Why is *terminology* Your Passion ?

The fifth collection of interviews
with prominent terminologists

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

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Interview with
Uwe Muegge

Uwe Muegge has been involved in terminology work in almost every possible role: a year after graduating with an MA in translation, he filed a patent application for a terminology extraction process he had invented, then built custom dictionaries for commercial clients, worked as corporate terminologist for Fortune 500 companies, provided terminology consulting services to Fortune 500 companies, taught Terminology Management on the post-graduate level, and was involved in the development of several terminology-related standards. Uwe Muegge currently serves as Head of Terminology, Global Business Marketing, at Facebook.

1. How important is the knowledge of terminology in the use of social media?

As someone who has thousands of followers on social media, I have a confession to make: for many years, I was actually afraid to use any social media outside of LinkedIn because I thought that people using Twitter and Facebook would communicate in the same rudimentary and often cryptic language I saw in the text messages my (then teenage) daughters would send me. But once two of them entered college (in 2011), Facebook became the primary channel of communication between the mothership (i.e. my wife and me) and the college girls, and at that point, I had no choice but to make the dreaded step into the world of social networking. And it was then that I learned that it was okay to use standard spelling and grammar in Facebook updates.

The situation on Twitter, which I joined the same year, is similar: even though the 280-character limit imposes certain restrictions on the choice of words and style, I primarily use common, everyday words in the messages I post.

2. Can hashtags and keywords be considered terminology?

Hashtags are extremely important on Twitter: using the right hashtags (I typically use more than one in each of the updates I post) can make the difference between reaching a few dozen or many thousand people. To give you an example: I primarily tweet about translation-related job opportunities, events and competitions. When I started using hashtags like #jobs, #internship, #conference, #award and #prize in combination with #t9n, my success rate has grown dramatically on every level on Twitter: the number of followers (currently 14000+) as well as re-tweets and link clicks (I get about 70+ per day each) have dramatically increased. By the way: 99% of my tweets include both hashtags and a link. Do I consider hashtags terminology? Yes, in many ways hashtags are THE terminology of social media in general and Twitter in particular. To the outsider, 't9n', '1nt' and 'l10n', which stand for 'translation', 'interpretation' and 'localization', respectively, are just as incomprehensible as other domain-specific terms are to the uninitiated. But there is one characteristic of hashtags that make this type of terminology stand out, and that is how quickly they come and go. In fact, anyone can coin a new hashtag - and thousands of users on Twitter and Instagram do exactly that every day.

3. Do hashtags and keywords need localisation?

That is an excellent question! And the answer depends of course on where you are located on the social media spectrum. If you are using social media to connect with friends and family, and some of your followers don't have a good command of the language you are posting in, those followers can use an automated translation service to close the communication gap. Facebook has made it particularly easy for users to translate updates from a language they don't understand. All it takes is clicking the 'See Translation' button, and a foreign-language message is almost instantly displayed in the users preferred language. I use this feature all the time as I have friends and followers who publish in Chinese, Russian and other languages that I don't speak. Do these machine translations always make sense? No, not always,

but most of the time I do get the gist of what I believe was the author's intended message. And that's good enough for the personal use of social media.

If, on the other hand, you are a commercial organization and use social media to engage with current and potential customers, it is imperative to localize not only your hashtags and keywords, but the entire message. In fact, many global organizations use country-specific local accounts that deliver targeted, country-specific content, instead of simply translating messages that the marketing department at the corporate headquarters created. And many businesses use the geo-targeting features of Twitter and Facebook to fine-tune their messaging (including using locale-specific keywords and hashtags).

4. Do you think social media can be an effective dissemination platform for multilingual resources?

Absolutely – and I know that from personal experience! I make my publications (mostly articles and presentations, but also a few interviews) available to the public in the Selected Bibliography section of my website (http://www.muegge.cc/uwe-muegge-biography.htm#Selected_Bibliography.), and this service provides detailed analytics for each item in this repository. So I know for a fact that when I tweet or post an update about a newly available article, the number of downloads for that article increases dramatically. That's why I use all social media channels I have accounts on, i.e. Twitter, Facebook, and LinkedIn to let my followers know that a new resource is available.

5. Is social media content difficult to process automatically?

Generally speaking, I would say that social media content is easier to process automatically, i.e. via machine translation, than other types of online content, e.g. academic or scientific publications.

The writing style of social media messages is typically informal and characterized by short sentences, a simple grammatical structure and low usage of specialised terminology – all of which works in favour of automatic translation.

6. What is the state of machine translation for social media?

Facebook and Twitter have made it extremely easy to access automatic translation of foreign-language content on their platforms: Facebook in particular has invested heavily in machine translation technology since 2011, and now supports automatic translation of updates into more than 100 languages.

Needless to say that the quality of the translation may vary from language to language within the languages supported by a given machine translation system: translation between similar languages are typically more accurate. Also, the quality of recently added languages may be lower than that of languages that Microsoft has been supporting for a long time.

For Facebook and Twitter users who need to translate to or from a language that is not supported by the built-in machine translation system or for users of social media platforms that don't offer a machine translation feature, there are other options available.

Google Translate currently supports 109 languages, and users of any social media platform can simply drag-and-drop or copy-and-paste content from the social media service to the Google Translate site. Or, alternatively, after installing the Google Translate Chrome Extension, users can simply highlight any text on a page, right-click and then choose "Google Translate" to get that content automatically translated.

7. Does machine-translated social media content need post-editing?

In the context of personal use, for all practical purposes, I don't think that professional post-editing of automatically translated social media content makes any sense.

In the business world, it's a different story. In sentiment analysis for instance, where marketers try to understand the attitude a demographic takes towards a product or service, it may make a lot of sense to have social media posts by people, who are opinion and thought leaders in a foreign market, not only machine translated but post-edited to get a nuanced picture of how they communicate their perception of a product or service.

Likewise, in competitive intelligence, companies may want to take advantage of the fact that more and more companies encourage their employees to post on social media, and following those accounts may provide an unfiltered view of what is going on at a competitor, including any issues they are currently having or even hints at new products or services they may be working on that haven't been publicly announced.

In these types of scenarios, it makes a lot of sense to have those messages that may include highly relevant content, post-edited by professionals after that content has been automatically translated. It's money well-spent as an organization may make decisions with far-reaching effects based on the information gleaned from this type of social media content.

8. Although the nature of the social media content might seem arbitrary, can we consider a controlled language for some types of social media content? For example, there is a limited vocabulary in support forums.

That's an excellent point! I am a strong believer in optimizing content for machine translation through controlling the input to MT. The good news is that some of the rule sets for helping authors write better content for machine translation are fairly simple. Take CLOUT, the Controlled Language Optimized for Uniform Translation (http://www.muegge.cc/controlled-language.htm) that I developed a number of years ago for this specific purpose: these are ten simple rules that anyone with a basic understanding of language and grammar can master with very little practice. And once a user applies these rules to how they write the content they publish on social media, the quality of the machine translations created from that content will improve dramatically.

At the same time, the providers of machine translation services are getting better and better at creating and providing domain-specific MT engines. So to use your support forum example, it is possible today to train an MT engine on the vocabulary and style specific to, say a particular video game. In other words:

unlike in the controlled-language approach, where the user adapts their input to the capabilities of the machine, modern machine translation engines actually learn from their users and adapt to the input they create.

9. Are you satisfied with the results your efforts produce related to job opportunities that you post on social media?

You know, I started posting job opportunities on my Twitter ([@UweMuegge](#)) account in 2011 in response to some of my students telling me that there were neither in-house jobs nor (paid) internship positions for translators and interpreters. To prove the point that I have been making in class, namely that there are plenty of well-paid jobs and internships for linguists at first-rate companies not only in the United States, but also in Europe and Asia, I started tweeting about every job and internship opportunity I came across. In fact, I came across so many jobs that now I am limiting myself to posting only those opportunities that I consider particularly attractive.

What started as an extracurricular service to my students has now taken on a life of its own: the 66000+ tweets I have published have attracted a following of more than 14000 linguists and institutions from across the globe. And every single day, up to 10 more people are following my posts.

So yes, I am very satisfied with how this initiative evolved!

By the way: I should mention that I recently started tweeting information about translation competitions, awards and prizes as well as translation and interpretation conferences and events. And based on the feedback I receive, many of my followers appreciate the fact that I included these additional topics in my Twitter coverage, as not many others do the same consistently.

*Interviewed by **Raluca Caranfil.** She graduated in journalism from the University of Sibiu, Romania.*

She worked as a journalist for various media for almost 14 years, during which she gained experience as a reporter, editor, radio and TV presenter, blogger, website editor and social media administrator. She is currently doing a master's degree at the University of Luxembourg, specialising in intercultural communication, and can write on topics such as culture, politics, social journalism, communication and linguistics. She loves radio, travelling and playing with her dog.

Interview with computer scientist
Jorge Gracia

Jorge Gracia holds a degree in Physics from the University of Zaragoza, where he also obtained a PhD in Computer Science with a thesis titled "Integration and Disambiguation Techniques for Semantic Heterogeneity Reduction on the Web" (2009). He currently works as an assistant professor at the University of Zaragoza. Previously, he worked in computer consultancy in Barcelona and, more recently, as a postdoctoral researcher at the Universidad Politécnica de Madrid, participating in leading research projects on semantics and knowledge engineering. He has been a visiting researcher in leading research centres such as the Knowledge Media Institute (Open University, UK), INRIA (Grenoble, France), Università di Roma "La Sapienza" (Italy) and CITEC at University of Bielefeld (Germany). His main research areas are the Semantic Web, Linguistic Linked Data, Ontology Matching, and Query Interpretation. He has been co-chair of the W3C Best Practices for Multilingual Linked Open Data community group and currently is co-chair of the W3C Ontology Lexica community group, where the *lemon-ontolex* model has been developed.

1. You are a computer scientist and most of your latest research projects are about Natural Language Processing and Language Resources on the Web of Data. What fascinates you most about these projects?

Natural language understanding by machines is a long-term goal of Artificial Intelligence. Our research, in the intersection of linguistics and the Semantic Web, has more modest goals, but it is still a step in that direction. What I consider most challenging and fascinating is the inherently imprecise nature of human language, so different from the formal and structured languages that computers use to run their programs. It is therefore very rewarding when, through a computer program, you are able to extract some insights from linguistic data, to formalise the semantics of certain entities, or to infer new knowledge.

2. What is Linked Data and why is it useful for language resources, terminology and dictionaries?

Linked Data refers to a set of best practices for exposing, sharing and connecting data on the Web. Such data can refer to practically anything, including documents, people, physical objects and abstract concepts. As a result, a "Web of Data" is emerging in which links are at the level of data, as a counterpart to the "traditional" Web, in which links are established at the level of documents (e.g. hyperlinks between web pages). When applied to language resources, we are representing and connecting linguistic data, and contributing to the growth of the so-called Linguistic Linked Open Data cloud.

Publishing language resources as Linked Data offers clear advantages to both data owners and data users, such as higher independence from domain-specific data formats or vendor-specific APIs (well-established standards of the World Wide Web Consortium are used instead), as well as easier access and re-use of linguistic data by semantic-aware software. In fact, Linked Data allows to more easily connecting datasets created by different people and for different purposes in a unified graph, so the combined information can be more easily traversed, queried and analysed.

3. Could you give us some examples of Linked Data in terminology? What results can terminologists get if we use Linked Open Data, and how do they differ from the results we get through the traditional databases we use today?

An interesting example of Linked Data in terminology is Terminoteca RDF, an effort that we started when I was part of the Ontology Engineering Group (Universidad Politécnica de Madrid), focused on converting a number of multilingual terminologies in Spain into Linked Data. As a result, we obtained a unified graph where terminological data that was initially disconnected was easily discoverable with simple queries. The same types of queries are not impossible through traditional databases but are far from straightforward and they come at the price of losing Web-centred aspects (in the Web of Data, terms are defined in a unique manner at a Web scale and can be discovered/queried through Web standards).

4. In your opinion, what IT skills does a terminologist need to have?

In my view, modern terminologists do not need to be IT experts but at least to be aware of new technologies that can have an impact in their work and to be open minded towards them. This will give them the competence of choosing what is best for their work as well as the capacity of better communicating their needs to technologists.

5. IATE is a database of more than a million multilingual entries and some datasets of its content is Linked Data. What would it require to transform the whole database into Linked Data and what would be the advantages of doing so?

The Linked Data demonstrator of IATE that was built in the context of the LIDER European project showed the feasibility of the application of Linked Data techniques to such an important resource, but this was based on an open subset of the data. The status of the whole data in terms of licensing and reusability should be checked to allow for a complete migration. If this conversion takes place, the IATE data would be ready for reuse by Linked Data-aware software agents and applications and for its interlinking to other resources on the Linguistic Linked Open Data Cloud.

6. You have been working on the *lemon* model, a model of linguistic information as Linked Data. How can the interoperability of this model be used for translation and/or terminology, namely for IATE?

Lemon, when used to represent translations, can be useful at two levels: first, at the knowledge representation level, and second, at the data interoperation level.

Firstly, one of the aspects of *lemon* in which I have been more involved, jointly with my colleagues at Universidad Politécnica de Madrid, has been in the development of a module for representing translations and terminological variations. This module, called "vartrans", covers representation needs when accounting for translations and variations. If someone needs a rich representation of translation relations as Linked Data, for instance, to record provenance of the translation, directionality (source/target languages), or type of translation (e.g., "direct translation", "cultural equivalent", etc.), this module can be very helpful.

Secondly, linked data allows you to connect translations from different multilingual/bilingual data sources and dictionaries in a unified graph, thus being able to easily infer new translations between initially disconnected languages that were not explicitly defined in the original data. Along these lines, I am co-organising a "Translation Inference Across Dictionaries" shared task (https://tiad2019.unizar.es/) with the idea of exploring and comparing techniques that infer such indirect translations.

7. Another project that you have participated in is called *Apertium*, a machine translation platform. Could you explain to us a bit more about this project?

Apertium is an open source platform for developing rule-based machine translation, initially developed by Universitat d'Alacant in Spain, and now in the hands of a wider and very active community. I did not take part on this exciting project directly, but I took some of their resources and transformed them in order to enrich the cloud of Linguistic Linked Open Data. For example, a family of bilingual dictionaries was built as part of *Apertium*, which was exploited by translation systems. What we did is to convert twenty-two of such dictionaries into RDF (the basic formalism to represent data as Linked Data) and to publish them on the Web. We named this initiative "Apertium RDF", which is a nice demonstration of the use of *lemon* to represent and interconnect bilingual dictionaries on the Web of Data.

8. You keep a blog where you write about computing and the Semantic Web. To what extent do you believe that the blog and other social media help so that people reach you and the knowledge you are sharing?

Unfortunately, I do not devote much time to the blog, although I plan to change this in the near future. I deem this format a way of sharing knowledge that complements very well the scientific papers, which are more difficult to be consumed by non-experts. In addition to this, writing a blog entry is a very good exercise to put your ideas in order and to formulate them in a more accessible way.

9. *Lynx* is the new project that you and your team are working on. Could you describe what the aim of the project is?

In a nutshell, the idea of *Lynx* is to build a Legal Knowledge Graph that will integrate and link heterogeneous compliance data sources, including legislation, case law, standards and other private contracts, to support the development of smart services for legal compliance. The multilingual aspect is very important in the project, since the main issues with legal compliance usually take place across borders and languages. The techniques of Linked Data are core in this project, which are used both to represent knowledge and to link it.

10. How do you envisage the future for language and terminology resources as well as for dictionaries?

I think that dictionaries and terminologies must get rid of their physical boundaries to become natively digital. Although there are many electronic dictionaries out there, most of them still stick to the printed form version and mimic the hierarchical structures that one can find in paper. But, this is only one of many possible arrangements of lexical information. In the Linked Data paradigm, any element of the lexicon (lexical entry, lexical sense, translation, form, etc.) can be a "first class citizen" and become the centre of a graph-based structure, which will allow for many other possible arrangements and views on the information.

Linked Data has proved to be useful for language resources in general, particularly when it comes to terminologies and dictionaries. By means of such technologies, we foresee more unified/linked graphs of terminologies and dictionaries on the Web, enriched through their linkage to other resources. A pending challenge is to build "Linked Data native" dictionaries/terminologies (so far we have converted existing ones), which will open the field to new exciting possibilities and new (un-envisioned yet) forms of working with lexicographic data.

Interviewed by **Olga Vamvaka** *– former terminology trainee at the Terminology Coordination Unit of the European Parliament (Luxembourg).*

She holds a BA in International Relations and Organisations and an MA in Translation and has worked in language teaching. She speaks Greek, English, Czech and French.

Interview with translator, interpreter and terminologist
Laura Iovanna

Laura Iovanna is a translator, interpreter and terminologist, as well as Deputy Chair of the Italian Association of Translators and Interpreters (A.I.T.I.). She graduated from the Advanced School of Modern Languages for Interpreters and Translators of Trieste (now the Department of Legal, Language, Interpreting and Translation Studies) and has been working as a translator and interpreter since 2000. In 2008, she started collaborating as an external translator of the European Commission Directorate-General for Translation (DGT) and the Translation Centre for the Bodies of the European Union (CdT).

She is also registered as a translator/interpreter and consultant with the Civil Court and Chamber of Commerce of Rome.

Since the academic year 2006-2007 and until 2017-2018, she has been working as an Adjunct Professor at UNINT University in Rome, where she has lectured in several translation and interpretation courses and it is also, where she has coordinated the terminology research course.

1. Your career appears to be very multidisciplinary and varied, but the EU carries a lot of weight on your CV. When did your experience within the European Union start?

Even when I was at University, I already had a very clear idea of how I intended to pursue a career as a translator and interpreter. I have always found the European Union fascinating and I accordingly chose to focus my studies on its policies and languages. After graduation, I added one of the 2004 EU enlargement languages, Czech, to my basic working combination (IT-EN-ES), and it was this decision that then paved the way to a series of collaborations with European institutions.

I was first chosen by the Directorate-General for Translation (DGT) of the European Commission for a traineeship and, following this, I began collaborating with various Italian and foreign agencies that had been awarded EU tenders. Having thus accrued sufficient experience to submit my own bids, in 2007, for the first time, I applied for a tender for the supply of translation services to the DGT and the Translation Centre for the Bodies of the European Union. Since 2008, I have worked for them constantly with a series of framework contracts stipulated over the years.

This led me to cease collaborating with private market agencies, instead handling my relations with the institutions directly. Today, around 80% of my work relates to EU policies. I mainly deal with justice and internal affairs, human rights and social and employment policies.

My interest in terminology developed spontaneously during my 2004 European Commission traineeship. At that time, each language department had its own terminology unit. I became fascinated with the care and dedication shown by Daniela Murillo Perdomo, at the time Linguistic coordinator of DGT Italian department, as well as the creator of the network for the excellence of institutional Italian (Rete REI) established over the following years. This was also when I witnessed, from within, the move from Eurodicautom to IATE, which, at least for me, marked a real turning point in my awareness of the importance of terminology. Indeed, it was this experience that helped me truly realise just how important terminology is in the world of both written and verbal communication, and this is why I decided to investigate the matter further, at the same time as pursuing my work.

2. For a long time, you were responsible for a Terminology Research course that forms part of the study programme of translators and interpreters. How much weight would you give to Terminological research in translation/ interpreting study programmes? How could a Terminology course improve the work of future translators/interpreters?

I believe that aspects relating to terminology are an essential part of any translation and interpreting study programme. Specific terminology and terminography courses are very useful in developing the necessary skills to manage terminology databases, for both translators and interpreters, even if the two professions take a different approach to terminology.

Terminology has now been consolidated as a discipline that deals with the study of terms, i.e. of the lexical units that allow for the transfer of specialised knowledge in one or more languages. The attention paid to the terminological methods and principles during translation courses helps students better understand the importance of the key translation issues related to specialised concepts and their classification. Students can thus improve their capacity to solve these translation problems.

Through terminology management, translators can not only save time but, more importantly, guarantee terminological coherence and consistency between documents. A terminology database provides complete background information on the term, its meaning, context, etc., and this makes for an accurate, consistent, unambiguous, error-free translation, not only within a single translated document, but also between several. From the outset, this saves the professional both time and money, making for a more productive business and greater customer satisfaction.

Clearly, a good translator must be aware of the complexity of terminological aspects and the effective way in which terms "behave", which often differs from the theoretical principles of the terminology itself. Aspects like synonymy and polysemy will need to be properly analysed and the various levels of conceptual equivalence of terms in different languages, assessed and handled appropriately.

What I have always sought to stress in my courses is that dealing with terminology does not mean simply translating terms and entering them into a database. The pursuit of terminology means having a strategic tool that enables the translator to make the right decisions, thereby meeting the multiple demands connected with the task.

As related disciplines gain ground, such as assisted and automatic translation, terminology and, even more so, terminography, namely the systematic collection of terms that constitute specialised languages, are becoming an increasingly integral part of the workflow of a professional translator, who creates and manages terminology databases to integrate them into assisted or automatic translation tools. Therefore, to be a good terminologist, the translator must also be able to manage the terminology in the databases using the platforms available.

Although terminological activity is generally associated with the profession of translators, interpreters also deal with terminology and terminography, both in order to expand upon their collection of terminology resources that will assist them in their interpreting, but also to integrate them with other related activities they may carry out (such as translation, for example). There are now numerous terminology management tools available to interpreters from various platforms and I believe these will be further developed in the future, hand-in-hand with technological evolutions.

It is my opinion, that future trends will see a greater integration of terminology and terminography with translation and interpreting. Having carefully honed terminology management skills adds value to the CVs of professionals and allows them to better stand out on the market.

3. Lots of students and recent-graduates are becoming more and more interested in working at the EU institutions. What could teachers and universities do in order to motivate and help their students to reach their aim?

Seen from afar, the EU institutions can at first glance seem beyond reach. The recruitment process is a lengthy, articulated one, whether looking for traineeship or seeking to embark on a career as a freelancer or official. Applicants must master two or more EU languages, as well as their own mother tongue; they must have excellent cognitive skills and bring with them the skills developed through their previous experience, successfully showing that they would bring added value to the EU. Above all, however, they must show enthusiasm for the "EU project" and must truly believe in the European Union.

We find ourselves in austere times and institutions are tending to reduce staffing levels. Therefore, to have a chance of being assigned the posts of those leaving, it is essential to offer something more in order to stand out from the crowd.

The figures and statistics surrounding employment at EU institutions may be discouraging but hard work and commitment does pay off. I always urge my current and former students to specialise in an area in which they are interested, to keep on studying and to stimulate their hunger for learning and thirst for knowledge. There is no need, and in fact it would be impossible, to master every single sector in order to stand out. Nor indeed is there any point in accumulating masses and masses of languages without first having perfect mastery of your own mother tongue; this is the real essence of our work. Although the translation and interpreting market does experience cyclical crisis periods, personally, I firmly believe that excellence will always have a place, as, naturally, will those who stand out from the others by offering a high quality of service. This applies to both the private market and institutions.

