their own term bases in order to manage terminology effectively -thus increasing visibility and productivity.



*Interviewed by **Alina Busila**. Alina is a researcher, lawyer-linguist and university lecturer at Moldova State University.*

She has published approximately 10 articles on topics related to legal translation and legal terminology. From 2017, she has been a member of International Language and Law Association (ILLA) and PhD junior researchers panel of ILLA.

Interview with **Inga Druță**



Inga Druță is doctor habilitatus, assistant professor, researcher, terminologist, specialised translator, book reviewer, and Director of the Terminology Centre of the Institute of Philology of the Academy of Sciences of Moldova. In 1999, Inga Druță defended her PhD thesis on the topic of ‘The neologism in the stylistic structure of the current Romanian language’ and later, in 2014 she was awarded the title of Doctor habilitatus after defending her thesis on the topic of ‘Dynamics of Romanian terminology under the impact of translation’. Ms Druță authored more than 70 scientific works, including three monographs and three dictionaries. She is also member of the examination commission for sworn translators of the Ministry of Justice of the Republic of Moldova. Without no doubt, Ms Druță plays a major role in the development and promotion of terminology in Moldova, and is an outstanding custodian of the Romanian language spoken in the Republic of Moldova.

1. Could you give us some details about the creation of the National Centre for Terminology in Moldova: when was it established, who came up with the initiative, what are the Centre's objectives, how many employees do you have, what partnerships (with terminology centres abroad, organisations etc.) do you have?

The Terminology Centre was created in 1989, within the Academy of Sciences of Moldova, at the initiative and with the efforts of researchers Constantin Tănase and Valeriu Culev, as an institution for research into and the implementation of terminologies in the administrative, economic, social institutions, etc. of the Republic of Moldova. The Centre's main priority is to promote the use of the Romanian language in all spheres of activity. Before 1989, when the law on the status of the Romanian language as the official language and the return to the Latin alphabet was adopted, the government exclusively used the Russian language. This is why the newly created institution had an exceptional historic mission to fulfil, that of translating and adapting standards, forms, instructions, the names of products, the names of enterprises, institutions and commercial entities, advertising texts etc., from Russian into Romanian, for different beneficiaries. At that time, the Centre had 25 employees who worked with enthusiasm, dedication and, sometimes, overtime. The core of the institution was made up of former editors of the editorial board of an encyclopaedia produced by a prestigious publishing house of the era, who had both specialist and linguistic knowledge, holding degrees in engineering, biology, law etc. From the very beginning, *Uniunea Latină*^[1] provided considerable support, including grants for logistics equipment. We succeeded in establishing efficient partnerships with the Pan-Latin network Realiter, with the 'Termrom-Bucureşti' NGO, and with terminologists and specialists in computational linguistics from Bucharest, Iaşi, Cluj-Napoca and Timişoara. Together with a team from 'Petru Maior' University of Târgu-Mureş (Romania) coordinated by associate professor Doina Butiurcă, we successfully compiled a valuable multilingual dictionary *Dicţionar de termeni economici (Dictionary of Economic Terms)* in two volumes (Bucharest, Editura Universitară, 2013-2014).

2. What services are provided by the National Centre for Terminology in Moldova?

In order to fulfil its mission, the National Centre for Terminology devises and promotes projects aimed at creating useful working tools (terminological dictionaries, databases etc.) designed for specialists and the public; drafts, corrects and approves the names of institutions, enterprises, companies etc., advertising texts, the names of products etc.; provides linguistic and terminological consulting services to central and local authorities, enterprises, institutions, associations and natural persons; translates and revises a variety of specialised texts; provides terminological expertise on request; and promotes the rules of Romanian literary language and sectoral terminologies during conferences, seminars etc. organised by ministries, enterprises and various institutions, and in the mass media. On the Centre's website (www.cnt.md), you can find the 'Term of the day' section, which presents new terms or terms that are used incorrectly in a brief and accessible manner, including an explanation of the error and the correct form. Moreover, from 1989 until today, the Centre has been offering terminological and linguistic consultations free of charge over the phone during working hours. Many people know our contact number and call us with different

questions. We are contacted by translators and office clerks, in particular, as well as by pupils who ask for our help with their homework, or for explanations of certain words or synonyms.

3. What does it mean to be a terminologist in the Republic of Moldova?

In general, being a terminologist means permanently keeping up with the news, keeping track of what is happening in the world, in every field, because new phenomena and events generate new terms (for example, *bitcoin*, *Brexit*, *troll* etc.). Secondly, you have to be well versed in the field of translation and terminology, to follow the most important publications in the field, such as electronic dictionaries and databases, so that you will know where to look for a term. Moreover, you have to have a perfect knowledge of the rules of your native language, the rules of word formation and, the most important, Greek and Latin roots because a terminologist must have the relevant skills to analyse a term and to assess whether it has been correctly formed, according to the rules and principles of a certain language. In the Republic of Moldova, a terminologist must know two or three languages, especially French and English (the source word-stocks for the Romanian language), and be proficient in Russian, since he or she will have to translate/adapt terms from Russian into Romanian and vice versa. He or she should also be creative to be able to help the beneficiaries find a correct name for their companies, which resonates with them, and will be involved in the localisation of advertising, whereby the language of advertising is not translated as a specialised text, but as a literary text aimed at achieving a persuasive effect.

4. Why do you think terminology is important in Moldova?

Terminology is the most dynamic component of a language. The Romanian language experienced some hard times in the Republic of Moldova up until 1989. The government – authorities, enterprises and institutions – used the Russian language, while the Romanian language was spoken in schools, on a partial basis in universities, and for the rest – banished to the kitchen. The Soviet power in the USSR insinuated that national languages spoken in the ‘sister’ republics were poor and did not possess any terminology, and it therefore imposed the Russian language by any means. On 31 August 1989, when the Romanian language acquired the status of official language in the Republic of Moldova, a period of making up for lost time commenced. The Romanian language began to gain ground everywhere: in ministries and enterprises, post offices and business entities, town halls and cultural institutions, etc. People learned to speak their native language well and correctly, by discovering the coherence and harmony of terminologies in different areas, and the National Centre for Terminology played a significant role, as, through the thousands of forms, instructions, labels, etc. that had been translated and adapted from Russian into Romanian, many fundamental and indispensable terms for a modern national language had come into being.

5. What are the issues, if any, between the terminology used in Romania and the Republic of Moldova. Is it a unified or separate terminology? (Note: Romanian is the language spoken in both countries)

In the 1990s, some concepts were renamed using different terms in the Republic of Moldova due to the massive quantity of translations from the Russian language, when some calques were created. Over time,

they were corrected and went out of use. Today, we can confirm that the terminology used in Romania and the Republic of Moldova is unified.

6. What are the most significant achievements of the National Centre for Terminology in Moldova?

An important work is the *Classification of professions*, which was translated from Russian in 1994-1995 at the request of the Minister of Labour. This classification is still in current use, with the relevant additions and modifications. Another significant achievement is the series of small dictionaries of professions (Russian-Romanian): *Dictionary of Forestry* (2000), *Dictionary of Hairdressing* (2000), *Small Automotive Dictionary* (2002), *Textile Worker's Dictionary* (2003), *Railwayman's Dictionary* (2004), *Taxi Driver's Guide* (2005), *Names of Non-Food Products* (2005), *Civil Servant's Guide* (2004, published in eight editions, the most recent from 2012), *Concise Dictionary for Construction* (2010), etc. Over time, the terms collected by the Centre for Terminology's researchers from different translations had been stored in two electronic collections: *GesTe* (a terminological database with terms in Romanian, Russian, French and English, and their definitions in Romanian <http://old.cnt.md/geste/index.php?action=search>) and *Liderra*, an interactive electronic Russian-Romanian/Romanian-Russian and English-Romanian/Romanian-English dictionary (www.liderra.com). Both works are available to the public and free of charge. I would like to thank Ms Dorina Chis, associate professor at Tibiscus University, Timișoara (Romania), for her kindness in providing the software for the *GesTe* database, which she created together with her son, Valeriu Chis, who is a computer expert, after the invitation from the Latin Union, for which the organisation provided a grant. It is an extraordinary example of collaboration for terminologists in the Republic of Moldova and Romania, because the researchers of the Terminology Centre in Chișinău have the opportunity to store terms in the respective applications.

7. The government's decision, on 18 February 2002, about the National Centre for Terminology states under Article 9 that one of the Centre's tasks is to attract students from higher education institutions into the fields of terminology and specialised translation and to guide them in their activities. Can you describe how the Centre carries out this task and the results obtained?

It is true that for over 15 years, around 10 to 15 students have conducted their internships at our Centre each year. The students mainly come from the Faculty of Foreign Languages and Literatures of Moldova State University, the Faculty of Letters of the Free International University of Moldova and the Faculty of Social and Human Sciences of the Academy of Sciences of Moldova. These institutions teach courses on terminology, which is why students are curious to find out more about the practical secrets of this profession. At our Centre, they acquire experience in the field of specialised translations, learn to create term records, become familiar with the *GesTe* database, as well as with our paper and electronic dictionaries, and even make new term entries. Moreover, we organise a terminology competition for students every year.

8. What are the difficulties encountered by the Centre for Terminology in its activities?

In the first few years of its activity, the difficulties were mainly of a practical nature. At the moment, the Internet is very helpful in our activities compared to the 1990s when our only sources of information were paper dictionaries and the numerous standards, forms, manuals and various specialised books that we brought from Romania on each occasion. Back then, the authorities provided every possible support in promoting terminology and the rules of the Romanian language. We had a State Department of Languages, which exercised scrutiny and monitored the observance of language legislation in all sectors, both state and private. Unfortunately, its work was stopped in 1994 and since then, nobody has been in charge of language issues in the country. The Centre for Terminology is a consultative institution, but with no powers of scrutiny, and only the public authorities show a sporadic interest in these issues (especially issues related to advertising). It seems that the authorities have become less sensitive to the issues pertaining to the official language, even resorting to reducing our number of posts from 25 to 15, and, in 2007, to seven. In 2006, the National Centre for Terminology was reformed and merged with the Philology Institute of the Academy of Sciences of Moldova, losing both the title 'national' and the status of legal person. Not to mention the more than insufficient financing of research in recent years. At present, our initiatives are no longer supported by the authorities, except on very rare occasions.

9. Could you please tell us about the Centre for Terminology's ongoing projects?

Our current project is called *Portal de resurse lingvistice pentru limba română* [2] (2015-2018). We decided that a greater number of resources – *GesTe* database, electronic dictionaries (www.liderra.com), guides for correct language use, studies on language etc. – should be stored on a single interactive platform for beneficiaries.

Today, international research in the field of linguistics has reached a sufficient level of maturity to allow synergy in the efforts made by linguists, terminologists and computer experts to approach some interdisciplinary projects aimed at the automatic processing of natural languages, where Romanian has begun to make its way. Depending on the available linguistic resources, their volume and quality, and the compliance of codification with the international recommendations and standards, we can talk about the level of technologisation of a natural language. The degree of technologisation of a natural language is directly connected to the status of *language of electronic use*. The concept of *language of electronic use* has profound cultural, social and economic implications, including the right of every citizen to have access to the knowledge, information and services provided by cyberspace (or the *information market*) in his or her native language. The proposed portal of linguistic resources for the Romanian language will be aligned to other platforms of the same kind, developed for other languages (<http://www.sil.org/linguistics/linguistics-resources>, <http://www.termcat.cat>, <http://www.culture.fr/Ressources/FranceTerme>, etc.), or for Romanian (www.archeus.ro, dexonline.ro, digibuc.ro etc.).

10. What are the Centre for Terminology's prospects for the future?

From the very beginning, the institution has functioned for the benefit of citizens. We want to continue this work to cover the exacting demands of our beneficiaries. The next planned project will comprise a database of names and surnames. During Soviet times, many names and surnames of our citizens were distorted, underwent russification and were used in incorrect and unnatural forms. People want to have their names used correctly and properly. Our product, which will be available online and free of charge, will help them to find the literary forms of their names or surnames, the popular acceptable versions and the incorrect, distorted ones. In this way, we can help ordinary people and the civil servants of the Registry Office to correct names and surnames. Afterwards, we plan to draw up guides to correct electronic communication, and perhaps also for online games, which may help children and adolescents who do not speak Romanian to learn the language more easily. As far as the terminological aspects are concerned, we will continue our collaboration with the Institute of Standardisation of Moldova, as well as with various ministries and agencies, in order to unify and promote correct and harmonious terminologies.

[1] The **Latin Union** is a defunct [international organisation](#) of nations that used [Romance languages](#), and had the aim of protecting, disseminating and promoting the common cultural heritage of [Latin peoples](#) and unifying identities of the [Latin](#), and Latin-influenced, world. It was created in 1954 in [Madrid, Spain](#).

[2] In English: Portal of linguistic resources for the Romanian language



*Interviewed by **Alina Busila**. Alina is a researcher, lawyer-linguist and university lecturer at Moldova State University.*

She has published approximately 10 articles on topics related to legal translation and legal terminology. From 2017, she has been a member of International Language and Law Association (ILLA) and PhD junior researchers panel of ILLA.

Interview with **Márta Fischer**



Dr. **Márta Fischer** is a senior lecturer, terminologist and associate professor at the [Budapest University of Technology and Economics Centre of Modern Languages](#), as well as an [ECQA Certified Terminology Trainer](#). She has a **deep passion for terminology**, and terminology questions related to the **European Union's** linguistic reality is undoubtedly her preferred field of focus. Therefore, for her doctoral thesis, she worked on the subject of "[The Translator as Terminologist, With Special Regard to the EU Context](#)". She has also [collaborated with TermCoord](#) in the past.

1. What do you find so fascinating about terminology and especially terminology in the EU context?

Well, fascinating is quite the right word to start with. Terminology is not only a bunch of terms, the work behind them or the theory itself; it is also a way of thinking, a strategy that enables us to think in clearer terms about the world around us. Its concept-oriented approach forces us to step onto a more abstract level of understanding and helps us verbalise and describe phenomena. As for the European Union, this organisation provides an excellent context for a deeper examination of the interaction of terminology and translation. Firstly, the immense volume of translation activity is unique. There is no other international organisation dealing with so many languages parallel. Secondly, the EU has developed its own conceptual system with terms describing only EU concepts (i.e. EU legal acts). Consequently, the EU context is characterised by the interaction of a number of conceptual systems and languages where Member State official languages have to fulfil a double role: they not only describe their own conceptual systems, but also that of the EU. This makes the translator's (terminology) work multidirectional. Translators move between the MS conceptual systems (e.g. while translating MS company forms) and between the EU and MS system (e.g. translating the EU legal acts), as well. Thirdly, there is also an important language planning aspect. After accession, translation and terminology work is transferred to the EU institutions, so Member States can only participate in these processes (i.e. in corpus planning) through their translators. Furthermore, EU translators also have a catalyst role in forming a subject field's terminology: their solutions can have wide ranging impact, through EU legislation, influential documents and the IATE database. All these aspects make this context not only fascinating but also hugely relevant.

2. In your PhD thesis you said that there was a “lack of an underlying consistent theoretical framework for analysing terminology” on the part of translators. Can you give some concrete examples for that?

