

RESEARCH – EVOLUTION – APPLICATION

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EDITORIAL:

L'article "New Trends in the Language Professions", que nous publions dans le présent numéro, reprend systématiquement les thèmes qu'on aborde depuis un certain temps dans les départements de langues étrangères des différents pays européens. Parmi ceux-ci : la place des langues autres que l'anglais, les compétences défaillantes en langue maternelle, la traduction vers la langue seconde, la maîtrise de l'outil informatique, la nécessité d'une initiation dans le monde de l'entreprise etc., donc tous des sujets d'une importance capitale pour la communication professionnelle et culturelle.

Les changements des conditions de travail des spécialistes de langue, changements liés à la globalisation et l'informatisation de la société, nécessitent évidemment une révision des programmes traditionnels de langues étrangères dans les universités.

Aussi, les facultés proposent-elles, en conséquence, déjà depuis plusieurs années, des filières mixtes : langues étrangères + une autre spécialité (économie, droit, etc..). Malheureusement ces innovations n'éliminent pas tous les problèmes. D'une part (comme mentionné dans l'article) ces études mixtes obligent les étudiants à se spécialiser dans 2 domaines bien différents, ce qui ne facilite pas les choses, d'autre part les filières qui formaient les enseignants et les traducteurs disparaissent. Et encore pire : les étudiants se détournent de plus en plus des études de langues et surtout des langues européennes autres que l'anglais.

Au Danemark, par ex., il ressort des statistiques des universités¹ que dans l'ensemble de toutes les universités danoises, et sur un total de 113.129 étudiants inscrits, seuls environ 3.500 étudient les langues, répartis comme suit : anglais env. 1871, espagnol 498, allemand 450, français 258, italien 57, autres langues (russe, chinois, japonais et arabe inclus) env. 400.

Selon les mêmes statistiques, qui indiquent le nombre de nouveaux étudiants inscrits chaque année depuis 2002, les chiffres de 2007, déjà bien modestes par rapport à ce qu'ils auraient été encore autour du changement de siècle, continuent néanmoins à baisser, même pour l'anglais. Cette tendance va donc continuer tant que le monde politique, par ignorance ou par peur de se

¹ "Den koordinerede tilmelding" KOT rapport nr. 20 (2007), www.rektorkollegiet.dk ; Erhvervsbladet 27/3-08: "Danske studerende fravælger europæiske sprog"

compromettre, ne se décidera pas à prendre les mesures nécessaires pour redresser la situation.

Ce ne sont pourtant pas les déclarations et les recommandations qui manquent : on ne compte plus les rapports publiés depuis bientôt 10 ans par l'EU, par des commissions ministérielles dans les différents pays, par des organisations etc., rapports qui analysent les problèmes et indiquent des solutions. Au Danemark les deux derniers en date viennent de paraître. Il s'agit du rapport² de la commission constituée en 2007 par le gouvernement et des « Actes »³ de la conférence organisée par CBS⁴ en octobre la même année. Le premier se concentre surtout sur le destin de la langue nationale mais propose aussi des solutions intéressantes pour le renforcement des langues étrangères. Le second met l'accent sur les langues étrangères mais insiste sur la nécessité de maintenir la position du danois comme langue européenne avec tous ses droits au sein de l'Union.

Une des conclusions, très simple, qu'on peut tirer de ces rapports est la nécessité de renforcer l'enseignement des langues (nationales et étrangères) dans les écoles à tous les niveaux. On ne peut guère reprocher à la grande majorité des élèves qui quittent l'école avec seules des connaissances à peu près valables en anglais, de ne pas se lancer dans les études poussées d'une autre langue qu'il n'ont jamais apprise.

En attendant que le gouvernement digère ces rapports, CBS qui a 90 ans d'expérience dans l'enseignement des langues aux futurs acteurs du monde commercial, et qui dans le domaine des langues a subi le même sort que les autres universités, vient cependant de lancer avec un lycée danois un projet qui pourrait s'avérer intéressant et peut-être servir de modèle⁵.

En étroite collaboration avec CBS le lycée a créé une section langues, spécialement destinée à préparer les élèves aux différentes filières de CBS et à les initier, dès le second cycle, au fonctionnement du monde commercial et aux études supérieures.

Nous suivrons avec intérêt cette expérience.

Le comité de rédaction

² "Sprog til tiden - rapport fra sprogudvalget", Kulturministeriet 2008

³ "Fremmedsprog til fremtiden – Sprogpolitiske udfordringer for Danmark", CBS 2008

⁴ CBS = Copenhagen Business School, Université commerciale de Copenhague

⁵ pour plus d'information voir le site www.jsgym.dk

EDITORIAL:

The article, “New Trends in the Language Professions”, that we carry in this issue, systematically goes through themes that have been discussed for quite some time in the faculties of foreign languages in various European countries. These themes include: the role of languages other than English, falling native-language competence, translation into second languages, expertise in IT technology, the need for initiation into the world of business, etc. – all themes of crucial importance in professional and intercultural communication.

Changes in the working conditions of language specialists, changes due to the globalisation and computerisation of society, clearly require changes in the traditional foreign language programmes in our universities.

As a consequence, the universities have been offering mixed study programmes for several years: foreign languages + another specialised field (economics, law, etc.). Unfortunately these innovations will not eliminate all the problems. On one hand, (as mentioned in the article) these mixed study programmes force students to specialise in two very different fields, which does not make things easy, and on the other hand, the study lines that used to train language teachers and translators disappear. And even worse: to an increasing extent, students turn away from language studies and especially from European languages other than English.

In Denmark, for instance, university statistics¹ show that, in all the universities in Denmark combined, out of a total of 113,129 students enrolled, only about 3,500² are studying languages, divided as follows: English approx. 1871, Spanish 498, German 450, French 258, Italian 57, other languages (including Russian, Chinese, Japanese and Arabic) approx. 400.

The same statistics show the annual total number of students enrolled since 2002, and the numbers for 2007, already very modest compared to before the turn of the century, continue to decrease, even for English. This tendency is going to continue so long as the politicians, out of ignorance or fear of

¹ ”Den koordinerede tilmelding” KOT rapport nr. 20 (2007), www.rektorkollegiet.dk ; Erhvervsbladet 27/3-08: ”Danske studerende fravælger europæiske sprog”

² In all language study programmes.

compromising themselves, fail to take the necessary measures to correct the situation.

There is, however, no lack of declarations and recommendations: countless reports have been published over the past 10 years by the European Union, by government committees in various countries, by organisations, etc. – reports that analyse the problems and propose solutions. In Denmark, the two most recent have just been published: one is a report³ from a committee appointed by the government in 2007; the other is a summary⁴ from a conference organised by CBS⁵ in October 2007. The first focuses above all on the future of the national language, but also proposes some interesting solutions to the reinforcement of foreign languages. The second focuses on foreign languages, but insists on the necessity of maintaining the position of Danish as a European language with all its rights in the European Union.

One very simple conclusion that can be drawn from these reports is the necessity of a reinforcement of language teaching (both national and foreign) at all levels in the schools. You can hardly blame the great majority of students who leave school with only a barely usable knowledge of English for not venturing into a further and higher education in another language they have never learned.

While we wait for the government to digest these reports, CBS, which has 90 years experience in teaching languages to future players in the business community and which has suffered the same fate as other universities when it comes to languages, has just initiated a project in cooperation with a Danish six-form college that might turn out to be interesting and may even serve as a model⁶.

In close collaboration with CBS, the college has created a language section specifically intended to prepare students for the different lines of study at CBS and to introduce them, already before the university studies, to higher education and how the business community works.

We will be following this experiment with great interest.

The Editorial Board

³ "Sprog til tiden - rapport fra sprogudvalget", Kulturministeriet 2008

⁴ "Fremmedsprog til fremtiden – Sprogpolitiske udfordringer for Danmark", CBS 2008

⁵ CBS = Copenhagen Business School

⁶ For further information, please see the website www.jsgym.dk

ARTICLES:

New Trends in the Language Professions: a Report from the World of Work

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1. Introduction

In his brief history of the 21st century, Thomas L. Friedman (2006) claims that *The World Is Flat*. Whatever the metaphor, there is no denying that we are living in a global society within which the ability to communicate across linguistic and cultural borders requires competences in foreign languages and cross-cultural communication to a much larger extent than it was the case just a decade or, indeed, a generation ago. This development is borne out in a number of recent projects and publications relevant to our present topic.

In a recommendation at the end of 2005, the European Commission proposed *Key Competences for Lifelong Learning – A European Reference Framework* (Commission of the European Communities 2005) with suggestions as to how these competences can be ensured for all European citizens. In this context, *competence* is defined as “a combination of knowledge, skills and attitudes appropriate to a particular situation. Key competences are those that support personal fulfilment, social inclusion, active citizenship, and employment” (2005:3).

The first two competences in the framework are *Communication in the mother tongue* and *Communication in the foreign languages*, but the list also comprises *Interpersonal, intercultural and social competences and civic competence* as well as *Cultural expression* (2005:13ff). These key competences for lifelong learning are deemed vital not only for a relatively small group of language experts but, indeed, for European citizens in general.

There is a message in this to the language industries and professions in that they, as a consequence of this, need to reconsider their brief, just as the universities and other institutions of higher education need to address the question of which language and intercultural communication competences foreign language graduates, as well as non-language graduates, should have developed at the end of their courses of study.