According to a recent [survey](#) published by the Italian Association of Translators and Interpreters, only 5% of the 540 respondents declared that they were specialised in the EU policy sector. I believe that if aspiring to work for European institutions, it is essential to start out with an in-depth study of European Union law and functions, as well as of the Interinstitutional style guide and the rules governing the drafting of EU texts.

This, in a nutshell, is my advice. Even if my experience is only as a freelance contractor for the institutions, I do believe that these good practices apply to all contexts.

4. Which resources/methods do you usually use in your courses to make your students more familiar with European terminology?

The language resources made available by the European Union are extremely important for translation and interpreting students alike, insofar as they offer solid, reliable support and a source of reference through which to solve linguistic doubts. The huge volume of translation that takes place in the EU truly is one-of-a-kind. There is no other international organisation existing today that works in a parallel fashion, in so many languages.

The presentation of the EU's language resources on the internet and their related use has always been an integral part of my documentary and terminology research course (intended for both translators and interpreters), because knowledge of these gives students access to a wide range of reliable sources.

My constant work with EU texts allows me to convey my direct experience with the various sources with which I am familiar, to others, along with the degree of reliability I assign them. As my task has always been that of driving students to reason things out for themselves, the research we carry out in class always starts out from parallel texts and from Eur-Lex specifically. Translating EU texts implies specific skills and research too must take a specific approach. A distinction must be drawn between EU and non-EU terms, as they require different types of terminological work prior to translation. Whilst the translation of non-EU terms takes place through various different conceptual systems, the translation of EU terms is mainly carried out within a single conceptual system, namely that of the EU.

Eur-Lex provides free access to documents in the 24 official EU languages, thus allowing the consultation of EU law (treaties, directives, regulations, decisions, consolidated legislation, etc.), preparatory documents (legislative proposals, reports, green and white papers, etc.), and EU case law (judgments, orders, etc.). It also allows you to follow the procedures leading to the adoption of legal acts; therefore, its corpus of texts is an invaluable source of terminology information.

The possibility of displaying documents in multiple languages, simultaneously or separately, makes for an extremely useful resource when launching a terminological research, without starting from a pre-prepared database. This, in turn, ensures that decisions are made autonomously, with a better awareness of the facts.

An analysis of EU terminology must include IATE. The IATE database is an essential tool because it is the most complete terminological resource we have available today and is widely used, not only by translators but also by the general public, and constantly improved and updated.

IATE plays a major role in ensuring the quality of the written communication of the EU institutions and bodies. Offering easy access to validated EU-related terminology, it ensures the consistency and reliability of terminology which is indispensable for producing the clear and unambiguous texts necessary for guaranteeing both the validity and transparency of the legislative process and effective communication with the citizens of the Union.

It covers hundreds of different domains and sub-domains and it is the result of the close collaboration of the various institutions' terminological coordination units. Over the years, we have consequently seen constant progress and the validation of an ever-greater number of terms. It also allows teachers to work effectively with students who, through their terminological works and degree theses, supply material that is then checked and used by the EU terminologists for inclusion in IATE.

Another extremely useful resource is TermCoord, which offers a collection of links to highly specialised themed glossaries compiled by the various institutions, as well as pre-prepared terminology files created on the basis of cooperation pursued with the Parliament political bodies. Its blog has exceeded a million visits and I believe that its success is the proof of the great interest shown in terminology: for the work carried out by the European institutions, the practical examples supplied and the recommendations given on resources and tools. Its constant presence on social media, with the spread of information about terminology and related events, as well as the idea of publishing a "Term of the week" has helped raise awareness amongst professionals and others, as to the importance of the subject.

For Italian, there is also an extremely interesting blog by Licia Corbolante, which is worth mentioning, spreading terminology points amongst a larger audience.

It gives me great pleasure to note the increased interest in terminology recorded amongst colleagues and which is also reflected in the range of academic and professional training available. Terminology training courses have multiplied; AITI itself, the Association of which I am Deputy Chair, organises them constantly, always filling all places available. Therefore, even those who have not had the chance to acquire terminology management and research skills during university training can do so later with professional training.

Interviewed by **Flaminia Paternoster.** *She holds a Master's degree in Interpreting and Translation from the UNINT University of Rome, with a research thesis focused on Plurilingual Approaches in teaching languages and translating.*

Her research interest include multilingualism, plurilingualism, intercomprehension, translation and terminology. Before joining the Terminological Coordination Unit as a trainee, she was teaching Italian in Rome. She speaks Italian, French, Spanish, English and German. She is passionate about words, languages, food and traveling.

Interview with Linguist
Christiane Limbach

Christiane Limbach has been a lecturer at the Department of Philology and Translation of the University Pablo de Olavide in Seville (UPO) (Spain) since 2013. She studied Anglistics and Hispanistics at the University of Cologne (Germany) and took an undergraduate degree. Christiane received a Bachelor's degree in Translation and Interpreting from the University of Granada (UGR) (Spain) and a Master's degree in Translation and Interpreting from the University of Granada (Spain). The object of her PhD thesis was neutrality and audio description of audio-visual texts from a translatological point of view. She is a specialist in accessible translation and her research interests lie also in interculturality and interpreting. Mrs Limbach was a member of the research group TRACCE, coordinated by Catalina Jiménez, at the UGR for 9 years and worked on a series of accessibility projects and projects of innovation such as DESAM. Since 2017, she has been a member of the research group Traducción Especializada y Comunicación Multilingüe coordinated by Ana Medina at the UPO, where she also participated in and coordinated projects of innovation. The main results of her research have been published as book chapters in prestigious editorials such as Peter Lang or De Gruyter Mouton as well as in high-impact journals.

1. At what stage in your professional journey, did translation start to intrigue you?

To be honest, I've been interested in translation all my life but, professionally speaking, it became intriguing when I started to study Translation and Interpreting in Spain. After finishing the undergraduate degree in Hispanistic Studies and Anglistic Studies at the University of Cologne (Germany), I moved to Spain. I studied Translation and Interpretation at the University of Las Palmas de Gran Canaria for one year. After that, I finished my degree at the University of Granada where I also completed a master's degree and PhD in the same field. I am also a sworn translator for German and Spanish. Since then, translation and interpreting has become a very important part of my life. Living abroad and teaching translation and interpreting at the University Pablo de Olavide enables me to translate/interpret on a daily basis. Also, in my free time, when reading a book or watching a movie or series I think about translation and what the source text might have been or how something could be translated into another language.

2. In this new era of technology, how do you perceive the role of translators when dealing with new methodologies, for instance machine translation or software localization?

The fact, that in this new era of technology, translators are able to both work more efficiently and improve the quality of their work are, in my opinion, all thanks to these new tools. I see technology not so much a threat for the translator as it is often said but a chance to change the way we work and the fields we work in. Translators should work hand in hand with computer specialists in order to improve the data bases needed for machine translation and software localization. They can make use of machine translations (MT) or could translate with computer assistance (CAT) in order to save time, handle great volumes of texts and improve quality. Besides, other professions like software localizers, subtitlers, audio describers, etc. also increase. With the new methodologies, new job opportunities arise and the fields translators can work in will become broader every time. For example, translators can also work in the field of accessibility and translate our environment for people with different needs. The jobs our students will get later in life are not even invented!

3. In what interesting projects have you recently been involved in? Could you elaborate on these?

Making our environment accessible is a project I have been working on for more or less ten years now. I started to investigate the field of audio description of films or audio-visual texts for the visually impaired, or blind people and subtitles for the deaf or hard of hearing. To be precise, this kind of translation (accessible translation) is a semiotic translation, where visual or audio information is translated into linguistic information, whether oral or written. Since then, I have widened the scope and participated, for instance, in a wonderful project called DESAM which was configured as a pilot scheme. In this project, our investigation group created a multimodal guide for parts of the Faculty of Translation and Interpreting (Facultad de Traducción e Interpretación) and for the Higher Technical School of Information Technology and Telecommunications Engineering (Escuela Técnica Superior de Ingenierías Informática y de Telecomunicación) of the University of Granada, which can be used by different kinds of visitors

(academic, touristic) with different needs. The guide, which works with the visitor's own mobile phone and QR codes that were integrated at certain points in the building, offers information through audio description, sign language, subtitles or in different languages (https://tracce.ugr.es/desam/). This way public buildings could be made more accessible for different types of users.

At the moment, our investigation group has at hand some new interesting projects in the field of accessibility and I am very excited to start working on them.

4. Assuming that you are familiar with IATE, do you find it helpful and is it part of your academic activity? Have you checked the new IATE?

In fact, IATE forms part of many translators' activities as well as mine and it also forms part of my academic activity. In class, students come across terminology while translating and they need to inform themselves on it. That means, they have to understand the term in question, find translations for it and pay attention to the source of their information in order to know how reliable the translation they found is. Students also have to take into consideration the context the term appears in, as the meaning could change from one context to another. In order to correctly use the term in the target language, which in our class is the foreign language (German), it is also a good thing to see an example of the sentence in which the term is used.

So, the new IATE is a wonderful tool for translators and students because it offers all of these pieces of information as well as a wide range of terms and their translation into the official EU languages. It also offers other terms which are related in some way to the term searched for. Filters for more specific results can be found by expanding the search menu. In class, students have to integrate IATE in their "documentation phase" and work with it while translating. It's an important tool they need to be familiar with, as well as all the types of information it offers. Last but not least, I also like the new interface of IATE.

5. What is the most challenging part of audio description? How do you deal with such difficulties?

The most challenging part in audio description above all is which information to provide in the limited amount of time there usually is for audio description. It is also very important to think of how to pass this information on to the users without influencing the recipient of the audio description in any way. (Thus, they are independent from the audio describer's point of view and can form their own opinion.) The audio description should also be in harmony with the atmosphere of the things described and not overload the recipients' cognitive capacity. Therefore, it is really complicated transmitting the information to the recipient in a way that means they receive the information as similar as possible as other people, in our case, the recipient of the source text.

In order to throw light on how recipients understand the pieces of information they receive, it is necessary to work hand in hand with the users of audio description and to collect data through questionnaires.

When it comes to providing instructions for visually impaired or blind people so that they are able to orientate themselves in spaces and move around by themselves, it also is essential to keep the user of the audio description safe. This is valid both, for inside and outside spaces, like for example in public buildings such as museums but also when doing outdoor activities like hiking. Visually impaired or blind people must be warned of obstacles in their way or dangerous parts of the way. Audio description and accessible translation is really still a big field to investigate as we are still, from an academical point of view, in our infancy in this area. In my opinion, the use of new technologies helps enormously to make our environment more accessible.

6. How important do you consider terminological research for a translator, especially when working on audio description?

Terminological research is very important for a translator as well as an audio describer as they have to express themselves precisely, concisely and accurately. It is necessary, first, to understand the terminology used in a certain text and then, secondly, to translate this terminology correctly, taking into consideration the new communicative situation in which the translation is used. Therefore, it might be necessary to adapt terminology to the recipient of the target text, for example appendicitis can be translated into German two ways, either with Appendicitis or with Blinddarmentzündung depending for instance on if the recipient is an expert (doctor) or a layman (patient).

The same is valid for audio description, the audio describer has to bear in mind who the target recipient is and has to ask himself if the target recipient is familiar with the terminology he would like to use in the target text. Apart from this, when describing our environment, i.e. when translating a multimodal text, the audio describer has to relate the concept they observe to the term, the starting point therefore is not the term in another language but the concept itself. In a specialized environment, this can be very difficult. Definitions and pictures as well as information about the frequency the term is being used and the register it belongs to are essential information for the audio describer here.

7. Besides the maintenance of IATE, the Terminology Coordination Unit of the European Parliament aims to assist translators and improve research and management methods in terminology. Are you aware of the work of TermCoord and the website? What are your thoughts about it?

In my opinion, the Terminology Coordination Unit of the European Parliament does very valuable work assisting translators and improving research and management methods with a great variety of measures. I like navigating its website and looking for new and useful information. As mentioned before, not only do I work with IATE in class, but I also think the website offers very helpful information for students and prospective translators. At the menu point "opportunities" for instance you can find a long list of universities which offer bachelor and master studies in the field of translation, interpreting and terminology. Moreover, you can find job opportunities for terminology professionals. What is also very interesting is the cooperation with universities in the field of terminology, such as the terminology projects, the "Masters on terminology" or the traineeships TermCoord offers.

From a more professional point of view, the menu point "explore" is also very intriguing. Here you can find tutorials, tools and e-trainings, e-books and theses & papers to read, etc. Moreover, TermCoord offers a tremendous amount of links to external websites with more specific information and also seminars which can be attended.

8. Which book, paper, project, etc. would you recommend translators to read?

This is a very difficult question as there are so many books for translators. It really depends on the field you're interested in or specializing in. Although, if I had to name one from the large variety of books for translators, I would definitely recommend "Traducción y Traductología. Introducción a la traductología" de Amparo Hurtado Albir (2011). This book is sometimes referred to as the Bible, as it contains a very wide-ranging overview of the development of translation studies, the different kinds of translation, interpreting, etc. It is a very good starting point for anyone interested in translation.

Christiane Nord is also highly recommendable as she is one of the most famous researchers in the field of translation. Her books "Textanalyse und Übersetzen: theoretische Grundlagen, Methode und didaktische Anwendung einer übersetzungsrelevanten Textanalyse" (2009) and "Fertigkeit Übersetzen: ein Kurs zum Übersetzenlehren und -lernen" (2010), to name only a few, are simply a must. This is particularly pertinent for translators with the linguistic combination German-Spanish or vice versa. Another book which is absolutely fascinating to read is "Las lenguas, ventanas que dan al mundo" by Gerd Wotjak (2006) because this book deals with the way reality is perceived and how this perception is reflected in our language and therefore differs from one language to another.

These are just a few books to get an overview of translating, of course. However, once a specific field of translation has been chosen, there are many others one could recommend.

Interviewed by **Ioannis Bersos** *– former terminology trainee at TermCoord. Ioannis was born in 1992 in Thessaloniki, Greece. He studied German Language and Literature at the Aristotle University of Thessaloniki and Translation at the Johannes Gutenberg University of Mainz.*

He has worked as an academic assistant at the Johannes Gutenberg University of Mainz. He participated in various academic projects within the university. He speaks Greek, German and English and he is passionate about photography.

Interview with terminologist
Dr Detlef Reineke

Detlef Reineke has been teaching and researching at the Faculty of Translation and Interpreting at the University of Las Palmas de Gran Canaria in Spain since 1994. He teaches courses on terminology, computer-assisted translation, software localization and XML technologies, among others. His research activities focus on translation and knowledge-related terminology work and science, but he is also active as a consultant and trainer for industry companies and government institutions. He has been editor-in-chief of the terminology journal edition for 12 years and vice president of the German Terminology Association (DTT). Detlef Reineke is a standards expert in DIN and ISO TC 37 and has recently joined the German Terminology Institute (DIT).

1. Can you see some distinctive aspects of terminology work in the countries that you have worked in? Have these changed over the years?

This is hard to answer, because terminology work in multinational or export-orientated companies and in multilingual organizations depends not so much on countries rather than on corporate culture. However, if we take standardization activities, for example, as a barometer, it may be concluded that strong economies and countries with multiple official languages are most interested in terminology and develop/provide appropriate (technical) means and methods for terminology work/management. And this has not changed over the years.

2. What are the crucial personality traits of a good terminologist? Should terminology be their passion? Why is terminology your passion?

Honestly, terminology is not my passion, but it's a very interesting field, insofar as basic research, application-orientated research, and industry practice are very closely related and allow terminologists to be present in all of these areas. More than being passionate, terminologists should do a good job, because good results are contagious.

Regarding personal traits, terminologists working in corporate or governmental environments should be good team players in the first place, and this implies showing genuine commitment, being reliable and responsible, being determined (but also flexible), and being a good empathic communicator, among others.

3. As a university teacher and scientist, how do you view development in the terminology field? Should terminology be regarded as a discipline in its own right or as a combination of several different disciplines?

There will always be a wide bandwidth for research activities, study programs, and applications (in the broadest sense), inasmuch as terminology is a fundamental instrument for every segment in specialized communication. So, terminology work/science should be present in both directions, as a discipline on its own right, but also integrated as part of other disciplines or as a combination thereof.

4. Do you see any particular challenges that terminology as a domain will have to face in the coming years? On the contrary, can we expect any promising developments that will facilitate the work of a terminologist?

I think terminology work has always been confronted with considerable lack of awareness among stackholders, and this will be a tendency in the future too. Breaking into new ground has also always been a challenge for the terminology community, i. e. offer solutions and data migration interfaces for other (new) communities. So, on the one hand, it's up to terminology associations like the DTT, EAFT, and others to create and increase the awareness for terminology, and to standards organizations to provide means for data migration and data reuse throughout the various (adjacent) communities. On the other hand,

universities and training centres should keep on fine-tuning study programmes, particularly concerning project and data management aspects. On the development side, there is no immediate artefact visible on the horizon that will considerably facilitate terminology work. Due to its complexity, the elaboration and maintenance of good terminology will continue to be a tedious human activity. Maybe we can expect some results from definition extraction (data mining), but this will still depend on the quality of definitions in text.

5. How much do you know IATE? Do you show it to your students at your courses and participants of your training? What do you think of it?

I only know the front-end IATE. IATE is a valuable resource to start terminology queries as long as definitions are provided. I also check the export features and the TBX output from time to time. As a user, I would prefer direct downloads also for IATE subsets to avoid the JAR file detour. And apart from providing TBX, it would be useful to offer direct downloads into other formats like spreadsheet, RDF/XML or SKOS, for example.

6. Looking at things from a business perspective, are graduates of terminology programmes heading to work well prepared? Do you have any advice for the new generations of terminologists in any field that you are familiar with?

There is no unique answer to this question (either), since three variables are implied: study programmes, graduates, and job profiles. A motivated and well-trained MA terminology graduate might perfectly fit into a larger company and assume responsibilities right from the start, whereas a BA graduate is quite probably destined to work in less complex environments. So generally speaking, graduates are well-prepared if the three variables are adequately conjugated. However, and as stated before, language industry, thus terminology work, will be more and more data vs. application-driven, a fact that will attribute paramount importance to data engineering skills. And as almost all current study programmes still lack data engineering content/skills, my advice would be to continue training in this field at specialized workshops, also because this kind of skill has already been introduced, or will be soon introduced in primary and secondary schools and current graduates will have to compete with skills of future generations.

7. What are the unanswered needs and demands in the domain of terminology for enterprises? Are there any specific difficulties that you face in terminology training?

The main challenge has been and will still be on the soft skill side. You mostly find very qualified personnel in each of the departments, be it research, design, production, authoring and terminology, marketing, distribution, and technical service, but when it comes to taking terminology and terminology procedures company-wide on board, many irrational hurdles have to be dismantled in order to get things going. In this sense, a very important aspect in terminology training is to acquire a basic understanding and

ability of persuasion techniques based on facts and charisma (the latter is of course hard to train). In my terminology courses, the principal difficulty is that most of the terminologists come from the humanities and have little awareness for data engineering issues.

8. How do you perceive the role of terminologists when dealing with new methodologies, for instance, machine translation or software localization?

As occurs with other disciplines/work profiles, terminologists too need to approach new technologies and/or methods with a high grade of open-mindedness and creativity. Usually, new technologies are equipped with means for at least basic terminology handling (terminologists rarely participate in the design and development of these technologies, unfortunately), but if it comes to enhancing terminology-relevant features or issues, terminologists should take over the job with self-confidence and know-how. Machine translation may not be considered a new technology or even a methodological challenge for terminologists, since these systems (at least the rule-based ones) are supplied with terminology elaborated and managed as in ancient times. Software localization is trickier concerning the texts. It requires different views on what should be considered terminology and what should not, and how it should be processed.

9. What project have you been dealing with recently? Can you tell us more about your work in the German Terminology Association?

In the recent past, I've been actively co-working on a series of ISO standards projects such as ISO 30042 (= TBX), ISO 12620 (Data categories), ISO 16642 (Terminological Markup Framework), or ISO 26162 (Design of terminology databases and terminology management systems), just to mention the most important. Apart from standardization projects, I headed a project where we developed a series of interfaces and routines for a governmental terminology department. The DTT is the most important altruistic terminology association worldwide and covers a wide range of activities both for the benefit of its individual and company members, and also for the benefit for everyone outside the association who is involved in terminology work and terminology science. Among others, the DTT distributes very valuable publications such as a Best Practice Guide, an indexed biannual terminology review called edition, as well as the proceedings of its always well-attended conferences that take place every two years (for more information see www.dttev.org).

10. Do you plan new research or other activities in the close or distant future?

I've several irons in the fire. The focus in upcoming research projects will be on improving existing and on providing new data exchange interfaces for data migration between the terminology community and data models/formalisms of other, adjacent communities, particularly (conventional) knowledge management, audio-visual and gaming, augmented reality, and pertinent sectors in the field of artificial intelligence. On the other hand, I'm still leading the ISO 26162 standard's project (which will be published in autumn 2019), and have joined another interesting ISO project that aims at creating and extending Common (Industrial) Data Dictionaries. And last, but not least, I'm planning to implement a centralized,

web-based terminology circle and database for internal use in our university with the objective of standardizing university terminology and documents and, thus, improve administrative procedures.

Interviewed by **Veronika Lovritš** *– former communication study visitor at the Terminology Coordination Unit of the European Parliament (Luxembourg) and a student of the Master Program in Learning and Communication in Multilingual and Multicultural Contexts at the University of Luxembourg.*

She holds an MA in Law and Legal Science and a BA in Sociology from the Masaryk University in Brno, Czech Republic. She speaks Czech, English, German, French and Luxembourgish.

Interview with
Antoni Oliver, associate professor, Universitat Oberta de Catalunya (UOC) in Barcelona

Antoni Oliver is an associate professor at the Open University of Catalonia (UOC – Barcelona – Spain) and the director of the Master Degree in Translation and Technologies. He holds a degree in Telecommunications Engineering, a degree in Slavonic Philology, a master degree in Free Software and a PhD in Linguistics.

He coordinates and teaches several subjects in the degree in Translation, Interpreting and Applied Languages (UOC-UVic) and in the master degree in Translation and Technologies (UOC). He also collaborates in the master degree Tradumatica at the Autonomous University of Barcelona (UAB). His research is centred in the field of Natural Language Processing, mainly in areas related with machine translation, computer assisted translation tools and the automatic creation of lexical and terminological resources. He has participated in several European and Spanish national projects related with his research areas: Metis II, about statistical machine translation using monolingual corpora; Etitle, about automatic multilingual subtitling; Know, Know 2, Skater and Tuner, where he has mainly participated in the creation of lexical and semantic resources. He is currently a member of the project "MOMENT: Metaphors of severe mental disorder," where the discourse analysis of affected people and mental health professionals is analysed.

He is the author of several papers in academic journals and presentation in international conferences in the area of Natural Language Processing. He is the author of the book "Technological Tools for Translators" (in Spanish, English translation available but unpublished), where a panoramic view of the translation technologies is offered.

1. You have studied both in the language field (Linguistics, Slavonic Philology) and in technical domains (Telecommunication Engineering, Free Software). What inspired you to study in these fields?