Yes, this experience was very interesting for me. My initial idea was to write about the special nature of the EU context based on empirical studies. But the analysis of the literature in a number of languages (Hungarian, English, German, French) soon made it clear that I had to step back and first explore the theoretical framework. The main challenge was that the key terms of terminology theory are not used or even defined consistently. In other words, even the terminology of terminology is not consistent. Let us take the notion of 'term' as an example: it has a narrower and a broader approach. The narrower approach may be traced back to the beginnings of terminology theory, where precisely-defined terms were needed to achieve optimal communication. In this approach, the term is considered as the 'final product' of a prescriptive, even standardising process, with a precise definition and no synonyms. On the contrary, the broader definition starts from the assumption that any lexical unit may become a term in a given context. It is also called translator-oriented approach as it takes into account the fact that translators not only face well-defined terms, i.e. those complying with the narrow definition. Here, any lexical unit may 'act' as a term, i.e. any lexical unit that makes the translator's freedom limited in choosing a target language equivalent. Which approach you follow has important practical implications. Just think of the dilemma, what to include in your terminology database, and what to consider as a term while translating a text. Similar examples may be mentioned with the notion of equivalence, as well. As a result, I had to provide a clarification of the existing terms, introduce new ones, and also develop a theoretical

framework which can help to understand the role of translators as terminologists in the EU context – and may also provide a basis for further research.

3. You described the role of translators as terminologists as still being an “unexplored territory for both translation studies and terminology theory”. Do you see more need for research concerning this matter and why?

As there are a number of studies and research works published since my PhD work, I would not say ‘unexplored’ but, definitely, there is still need for research at the intersection of these two disciplines. Translation studies may learn a lot from the concept-oriented approach of terminology and, in turn, terminology may benefit from translation studies. Let me mention an example: equivalence is a hot topic both in translation studies and terminology. In terminology theory, the notion of equivalence is rather focused on the concept level, that is, on dealing with equivalence between concepts (e.g. full and partial equivalence, lack of equivalence). Quite often, the designation (language) level is not considered worthy of discussion. However, translators face equivalence problems not only at concept level, but also at the level of designations. I vividly remember our EU translators’ dilemma while translating the slogan *democracy, dialogue and debate* (DDD) into Hungarian. At concept level, they had no difficulties as this was a clearly defined EU concept. At designation level, however, it was impossible to find three equivalent Hungarian terms starting with ‘D’ so as to keep the abbreviation DDD. In other words, it was impossible to establish equivalence at designation level. This shows the importance of both a concept and language oriented approach. While in the first case, difficulties arise from the differences between two conceptual systems, in the second case, translator have to deal with the differences between the two languages. This provides an example for the benefits terminology may have for the experiences of translation, also from a theoretical aspect.

4. As a result of these special skills that are sometimes required from translators, would you say that the fields of terminology and translation are separated too strictly and that terminology has to be considered more during the vocational training of translators?

I would not generalise by saying ‘more’ as there may be great differences between translator training institutions. Terminology is now a separate subject in the curricula of most of the institutions. The question is rather what content and elements are tackled within this subject. If terminology rather focuses on terminology management (i.e. how and what to upload in a terminology database), which is often the case, important skills and theoretical elements may get lost. In other words, the subject terminology should not be restricted to the practical aspects of terminology work and management. There are a number of key skills that can and should be developed within the framework of a terminology subject. These skills include the ability to recognise terms, to identify equivalence, to apply strategies for matching terms (domesticating vs. foreignising) and for filling terminological gaps in the target language. These skills make up what I consider a separate terminology competence because each skill entails both theoretical and practical knowledge. It is rather difficult to develop these skills if they only are

covered within other subjects. So, these skills considered as a separate competence justify terminology as a separate subject with a sound theoretical background.

5. Where do you see the main difficulties when a translator has to act as a terminologist?

The difficulties mainly lie in the responsibility and the decisions a translator has to take. There may be several equivalents from various sources but in the end, only one single equivalent has to be inserted into the text. While taking these decisions, the translator has to act as a terminologist. And here the importance of theory comes in as every decision also represents a strategy. More explicitly, the decision is not only about which term to take, it is also about which strategy to choose! At first sight, this may make things rather complicated as you leave the term level and start thinking in strategies with a theory behind them. But at second sight, you will see that, while acting as a terminologist, your decision is not only about picking the right term but the right strategy, which narrows down your choices and actually simplifies the decision process. Let me show it with an example: If your task is to translate **GmbH (Gesellschaft mit beschränkter Haftung)** – a company form in Germany) into English, the usual dilemma is what to choose: LLC, LPC, LTD or even leave it as GmbH?, etc. The problem is that the conceptual (company law) systems are different. There is no way to find one-to-one equivalence between these terms. You may only find **similar** terms, i.e. terms that describe similar concepts. So here, the main question is whether you want to emphasise the similarity or the difference between the two conceptual systems. In other words: whether you want to follow a domesticating or a foreignising strategy. If you follow the former and take either LLC, LPC or LTD (each being only partial equivalents) than you have to be aware of the fact that your target group may be misled by the national concept they at once attach to this term. Especially legal translations showed that the domesticating strategy most often followed in translations may be dangerous in some cases. So, in some cases, it is better to follow a foreignising strategy (i.e. leave it as GmbH). A further problem is that dictionaries often list these terms as synonyms implying that each of them may be taken, which is not true.

6. Regarding the translator's role as a terminologist, could you observe any trends over the few last years? If so, what are they and what has changed?

Yes, definitely; a number of positive trends at various levels. At educational level, a positive development is that terminology has become a subject or at least an important part/element in most training programmes. At scientific level, more and more studies deal with terminology in translation or translation in terminology. Both terminology and translation studies show great interest in each other's research and work. Contrary to previous decades, where terminology theory was not concerned with translation issues, and translation studies did not show any interest in terminology issues, the intersection of these two disciplines is quite evident for now. These two developments also lead to a third one, namely, the practical level. For professional translators terminology is, for now, a well-known topic, something they must know about and deal with. There are a number of training opportunities, not only within formal education but also as separate courses so that professional translators may catch up with these new developments.

7. Do you have any recommendations for translators who don't have much experience with terminology?

Experience comes, of course, with practice – more and more practice. However, terminology is not only about practice. So, what I would recommend first, is to connect practice with theory and strategic thinking. My main point is that terminology is not only about translating terms and then recording them in a database. Terminology is also a strategic tool that helps the translator to make the right decisions. Even if not involved in research, a professional translator may also benefit a lot from reading scientific papers or participating at conferences. In my courses, I am often asked by translators to 'stick to practice'. And I do – after we established a solid basis for that. In the beginning, they are rather suspicious, but they most often end up having the 'vow' feeling.

8. Are there major differences between the Hungarian approach to terminology and the ones from other countries, for example Germany or France?

Not necessarily differences but the impact of different approaches, I think, are more connected to researchers, people and less to countries. However, it is also true that language skills play an important role here. As I pointed out in my dissertation, terminology theory is not only characterised by multiple approaches, but also a multilingual literature. While reading for my research in both English, German, French and Hungarian, I was struck by the differences depending on which language the paper was written in. In other words, certain approaches were and are connected to languages, that is, to the author and then the language the author's papers are written in. Hungarian literature is also affected by that. You can guess what literature in which language the researcher is relying on based on the approach taken in a Hungarian scientific article. So, the real challenge is to make scientific results published in different languages available and thus create the traversability also between languages in our multilingual literature. And of course, it would be useful to analyse in more detail how the language-relatedness of literature affect terminology research in Hungary and in other countries.

9. For your PhD thesis you conducted interviews with terminologists from the three EU institutions. What would you say are the main differences between the terminology work of these institutions?

Speaking of differences, you may differentiate between two aspects: the procedures (how terminology work is organised) and the content (what elements are included in this work). As for the procedures, there has been a great development at EU level in the last decades. Think back to the time when separate databases were used by the EU institutions. For now, there is a close cooperation between the institutions and also the public is involved in this process. Furthermore, there are separate job profiles for terminologists with regular training activities. As for the content, the differences are mainly connected to the decision-making procedures of the EU itself. In this respect, the most interesting question in my work was whether there are any differences in the creation of terms. The interviews showed that it is the European Commission that is most involved in creating new terms (in denoting new EU concepts such as *inclusive growth* or *flexicurity*), mainly because it is the European Commission with its right to

initiate legislation where the whole decision-making process starts. The European Parliament rather takes over already established terms. Here, term creation is rather limited to institution-specific, internal terms (such as *rapporteur*). Finally, the Council also establishes terms as this institution represents the political, intergovernmental level, where new concepts or even new designations may come up. There are, of course, other players involved in this process but looking at the institutional triangle, these are the main findings.

10. As a conclusion of your dissertation, you said that “translators do not make any difference between EU terms and non-EU terms” and that “a significant part of terminological problems result from the difficulty of recognising EU terms”. What, in your view, is the reason for this and do you hope for a more distinguished EU terminology?

Due to the European integration process a number of new concepts are born, related either to EU legislation or to the everyday functioning of the EU. These EU terms (that denote EU concepts) make up a well-distinguishable EU conceptual system. The distinction between these EU terms and non-EU terms is crucial as they require different types of terminology work in translation. While the translation of non-EU terms is carried out between different conceptual systems, the translation of EU terms is carried out within one (the EU) conceptual system. If it is about an established EU term (e.g. EU legal acts), translators only have to find the official equivalent in the target language. At concept level, no difficult task, as a single concept is described in 24 languages. If it is about a new EU concept, the task is more difficult. Then, the translator needs to check constantly whether the proposed term for the new EU concept is already ‘taken’, i.e. designates another, national concept at home. This is what I called vertical comparative terminology work. However, EU texts may also contain non-EU terms, i.e. terms relating to the conceptual system of the Member States (e.g. company forms, national institutions). In this case, it is necessary to compare the conceptual systems of the source language and the target language. This is what I call horizontal comparative terminology work in the EU context. An interesting finding in my work was that EU terminologists know the importance of this distinction but could not describe this phenomenon. They often referred to ‘EU-coloured’ terms and ‘EU constructions’ and what they spoke about were terms describing an EU concept, i.e. EU-terms.



*Interviewed by **Elke Steinhäuser**. Former Study visitor at the Terminology Coordination Unit and Master student at the University of Luxembourg.*

Elke has a Bachelor's degree in German-French studies, she is now enrolled in the trilingual Master in 'Learning and Communication in Multilingual and Multicultural Contexts' and works as a free-lanced teacher for German as a foreign language. Her interests lie in Intercultural and Multilingual Communication and associated training methods.

Interview with **Koen Kerremans**



Koen Kerremans is an **assistant professor** at the **department of Linguistics and Literary Studies (Faculty of Arts and Philosophy)** of **Vrije Universiteit Brussel (VUB)** where he teaches courses on **research methodologies in applied linguistics** and **translation studies, terminology, technical and scientific translation** and **translation technology**.

1. You are an assistant professor at the department of Linguistics and Literary Studies (Faculty of Arts and Philosophy) of Vrije Universiteit Brussel (VUB) where you teach courses on research methodologies in applied linguistics and translation studies, terminology, technical and scientific translation and translation technology. What is your background? When did you discover your passion for these fields and how did your interest in terminology start?

I obtained my master's degree in Germanic Philology (English-Dutch) at the University of Antwerp. During my studies, I became interested in language technology (I had always been fond of technology) and wanted to learn more about the underlying mechanisms of natural language processing (NLP). I decided to pursue an advanced inter-university master's degree in language sciences (KU Leuven, University of Antwerp, University of Ghent, Vrije Universiteit Brussel) in which I took several theoretical and practical courses on computational linguistics, machine learning, software programming and NLP. During this period, I remember that I was already fascinated by translation technology – which I only associated with machine translation at that time – and doing research. I was very keen about the idea of working as a researcher at the university (although I knew that the job opportunities were scarce and chances of obtaining a job position were therefore very unlikely).

Soon after my graduation, however, I received news from my supervisor about a job offer at the department of applied linguistics of Erasmushogeschool Brussel. Prof. dr. Rita Temmerman – who was the research director of the Centre for Special Language Studies and Communication (which is now part of the VUB research group 'Brussels Institute for Applied Linguistics') – was looking for a linguist with programming skills to conduct research on multilingual terminology in a EU-funded project about ontology-based knowledge systems in the domains of fraud detection and prevention. I must admit that my understanding of terminology as a research discipline was very limited when I started working as a researcher in this project. But Rita Temmerman pointed me to the important books and other publications I needed to read about terminology and introduced me to many interesting researchers in the field. I went to conferences and started writing about my research and, gradually, my research interest focused more on terminology and technology applied to translation.

The former department of applied linguistics of Erasmushogeschool Brussel is now part of the department of linguistics and literary studies of Vrije Universiteit Brussel. As a member of the teaching staff, I'm very happy to be able to share my interests in terminology, translation and translation technology and my research expertise and methods with students enrolled in the master programmes of translation and interpreting.

2. Your doctoral research focused on terminological variation in multilingual Europe. What are your observations about the EU's Interinstitutional Terminology Database, IATE?

In my PhD research, I studied how intralingual terminological variants (i.e. different ways of referring to specialised concepts) in a specialised corpus of (English) source texts tend to be translated into French

and Dutch. I concentrated on EU texts related to environmental topics. My main argument throughout my dissertation was that choices regarding intralingual variation as well as the different translations of these variants in the target texts (interlingual variation) are determined by several contextual factors (which I described in more detail in my dissertation). I explained that for translators, it is important to know these different linguistic options when translating terms and to know in which situational contexts or registers certain options are more likely to be used.

To this end, translators can consult structured bi- or multilingual resources of several types, such as bilingual or multilingual glossaries, specialised dictionaries, terminological databases, etc. Such structured resources, however, can never fully cover the wealth of linguistic options that appear in specialised texts, nor do they represent the many translation choices that one can find for a source language term in specialised corpora. In order to illustrate these points, I compared the data derived from my corpus-based comparative analysis with data extracted from terminological records (for a selection of concepts) in IATE. I must say that this was quite a time-consuming process because, during my research, it was not yet possible to download IATE in the TermBase eXchange format (TBX) and so I had to manually look up relevant terminological records based on the terms extracted from the research corpus and save them one by one as separate html files. Fortunately, this task has become superfluous and IATE is easier to use for research or translation purposes now that it is available as a downloadable resource.

The IATE database is a successful product of the inter-institutional cooperation between the *Translation Centre for the Bodies of the EU (CdT)* – which launched the project in the beginning of 2000 – and other EU translation services. The aim of the project was to centralise the terminological activities within the EU and to reduce or eliminate the duplication of effort, which was due to the fact that, before IATE was launched, different EU institutions managed their own terminological databases. These databases were merged into the new inter-institutional terminology base IATE, which explains why up until today, the database still contains many overlapping or duplicate entries. This was one important observation during my research, which allowed me to study in more detail the variation between terminological entries created by translators/terminologists from different EU institutions. For my research purposes, it was therefore very interesting to be able to include these overlapping terminological entries in my study. I can imagine, however, that from the perspective of possible end-users of the database, such as translators, the overlapping entries may in some cases cause some confusion when choosing a proper term to use in a specific context.

3. In your study *'Terminological variation in multilingual Europe. The case of English environmental terminology translated into Dutch and French'* you examine the intra- and interlingual variants that can be found in parallel corpora of European texts. Could you please comment on the representation of variants in IATE database?