1.1 Current situation across Europe

According to a special Eurobarometer survey (Commission of the European Communities 2006), 44 per cent of Europeans say that they do not have a language other than their mother tongue in which they are able to have a conversation. 56 per cent, on the other hand, claim that they have a least one foreign language, 28 per cent that they have a least two foreign languages, and 11 per cent that they have at least three foreign languages in which they can have a conversation (2006:3). There is therefore still quite a lot of ground to be covered before the long-term objective for all EU citizens to speak two foreign languages in addition to their mother tongue has been reached, cf. e.g. Commission of the European Communities (2003); and there is still work to be carried out by the language experts, the translators and interpreters. The question is, however, whether this work is similar to what has traditionally been the case in the past, or whether the jobs available for language experts are changing as a result of changing conditions on the labour market in general.

The same survey (Commission 2006) also shows that Europeans are very much aware of the importance of foreign language and intercultural competences on the labour market. Among their most prevalent incentives for learning new languages are those related to their professional careers such as “To use at work (including travelling abroad on business)” 32 per cent; “To be able to work in another country” 27 per cent; “To get a better job” in home country 23 per cent; and “To be able to understand people from other cultures” 21 per cent (2006:5).

The results of a survey of 2000 small and medium-sized companies (SMEs) across 29 European states also indicate that language and intercultural communication competences are important, and that a significant amount of business is lost because of lack of language skills among key employees (ELAN 2006:5). An average of 48 per cent of the businesses in the sample have language strategies (policies). Such strategies include keeping a record of the staff’s language skills and undertaking language training. However, both large and small companies indicate that they prefer to recruit people with these skills rather than having to invest time and money in training on the job.

These recent surveys seem to send a consistent message: While a fair number of Europeans do have adequate language competences in two or more foreign languages, there is still a need for more such people across Europe. The business community in general and, not least, the international organisations need these people in order to operate in the global market place. Therefore, cooperation between the education sectors and the world of work is vitally important in order to establish which language and intercultural communication competences are needed and in which languages. The needs may not be the same in all countries as geographical differences may prevail, cf. also the *Final Report* of the High Level Group on Multilingualism (Commission of the European Communities 2007:14), but general trends can still be detected in the material.

1.2 Thematic Network Projects in the Area of Languages

This paper takes as its point of departure these recent developments in the area of languages in Europe and reports on and discusses the results of a university network project, the Thematic Network Project in the Area of Languages, TNP3 (2003-06), and its follow-on project, TNP3-D (2006-07). The aim of this paper is thus to publish the project results as well as to discuss the implications of these for the world of work and for the universities in their curriculum planning and research activities.

The overarching aim of the TNP3 and TNP3-D projects has been to map the needs for foreign language and intercultural competences in Europe, and to discuss the role of the European universities in enabling students to develop these competences. An important element in the project was the design and completion of surveys among employers and university graduates in the language-related industries and professions as well as among non-language employers and graduates, thereby also considering foreign language and intercultural skills as central to professional employability on the European labour market in general.

The projects have thus been concerned with language graduates (language specialists) as well as other professionals who need foreign language and intercultural competences. However, in the following, we will focus exclusively on the language experts. Section 2 below builds on project-internal working documents to which the authors have contributed together with a large group of colleagues at other European universities. The section thus reflects the results of the joint efforts of a considerable number of university partners across Europe. The documents that have been or will be released in the public domain may be accessed on the website of the European Language Council under [Projects, TNP Languages](#).

The first decade of the new millennium has witnessed considerable changes in European higher education. There is a shift from teaching to learning, and from a focus on course input (“what do we want to teach”) to course output (“what competences are needed in the world of work” and “what have the students learned”). This development is also reflected in the TNPs. The projects recommend continuous collaboration and cooperation between the higher education institutions and the world of work in order to ensure the relevant updating of curricula and syllabi, so that graduates are equipped to meet the needs and demands of their respective professions when they enter the world of work. Previous publications on curriculum development have typically not taken into consideration the needs and demands of university-external stakeholders, cf. e.g. Cavagnoli & Schweigkofler (2003a; 2003b), and Kathpalia & Heah (2007), but have concentrated on university-internal processes and procedures. In section 2 below, we report on the general trends that form the results of the TNPs as regards the language industries and professions.

2. Language specialists cum business generalists: Multiple identities in the language professions

To identify the profile of the European language specialist, the TNP3 project gathered an extensive set of data from the language professions across the European Union. Employers and employees were asked to identify present and future needs as regards foreign language and intercultural competences in their respective professional environments. Although responses invariably differ somewhat from one country to another, the data analyses clearly reflect that both employers and employees agree that the role of the language specialist has changed dramatically in recent years. The language professions across Europe report to be in a state of permanent flux, and the days of the classical language specialist seem to be numbered. New and additional skills and competences are required to suit the rapidly changing world of work, and non-linguistic tasks seem to become increasingly important in the language professions.

2.1 Changes in the professional environment

Today, translation, technical writing, localisation, and interpreting are far from clear-cut categories of work. Perhaps with the exception of those working in (very) large organisations, language experts typically find themselves in jobs with several areas of responsibility such as translation combined with terminology work, with project management, or with foreign sales and marketing. Further, a substantial number of language specialists report an increase in activities involving text editing and revision due to

changes in the professional environment. As companies outsource parts of their translation activities, we witness an increasing number of freelancers and translators working into their B-languages. Consequently, there is an increasing demand for quality assurance measures to be put in place in order to ensure the quality of the final product (text). In addition, respondents in some countries report that an increasing number of non-language trained professional specialists in e.g. engineering, law, finance, and medicine are now translating texts within their specific fields of expertise in direct competition with professionally trained translators and interpreters.

Other important changes in the professional environment include an increase in foreign language corporate communication, including web communication, an increase in intercultural mediation and consulting, and a demand for advanced and updated IT skills. Respondents in some countries, however, do not mention the need for computer literacy and knowledge of special language-related software applications, presumably because this type of knowledge is taken for granted as a key skill. In other European countries, e.g. some recent EU member states, graduates in general do not seem to be fully familiar with relevant IT and software applications.

2.2 New needs and trends in the language professions

The rapid changes in the professional environment are clearly reflected in the growing demand for cross-disciplinary, non-linguistic skills suggesting that the job profile of the traditional language specialist is undergoing substantial changes. While data were collected separately from employers and employees in the language professions, the input from the two groups of respondents does not show any significant differences or major discrepancies. Consequently, the trends and needs reflected in the data material are grouped according to type of required competences rather than type of respondent. It is worthwhile noticing, however, that the needs and requirements listed as personal competences (cf. section 2.2.5 below) rely on observations and input from employers only.

2.2.1 Core linguistic competences are still an issue

Although a vast majority of respondents stress the need for skills of a cross-disciplinary and non-linguistic nature, one should not jump to the conclusion that core linguistic competences are no longer necessary or no longer valued in the language professions. Both employers and employees are acutely aware of the need for both oral and written language proficiency, preferably in more than one foreign language.

While English is still recognised as the global *lingua franca* by respondents, the data indicate a growing awareness of the importance of non-European

languages, especially Japanese, Mandarin, Arabic languages and, to a lesser extent, some less-studied European languages, cf. also Fjord *et al.* 2007. The situation of the classical European languages such as German, French, and Italian is less certain, although some data indicate a moderate, but fairly steady demand for highly specialised terminological skills in translation of professional texts, especially highly specialised domains such as technology, law, or finance, and for experts in related areas of technical writing. In addition, respondents state a need for trained LSP specialists to revise outsourced translations and to undertake quality control and text revision cf. also section 2.1 above.

One of the most conspicuous results of the data analyses involves what seems to be a general decline in mother tongue proficiency across Europe. Employers across the European Union comment on the fact that language graduates no longer necessarily possess a sufficient degree of mother tongue competences, a fact that is reflected in spelling mistakes, grammatical mistakes, style-related mistakes, as well as problems relating to coherence and cohesion in their general text production.

Regrettably, the lack of mother tongue competences reflects negatively in both translations and in general text production in other languages. If the ability of language graduates to express themselves correctly and coherently in their mother tongue can no longer be taken for granted, employers are faced with new types of problems relating to translation quality and correctness. As foreign language curricula traditionally presuppose mother tongue competences, this situation presents a considerable challenge that needs to be addressed. Basic mistakes are often transferred from the source language to the target language, reflecting negatively on quality and customer satisfaction in the language professions.

2.2.2 Language-related competences: Communication, culture and IT skills

Traditional core linguistic competences may to a certain extent have been taken for granted by some respondents. A large part of the responses analysed involves a growing need for competences that are either language-related or concerns the non-linguistic field of general business. As concerns the language-related competences, respondents - employers and employees alike - indicate a need for qualifications and competences within the following main areas: computer and IT skills, communication and culture skills, editing and proof reading skills, and writing skills in different text genres.

As stated in section 2.1 above, some respondents (especially in Northern Europe) take a fairly advanced level of computer and software skills for granted, while other respondents explicitly state a need for language graduates with advanced computer literacy. This is particularly the case in some recent EU member states where graduates in general are not yet fully familiar with relevant IT and software applications related to the language professions, e.g. translation tools, terminological data bases, etc.