Firstly, I studied engineering, finished it and started to work as an engineer. When I was studying in the summers, I travelled several times to Eastern Europe and every summer I stopped a few days in Zagreb (Croatia) where I have some friends. So, I started to learn Croatian and enrolled in the Russian courses in the Official School of Languages (as Russian was the only Slavonic Language offered in the school). Some years after that, when I was still studying Russian in the School of Languages, the University of Barcelona started to offer Slavonic Philology, so I decided to study it. During my studies of philology, I studied subjects related to Computational Linguistics and Natural Language Processing and I discovered that they had some points in common with my previous studies in engineering. After my degree in philology, I enrolled in the doctoral courses and after some years, I completed my PhD in Computational Linguistics.

2. You are the director of the MA on Specialised Translation at the Universitat Oberta de Catalunya and a professor there. What are the main challenges in your day-to-day work, and what in particular do you really enjoy doing?

The main challenge is to keep the master degree up to date, adapting it to the new technologies and the real needs of our students, the future professional translators. Now we are involved in the transformation of this master degree into a new master degree, called MA on Translation and Technologies, which will be offered in the next course. This new MA will offer two itineraries: a professional one and a research-oriented one to students willing to do a PhD in this area.

I really enjoy testing new techniques and tools and preparing teaching materials explaining these new developments.

3. You are teaching subjects related to translation technologies and natural language processing. What advice would you give to students that want to develop in the fields of translation and terminology?

All translators and terminologists need to have a good knowledge of the available technologies that can be of great help in their daily work. Nevertheless, both in translation and terminology, the main and the important work is the human, manual one. So, technology should be one of the skills for translators and terminologists, a very important one, indeed, but it is not probably the main one. On the other hand, there is a relatively new profession: the translation technologist that provides technological services to translators and terminologists in companies and institutions. I think that this new professional profile is very interesting and it will have very promising working opportunities.

4. Which book, paper or project in the field of terminology would you recommend to terminologists to read/follow?

I think it is always useful to re-read the works on terminology from Wüster, available in several languages. The main ideas expressed in this book are still valid, and they are very useful to remember during terminological work. For a good introduction to the main techniques for terminology extraction, I would recommend the paper from Maria Teresa Pazienza (Pazienza M.T., Pennacchiotti M., Zanzotto F.M. (2005) *Terminology Extraction: An Analysis of Linguistic and Statistical Approaches*. In: Sirmakessis S. (eds) *Knowledge Mining. Studies in Fuzziness and Soft Computing*, vol 185. Springer, Berlin, Heidelberg).

There are also a lot of aspects of terminology, apart from the theoretical and technical ones, that are treated in the free e-book written by Rodolfo Maslias "Terminology in the changing world of communication". I think this e-book is worth reading.

5. You have created TBXTools, an automatic terminology extraction tool. Could you tell us a bit more about it?

Terminology is one of my areas of research and I also participate in several projects for the creation of terminology resources. TBXTools is our platform for both research and production. This tool allows performing several tasks related with terminology extraction, so it is very suitable for the creation of resources. It also offers several useful features for research: for example the ability to automatically evaluate the results of the extractions in terms of precision and recall. Every new idea or technique we want to test we develop it into the tool. In this respect, the tool is growing and every few months new features are implemented.

The tool is being actively developed and it is released as free software, so everybody can freely download, use and share it. For the moment, it does not have a graphical user interface and it should be used in the terminal. But, we plan to provide a graphical user interface soon, providing the main functionalities.

6. For extraction and managing terms from a domain specific corpus, what are the best practices that you would recommend?

The extraction process needs several steps to be successful:
- An accurate planning of the extraction task, defining the resources and methodologies that we want to perform.
- The process should be documented thoroughly.
- The terminology extraction process requires a lot of manual revision. To make it easier we can use a list of already known terms to avoid revising them again. We should also maintain a database of candidates marked as non-terms, as they can be also used to avoid revising them in every extraction process. In this way, we can speed up the process.
- The results of the extraction (the list of new terms and the list of candidates marked as non-terms) should be conveniently saved and some system for the control of version should be applied. We should know which the last and the valid version is and where it is stored.

So the important thing is to plan what we want to do, document how we have done it, and save the results in a known place with a known name.

7. Do you use IATE in the courses at your institution? How do you evaluate the Spanish terminology present in IATE and would you suggest any improvements or any areas to especially focus on?

Yes, IATE is one of the main terminological resources in the world, so we teach how to use it and we actually use it in our courses. Spanish is well represented in IATE and there has been a great effort to revise the contents in Spanish, so now we have a lot of quality terms in IATE. As you know, there are several other official languages in Spain, and they are not represented in IATE (as they are not official languages in the European Union). We are currently working in the Catalan version of the IATE and I think this is an interesting direction for other languages in Europe that don't have the status of being an official language in the European Union.

On the other hand, IATE has developed the subjects of interest of the European Union. There are a lot of unrepresented subjects, as they are not used in the European institutions. A very interesting project would be the inclusion of other subjects in IATE, using the same structure and for all the available languages. I think that for this task, universities can have an important role, as they can develop the resource during the training of their students.

8. What is special about terminology work in Spain? Are there specific difficulties you face, or specific advantages you have? And have these changed over the years?

A lot of terminological work is being done by institutions from Governments of autonomous regions having their own official languages. For example, an excellent work in terminology is being done by TERMCAT, the official institution for terminology from the Catalan Government. In this institution, terminological resources including at least Catalan, Spanish and English are created, and most of them are released with a free licence. Similar work is being done by Euskalterm, from the Basque Government.

9. In what other interesting projects have you recently been involved with? Could you elaborate a little on those?

As already mentioned, we are currently working with TERMCAT in the creation of the Catalan version of IATE. Of course, for the moment, this is an unofficial version, and it contains the Catalan terms for the IATE terms, sharing the same codes. In this regard, we get a multilingual terminological database including Catalan and another 24 European languages. In this project, some students from our master degree are collaborating, and we think this is an interesting experience for the students. We want to share this experience with other institutions to offer our methodologies for the enlargement of the IATE for some underrepresented languages, and also for the inclusion of new languages. We hope that in the near future, this Catalan version of the IATE will be included in the official release.

I am also involved in projects related to Machine Translation, mainly related with neural approaches. These approaches are getting very promising results in terms of quality. There are a lot of neural machine translation toolkits, and we are experimenting with some of them.

I would also like to mention the InLéctor Project (https://inlector.wordpress.com/), where we are publishing free bilingual e-books that aims to help readers willing to read in the original language. In these books, you can access the translated version of the book with a click in the sentence. This feature can be of great help to readers with an intermediate level in the source language. Up to now, the translations are real published translations, but due to the difficulty finding translations in the public domain, we are starting to use neural machine translation to create the translated version. The goal of these bilingual books is not to read the book in the target language, but to give some help when you're reading the original version.

10. What is your view on the future of translation and terminology?

I'm very optimistic about the future of translation. New technical achievements, for example, the very good results of Neural Machine Translation, will have a positive impact to the profession. More and more texts will be translated using machine translation, but at the same time, consumers will be more aware of the importance of revision of important texts, and also will be sensitive to the text that should be translated by humans. So, I think that more work will be available, both in terms of post-editing work, but also in terms of manual human translation.

It is necessary to adapt these new machine translation systems to different domains of terminology, so more resources will develop, giving new opportunities to terminologists.

So, I think that we will have a positive interaction between human translators and terminologists, on one hand, and technology, on the other. The overall effect of this interaction will be positive for the profession.

Interviewed by **Olga Vamvaka** *– former terminology trainee at the Terminology Coordination Unit of the European Parliament (Luxembourg).*

She holds a BA in International Relations and Organisations and an MA in Translation and has worked in language teaching. She speaks Greek, English, Czech and French.

Interview with Linguist
Sylvie Freyermuth

Sylvie Freyermuth a commencé par le journalisme (presse écrite et audio-visuelle) au Républicain Lorrain et à RTL TV et Radio (1977 à 1979). Elle a ensuite repris des études en suivant un double cursus : Lettres modernes et Sciences sociales (sociologie et psycho-sociologie). En 1985, elle réussit le CAPES de Lettres Modernes et l'Agrégation de Lettres Modernes l'année suivante. Elle soutient sa thèse de Doctorat en Sciences du Langage, en 1996 à l'Université de Strasbourg. Elle a ensuite soutenu son HDR (Habilitation à diriger des recherches) en Sciences du Langage, en 2005 (Université de Strasbourg). Linguiste et professeure, elle a enseigné à tous les niveaux de l'enseignement secondaire (sauf la 4e de collège), de l'enseignement universitaire (de la première année de Licence à la direction de doctorats et d'HDR), et également en classe préparatoire aux grandes écoles (préparation au concours d'entrée à l'École Spéciale Militaire de Saint-Cyr, branche Lettres). Durant sa carrière, elle a professé la littérature française, le latin, la culture générale, la linguistique française, la grammaire française, la stylistique et la rhétorique. Elle prendra sa retraite dans 3 ans.

1. Pourriez-vous expliquer en des termes simples ce que fait un linguiste ? Quels sont les principaux défis de votre travail quotidien et qu'est-ce qui vous plaît le plus ?

Le linguiste est concerné par de nombreux domaines (syntaxe, sémantique, phonétique, grammaire, analyse du discours, rhétorique etc.), aussi est-il difficile de parler du linguiste en général. Mais pour ma part, il s'intéresse à l'évolution de la langue, à son fonctionnement, à la manière dont elle porte du sens.

Je donne la plupart de mon enseignement en Master d'Enseignement secondaire-filière « français », et j'ai affaire à un public très varié : Luxembourgeois d'origines diverses, Français, Belges. Aucun d'entre eux n'a la même maîtrise du français, compte tenu du fait que cette langue peut être seconde, maternelle, très bien maîtrisée ou problématique. Je dois donc trouver des moyens pédagogiques pour être accessible à tous les étudiants dans leur diversité. Mon défi quotidien est de leur rendre « simple » ce qui est parfois très complexe et de m'assurer que le fait de langue décrit est absolument maîtrisé à la fin du cours.

2. Quand et pourquoi avez-vous développé un intérêt pour la linguistique ?

Mon intérêt pour la linguistique est né assez tardivement dans mon cursus scolaire, c'est-à-dire à l'université. Je suivais un double parcours : Lettres modernes et Sciences sociales. Au collège (de l'âge de 10 ans à 14 ans, dans le système français), je détestais la grammaire, car elle nous était enseignée de la manière la plus traditionnelle et mécanique qui soit. Pour moi, c'était ennuyeux et cela manquait de sens.

Au contraire, à l'université, nous avons abordé la linguistique dans sa dimension langagière, humaine, rationnelle. C'était passionnant. La langue devenait un véritable terrain d'expérience et c'était en même temps très drôle et joyeux de faire des découvertes. Il faut dire que j'ai eu un excellent maître : le grand sémanticien Prof. Georges Kleiber, dont j'ai été la disciple durant tout mon parcours (Licence, Maîtrise, DEA, Doctorat, Habilitation à diriger des recherches (HDR)).

3. À quel moment de votre parcours professionnel la linguistique est-elle devenue intrigante ?

Dans mon parcours professionnel, la linguistique est devenue fascinante dès que j'ai commencé à enseigner, c'est-à-dire à l'âge de 24 ans. Je l'ai enseignée sous forme de grammaire et je l'ai aussi utilisée dans l'enseignement de la littérature pour construire une interprétation des textes.

4. Quels sont les traits les plus importants qu'un linguiste doit posséder aujourd'hui et quels sont, à votre avis, les traits futurs de la linguistique ?

Je vais répondre à la question à l'envers. Actuellement, et cela vaut pour le futur, les linguistes abandonnent de plus en plus les domaines « durs » de la linguistique (syntaxe, sémantique, phonétique, morphologie), pour se diriger vers l'analyse des discours, vers l'oralité, le Français langue étrangère (FLE), le Français sur objectif, etc. Or je pense que pour bien maîtriser ces domaines, il ne faut pas abandonner les domaines

« durs », et c'est malheureusement ce qui se produit. Le linguiste doit maîtriser sa discipline, être ouvert d'esprit, ne pas cloisonner ses domaines d'investigation.

5. Quelle est la particularité du travail linguistique au Luxembourg ? Y a-t-il des difficultés particulières auxquelles vous êtes confrontée ou des avantages spécifiques dont vous disposez ? Si oui, ont-ils changé au fil des années ?

C'est devenu un truisme de dire qu'au Luxembourg, on vit dans une société multilingue. Personne n'ignore la coexistence de 3 langues officielles : luxembourgeois, français et allemand, auxquelles il faut ajouter les langues de l'immigration, l'italien et le portugais pour les principales. En outre, le système scolaire fait coexister les trois langues officielles en les introduisant progressivement dans le cursus. Mais la propriété même des langues (le luxembourgeois proche de l'allemand à cause de son appartenance au groupe germanique) fait que les Luxembourgeois préfèrent nettement l'allemand au français qui est une langue romane. L'enseignement et la représentation du français – et même de la France – ne favorisent absolument pas la pratique du français qui recule nettement.

Dans mon quotidien de professeur d'université (j'enseigne aussi bien la linguistique et la grammaire que le littérature françaises, grâce à une double qualification en France par le Conseil national des Universités), je suis confrontée à des problèmes récurrents. Une majorité d'étudiants sont issus de l'immigration, ce qui a eu pour effet pervers de les diriger la plupart du temps vers l'enseignement technique, dans lequel la littérature et la langue françaises ont une part très réduite. La difficulté consiste alors à donner à ces étudiants un niveau honorable, sachant que leur expression écrite est très souvent marquée par de gros problèmes de syntaxe et d'orthographe.

De plus, l'enseignement du français au Luxembourg reste extrêmement traditionnel, notamment sous la forme d'une inculcation des règles mises mécaniquement en application dans des exercices ; un tel système n'aide pas du tout les élèves à comprendre comment fonctionne la langue française, comment il faut l'apprivoiser, comment « jouer » avec elle. Cette langue devient alors rébarbative.

6. Dans un monde dominé par la technologie et les réseaux sociaux, comment les linguistes abordent-ils le nombre croissant de néologismes ?

Je pense que les néologismes ne sont pas un problème pour le linguiste, à partir du moment où ils sont entrés dans l'usage. Reste à savoir quelle sera leur durée de vie. L'important n'est pas de combattre les néologismes, mais de laisser vivre en même temps une langue plus classique et de la faire connaître aux élèves et aux étudiants.

7. Quel livre ou projet recommanderiez-vous aux gens, et surtout aux linguistes de lire?

Je ne fais aucune recommandation sur ce plan, si ce n'est celle de s'intéresser à des travaux qui montrent une approche plus cognitive de la pratique des langues, une manière plus « incarnée » d'enseigner la langue, par exemple par la prise en compte des paramètres individuels et des émotions, du contexte, etc.

8. Dans quels projets avez-vous été récemment impliquée ? Pourriez-vous nous donner plus de détails ?

Comme j'ai beaucoup enseigné la littérature (dans une approche stylistique et rhétorique), je n'ai pas participé récemment à des projets linguistiques particuliers. En revanche, cela fait la troisième année que je codirige le Master en enseignement secondaire- filière « Français » à l'Université du Luxembourg, et que j'y enseigne la grammaire et la linguistique françaises.

Mon objectif est de renouveler l'enseignement de la langue française dans le système luxembourgeois, grâce à la formation que je donne à mes étudiants. Je leur enseigne notamment à décomposer toutes les difficultés de la langue, à se mettre à la portée de leur public (âge, origine), à montrer aux élèves comment on peut dominer la langue (à travers une approche expérimentale) et ne pas se laisser dominer par elle, afin de ne plus se sentir en position d'insécurité linguistique.

Interviewed by **Robine Bonsenge** *– former Study Visitor in Communication at the Terminology Coordination Unit of the European Parliament (Luxembourg). Currently enrolled in the Master in Learning and Communication in Multilingual and Multicultural Contexts at the University of Luxembourg.*

She holds a Bachelor degree in European Cultures (French section). She speaks French, English, Lingala, Dutch and she is learning German.

Interview with
Yota Georgakopoulou

Panayota (Yota) Georgakopoulou is a leading audio-visual localisation expert, specialising in the application of language technologies in subtitling. She offers her services to high-profile organisations around the world as an independent consultant, advising on strategy, quality, tools, workflows, and language resource and data management.

Yota holds a PhD in translation and subtitling from the University of Surrey and has over 20 years of experience in senior management roles in the audio-visual localisation industry. She implemented the first university modules on audio-visual translation in the UK, published the first guidelines on subtitling templates, participated in multiple research projects on language technologies applied to audio-visual text, served as the Managing Director of the European Captioning Institute and most recently as Senior Director, Research & Int'l Development, at Deluxe Entertainment Services Group before setting up her own consultancy firm.

Yota has authored and co-authored over 30 publications and is a regular speaker at international conferences and events on translation. She serves on the steering committee of the biannual Languages and the Media international conference, and her research interests include audio-visual localisation, accessibility, crowdsourcing, post-editing, machine translation, speech recognition, quality standards, translation big data and the democratisation of translation.

1. At what stage in your professional journey, audio-visual translation and techniques became intriguing?

Growing up in a tiny town in a subtitling country like Greece, I always found films and subtitling intriguing and a window for me to the rest of the world before I got to travel abroad. I studied English literature and translation and when it came to deciding on my PhD topic, I couldn't think of a better way to spend the next few years of my life than on something I was so passionate about: subtitling. I worked in the industry simultaneously, setting up multilanguage subtitling workflows in the UK at the time of the DVD boom. I had the rare opportunity to bring my work to my research and vice versa, and I set to study subtitling norms in various European countries, especially on the reduction levels that take place from the audio to the written text in the subtitles. I was fascinated by subtitle template files, which are the cornerstone of multilanguage subtitling production, and tried to draft guidelines that would do justice to the different subtitling traditions in Europe and would offer a good basis for such multilanguage production. I have just published an abridged version of these guidelines I originally wrote, as part of my PhD, as there still isn't much published on the topic of templates. It has been nearly two decades since their adoption and widespread use in the industry, so I wanted to provide an additional reference point to researchers working on subtitling guidelines today.

2. In this new era of technology, how do you perceive the role of translators when dealing with developments, for instance machine translation or software localisation?

The role of translators has always been that of building 'bridges' between cultures, providing connection between people. The use of technology does not change this, in fact it accentuates this aspect of translators' work, making their added value more visible in the communication of the source text author's intent, be that audio, video, game, graphics or text. Translators have always been among the first adopters of technology, originally computers and dial-up modems, word-processing software and tools like spellers, then translation memories and other CAT tools, and now language technologies such as automatic speech recognition and machine translation. The tools themselves inevitably have an effect on the translation workflows and the way in which translators work, but the end goal is still the same. The role of the technology tools is to help translators with repetitive tasks and in their research, so that they can truly focus on the creative and communicative aspect of their work, and incorporate in it the world context that machines have no understanding of.

3. How important is the localisation process?

We live in a digital, globalised world, where the highest driver for growth in businesses is international expansion. Netflix today has short of 160 million subscribers, over 90 million of which are international ones – this is where the bulk of the company's revenue comes from. Coursera subtitle their courses in English and translate them in more than 65 languages by crowdsourcing translations from their Global Translation Community. They say translation is the platform's main selling point, as translated subtitles led to increased enrolments by 200-300% already in 2014. This is all thanks to localisation; localisation is the catalyst for growth.

4. What is your opinion about the use of a pivot language?

Pivot languages have traditionally been used to make translation workflows more efficient where talent is lacking in specific language pairs for the volume of the work that is available. In the audio-visual industry, subtitling template files have traditionally been in English, though typically for English source language content, which gets translated in multiple languages simultaneously. However, English has also been used as the pivot language when translating from non-English source content to all other languages, for example, a Japanese film subtitled into Greek from an English subtitle template file. English has served the audio-visual localisation industry well as a pivot language over the years, as it has helped expand the pool of available translators, since more translators work with English, and has thus helped cater to increased volume demands ever since video became digital. It is now time, however, to think about its appropriateness again, as more non-English language content is made available internationally, frequently among language pairs that have no similarity, linguistically or culturally, to English-speaking countries, e.g. Hindi or Mandarin content made available in other Asian or African languages and countries.

5. What are the challenges that you face when dealing with problematic terms? How do you cope with them?

In the audio-visual industry, we have very specific terminological needs. Unless the content being translated is scientific, which would involve the relevant terminology from the medical or other scientific domains, the issue of 'terms' in media content is mostly limited to what is frequently referred to as Key Names and Phrases (KNPs). In other words, a collection of proper names used in a film or a series, together with their official or client-approved translation in each language, as well as other commonly-used phrases that need to be translated consistently across episodes and series. Names often come with annotations, e.g. regarding the sex of each character, or the politeness level being used between characters. The latter is a must in concurrent translation workflows where multiple translators are involved. Names are particularly important in live scenarios as well, even if the work is done intralingually, for the deaf and hard-of-hearing audience. In live captioning news or sports for instance, a captioner would ensure that the dictionary s/he is using is populated with names of politicians, sports players, clubs, etc. depending on the content of the programme, so that they are output correctly by the software used during live caption/subtitle production.

6. What are the most crucial traits that a translator has to possess nowadays and what, in your opinion, lies in the future for AV translation?

It is hard to predict the future of AV localisation, as so much is changing so quickly these days. The industry is at an inflection point: language technologies, speech recognition and synthesis, and machine translation are implemented in subtitling in order to help language providers cope with the unprecedented volume of work that needs to be localised. Most likely, the market will be commoditised, and we will see a lot of bulk jobs being created in post-editing machine output. But we will also see a lot of other, more interesting jobs, in which translators interact with the technology, monitor the tools and their quality, and provide feedback to improve the tools' output, so their job can be facilitated further. Quality is at the very heart of the discussion about the changes that are taking place in the industry today. I believe quality

standards will be implemented, and there will be more transparent discussions about the quality levels on offer in the market. I also hope that audio-visual translators will be recognised and properly credited for their work, and that truly exceptional ones will reach the fame of authors and have followers looking out for their work. I also believe AV localisation will converge more with interpreting and with gaming and that we will see a lot of cross-pollination from these industries. I encourage translators to remain alert, responsive to the needs of their clients and of the market, curious and agile, to experiment and augment themselves with technology tools, to specialise so they can offer expert services, and reinvent themselves as cultural consultants and ambassadors.

7. How important do you consider terminological research for a translator, especially when working on audio-visual translation?

As I explained above, terminological search in AV localisation for media and entertainment content mainly relates to lists of names and phrases that are encountered in the video material, unless we are talking about documentaries. The template files translators typically work with also include annotations for text like lyrics, pop-culture references, etc. So on the one hand there is the issue of consistency and continuity, for instance by using the same translation for a character's name, that also reflects the linguistic choice made in other media, e.g. in book translations if the film script came from a book, and doing so consistently across different episodes, seasons and translators. Subtitlers are required to research all proper names that appear in the material they are working with, including those of companies or products, so as to spell them correctly, and to properly identify and use the official translations for products such as books, films, songs, etc. that may be mentioned in a video. On the other hand, there is also the issue of rights, as in the case of song lyrics. If an official translation exists for a song in a given language, it cannot be used without rights clearance first. So yes, terminological search is very important in AVT as well, and a lot of effort is invested by providers of AV localisation services in building libraries of such terms.