The IATE database is an example of a conventional (onomasiologically-structured) terminological database. This means that it consists of concept-oriented terminological records which aim to describe or define specialised concepts. Ideally, each concept corresponds to one terminological record and information about the concept is considered to be language-independent. However, given

the fact that IATE is used as one of the instruments to harmonise the EU conceptual system and its corresponding terminology, users can also find in it information about possible conceptual differences between institutions or member states in separate fields and language dependent information, such as terminological variants in different languages and specifications of register use or preferences. All this information, which has been manually added to the database and verified by terminologists, proves to be of important value for any user aiming at acquiring (contrastive) knowledge about specialised concepts and terms used in specialty areas of the EU.

Several possibilities are offered in IATE to structure or represent different types of terminological variants in different languages. Overall, a distinction can be made between information fields simply listing the possible forms – such as the ‘Term’ and ‘LookUp Form’ fields – fields providing extra information about the contextual usage of each variant – such as the ‘Note’, ‘Language usage’ and ‘Regional usage’ fields – and fields providing additional features of the different variants – such as the ‘Grammatical info’ or the ‘Reliability’ field. I studied how terminological variation was represented in a selection of more than 1000 IATE terminological records and was for instance able to observe quite some differences in the way different types of terminological variants (e.g. morphological variants, syntactic variants, formulas, shortened forms, etc.) were added to the terminological records. These differences are obviously due to the fact that all terminological entries are manually created by different people (working in different institutions) who probably have different opinions about what types of terminological variants should be included and to what fields these variants should be added.

One can also see that – due to the concept-oriented structure of the database – each terminological record lists terminological variants in several languages that are direct (or cognitive) equivalents (in the sense that they refer to the same concept). Consequently, this type of database structure does not provide translators with suggestions for potential ‘alternative’ translations for specific source language terms (other than direct equivalents in the target language). In my view, this is a limitation of such terminological databases because in reality, and depending on the context, translators may sometimes decide to translate a source language term by means of a conceptually-related term in the target language (a term which is not a direct equivalent of the term in the source language). Examples that I encountered in my corpus were, amongst others, the English term ‘air pollution’ translated in a staff working document of the European Commission as ‘qualité de l’air’ in French (‘air quality’) or the English term ‘biological invasions’ translated as ‘IS’ in Dutch – the abbreviated form of ‘Invasieve Soorten’ (‘invasive species’) in Dutch – in an opinion of the European Economic and Social Committee. In a conventional (onomasiologically-structured) terminological database, it is difficult to link a term to potential translations in a specific target language, other than the direct equivalents appearing in the same terminological record.

4. You suggested presenting intra- and interlingual terminological variants in graphs to visualize data in a more flexible and dynamic way. Could you tell us more about these graphs?

In a chapter of the recently published book entitled ‘Multiple Perspectives on Terminological Variation’ (edited by Patrick Drouin, Aline Francœur, John Humbley and Aurélie Picton and published by John Benjamins), I proposed a new type of multilingual terminological resource presenting terms and their

possible translations in a dynamic graph visualisation. The best way to picture this is to think of a mindmap in which terms are linked to one another (within the same language and across several languages). Research has shown that graph visualisations facilitate learning processes in different domains. Thanks to technological innovations, such representations are now also increasingly used to visualise data in lexicographical and terminographical resources. An example of the former is Visual Thesaurus (for English general language). EcoLexicon is an example of a multilingual terminological knowledge base dealing with environment concepts, developed by the LexiCon Research Group at the University of Granada.

In the graph visualisation that I propose, links in the network represent relations of intralingual variation as well as interlingual variation. These links are derived from what I call 'term-based translation units' that are extracted from specialised translation (or parallel) corpora. Several automated methods and approaches have been worked out by computational linguists to automatically extract clusters or sets of terminological variants within the same language or even across several languages. Pattern-based systems, for instance, are able to identify intralingual variants based on a set of linguistic markers or patterns – for instance a pattern '[X] is also called [Y]' whereby X and Y are variables – whereas statistical methods are able to identify patterns of intra- and interlingual variation based on the number of times the X and Y tend to co-occur, either in the same text (in order to recognize patterns of intralingual variation) or in a source text and its translation (in order to determine patterns of interlingual variation). I know that I am simplifying things here but the essence is that such methods or tools can help us in developing resources of term-based translation units, based on (large-scale) multilingual corpora.

Each term-based translation unit consists of a source language term and its translation and features additional metadata about the concept which the source language term refers to, and the text from which it was extracted (e.g. the author, text type or register). This meta-information is quite essential in the proposal because it allows for the mindmap to become 'dynamic'. Metadata are needed to search for or filter out information in the mindmap in a more advanced way. A user could for instance be interested in looking at variants occurring in a specific subregister of the corpus or appearing in texts from a specific source. He or she could zoom in on or out of certain regions in the mindmap depending on a selection of contextual parameters. In other words, changing the contextual conditions causes direct changes in the network of intra- and interlingual variants.

5. In '*Illusion of terminological precision and consistency: a closer look at EU terminology and translation practices*', you carried out a comparative study on denominative variation in EU source texts and translations. What were your main findings? Did you notice any specific patterns or trends that appear in specialized texts? How can the results of this study be incorporated in multilingual terminological resources for the benefit of future translations?

That article was presented during the conference 'Meaning in translation: illusion of precision', held in Riga (in 2012). I argued in my article that adhering to the principles of terminological precision and consistency is difficult to maintain in the context of EU translation practices. Many efforts have been made at the EU level in promoting terminological precision and consistency, mainly in a context of EU

legal drafting. There are for instance EU guidelines on terminology use – e.g. the Joint Practical Guide for Persons involved in the drafting of EU legislation – or on how EU translators/terminologists need to enter data into the IATE database, with a view to harmonising terminology.

Despite these efforts, terminological variation is a common phenomenon in EU texts and this is what I tried to show on the basis of a comparative study of EU source texts and their translations. Reasons for this variation can be explained on different grounds. Studies emphasising the cognitive aspects of terminology, for instance, have shown that our knowledge of a subject field is not build up by concepts with clear-cut boundaries but rather by (what Rita Temmerman in her book ‘Towards New Ways of Terminology Description: The Sociocognitive-Approach’ has called) units of understanding. Seen from this perspective, for instance, an author might introduce multiple (cognitively-motivated) terminological variants in a text to emphasise different features or aspects of the same unit of understanding. Think of the example of ‘killer slug’ – emphasising the destructive features of this type of invasive species – or the variant ‘Spanish slug’ – whereby emphasis is placed on its original location. Studies focusing on the communicative aspects of terminology show that variation may also be the result of different communicative intentions that are associated with text registers and genres. One can for instance hypothesise that an academic article is more likely to contain ‘neutral terms’ to refer to a phenomenon (e.g. ‘biodiversity reduction’ or ‘biodiversity loss’) in comparison to an opinion text or a policy document describing the same phenomenon (e.g. ‘biodiversity destruction’).

Observations resulting from my comparative study of EU texts were that patterns of variation in (English) source texts tend to be reflected in the target texts (in other words: terminological variation in the source texts tends to be translated) and that, due to different contextual parameters that translators need to take into consideration, more interlingual variation was encountered in the translations.

As I explained earlier, I think that intra- and interlingual variants, obtained on the basis of corpus-based analyses, can be used to develop (what I consider) a new type of translation resource – because it is not a conventional terminological database or a translation memory. On the basis of this resource, we would be able to show to translators what typical terminological variants are used to refer to a specific unit of understanding in a specific register and how these can be rendered in the target language.

6. In your opinion, what is the current role of terminology in applications related to machine translation or software localization?

Correct and consistent use of terminology has always been an important parameter for assessing the quality of localised/translated software products. I don’t think that the role or function of terminology (and terminological databases) has changed with the emergence of these new products and accompanying technologies.

Setting up and maintaining a terminological database can be a very time-consuming process but is essential in any software localisation project, not only because of the many releases of new versions of the same product but also because of the fact that the same terminology also needs to appear in the software manuals or help files, as well as in the marketing materials related to the software product (e.g.

the company's webpages). A terminological database is needed to make sure that all these localised products are, terminologically speaking, aligned.

Whereas in software localisation projects – involving human translators – a terminological database is used for speeding up the translation process but also for consultation purposes, I think that these aims are becoming less relevant in machine translation projects. Previous knowledge-based machine translation systems heavily relied on the availability of high quality dictionaries and grammars to produce high quality output. However, the new MT systems based on machine learning are able to learn translation patterns on the basis of large-scale (specialised) corpora, which means that terminological databases are more likely to be used as (post-translation) sources for quality assessment, rather than sources to be used during the translation process.

7. You are involved in the work of the Brussels Institute for Applied Linguistics. Could you please tell us about the projects the research group is currently focusing on?

We are a research group within the department of linguistics and literary studies, mainly conducting research within the domains of translation, interpreting and foreign language acquisition. One important line of research, within the context of translation and interpreting, pertains to multilingual terminology, special language and communication. With respect to this line of research, we are currently involved in the Termraad Academy project, which involves a collaboration between the Dutch language units of the Directorate-General for Translation of the European Commission (EC) and the European Council, and the bachelor/master programmes in applied linguistics, translation and/or interpreting in Flanders and the Netherlands. The aim of this collaboration is to further enrich the IATE database by conducting terminological research in areas that are important for the EU. A list of topics is updated every year at the start of the academic year. The nice thing about this project is that it involves the participation of students who can contribute to the IATE database by carrying out terminology research in the context of a short-term traineeship or a master's thesis.

Setting up research collaborations between our research group and professional organisations in the translation and interpreting sector, is an important way for us to valorise and to continue our research. We have recently conducted a small-scale study in collaboration with Brussel Onthaal (a public organisation providing interpreting and translation services) in which we examined how organisations in Brussels providing public services manage to communicate with 'customers' speaking a different language. Very often, this communication is hampered because of the language barrier. The situation has even become more complex in Brussels due to the recent massive influx of refugees to the EU. Consequently, service providers more often need to rely on the use of different types of solutions (e.g. using public service interpreters/translators; using translation technologies; etc.) to bridge the communication gap. Further building on this research, we are now planning to launch a research project on multilingual terminology in the domain of public service provision because we noticed that, especially for public service interpreters, it is important to identify the different knowledge areas and topics that are associated with this broad domain.

8. How do you think terminology will develop as a discipline in the future?

A question about the future of any discipline is always difficult to answer, I guess, and so I do not have a straightforward answer, unfortunately. I think it is important to first make a distinction between terminology as an academic discipline and as a practice-oriented discipline. In terminology as an academic discipline, research is carried out to broaden our understanding of terminology (its features and functions) by developing theories or theoretical models that are able to account for different aspects of terminology or typical phenomena related to terminology (such as domain metaphors, neologisms or variation). In terminology as a practice-oriented discipline, terminology research pertains to the search, creation, organisation and management of domain-specific vocabulary. Such research usually leads to the creation of a terminological product, either prescriptive or descriptive, such as a terminological database or specialised dictionary.

Terminology research was for a long time mainly carried out from a prescriptive point of view, in which the conviction reigned that terms should be used unambiguously to refer to clearly delineated concepts. Descriptive terminology approaches have jointly contributed to a more pragmatic view of the relationship between terms and concepts and these views have considerably opened up the possibilities for studying terms from multiple perspectives (e.g. social, communication, cognitive, cultural). Theories resulting from these descriptive approaches benefit from empirical methods in which technology has played an important role. It can only be expected that the technological impact in terminology as an academic discipline will only increase as current and new technologies will be deployed to empirically test and verify the theoretical hypotheses postulated within the field. Our research methods for studying phenomena such as neologisms or terminological variation, for instance, are improving thanks to the fact that more linguistic data (in several languages) are available and easier to process, amongst others thanks to technologies supporting the analysis of Big Data or technologies for data visualisation.

Such technologies also have an unmistakable impact on terminology as a practice-oriented discipline. Concordancers have been around for quite some time now and help users (translators/terminologists) to study terms in contexts in order to detect patterns of term usage. Different types of tools for extracting terms or additional terminological information have been developed and support users in creating terminological products. Terminology cloud services support the creation of terminological databases as a collaborative effort. Linked Data technology facilitates the automatic creation of new terminological databases, based on combining existing ones.

With machine learning being used more frequently in different types of applications, I expect that future 'intelligent' technologies in practice-oriented terminology will take over some of the tasks when creating terminological databases, such as creating definitions for new concepts. Perhaps we will witness a meaning extension of the term 'post-editing' in the near future as it will probably also become partly a reality in practice-oriented terminology.

9. What advice would you give to your students and to young professionals who would like to start a career in terminology?

First of all, I try to show my students why terminology matters in the practice of translation and interpreting and I teach them how they can carry out terminological research and the skills they need to acquire. Training students to become professional terminologists, however, is not the ultimate aim of the master programmes at Vrije Universiteit Brussel. Nevertheless, we do offer our students opportunities for terminology internships in organisations and I always advise them to do so because it is an excellent chance for them to start a career in the field of terminology.



*Interviewed by **Serena Grementieri**. Terminology trainee at the Terminology Coordination Unit of the European Parliament, BA in Intercultural Linguistic Mediation and MA degree in Specialized Translation at the School of Foreign Languages and Literatures, Interpreting and Translation (ex-SSLMIT) of Forlì, University of Bologna.*

Born in 1990 in Faenza (RA), Italy, Serena Grementieri completed her BA in Intercultural Linguistic Mediation and MA in Specialized Translation at the School of Languages, Literature, Interpreting and Translation (former SSLMIT) in Forlì, University of Bologna. During her degrees, she had the opportunity to study under the Erasmus Programme at the Exeter University (UK) and at the Moscow State University (Russia) thanks to a university exchange. Interested in terminology and translation in international organizations, she wrote her MA's thesis on terminology in collaboration with FAO organization. She knows Italian, English, French, German, Russian and a bit of Chinese

Interview with **Henrik Nilsson**



Henrik Nilsson, born in 1970, has been working as a terminologist at the Swedish Centre for Terminology (Terminologisentrum TNC) since 1997. At the centre, he worked with Eurodicautom and he participated in one of the working groups during the development of the IATE database of the European Commission, a software he later evaluated within the national project preparing a national terminological infrastructure in Sweden (named TISS). Within TNC, he has taken part in various terminology projects and he directs the joint group for life sciences terminology and a termbank for the planning and building sector. He has also been responsible for marketing activities and was the web editor of TNC's website. He has been responsible for the contents and marketing of the national termbank, Rikstermbanken. He also teaches terminology to various groups (students at universities, employees at various private companies and public authorities) and he often presents papers at national and international conferences ([EAFT Summit](#), TKE, LSP). He has contributed articles to the Handbook of Terminology (vol. 1) and Terminology in Everyday Life, both published by Benjamins. He has been part of the board of the EAFT for many years and is currently its President. He holds a diploma in Communication Science, English and French and he is also a trained English teacher. Since 2018, he has been working as a terminologist for the newly started C.A.G Next, part of the C.A.G group.