The responses also reflect a need for a higher degree of intercultural and communication skills in the language professions. International and global business activities require not only specialized linguistic skills in more than one language. Increasingly, businesses rely on skilled communicators with cultural intelligence, that is, a keen cultural awareness and a detailed understanding of the differences between cultures; cf. Plum *et al.* (2007); Peterson (2004). With globalisation, internationalisation and cross-cultural mergers in several sectors, the growing number of international teams in business requires linguists who must be able to translate a theoretical knowledge of culture and communication into a hands-on, here-and-now work context.

Another set of required language-related skills concern text production and text editing. Many respondents stress the importance of revision, editing and proof reading skills in one or more foreign languages and in the mother tongue. Many language graduates are implicitly and explicitly expected to undertake these activities in their everyday working life, and several respondents state that they do not always feel adequately prepared for this. Together with IT skills, communicative skills, and culture skills, competences in the areas of text production and text revision constitute an important part of the language-related competences required by respondents in the language professions in Europe.

2.2.3 Non-linguistic competences: Hard-core business skills

Interestingly, the data revealed that language experts (graduates) are expected to possess a fair amount of non-linguistic competences. A significant part of the data collected from employers in the language professions stated that, in general, language graduates were inadequately prepared for the conditions of the world of work. For instance, employers complain that language graduates do not understand the importance of keeping deadlines, and that language graduates are insufficiently prepared for the fact that stress and time pressure are normal working conditions. Both groups of respondents recommend that internships become an integrated part of all language curricula.

Overall, responses from both employers and employees reflect that language graduates would greatly benefit from a better understanding of the business world in general. Rather than seeing themselves as a separate unit responsible for language activities only, language graduates are required to demonstrate a higher degree of general business understanding. What are the conditions of the business world? How do traditional language-related activities interact with other business activities? How are businesses run, and who are the primary stakeholders?

Other non-linguistic competences required relate explicitly to organisation and management skills, often related to Human Resource activities. Depending on their background and specific working experience, many language graduates become involved in aspects of project management and general knowledge sharing. Some become project managers and are required to possess concrete management skills to fulfil the role of manager. Others work in cross-disciplinary teams with e.g. engineers, technicians, administrators, production teams, etc., which requires both interpersonal skills and an ability to interact with professionals of a non-linguistic background who might not always see eye to eye with a trained linguist.

Sales and marketing skills constitute yet another set of required skills of a non-linguistic nature. Not surprisingly, employers and employees alike state that language graduates are often involved in activities related to international sales and marketing. Consequently, both groups of respondents point out that sales and marketing skills are essential for language graduates involved in this part of the business world:

I use my degree and my background in languages to sell language-related products. Consequently, I'm in dire need of sales and marketing skills which were not included in my curriculum at university. In my job, linguistic competences come second. (Translation of response from Danish language graduate 2005)

2.2.4 Media and presentation skills

Hardcore business skills aside, the data also reveal a demand for media and presentation skills. As language graduates are increasingly involved in non-linguistic activities relating to communication and external stakeholder contact, media-related skills become important. Press contact, the writing or editing of press releases, and the handling of various aspects of public relations activities are listed as sought-after skills by employers and employees in the data collected. The demand for this type of media-related

skills is largely due to the fact that, in some European countries, language graduates compete with trained journalists for certain types of jobs in the private sector, especially jobs as information officers, communication officers, etc.

In connection with media skills, respondents also state the importance of general presentation skills including an updated knowledge of presentation software. A set of business-related competences regarding the combination of media, communication, and presentation skills is requested by several respondents as the job activities of some language employees involve the preparing, presenting, editing and revision of company websites and blogs at both national and international levels.

2.2.5 Emerging trend: Increased focus on personal competences

Implicitly, the question of personality has always been present in recruiting situations. Increasingly, language graduates become involved in business activities outside of their traditional job profile dominated by translation and other strictly linguistic activities. According to the responses from employers as well as employees, the increase in non-linguistic activities involving e.g. customer relations, press relations, stakeholder relations, team interaction, etc. has led to a keen focus on the personal competences of the employee.

Many employers explicitly state that an extrovert and robust personality is a *sine qua non* for most language graduates because the traditional and somewhat isolated job profile of language graduates is changing rapidly. Working as a hands-on, full-time translator need not involve much external contact. However, as an increasing number of language-related jobs combine linguistic and non-linguistic competences, aspects such as personality and social skills play an important part in recruiting situations. In the data collected, employers explicitly state that the desired employee possesses an extrovert, outgoing, and stress-resistant personality as well as a high degree of social and communicative skills. No more hanging out in the protected environment of fellow linguists, no more hiding in the office behind computer screens and dictionaries. According to the general drift of employer responses, introverts do not stand a chance in the hectic, cross-disciplinary international business world.

2.3 Lessons to be learned

As it appears from the sections above, there is no longer one clear-cut definition of a language expert, a translator or interpreter. While there are still a relatively small number of people working in very large international organisations that may still be conference interpreters and translation specialists, most university graduates with a degree in foreign languages will

find themselves jobs that involve a multitude of tasks and therefore also a multitude of competences, of which the language and intercultural competences form a certain percentage. Furthermore, as it is also the case in other professions, the qualifications and competences required change, so the ability to constantly adapt to a changing environment is a key competence in the 21st century.

3. Discussion and conclusions to be drawn (consequences for research and curricula development)

Based on the results of TNP3 and TNP3-D, especially the questionnaire-based consultation among employers and graduates, as well as the established definition of what competences language experts need upon graduation, it seems abundantly clear that universities must subscribe to a change agenda if they wish to train employable language graduates in the future. However, it is equally clear that the employers must also be willing to cooperate closely with universities in order for them to offer relevant foreign language programmes, the graduates of which are able to meet the demands of a constantly changing labour market. What does this imply? What are the main consequences of such a change agenda for the research and curriculum development at European universities? And how can the world of work contribute to this process in a constructive fashion?

First of all, as has already been indicated above, closer consultation and structured dialogue between the universities and representatives of the labour market should be encouraged. If universities are to train the language experts of tomorrow, consistent and structured dialogue with their graduates and the world of work must be a top priority. A dialogue based on regular needs analyses, on detailed discussion of needs and possibilities, and on mutual respect for the situation of the two parties. For instance, businesses have a legitimate wish for universities to think in specific output based competences, but one employer will probably not ask for exactly the same competences as the next one, and university curricula cannot (should not!) reflect the demands of one employer only. Furthermore, universities have longer planning horizons than businesses, there is at least six years between the planning and offering of a bachelor programme to the graduation of a student in a master (second cycle) programme; therefore, universities cannot change curricula overnight. However, such dialogue is clearly in the interest of both sides, and through such an effort, universities may reach a clearer understanding of needs of the world of work, while employers may come to reflect in a more informed manner on the needs of their organisations in this respect.

Secondly, the TNP3 consultation as well as other national reports and surveys indicate, perhaps without being very explicit about it, that employers increasingly seek to recruit graduates who possess a double competence, i.e. language graduates who, in addition to their language expertise, possess genuine qualifications in another subject area useful for the enterprise in question. Examples of such demands would be competence in e.g. marketing, law, or economics in addition to the expert knowledge of one or more foreign languages, that is, demands not limited to the cultural literacy or computer literacy that, more often than not, would be part of any serious foreign language programme. Needless to say, this is a rather tall order for the students because they are in fact asked to become experts in two different fields. Also for this reason, a close and structured dialogue between universities and the world of work is necessary in order to balance expectations and demands for what a typical three or five year programme can in fact contain.

Thirdly, in order for any organisation to recruit language graduates with the sufficient and necessary language portfolio, much more serious attention should be paid to the issue of 'English is necessary, but far from sufficient'. This is a statement which is often used, but what it means, and what the consequences of it are, is not at all clear. ELAN (2006) as well as other research, e.g. Fjord *et al.* (2007) and Hellekjær (2007), have reached the conclusion that companies lose business simply through lack of sufficient language (and intercultural) competences among their employees, and that they often do not pay sufficient attention to language competences other than English when they recruit new employees. This situation is detrimental to the further development or expansion of business. There is no doubt that in global business, English is unavoidable; however, the idea that one can get by with English everywhere, does not hold true. Therefore, if businesses wish to expand their activities to markets where English is not the first or second language, they stand a much better chance of being successful if they have the necessary language resources within the organisation. Only some tasks can be outsourced to external language experts, and if businesses do not have employees in-house with the sufficient and necessary language competences in other languages, their business opportunities in non-English language markets will be limited.

Fourthly, many university departments training language experts, including translators and interpreters, should reconsider their research profile. For obvious reasons, such departments have traditionally focused on linguistic disciplines as well as translation and interpreting and other LSP-oriented disciplines such as lexicography and terminology. These research areas are, of course, still core disciplines to back up the provision of educational

programmes intended to train language experts, i.e. to back up the core linguistic competences which also employers continue to emphasise. However, if university departments are to continue to deliver relevant programmes to train language experts for the labour market in the future, that research agenda must be revised. Communication in the global knowledge society requires new mind sets and skills sets because there are so many new tasks to be solved in so many new media across linguistic and cultural borders, and the generation and communication of knowledge is more important than ever. We therefore need new, often inter-disciplinary, research to untangle this and form a solid platform for the intercultural communication and foreign language curricula of the future, cf. e.g. Lauridsen & Toudic (2008) and Engberg et al. (2007). This is a major challenge for (traditional) university departments, and probably a challenge that can only be met if the same departments co-operate with other departments within or outside their own universities in order to do so.