8. Can you tell us more about your speech on "The many faces of translation" conference? Which were the key points?

The conference "The many faces of translation", that was organised by the Directorate-General for Translation of the European Parliament on 18th and 19th November 2019, was an effort to discuss recent developments to translation in a global context, and focused on translation types that are among the more creative translation verticals, such as literary and audio-visual translation and the translation of videogames, showcasing how AI is implemented in these domains as well. In this backdrop, I presented on "The many faces of audio-visual translation" and discussed the different types of AV localisation services that are available in the market, highlighting their complexity. The sector has been witnessing unprecedented growth in terms of the volume of video material to be localised, mainly as a direct result of the growth in digital video production and consumption, which is increasing rapidly in non-entertainment sectors as well, such as for e-learning or product demoing purposes. Production models have been customised to suit the needs of the marketplace in the 21st century. Specifically, I discussed relevant trends and workflows utilised by AV localisation service providers, and focused on the pivotal role of language technologies. The latter have already been used to an extent in the AV localisation market, primarily for accessibility purposes, but now the entire sector is being disrupted by their application and new job profiles are making their appearance as a result.

9. In your view, how do you see the evolution of translation and how can it be developed in public and private institutions?

We are already seeing translation in different verticals being commoditised, as is also the case with AV localisation. If translation is to be commoditised, it is so that it is democratised and can be accessed widely, as any human right should be. I believe translation needs to be at the core of any public or private institution, so that the right of communication is granted to everyone equally, irrespective of language or disability. Accessibility goes hand-in-hand and is included in this expanded notion of 'translation'. I am a fervent believer in the value of multilingualism that the European Union embodies, as an expression of cultural identity, which ultimately helps to promote democracy, transparency and accountability, all of which are critical for both private and public institutions.

10. How do you view the developments for translators in labour market in the translation field? Any advice for the new generations of translators?

I mentioned before that the AV localisation industry is at inflection point. Not only are the jobs changing and new job profiles are emerging in the market as a result of the use of new technologies and tools, but this is all taking place at a very rapid pace too. Metadata annotator, for example, is a recent job profile, as is the role of live translator respeaker, and post-editing roles to do with either speech recognition or machine translation output. They are not very common job profiles yet, but they are due to grow quickly and provide bulk employment to language professionals. We will also see more language engineers in charge of customising the output of language technologies to client's needs, and eventually content curators too. Project managers will need to specialise in workflows that use language technologies, while the use of synthetic speech will give birth to roles for script writers and sound engineers that are capable of tailoring their services to the needs of synthetic speech as well as natural voices. Another fascinating new role I came across is that of a director for accessibility and translation in the filmmaking process, referring to the person that coordinates the collaborative production of translated and accessible versions of a film. I am sure there will also be plenty of other new roles that we cannot yet imagine. My advice to translators is: to never stop learning; to be receptive to the needs of your clients and the changes that are taking place in the market; to experiment with technology; to be aware of your own competences and augment yourselves with the tools that will help you; to not only offer expert services to your clients but be able to communicate your value, as the key to unlock international expansion for their business. Be visible!

11. Which book, paper, project, etc. would you recommend to people, and especially translators, to read/ follow?

When it comes to AVT, the book on subtitling taught everywhere is the eponymous one by Jorge Díaz-Cintas and Aline Remael, *Audio-visual Translation: Subtitling,* which dates back to 2007 and an updated version of which is coming out in 2020. Routledge also publishes interesting handbook series, such as *The Routledge Handbook of Audio-visual Translation* (2018) and *The Routledge Handbook of Translation and Technology* (2019), both of which are recommended reading. Just by going through the bibliographies of these books, one is bound to come across other interesting material to study, depending on where

their interests lie. There is also the European Association for Studies in Screen Translation (ESIST), a non-for-profit association set up by academics and professionals in 1995 to facilitate the exchange of information and resources, and to promote dialogue and professional standards in the teaching and practice of audio-visual translation. As of 2018, the association has also funded the publication of the Journal of Audio-visual Translation. The sector is vibrant with research and publications, especially since the turn of the century, and new research is typically presented at one of the two biannual conferences that take place on alternate years: Languages and the Media, and Media for All. On the industry front, the Media & Entertainment Services Alliance represents companies involved in the creation, production and distribution of media and entertainment content, and promotes communication and collaboration among its members through events and special interest groups, such as its Content Localisation Council. Information about the industry is also included in reports on the localisation market published by research firms such as Common Sense Advisory, Nimdzi, Slator and others, which can be helpful in terms of staying up-to-date with the latest developments in the market.

12. Is there a question which you would have like us to ask you?

I could talk for hours about audio-visual translation, but I think we've already covered many different aspects of it. I would like to thank you once more for the kind invite to do this interview. I hope it is of interest to the TermCoord staff and I wish you all my best for the future in continuing the excellent work your unit is doing!

*Interviewed by **Antonia Pappa** – former communication trainee at the Terminology Unit. Born in Greece in 1992.*

She holds a Bachelor degree in Communication, Culture and Media. She worked, for three years, for a newspaper and food magazines in Greece. Antonia is now pursuing a Master's degree in International Marketing and Communication and is working on her thesis about social media advertising. In her free time, she likes travelling, doing yoga and going for walks with her dog.

Interview with
Mojca Pecman

Mojca Pecman is Associate Professor on translation studies at the Department of Intercultural Studies and Applied languages – Etudes Interculturelles de Langues Appliquées (EILA) – of Université de Paris where she teaches terminology, phraseology, discourse analysis, term management and database design. She obtained PhD in scientific discourse analysis and contrastive phraseology from the University of Nice (presently University Cote d'Azur) in 2004, and joined Paris Diderot University (presently Université de Paris) in 2006. In 2017, she obtained the "Habilitation à Diriger des Recherches (HDR)". Her research focuses on terminology management and the analysis of language phenomena operating at the lexico-discursive level, which involve studies in a number of related disciplines: lexicology, terminology, phraseology, discourse analysis, LSPs, specialised translation, dictionary-making and corpus linguistics. She is in charge of a research project on the creation of terminological and phraseological resources within ARTES (Aide à la Rédaction de Textes Scientifiques), an online multilingual and multidomain database for improving specialised language-related research and studies. She is the author of a book Langue et construction de connaisSENSes. Energie lexico-discursive et potentiel sémiotique des sciences (L'Harmattan Editions, 2018), and of a number of articles published in various journals (Terminology, Meta: Translators' Journal, The Journal of specialised translation (JoSTrans), Fachsprache, Revue française de linguistique appliquée, etc.). She also serves on the advisory board of Terminology journal (John Benjamins publishing). She speaks Croatian (first language),
French and English (second languages).

1. Where does your passion for terminology stem from?

My passion for terminology stems from my passion for sciences. Terminology allows me to work on various fields of knowledge and to keep discovering new scientific concepts. It allows me to observe the way our knowledge evolves and the way it takes shape in different languages and cultures. Terminology allows me to reflect upon the way we conceptualise knowledge through terms. All progress, evolution in sciences is generally embedded in terms. At the same time, our capacity to create new terms can breed progress. As a student, and later on as a young researcher, I was interested in all fields of linguistics, and progressively I narrowed the scope of my interests to lexis, grammar and discourse analysis. I thus became first passionate about phraseology, and in particular transdisciplinary phraseology, which allowed me to connect lexis, grammar and discourse analysis to epistemology. Thus, at the very beginning of my research years, my combined passion for language and sciences lead me to specialise in phraseology and dictionary making, as information on phraseology is still not systematically recorded in the dictionaries, while it can be of great help for translators and language users. I became passionate about terminology a decade ago when I discovered how phraseology and terminology "collaborate" to create meaning in specialised texts. My first interest in terminology was thus related to term variation. Term variation is one of the core language processes that allows for moving science forward, creating novelty, and contrasting information that is regarded as well-established with the propositions for a new paradigm of knowledge. Consequently, working on transdisciplinary phraseology led me to explore, for instance, how we formulate disagreement, express a general belief about something or indicate opportunities. Likewise, working on terminology allowed me to discover and investigate many interesting concepts, how they emerge and potentially give rise to variation, such as strange attractor in chaos theory and fractal geometry or fear of missing out (FoMO) in psychology.

2. In your opinion, should terminology be regarded as a discipline in its own right or as a combination of several different disciplines?

In my opinion it should be regarded as a discipline in its own right which relies on a number of, more or less, closely-related disciplines, such as lexicology and lexicography, semantics, contrastive linguistics and translation, ontology, information sciences, corpus linguistics, database management, and so on. Although it relies on many other disciplines, terminology should be regarded as a discipline in its own right because terms have a specific role and status in society, and require specific working methods, as much in research as in professional practices, that can respond to those societal needs.

3. A big part of your research focuses on terminological and phraseological databases and on specialized dictionaries. Furthermore, you are responsible for the ARTES project (dictionary-assisted writing tool for scientific communication). Which are the main differences between ARTES and IATE? What is the added value of ARTES compared to any other terminological database?

There are many differences between the ARTES and IATE DB. IATE is an official term base devoted to the languages of Europe and covering a variety of disciplines. The EU institutions maintain it, which guarantees

the quality of data recorded in the DB, and of sources and procedures used for their compilation. ARTES is an experimental project oriented towards teaching and professional objectives of the translation training programme at the Department of Intercultural Studies and Applied languages of Université de Paris. The methodology we use for training future specialised translators relies on corpus linguistics tools, collaborative teamwork with domain experts and terminology management. That is where ARTES DB enters into scene. It offers us a template for raising students' skills for addressing terminology and various problems arising from term translation. All the data in the DB is constructed and recorded by Master's students, on the basis of terminological, phraseological and ontological analysis used for identifying the key concepts of a domain, the terms that express them and all relevant knowledge-rich information for understanding, using and translating them. The students are encouraged to work on emerging fields of knowledge. Consequently, the added value of ARTES, compared to any other terminological database, is its focus on emerging concepts, and on combining terminological, phraseological and ontological approach to the concepts. The information recorded in the DB is accessible online and students can easily interrogate it and discover how much such a tool can be of use for their future work. The ARTES DB is specifically destined for trainee translators, but as it is an online DB, it can be also consulted and used by professional translators and all those who need help with terminology and phraseology when writing specialised texts. From a training perspective, the DB allows us to offer to our students a comprehensive approach to terminology, which affords them opportunities to pursue their professional career as terminologists; however, the main professional outlet for our graduates is a career in specialised translation. This overall teaching framework built around the ARTES DB and corpus linguistics tools is a fruit of long-term collaborative work among teachers and researchers of my department, namely Natalie Kübler, Claudie Juilliard, Alexandra Mestivier, John Humbley, Christopher Gledhill, Geneviève Bordet, and Nicolas Froeliger etc. Besides this general context – of development, intended purposes and target users –, which differ greatly between the two databases, IATE and ARTES also differ in their structure, language and domain coverage. For instance, in ARTES we devote special attention to providing information not only on definitions, synonyms, contexts, sources, and equivalents in target languages, but also on most frequent collocations and on semantically-related terms. In the ARTES DB, we also teach students to record and analyse transdisciplinary phraseology. In respect to languages, IATE is devoted to all the languages of Europe while ARTES generally collects resources in the languages taught in our Department: French, English, Spanish, German, and to a lesser extent Japanese and Chinese.

4. **The 2nd year students of the Master's Studies in Language Industry and Specialised Translation (Paris Diderot University) have to write a dissertation on a field of specialization that they choose, consisting of three parts: commentary on documentary research, terminology and translation. What are the challenges students face when dealing with problematic terms? What steps do you suggest they take to overcome these difficulties and appropriate the terminology of the chosen field?**

One of the examples of the problems these students encounter is term variation. Their dissertation is based on a translation task using contemporary texts, which involves many examples of emerging terminology, and emerging terminology is often unstable, prone to variation. The students find it difficult to manage the term variation in term records, to find appropriate equivalents in the target language and to decide

whether the variation should be maintained in the target text or avoided. I teach them how to analyse the origin and role of variation, and how to identify the available equivalents in the target language, before making translational choices. Another difficulty they face working on emerging knowledge texts is the absence of equivalents in the target language, often related to the issue of domain loss. For this type of issue, I get them to reflect upon which translational techniques allow them to propose an acceptable equivalent (borrowing, transposition, modulation, reformulation…) and to engage in a collaboration with an expert who can help them make the appropriate choice.

5. What are the best practices that you would recommend for extracting and managing terms from a specialized domain, i.e. from a domain-specific corpus?

I find that the best practice is a semi-automatic one, consisting of retrieving terms form corpora with computational tools (such as TermoStat, AntConc, TXM, etc.) and then performing manual analysis in order to select the relevant terms from automatically generated lists. For managing the terms appropriately, it is very useful to look back into corpora for knowledge-rich information and to analyse the terms in their various contexts. I also find very constructive to combine corpus analysis with an ontological approach where it is useful to place concepts in the overall organisation of domain knowledge, and thus achieve a clear understanding of them. Finally, compiling one's own specialised comparable corpora can be of great help as one can have control over the sources integrated into the corpus, however in many instances using already existing and available corpora can be timesaving and efficient too.

6. In a world driven by technological and scientific advances, how do terminologists address the growing number of neologisms?

Indeed neological activity in specialised languages is very productive in a world driven by technological and scientific advances. The contribution of terminologists for providing language users with solutions is crucial, in particular when transferring knowledge across languages and cultures. Terminologists address the growing number of neologisms in a intergrated collaborative approach: they endeavour together to cover the variety of domains, in their research and practice, to identify different cases of neology, and develop procedures for dealing with each case appropriately. I think we ought to develop further collaborative approaches to neologism management. For instance, we could unite forces around projects such as Neoveille: a collaborative international project aiming at the identification and analysis of neologisms in seven languages. The Neoveille project, launched by Emanuel Cartier from Université Paris 13, focuses on the general language. I think it would be interesting to develop such a project for specialised languages (Neoveille Spé), as an observatory of neologisms in specialised languages. It could also allow us to systematize some tasks, at least partially, and to produce useful results for updating term databases.

7. Your research also focuses on the construction of meaning and of specialized knowledge. How do you define these two processes and how do they integrate into the terminology and translation processes?

I think that these two processes play an important role in terminology and translation as terminology management and translation tasks consist in working and handling specialised knowledge and transferring meaning across languages and cultures. I think that terminology, as a science and as a practice, lies at the heart of the study on the processes of meaning and specialised knowledge construction. In my research, I consider that language in general, and the most specifically terminology and phraseology, act like tools, linguistic tools, for constructing our knowledge. In this point of view, language and the discourse appear as a means for creating new concepts, and hence for innovation.

8. Some of your students, as part of their apprenticeship, work as terminologists in public or private institutions, such as the French Ministry for the Economy and Finance or the French Ministry of the Interior. What are the points of convergence and divergence between terminology in the academic world and terminology in the professional world that you may have noticed through their experience as terminologists?

One of the main divergences I could observe is the relatively minor use of corpora and corpus linguistics tools for term management in professional settings. In contrast, in academic settings, and specifically at our university, the corpus has gained over recent years a central role in term management and specialised translation. Another point of divergence concerns domain coverage. In academic settings, we often work on various domains for training purposes, while in professional settings, terminologists are working specifically on the terms of their domain, which gives them long term experience and enhances their knowledge of domain terminology. As a point of convergence, I have noticed that in both private and public institutions terminology work is considered and organised essentially in terms of projects and teamwork. I have also observed a common interest for improving our methods, and a desire among public and private institutions to work jointly towards innovative procedures. One last observation I would like to make: I have noticed that our global approach to specialised languages, embracing a terminological, phraseological and ontological approach, appears to be an efficient method for helping our students to integrate professionally into different sectors.

9. Corpus linguistics occupies an important place among the courses offered at Paris Diderot. What is its role in discourse analysis? To what extent can corpus linguistics address the problem of terminological variation?

In many instances, and especially for emerging concepts, the corpus is the sole reservoir of information for extracting term variants. Corpora offer students a well-structured reservoir of authentic language contexts. By paying attention to different contexts where different variants appear, the students can efficiently conduct the analysis of term variants. For instance, the variants found in different text types (e.g. specialised, popularising, institutional, etc.) display an example of variation across registers. If the variants are found in texts from different periods, they display diachronic variation. Often the variants can

be found in a same text and display a variational paradigm over different textual moves with the purpose of achieving specific effect, like attracting readers' attention to a new, problematic, concept. So, corpus linguistics offers reservoirs of data and the necessary observational tools for investigating term variation efficiently.

10. In what interesting projects have you been recently/are you involved? Could you elaborate?

I have been recently/am currently involved in several interesting projects. For instance, in the course of 2019, I was working with my team on the development of a new interface for [ARTES](#) DB. In comparison with the old one, developed back in 2010, this new interface is much more user-friendly and more clearly separates disciplinary data (related to terms) form transdisciplinary data (related to expressions or lexico-grammatical structures). Another interesting on-going project, launched in 2017 within the PROTEUS Campus France scheme concerns colleagues from the University of Ljubljana. The students of French and Translation studies from this university, working with their teacher, Sonia Vaupot, have taken part in enriching the ARTES DB by adding Slovene terminology and resources. This project thus aims to bridge our experience on teaching terminology and phraseology to translation students through the ARTES database. Another example of a project in which I took part in 2019 is the MUST (Multilingual Student Translation) project, launched by the colleagues form Louvain-la-Neuve University, Sylviane Granger and Marie-Aude Lefer. This project aims at collecting a large multilingual student translation corpus from both Learner Corpus Research and Corpus-Based Translation Studies. I participated in discussions and tests of a standardized translation-oriented annotation system designed within the framework of the project. This annotation scheme is different from the one currently used by my team, the MeLLANGE error typology, which was also developed by the members of my team and by the initiative of Natalie Kübler. Another example of the project I am currently working on in collaboration with Cécile Frérot from Université Grenoble Alpes consists in publishing a collective book on corpus linguistics in specialised language research. The purpose of this project is to discuss the current tendencies in specialised language modelling and analysis with special emphases on the role of corpora therein. The book is expected to be published in the course of the next year. One last project I will mention that I am currently working on is a contribution to a collective book in honour of Maja Bratanić, a specialist of Croatian terminology and previously in charge of the Institute for Croatian language and linguistics (Zagreb, Croatia), and of Croatian national term base STRUNA. With this contribution, I decided to reflect on the role and position of the ARTES DB project in the present landscape of term base projects.

11. Which book and/or paper would you recommend to translators, terminologists and/or student to read?

It is very difficult to select one book and/or paper. Here are few of them which I find useful for developing necessary skills to be able to deal with the issues of neology, term variation, to work with corpora and corpus linguistics tools, in both term management and specialised translation, and also to understand better the link between terminology, translation, knowledge and the cognitive processes at stake:

Humbley, John 2018. La néologie terminologique ou Comment se forment les termes. Limoges : Lambert-Lucas. ISBN : 978-2-35935-226-9.

Kahneman, Daniel 2011. Thinking, Fast and Slow. Penguin books. ISBN: 9780141033570.

Kübler, Natalie, Rudy Loock et Mojca Pecman (Dir.) 2018. « Traductologie de corpus : 20 ans après ». Numéro spécial de la revue META : Journal des traducteurs / Meta: Translators' Journal 63(3).

L'Homme Marie-Claude 2008. Initiation à la traductique. 2e édition revue et augmentée. Préface de Claude Bédard. Montréal : Linguatech. ISBN 978-2-920342-52-1.

L'Homme Marie-Claude 2004. La terminologie: principes et techniques. Montréal : PUM. SBN: 2-7606-1949-4.

Pavel, Silvia 1993. Neology and phraseology as terminology-in-the-making. In Sonneveld, H.B. and K.L. Loening (Eds) Terminology: Applications in Interdisciplinary Communication. Amsterdam/Philadelphia: John Benjamins Publishing Company, 21–34.

Pecman, Mojca 2018. Langue et construction de connaisSENSes. Energie lexico-discursive et potentiel sémiotique des sciences. Préface de Marie-Claude L'Homme. Paris : Editions L'Harmattan. ISBN : 978-2-343-11731-7.

Interviewed by **Dan-Mădălin Pavel** *– former translation trainee at the Romanian Translation Unit (European Parliament). Mădălin holds a BA in Applied Modern Languages from Babeș-Bolyai University of Cluj-Napoca (Romania) and an MA in Language Industry and Specialized Translation from Paris Diderot University (France); his master's thesis focused on the information disclosure in English medical law, with a particular focus on legal translation, terminology and phraseology.*

He spent one year at the University of Nantes as an Erasmus+ student. Mădălin worked as a translator-terminologist at the French Ministry for the Economy and Finance. He is currently studying law at Paris II Panthéon-Assas University (France) as he is preparing for a career as a lawyer-linguist. Mădălin is passionate about politics and public policy.

Interview with
Francisca Padilla

Francisca Padilla holds a Bachelor Degree in Psychology and a PhD in Experimental Psychology and Behavioural Neurosciences from the University of Granada. She began teaching at the Psychology Faculty in 1995 and became an associate professor in 2008.

She is interested in different ways to improve and optimize cognitive processes by training or as a consequence of a range of heterogeneous activities, professional or non/professional. For that reason, she started studying the case of simultaneous language interpreters and expert knowledge representation.

1. Her doctoral thesis revolves around the work of interpreters. How did this interest in Translation and Interpretation Studies arise?

I was at the beginning of my researcher training, we were planning what was going to be my "tesina", equivalent to a current Final Master´s Degree, and it was going to be about bilingualism. My advisors, PhD Bajo and PhD Cañas, were contacted by an interpretation teacher to carry out her research into cognitive processes in simultaneous professional interpretation. From a cognitive point of view, the professional interpreter case seemed really interesting to us. Starting from the demanding task that is the professional activity; continuing through the academic formation in the classroom at the Faculty of Translation and Interpretation of the University of Granada and culminating in the intense training students undertake at the end of their graduation to pass the final exams, all of it is very interesting for a cognitive psychologist. In fact, during several decades, members of the research group headed by PhD Bajo, which I belong to, have conducted some studies into different aspects of translation and interpretation.

2. Do Cognitive Sciences distinguish between general and specialised knowledge?

Cognitive Psychology includes studies about general and specialized knowledge and what characterizes the latter. These pieces of research focus on different topics, for example, how it is acquired, how it is used by experts and non-experts, how difficult its acquisition is, how that acquisition can be facilitated and so one. Therefore, both kinds of knowledge have aroused interest and in my opinion, the interest in specialized knowledge will grow. We live in an increasingly specialized world where that knowledge must not only be acquired during the academic formation, but also transferred to society in general and to other experts in the same or different domains. Additionally, in a global and multilingual world, this exchange often takes place between different languages. For all these reasons, more and more researchers will become interested in the similarities and differences between both types of knowledge.

3. Is the experimental psycholinguistic methodology applicable to terminological study? What can experimental Psychology provide?