1. Why is terminology so important in the field of translation? Why is it also important in our daily life?

We all come into contact with terminology at certain times and in certain situations, and when we do, we need to know how to deal with it. And we should not dread it – there is so much to discover and learn from experts in various fields, and this is also true when it comes to their use of language. That terminology is important for translation has been shown in surveys where translators estimate that a substantial amount of their working time is spent doing terminology work. When you add more than one language, the situation becomes more complex, and there are many aspects of terminology and translation that are yet to be studied. A structured approach to handling terminology is not only a problem-solving tool which helps translators find the right equivalent – terminology management can also be thought of as a method and a way of thinking which I believe is beneficial in many contexts for translators, both in their professional capacity and in their everyday life.

2. In the past you have spoken about the responsibility of the *translator* working as a terminologist. What responsibility do you think the *terminologist* bears?

I find the idea of “terminological responsibility” very interesting to think about. Of course, this entails self-reflection on the role of the terminologist and the contribution this profession can make to solving issues and facilitating consensus in a group. The profession of terminologist can be divided into several types which affect the responsibility: if a terminologist is also an expert in the field in question, the corresponding responsibility would be similar to that of another expert – to contribute and listen to other opinions with the aim of achieving a joint goal. But in other cases, and perhaps more commonly, the terminologist would not be a domain expert and so the responsibility would include being well-prepared (having at least attempted to study the domain in question to some extent) but also to use the terminological mind and method to see the structure and ask the questions needed. Furthermore, the terminologist should know what method to use in what context, be able to co-operate with related professions, constantly follow developments in the theory and practice of terminology, and know what sources to use and when. And finally, always be prepared to spread the word about terminology wherever this is still unknown territory!

3. From your experience of teaching terminology: how does one teach terminology? Is it difficult to convince professional linguists – translators or interpreters – that it is important?

The didactics of terminology is also an interesting area which should be discussed more. Overall, the subject of terminology should be much more prominent at universities, preferably as an obligatory module at the start of all university studies. In my experience, some aspects of terminology actually come more naturally to non-linguists, especially to professionals used to thinking in hierarchies and logical structures. Translators and interpreters are often the only professional groups who, in many countries, get some terminology training and normally they quickly see the use and are easy to “convince”. However, there can at times be too much focus on the linguistic side compared to the cognitive, conceptual side

of the work. There are also other professional groups, often with a background in IT, who have started working with some aspects of terminology, e.g. system and enterprise architects, demands analysts and health informatics specialists – and this tendency will also affect how the subject of terminology is and will be taught.

4. In 2016, the European Association for Terminology (EFT) celebrated its 20th anniversary. In your own opinion, how has its approach to terminology changed over these twenty years?

Some topics are as relevant today as they were 20 years ago – I tend to reuse more and more older material (even from the 1800s!) since it is still relevant and well worded. But as in many other areas, we have also seen a development in terminology which has turned it into something more technical, more text-oriented and more cognitive and ontological in nature than before, which is in itself a very interesting development. The general aim of the EFT, of gathering organizations and individuals, and promoting the area of terminology at all levels of society in Europe, has remained the same, and the Brussels Declaration is still valid and relevant. The Association has also taken a stance and protested against the closing of terminology programmes, and we also try to embrace other developments, e.g. the use of social media which means quicker and more direct contacts with members and “terminology lovers”.

5. Can you give us some details about your role as the president of EFT and as a member of the Swedish Centre for Terminology (Terminologisentrum TNC)?

I feel very European and very Scandinavian at the same time, which I think can be a good thing. To me, the role of the EFT President is to create a functioning board and to be a missionary on the European level, visiting institutions and constantly doing promoting and lobbying activities. On the national level, at TNC, I have been one of several terminologists, from whom I learned a lot during some 20 years. I have been lucky to have a very varied line of work covering terminology teaching, smaller and bigger projects, termbank management, terminology planning, research, translation and documentation.

6. You mentioned that the TNC is 75 years old. Where do you see EFT in 55 years? Where do you hope to see terminology go in that time?

Currently, we are seeing some negative developments, with the closing or reorganization of many institutions, and some major terminological events are not happening as frequently as before, so in 55 years I hope the EFT will be as strong as ever, functioning as a truly European platform, joining together organizations and individuals working in terminology. I do hope that the SIGs (special interest groups) will return so that there will also be some hands-on work and exchange of experiences, especially related to research and teaching. It all comes down to the persistence of those working in and with the organization, and in my experience, terminologists are those kinds of people.

7. You can proudly call yourself one of the creators of the original IATE. What were the main ideals and goals for its creation? Do you think they have been fulfilled?

I wouldn't call myself a creator, but I hope that I helped a little bit in its creation. I was in the workflow group together with many skilled people, and I remember that there were many varied demands on this joint endeavour. Looking at the result, I feel it has succeeded. Of course, technology has developed in the meantime, creating new possibilities, not really imaginable at the time. Then again, a termbank is never finished, and I think the IATE team are well under way to adapt to new creative ideas and developments.

8. Could you tell us a little bit about the collaboration between EAFT and IATE?

The collaboration has been intensified with TermCoord and we have had several interesting contributions related to IATE at the Summits. One aim is to provide something useful for all the translators and terminologists, especially within the EU. And considering that IATE is still the biggest European terminological resource, we try to find opportunities to inform people about it and its development. I have also had the opportunity to give seminars and courses at the EU institutions and I especially remember my "Red and Green seminar" devoted to IATE, where all the participants got voting cards, which they used to answer questions related to IATE.

9. Every year, EAFT grants an award for the Best Thesis on Terminology. Can you tell us more about this initiative and how it is helping to spread terminology awareness?

There are two International Terminology Awards (ITAs): the International Award for Distinguished Achievement in Terminology (MA level) and the International Award for Outstanding Achievement in Terminology Research and Development (PhD level). These awards are given to researchers in line with the mission of EAFT, which is: "the promotion of and support for research in terminology and related issues; contributions to the education and training of people working with terminology in all capacities, and the formal recognition of academic and vocational terminological training courses at the European and national levels."

10. From 14th to 15th November 2016, EAFT (in collaboration with TermCoord), organised the VIII European Terminology Summit 'Visions and Revisions' in Luxembourg. Can you tell us how successful you think the event was and what were the results that came from the summit?

Overall, I think the idea of self-reflection and looking backwards and forwards was a good choice. Collaborating with TermCoord at the very heart of Europe made the event stronger and when I think about it, I feel proud and happy. There were many interesting contributions and the mood was positive

– especially during a conference dinner where everyone squeezed into a little Greek restaurant. We also realized that the Brussels Declaration is still valid. I constantly think about the Summit’s structure, and how it can be developed and given a new twist, and I think the introduction of a laid-back discussion with the previous Presidents was a fun idea in 2016 – as was the PechaKucha-session we did in 2014. The Summit shows the extent of EAFT and terminology, and everything that can be achieved with relatively little means, and a lot of hard work by dedicated people. For one Summit, we did a yoyo which shows that you also need a sense of humour!



*Interviewed by **Anna Wawrzonkowska***

Trainee at TermCoord, DG TRAD at the European Parliament Italian and Linguistics at the University of Oxford, Oriel College

Interview with **Milica Mihaljević**



Milica Mihaljević obtained her Master's Degree in English at the Faculty of Humanities and Social Sciences in Zagreb in 1984. In 1991, she received a PhD in linguistics from the same university. Her field of interests include terminology, standard language, language planning, lexicology and lexicography. She took part in the creation of STRUNA, a database of Croatian special field terminology, as well as in the creation of two international terminological databases, EMITEL and Multilingual Archival Terminology. She is the author of many works, including "Croatian Terminology Manual" that she wrote in collaboration with Lana Hudeček. She is the winner of Ivan Filipović Prize for Croatian Orthographic Manual and Zagreb City Prize for "Croatian School Dictionary". Currently she is a senior researcher at the Institute of Croatian Language and Linguistics and the head of the Department of Croatian Standard Language.

1. When and how did terminology become one of your fields of interest?

As with many things in life, this happened by chance. I got Masters degrees in English language and literature, general linguistics and phonetics. I really wanted to do scientific research related to linguistics, but my first jobs were far away from that. First I worked as a teacher of English in language courses and after that as a librarian at the Faculty of Science. Nevertheless, I continued with post-graduate studies in linguistics hoping that one day I would get the opportunity I longed for. Then I heard that professor Stjepan Babić was looking for an assistant to work on terminology at the Yugoslav Academy of Sciences and Arts (nowadays the Croatian Academy of Sciences and Arts). He already had another candidate for the job, but when the colleague suddenly left because she had been offered another job, I got my chance. I became assistant at Yugoslav Academy of Sciences and Arts' Linguistic Research Institute and Yugoslav Academy of Sciences and Arts' Terminology Committee secretary. Professor Babić also suggested a topic of my PhD: **Croatian Computer Terminology**. I had an advantage for this topic because I had a Masters degree in English and working experience at the Faculty of Science, so I knew a lot of experts in this field. I also completed a few university courses on databases and programming languages. Working at the Linguistic Research Institute and studying terminology, I met a colleague, Marko Lukenda, who worked on terminology at the Language Department of the **Institute of Philology and Folklore** (nowadays Institute of Croatian Language and Linguistics). He convinced me to start working for the Institute of Croatian Language and Linguistics which is my current workplace.

2. What conference on terminology that you attended is your favourite one and why?

It is hard to give a clear-cut answer to this question, especially because at the beginning of my terminology work I did not really attend specialised terminology conferences. I would definitely single out the AAASS (American Association for the Advancement of Slavic Studies) annual meeting in Boca Raton, Florida, in 1999. It was a conference that focused on all Slavic topics which were the result of the work of a series of panels (round-table discussions). I took part in a round-table discussion on computer terminology, organised by Mirjana Dedaić, a Croatian who worked in the USA. I particularly liked this conference as it made me discover a completely different world. Up until then, I had only taken part in national conferences that were not particularly focused on terminology issues. Having joined International Committee of Slavonic Scholars' Terminology Commission in 2013, I regularly attend international terminology conferences, of which I particularly liked the first one, held in Kiev.

3. You participated in the creation process of STRUNA, a database of Croatian special field terminology, and for the purposes of this project you published the book **Croatian Terminology Manual** in collaboration with Lana Hudeček. Could you tell us a little bit more about the project and its future evolution?

Croatian Special Field Terminology project – coordination project lasted from 15 January 2008 until 15 January 2009. I was the head of STRUNA at the time. The goal of the project was to ensure the necessary preconditions for the implementation of the project's second phase which included a collaboration with

experts in different fields leading to a more systematic building of Croatian terminology related to certain special fields. In order to meet the preconditions for the collaboration with experts in different fields, three basic goals of the coordination project had to be reached: the making of the terminology manual, the building of a unique database and the organisation of workshops for the training of experts in particular fields, terminographers and language consultants. *Croatian Terminology Manual* was published in 2009. Lana Hudeček is the co-author of this publication, which has had three editions so far. The idea was to incorporate into this manual all the issues that people who work with terminology may encounter. The manual is primarily practice-oriented, but it also provides a short overview of the necessary theoretical knowledge. It provides basic linguistic and terminology knowledge in a user-friendly way to anyone who works on the building of terminology related to their field as it introduces basic terminology concepts and terms, explains the ways of term formation. It also elaborates on and gives examples related to terminology principles that are based on Vienna School of Terminology and built in International Organisation for Standardisation (ISO) terminology standards. The manual particularly focuses on typical language mistakes that appear on all language levels.

A unique database was built for the purposes of the project with a focus on robustness, user-friendliness and compatibility with the existing standards and recommendations.

The following workshops were created and developed: Term formation and terminology principles, Mistakes regarding term and definition formation, English influence on Croatian in term and definition formation and Databases. In the second phase of the project, the content of the workshops changed and they were built upon and adapted. New workshops that respond to the needs of a particular special field or all fields were also developed. In the first phase, the workshop participants were terminographers and language consultants from the Institute who collaborated with experts in particular fields in the second phase of the project. From that point on, the workshops are intended for experts in particular fields who work on STRUNA. STRUNA's second phase began in January 2009 with Maja Bratanić as its head. The Croatian Science Foundation issues calls for tender to provide support to projects related to specific field terminology building and the Institute of Croatian Language and Linguistics provides linguistic, terminological and terminographic support to the approved projects in a multidisciplinary work. In a methodological sense STRUNA joins the normative approach with the descriptive one as it offers synonyms of the recommended terms, which are classified as preferred, admitted, deprecated, obsolete and jargon. STRUNA is open to the public (<http://struna.ihjj.hr/>) and it currently comprises 27 (completed and ongoing) projects.

4. Could you tell us what project related to terminology you would like to work on in the future?

I would really like to be in charge of the STRUNA project on Croatian linguistics terminology building. I would also like to participate in the Croatian computer terminology building project. These two terminology fields have been the topic of my studies my whole life, which is why I would like to systematise this knowledge with the help of a team of collaborators. Since I have recently worked on terminology related to education as a member of the Unique General Terminology for Curriculum Reform Working Section of

the Scientific Council for Education and Schooling System of the Croatian Academy of Sciences and Arts, one day I would maybe like to participate in a project related to this topic.

5. What do you think about IATE, the EU'S inter-institutional terminology database, and the work of terminologists related to it?

I did not take part in the building of IATE terminology database, therefore I believe I cannot give a competent assessment of IATE terminology.

6. How would you evaluate terminology work in Croatia in comparison to terminology work in other countries?

From my point of view, we can be satisfied with terminology work in Croatia in comparison to that of other Slavic countries. We have a large terminology base, a lot of PhD theses and monographs dealing with terminology issues, as well as a lot of young experts who work in this field. Personally, I think that we became a role model for the surrounding countries. What represents a problem, however, is the long-standing ban on recruiting new staff, which makes the education and employment of new young terminologists and keeping the existing ones in permanent employment impossible.

7. You were a professor at some Croatian universities such as the Faculty of Humanities and Social Sciences and the University Department of Croatian Studies at the University of Zagreb. Do you think young people are interested in terminology?

I was a lecturer at the Faculty of Humanities and Social Sciences, University Department of Croatian Studies, and the Faculty of Teacher Education and Faculty of Electrical Engineering and Computing. I taught a course named *Nazivoslovlje i nazivlje na hrvatskom jeziku (Terminology theory and Croatian Terminology)* at the Faculty of Humanities and Social Sciences for three years. Considering that it was an optional course, students' interest was really high. A few students chose terminology as a topic for their Masters thesis. The work on this course resulted in a scientific monograph (Mihaljević, Mihaljević, Stančić *Croatian Archival Terminology*) and three popular science papers published in the *Hrvatski jezik (The Croatian Language)* (two works on pedagogical terminology and one on hotel sector terminology). The course has been cancelled with the abolishment of external collaboration for reasons related to financial problems. At the Faculty of Electrical Engineering and Computing I teach a course *Hrvatski jezik u inženjerskoj praksi (Croatian in Engineering Practice)* with Professor Bernardina Petrović, an important part of which is also terminology. There are a few students in each generation who are strongly interested in this problematic.