Fifthly, the composition of curricula in translation and interpreting and other language specialist programmes should be revised. This revision ought to go hand in hand with the above-mentioned revision of the traditional research profile, since the composition of curricula and the research to back up these curricula are basically two sides of the same coin. Some of the major areas which should be addressed in connection with such a revision of research strategies and curricula, i.e. areas which require new types of research and curricula redesign, include the following:

- The consultation referred to above with employers in the commercial sector as well as the institutional language service employers, such as the EU translation and interpreting services, point out that, when recruiting new people, they give priority to graduates who can demonstrate excellent communication skills (both written and oral) in their first language and in two or more foreign languages as well as a good knowledge of the political and socio-economic situation and the cultures of the language areas they have studied. In addition, graduates should also be well versed in general information processing (e.g. summarizing in one or several languages or translating and/or rewriting for different media and audiences). Finally, graduates should possess good organisation and management skills, and be able to work confidently in a state-of-the-art IT environment, including standard language engineering software.
- Translators and interpreters are often required to work with a range of multifaceted tasks requiring competences and skills that go beyond

their language expertise, such as database management, project management or even sales and marketing.

- Technological developments continuously alter and create new markets for and new types of products which integrate languages. These include multilingual technical or user documentation, multilingual websites, localisation of videogames and software products, adaptation or localisation of international news programmes and international commercial, scientific or institutional events. These areas represent a rapidly growing market also for language specialists, but a market for which translators are not traditionally trained.
- The necessity for greater productivity and lower costs, which is a consequence of increased competition also in the areas dealt with here, has emphasised the need for the use of language engineering tools. These include large scale terminology bases and dictionaries, which are now easily accessible to the general public online or to professionals via dedicated resource platforms; translation memory systems which automatically recover pre-translated segments and are now in standard use in language service companies and among freelancers; and machine translation systems, which provide an instantaneous "translation" of any source material into the required target language. The latest generation of language engineering systems is now combining search engines, terminology resources and translation memory systems which can in one operation scan all the existing multilingual resources either on the internet or within a dedicated resource bank, leaving the human operator to make the relevant choices and to fill in the remaining gaps where no translation already exists. All of these tools can be combined with content management systems to produce and manage multilingual multimedia resources. Needless to say, this development places new demands on language specialists and on those who train them, that is, the universities.

The above brief list of some of the challenges facing the language professions may seem overwhelming. However, there is a clearly positive message to be learnt from this. Instead of predicting the end of the language professions, rapid economic and technological changes have in fact given a new lease of life to activities that were considered to be on the way out only a few years ago, such as text writing and editing, proofreading, terminology creation and management or the creation of language learning materials for professional purposes. They have also given rise to a range of new skills, including multimedia translation and localisation, multimedia content authoring and

editing, multimedia content management, multilingual events management, or the designing and management of online language learning platforms. In other words, there are plenty of opportunities for universities to remain relevant as trainers of language specialists if they are able and willing to adapt and subscribe to the change agenda. And there are plenty of opportunities for language graduates to take on new types of jobs at a time when the more traditional translation and interpreting market seems to be declining.

In conclusion, foreign language programmes at universities have traditionally led to philology degrees or language and literature degrees. With few exceptions, the existing non-philology degree programmes have led to qualifications as translators and/or interpreters, often at higher education institutions outside the traditional research universities. The changing professional environment and the competences and skills required are clearly not all accommodated in these programmes, and the universities are therefore confronted with the need to reassess their programme offerings and adjust the content of these to cater to the needs of the labour market. If this reassessment and subsequent revision is to be successful, it has to be carried out in close cooperation with the world of work.

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ABSTRACT

New Trends in the Language Professions: a Report from the World of Work

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The qualifications and competences required in the language industry and language professions have changed and continue to change in accordance with the general socio-economic and technological developments in what is now termed the global knowledge society. Today, most university graduates with a degree in foreign languages will find themselves jobs that involve a multitude of tasks and therefore also a multitude of competences, of which the language and intercultural competences form a certain percentage. This paper takes as its point of departure such recent developments in Europe. It reports on and discusses the results of a university network project, the Thematic Network Project in the Area of Languages, as well as the implications thereof for the world of work and for the universities in their curriculum planning and research activities.

Translation of Corporate Websites and the Changing Role of the Translator

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1. Introduction

An increasing number of businesses today see the need to have their company information available on the World Wide Web, accessible not only to a domestic public, but to a global audience. The whole world is a market, for big multinational companies as well as for relatively small local enterprises. Consequently, more and more businesses have their websites translated, and web translation has become an important market for translators. In Norway, English is the preferred language for businesses wanting to communicate worldwide, and the translator is here instrumental in the communication process. Traditionally, the translator has been seen as a mediator between *two* languages, for instance Norwegian and British English, and *two* cultures, as language is closely linked to culture. However, when working on texts for the World Wide Web, the translator's role may be seen as changed into the transfer of texts through an electronic medium between *two* languages and *multiple* cultures in a global environment. The question is whether, and if so in what ways, this new situation calls for a redefinition of our conceptions of the process and nature of translation.

This issue will be discussed with reference to some of the features of the new environment in which translators work, and linked to aspects of the theory of science. Examples will be drawn from the websites of two Norwegian enterprises, chosen from the yellow pages, one for a law firm (www.almostad.com), and another for a pharmaceutical company (www.weifa.no), both of relatively small size. The choice of a law firm was mainly based on the aim to find an enterprise with operations closely linked

to Norwegian culture, and a pharmaceutical company due to its export-oriented activities. The material on which my findings are based is of course limited, but should nevertheless be indicative of a trend.

Company websites might be divided into two categories, corporate and marketing websites, of which the first carries information about the company, and the second is intended to make customers purchase the company's products (Nielsen 2002:7). This paper will focus on the first type.

Almost all of the content on the Alkestad website has been translated into English, with the exception of the news. In the case of Weifa, the pages in English vary in content compared to the Norwegian version, with some of the English pages having longer texts than the corresponding Norwegian ones. It is, however, difficult to say whether these longer pages are translations of Norwegian texts prepared especially for translation, or whether they were written originally in English. The English text is nevertheless rooted in the Norwegian version, and this kind of adaptation to a global audience may be considered a natural part of the translator's task as the role of the translator is changing along with the development towards increasing globalization and the need for enterprises to be present on the World Wide Web.

2. Globalization

The concept of globalization may be defined in various ways, and there is disagreement between theoreticians as to what is understood by the term (Cronin 2003:77). One might say that globalization “means homogenizing on a world-wide scale” (Usunier 1993:169). This definition is based on the assumption that globalization implies homogenization, and is thus linked to the argument that globalization leads to a loss of cultural diversity and to cultural imperialism, particularly the spread of Western capitalism and culture (Barker 1999:38). In a wider definition, suggested by Barker, ‘globalization’ is seen as “increasing multidirectional economic, social, cultural and political global connections and our awareness of them including the global production of the local and the localization of the global”. The term is, moreover, often associated with “the institutions of modernity and the time-space compression or the shrinking world” (op.cit.173). Here, globalization is seen not as a one-directional but as a dialectic process, including both homogenization and diversity. It takes into account the distinction between ‘internationalization’, i.e. designing a product to facilitate adaptation to the global market, and ‘localization’, i.e. tailoring a product to the needs of one particular local market (Sprung 2000:xvi-xvii). In addition, the technological developments that make instantaneous global communication possible are included. From a translation perspective, ‘globalization’ covers both translations into English for a global audience

(internationalization), and multilingual translations geared to local cultures (localization). This essay will focus on translations from Norwegian into English; in other words on internationalization of Norwegian websites for receivers in a potentially wide range of cultures in different countries all over the world.

3. Translation theory

One might ask whether existing translation theory has taken sufficient account of the global aspect. Translation theory so far seems primarily to have been concerned with bilingual and bicultural contexts, although this is not always made explicit. In a survey of culturally oriented translation studies, Ritva Leppihalme mentions culture-bound translation problems where the *two cultures involved* are not too distant and, further on, how well a translation functions in *the receiving language culture* (my italicizations) (Leppihalme 1997: 2, 3). According to hermeneutic translation theory, the translator is central in the process of transferring meaning *from another world to his/her own world*. The translator must not only understand the text, but bring the content over from *one language, and one world, to another* (my italicizations) (Stolze 1992:46), or penetrate and bring home as expressed by George Steiner (Steiner 1998:314). Moreover, functional translation theory focuses on two cultures, the source and the target culture. Christiane Nord points out that a culture-specific phenomenon is one that exists in a particular form or function in *one of two cultures* that are being compared, and translation “means comparing cultures”. A foreign culture can only be perceived by means of comparison with our own culture, the culture of our primary enculturation (Nord 1997:34). It might be argued that the function of the target text should determine the decisions made by the translator in the process of bringing a text over from one language to another, and hence the global perspective may be said to be covered by functional theory despite the fact that texts on the World Wide Web potentially are read by a multi-lingual audience. However, the translator of web texts is faced with a more complex task than comparing *two* cultures, and the challenges posed by the multicultural aspects are not explicitly taken into account in functional theory. At the same time, translation as cultural transfer has come increasingly into focus in translation theory over the past few decades, starting with the works of Hans. J. Vermeer who saw translation primarily as a cross-cultural rather than pure linguistic transfer (Snell-Hornby 1990:82).