Yes, it is, undoubtedly. The specific methodology of Experimental Psychology can be useful to study specialized and technical terms as can be used to study other general words and concepts. Regarding the contributions, in my opinion, all disciplines with the same object of study can contribute to each other. In the specific case of Terminology and Experimental Psychology, each one brings its own knowledge. Additionally, each one brings a set of questions which can have had different relevance to each discipline. One question, as a priority in one of them, can have inspired many works but may not have aroused significant interest in the other one. However, it would be really fruitful to address that issue from a different theoretical and methodological perspective, and then to assess the convergence of results from both perspectives.

Experimental Cognitive Psychology brings to terminology studies an experimental approach and focuses on the knowledge of the expert and its representation in the mind and memory of the expert more than on the products of this expert knowledge as could be seen in texts or discourses.

4. When did you decide to put the terminology under the magnifying glass?

I was interested in the different sources of difficulty for professional interpreters and translators from the beginning of my career. I initially focused on their cognitive processes and training, then I turned my attention to the specificity and specialization of the subjects that they most needed to communicate during their professional activity. My first study about Terminology was conducted jointly with Professor Castro whose Translation first year students at the University of Granada became involved as participants. More recently, after several years teaching Social Sciences Research Methodology and Research Design for postgraduate students of Interpreting and Translation, a new chance to go deeper in this field has come up. A student of those two research courses, whose adviser was PhD Faber, wanted to incorporate the methods of the Experimental Psychology into her thesis about Terminology (and you know it very well, because you were it (smiling)). I recognize your proposal for that collaboration renewed my interest in specialized knowledge representation.

5. Do you know the terminology base of the EU IATE? To what point of view does the IATE structure approach the mental representation approach to cognitive knowledge?

My understanding is that the IATE has been formed from many other previous databases, most of which were based on the corpus methodology. It has expanded and developed with the experience and contributions of the professionals who use it. To my knowledge, there are no many empirical studies which directly compare the knowledge organization extracted from corpus methodology, with a long tradition in Terminology discipline, and the organization extracted from expert knowledge, more like in Cognitive Psychology. This kind of studies are even scarcer for the IATE database, and for that reason, it is a little premature to provide an accurate response to your question. In my opinion, it would be really interesting to conduct more studies to detect the similarities and differences between them, thereby enabling an answer to be based on strong empirical evidence.

6. What studies do you now have in your hands? Are they related to terminology?

I am developing several lines of research at the moment, one of them is effectively focused on Terminology. We are carrying out studies that start from a specific terminology proposal and we try to contrast it with the experimental methodology that we have already mentioned previously. In short, we first analyse the architecture of representation of a specific terminology proposal in a domain. Then we include that information in the design of well-tested experimental tasks that evaluate the knowledge that experts have. Finally, we measure the validity of that architecture based on how well well-documented behavioural effects are reproduced in Cognitive Psychology versus a different theoretical architecture or a theory about non-expert knowledge.

7. What prospects for future collaboration do you see for experimental Psychology and Terminology?

As a cognitive psychologist interested in the representation of knowledge, I feel that I have already gone some way towards expressing my views regarding this question. I am sure there are multiple forms of collaborations and mutual enrichment. Each discipline can find partial answers in the other discipline. Additionally, both can collaborate to obtain more global and solid answers to similar or common questions since they share the same study issue. Furthermore, as a result of this collaboration, new research inspiring questions can come up and this is fundamental to the advancement of scientific knowledge.

*Interviewed by **Dr Olga Koreneva.** Olga holds a Bachelor's Degree and a Master's Degree in Translation and Interpreting from the University of Granada, is member of the LexiCon terminology research group of this university, has been working as professional linguists and terminologists for many years and has completed a traineeship in TermCoord during 2018.*

Olga finished her PhD in 2017 with a thesis in Cognitive Terminology and Psychoterminology (with the co-director PhD Francisca Padilla) and her working languages are Russian, German, Spanish, English, Italian and Portuguese. Now she is working as associated professor in the Pablo de Olavide University/Seville (Spain).

Interview with
Manuel Alcántara-Plá

Manuel Alcántara-Plá has a European PhD on Natural Language Processing by the Universidad Autónoma de Madrid (UAM).

Since 2008, he has been working as a professor in the Linguistic, Modern Languages, Logic and Philosophy of Science, Theory of Literature and Compared Literatures Departments of the UAM. He is a member of the investigation group Wor(l)ds Lab.

He is also a member of the management board of the Asociación de Estudios sobre Discurso y Sociedad (EDISO), an association regarding the study of speeches and societies, and a member of the Sociedad Española de Lingüística (SEL, Spanish Society of Linguistics) and of the Special Interest Group on Computational Semantics (SIGSEM, of the Association for Computational Linguistics).

He has also been co-editor of the international magazine CHIMERA: Revista de Corpus de Lenguas Romances y Estudios Lingüísticos since 2014 and he is the creator of the blog Inicios.es.

1. When did you start to become interested in linguistics? What motivated you to embark on a career in this field?

I wasn't immediately interested in linguistics. On the contrary. As a child, I was more passionate about literature and the arts. Studying poems and novels helped me appreciate the strength behind every word, which were almost always the same words I heard in the street or at home. And so I went from being drawn to literature to becoming passionate about everyday language.

2. In Spain, what does linguistic/terminological research involve on a day-to-day basis? Is it very different from linguistic/terminological research in other countries?

I think it is becoming harder and harder to talk about schools of science in geographical terms, whether they deal with linguistics or another discipline. Communication is so intense both within the EU and outside that this type of distinction seems artificial to me. It wouldn't even be easy to compare a western school with an eastern one, as these are also closely interconnected.

3. For students who are currently thinking of going into linguistics or terminology, what advice would you give them?

Everyone has to follow their own path, but I think it would be a good idea to concentrate on the classics, which are all too often forgotten, and for students to see linguistics without external constraints. As regards linguistics, names which seem very different, like Hjemslev, Sapir or Lyons teach us the importance of being creative and of not laying down artificial borders when studying languages.

As regards terminology, I also have the impression that people sometimes have very narrow preconceived ideas, especially as regards the possible applications of linguistic knowledge. In a world in which communication has become global and incredibly complex, linguistic experts are important for many domains.

4. I suppose that you are aware of IATE. Has it been useful for you in your research? Do you use IATE as a tool in your classes at university?

I used it more when I was teaching than for research (in the Autonomous University of Madrid we teach a degree in modern languages and another in translating and interpreting), but I'm not ruling out using it for research in the future.

5. You have been writing a blog, Inicios, on languages and communication since 2006. What prompted you to create it? How do you think it helps students and linguists or terminologists?

In 2006, the social networks that we have today didn't exist and blogs were the digital way of creating networks and sharing information, even though anything digital was in the minority back then. Now,

almost 15 years later, I use it as a platform to share my queries and findings on topics I am researching. In recent years, I have used it more to look into the relationship between languages and technologies, and digital speech with a political or social slant. As these are topics which I am passionate about, I hope that my respect for words and how carefully I look into them comes across. From the very beginning, the name inicios responded to the idea of a place which sparked curiosity on certain subjects which I don't think were talked about much on the internet.

6. You have embarked on various linguistic projects relating to terminology and context in political speeches. Why are you interested in this area of study?

I must comment both in a very theoretical way and in a very practical way in order to give a proper response. As for the theory, understanding digital political discourse means understanding how language works at every level, from its basic grammatical form to the most pragmatic form, and the relationship between the two. We can then carry out a more complete study from a linguistic point of view. This also includes some aspects which have traditionally been less important, but which interest me, such as the study of emotions or silence.

As for the practice, I think we need to shed some light from our research on how political communication operates today. This is crucial for democracy and there is a wealth of analysis from other areas. It would be irresponsible of our profession if we did not share our knowledge and skills.

7. You have also been interested in studying hate speech and the counter narratives that it can lead to. What motivated you to do this? Do you feel that this area of research is more important now than it was a decade ago?

My response is in the same vein as what I said earlier. I believe that there should have always been a greater focus on hate speech, on how it is created, on how it is spread and on how it can be countered. However, this is now gaining more prominence as it is being analysed on social networks. I believe that it is never too late to look into a topic such as this. Language has always been used to conjure up images of enemies in the minds of speakers from one community. It is something from which we should protect ourselves, but also something from which we can learn a lot from a linguistic point of view, like why some messages work and others don't, the emotional significance of speech or how the meaning behind each word is formed when it is used in certain contexts.

Interviewed by **María Gálvez Durán.** *Maria obtained a Translation and Interpretation Bachelor's degree from Universidad Autónoma de Madrid.*

Maria is currently working on her Master's degree in Conference Interpreting at the college Universidad Pontificia Comillas, in Madrid, in order to improve her interpreting skills (2018-2020). The native language of Maria is Spanish and her working languages for interpreting are the following: ES>EN, EN>ES, FR>ES. In addition, she worked as a volunteer interpreter in several conferences.

Interview with
Matteo Santipolo

Matteo Santipolo is Professor of Educational Linguistics at the University of Padua (Italy), Dipartimento di Studi Linguistici e Letterari.

Born in Rovigo, Italy, in 1971, he studied for some semesters at the Universities of Warwick (visiting student) and Reading (Erasmus student) in Great Britain and then graduated with high distinction in Foreign Languages and Literatures at the Ca'Foscari University in Venice with a sociophonetic dissertation on London's dialect. Part of the thesis has been published on the University's journal Annali di Ca'Foscari. At the same University, he also obtained the ITALS Master in education and promotion of the Italian language and culture to foreigners. He attended a PhD course in Linguistics at the University of Pisa, studying for long periods in South Africa, and between 2002 and 2005, he was researcher in modern language education at the University of Bari. He was associate professor in educational linguistics at the Department of Literary and Linguistic Studies at the University of Padua from 2008 to 2017, when he became full professor. At the University of Padua, he was coordinator of the International Relations Commission of the Faculty of Education between 2007 and 2012 during which period he promoted the signature of an International Memorandum of Understanding between the University of Padua and the University of KwaZulu Natal, Durban (South Africa). He is still responsible for the Erasmus Exchange Programme with about twenty Universities.

Since 1999, he has been collaborating with the ITALS Laboratory at Ca' Foscari as trainer of teachers of Italian as a foreign language both in Italy and abroad. He was editorial director of the journal Rivista ITALS. Didattica e linguistica dell'italiano come lingua straniera from 2003 to 2012 (when the journal was closed) and is member of several scientific committees of Italian and international journals. In 2014, he became member of the Scientific Committee of the "Dante Alighieri" Society in Rome, founded in 1889, which coordinates some 500 schools of Italian for foreigners around the world. Since 2015, he has been member of the Board of Directors of DILLE (Italian Association of Educational Linguistics and Language

Teaching Education) of which he is currently Vice-president. Since 2019, he has been Secretary-General of FIPLV Fédération Internationale des Professeurs de Langues Vivantes/International Federation of Language Teacher Associations. Since 2007, he has been member of Rovigo's Accademia dei Concordi (Academy of Arts, Science and Fine Arts established in 1580).

Since 2017, he has been Director of RILA Rassegna Italiana di Lingusitica Applicata founded in 1969, one of the Italian most prestigious journals on applied linguistics and since 2019, he has been co-editor of the journal ISSA, Italian Studies in Southern Africa/Studi di italianistica nell'Africa australe. His main research interests revolve around foreign language education (in particular Italian, English and Spanish as second/foreign languages), the teaching of the sociolinguistic aspects of foreign languages, sociolinguistics and language policies and, recently, the relation between Folk Linguistics and language teaching. In this latter area, he is currently coordinating and International research group.

1. Could you please explain when did your interest in linguistics start and how did you come to be a linguist?

I first became aware of the existence of different languages when I was about six years old and I was attending my first year of Primary School. One day I received as a present a collection of notebooks which all had a different flag and the related currency as their cover (I distinctly remember the flags of Great Britain, Spain, France and Germany, but there must have been others in the series). They immediately caught my curiosity and, out of the blue, I asked my daddy what languages were spoken in those countries. By answering my question I think he sowed the seeds of a passion which has accompanied me ever since and that has literally (and very positively) marked my life. In those days, it was not so common in Italy to have the chance to be exposed to foreign languages at Primary School, but I was so lucky that my teacher brought us in class an English/French bilingual girl from Canada who was spending a year in my hometown and who gave us the rudiments of both languages. The move from languages to linguistics came some years later as I reached the first year of Secondary School. Mainly by listening to pop music I then realised that the English I was taught at school only represented one possible variant of the tongue and that there were actually many other ways of speaking it. Analysing with hindsight and scientific competence the process I was going through I may say that I then became "variation aware". It was my English teacher, Angelo Morello, who fed and supported my interest in language variation by suggesting me to read a book that I would "devour": A. C. Gimson's *An Introduction to the Pronunciation of English*. Later on during my University years as a student in Venice at the Faculty of foreign languages and literatures (and for a couple of years in Britain as well) I began studying linguistics. This eventually led me, under the supervision of Professor Luciano Canepari (one of the best Italian phoneticians) to write my final degree thesis the title of which was: *A Socio-phonetic Description of Some Varieties of South-eastern British English*. One of my main resources for it was that very same book by Gimson my English teacher had recommended me several years earlier.

By that time linguistics and, more specifically (English) sociolinguistics had developed from an interest into a real passion, which I little by little extended to other languages that I happened to get in touch with

(from my native Italian and its many dialects, to German and Spanish, to quote just a few). Educational Linguistics was the next step, which first saw me as a young researcher at the University of Bari and then as associate professor, all the way to full professorship at the University of Padua.

2. Could you please explain in simple terms what does a linguist do and what are the most crucial traits that a linguist has to possess nowadays?

Linguistics is a very "wide" and far-reaching science and what a linguist does, basically depends on the kind of branch he or she refers to. Morphology, syntax, semantics, phonetics and phonology, sociolinguistics, pragmatics, historical linguistics, theoretical and applied linguistics, language acquisition and language teaching, language policy and language planning are but a few of the possible areas of investigation. Each of these has its own principles and methodologies, which may even vary a lot from one to another. In a nutshell, however, we may say that a linguist tries to describe language from many perspectives, both intrinsically and extrinsically, in order to understand how it works. The main trait a linguist has to possess is a deep curiosity for anything that has to do with language(s) and always needs to be willing and open to accept that not everything that regards language can be rationally explained, which is exactly what makes this job so fascinating.

3. What are the main challenges in your day-to-day work? What do you enjoy the most about your work?

I think the most challenging aspect of my day-to-day work is to keep up with language change and variation, not just in terms of structures, but of the use people make of it and of the impact this has on language education. This is also what makes my work interesting and never monotonous. Another aspect I really enjoy is observe my students be taken aback by and appreciate the tiny little "secrets" about language I help them discover in my classes. Sometimes it's as though they could really see for the first time things that had always been before their eyes but they had never been aware of: a little bit like in Edgar Allan Poe's *The Purloined Letter…*, to make a literary comparison!

4. What is special about linguistics work in Italy? Are there specific issues you focus on?

Currently there are in Italy several linguistic issues that, so to speak, "hit the headlines" every other day: the "uncontrolled" spread of anglicisms in Italian, the political (and often only demagogical) attempt to promote dialects (which are actually local full-fledged languages in Italy), the "death" of the subjunctive and other similar scientifically-ungrounded amenities, the low quality of foreign language teaching and knowledge. The main problem is that these issues and many more analogous ones, are often presented in the media by journalists, politicians, "influencers" (as they are called today) with little or no competence in the subject but that always have a strong (and mostly negative) impact on the public opinion. One of my "missions" is to "defuse" such nonsense by providing the scientifically grounded but still accessible tools to understand what is really going on. Not an easy task…

5. Could you give an overview of the role of linguistics in Italian educational system? How do you perceive its future?

In order to answer this question, I should first of all make a distinction between reality and my wish. Let's start from the former. What seems to be missing in the Italian educational system as far as linguistic education is concerned today is a unitary vision of the matter. Italian, English, German, Spanish, French, Italian as a second language, even Latin and ancient Greek in the schools, where they are taught, to mention only the most popular languages, are all seen as separate entities, both horizontally and vertically. By this I mean that, on the one hand, there is generally little exchange, interaction and collaboration among the teachers of these languages at the same level of school (Nursery, Primary, and Secondary). On the other hand, there is no continuity from one level to the next, so pupils have to start to study the language practically all over again from scratch at the beginning of every cycle. This is both a huge waste of time and of energy. Another big problem is the extremely variegated competence of the language teachers, both in relation to the language they teach and to their teaching preparation. My wish is that linguistics (and more specifically educational linguistics, which includes language policy as well) will be consulted on a regular basis and more massively by the decision-makers in the future.

6. In your paper *Dalla semidialettofonia di ritorno al bilinguismo consapevole: un'ipotesi di evoluzione sociolinguistica in Veneto*, you mentioned the concept of "semi-dialettofonia (primaria e secondaria)". Could you please explain it? What made you come up with this concept and its definition? Would you consider "semi-dialettofonia (primaria e secondaria)" a neologism?

I introduced the concept of semi-dialectophony starting from a self-analysis of my relationship with Italian and the Veneto dialect: semi-dialectophony is the condition of partial competence in a dialect on behalf of native speakers of other languages (Italian or else). Primary semi-dialectophony or compensatory semi-dialectophony is typical of autochthonous Italian native speakers; secondary semi-dialectophony is typical of immigrants coming from other Italian regions or from abroad. The latter can be further subdivided into two categories:
  • internal secondary semi-dialectophony: typical of immigrants from other Italian regions and having another variety of Italian or another dialect as their mother tongue;
  • external secondary semi-dialectophony: typical of immigrants from abroad and not having any variety of Italian as their mother tongue.

I would classify myself as a member of the primary semi-dialectophony group. The term is undoubtedly a linguistic neologism.

7. In a world led by technology and social networks, how do linguists address the growing number of neologisms?

There is absolutely nothing wrong with neologisms: they are part of the way all languages have always evolved to describe the changes taking place in society and affecting our everyday life. If they hadn't done so, if they didn't do so, they would (have) become of little or no use at all. Nowadays it is mainly English that contributes to the growth of neologisms (technology almost exclusively speaks English, no matter either as native or non-native!) and different languages may choose different ways to get hold of them (basically adapting or adopting them). Nevertheless, in the past other languages played a similar role: Latin, French, Italian, etc. Nobody can say for sure today, what is going to happen in the years to come. We can only make hypotheses based on what we can see and understand now.

8. Could you please explain what does "surplus comunicativo" mean in the article mentioned above? Could you make some concrete examples showing why the knowledge of Veneto's dialect is fundamental to benefit from an effective integration in Veneto's socio-cultural environment and why the use of Italian language is not enough?

As a linguistics student, I once went to a restaurant not far from Piazza San Marco in Venice and pretended to be a tourist who couldn't speak Italian. I then returned to the same restaurant after some weeks speaking Italian but with a non-Venetian accent and lastly I went there again after some more time speaking alternatively Italian and the Veneto dialect. Every time I ordered exactly the same things, but every time the bill I received was lower… This is something that happens everywhere worldwide. You only have to think about one of the reasons why Cockney (and in particular its rhyming slang, which is technically not a slang but a proper cant!) was born in the East End of London, or of French "verlan" and of "verse" in Lunfardo (Argentinian Spanish). These are all very clear examples of how language is more than just a means of communication: it is a mark of identity (or "communicative surplus"). Not only do we choose what to say, but, by choosing how to say it, we also declare who we are or who we aspire to be as members of a certain peer group.

9. According to your paper, nowadays, in Veneto, parents are more likely to speak and share dialect with their children since they know that their kids manage the right tools to distinguish between Italian and dialect uses. What do you think the linguistic scenario will be in one generation, i.e. at the time of today kids' children?

Over the last three of four decades, dialects in Italy have lost ground to the national language. This process seems to be destined to continue. Nonetheless, I believe dialects will not disappear: they will definitely change in their corpus becoming more "italianised" (as, after all, they have already done), but their status (although hardly ever official) will be more and more that of a cant, a tool to signify and express one's sense of identity and belonging to a specific (speech) community.

10. Talking about terms, does it happen to you to use IATE term base? If yes, in which occasions?

Although I know and I really appreciate the IATE term base I rarely have the need to use it.

Interviewed by **Elisa Callegari** *– terminology trainee at the Terminology Coordination Unit of the European Parliament in Luxembourg. She holds a BA in Translation and Interpretation from the SSML University of Turin and a MA in Translation Studies from Paul-Valéry University of Montpellier.*

She studied Italian, English, French and Russian. Linguistics is her great passion and she has some experience in terminology, translation and formation of neologisms.

Interview with
Elena Montiel-Ponsoda

Elena Montiel-Ponsoda is Associate Professor at the Universidad Politécnica de Madrid, where she belongs to the Applied Linguistics Department since 2012, and member of the "Ontology Engineering Group" at the same university since 2006. She holds a M.A. in Conference Interpreting and Translation (2000) from Universidad de Alicante, a B.A. in Technical Interpreting (2003) from Hochschule Magdeburg-Stendal, Germany, and a PhD on Applied Linguistics (2011) from UPM. Elena Montiel-PonsodaHer research interests are at the intersection between translation and terminology, and knowledge representation (ontologies, linked data), including amongst others: ontology localization and lexicalization, or the automatic conversion of linguistic resources (especially terminologies) into data resources. Currently, she is coordinating an H2020 Innovation Action called Lynx (780602) on the creation of a Legal Knowledge Graph for Smart Compliance Services in Multilingual Europe.

1. You have studied in Germany. How important is it for a linguist (in the broad sense) not only to study in a foreign language but in a foreign country?

It is absolutely crucial. Language and culture are so intertwined that one cannot really understand one without the other. Learning a language is learning to see the world through the eyes of their speakers. When I started learning German, I fell in love with the language, but when I moved to Germany to study there, I fell in love with the people, their culture, I started to make sense of the words and expressions I had learnt.

2. How did you first get in touch with terminology and how did it become part of your daily working life?

It was precisely during my studies in Germany, at the Hochschule Magdeburg-Stendal, that I decided to work on legal terminology for my final degree project. I built a bilingual (German-Spanish) terminological glossary of legal terms related to Tötung (killing, murder). This helped me understand how important and challenging it is to precisely define terms and build terminological resources. This made me think a lot about the type of information that a terminology entry should contain to solve translators and interpreters needs.

3. Do you have any background in computer linguistics? And do you encourage the integration of such classes into linguistics degrees of any kind (translation, interpreting, terminology…), and for what reasons?

Not really, I do not have any "official" background in Computational Linguistics, but when I started my PhD work at the Ontology Engineering Group, a research group that belongs to the Artificial Intelligence Department of the UPM's Computer Engineering School, my PhD supervisors advised me to take some courses on Logic, Ontology Engineering, Semantic Web, and other "technological" curses. Nowadays, this is even regulated for students of the Artificial Intelligence Master, who do not have a Computer Engineering background. But, definitely, such a specialization for students of Linguistics would be highly recommendable on the light of the demanded profiles by the data industry. In fact, up to now, linguistics and engineering have been quite apart. I would encourage the implementation of such a degree, Computational Linguistics, in Spain, which to the best of my knowledge, does not exist so far, as is the case of other European countries.