8. What piece of advice would you give to young people who want to work in the field of terminology?

Every special field has two basic terminology requirements: it has to be in line with the contemporary level and the latest scientific achievements as well as to be in line with standard Croatian language. Therefore,

people who want to do terminology work have to know their profession and standard Croatian language standards very well. They also have to be familiar with terminology theory, which can be easily learned from *Croatian Terminology Manual*, for example. Nowadays, everything is easier for young people stepping into the world of terminology than it was for my generation. We were mostly autodidacts, whereas today there are terminology workshops, seminars, schools, meetings in which terminological knowledge and skills can be acquired. I made my own methodology for my PhD thesis because I had no role models, and today there are many PhDs on terminology issues related to various fields. However, the important thing is practice, constant work on concrete language material and continuous collaboration between linguists and experts in a specific field



*Interviewed by **Lucija Mišlov**, trainee at the Croatian Language Unit in the European Parliament in Luxembourg.*

Interview with **Axelle Vansnick**



Axelle Vansnick is a **Terminologist** at the **NATO Standardization Office (NSO)**, where she works on **the coordination of terminology proposals** and **the promotion of standardized terminology** within NATO.



1. Could you tell us about your academic studies and professional experience?

After Translation studies in Belgium (@ Ecole d'Interprètes Internationaux in Mons), I moved to Rennes in France to take a Master course in Translation, Localization and Technical Writing. Thanks to this Master, I discovered the importance of terminology not only in translation but also in areas such as technical writing and business communication. I remember varied, unusual topics... like a dictionary project for the breadmaking industry!

As part of my Master studies, I spent five months as an intern in a Translation/Localization company in Brussels, called Hitext. Hitext offered me my first long-term contract as Junior Translator. That was really the starting point: my entrance in the world of translation!

A few years later, I got the opportunity to work for a major player in the translation sector: SDL. For me, SDL was a dynamic and fast-evolving environment, with many opportunities for career development. I started as Translator and ended as Divisional Director.

However, after 12 years in the private business sector, I felt the need to experience translation and terminology differently. Hence my application to NATO and my current job: Terminologist in the NATO Terminology Office (NTO), which is part of NATO Standardization Office (NSO).

2. As a terminologist, what kind of tasks do you have in the NATO Standardization Office and how is it like working there?

Our work comprises two main blocks: the coordination of terminology proposals and the promotion of standardized terminology within NATO.

As part of the coordination, we check every terminology proposal sent to the NTO for consistency with our internal guidance for writing terminology but also for consistency with existing NATO Agreed terminology. If necessary, we initiate a dialogue with the relevant experts. When all parties are happy with the substance and the form of the proposed terminological entry, we submit the proposal to the responsible senior committee known as tasking authority (or the body to which it delegates this responsibility). Once approved, we update the terminology database, NATOTerm, with the approved terminological entry.

As part of the promotion, we conduct workshops on terminology standardization within NATO. As and when the need arises, we take part in expert meetings and help them develop their core terminology. Occasionally, we are requested to chair meetings dedicated to terminology development.

3. Terminology standardization is an official policy objective at NATO. How do terms become recognised as "NATO Agreed terminology"?

Terminology acquires the NATO Agreed status once it has been approved by consensus of all NATO nations in certain senior committees, in coordination with the NTO and the relevant experts.

4. Is IATE, Interactive Terminology Database for Europe, used in the NATO Standardization Office?

We use IATE from time to time. In fact, one of our core principles is: Do not reinvent the wheel... Concretely, when the terminology under development is not specific to NATO, we check if and how the underlying concept is defined by other organizations such as EU institutions, UN bodies and standards developing organizations. In this respect, IATE is an essential source of information, especially given the amount of subject fields and its multilingual nature.

5. What are your thoughts on the roles of terminologists when dealing with new technologies, such as machine translation?

In my current job, I am not exposed to new technologies such as machine translations. However, in my previous job, I had the opportunity to work on the preparation of an ambitious machine translation project for a major car manufacturer. For certain content types and business constraints, machine translation makes sense. However, the quality of the MT output depends a lot on the construction and maintenance of the underlying dictionary. This is where terminologists play a significant role, in making sure that the right set of contextual vocabulary is in place, is broad enough and is adapted as required along the project.



*Interviewed by **Pedro Ramos**. Translator, Social Media and Content Manager, former Communication Trainee at the Terminology Coordination Unit of the European Parliament (Luxembourg).*

Figueira da Foz (Portugal). Pedro has a BA in Modern Languages: English ([University of Coimbra](#), Portugal) and a BA in Modern Languages in Foreign Languages: English and Spanish (B) (University of Coimbra). He wrote a dissertation about the Woodstock Festival of 1969, [Woodstock: Community and Legacy](#), for his MA in English and American Studies: American Studies (University of Coimbra). He also developed the website for the [Dundee Botanic Garden Endowment Trust](#) for his MSc in Information Technology and International Business ([University of Dundee](#), Scotland). He was a translator and a member of the University of Coimbra team in the ELVIN Project of the EU Lifelong Learning Programme. He was also a social media manager and member of the Organising Committee of the [2nd International Graduate Conference in English and American Studies](#), which was held at Faculty of Arts and Humanities of the University of Coimbra. Recently, from 1st April 2017 to 30 June 2017, he was a trainee in the Portuguese Translation Unit, and, from 1st July 2017 to 30 September 2017, in the Terminology Coordination Unit, Directorate-General for Translation of the European Parliament (Luxembourg).

Interview with **Clara Inés López Rodríguez**



Clara Inés López Rodríguez is currently a tenured professor in the Department of Translation and Interpreting at the University of Granada, Spain, where she has been teaching for more than 20 years. She studied English Language and Literature at this university and then went on to specialise in English into Spanish translation. The object of her PhD thesis was Textual Typology and Cohesion in Biomedical English into Spanish Translation. She is a specialist in Corpus Linguistics, and, during her years at the University of Granada, she has done research in the fields of Scientific and Technical Translation and Terminology. Together with Maribel Tercedor Sánchez, she has worked on two projects dealing with terminological variation in Medicine, VARIMED and COMBIMED. For the latter, she was also a principal investigator. She has directed two projects of innovation in teaching as well, the first of them focused on self-learning for English-speaking and Spanish-speaking students about the European Union, and the second one focused on the promotion of health information in the EU with audiovisual resources.

1. How did you become interested in terminology as a field of study?

This happened 20 years ago. I was very lucky to be a research fellow under the supervision of Dr. Pamela Faber, who was working on lexicography and terminology. At the time, she was leading a research project on cancer terminology called OncoTerm.

2. You have been teaching Scientific Translation at the University of Granada for many years. How do you think your students approach this subject first?

Many students consider terminology a harsh subject, and think that translating a scientific text mainly involves finding appropriate and normalised terminology in glossaries and databases. Obviously, terminology is key in scientific translation, but it is not enough. Having an interest in science and technology (reading about science, visiting museums, watching documentaries, etc.), and understanding the source text and the main concepts underlying a specialised subject field are also essential. Finally, some students are not aware that scientific translators and technical writers should have a good writing style: they have to be clear, concise and precise to get the message across.

3. Terminology is a crucial factor to consider in specialised translation. What strategies have you developed over the years to make your students more aware of this?

Translator trainers should highlight the importance of the documentation phase and the need to use different types of resources while evaluating their reliability: reference works, lexicographic and terminographic resources, corpora, and human resources (experts). I propose some tasks to students in order to develop their documentation and terminological competence. For example, they compile their own *ad-hoc* specialised corpora with Sketch Engine, they have to provide definitions aimed at laypeople for relevant terms of a text, etc. I also encourage them to elaborate conceptual maps, either manually or with Cmaps Tools (López-Rodríguez & García-Aragón 2014).

4. In several of your research projects, VariMed and CombiMed, you focused on terminological evaluation, as well as how it can influence communication between patients and health professionals. How do you think that professional awareness can be promoted?

To my mind, most health professionals are quite aware of language and knowledge barriers, but they usually work in overcrowded and understaffed health systems. As a result, they do not have enough time to communicate with their patients (including those speaking a different language or different geographical or social dialects) or to explain medical concepts in plain language. In order to overcome language barriers in health settings, it is necessary to improve doctor-patient and nurse-patient ratios, to promote health education, and to invest on multilingual medical resources and interpreting services.

5. You have also been working in the area of metaphors. Could you summarize which information these metaphors provide about the patients' discourse?

Metaphors have been used in Medicine since Antiquity. Some of them are lexicalized in different languages despite the fact that metaphorical mappings sometimes contradict scientific evidence. Patients use some of those lexicalizations, as well as metaphors coined by doctors and science communicators. More interestingly, patients also create metaphors to describe symptoms and conditions. Patients frequently refer to medical concepts in terms of other experiential domains (plants, animals, everyday objects, sounds, etc.), and they focus on perceptual, cultural and functional features. For example, in cardiology, many metaphors produced by non-experts to describe the circulatory system are taken from recurrent source domains such as transportation, water systems, nature elements, electrical systems, etc. (López & Tercedor 2017).

We have included some of these metaphors in Varimed, an on-line medical vocabulary [<http://varimed.ugr.es/>], and in several publications (Tercedor, López, Márquez & Faber 2012, Prieto & Tercedor 2014)

6. Multimodality has been a key consideration for both the VariMed and CombiMed projects, and that is why the database built for the VariMed project contains images. Can you explain how and why you started working on modality?

In specialised translation, documentaries, videos and images are motivating resources that help students to understand texts. We have explored multimodality in different teaching innovation actions and in experiments led by Maribel Tercedor, Juan Antonio Prieto Velasco and myself.

7. You are also teaching audiovisual translation; a subject that is usually associated with entertainment. However, there are audiovisual works that can be approached as specialised translation from a thematic point of view. Do you think that students are aware of this?

Students frequently use multimedia resources from Vimeo, Youtube, TED Talks and the like as an introduction to specialised fields. They watch documentaries and series such as *The Big Bang Theory*, *Suits*, *ER* or *The Knick* in their leisure time. When they are asked to translate and adapt similar audiovisual texts in order to produce subtitles or prepare a voice-over script, they realize that these videos can be more terminology-laden than they initially expected. ▸

8. You did your PhD thesis under the supervision of Pamela Faber, the proponent of the frame-based terminology theory. Can you explain how this theory influenced your terminological work afterwards?

The leadership of Pamela Faber and her passion for Terminology have led us to follow the premises of Frame-Based Terminology. We approach terminology from a cognitive, linguistic and communicative perspective, and we try to organize and represent specialized knowledge in terms of general knowledge.



*Interviewed by M. **Isabel Bolívar**. Isabel is from Spain.*

She holds a Bachelor and a Master Degree in Translation and Interpreting from the University of Granada, and is specialized in scientific and medical translation, a field in which she has also worked in Terminology research. She speaks English and French and, of course, Spanish. Until recently, she was a Terminology trainee in TermCoord.

Interview with

Maribel Tercedor Sánchez



Maribel Tercedor Sánchez is a professor at the Department of Translation and Interpreting at the University of Granada, Spain, where she also obtained her BA and her PhD in Translation of Interpreting. Her main teaching interests are scientific and technical translation and audiovisual translation. The object of her PhD thesis was phraseology in the biomedical field, and as a researcher she has subsequently focused lexical and cognitive aspects of scientific and technical translation (especially medical translation), media accessibility via translation for the blind and the deaf and hard of hearing, and, of course, terminology. In terminology, she has worked on projects such as Oncoterm (on the terminology of Oncology), Puertoterm and MarcoCosta (on the terminology of Coastal Engineering) and ECOSISTEMA (on the terminology of Environmental Sciences). She was the principal investigator of two projects focused on terminology variation in Medicine, VARIMED and COMBIMED (together with Clara Inés López Rodríguez for the latter), both conceived with the intent to approach healthcare professionals and patients.

1. How did you become interested in terminology as a field of study?

I started my career working in the creation of dictionaries at Oxford University Press. I worked with neology and specialised usage labels and soon understood the importance of approaching specialised lexical units in a way that is accessible to all in general dictionaries.

2. You have been teaching scientific translation at the University of Granada for many years. How do you think that your students approach this subject first?

Students are aware of the importance of translating scientific and technical documents in the English-Spanish combination. However, how scientific and technical contents vary depending on the combination and permeate many different genres -from patents to informed consents- is not so clear to them at the beginning of their training.

3. Terminology is a crucial factor to consider in specialised translation. Which strategies have you developed over the years to make your students more aware of this?

I am particularly concerned about making specialised knowledge accessible to non-experts and so strategies range from checking corpora to see terminological variation to making sure definitions and explanations of concepts are carried out in a non-circular way, so that knowledge acquisition is facilitated. I also believe that images are a great support in specialised texts so, when translating, we try to reflect on their relation to text and the potential need to explain what's in the image.

4. In several of your research projects, VariMed and CombiMed you focused on terminological variation, as well as on how it can influence communication between patients and health professionals. How do you think that professional awareness can be promoted?

Professionals need to become aware of the patient's need to be informed and the different tools they use to communicate their worries and concerns. In this regard, emotions are a key field of study and one that is being overlooked in patient-doctor communication. Within terminology and linguistics in general, I think there is a need for education about terminology not being a discipline about expert knowledge for experts but a field that deals with specialized knowledge in all levels of communication.

5. Another related field on which you have been working is metaphors. Could you summarise which information about the patients' discourse these metaphors provide?

Metaphor is a very important device to understand one concept in terms of another more familiar one and thus it helps us to communicate specialised information. Patients regularly focus on resemblance metaphors – images that resemble the visual features of a particular concept.

6. Multimodality has been a key consideration for both VariMed and CombiMed projects, and that is why the database built for the VariMed project contains images. Could you explain how and why you started working on multimodality?

As a scientific translator and teacher, I soon realized that an image can help or hinder the understanding of a text and a concept, so we decided to study how images complement textual or conceptual information. Some concepts are indeed visual and difficult to understand without visualizing them.

7. You are also teaching audiovisual translation; a subject that is usually associated with entertainment. However, there are audiovisual works that can be approached as specialised translation from a thematic point of view. Do you think that students are aware of this?

The new social media has opened a new world to transmit scientific and technical information. I believe that these new media will soon transform the strategies and standards for audiovisual translation, as for instance there is a great load of information in both the visual and aural channels that has to be reflected in the subtitles. There is still a long way to go to develop awareness about the presence of scientific information in multimodal materials for both entertainment and learning.

8. You did your PhD thesis under the supervision of Pamela Faber, the proponent of the Frame-Based Terminology theory. Can you explain how this theory has influenced your terminological work afterwards?

Frame-Based Terminology focuses on suiting terminological databases to different users' needs, extracting information from real corpora and stressing the importance of images. These aspects have been our concern in all our projects.



*Interviewed by M. **Isabel Bolívar**. Isabel is from Spain.*

She holds a Bachelor and a Master Degree in Translation and Interpreting from the University of Granada, and is specialized in scientific and medical translation, a field in which she has also worked in Terminology research. She speaks English and French and, of course, Spanish. Until recently, she was a Terminology trainee in TermCoord.

Interview with **Sergio Portelli**



Sergio Portelli is Associate Professor at the Department of Translation, Terminology & Interpreting Studies in the Faculty of Arts of the University of Malta. He obtained a PhD in Italian from the University of Malta and taught the language at all levels. After a stint as a translator at the European Parliament, he began teaching Translation Studies in 2006. He designed the Terminology course at postgraduate level in 2013 and continues to teach prospective Maltese terminologists with the hope of seeing the discipline firmly established on the islands.