4. Multiple cultures

The multicultural background of the global audience is a central aspect of website translations. According to Collins English Dictionary, culture is i.a. “the total range of activities and ideas of a group of people with shared

traditions, which are transmitted and reinforced by members of the group". The concept refers to "the totality of a people's socially transmitted products of work and thought" (Jandt 2004: 13), and language is an intrinsic part of culture (Snell-Hornby 1990:82). The concept has been defined in many ways over the years, but any further discussion of it should not be relevant here.

The relationship between language and culture is of particular interest in connection with internationalization of websites. When translating from Norwegian into English for a British audience, the translator is expected to be bilingual and bicultural, and be able to make the appropriate adjustments required for adapting the text to the target language and culture. Faced with the task to translate a text from Norwegian into English for a global audience, the translator will have to adopt a wider perspective than British culture. Translations are, according to Lawrence Venuti, always addressed to a specific audience (Venuti 1998:158), and the global audience might perhaps be considered specific. However, the translator is nevertheless faced with special challenges since these readers must be approached through English despite their different linguistic and cultural backgrounds. A translation based on British or American English might of course be a solution, but a Norwegian reality must then be understood in terms of British or American culture, with the obvious danger of misinterpretation by a multilingual audience. One might say that there is nothing new about this situation. Business information in the form of annual reports and a variety of other material, not least tourist brochures, have been translated into English and printed for a wide audience for a long time. However, with the acceleration of internationalization in the business world, the proliferation of websites, and the simultaneous access to information globally, greater awareness is emerging of the special requirements for succeeding in communication on the web.

One way of handling websites aimed at a multicultural audience is to localize by means of multilingual websites. According to a survey made in 2001, a total of 91 per cent of the secure sites on the web were in English, while in fact over half of the world's Internet users were speakers of other languages than English, and this figure is assumed to rise (Cronin 2003:14). One might therefore argue that multilingual web sites, i.e. localized websites where the same information is provided in various languages, would be preferable to sites in English. And for larger companies, with important market shares in specific countries, localization will in fact often be the most advantageous alternative. One example of this is Dell's localised page www.Dell.no.

There are, however, various reasons why a company often chooses to use only English when presenting itself on the World Wide Web. One reason

might be that it is simply not worthwhile to have the company site translated into a variety of languages as there will not be enough users in different countries to make localization sensible (Nielsen 2000:315). English has to an increasing degree become a lingua franca. However, there is no *one* standard international English. Peter Trudgill & Jean Hannah (1994) present “varieties of standard English” under the heading of international English. They refer to British, American, Australian, etc. English. Others maintain that a global English is developing alongside these national varieties, which is the language of the global mass culture, “an English that has been broken and invaded by the languages that it has tried to hegemonize” (Cronin 2003:88). This global English might be called a hybrid, without a cultural anchor or standard to which the translator may refer. Our old conception of what ‘English’ is might no longer be useful and might need to be revised. The old concept appears to be insufficient for describing the new linguistic reality we are facing on the World Wide Web. And it may be argued that this new reality should be taken into account in translation theory.

5. Language and culture

English for a global audience, without a natural connection between language and culture, is then quite unusual compared with how we traditionally have viewed these two entities. As the Canadian philosopher Charles Taylor points out, “meaning is bound up with the level and type of culture, which in turn is inseparable from the distinctions and categories marked by the language people speak” (1998: 119). And according to the Sapir-Whorf theory of relativity, each individual language represents a separate reality, and reality is perceived and organised differently in different cultures. “All observers are not led by the same physical evidence to the same picture of the universe, unless their linguistic backgrounds are similar, or can in some way be calibrated” (Whorf 1956:214).

The relativist position may, however, be countered by a universalist point of view. It might be argued that certain categories are present in all languages, and that communication with others would not take place without an assumption of universalism (Malmkjær 2005:52). Languages might be said not to differ with respect to the content that may be expressed, for all languages can in principle convey all cognitive experience, but with respect to the means by which this content is expressed. There might not be a one-to-one correspondence between terms, but the same content may be verbalised in other ways, for instance by a sequence of word or other semiotic signs (Ditlevsen et. al. 2003:27). This would imply that a message may be mediated to and understood by a global audience without reference to a specific culture.

Another aspect is that the World Wide Web might be considered a culture of its own, without any country-specific content. A comparative analysis of Mexican and US corporate websites suggests that “the Internet may evolve its own transitional cultural matrix with a complex of norms, values, and linguistic conventions that is [sic.] universalistic”. It is pointed out, however, that the “de-terrorialized realm of virtual business will offer immense challenges for companies as they learn to work within the global culture of online business” (Sackmary and Scalia 1999:4).

Some industries are, admittedly, more international than others, for instance the technology sector. It has been argued that with the development of computerised networks a universal, digital language will emerge; notably a digital language and not English (Bielsa 2005:6). Whether digital or not, the idea of the World Wide Web as a specific culture will have implications for our conceptions of the participants in the communication process of translation. The translator has in a way a double context to take into account, first the virtual culture of the web, and secondly the diverse real cultures by which the readers of the translation after all are influenced simply by being members of the societies in which they live. Thus translation in this context might be seen as communication in two steps. And indeed, translation might be seen as communication, and communication theories might be applied. Ernst-August Gutt, for instance, deals with translation in the perspective of communication and relevance (Gutt 1991). Accordingly, translated texts might be described with reference to their relevance with respect to both the culture of the World Wide Web and the global audience. We might thus say that we are faced with a new context for the translated texts, and our conception of the translator as a filter between cultures attains a new dimension in this situation.

One might, with Ken Haas, ask the following question: “If our culture sets the parameters of our vision, then how can we hope to communicate to others whose visions are colored by quite different cultural lenses?” Haas' answer is that cross-cultural interpretation is possible even though absolute translation is an unattainable goal. He maintains:

Those communicating across cultural borders, however, must be prepared for the possible reinterpretation of their work along somewhat different lines. As long as *mis*interpretation is avoided, we should be satisfied when our work speaks back to us with a foreign accent. That is, in fact, how we know that we have been successful; it says to us that we have communicated meaningfully to others on their own terms (Steiner and Haas 1995:vi).

Haas is concerned with designs and works of art, which might be considered text-analogues. Following his line of thought, one might say that a text translated for the web might fulfil its purpose despite the fact that it might be interpreted somewhat differently by people in different cultures. In other words, people might make sense of the meaning of the message in different ways. According to Taylor, “meanings are for a subject in a field or fields; they are, moreover, meanings which are partially constituted by self-definitions, which are in this sense already interpretations” (1998:122). So the sense people make of the meaning is dependent on their self-definition, which again is determined by the interpretations of the community in which they live. For instance, a website of a company advertising holidays in Norway might be interpreted in various ways and make people travel to Norway for various reasons. In what way the site is successful is irrelevant as long as it leads to the desired actions. But the translator must make sure that the target text is adapted to the audience, and this action requires an interpretation of both the text to be translated and the audience. The interpretation thus made will inevitably be dependent on the translator’s self-definition. But this self-definition must also be seen as a reaction to the situation in which the translator is living and working; a response to the receivers of the target text. Consequently, self-interpretations are based on interpretations, and are made through relations and interaction with others. In this way, Taylor’s statement that “we are in an interpretive circle” (Taylor 1998:122) seems relevant in the context of translation. And with web translations, it is essential that translators are conscious of the multi-cultural and multi-linguistic framework within which they work.

The concept of the ‘circle’ relates to hermeneutics; the science of interpretation. It is inherent in the principle of understanding “that the meaning of the part can be discovered only from the context - i.e., ultimately from the whole” (Gadamer 1989:190). Understanding is always a circular movement, from the whole to the parts and vice versa, and the circle is in constant expansion as the context is becoming increasingly larger. “The harmony of all the details with the whole is the criterion of correct understanding. The failure to achieve this harmony means that understanding has failed” (op.cit. 291). A precondition for the expansion of the circle is, however, that the interpreter becomes aware of his/her prejudices through a continuous process of foregrounding.

6. The medium of the World Wide Web

The principle of the parts and the whole has a particular significance with respect to the translation of texts to be presented on a screen. The translation of websites should not only be conceived as a process of translating the totality of a linguistic message, but the source text should be seen as a basis

for writing content that is specially adapted to the particular medium and audience of the World Wide Web. A website should be seen in a holistic perspective where organization, graphics, colours, symbols, etc are individual elements integrated in the message and constitute parts of the rhetoric used.

Rhetoric may be defined in various ways, and may be said to “involve the strategies used by a speaker or writer in attempting to communicate with an audience” (Winkler and Cuen 1978:5). The rhetoric on a website should be seen as to encompass all the means employed by for instance an enterprise in communication with a global audience. Within this framework, the translator has to work along several axes, where both text and design are interwoven. The translator’s function as a filter between cultures is no longer limited to linguistic content because graphics, including pictures and symbols, are perceived differently and create different reactions in various cultures. Different colours mean different things to people in different cultures, just as signs and symbols such as a cross or a star may be closely knit to people’s beliefs. This is particularly relevant in relation to marketing texts where the interplay between linguistic content and other semiotic signs often is essential to the whole message. The translator might be required to take a holistic perspective of the text, including all signs and symbols, and to the extent possible make the message culturally neutral in order not to offend readers in certain cultures. To adapt a message to a specific medium is of course nothing new, but making messages culturally 'neutral' is a new aspect which requires a re-thinking of the aim of the translated text.