4. What is linked data and how could it enhance IATE?

Linked data is based on a standard way of representing any piece of information so that it can be precisely identified and defined in the Web of Data, in a way that can be easily "consumed" by machines (precisely, because of following such formatting standards). Moreover, it also allows to define explicit relations or links between those pieces of information, and create services or applications that can make use of this information to help humans solve tasks.

For humans, what linked data does may seem pretty obvious, because it imitates how we organise and structure knowledge in our brains. Linked data simply allows to represent, in a computerised manner, that the term "maternity leave" is a type of "leave" that has an effect on "women" only, that entitles them to "take some time off work", and that the "time period" varies from "country" to country and is regulated by the corresponding "regulations". Now imagine all these information pieces connected as in a mind map that can be "understood" by a system that decides if a person is entitled to it or not.

And the great potential that linked data offers is the fact that it connects these information pieces with the information pieces of the database of employees of a company (whose information is also represented according to the linked data principles), or the one of a national statistics centre.

5. You are a member of the Ontology Engineering Group. What is the main purpose of it, and how does it change the way we work on terminology?

As its very name says, one of the main purposes of my research group is to provide the necessary methodological and technical support for the development of ontologies. Ontologies can be defined as constructs that allow the knowledge of any domain to be represented in a structured manner, also based on the relations that exist between concepts. In fact, the linked data paradigm is based on the ontological engineering principles.

Applying the ontological engineering principles to terminology would not change that much the way we work on terminology at the creation stage, but rather at the exploitation stage, i.e., when using it, and not so much for humans, but for machines. Generally speaking, the emphasis would be on "listing" the defining properties of terms and "expressing or explicitly accounting for" the relations between terms, as understood by a certain group of users and for certain purposes. But the real value of rendering terminologies in these formats is what other services could do with them.

6. You are currently working on a project called Lynx, how would you describe it to our readers who have never heard about this project?

The main objective of the Lynx project is to provide tools to assist lawyers and companies in internationalization processes in Europe, that is, when they want to expand their businesses to a different European country. How? In simple words, helping them to find the norm they need to comply with in a foreign legislation.

The main novelty is that the services that we are building in the project take advantage and exploit a wealth of legal and regulatory "open" data represented as linked data.

To give you an example, in one of the business cases of the project, we are developing a cross-lingual question-answering service to find the most relevant legal provisions in terms of employment in various European jurisdictions. As in any question-answering system, the idea is to find the answer within a corpus. There are several ways of approaching this. However, we believe that having the information in documents represented in a structured manner as linked data allows us to better understand how

documents relate to each other, and present the relevant information to the user regardless of the document in which it is contained.

7. What fascinates you the most about the intersection between linguistics and computer science (linked data, ontologies)?

What fascinates me the most are the great advances that have been made in very few years to process text and speech, and how important the work of linguists has shown to be. Linguists are the ones to spell out how language works so that it can be "taught" to machines, and I think that linguists have also learnt a lot in the process. It is not the same to talk to another human (with whom you have a common shared background) than to a machine (who knows nothing, feels nothing).

8. What are the terminology tools/software that you would absolutely recommend to EU-terminologists?

I think that they already count on great resources. IATE 2.0 is already a fabulous tool and termcoord.eu is a great source of terminological resources. I think it is more a matter of bringing all these sources of terms together, not only by having them in the same portal, which is a very necessary first step, but also to start integrating them by taking advantage of technologies such as linked data, to be able to build "smart" services on top of them.

9. Concerning the rise of machine translation and even interpretation, what would you like to respond to people claiming that soon translators and interpreters will be obsolete?

I believe that translators and interpreters will continue being very relevant to better and precisely interpret human communication, but their working methodology will inevitably change with the advances of technology in language industries.

10. Do you know termcoord.eu? What is your opinion about our efforts to share terminology resources and to network the EU terminology with the academic terminology world?

I do know TermCoord's website, and I think it is an excellent initiative. Having a centralized place where terminologies are shared is in the benefit of all. I wish there would be more initiatives of the sort, also at a national level, where all languages spoken in Europe would be represented.

Interviewed by **Djamila Anita Klein** *– former terminology trainee at the Terminology Coordination Unit. Djamila was born in 1995 in Saarlouis, Germany and grew up with German-speaking parents in France.*

Little by little, she became her parents' "interpreter", helping them to communicate with French speakers in all kinds of everyday situations. Alternating between two languages and cultures through her life has trained her to constantly switch her thinking from one language to another, resulting in her not having one mother tongue but two. Since then, she has strengthened her linguistic and cultural knowledge by attending a French and German high school, obtaining a Bachelor's degree in Franco-German intercultural studies from the Université Clermont-Auvergne/Universität Regensburg. She also holds a Master's degree in Translation (DE/EN>FR) from the ITIRI in Strasbourg. Her Bachelor thesis was dedicated to bilingual people's aptitude for becoming translators and interpreters and her Master thesis was a medical translation from German into French about how to diagnose child abuse. In her free time, she likes to learn and teach languages and to do tourism.

Interview with
François Maniez

François Maniez is a corpus linguist at the Université Lumière Lyon 2. He was for years the head of the CRTT (Centre de Recherche en Traduction et Terminologie), which is the research centre for translation in Lyon. What's more, he is the director of the master's degree of translation and interpretation at the University of Lyon 2, and he is responsible for the path called Applied linguistics and translation, which is one of the options of that master's degree.

1. Could you briefly explain what a linguist does? What do you find most fascinating about this field of research?

A linguist studies language, based of course on the research that has come before and on the language that he or she observes in written or oral use – be it current or non-current. What makes this task exciting, even if it does sometimes resemble the myth of Sisyphus, is the fact that language is constantly evolving.

2. What qualities do you think a linguist must possess in order to evolve in today's technological world?

A linguist must above all be curious, and be both precise and exhaustive in his or her description of language uses. It is particularly important nowadays to master the tools that enable the digital processing of language data. At a minimum, this means knowing how to use terminology databases and concordance tools, but learning how to build a corpus yourself can also be very useful.

3. In your opinion, what is specific about doing linguistics research in France? Do you face particular difficulties or do you benefit from particular advantages? Has anything changed over the years?

Research in linguistics is not fundamentally different from research in other branches of the humanities. Each university's research units play a role at the local level by, among other things, allowing teacher-researchers to participate in colloquia that encourage the dissemination of theories and practices.

4. Do you think that the Universities teach terminology sufficiently? What advice, if any, can you give to those who wish to study terminology or linguistics?

Terminology is a branch of lexicology, and should therefore be part of every language student's curriculum. Those who did not have the opportunity to receive instruction in terminology will benefit from reading the works of structural linguists and French and English lexicologists and terminologists.

5. What training is available for students wishing to deepen their knowledge of terminology or linguistics?

There are many, too numerous to mention. The Universities of Paris Diderot and Lumière Lyon 2, among others, incorporate linguistics courses in their Masters' in Translation.

6. What advice, if any, would you give to new generations of translators or terminologists?

It is important to master the use of digital text corpora, which implies having a basic knowledge of IT management. Recent advances in machine translation also make post-editing training necessary.

7. Are you familiar with IATE and, if so, have you ever used it in the course of your research? If so, have you encountered any difficulties in manipulating this database?

IATE is of course one of the databases we recommend to our students, along with, among others, Termium Plus and the Grand Dictionnaire Terminologique. Its interface is very user-friendly, and it has the merit of integrating a large number of languages that are absent from other resources of this type.

8. Do you have any particular bibliographical recommendations for those interested in the field of linguistics or terminology?

Cf. the answer to question 4.

9. Is there a question not asked here that you would like to answer?

A simple observation comes to mind. Using web search engines for linguistic purposes is becoming more and more frequent. Although these engines can be useful, we must not forget that the results they return about the use of linguistic forms or expressions are only approximations. The web is certainly a gigantic corpus, but its limits are poorly defined, confounding all types of language usage. In the case of English, for example, much of the content posted on the Internet is posted by users who only have a partial command of the language. As a result, the observed uses can evidence certain biases. Using a well-designed corpus is therefore preferable for drawing valid conclusions about usage.

Interviewed by **Gilles Cappuccio.** *Born in 1995 in Italy. He studied languages (English, Spanish), graduated in translation and linguistics. Former trainee at the DG translation of the European Parliament.*

Interview with
Tiina Tuominen

Dr Tiina Tuominen currently works as a developer of subtitling and translation for the Finnish public broadcaster Yle and the MeMAD research project (https://memad.eu/). She has previously worked as a Lecturer in Translation Studies at the University of Glasgow in Scotland, and in various roles at the University of Tampere, Finland, where she also received her PhD in Translation Studies. Her research interests focus on audio-visual translation and subtitling, particularly reception and audience studies, usability and user-centered translation, and translators' workplace studies. She has co-authored the book User-Centered Translation (Routledge 2015) with Tytti Suojanen and Kaisa Koskinen. She has also worked as a freelance translator and subtitler for several years.

1. How did you first become interested in translation and in particular, audio-visual translation?

I started thinking about translation as a career when I was about 14. I loved reading and I was good at languages at school (at that point, I was studying English, German and Swedish in addition to my native language, Finnish). One day, my mother said that maybe I should consider becoming a translator. I thought that sounded like a good idea, and that was it.

Because of my love of literature, I was aiming for literary translation first, but I soon realised that I enjoy all kinds of translation. So, when I was finishing my MA in translation studies, a subtitling agency looked for freelance subtitlers on a student email list, and I decided to apply to get some translation experience. I got the job, but the agency went bankrupt soon after. Luckily, I had gained just enough experience to get another freelance position with another subtitling agency, and I worked there for several years. I had never thought I'd end up as a subtitler, because I thought I am too verbose to learn how to condense text effectively. Eventually, I found that I quite enjoyed the challenge, and there were so many intriguing questions related to subtitling that I even became motivated to do research on subtitling.

2. What are some crucial traits that a good subtitler has to possess?

Just like any translator, a subtitler has to have excellent language and communication skills in the source and target language, as well as excellent translation skills and deep knowledge of both cultures. In addition, a subtitler should be good at moulding and editing the target text, finding different ways of saying the same thing, boiling utterances down to their core meaning. This is necessary because the time and space for a single subtitle are limited, so the subtitler needs a lot of creativity to fit an accurate and stylistically appropriate translation on screen. Subtitlers should have a keen eye and ear for style and register, because they must create language that feels spoken and emulates the rhythm of the source-language dialogue, but at the same time is easy to read and understand. Subtitlers should have sensitivity to the visual and auditive messages to make sure that the subtitles are an accurate rendition of the entire audio-visual product and match their surroundings.

I also think there is a certain sense of humility to subtitling, because subtitles are not an independent creative work. They are a support text that helps viewers watch programmes in languages they do not fully understand, so the subtitles must leave enough space and time for viewers to watch the images, listen to the sounds, and generally follow the programme. Subtitlers need to be creative, but they cannot steal the show. Finally, subtitlers should be comfortable with technology and learning to use new technological tools, because they usually work with specialised subtitling software and other tools that keep developing quickly. It's a long list, but all of this can be learned!

3. What do you think are some common misconceptions people may have about audio-visual translation and the subtitling profession?

I have a feeling that many people think subtitling is easy and doesn't require any particular skills, that it is basically just watching films or TV and typing the words up. People also tend to think that subtitling does not take as much time as it actually does. Subtitling is a surprisingly invisible profession, considering how visible subtitles can be.

4. What would you say are the most challenging aspects of subtitling and why? Conversely, what would you describe as the most rewarding aspect of subtitling?

Subtitling is like a multidimensional puzzle, where the pieces almost fit but never perfectly: if you think of a brilliant translation, it may be too long for the screen; if you find the perfect moment for the subtitle to come on screen so it matches the dialogue, it may be just off the pace of the shot changes; if you think of the perfect pun, it may not match the images on screen; and so on. For me, the most challenging aspect of subtitling is having to live with slightly imperfect solutions. I could tweak my subtitles endlessly, but a subtitler has to learn to let go, recognise what is good enough and tolerate that when perfect is not possible. As for most rewarding, it is wonderful to be able to work with well-written, well-acted and generally well-produced programmes, or with documentaries on interesting topics. Those can be some of the most difficult to work with, because you want to do justice to demanding material, but it is also very satisfying to finish a job like that. Subtitlers tend to encounter such a range of topics that they learn a lot every day, and I've always loved that.

5. As you describe in your article, "Negotiating the Boundaries of Professional Subtitling", subtitling agencies can be unfair, the pay can be inadequate, and there is the risk of outsourcing: what would you say needs to change to improve the working conditions of professional subtitlers?

I wish I knew. The situation is troubling, and it is disappointing that the important work subtitlers are doing for the global distribution of culture and entertainment is not appreciated more. We could try to increase the visibility of subtitlers and subtitling by showing how challenging and interesting the work is and how instrumental it is in how the target-language audience experiences media products. It is also important for subtitlers to work together. Because many subtitlers are freelancers, they do not necessarily have a community of colleagues with whom to discuss working conditions or work together to improve them. There are many national and international organisations, such as Audio-visual Translators Europe (AVTE, http://avteurope.eu/), who are doing important work for subtitlers. Recently, organisations in several European countries have been creating national quality standards for subtitling, and that is a positive step towards subtitlers speaking up for their work. Another useful change would be for viewers to be more active and send feedback to channels, streaming services and distributors about subtitles. That would show that people care about subtitle quality, which could help professional subtitlers gain a stronger negotiating position.

6. As a teacher of subtitling at university level, how would you say your students have approached this subject, for example did you notice aspects they found particularly challenging?

I think the most challenging aspects of subtitling for students are the things that are different from regular translation. By the time students take subtitling classes, they have usually been taught how to translate well, e.g. that a translator should avoid omitting elements of the message from the translation. When I tell them that in subtitling, they may actually need to edit their text down quite radically, that can be difficult to get used to. Therefore, condensing text is a big topic of discussion in class. Timecueing subtitles is also something new and challenging to students, but students usually catch on quite quickly.

The best part about teaching subtitling is that students are highly motivated, because they get to work with exciting materials and use their creativity. The multidimensional puzzle nature of subtitling also means that there is never a shortage of things to discuss, and I always learn a lot from students' insights as well.

7. You have researched into reception studies, which is the research into how audiences perceive and interpret translated texts. Could you tell us a bit more about why researching into reception is important?

Translation studies has given a lot of consideration to the target audiences of translations. For example, theories that discuss the function or purpose of a translation have to acknowledge the target audience in order to be able to talk about the function at all. However, for a long time, there was little systematic research into what actual audience members think about translations, how they read them, how they interpret certain aspects of texts and so on. Therefore, I think reception research is a logical extension of a lot of translation theory, and it is needed to answer some of the questions previously posed by translation studies. It is also needed for the practical purpose that if translators want to serve their readers well, they should know what those readers think and what kinds of translations work best in the actual contexts in which they are being read.

All of this is particularly important with audio-visual translation, because the translations are being received in a multidimensional context, where the viewers not only receive the translated text but a complex audio-visual product that they need to interpret at the same time with the translation. With subtitles, for example, viewers have to read them at a predetermined pace while also watching the programme, and it is useful to try to find out how that process unfolds.

8. 'Parasite' director Bong Joon-Ho has very prominently expressed the desire that more people should be open to subtitled films. How do you think this incident will influence translation and subtitling and their reception – if at all?

It is difficult to say whether it will have any long-term effect, but the success of *Parasite* clearly brought positive attention to subtitles and subtitled films, so I think it was a good thing. There just need to be

more of those to have a lasting effect. If people in the English-speaking world had more exposure to well subtitled foreign-language materials, subtitles might become a more ordinary aspect of film viewing, and foreign-language programming could have an easier route to the English-language market. With smaller languages in so-called subtitling countries, where foreign-language programming is more common and people are used to subtitles, there is less need for that kind of promotion, because people are already comfortable with reading subtitles (I won't get into the debate between dubbing and subtitling here). Still, any positive attention to subtitles is a good thing anywhere, because it can get people talking about subtitling, and visibility can lead to positive changes. I would hope that Bong Joon-Ho's comments would also alert filmmakers, distributors and those who commission subtitles to the importance of subtitle quality and what it takes to produce good quality – i.e. decent working conditions.

9.   Is there a question which you would have liked us to ask you?

These were excellent questions, but in addition, I would have liked you to ask me what kind of subtitling research should be done more. My answer is that I'd like to see more reception research, of course, but also research on the subtitling process, i.e. on how subtitlers do their work and how someone develops subtitling skills, what an expert subtitler really does. I would also like to see more research that makes a real effort to bring academics and practitioners together and has practical significance to subtitlers. That is something I am working on at the moment with my colleague Hannah Silvester from University College Cork.

Interviewed by **Janna Mack.** *Born and raised in multilingual and multicultural Luxembourg, Janna speaks Luxembourgish, German, French, and English. She has degrees in Linguistics, Education, and Translation from the University of Glasgow, Scotland.*

She has experience in teaching English as a foreign language, administration, and web development. In her spare time, she enjoys art history, painting, and films.

Interview with
Dagmar Gromann

Dagmar Gromann is a computer scientist and linguist currently working as Assistant Professor Tenure-Track at the Centre for Translation Studies of the University of Vienna in Vienna, Austria. Before that, she worked at the International Center for Computational Logic at TU Dresden in Dresden, Germany. She was a post-doc research fellow in the Marie Curie Initial Training Network at the Artificial Intelligence Research Institute (IIIA) in Barcelona, Spain. She has worked with numerous project partners in the field of Artificial Intelligence and NLP, such as the German Research Center for Artificial Intelligence, to mention just one.

She earned her doctorate from the University of Vienna under the supervision of Prof. Gerhard Budin. Among her primary research interests are ontology learning and learning structured knowledge utilizing deep learning methods. Other areas of Gromann's interest involve, among other things, machine learning and cognitive theories. She has been a host, co-organizer and member of numerous scientific committees and conferences. Most recent ones include EMNLP 2020, ISWC 2020, LREC 2020, IJCAI-PRICAI 2020, and AAAI 2020. She is active in the international language technology community as National Anchor Point contact person for the European Language Resource Coordination (ELRC) and National Competence Center main contact for the European Language Grid (ELG). She is also a management committee member and working group leader in the expert network created by the COST Action NexusLinugarum (CA18209) on Web-centred linguistic data science.

1. **Looking at your resume, I noticed that your professional background covers a vast array of different topics: cognitive linguistics, translation, computer science, and even business. How does this experience relate to your work in terminology?**

Let me start by explaining a little bit about those different research interests. In fact, they developed quite naturally out of my educational background, industry experience, and research positions that I have had in the past. For instance, I have completed my PhD and received a grant from the Vienna University of Economics and Business for my research. It explains the focus on terminology in the domain of finance. My educational background, however, includes linguistics and computer science. Working as a translator, I became fascinated with computational approaches to terminology. For me, combining the one most central language resource, that is terminology, with computer science seemed like a natural fit. Therefore, I started working on, among other things, computational concept modeling and terminology extraction. After completing my thesis, I joined the Artificial Intelligence Research Institute in Barcelona, Spain, where many people worked on mathematical models of embodied cognition. Their work sparked my interest, in particular, the theory of image schemas which has a clear connection to cognitive linguistics. This robust linguistic perspective prompted me to work on embodied cognition with a colleague of mine, Maria M. Hedblom, a cognitive scientist. The research in Barcelona, connections, and contacts that I have made there – they all shared a common terminological focus. Ultimately, the aim was to utilize my computational skills for terminology work and to integrate the cognitive component to answer the question of how image schemas help to analyse differences between languages in a specialized domain.

2. **One of your research interests involves integrating terminologies with ontologies (i.e. ontoterminology). Could you briefly explain the differences between these two knowledge representation models? What does 'keeping ontological and terminological dimensions both separated and linked' in knowledge modeling mean?**

Ontologies and terminologies both seek to organize, structure, and represent knowledge. Their perspective on it, however, is radically different. Ontologies, for instance, are computational artifacts that formally model the structure of reality or, to put it another way, they represent relevant entities and relations observable in certain situations or events. Let us take the example of a university: what can you observe there? Who are the main actors? What are their main actions? One might have relevant entities such as students, professors, researchers, lecturers. There are some physical entities as well, such as the lecture_hall, offices, and so on. The idea behind ontology modeling is thus – similar to terminologies – to put these entities together, abstract their properties into concepts, and relate these concepts – or ontology classes – to each other. Such relations can be hierarchical: One thing is another, as in a student is_a person, a professor is_a person, a lecture_hall is_a room. What is left, is to relate these entities with non-hierarchical relations, as in professor supervises students.

Ontologies are known as formal representation systems which means that they must be machine-readable. Consequently, one can automatically draw conclusions about new knowledge based on the knowledge already existing. This process is called inference. It also means that one must represent knowledge in a

strict way to avoid misinterpretation, as it is processed automatically. So, for instance, in our very basic relation of professor supervising students, the relation is modeled as asymmetric, or to put it differently, it is one-directional: the professor supervises the student but not the other way around. This piece of information must be specified in the ontology to avoid misinterpretation by adding formal axioms and structures. As you can see, with this heavy focus on formality, natural language becomes secondary, and the main issue is to make reality and knowledge about it machine-readable. Terminologies, on the other hand, are created based on natural language used in a specific domain. Rather than from observations of entities, events, and actions in these domains, one starts at the language level. Natural language automatically reflects how human beings perceive, measure, and understand the reality, which makes it a filtered version of it. It is what we call epistemology.

Terminologies are interested in HOW we talk about things more than how things ARE in specific domains. In talking about these domains, we use linguistic expressions which we then group to form concepts and relations between them. However, they are not formal (or machine-readable), and hence one cannot automatically draw any conclusions. Also, terminology science has been somehow weak on the definition of what the concept is. Literature or standards talk about concepts or concepts systems, but they do not provide an answer to their exact nature.

In my approach to ontology-terminology modeling, I strived to combine the strengths of both these resources. For example, an ontology's linguistic aspects can be enhanced by associating terminological information with ontological concepts. And, conversely, you can provide a formal and strongly specified concept system for terminologies by using the ontology as a concept system. One should, however, bear in mind that, since both those resources have a significantly different perspective on the knowledge one cannot simply convert a terminology into an ontology (or the other way around). They must be kept separate, intact yet interlinked, which is made possible through semantic web standards and specified relations.

3. What advantages can be gained by integrating ontologies and terminologies? In how far can the terminology and/or ontology community benefit from it?

The advantage is a fully machine-readable resource that has a rich multilingual terminological information. It is something that the industry can benefit from immensely. Not only is it possible to consult the knowledge in the sense of searching for (multilingual) information and then seeing what is out there, but also to reason on the knowledge that already exists.

4. Does this general ontology-terminology idea find practical application in terminology management in the industry?

Yes. For instance, major airplane producers use ontologies to model requirements in airplane designs: how much space is needed for the feet, between the seats, etc. Modeling this kind of information with an ontology-terminology is a natural choice, especially in a multilingual context, not only for the creation of (multilingual) documentation but reasoning on the previously collected knowledge too.