1. How did your interest in terminology begin?

Ever since 2006, when I began teaching at the University of Malta's Department of Translation and Interpreting Studies (as it was then called), I have been supervising dissertations related to Terminology. However, the department did not offer a specific study unit on the discipline until 2013. Students simply followed a template to collect sets of terms related to specific domains and formed neoterms with little regard to established terminological practice. After I joined the department full-time in 2010, it occurred to me that the students were doing terminological work they were not trained to do. For this reason, in 2012 I suggested that a specific study unit on Terminology and Translation be included in our postgraduate course. My suggestion was accepted and I designed a study unit which I began to teach in 2013. Terminology became an integral part of the department's area of competence, so there was a decision to rename the department as Department of Translation, Terminology and Interpreting Studies. Since then, Translation students receive formal training in Terminology every year and I have become very involved in this area of study.

2. You also worked as a translator at the European Parliament before returning to your academic teaching career. How do you feel this has helped you in your subsequent academic career in translation and terminology?

My experience as a translator at the European Parliament was essential for my academic career in the field. Before joining the European Parliament in 2004, I had taught Italian and worked as a freelance translator. However, working in Luxembourg allowed me to experience translation at a highly professional level. I also learnt how to use translation technology and even some basic project management, as there was a very limited number of Maltese translators working at the European Parliament and no support staff at the time. It is thanks to my experience at the European Parliament that I can explain to my students what institutional translation entails and what level of competence and professionalism is expected of them in the workplace.

3. Do you think terminology is given enough importance in translation training, especially in Malta?

Currently, our students receive 28 hours of training in Terminology and are required to carry out Terminology work for their assessment. Their assignment is given in collaboration with the Maltese terminologists of the European Commission, who send me a list of concepts which are then subdivided according to the number of students. The latter are required to complete the missing terminological data, which is then assessed by me and validated by the EC terminologists who decide on its inclusion in IATE. This collaboration is mutually beneficial because students do real Terminology work after receiving formal training, to which the EC terminologists also contribute by giving a yearly seminar, through a video conferences or in person. On their part, the terminologists obtain terminological data they can include in IATE. Our course structure does not allow more time for Terminology training, but it is enough to attract students to the discipline. Every year, a number of them choose Terminology for their MA dissertation project.

4. Given your background in both translation and literature, how significant do you think the role played by terminology is in literary translation?

Terminology pertains to the field of technical translation and I do not see it playing a significant role in literary translation generally. Of course, it becomes important in specific genres or sub-genres like science fiction and courtroom fiction, where the use of correct technical terms is necessary. It can be quite challenging for the literary translator to find corresponding terms, especially in languages like Maltese that are still gathering and building terminology in many domains.

5. How important do you feel Malta's accession to the EU was for the progression of the Maltese language?

I think that EU accession was a watershed moment for the Maltese language. Becoming an official language of the EU made it necessary for Maltese to cover a much wider array of domains than before. The necessity to translate EU documents into Maltese gave rise to new registers (technical, bureaucratic, etc.) and terminology that had been inconceivable before 2004, when almost all technical texts in Malta were written in English. As far as terminology is concerned, Maltese is rapidly recovering lost ground with respect to more established and widely-used European languages, and in the medium term I expect it to be very well equipped to cover many domains. EU accession widened the scope for the use of Maltese and raised the status of the language even among its speakers, who feel more confident in using the language in formal situations where, until recently, the use of English would have been taken for granted. Moreover, since Maltese became an official EU language we have seen a remarkable increase in foreign interest in the language. Foreign linguists, scholars and language learners have been attracted to this unique language of Semitic origin, written in the Roman alphabet, and spoken by a relatively small community of EU citizens. In recent years, for example, a renowned Chinese university has been offering Maltese as an academic subject because of the latter's status as an official EU language. EU accession has definitely had a positive impact on the language.

6. What future would you have predicted had Maltese not become one of the 24 official languages of the EU?

Maltese would have probably remained confined to the fields it previously covered. I do not think it would have gone into a dramatic decline, since it is the spoken language of almost all the Maltese population. It was already a written language with its own literature, widely used in mass media and taught in all the schools of the islands. It would possibly have lost some ground to English in official and public use, especially in the written medium. What is certain is that Maltese would not have had the opportunity to develop at such a fast pace in various domains and its status would not have increased as much as it did.

7. How would you describe the field of terminology in Malta? What is your outlook for its future?

In Malta, Terminology as a discipline is still in its initial stages. It is usually confused with Lexicography or considered a branch of Sociolinguistics, and it is difficult to get it accepted as a distinct area of research.

I am trying to free the discipline from the misconceptions that still shackle its development locally. As a member of the National Council for the Maltese Language, I recently held a brief presentation to introduce the discipline to my fellow members in order to make them aware of the importance of terminological research and the role the Council has in promoting a correct approach towards the discipline. We must find a systematic way to create awareness about the importance of structured and sound terminological research for Maltese, since we cannot afford to leave such work at the whim of untrained individuals. This is especially true in the case of the creation of neoterms, which risks being haphazard and arbitrary. We have already had instances of neoterms being created according to arbitrary criteria, and it is very difficult to correct shortcomings once the terms are officially adopted. One big problem we have in Malta is the lack of financial, material and human resources, especially in the Humanities. My dream would be to set up a Terminology research group within the Faculty of Arts, consisting of trained terminologists who could search for project funds and carry out extensive research projects. For the moment, we are still forming potential terminologists, but I am optimistic that Terminology will eventually find its proper place in Malta too.

8. How useful do you find tools such as IATE? What do you think should be improved?

IATE is a fundamental tool because it is the most comprehensive terminological resource available to us. It is also the only professional terminological data collection we have for Maltese, and it is constantly being improved by the Maltese terminologists at the EU institutions. I must also mention the work being done by our students who, through their Terminology assignments and dissertations, provide material that is then vetted and used by the EU terminologists for inclusion in IATE. As I mentioned earlier, it has only been recently that Maltese began to require terminology in most domains, so there is a lot of catching up to do. This also applies to IATE, but lots of work is being done to make up for lost time. I think that particular attention must be given to validation, since some Maltese terms inserted in IATE just after 2004 are not very reliable. This process takes time, and ideally more terminologists should be working on it, but I understand the constraints in terms of time and resources.

9. You spent some time as a visiting scholar at the Beijing Foreign Studies University. What can you tell us about this experience? How did it help you in your career, especially in terminology-related work?

My experience at Beijing Foreign Studies University was immensely enriching from many aspects. Apart from teaching in their Italian programme, I also had the opportunity of furthering my studies in Chinese and of revising translations of marketing material produced by the university. This experience led me to reflect on the role of the translator as a cultural mediator, the responsibilities involved and the importance of adopting appropriate strategies to bridge the cultural divide. It also led me to broaden the horizons of my courses by making them less Eurocentric and by taking more into account non-Western developments and perspectives. From a terminological aspect, I was particularly intrigued by the way the Chinese form neologisms, given the differences in phonology, script and language history from English and Western languages.

10. You recently co-edited the book, 'Traduttori come mediatori culturali'. Can you tell us more about this project and how it can be used in the translation and terminology fields?

The book is a collection of papers by scholars of Italian literature from eight different countries. It compiles studies on how literary translators from different cultures relate to their source texts, their attitude towards the literary works they translate and the strategies they adopt to translate both meaning and effect into the target language. The book appeals to literary translators especially, who can reflect on their approach and compare their experience to that of the translators discussed in the different chapters within their own bicultural context. I am happy to say that the book was received very well and is currently being reprinted.

11. Do you have any studies or research papers in the pipeline?

I have various research projects going on at the moment. They vary from translation related to comparative literature to adaptation and appropriation processes, but I am also currently doing research on cultural competence in translator training. With regards to Terminology, I try to identify domains where terminology work is particularly needed in order to entice students to choose these fields for their MA dissertation. This also requires looking out for contacts in the specialist fields who could contribute to such research. Such a task is not an easy accomplishment in Malta, due to the limited human resources. However, it is precisely the eclectic nature of my research interests that keeps me engaged and active in different fields.



*Interviewed by **Veronica-Lynn Mizzi**. Communications Trainee at the Terminology Coordination Unit of the European Parliament*

Veronica is from Siggiewi in Malta and was born in 1992. She has a Bachelor's Degree in Maltese and a Master's Degree in Translation and Terminology Studies from the University of Malta. She focused her MA dissertation on the translation of children's literature. Worked as a journalist, sub-editor and content writer with a Maltese newspaper and online portal for 3 years before commencing her EU experience. She knows Maltese, English, Italian and some French and Spanish. She currently works as a Communications Officer.

Interview with

Dr. Juan Antonio Prieto Velasco



Dr. Juan Antonio Prieto Velasco is a lecturer at the Department of Philology and Translation of the University Pablo de Olavide in Seville (Spain), since 2009. His most preferred research interests are Terminology, Specialized Knowledge Visualization and Scientific and Technical Translation. He got his PhD in Translation and Interpreting at the University of Granada; a MA degree in Medical and Healthcare Translation from University Jaume I, Castellón, and a BA in Translation and Interpreting from the University of Granada. He is a member of the LexiCon research group, coordinated by Dr Pamela Faber, and has worked in a series of terminological projects both in the field of Environmental Science and Medicine in the framework of the Frame-based Terminology, whose main results have been published in high-impact journals such as Terminology, International Journal of Lexicography and the Journal of Specialised Translation.

1. What are the most crucial traits and responsibilities of a terminologist or a translator to deal with technology, social networks and the growing number of neologisms nowadays and what, in your opinion, lies in the future for terminology and translation?

The work of both terminologists and translators has changed significantly along with the shifts in information technologies, artificial intelligence and computer-assisted translation, which have contributed to advanced tools improving quality and efficiency. We should probably stop speaking about new ICTs, since they are no longer new; they have come to stay and are in constant evolution to help professionals working in the field of language and linguistics. Translators resisting the use of terminology-enhanced translation tools and terminologists who remain unaware of the multimodal and multimedia nature of information channels where new terms are coined are out of date. Translation and terminology will need to take multimodality more into consideration when dealing with specialised texts, but also pay closer attention to their cognitive and communicative implications, which means incorporating knowledge-based terminological resources in the daily routine of specialised translators.

2. In your article “Semantic Relations, Dynamicity, and Terminological Knowledge Bases”, two ways are suggested to increase the coherence and dynamicity of terminological knowledge bases. What are the most serious problems and development challenges related to these knowledge bases of terminology and translation units?

From the perspective of Frame-based Terminology, for terminological databases to be really useful and representative of a given domain, they must evolve towards knowledge-based resources, which show greater coherence and dynamicity. This can be done, on the one hand, by identifying a frame structure to represent all concepts belonging to a specialised domain and, on the other hand, by providing a wider range of conceptual relations. The main problem terminologists find when developing this kind of resources is an expensive, time-consuming task which must be carried out in interdisciplinary working teams; we first need to extract semantic and syntactic information from a large corpus of texts in as many languages we want to contemplate in order to study how the concepts represented by terms relate one another; then, we have to include the information provided by definitions and contexts in specialised dictionaries and other reference material; finally, we also need the help of experts in the field to guarantee accuracy, and computer engineers to make it possible to represent the domain in a meaningful, consistent terminological resource and to make queries about domain-specific terms or concepts.

3. Could you please inform us about your recent research exploring terminological variation in the language of medicine? What is the importance of this research and what are the most prominent expected outcomes?

My research deals with the depiction of specialised concepts by means of different types of visuals (pictures, drawings, diagrams, charts, etc.). We know that images are not only useful to make texts

more attractive, but also to aid knowledge transfer by means other than language. So far, we think that whereas a concept can be designated by several terms, for the sake of synonymy and terminological variation, an image is a visual representation of the concept, rather than the term. This implies that a concept can only be depicted by a single image; the same goes for definitions: a concept can only have a definition. However, we are now questioning this. If multidimensionality can give rise to variants of the standard definition of a concept, could the same happen to visual representations? Incorporating specialised knowledge visualisation into knowledge-based terminological resources can be helpful to complement the conceptual information provided by definitions, but it poses a big challenge, as terminologists should be aware of the specific dimensions depicted. In the language of Medicine this is particularly relevant, due to register differences between experts (healthcare providers) and non-experts (for example, patients). We expect to develop a methodology to select representative images on the basis of the recipient's profile.

4. Have you been recently involved in any other interesting projects? Could you please elaborate?

The most recent projects I have contributed to are VariMed and Combimed, where the terminological resource VariMed (varimed.ugr.es) was developed to account for the different term variants in both medical English and Spanish. We studied the cognitive and communicative causes which underlie the selection of a given variant of a medical term. In collaboration with researchers from the Gent research group (University Jaume I, Castellón), I focused on the patient-friendliness of images used in medical texts addressed to patients, what images patients consider disturbing or disgust-evoking and how they perceive them. Our findings suggest that sensory stimuli, especially visual, are behind the patient-(un) friendliness of images: for instance, the unhealthy appearance of the concept depicted and the negative emotions evoked, such as disgust, pain or fear. The emotions of patients as lexicalised in texts are a field we would like to explore next.

5. In the light of your article “Using Multimedia Materials in the Teaching of Scientific and Technical Translation”, would you please give us some insight about the important link between the graphic information and the text among the growing challenges of translation?

Texts have long been regarded as monomodal, that is, essentially linguistic. But they have never been like that, and much less since the ICT revolution, which encouraged the use of multimodal resources for information representation in texts which were no longer just printed. We all know that translators of specialised texts are not experts in the field, although they need to acquire knowledge by means of documentation techniques and the development of information literacy so as to be able to translate specialised concepts. In my opinion, the first source of information for translators is the text they have to translate, including images, which are often out of focus, mainly when they are not part of the translation brief. Pictures, diagrams, figures, sketches offer valuable information in a graphic manner which converges with the linguistic information by complementing one another. Sometimes, it is the image which helps to decipher a complex text; other times it is the text which provides an explanation of what the image depicts. When multimodal materials are used in the training of student translators, they are able to

increase their awareness of, and sensitivity to complex translational problems in multimedia scenarios, for example the need to make non-linguistic textual content accessible for people with disabilities.

6. Regarding the translator's role as a terminologist, could you observe any trends over the last few years? If so, what are they and what has changed?

Translators are more and more aware of the importance of documentation skills to solve terminological problems; they do not rely just on bilingual dictionaries and are conscious of the need of using quality, rigorous terminological resources for documentation purposes. Moreover, they now use the terminological management module in CAT tools in their professional activity. However, they should turn more to experts for help and counsel, since they are important information sources, often underestimated by translators and terminologists.

7. Which book, paper, project, etc. would you recommend to people, and especially terminologists and translators, to read/ follow? And why?

That is not easy to answer, because there is plenty of research in the field. If I had to highlight a piece of work in relation to my own work and the work of my LexiCon colleagues, I would choose A Cognitive Linguistics View of Terminology and Specialized Language (2012), because it offers a comprehensive look over Frame-based Terminology. I think it well condenses the findings resulting from years of hard work in a range of terminological projects.