Also the special features of texts presented on a screen should be taken into account. The usability of the text is important. On the basis of research, it has been established that it is 25 percent slower to read from computer screens than from paper. Moreover, usability tests have shown that people use other reading techniques when searching for information on the screen than when reading from paper. Web pages are scanned for retrieving information as quickly as possible, and only words, sentences and paragraphs of interest are picked up (Nielsen 2002:101, 102). These findings have implications for the structure of web texts, which should be concise and have a scannable layout. Through several usability tests, Morkes and Nielsen have concluded that conventional guidelines for good writing are good also for the web. Elements of good style include careful organisation of the information, use of words and categories that make sense to the audience, and use of topic sentences and paragraphs limited to one main idea (Morkes and Nielsen 1997:3). For websites aimed at an international audience, special emphasis should be placed on a clear and simple language, and metaphors and humour should be used with caution as they may be interpreted quite differently by people in different countries. In addition, the language on the web should be neutral,

not subjective or boastful (Nielsen 2002: 105). This constitutes a new challenge for the translator in the construction of texts for the web, and the target text should be assessed on the basis of other criteria than a text aimed at a culture-specific audience.

Achieving an understanding of the interconnectedness of all these elements and their implications for the translation of a text represents a special interpretative challenge. In this respect, translation for the World Wide Web will have to be conceived of in a different way than for a traditional paper medium. This brings us on to another element of hermeneutic thinking, namely that we have to be aware of the fact that we are working in a tradition, and we understand texts “on the basis of expectations of meaning drawn from our own prior relation to the subject matter” (Gadamer 1989:294). In order to be able to understand the new situation, we should foreground our previous experience and be conscious of the fact that we are affected by history. We must acquire a horizon, which means to learn “to look beyond what is close at hand – not in order to look away from it but to see it better, within a larger whole and in truer proportion” (op.cit. 305). However, the horizon of the present can only be formed on the basis of the past, and understanding can only be achieved by the fusion of these horizons (op. cit. 306). The translator’s task should consequently be interpreted in light of an awareness of the features of the new medium of the world wide web compared with the old one, and our conceptions of it will have to be redefined accordingly.

A failure to see beyond one’s own horizon might have serious consequences. As the example below shows, a company’s ethos might be compromised if the audience’s perspective is not taken into account. The website of the law firm of Almestad is a case in point. Under “Litigation”, the following sentence appears: “We can plead your case before all courts of law and all instances”. The text is about a Norwegian law firm, and the sentence is presented under a British flag. One might ask which law courts the text refers to. In principle, the sentence could be interpreted to mean courts all over the world since the text is available to a global audience. Consequently, this sentence might raise doubt about the firm’s credibility since the translator failed to specify which country’s courts the text refers to.

Credibility is in fact linked to the overall quality of a site's content (Morkes and Nielsen 1997:6). Sloppy writing and poor layout on a company website may cast doubt on its products and credibility. The website of Weifa AS is a case in point. The company produces pharmaceuticals and fine chemicals aimed at the world markets, and has its *headquarter* in Oslo, the *capitol* of Norway. Moreover, the company's quality control measures span the whole

production *prosess* (my italizations). These are simple misspellings that would have been avoided by the use of a spell-checker. Grammatical errors are perhaps harder to avoid, such as the correct use of the possessive form in some places, Weifa's, and a mistake in other places, Weifas. These types of mistakes might perhaps cause the reader to question the company's quality assurance system and raise doubt about its credibility. This is hardly a good marketing strategy as the company's products presumably are of high quality despite the weaknesses in language. Again the translator's role may be questioned as the English text here might work against its objective due to the language presented. The same type of comment might of course also be made concerning traditional printed marketing material. However, when the information is presented on a web page that looks as if copied directly from a paper version the effect of the rhetoric of the page as a whole might be questioned. The text could for instance have been broken up by bullet points and made more scannable. This leads to the question of whose responsibility it is to ensure that the ethos of the company is properly presented through the totality of the rhetoric used. A web site is, after all, a dynamic entity where the content can be revised and updated on a continuous basis. Here, the challenge for the translator might be far more complex than in a comparable situation with translation for a traditional printed medium.

As Lawrence J. Prelli points out, already Aristotle noted that "a central means of persuasion is a rhetor's perceived character or *ethos*" (Prelli 1989:48). Prelli's concern is scientific ethos, and he maintains that scientific *ethos* is a rhetorical construction so that opposing qualities may be turned into virtue or vice as the case might be. The same might hold true for the translator. By employing a wrong strategy in the choice of wording, a positive rhetorical element might be turned into a phrase that will harm the perceived ethos of the company. Each linguistic element contributes to the overall impression, and we thus return to the part-whole relationship, and the issue of horizons.

7. Change of directions

The concept of different horizons has another implication with respect to web translations. Within the framework of internationalization, one might say that translation should be regarded not so much a task of "bringing home", as one of "bringing out". Hence, in this respect, the translator and the audience might be seen as not being within the same circle, and consequently understanding between the two will be impossible for, according to Taylor, we have to be "within the circle" in order to understand (Taylor 1998:117).

A consequence of the above might be that translation for a global audience is impossible. In fact, this is not far from what Gadamer says about translation

in general. According to him, translation entails a gap between the “spirit of the original words and that of their reproduction” that never can be bridged. In situations where translation is required, understanding is not achieved between the partners of conversation, but between the interpreters “who can really have an encounter in a common world of understanding” (Gadamer 1989:384). The aim of translation is, however, usually to make a source language text understandable through a target language text. One aspect of this process is the translator understanding the source text, and the other aspect the reader understanding the target text. According to hermeneutic theory, the readers must foreground and appropriate their own fore-meaning and prejudices. “The important thing is to be aware of one’s bias so that the text can present itself in all its otherness and thus assert its own truth against one’s fore-meanings”. A hermeneutically trained consciousness must be “sensitive to the text’s alterity” (Gadamer 1989:269). One might ask, however, whether the reader of a web site necessarily is hermeneutically trained and can be expected to perceive a text's alterity. On the contrary, the translator’s task might be conceived of as to identify the reader's horizon and try to achieve understanding by fusing the horizons existing between them so they both come within the same circle. To fuse the horizons of a multicultural web audience inevitably requires special considerations on the part of the translator.

8. Writing and translation

This brings us back to the particular challenges represented by the multifaceted backgrounds of the global audience. The medium of the World Wide Web might be seen as requiring other linguistic translation strategies than the traditional media. This might be illustrated for instance by the difficulty in many situations of finding terms that can be understood globally. The Alkestad website might serve as an example. The case of a law firm presenting itself globally is illustrative since a country’s legal system is an integrated part of its culture, and the problem of finding terms that will be understood world-wide is particularly difficult. On the Alkestad site, under News, a Supreme Court decision is cited. In Norway, the ‘Supreme Court’ (*høyesterett*) is the court of last resort in the country, but this is not necessarily the case in other countries. In the US, for instance, there are supreme courts on both state and federal levels, according to Black’s Law Dictionary. Another possibility would be to translate ‘*høyesterett*’ by ‘the court of last resort in Norway’, thus explaining the kind of court it is in a culturally neutral way. With terminology, as with culture in general, as mentioned earlier, ‘neutrality’ has come in with the World Wide Web as a new element in translation, requiring the translator to employ other strategies than earlier.

The Alkestad website has in fact been translated into both English and French, as indicated by the flags of the two countries. The English version of the site is presumably meant for an international audience. However, since the British flag is used, albeit with the text 'English' below, associations are made to the UK as a nation, the British language and the English legal system.

A closer look at the Alkestad site reveals that both British and American terminology and writing conventions are used. Under Practise areas, 'Labour law' is mentioned, written in British English. 'Real estate' is another area, and here 'condominium' is used, which is an American term. Moreover, 'by-laws' is mentioned, with a parenthesis added: '(Statutes Brit Eng)'. Again preference has been given to an American term. On this site, insufficient consideration seems to have been given to linguistic coherence and to the fact that the text appears under a British flag. We are here back to the part-whole relation.

It might be argued that the translator's task is limited to transferring the linguistic message to the target language. All other aspects related to the creation of a website should be handled by others, for instance web designers. Here again, the translator's role might be changing. Instead of a meticulous transfer of all the elements in a source text, the target text might be more functional if rewritten with the source text only providing the basic data to be communicated. It is not obvious that content in Norwegian is equally relevant to and understandable for people of other cultural backgrounds. It follows from this that it might often be sensible to re-write the content of a Norwegian site and add, or conversely leave out, information in order to communicate efficiently to a web audience.

Hence, an interpretation and understanding of the parameters within which translators work in a global environment must inevitably have implications for the way translation is performed. In hermeneutical terms, one may say that the understanding achieved must be applied to the actual translation event. For, as Gadamer points out, "an interpreter's task is not simply to repeat what one of the partners says in the discussion he is translating, but to express what is said in the way that seems most appropriate to him, considering the real situation of the dialogue" (Gadamer 1989:308). In the new situation with a global audience and the medium of the World Wide Web, we should rethink the relationship between source and target text and consequently the process of translation. And this is in fact being done in practice to a certain extent. Translators are increasingly expected to be writers as well as translators. The language professional of the future may be seen as a language engineer who is able both to write original texts and to

translate. It is in fact a growing trend today of a merger of the fields of writing and translation, and the combination of these skills “is being recognized as having a valuable role in the communication chain” (Kramasz 2003:14).