5. Not only modeling but also publishing, sharing, and connecting of terminological resources (LLOD) as a part of the Semantic Web is an interest of yours. How can the terminology (or linguistic resources in general) become a part of the Semantic Web? What are the requirements it must fulfil (formats)?

The starting point for Linked Data (LD) was to specify several necessary principles that an LD resource must fulfil. Actually, the same principles apply to the Linguistic Linked Open Data (LLOD) cloud, and any kind of linguistic resource published as Linked Data. The key principles include: 1) The data has to be under an open license, 2) Each element in a dataset needs to be uniquely identified, 3) It should be represented in a specific web standard (usually Resource Description Framework (RDF) but it could also be another web standard, for instance, the Web Ontology Language (OWL)), 4) It should be linked to an already existing resource – this gives you all the benefit of interlinking resource on the LLOD cloud.

6. What are the benefits and limitations of publishing terminological resources as linked data?

Reusing is a benefit in itself, especially with this kind of format. However, it also allows one to interchange data easily since it is globally available. With an open representation, the resources evolve faster and are freely extendable. It differs significantly from a database, where it is difficult to add or change elements. Quite the opposite is the case with LD: LD is very flexible, both in terms of adding and changing resources.

One of the limitations may be that, currently, certain types of information are unrepresentable like diachronic information for digital humanities or similar fields that utilize historical data and display the evolution of language concepts. This applies to other types of linguistic information descriptions too, for instance, phonological, morphological, and multimodal information.

This, however, I am happy to report we work on quite actively in a COST Action called NexusLinguarum. COST Actions are networks of experts that come together to boost a certain field, which in this case, is the field of linguistic data science in general. Our main objective at NexusLinguarum is evaluating LLOD resources, approaches, standards, and providing reports on the state-of-the-art developments in linguistic data science and propose best practices, training schools and training materials. We strive to extend the current state of research by coming up with solutions to best model different levels of description, such as diachronic, morphological, and phonological information. Another aim is to report on and expand ways of utilizing deep learning, Big Data, and other Natural Language Processing (NLP) techniques in the creation, use, and application of LLOD, including an extensive collection of use cases in various domains. This allows newcomers to the field to see what linguistic data science can do.

7. Semantic Deep Learning is the name of the workshop series you co-organize. Can you tell me more about it? What fascinates you about this topic?

Semantic Deep Learning refers to the combination of Semantic Web and Deep Learning. These are also the two research fields that have been accompanying my career for the past couple of years. As the name suggests, it involves integrating ontologies and other types of Semantic Web technologies into deep learning to guide the machine's decisions. To this end, we have organized five workshops that collocate with major artificial intelligence (e.g. IJCAI), computational linguistic, and international Semantic Web conferences to get different communities on board. We have also organized a special issue on Semantic Deep Learning at the Semantic Web journal. It is truly fascinating how creative people are in combining Semantic Web technologies with Deep Learning. Some even use the combination of ontologies to provide explanations for deep learning, which remains to be a recent research challenge. We understand the technical side of it, but how does the neural model learn the representations of texts and of images to make predictions? There is still a lot to be discovered here.

8. What are your responsibilities as a National Anchor Point contact person for the European Language Resource Coordination (ELRC) and National Competence Center, and the main contact for the European Language Grid (ELG)?

These are two different initiatives. The first one, ELRC, focuses predominantly on collecting and providing country-specific and multilingual language resources to train European Machine Translation (MT) systems. My role here is to keep track of publicly available language resources developed in Austria by different institutions, then, to point these out and provide them to the EU. My colleagues from the Center for Translation Studies (CTS), students, and I are actively creating language resources for this purpose too. Actually, ELRC has been operating long before I've joined the CTS, and I took over, only recently, from my dear colleague Gerhard Budin. He has been very active in this field and created a portal with publicly available resources. Additionally, we organize local workshops to bring industry and academia together in the field of language resources and technologies in Austria.

The second initiative, ELG, is an EU project. Their goal is to make language technologies available globally and publicly in a possibly neat format, and in a consistent manner on one holistic platform. The idea here is to provide web-based and easily accessible tools for machine translation, terminology, and lexicography extraction, among many others. My task is, again, on the one hand, to make this initiative known to the Austrian public, and, on the other hand, to involve companies by asking them about their needs and possible contributions. Furthermore, we cooperate with public institutions such as the Language Center at the Military in Austria.

9. What are your next research goals?

Though I have a couple of different machine translation-related projects, the most interesting ones relate to terminology: how can you integrate terminologies into neural machine translation models to guide

decisions for low-resource languages, such as Standard Austrian German. Since we don't have enough data to train machine translation systems on Austrian German, we need to use a model that is already trained on English to German and try to readjust it for the Austrian standard variety. This is what I'm currently working on – using Austrian-German terminologies and integrating them into the training process to help the system learn this variety which should be considered in machine translation systems, to make them more usable, for any application that requires Austrian-German.

The other two major terminology related projects concern term extraction. There are many term extraction tools but none of them provide a full concept system, merely a list of term candidates. For this purpose, we want to build on ontology learning. This project called Text To Terminological Concept System (Text2TCS) will be financed by and integrated into the ELG. The idea is to produce a very useful tool that can extract full terminological concept systems across languages.

Finally, my research activities reflect my cognitive interests. I try to use the idea of embodied cognition to analyse differences across languages in specific domains. This extends the idea of the ontology which assumes general knowledge that exists in the world – a universal knowledge – and the cognitive perspective focuses more on the individual, on the physical experiences people make with their bodies. I think it is interesting to bring this strong individualized approach into the mix and then to analyse specialized natural language expressions across different natural languages.

Interviewed by **Justyna Dlociok** *– former trainee at Polish Translation Unit, DG TRAD at the European Parliament. English Language and Linguistics, University of Vienna, Vienna; Specialized Translation and Language Industry, University of Vienna, Vienna.*

Interview with
Desirée Avilés

Desirée Avilés is 22 years old and she is a translation and interpreting student at the Pablo de Olavide University in Seville, which is also her hometown. She is studying for a 5-year degree in Translation and Interpreting in English and French and Humanities and she is currently in her last year of studies. It was while at university that she discovered her passion for sign language, and she has already gained some experience working in this field. She also presides over the University's Association for Sign Language Studies, which aims to promote the visibility and diffusion of sign languages and supports the deaf community.

This interview makes part of a series done in collaboration with the Pablo de Olavide University from Seville (Spain). The following text is a transcription of spoken speech and can contain slight differences from its recorded version. You can listen to the interview here.

1. Why did you decide to study translation and interpreting and why did you choose English and French?

Since before starting university it was clear to me that I wanted to study some languages in the future, not only because of the job opportunities and to increase my job options, but specially because I really enjoy learning languages. I had studied English and French at secondary school and I wanted to continue with my languages training, but in a deeper way from then on. That's why I decided to study translation and interpreting at university. I thought it would be a good opportunity to improve my language level, but also to learn about a field of study and prepare myself for a job that I find really interesting. My university offers several languages to study, but I chose English and French because I had already a little knowledge of both languages since I had studied them at school. I decided to take the opportunity to improve both languages and learn other languages in the future. It would have been a pity if I had forgotten what I knew of English and French.

2. And how was the experience studying translation?

So far, my experience studying translation has been very rewarding. I must admit that, as well as many other people, I wasn't totally aware of the difficulty that implies translation work. It is a truly complex activity, for it requires not only to be fluent in both the original language and the target language, but it is also necessary to put into practice several skills and it is essential also to know both the original culture and the target culture in order to elaborate a high quality translation. Documentation is very important too, and because of the different topics that appear in translation, translators gain a lot of cultural knowledge. It was a big surprise for me, not only the wide range of fields that exist in translation, but also the diversity of factors that determine a translation: for example, the target public, its purpose, the characteristics of each culture… I would like to quote one sentence that I read a little while ago: "A translation is never finished, but left." Translations are determined by so many factors and it exists a broad range of possible results. Perfect translation doesn't exist. That is why it is so interesting when we share our translations in class. We never stop learning either in the academic or the work world, and this is a key principle in translation.

3. Ok great. I definitely agree with you and I would say that people who don't know a lot about professional translation can have a tendency to underestimate the different skillsets that translators have to combine and the variety of different factors that influence a translation.

And I also really like the quote you chose which I'm just going to repeat here: "a translation is never finished, but left" and that perfect translations don't really exist. I was also told that if you give a text to five different translators to translate, you will most likely end up with five different translations.

4. Which field in translation do you like the most?

All the fields of translation have appeal and all of them present a challenge due to their characteristics at the same time. I am very interest in humanistic translation, in particular literary translation. I am studying a 5-year degree in Translation and Interpreting and Humanities, for I feel a great vocation for human sciences. Humanistic translation allows me to combine my passion for both humanities and translation. Audio-visual and localization, especially of videogames, appeal to me too. Another field of translation that I have discovered recently in class is transcreation. Actually, transcreation has always been present in translation, because texts are usually adapted to the target culture, but it has become especially relevant and notorious as concept very recently. The fields of translation that attract me the most are those in which I can use imagination and obtain a more free, original or personal translation. I am also very interested in the role of accessibility in translation, like subtitling or audio-description. We have the responsibility of making life easier for those who need it and translation is a way to achieve a more equal society.

> **So, you mentioned literary translation, audio-visual translation and localisation, as well as transcreation. Just to repeat to listeners who may not know what transcreation is, it's a type of translation which aims to maintain the intent and style of the source text and which aims to evoke the same emotions in the target audience as the source text. Transcreations require that translators have a high degree of creativity and knowledge of the source culture. And also, as someone like you, who is passionate about sign language I think it's not surprising that you are interested in accessibility in translation, which is really very important.**

5. And the next question is probably a question that you've been asked before: what do you think about machine translation?

Actually, I believe that machine translation can be useful sometimes when someone who doesn't know a language wants to understand a text of very low difficulty in a very short amount of time. However, a machine will never be able to replace a human being. Translation is a job that requires a mind that takes the necessary decisions every time.

6. Yes, and I think what you just said fits well with what you mentioned before, which is that translation is a very complex field with many different determining factors and influences, and machine translation is not yet able to navigate all those different factors and influences. What do you think about specialised translation? Do you have experience with it?

I believe that specialised translation training is very important, because so many texts have a high level of difficulty. It obviously demands an exhaustive process of documentation, but the resources and competences that can be acquired with academic training are really useful and will help you to obtain

an optimal result. We have practised in class specialised translation in several fields such as medical, technical, juridical or sworn translation, and we have improved our work notably. Although I don't think that we can be considered specialised translators yet, because in my opinion we need more experience, we have faced specialised texts.

7. If you are still a student and coming into contact with different specialised fields it is important for you to get to know where your strengths and where your interests lie. What characteristics do you think should a specialised translator have? Can you imagine being a specialised translator yourself?

In my opinion, it is not essential to have an extensive knowledge about its field of work, for there are texts so different that it is impossible to manage without documentation. I think, what is really important for a specialized translator is to know what resources are useful for each translation and will help to elaborate a high-quality translation in the shortest amount of time. Obviously, experience can be of great help, because an experienced translator will have faced many translation problems that would pose a challenge for an inexperienced one. However, I think to have academic training makes translation work much easier.

8. And since you have mentioned the use of resources: what terminology resources do you use? Do you know IATE?

Most of the terminology resources I use are online and I have discovered them during the degree. Indeed, one of the resources I've been using the most lately has been IATE. As it includes all terminology databases created within European Union agencies. Another similar one is UNTERM, created by the United Nations, or the UNESCO Thesaurus. These terminology resources are really helpful as they belong to official institutions. Moreover, I find the language portal of Microsoft especially useful for software translation in any languages. The multilingual collection of proverbs from Centro Virtual Cervantes is an interesting tool to search equivalent proverbs in each language and the meaning of them. For medical translation, I usually use Cosnautas, or the Dictionnare de l'Académie de Médecine or Feneis. Other resources are the OAS searchable trade glossaries and le Dictionnaire analytique de la distribution.

Yes, so I can see that you are aware of the reliability of the resources that you use and I think it's a good strategy to concentrate on those resources which have been produced by official international and national institutions.

9. The next question I think you already answered a bit previously, but I'm just going to ask you explicitly: do you think that it's important to know the culture of the target language in order to be able translate a text well?

As I said, it is fundamental that translators know the original and target languages so they can make the right decisions in order to elaborate a good translation. And the language knowledge includes cultural notions and abilities as well.

10. And now, because you do sign language interpreting, I wanted to ask you: why did you decide to study sign language? What have you discovered during this process?

I decided to study sign language because I find it fascinating and I believe that they have an important role in society. Sign languages are an important vehicle for communication to deaf people, that are a social group that suffers communication difficulties which affect their daily life. As a different group from the imposed normativity, deaf people are disfavoured in different spheres of society. This happens due mainly to the lack of knowledge and awareness of the difficulties deaf people confront in their everyday life. Society is adapted to hearing people because most of us are, but deaf people have difficulties to communicate in it, which leads them to social isolation. They also have problems to access to essential rights such as education or healthcare. Sign language gives them the possibility to have equal opportunities and a dignified life. However, sign language faces equality lack as well as deaf people. It is not considered at the same level as oral languages, because oral languages are used by hearing people that are a privileged group. Sign languages are usually denigrated by considering it pure mimicry or a transposition of oral language. But in fact, sign languages have experimented their own development and have their own syntax, vocabulary… like any other official language and is worthy of the study. Unfortunately, Sign Language it is not imparted in most of universities, so whoever wants to learn this language has to pay a private academy or start a degree that has Sign Language subjects. For this reason, two years ago I decided to create a channel on YouTube to share what I had learnt in class. I strongly believe that Sign Language must be accessible to anybody who wants to study it, so I thought it would be a good idea to explain its grammar, vocabulary and syntax in a website that can reach so many people as YouTube. Its content comes from the subjects I've studied, but no one has to pay for it.

> **Thank you for sharing and especially for underlining the difficulties that people who are deaf or hard of hearing face and the importance that sign language has in building a more equal society for everyone. And thank you also for sharing some of your insight into the characteristics of sign language, I think this was very interesting and some things that you said, I think not many people know, for example, that sign language has its own vocabulary and syntax just like any other spoken language.**

11. Could you tell us the name of your YouTube channel so that people who are interested in sign language can have a look at it?

My YouTube channel is "LSE para todos."

12. Can you tell us about your experience as sign language interpreter? Is interpreting into sign language especially difficult in comparison to spoken languages?

I'm still in my last year of degree, but I do have some work experience as interpreter thanks to the Spanish Sign Language subjects that I've taken and to my role as a boarder. The knowledge that I've built while studying these subjects and researching as a boarder has given me the opportunity to interpret from oral Spanish to Spanish Sign Language. I've interpreted many lessons since some teacher from the area of sociology at my university were interested in make their classes more accessible. I've also collaborated with a scout group, which promotes positive social values, interpreting the songs they sang so their messages could reach deaf people. Next month I will be working as interpreter in seminar focussed on oenology at university. I think we must normalize the presence of interpreters in academic acts. Besides, I'll collaborate in the interpreting of the catalogue of a Spanish water supply company. All digitalized information should be interpreted into sign language so deaf people can access this information with greater ease.

The work of a sign language interpreter is much more complex and challenging than a big part of society thinks. It is necessary, as in any interpreting in any languages, to have a great command of sign language in order to interpret automatically and without mistakes, regardless of the type of interpreting. Moreover, it is fundamental to know deaf culture well, so the meaning of the original text isn't lost. As it happens when we interpret from any oral language to another one, there are idioms, concepts or cultural features that don't exist in sign languages or that deaf people don't understand. Therefore, we have to adapt them. Deafness isn't a disease, but it is an essential part of the deaf person's identity. As a group of speakers that uses mainly a language to communicate, deaf people have developed shared customs and values that have become tradition. After all, a deaf person is like a foreigner when it comes to interpreting a text from an oral language into a sign language. In order to make a good interpretation, a sign language interpreter has to consider the distinctive features of deaf culture as any interpreter would do with any other language. Besides, it is not only important for sign language interpreters so they can do good work, but it is also fundamental that hearing people learn about deaf culture in order to understand better the complexity that implies being a deaf person and that deafness is part of their identity.

13. Yes, you actually already have quite a lot of experience in sign language interpreting and you do a lot of work to make a difference for the deaf community.

I think it's very important what you said and I have nothing to add so I'm just going to repeat again: deafness is not a disease, but it is an essential part of the deaf person's identity. Just as a community of speakers develops their spoken language, the deaf community has developed shared customs and values. In that sense, like you said before, sign language needs to be treated like a foreign language, not like a lesser form of communication.

14. Now I'm going to ask you a few questions at once, but please feel free to just take them one at a time. What do you think, how can we transmit a better awareness of deaf culture? How can we achieve better communication accessibility for people with disabilities? What problems can you see? Do you think that the EU can help in any way?

In my opinion, normalization goes hand in hand with visibility. Both are usually preceded by a raising of awareness. Each type of disadvantage or even discrimination is frequently supported by ignorance and lack of knowledge of someone else's circumstances. It is no coincidence that the number of deaf students at university is so low. In fact, the dropout rate among deaf people is much higher than among hearing people because throughout the different educational stages they don't receive a proper education adapted to their needs. Sometimes they are diagnosed very late when they have already experienced an educational delay, some of them don't receive an appropriate adaptation even after the diagnostic or administrations don't provide educational centres with interpreters when they demand them. As a result, deaf students don't receive a high-quality formation and tend to drop out of school. However, there are lots more fields in which deaf people have difficulties to live a normal life. Several daily actions such as seeing the doctor or going to a cinema are activities that deaf people can't do with the same facilities as us. That's why it is so necessary to spread how important sign languages are to integrate deaf people and achieve a more inclusive society.

For example, our university has a student association focused on sign language studies that holds activities to spread sign languages. We organised an event that included conferences, table discussions and workshops to approach sign language to university community. Several associations and organisations conformed by deaf people were invited, so this event was in the end a meeting point where hearing and deaf communities interacted. Workshops were a very satisfactory experience, as each member of our association prepared activities focused on different aspects of sing languages. That time, I talked about the diversity of sign languages. Sign language isn't an international language, as there exists a wide variety of them: American Sign Language, Spanish Sign Language, Catalonian Sign Language… As well as oral languages, sign languages have emerged in different places and developed. It was interesting to find out most people think sign language is just a single language and I taught them some signs in different languages. We also organise each year a workshop directed towards Erasmus students, so sign language can reach other countries.

There is an increasingly social awareness, but we still have a long way to go. Institutions such as the European Union can be of great help because of their influence and power, since they could be a good example and give visibility to sign languages through awareness-raising campaigns and making them part of their official acts. Our association has taken action whenever we noticed that an injustice was perpetrated against deaf people: some years ago, a university didn't want to give the university degree to a deaf student because she didn't have an English certificate because she couldn't do the listening exam being deaf. We made a statement reporting this injustice and fortunately, in the end this student got her university degree. We have also talked on a radio program about sign languages and the important role that associations have for its spread. Another important task could be propitiating the conversion of sign languages into official languages in each country, for this would increase their presence in society

and drive the inclusion of sign languages in the early educative system. I imagine that children could really enjoy learning that language because it is very creative and intuitive, it can be fun for them and it would help them better understand people with disabilities and in other unfavourable situations.

Thank you very much, I really think that the insight you have into sign language and the deaf community is really important. Thank you for sharing it. Many people are just not aware of the hardships people who are deaf and hard of hearing face in their lives. As a result, there are many misconceptions, for example, people may not know that there are many different sign languages, like you just said, and there is a lack of accessibility. Like your example has shown, as a consequence many people who are deaf face injustice, like the student who almost could not graduate because she couldn't take a listening exam.

And I agree with your point that sign language could and should be included more in formal education, like you said before, most people when they want to learn sign language they mostly have to sign up for classes somewhere outside of their regular schooling and university courses. Thank you again for sharing this.

16. To round up, I have two more questions about your personal expectations and experiences: what do you think about translation and/or interpreting job opportunities?

I don't have professional experience in this field yet, so all I know about it comes from what my teachers and some classmates that have already finished their degree have told me. I have also read about the labour trajectory of other professionals in social networks and in the internet. As far as I'm concerned, young people are those who face more difficulties when it comes to gaining a foothold in the market, as happens in most of jobs. Translation companies and agencies require previous experience frequently and some of them offer unremunerated training. Besides, working as a freelance may be a little bit complicated at first because it is not easy to find the same number of clients as an experienced translator due to one's lack of experience. In any case, I also hope to find my niche in the job market.

17. Has there been any personal experience that has helped you improve as a translator, interpreter or as a person?

Studying sign languages at university has helped me to improve as a person. In these subjects we had to work in groups and develop a project involving sign languages and the deaf community. The objective was to work outside university by holding workshop, visiting schools, signing songs and videos, cooperating with deaf associations, … We shared what we had learned with other people and contributed to society by spreading sign language. At the same time, it gave us the opportunity to learn in a different way from how we usually learn at university. We didn't limit ourselves to reflect from a theorical point of view, but we did discover the status of sign language in society and how deaf people live in a more precise and real way. I improved as a professional but also as a person.

And it is all for a very worthwhile cause. Ok, thank you so much for having been here today and thank you especially for sharing your knowledge with me today. I'm very impressed with all the work you have done for the deaf community and I am certain that anyone who is listening could learn a lot from what you have said today.

18. Before we end, is there anything you wanted to say?

I just want to say thank for the opportunity and to encourage people to study translation and of course sign language because it makes us better people.

Interviewed by **Janna Mack.** *Born and raised in multilingual and multicultural Luxembourg, Janna speaks Luxembourgish, German, French, and English. She has degrees in Linguistics, Education, and Translation from the University of Glasgow, Scotland.*

She has experience in teaching English as a foreign language, administration, and web development. In her spare time, she enjoys art history, painting, and films.

Interview with
María Estévez Muriel

María Estévez Muriel is 23 years old and is from Huelva in Spain. She has studied Translation and Interpreting (in the languages English and German) at the Pablo de Olavide University for 4 years, and last year, she finished her degree. Thanks to her final degree thesis, she has already collaborated with TermCoord, contributing to the Terminology without Borders medical project YourTerm MED, where she helped work on the Medical Event. This year, she has studied for a Master's Degree called "New Technologies applied to Translation" as well as for an Expert's Degree in Translation and Marketing at the Higher Institute for Linguistic Studies and Translation in Seville. Moreover, she has recently applied for a Schuman traineeship at the European Parliament.

This interview makes part of a series done in collaboration with the Pablo de Olavide University from Seville (Spain). The following text is a transcription of spoken speech and can contain slight differences from its recorded version. You can listen to the interview here.

1. Why did you decide to study translation and interpreting and why in English and German?

Languages have always fascinated me. Since I was a child, I have always enjoyed learning about other cultures and languages… One day, I was talking with a friend and she told me about Translation and Interpreting and I started looking for information about it. I thought that, studying that degree, I would have more job opportunities and I would also study more than one language.

As for English and German, I decided to study it in English, because I have always studied English, since I was a kid, and I didn't want to forget everything. Moreover, I am always trying to improve in everything, and I thought that choosing English as my second language would help me to improve it. Then, in German because German is a language that has always attracted my attention. I thought that it would be difficult, and it was kind of a challenge to myself. And moreover, when I thought about my future, I thought that there would be more opportunities as a German translator.