Beyond the canonical handbooks of terminology, which are a must, I would like to recommend a paper publish in Translation Studies by Anne Ketola (University of Tampere, Finland) in 2016 entitled "Towards a multimodally-oriented theory of translation: A cognitive framework for the translation of illustrated technical texts". She is carrying out an interesting research project in order to elaborate a theory of translation with a focus on the multimodal nature of specialised communication. In this article she proposes that "translators of illustrated technical texts process both verbal and visual information and that, consequently, their translation solutions are built on information interpreted from the combination of two different modes." I think the article gives an idea of the course research in terminology is taking.

8. Assuming that you are familiar with IATE, do you find it helpful for a translator's daily work? In your opinion, are there any drawbacks to it that should be fixed?

IATE has been used by translators since its very beginning as EuroDicAutom. For years it has been making significant efforts to extend its contents and include the new official EU languages. In my opinion, apart from the wide range of fields it covers, the possibility of finding equivalents in multiple languages, which are particularly helpful for institutional translators, one of IATE's most relevant features is the fact of including a reliability mark, which is something few terminological resources contemplate and translators tend to obviate when desperately looking for an equivalent.

However, IATE seems to lack a consistent underlying structure, which results in a repository of terms which are not interrelated by a set of conceptual relations. This may be neither fast nor easy to solve due to its multidisciplinary character. I guess it might not be cheap, either, but I think it should evolve to become a knowledge-based terminological resource, actually built upon knowledge extracted from EU documents, where concepts are somehow related thanks to a sort of ontology.



*Interviewed by **Ahmad Almohammad**. Terminology Study Visitor
at the Terminology Coordination Unit of the European Parliament
(Luxembourg)*

and a student of the Master Programme in Learning and Communication in Multilingual and Multicultural Contexts at the University of Luxembourg. He is an English Teacher and holds his BA in English literature and linguistics. He speaks Arabic and English.

Interview with **Dr. Kamen Rikev**



Dr. Kamen Rikev was born in Ruse, Bulgaria and graduated in The Sofia University "St. Kliment Ohridski", where he also got his PhD. However, currently he is a lecturer at the Faculty of Humanities in the Marie Curie-Skłodowska University in Lublin, Poland. His fields of research are various, going from metaphysical context in Bulgarian literature, to old Polish poetry, and the Polish-Bulgarian intercultural dialogue. Apart from teaching, Mr. Rikev is also an author of several books, many articles, and has a fair amount of experience in the translation of works of literature.

Reference:

n.p. "The adressbook". UMCS. 2018. Web. 27 July, 2018.

<https://www.umcs.pl/en/addres-book-employee,2318,en.html>

1. First things first, when was your passion for language sparked and what encouraged you to develop professionally in the field of Bulgarian and Polish literature?

It started with my grandmother who talked to me exclusively in French. I reached the point of using French words in conversations with my parents and in playgroups. This was an extraordinary practice in Bulgaria of the 1980s that not only influenced my day-to-day communication, but also encouraged me to develop a deeper interest in translation and translatability. Primary school brought another challenge – the art of interpretation of literary works and historical information. I remember the teachers' efforts to make children understand and interpret texts in a way that I did not tend to accept. After graduating from the English language school in my hometown, I was convinced that literature and translation offered a path to a better understanding of Europe's cultural diversity, as well as the present and past of its many nations. Studying Slavic philology at the University of Sofia seemed like a natural choice in that direction, which lead to the challenge of academic research and teaching.

2. What is the best and most rewarding part of a professor's work?

The constant contact with young people that are hungry for both practical and theoretical knowledge. I fully accept the concept of questioning the authority of the tutor, as it is a potent source for staying up-to-date with various aspects of today's life.

3. IATE is the inter-institutional public database of the European Parliament. Are you aware of it, and if yes – what are your opinions on it?

I am familiar with IATE and regard it as an absolute necessity for both specialists and general users of administrative services. From a scholar's perspective, IATE may serve as the ideal example of the non-exclusive nature of terminology – terms need context and interpretation, and will always be exposed to re-evaluations and re-definitions.

4. You have an experience in both translation and writing of scholarly papers on literature. What is the most interesting aspect of this work?

I prefer to regard both activities of translation and scholarly research as posing genuine creative challenges. It is my strong belief that the concept of objectivity cannot apply to the field of humanities in the way it is conceived in natural sciences. The process of translation and interpretation requires my professional and ethical respect to the text and its author, as well as to all potential recipients. When dealing with older texts, the biggest challenge is to preserve as much of their historical context as it is possible without harming their functionality. This is where I find the responsible and creative role of the translator/ researcher as the inevitable mediator in a world of extraordinary cultural and linguistic diversity.

5. What is the most challenging part during the translation of a certain work of literature? How do you deal with such difficulties?

I try to define the unique values of every literary work selected for translation. Then I have my struggles in transmitting part of that uniqueness to the audience. I think that this process always puts the translator in the role of a loser – he is condemned to sacrifice at least several aspects of the original text in order to activate other of its values. It doesn't help that the concept "love", for example, had different connotations in the 15th, 20th and the 21st centuries even if we restrict ourselves to a single linguo-cultural tradition. On the other hand, as a translator I feel the constant threat of implying more meanings than I am allowed to reveal by the original. Dealing with such practical problems is my biggest challenge as a translator. I believe that there are no perfect solutions to these difficulties, however, relying on your previous experience and professional intuition, and consulting respected colleagues is always helpful.

6. You have written several books and many articles concerning both Bulgarian and Polish language, literature, and metaphysical beliefs. Which area of study do you find most interesting and what makes it so intriguing?

Revealing contexts and aspects that for some reason have been omitted in previous research on literary works is a rewarding achievement. Trying to convince other researchers in the worthiness of your own methods and conclusions is a completely different task. I believe that Old Polish and Old Bulgarian cultures have exceptionally strong influences on today's national traditions. To persuade contemporary audiences, especially university students, that in the cliché-truth, in order to understand the present we should know our past, is not a straightforward intellectual operation. The personal intentions behind my research in the field of Slavic and Balkan studies are to help reveal the practical functionality of ancient artefacts in today's cultural communication.

7. You currently teach as a part of the Institute of Slavic Philology in the Marie Curie-Skłodowska University in Lublin, Poland. To what extent is terminology important to your work? In this sense, are you aware of the work that is being done in the Terminology Coordination Unit (TermCoord) of the European Parliament and do you have any thoughts about it?

As much as terminology is fundamental to any science and academic education, it is also a problematic field of its own, especially in the humanities. For instance, can we reach an agreement on the precise meanings of the terms „poem“, „epic“, „ballad“, „allegory“ in the English, Bulgarian and Polish languages? I don't think that the problems TermCoord is trying to address are of a different nature in spite of TermCoord's strict scope of operation. Concerning IATE and TermCoord's development and growing influence, I am convinced that in the coming years these platforms will become more influential to the point of providing models for creating and translating terminology outside the field of EU documentation.

8. Finally, is there a certain project/ book/ event connected to translation or terminology that you have taken part in or read about recently that you found very intriguing? Could you elaborate?

Although not strictly connected to terminology, I find the projects of the Ethnolinguistic School of Lublin extremely valuable. Prof. Jerzy Bartmiński and his team continue to research the linguistic worldview from various perspectives in journals such as "Etnolingwistyka" and separate monographs. A newly published book, which I would like to particularly recommend to wider audiences, is the fifth volume of the series "Axiological Lexicon of the Slavs and Their Neighbors"-dedicated to the concept of honour and edited by Petar Sotirov. The legacy of the Lublin School of Ethnolinguistics serves as a constant reminder that our common European identity is based on extremely dynamic concepts.



*Interviewed by **Boris Rusev**. Senior student at The American College of Sofia in Sofia, Bulgaria and a study visitor at the European Parliament in Luxembourg.*

Interview with

Fabiola Henri



Fabiola Henri has been an Assistant Professor at the University of Kentucky since 2014. She received a Ph.D in Linguistics from the University of Paris Diderot, France in 2010. She is a creolist who primarily focuses on the structure and complexity of morphology in creole languages from the perspective of recent abstractive models, with insights from both information-theoretic and discriminative learning. Her work examines the emergence of creole morphology as proceeding from a complex interplay between sociohistorical context, natural language change, input from the lexifier, substratic influence, unguided second language acquisition, among others. Her main interests lie within French-based creoles, and more specifically Mauritian, a language which she speaks natively. Her publications and various presentations offer empirical and explanatory view of morphological change in French-based creoles, with a view on morphological complexity, which starkly contrasts with exceptionalist theories of creolization.

1. When and why did you decide to study creole languages?

For as long as I can remember, I have always been passionate about languages. After graduating high school with arts and language A-levels, I registered for a French BA at the University of Mauritius, where I was introduced to linguistics and research on the complex diglossic relation among languages on the island. I am myself a native speaker of Mauritian (Kreol), a French-lexified creole, spoken by an estimated 90% of the population. Growing up as a creolophone, I was painfully aware of the prejudices that plague creole languages time and time again. You would be scolded for using it in the classroom and on the playground, choosing French over Kreol would mark you as educated and sophisticated. The fact that creole languages were the subject of scientific research created a sense of pride and empowerment. The ongoing debate on the status of Kreol and language policy fascinated me, yet I was driven towards grammar. People routinely insinuated that creoles were broken languages devoid of grammar or complexity. I thought that if I emphasized how creoles actually possessed complex grammars, these languages could come to be regarded differently. I went on to pursue the type of formal training I sought at La Sorbonne Nouvelle Paris 3 University and later at Paris Diderot Paris 7 with research on the nominal and verb morphosyntax in Mauritian.

2. What status do creole languages have in linguistics and the educational system in Mauritius?

Despite its use by Mauritians of different ethnicities, kreol, akin to other creole languages, is routinely described as a broken language devoid of grammar. It is argued that it cannot be used in prestigious domains and does not make headway toward socioeconomic advancement or the global society. This negative perception echoes the widespread claim in linguistics that creole languages emerge through complexification of a pidginized colonial language. Some linguists even go on to argue that creoles (and pidgins) are typologically different from other natural languages.

The Mauritian education is built on the British colonial system, with English as the medium of instruction, French as mandatory next to other subjects and an 'ancestral' language, which has included Kreol since 2011. The strict correlation between languages and ethnic identity in Mauritius, makes Kreol the language de facto associated with Creoles—Mauritians of African descent. Before the introduction of Kreol in state primary schools, Mauritian pupils of African ancestry took chapel and etiquette classes instead of the rigorous language courses offered to students from other ethnic backgrounds.

The introduction of Kreol as a medium of instruction has been the subject of fiery debates and is highly politicized given the relation between language and identity. However, there are reasons to believe that the percentage of failures and dropouts is mainly due to proficiency in the language of instruction. In fact, English remains so foreign to Mauritian pupils that teachers usually resort to explaining new concepts in French or Kreol and dictating notes in English. Acquiring a Mauritian education is clearly a considerable struggle for creolophones.

3. Your research on the morphological change in French-based creoles contrasts with the exceptionalist theories of creolization; can you please give us some insights?

I previously mentioned that one of the common beliefs in Linguistics is that creoles emerge through nativization of a pidginized colonial language. Pidgins are themselves said to result from a 'break' in language transmission causing the stripping down of complex (morphological) features that colonial languages exhibit. Exceptionalist theories extend this idea by claiming that creoles are typologically distinct from other languages. In my work, I have shown that the type of morphological change seen in verbs from French to French-based creoles is expected, given the organization of the French paradigm. Their exaptation to assume their respective function is compatible with the view that language is a complex adaptive system and language learning is essentially discriminative.

4. Why is it important to study creole languages? What contribution does the study of these languages make to linguistics?

I believe that because they count among the youngest languages to have emerged, we may be able to trace their development. Creole languages might be the key to uncovering how languages emerge and the complexity of language acquisition.

5. What is special about linguistics work in Mauritius? Are there specific difficulties you face, or specific advantages you have? In addition, have these changed through the years?

It's always nice to conduct fieldwork in your own country and on your own language. You are familiar with it; you can make predictions about particular linguistic phenomenon and interview other native speakers to empirically assess these hypotheses. But, the continuous prejudice that kreol faces always saddens me.

6. While reading one of your articles, I recall you mentioning that one pupil complained about lessons in English while you were teaching in Mauritius. Could you elaborate on this particular situation?

After graduating from my Masters in 2004, I went back home to teach in an underprivileged Mauritian high school. Kreol speakers were continually penalized in an education system still so foreign to them. I thought that students would benefit from conducting the class in English and stimulating its use in discussions. After two weeks or so, one pupil complained to me about conducting my Sociology lessons in English, "If you had been on TV", he said in Kreol, "I would have switched channels." Already struggling students gained little knowledge from being instructed in a foreign language and subsequently found classes boring. Excluding children's native languages from the classroom has proven to lead to academic failures, with many dropping out of school at an early age.

7. What are the most crucial traits that a linguist has to possess nowadays and what, in your opinion, lies in the future for linguistics?

There is an ongoing reconceptualization of the field of linguistics, addressing its objects of inquiry, its research methodologies, and its principles of theory construction. Linguistic research employs more and more experimental, statistical and computational methods in identifying hitherto undetected regularities. In addition, the pledge for AI has brought linguists to the forefront of this new era. Together with other engineers, they contribute to better the human-computer interaction.



*Interviewed by **Raginee Poloogadoo**. Terminology Study Visitor at the Terminology Coordination Unit of the European Parliament (Luxembourg) and a student of the Master's Programme in Learning and Communication in Multilingual and Multicultural Contexts at the University of Luxembourg.*

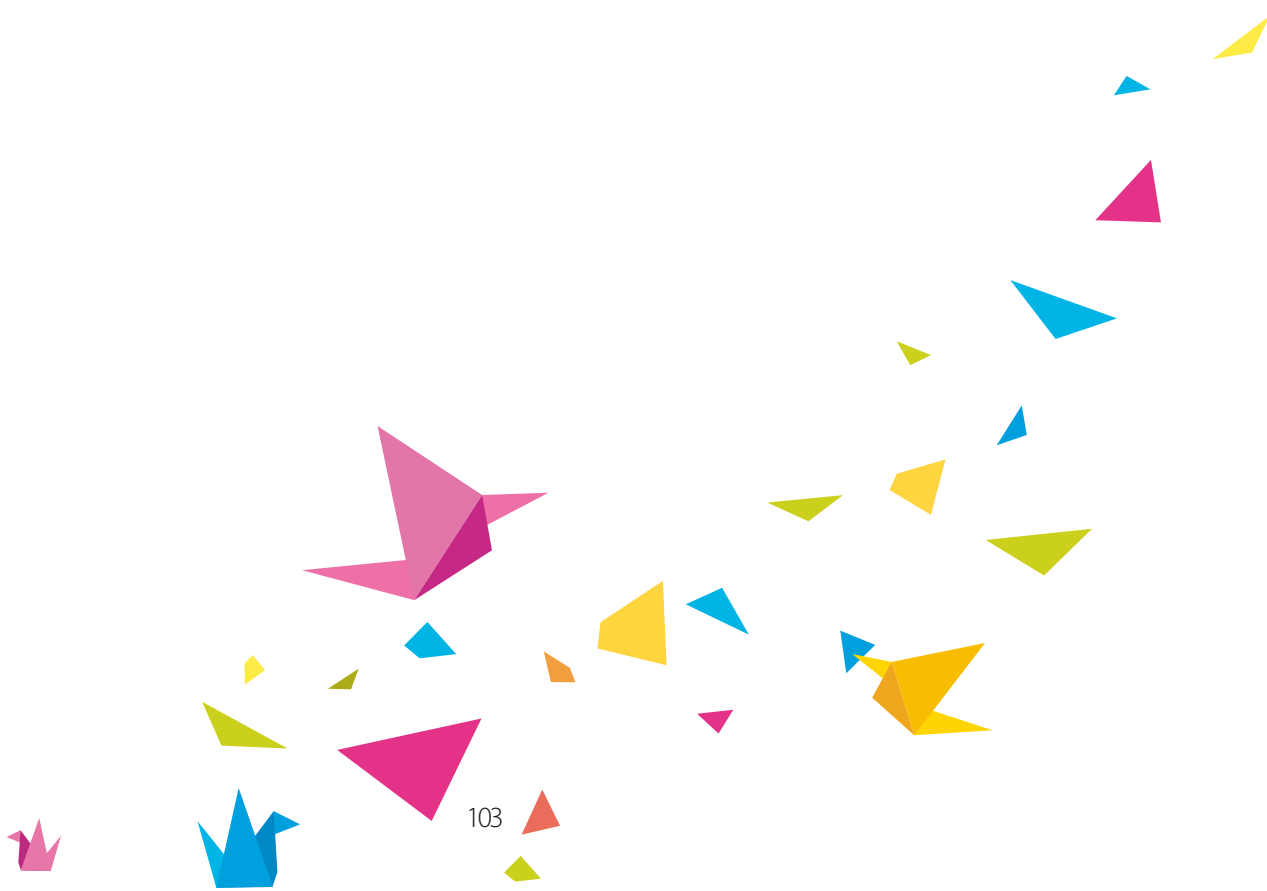
She holds a Bachelor of Law from Northumbria University, UK and a Post Graduate Diploma in International Trade and Commercial Law from the Nottingham Trent University, UK and Diploma in Professional Mediation Practices, France. She speaks Mauritian Creole, English, French, Hindi, German and Luxembourgish.