9. Conclusion

As has been shown above, translators working with company websites are in a different situation than when translating for an audience in a specific language culture. It might be argued that translation for the World Wide Web is only an extension of translation for traditional media. It follows from this line of argument that the methods of text transfer between languages might be discussed, but that the theoretical frameworks presented up to date are valid also for the new environment. This might hold true in many respects, considering the fact that translation essentially is a process of communicating a message from a sender in one language to an audience in another language. However, the issue seems to be more complex. There is apparently a gap between the traditional situation in which translations are made, and the environment represented by the World Wide Web. The fundamental difference lies in the multifaceted nature of the global audience, which is approached through an English language disconnected from a specific national culture. As shown above, the special situation with respect to language and culture, combined with the specific features of the World Wide Web as a medium, seems to require a redefinition of our conceptions of translation in various respects. Whether this situation may be said to have made present theories inadequate is, however, debatable. Translation theory is a broad and varied field with many approaches. However, relatively little research has been done to date into translation related to internationalization of websites, and only further research into this field will eventually show whether old theories will be applicable in the new situation.

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Primary sources: www.almestad.com
www.weifa.no

ABSTRACT

Translation of Corporate Websites and the Changing Role of the Translator

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An increasing number of businesses today see the need to have their company information available on the World Wide Web, accessible to a global audience. Consequently, more and more websites are translated. In Norway, English is the preferred language for communication worldwide on the web, and the translator is instrumental in the communication process.

Traditionally, the translator has been seen as a mediator between *two* languages, for instance Norwegian and British English, and the *two* corresponding cultures, as language is closely linked to culture. However, when working on texts for the web, the translator's role may be seen as changed into the transfer through an electronic medium of texts between *two* languages and *multiple* cultures in a global environment. The question is whether, and if so in what ways, this new situation calls for a redefinition of our conceptions of the process and nature of translation.

This issue is discussed with reference to certain features of the new environment in which translators work, such as multiple cultures, disconnection of language and culture, the medium of the World Wide Web and convergence between writing and translation. Moreover, the issue is linked to aspects of the theory of science. Examples are drawn from the websites of two Norwegian companies, chosen from the yellow pages, one for a law firm and another for a pharmaceutical company.

A Multidisciplinary Approach to Specialized Writing and Translation Using a Genre Based Multilingual Corpus of Specialized Texts

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1. Introduction

One of the skills that is most evidently required to be a good professional linguistic mediator (writer/translator) is textual and communicative competence, which includes the ability to understand and produce texts that conform to the conventions of the specialized languages being working with. This skill is particularly significant in the case of specialized writing or language for specific purposes where the fact that the translator/writer has to work with texts that require a much deeper conceptual and contextual knowledge determines the way in which textual competence should be acquired and applied.

One of the main objectives of the GENTT Research Group (Textual Genres for Translation, *GÉNEROS Textuales para la Traducción* in Spanish) is to provide translators and writers of professional texts with text models and patterns that they can use for textual, conceptual, linguistic and terminological reference. The corpus design also intends to create a knowledge management system, similar to terminological knowledge representation systems but structured around the notion of genre, both for translators and writers of professional texts (Borja, 2005; Dam et alii, 2005).

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The GENTT project team works on the multilingual study of genres in professional legal, medical and technical contexts to identify genre conventions (lexicon, syntax, style, rhetorical structure and devices, etc) by means of a hypothetic deductive approach using corpus technologies (García Izquierdo, ed., 2005). The project started in 2000 and has focused on the compilation of a multilingual (Catalan, English, German, Spanish and French) annotated corpus of specialized discourse texts for research and teaching purposes.

In this context, this contribution presents the evolution of the project from the initial discussion of its theoretical background to the compilation and annotation phases, and puts forward some ideas for its future exploitation in the fields of specialized translation and LSP training.

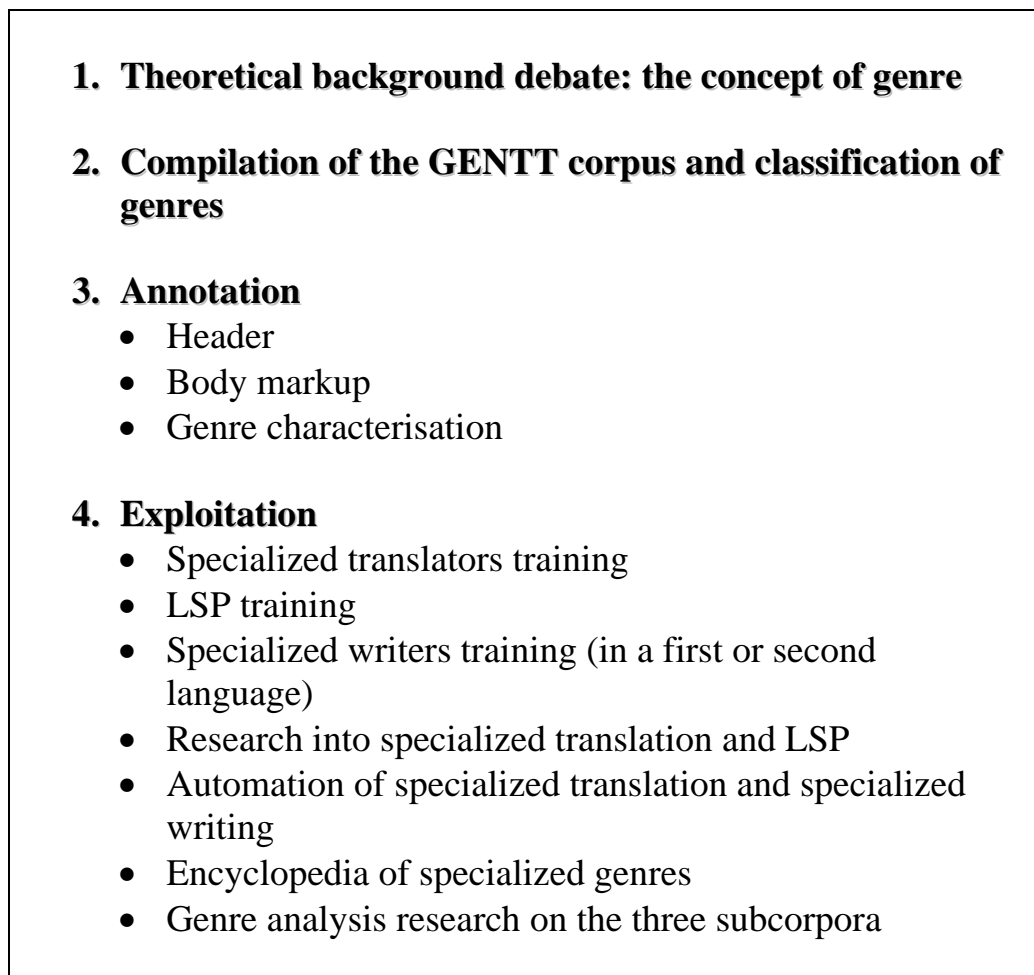


Figure 1. The GENTT Project Phases

2. Theoretical background

In order to be able to provide linguistic mediators (specialized writers and translators) with tools to facilitate their task we advocated the adoption of a

multidisciplinary approach, which would bring together the virtues of various ways of analyzing communicative transaction phenomena. Starting from this idea in 2000, the GENTT team set out to design a theoretical model of analysis for specialized texts that would combine linguistic considerations, socio-professional features and textual genre analysis, bringing together aspects of three disciplines that had separately demonstrated their usefulness in order to try to find points of intersection. And we found that point of intersection which could serve as a point of departure for our analysis precisely in the concept of *text genre*, used both in LSP and translation and which combines formal, communicative and cognitive elements, as we shall see.

One of the most active lines of current research in genre theory is its application to teaching languages and, in particular, teaching languages for specific purposes ('*genre-based approach to ESP*' and '*EAP genre-school*'). The works of Bazerman (1988, 1994, 1994a), Berkenkotter and Huckin (1995), Bhatia (1997, 2004), Dudley-Evans (1997), Engberg et alii (2007), Swales (1990, 1994) and Weissberg and Buker (1990), amongst others, fall into this category, underlining the importance of the fact that those learning a language need to understand specific communicative codes of the culture of the specialty and the structure of its genres in order to become expert users of the language in a particular field of knowledge.

But with the growing challenge of globalization (of legal relations, medical advances and technical progress) many referential texts require translating into conventionalized genres with very specific professional functions and uses (e.g., a *Merger Agreement*, a *Medical Research Article* or a *Patent Description & Claims*). Hence the relevance of researching specialized genres for translation purposes too. The notion of genre began to gain strength within the field of Translation Studies as a semiotic notion related to the intercultural nature of translation in the 70s and 80s (Bassnett and Lefevere, 1990). Yet, in our view, the Translation Studies approach that best represents the complexity of the phenomenon of translation is the so-called *Textual Approach*.

The GENTT research group proposes an eclectic and multidisciplinary concept of *text genre* that is based on systemic functional linguistics (García Izquierdo, 2000), the theory of genre applied to translation (Trosborg, 1997; Borja, 2000; Montalt and García Izquierdo, 2002) and the sociology of professions (Monzó, 2002). Thus, the research concentrates on studying the formal aspects of genre, and analyzing it as a linguistic transaction, but it also applies a sociological or socio-professional approach that attempts to develop the communicative aspect of the concept and to incorporate the needs and

insight of professionals who work with the genres under study. In addition to this, we have recently begun to give more thought to the cognitive side of genre and more particularly to its correlation with the concept of *translation competence* (Borja, 2005; Montalt, Ezpeleta and I. García Izquierdo, forthcoming).