> **That's really interesting because I speak German myself and that is something you hear from a lot of people actually is that German is perceived as a language that is kind of difficult to learn, especially if the learner does not already have a background in a Germanic language. So that's really great that you decided to seek out the challenge of studying German.**

2. How was the experience studying translation?

I find this question very interesting because I've learned plenty of things about cultures and about languages. I have improved my English skills and I have found out that I love German, both the language and the culture. Ich liebe Deutsch! Furthermore, when I started studying it, I didn't know that much about what translation was, and now I know that I love translating. I think that I have learned plenty of things, not just about translating. I have learned about economics, computers, medicine, legal systems and so on.

> **Just to pick up on what you said, and that is really interesting, and maybe that is something that people who don't know a lot about translation don't know, is that they don't know that whenever translators translate a text, they also end up learning a lot about the subject that the text is about. Or they already know a lot when they go into translating the text. For example, as you said if a translator is working on a text about economics or computers they have to do a lot of research on the topic in order to be able to translate it well, and by doing that research they end up learning a lot about that topic themselves.**

3. Which translation field do you like the most?

I love translation in general. Nevertheless, it is true that the field I like the most is audio-visual translation and localization. I think these fields are the ones which are more enjoyable, although, in my opinion, they are very difficult because maybe one film is about medicine and doctors and another film is about religion, so the translator needs to familiarize themselves with the terminology.

Yes, definitely. The next question is about something that's quite a topical issue, it's especially a question that I feel young translators are being asked a lot.

4. What do you think about machine translation?

Well, I like this question because during my years at the university we discussed it a lot. I think that it is interesting when someone is stuck, and they don't know how to say something or just need some inspiration. Nevertheless, a computer cannot be as accurate as a person and cannot choose the right translation strategy, or at least not yet. Moreover, regarding terminology, it is really important to understand the context to select the appropriate word, and a machine cannot do this.

Yes, so machine translation can help and it does definitely have its uses, but it's not at a point yet where it can replace human translators.

5. What do you think about specialised translation? Do you have experience with it?

I like it because I like translating in general. Nevertheless, I prefer audio-visual translation or localization. I think that with specialised translation it is very important to know where to search the terminology, as it is very important to use the right word. During my years at university, I translated economic, medical and legal texts. I think the terminology is complicated, because people have to be accurate with the words. So, although they are complicated, when someone learns the cognitive structures and the terminology – I mean the keywords – they translate them easier. Yes, that's what I think.

6. Ok, so the next question is actually divided into a few smaller questions. What characteristics do you think a specialised translator should have? Can you imagine being a specialised translator? What terminology resources do you use? Do you know IATE?

I love this question since I totally think that a specialized translator needs to have specific characteristics. I think that a specialised translator should be a person who perfectly knows how to look for information. Documentation is fundamental and selecting the right word is essential. They should also be a curious person because they have to search for a lot of information, and they have to contrast it. Moreover, they must be patient, because sometimes it takes so long until the right word is found. I think I could be a

medical translator. I prefer translating medical texts over legal or economic texts and I feel good doing important things for the human health.

While I'm translating, I use Cosnautas when I have to translate medical texts. Sometimes, I also look for information in ProZ. When I have to look for definitions, I use the Cambridge Dictionary. When I need some inspiration or I am stuck, sometimes I use Linguee and then I contrast the information I find.

About IATE, now I know it, because last year I used it to do my final degree thesis. I found the translation of the diseases and some specialised words that I didn't know. I found it really helpful because it gives you different definitions regarding the context, which other sources don´t offer it. During my final degree thesis, I already collaborated with TermCoord, contributing to your medical project YourTerm Medical and I helped fulfil the Medical Event. It was an amazing opportunity, so thank you again.

The YourTerm Medical project María has referred to is related to the Terminology without Borders project. Terminology without Borders is a project launched by TermCoord which aims to enhance communication in different subject domains by producing multilingual terminology tables. One of these domains is MEDicine, so it's referred to as YourTerm MED or YourTerm MEDICAL. And María actually worked together with Dr Olga Koreneva (PhD), who is specialised translator and interpreter for German, Spanish, Russian, Portuguese, and Italian. She's currently a lecturer in the faculty of Translation and Interpreting in German at the Pablo de Olavide University in Seville and she actually joined the European Parliament as a Trainee in summer 2018.

Dr Koreneva conceived a specific semantic scheme, called and "event", to represent concepts related to diseases graphically. This is a cognitive approach to terminology, called Frame-based Terminology. María worked together with Dr Koreneva to create the Medical Event for Terminology without Borders. You can check out the event on https://yourterm.org/med-events/**. And while you're there you can also take a moment to check out the other projects on** https://yourterm.org/**.**

On behalf of TermCoord, I would like to thank you for your work on this, we really appreciate it very very much.

7. Do you think it is important to know the culture in order to perfectly translate a text?

Yes, it is. I think that you cannot translate a text without knowing about the culture, the country and the people living there. That is why I think that documentation is one of the most important parts during the translation process.

8. How do you feel about the future of translators and specifically, what do you personally think about job opportunities?

That's an interesting question because I think that if someone studies Translation and Interpreting, they have plenty of job opportunities as they know how to communicate with people in other languages, they can work in tourism, in marketing, as a teacher, and more, not only as a translator and interpreter, thanks to globalization. It is a very gratifying job since it builds bridges between cultures and people and contributes to their understanding. I like it so much.

Ok, great so translation as building bridges between cultures and people and I think you've put that really very nicely you've summarised the essence of what translation really is about. Ok so I have one last question.

9. Is there any personal experience that has helped you improve as a translator or as a person?

Yes of course and it is a pleasure to talk about it. There are three experiences that have changed my life. The first one was my Erasmus. I think traveling and living abroad opens people's minds, and makes people more tolerant, mature, empathetic, responsible, etc.

I went to Denmark. I chose that country because I'd never been to a Nordic country before, so I thought that everything would be different from the places I knew. I learned new vocabulary and I improved my speaking and listening skills. I lived in a dorm and there I made Danish friends. Moreover, this experience helped me get to know a different culture and way of life. I love people in Denmark because they are great. They always give you a hand when you need help. They are more eco-friendly than we are here in Spain. They don't use the car so often; they are always riding bikes and recycle more than we recycle in Spain. For all this, I love the Danish culture and society.

The second experience was my summer studying in England. When I was younger, I went for three consecutive summers to study in England. So, since I was 13, I've been a very independent person because I learnt how to do things on my own. In fact, last year I went abroad again, but as a group leader, not as a student. I lived the experience in a different way, but it was also enriching.

Finally, the best experience of my life, was my voluntary service in Kenya. I went there to help in an orphanage. This experience taught me about translation because I learnt, for example, that if a word

sounds the same as in Spanish, it doesn't mean that the meaning is the same. For example, one day I was cooking with two of the kids, and one of them told me "Mi amo". Here in Spain, "mi amor" means "my love", and I thought that she was so cute saying "my love" to me. But no, the other girl told me that in Swahili, this sentence means "give me oil".

But, without a doubt, this experience has changed my life as a person. It was shocking to me when I was there to think that those kids haven't seen a computer, a shopping centre, buildings, … things and situations that are part of our daily lives. Everything is different there. They eat sitting on the floor, they wash their bodies in the lake, they only have one pair of shoes and two outfits, and they don't need anything else to be happy.

When I was there, we only had light for three days because the electricity didn't work well. One day, the volunteers wanted to play some music to dance with the kids, but we didn't have battery charge on our phones. So, I used my iPad because I had some battery left on it. Everyone was impressed when they saw this kind of mobile phone and I can't forget their faces discovering this kind of thing.

Something that also shocked me is that here in Spain, we use bricks to build a house. In the place I lived, there was a man that made the bricks by giving shape to a stone using a hammer. So, I learned to value everything I have. It also opened my mind, made me more understandable, sensitive, tolerant and of course a better person.

> **That sounds like a really amazing experience and it sounds like it was really worthwhile, thank you so much for sharing that today. And thank you for the entire interview it really has been a pleasure.**

10. Is there anything you want to add before we end?

No, just thank you too for giving me the opportunity.

Interviewed by **Janna Mack.** *Born and raised in multilingual and multicultural Luxembourg, Janna speaks Luxembourgish, German, French, and English. She has degrees in Linguistics, Education, and Translation from the University of Glasgow, Scotland.*

She has experience in teaching English as a foreign language, administration, and web development. In her spare time, she enjoys art history, painting, and films.

Interview with
Pedro Luis Navarro

Pedro Luis Navarro Pedro Luis Navarro is from Spain and is 24 years old but will be 25 in November. His first foreign language is English and his second is German. This is the last year of his degree, which he will complete in the Czech city of Brno.

This interview makes part of a series done in collaboration with the Pablo de Olavide University from Seville (Spain). The following text is a transcription of spoken speech and can contain slight differences from its recorded version. You can listen to the interview here.

1. Why did you decide to study translation and why did you choose German as your second foreign language?

I chose German because it is spoken in at least four EU member states. This means that, in the future, I could travel to these countries and speak to the people there. I had also always wanted to read (or listen to) the works of personalities like Albert Einstein, Wolfgang Amadeus Mozart or Goethe in their original language.

And why translation? I have always liked languages and their diversity. But what really made me choose translation was a sentence from our Portuguese neighbour and literature Nobel Prize winner José Saramago: "Writers make national literature, while translators make universal literature". Not only is this true, but it can also be extended to any field. We translators are, in a sense, ambassadors of knowledge and culture, because we make them accessible to more people, and thus contribute to the democratisation of the world.

> **Great. Thank you for the very nice and very clear answer. Let me just repeat the quote: writers make national literature, while translators make universal literature. So, translators are ambassadors of knowledge and culture. That is a very beautiful and also a very accurate statement about the translation profession.**

2. What do you find more interesting: translating or interpreting?

Both specialities are interesting. Perhaps interpreting has something that translation does not. I am referring, for example, to the thrill at the start of a conference or the sophisticated skills that an interpreter must acquire. When it comes to simultaneous translation, the interpreter's brain has to process an impressive amount of information: whilst listening in one language, they cannot think for longer than one second before they have to translate it – all while continuing to listen at the same time. This is why I admire the work interpreters do.

Written translation is slower and allows for a more accurate interpretation of what was expressed in the source language. The fact that there is more time available enables us to convey meanings more accurately. This is why I have chosen translation.

> **Exactly, simultaneous interpreting, i.e. interpreting almost in real-time, is very strenuous, both mentally and physically, for the reasons you just mentioned. I've also actually just found out myself that it is so strenuous that simultaneous interpreters usually work in teams and in shifts.**

Interpreting is very challenging. But when translating, you have more time and can, and sometimes also have to, work in a more precise manner.

3. And what do you think is the best thing, and conversely, the most difficult thing, about translating?

For me, the best thing about translation is, without a doubt, continuous learning. Although translators may never know more than the technical expert whose text they are translating, translators do their best to learn more about what they are translating.

What I don't really like is the fact that freelance translators usually don't charge for their services until a month or more after they deliver the translation. I'm not sure about that, but several teachers have told me this.

And it's good that you are aware of the realities of the profession, and especially the reality of freelance translation.

4. What do you think about specialised translations? Have you had any experience with it?

It was during this year, the final academic year of the degree, that we studied specialised translation for the first time. I liked it so much that I would like to specialise in medical translation after graduating. We mainly focused on the translation of technical data sheets and drug brochures as well as clinical studies. In addition, I am fortunate to be able to count on the help and support of Dr Koreneva for my bachelor's thesis.

5. That's great you already have some experience with it and that you have a clear direction for the future. What skills do you think does a specialised translator need?

In my opinion, a specialised translator must have extensive knowledge in their specific field. Both a high level of competence in the client's language and a perfect knowledge of the mother tongue are indispensable. A high degree of curiosity, which is not only limited to languages, is also very important. A translator should also really enjoy reading. I also believe that they must maintain very high standards of quality and above all of accuracy.

So, in other words, a combination of extensive knowledge, outstanding linguistic skills, curiosity and thirst for knowledge, love of reading, and accuracy. I think you already answered the next question.

6. Can you imagine being a specialised translator?

Yes, indeed, I am preparing myself for it. I attend in webinars and courses, mainly by Pablo Mugüerza, one of the best medical translators in Spain and probably in the world.

7. Okay, great. Then I think you should have a very clear answer to the next question. Do you think that a specialised translator must have expertise in a specific field?

Of course, because then the translator knows what they are reading and therefore the quality of the translation will be higher than if they did not have this knowledge. If we are medical translators, we have a possibility to have the text proofread by an expert, perhaps a doctor who specialises in translation. This way, we can ensure that our translation corresponds to the meaning of the source text. Furthermore, I believe that specialisation is the only way to be successful in the translation market. Otherwise, in the near future, machine translation will be able to do the same things as a non-specialist translator.

Exactly, if you know more about a subject, you are in a better position to write about it and that's something that will shine through the texts you produce; a text has a different quality if it was written by someone who knows what he or she is talking about. Translators, as you just said, also have the opportunity to contact specialists who work in the target language. It is quite clear that you have already decided to become a specialised translator and you have already hinted at the subject area, but to ask the question again:

8. Which subject area have you decided on?

My favourite subject area is medicine and at the moment I am very interested in virology, as you can imagine. Now that SARS-CoV-2 and COVID-19 are at the root of one of the world's biggest health crises, I think it is a good time to learn about medicine to help people – at least from a linguistic aspect.

9. What terminology resources do you use? Do you know IATE?

The terminology resources I use the most are in the medical field. In Cosnautas I use the Libro Rojo by Fernando Navarro and in the Real Academia Nacional de Medicina the Diccionario de términos médicos. Of course I know IATE, as well as EurLex, although I haven't worked with it much. In Spain we have terminology resources of a very high quality. Among those I use most often are the DLE and DPD of the Real Academia Española or Fundéu.

10. You mentioned machine translation earlier, but what do you think about Google Translate and similar programmes?

Automatic translation services such as Google Translate, DeepL, etc. are very useful tools, both for those who don't speak any foreign languages and for specialist translators. The problem with these technologies is that they rarely give very accurate translations and can confuse their users. However, we shouldn't be unfair to them. It must be said that machine translators are constantly improving. They are useful tools if you know how to use them properly.

I believe that the future of the translation market will mainly belong to machine translations produced by the tools mentioned above. This shift is creating new jobs which require skills in post-editing, computational linguistics, etc. In short, machine translation tools are a support for good translators and not their enemies. As the Spanish translator Pablo Mugüerza says, "bad [translators] will continue to do poorly, with or without machines".

> **Automated translation tools are exactly that – tools that can be quite useful if you know how to use them. And machine translation cannot simply be ignored, as more and more progress is being made in this field. These advances bring new applications and with new applications come new professions. And this is again a very nice and meaningful quote: bad translators do not suddenly become good translators with the use of machine translation.**

11. What other tools would you like to have for translating?

So far, I've only had the opportunity to translate with Trados Studio 2019, which I like very much and is also the tool most requested by customers. But I'd also like to try memoQ, which has very good feedback and whose interface seems to be simpler than Studio's.

12. And my last question is: what cultural or linguistic experience has influenced or enriched your studies or yourself as a person?

So far, I have met teachers who are amazing not only as educators, but also as professional translators. Many of them know the market well and they have given us good advice and encouragement to work in this field.

Moreover, thanks to the Erasmus grant, I am completing my last year of studies in the Czech Republic. I am sure that these nine months abroad will give me a new perspective that will allow me to grow both personally and professionally. I am particularly looking forward to immersing myself in a culture that is new to me.

Ok! Thank you for this interview and thanks for your answers, thanks for being here today and for taking the time to share your experiences with me. I've learned a lot today and I'm sure the audience feels the same. I wish you all the best for the future and also for your year in the Czech Republic.

*Interviewed by **Janna Mack**. Born and raised in multilingual and multicultural Luxembourg, Janna speaks Luxembourgish, German, French, and English. She has degrees in Linguistics, Education, and Translation from the University of Glasgow, Scotland.*

She has experience in teaching English as a foreign language, administration, and web development. In her spare time, she enjoys art history, painting, and films.

Interview with
Talía Erasmubea Alcobet

Talía Erasmubea Alcobet from Sevilla in Spain studies Translation and Interpreting at the Pablo de Olavide University. She is 20 years old and is starting her fourth year in September. She is not only studying English and German for her degree, but also Japanese at the language school at the University of Seville. She is particularly interested in localisation and specialised translation.

This interview makes part of a series done in collaboration with the Pablo de Olavide University from Seville (Spain). The following text is a transcription of spoken speech and can contain slight differences from its recorded version. You can listen to the interview here.

1. Why did you choose to study German and translating?

Well, I had been studying German at school for two years and I thought it was a very interesting language. Besides, I've been wanting to study translation for a long time. I thought that German would be a good first language because I already had an acceptable proficiency level in English, and I wanted to spend less time on it in order to balance out my proficiency level in German. I also found the combination of English and German very useful because they are similar languages and they are very in demand.

Exactly, because German and English are both Germanic languages, which is perhaps not something that is immediately evident. English is the world's lingua franca and German is Europe's most spoken native language. So that makes the combination a pretty good choice.

2. What do you find more interesting – translating or interpreting? And what do you think is the best/the most difficult things about translating?

I think I like translating better because I have more time to think about my translations and because I'm not working under as much pressure. However, I still cannot say anything with sufficient judgement because I have not yet been practising interpreting for very long.

What I like best about translation is that you are always learning new things, that you never stop reading and learning, and I find that very satisfying.

That's right, because translation is not limited to just one subject area and we'll come back to that later in the interview. And I think that your studies are a particularly good time to get as much experience as possible with different texts and with different types of translations, to get a feeling for what suits you best. And this is exactly what you are doing right now at university.

3. What do you think about specialised translations? Do you have experience with it?

Yes, sure, I have some experience. I studied specialised translation in both German and English during my studies. I have translated medical, pharmaceutical, technological, legal and economic texts. Nevertheless, I don't have much experience, I only had two subjects focused on specialised translation.

4. Ok, but that's already quite a lot of subject areas. What skills do you think should a specialist translator have?

It is difficult to say. I think the most important quality that a specialised translator should have is good documentation skills, because often they have to deal with texts with very specific content that is difficult

to understand. I also believe that a specialised translator must be very careful to ensure that they do not make any mistakes. There are texts where a single mistake can be a big problem. For example, in the case of a medical leaflet for a drug, you have to be very careful about side effects and dosages. This is very important.

Yes, exactly. Especially with medical and scientific texts, specialised translators have to be very precise, as a single word or sometimes even a single comma can have very dangerous consequences.

5. Can you imagine being a specialised translator yourself?

At first, I wasn't very interested in specialised translation, but when I started studying it at university, I discovered that I like translating specialised texts. So, I would not mind translating specialised texts in the future.

6. Ok great. And do you think that a specialised translator needs to have specialist knowledge in the specific field they are working in?

I think that a translator doesn't need to have specialist knowledge in a particular field from the outset. Rather, they need to be able to document themselves. Of course, it is easier if you are a specialist, but it is not necessary. For example, you do not have to be a doctor or nurse to translate medical texts, for example.

Okay, so first and foremost, specialised translators need to be able to research well, know how to use resources, and know how to work accurately and effectively. And you acquire specialist knowledge over time too.

7. What terminology resources do you use? Do you know IATE?

I know IATE, although I have not used it because I have not translated any texts with that kind of terminology. I have used parallel texts and similar texts and I have also consulted experts on the subject when necessary. In English, I have also used dictionaries such as the Red Book or Libro rojo. This is a dictionary of doubts and difficulties in translating medical English. In Spanish, I have consulted medical and technical dictionaries.

Yes, IATE is specifically for texts containing EU terminology, but it can also be useful for other types of texts. And it is also interesting that you said that you contacted subject experts. This ties in well with your previous answer, where you said that the ability to research well is very important, this certainly also includes contacting subject experts, if you know that you are not an expert yourself.

8. Ok, and now a question that you have certainly not been asked for the first time: what do you think of Google Translate and the like?

I think they are a useful alternative for people who do not know a language very well, but I don't think they can replace the work of a professional translator. I think they are useful tools for personal use and for translating some texts (such as weather forecasts), but they cannot be compared to the work a translator produces.

So, for professional translations, don't hand in anything that you've just run through Google Translate.

9. What kind of tools would you wish to have for translating?

I would like to be able to use more CAT tools (e.g. translation memories and localisation software) and to know how to create good glossaries. I think they are indispensable tools for translation, as I consider them essential to maintain coherence and basically, to translate any type of text. I currently use programmes such as SDLTrados, Antconc, OmegaT and Google Translation Toolkit.

Ok, great. And I think maybe that's also something that people who are not familiar with translation don't necessarily know. There are many translation programmes, which, as you said, are really indispensable tools for translators.

10. And if you do decide to become a specialised translator, which subject areas would you choose?

I am interested in scientific texts, especially texts on physics and chemistry. I also particularly like technological translation, but I am also open to other types of technical translation.

11. And the last question is: what cultural or linguistic experience has influenced or enriched your studies or yourself personally?

In my second year, I was an Erasmus student for six months in Regensburg, Bavaria. Even though it was only for half a year, it was a big step in my personal development and helped me improve my German.

I also learned a lot about German culture, and for example, I learned a little about Bavaria and the Bavarian way of life. I have noticed (and I think this is probably true for all countries) that the cultural perception of some subjects differs depending on the region (for example, when it comes to religious aspects). I think that when translating, it can be crucial to know and understand the culture of the place the text comes from. Studying German culture at university also helped me a lot.

A funny story happened to me whilst I was in Germany. It has to do with bins. When I was an Erasmus student, I had my own rubbish bags. When I wanted to throw the rubbish away, I couldn't find any bins on the street. I searched the streets for rubbish bins for a fortnight until my German flatmate told me that the bins were usually in the student dormitory or somewhere in the housing estate, not on the street. I'm glad he told me, because the rubbish bag was getting bigger and bigger and had already started to smell. I was a bit worried.

So, you can see how important it is to know that Spain and Germany are very different countries, even if they are geographically close to each other. Only the infrastructure is different and without language it is very difficult to get around. But if you make an effort, you can always find a nice person to help you. International communication really is great.

I just want to say that it was a great story and luckily you found the bins in the end. Getting to know foreign cultures, countries and people can always be a scary at first. But I think people who are interested in languages and in translation are curious by nature and want to seek out these experiences. And as your example has shown, it is immensely worthwhile to get to know other cultures, and this is especially important for translators.

Ok, thank you very, very much for being here today and for taking the time to talk to me. Thank you for the interview and thank you for the interesting answers.

12. Is there anything else you want to say?

Yes actually, thank you very much for the invitation, I'm very glad.

Interviewed by **Janna Mack.** *Born and raised in multilingual and multicultural Luxembourg, Janna speaks Luxembourgish, German, French, and English. She has degrees in Linguistics, Education, and Translation from the University of Glasgow, Scotland.*

She has experience in teaching English as a foreign language, administration, and web development. In her spare time, she enjoys art history, painting, and films.

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