Interview with

Dr. Antonio San Martín Pizarro



Dr. Antonio San Martín Pizarro holds the position of Assistant Professor in the Department of Modern Languages and Translation of the University of Quebec in Trois-Rivières, Canada. His research interests vary from terminology, knowledge representation to cognitive semantics, lexicography, and specialized translation. He holds a PhD in Translation and Interpreting from the University of Granada, Spain. He is a member of both the LexiCon Research Group (University of Granada) and the Observatoire de linguistique Sens-Texte (University of Montreal).



1. You studied Translation and Interpretation; however, your publications show a deep-rooted interest in terminology. At which point did you become drawn towards terminology and linguistics and why?

I have always been interested in everything related to languages. For example, when I was a little boy I was fascinated by dictionaries and spent hours reading the ones that were in my house. I have also always enjoyed learning languages and, at one point, I realized that I wanted them to form the basis of my professional life. That is why I decided to study Translation and Interpreting at the University of Granada. My interest in terminology and linguistics increased as I learnt more about them during my studies. By the end of my undergraduate studies, I got a research initiation grant with the vague idea of doing something related to terminology. It was then that I got to know more about the work of Pamela Faber and other members of the LexiCon Research Group, such as Pilar León Araúz and Arianne Reimerink. This is what made me decide to go for terminology research, and I ended up doing a PhD supervised by Professor Faber and Professor León Araúz.

2. Technology and social media play an increasing role in our everyday lives. As this phenomenon is constantly evolving, it also means there exists a growing number of neologisms. What are the most crucial traits and responsibilities of terminologists and translators of our time and what lies ahead in the future of terminology and translation?

I believe that, despite the changes that technology has brought to the world of translation and terminology, it is very important that we do not lose sight of the fact that language professionals must be people with a high level of communication skills in various contexts and modalities, as well as having vast general knowledge on very diverse subjects. To acquire these skills, the language professional has to be, among other things, an avid reader and a lifelong learner. The absence of these skills acquired after so many hours of reading and studying over a lifetime cannot be replaced by the use of technology. However, I do not mean by this that technology is not essential for the translator and terminologist, quite the opposite. Technology is an indispensable complement for language professionals. Technology allows them to adapt to today's world in which knowledge production is faster than ever and, with it, the creation of neologisms. In this respect, the latest generation of corpus analysis tools such as Sketch Engine are, in my opinion, the perfect ally for today's translator and terminologist.

3. You are especially interested in the definition of terms. In your article "Definition patterns for predicative terms in specialized lexical resources", you give instructions how to generate the definitions of sets of morphologically related terms only by knowing the definition of one word of the set. Is this an answer to the changes terminologists have to face? What are the advantages of generating definitions this way and where are its limits?

I wrote the article to which you refer to with Professor Marie-Claude L'Homme of the University of Montreal. The idea arose when we were working on the elaboration of definitions in one of the terminological

resources that she created (DiCoEnviro). The challenges faced by terminologists in writing definitions in any resource are innumerable. However, with the research presented in that article, we intended to make a small contribution in two senses. The first one is the standardization of the wording of definitions, which could facilitate their intelligibility for human users and their eventual computer processing. Secondly, our intention was to create instructions for the generation of definitions of morphologically related terms as a first step towards the future automation of the task. Since knowledge and terms are created at a faster rate than terminologists can collect them in dictionaries or databases, automation can help close the gap between the creation of terms and their inclusion in terminology resources.

4. Your recent research deals with the EcoLexicon, a multilingual terminological knowledge base mainly concerning the environmental domain. How important are databases with specialized terms and why?

Electronic terminological resources, whatever their form, are essential in today's society. Many users employ them and this includes not only translators, but also anyone who has to write a text about a specialized field (especially in a foreign language) such as researchers, students, legislators, journalists, etc. Additionally, we should include computers in the list of users, since they also make use of these resources (depending on their format) for different natural language processing tasks.

5. Do you think the choices terminologists make, for example, which kind of databases they create or work on and, consequently, which domain they provide linguistic tools to, affects other sciences or even public perception and, therefore, politics?

Unfortunately, most terminologists generally do not have the freedom to create terminology resources for a domain of their choice. The creation of a terminology database requires funding to pay the terminologists who work on it, as well as the IT staff who create and maintain the database. Therefore, at the end of the day, the decision on which domains are covered in the terminology resources is up to the public and private entities that fund these projects. In the academic sphere, terminology researchers probably have a little more freedom to choose which domains they work on. However, academic researchers need to convince the funding entities that working on a given domain is useful too.

6. Which research or project are you recently working on? Could you please elaborate?

My most important project at the moment is the one on the flexible terminological definition approach that I created in my PhD thesis. It is an approach that applies cognitive linguistic principles to terminological definition creation. Among other things, it advocates the abandonment of the traditional approach of creating definitions based on the determination of sufficient and necessary characteristics, which cognitive linguistics has shown to be unfeasible. The main objective of the flexible terminological definition approach is the creation of definitions that are capable of reflecting the effects of context (understood as any linguistic or extralinguistic factor that affects the interpretation of a sign) in the construction of specialized meaning. For this reason, I currently focus on the study of contextual variation

in terminology, as well as on the methodological development of the approach so that any terminologist can apply it to their work.

7. Regarding the relation between translation and terminology, could you observe any trends over the last few years?

On the one hand, I would highlight the fact that technology allows the translator to access an ever-increasing number of terminology resources with a simple click or even automatically through suggestions offered by their translation environment tool. On the other hand, it is increasingly easier for the translator to carry out effective terminology searches because of the growing availability of texts in electronic format and the fact that translators now have very powerful corpus analysis programs at their disposal.

8. Do you have any books, papers, projects, etc. you could recommend to interested non-professionals and/or terminologists and translators?

Although it is not a book on terminology, but on cognitive linguistics, I would recommend Alan Cruse's *Meaning in Language* to anyone interested in understanding how meaning works. Among others, this book has greatly influenced the way in which I approach the study of meaning.

9. Assuming you are familiar with IATE, what is your opinion on it? Do you think it is useful to terminologists and translators? Is there anything you would want to see improved?

IATE is undoubtedly an indispensable resource for any translator thanks to the wide coverage of domains and languages it offers, as well as the quality guarantee from the Translation Centre for the Bodies of the European Union. All terminology resources can be improved, but their development context and the function assigned to them must be taken into account. For example, IATE lacks an underlying conceptual structure or phraseological information. However, it is easy to understand that given its institutional context and its intended functions, other aspects have been prioritized.

Interviewed by Annemarie Menger. Communication Study Visitor at the Terminology Coordination Unit of the European Parliament (Luxembourg) and a student of the Master's Program in Learning and Communication in Multilingual and Multicultural Contexts at the University of Luxembourg.

She holds a teacher's degree in the form of the First German State Examination for Elementary Education, a BA in Cultural Basic Skills and an additional degree in Global Systems and Intercultural Competence from the University of Würzburg.

Interview with

Elisa Rech



Elisa Rech holds a degree in modern languages and has been the head of the FAO Terminology Unit since 2013. She speaks English, Spanish, French, Italian and a little Arabic and has worked in the field of terminology since the beginning of her career at FAO, in 1989, taking over progressively higher duties. These duties ranged from the selection of translators, contractual work and translation revision to the provision of references and training of newcomers, as well as the participation in the design and testing of the different databases used in the Meeting Programming and Documentation Service. She is also the reference point for the terminology partnerships arranged by FAO with other organizations and universities and participates in the International Annual Meeting on Computer-Assisted Translation and Terminology (JIAMCATT).

1. How did you first become interested in terminology?

I have a degree in languages and the characteristics of each language were always a matter of great interest to me as a means to acquire knowledge. In particular, I remember reading Moby Dick by Melville and the frustration I experienced at not being able to understand all the parts of a ship, even when I thought I had a good command of English. Therefore, after an initial start as an English teacher at a school and some translation work, when I received a proposal to be part of a project for the digitalization of the FAO terminology, I gladly accepted of it, because I saw this task as closely connected with my studies, even though I was not completely sure about what it implied at the time.

2. Why have you decided to start your professional career in FAO?

I thought that a multilingual organization would be the natural outlet for my education and interests. Furthermore, I came from an agricultural background and saw this organization as the perfect combination of all the threads I had followed in my life till then, including some volunteer work with immigrants.

3. How would you describe the progress in terminology since you started your professional career at FAO?

In my group, we moved from terminology cards to computers and then databases with more and more advanced technology behind them. We have developed a Terminology Portal, which is freely available on the internet and allows for additional functions, such as a workflow, besides import and export capabilities. Cooperation has also expanded: from creating an internal tool for translators we grew into projects with the other FAO departments, as well as with other international organizations, adding complexity and credibility to our work. The Portal has become the standard tool for all the Rome-based UN agencies and it is available in Arabic, Chinese, English, French, Russian, Spanish and Latin for scientific terms.

4. How important do you think terminological research is for a translator, especially when working on technical and specialized texts?

In an international organization like FAO, the areas of work range from fisheries to forestry, agriculture, nutrition, phytosanitary measures, etc. and the specialized texts we translate often require careful research of the technical terms to be carried out by the translators. Just think of all the standards, manuals and the codes of conduct published by FAO, where the misunderstanding of a concept would produce a wrong interpretation of the standard or code itself. Also, we are a knowledge-based organization and that implies that correct terminology is to be used, if we wish to produce the right impact with the people and the countries we work with. If we speak about plants, for instance, the same concept can be expressed with different terms, in the same language, moving from Spain to Latin America. The same applies to the names of fish, where numerous synonyms are used all over the world for the same species, but are not exchangeable or understood locally.

5. In your opinion, which disciplines produce the largest number of neologisms nowadays?

Apart from the information and communication fields, where neologisms are continuous and evident also for non-linguists, we are seeing an unprecedented range of changes and new approaches in every field of human activity, and that affects the way we speak and write about each FAO area. Just think of concepts such as “blue growth”, “urban agriculture”, “vulnerable marine ecosystem”, “nanoplastics”, that are currently found in fields of activity, such as agriculture and fisheries, which we tend to think are traditional and well-established in their terminology.

6. What has been your biggest challenge working with terminology?

Consistency and wide dissemination of the correct terminology among users was and sometimes still is an issue. Different language equivalents emerge in the documents and departments of FAO and then progress in parallel, which can mean it is difficult to harmonize them when they have already been used in many documents and web sites for some time. New staff join us every month and it is a challenge to inform all of them about the availability and use of our terminology database, which should also keep up with technical innovation and new demands for interoperability. Furthermore, due to the general lack of human resources, it is difficult to browse all FAO published material in order to remain up to date with the specific terminology of all our activities. Therefore, we try to rotate the subjects we deal with each year so as to update all fields.

7. The Terminology Coordination Unit of the European Parliament manages IATE, the EU’s terminology database. Do you use IATE on a regular basis?

Yes, I do for some of the languages we work with. However, IATE does not cover Arabic, Chinese and Russian, the languages for which we are currently receiving more pressure work-wise, due to the gap with the other FAO languages.

8. What do you think are the main differences between the FAO Term Portal and IATE, not just from a structural point of view but also as far as content is concerned?

Apart from the languages we deal with, I am not aware of big differences in the substance. The same attributes of definitions, remarks and context can be found in both databases, but the process of creation and validation of data is different, as we are a smaller group.

9. TermCoord has recently launched the Mare fisheries terminology project: <http://termcoord.eu/terminology-without-borders/yourterm-mare/> and the FAO deals with a large number of subjects in

all the FAO languages, including fisheries.- What could you tell us about the FAO glossaries about fisheries?

The FAO Term Portal hosts three specialized collections dealing with fisheries: Aquatic Species, Aquaculture and Fisheries, besides the titles and the general terminology contained in FAOTERM, the largest terminology collection of the Portal. The three collections are the result of a close and successful collaboration with the relevant technical divisions of FAO. In fact, they reflect an ideal scenario for terminology work: linguists working together with the experts in that field.

– TermCoord cooperates with external bodies. How do you think TermCoord could work with FAO for standardization and communication in this field of study, or in others?

A lack of internal resources is pushing all organizations towards increased cooperation, at least in fields of common interest. We have already signed a number of Letters of Agreement with various organizations for provision or exchange of terminology and I would like to remind you that the FAO Term Portal also hosts the terminology of the World Food Programme (WFP) and the International Fund for Agricultural Development (IFAD), and the two other Rome-based UN agencies. Therefore, cooperation is indeed welcome and necessary in order to avoid duplication of effort in a field that is time-consuming and not always recognized at managerial level when it comes to allocation of funds.



Interviewed by **Noelia Soledad Pavin**. Terminology Trainee at the Terminology Coordination Unit of the European Parliament (Luxembourg).

Born in 1986 in Bahía Blanca (Argentina), Noelia Pavin is from Argentina, and she has also Italian origins. She holds an English Teaching Degree from the Instituto Superior Juan XXIII (Argentina) and a Master Degree in Translation from the University of Orléans and a Master degree in Lexicology, Multilingual Terminology and Translation from the University of Lyon (France), with English and French as her main working languages. She has experience as a Parliamentary Assistant and Translator in the Senate and Chamber of Deputies in the Italian Parliament (Rome), and in the Spanish Verbatim Reporting Service, DGACM in the United Nations (New York) and with Translators Without Borders. During her stay in France, she worked as educational and Spanish language assistant in several schools.

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