In terms of research methodology we try to apply *methodological triangulation* combining different qualitative and quantitative methods and techniques **for obtaining genre information**. On the one hand, we use **quantitative studies** based essentially on statistical techniques. The GENTT team has incorporated the applications developed in the field of computer linguistics in recent years to construct a corpus management tool specifically designed with specialized writers and translators in mind (see García Izquierdo, 2005a; Borja, 2007b; or www.gentt.uji.es). Nevertheless, and as pointed out by Wilson (2000), quantitative methods sometimes focus on the amount of data accumulated without taking into account the theoretical and descriptive context on which they should be based. This is why we try to complement the process with **qualitative research**.

According to Strauss and Corbin (1998) qualitative research is “any type of research that produces findings not arrived at by statistical procedures or other means of quantification”. In *genre analysis* it means collecting data about the context in which communicative events take place, that is to say, to discover the significant subjective aspects of the particular communicative situation under study by means of interviews, focus-groups, etc., with the participants. We work with medical practitioners, lawyers, engineers, etc., who have to write and read these texts in their daily work, and also with specialized writers such as journalists, and translators of legal, medical, technical documents.

From this rather eclectic perspective, the GENTT group understands the concept of **genre as a product**, i.e., as a successful achievement of a specific communicative purpose (Bhatia, 1993), which is characterized by its conventionality, restrictions (Swales, 1990) and typicality (Bazerman, 1999). Following Bekenkotter and Huckin (1994), we also understand genres as devices to package our speech and make it a recognizable response to the demands of the situation. And as the recognizable shape through which *participation* is enacted and understood (Bazerman, 1999).

But we also see **genre as a process**, a recognizable communicative event (Swales, 1990); a social construct that gradually emerges, evolves and disappears depending on communicative needs (Bathia, 2004); it is a window of opportunity for realizing certain kinds of *activities, meanings, and*

relations (Bazerman). In short, following Hatim and Mason, 1990, as ‘conventionalized forms of texts’ which reflect the functions and goals involved in particular social occasions as well as the purposes of the participants in them. For these authors, genre is conceived as a notion that includes formal aspects (*conventionalized forms*), sociocultural aspects (*social occasions*) and cognitive aspects (*purposes of the participants*). This idea of three dimensions is extremely important to be able to understand the complexity of genres in different languages and cultures (See also Schäffner, 2004).

Genre therefore becomes a culture-specific category that allows us to observe the different ways languages conceptualize reality (García Izquierdo, 2002). In short, as members of a cultural community, we are capable of recognizing that a certain text belongs to a genre (from a particular socio-professional domain) thanks to the features of prototypicality and recurrence, which are displayed in different micro- and macrostructural categories. The GENTT analysis of genres seeks to explain and systematize these features from a monolingual perspective and the differences (in terms of process and product) observed in genres that could be considered “equivalent” in different languages/cultures (a “Power of Attorney” and a “*Poder Notarial*”, for instance) from a multilingual approach.

Although we started our research using a semiotic static definition of genre, the results of our work show that genre is a dynamic concept, and both the intrinsic complexity and the variations in genres from one culture to another sometimes make it difficult to establish the limits of a genre. We have thus shifted from the traditional semiotic approach to a more dynamic definition of genre, in order to link process with product connecting the communicative, the social and the professional approaches (García Izquierdo, 2007). In this new definition, we would like to draw attention to four aspects that will help us understand the complex, dynamic and hybrid nature of genres:

2.1 Dynamism

The mapping of genres in professional domains needs to be updated to take into account constant changes in the social context and those involved in specialized writing and translation must be aware of these (structural and conceptual) changes. For example, in recent years quality policies have been imposed on all institutions’ processes and we have observed that the genres related to quality standards are changing at a dramatic rate, reflecting the changing needs of society. The same is true for brokerage agreements in the field of finances for instance. So, in describing and characterizing a genre, in addition to generic integrity (which preserves its prototypical elements), it is essential to take into account the characteristics of flexibility, creativity and

innovation, together with lexical-grammatical patterns and discursive organization (Bhatia, 1999: 21).

2.2 Hybridation

Because the boundaries between some genres are fuzzy (less conventionalized genres such as a *letter of complaint* or an *Acknowledgement of receipt*) and some genres are difficult to ascribe to a professional domain (a *Will* is clearly a legal field genre, but a *Living will* could be considered both a medical genre and a legal genre) the specialized writer or translator has to know the context in which they occur in order to determine their ascription, the people they are addressed to and the purposes and functions they are meant to fulfill. In fact, even after doing this we find that some genres share features from different socio-professional fields or of different categories of genres.

2.3 Genre Systems

We have introduced the concept of *System of genres* (Bazerman, 1994) into our research. This notion refers to the existence of interdependent genres that appear as certain typical sequences and which form relations with one another and have interacting purposes and forms (Montalt, 2005; Montalt and González 2007, I. García Izquierdo, forthcoming). They are collections of genres that, despite having different characteristics, are related to each other in some way, either because they need each other or complement each other in a specific communicative context within a specific discursive community. In the field of maritime transport, for example, the *Charter Party* is part of a system of genres together with the *Maritime Insurance*, the *Bill of Lading*, the *Packaging List*, etc... When a vessel is chartered, either as a time charter or a voyage charter, all these genres will be interacting in a complex communicative situation. This concept is extremely useful, then, for recognizing the relations between genres present in the same process within an area of specialty, understanding the specific functions that each of them fulfils, and using a homogeneous terminology and style.

2.4 Transgenre

The concept of *transgenre* (Monzó, 2002: 251) is also useful. This is taken as referring to a genre that is exclusive to translation and which includes the three cultural, cognitive and discursive aspects of genres. This specific type of genre (a translated genre) displays differences with respect to analogous original texts in the source and target cultures and at the same time shares characteristics with them. The degree of similarity/differentiation will vary depending on the strategy and method of translation adopted by the translator, which may be more or less *foreignizing* or *domesticating* (Venuti,

1995). In our view, for translating purposes, the emphasis is on *generic competence* rather than linguistic competence.

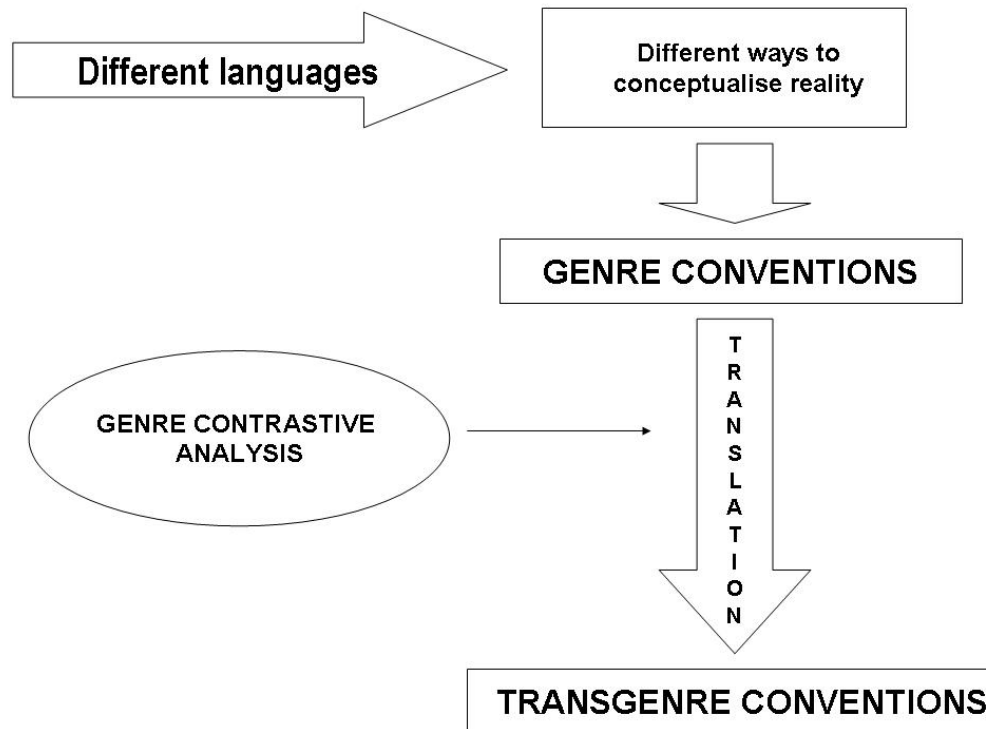


Figure 2. GENTT Corpus contrastive analysis for translation

In very specialized fields (i.e. drafting legal documents and legal translation) translators are “outsiders” (García Izquierdo and Montalt, 2002) in both source genres and target genres because they do not belong to the professional community in question (lawyers, medical practitioners, engineers...). As a result they will have to focus all their attention on the genre as a whole (and not on specific aspects such as terminology or specialized contents) and understand not only the communicative habits, limitations and possibilities of the genre, but also how the different genres interact in the source and target languages and cultures (*contrastive genre knowledge* or *genre competence*). That is, they will have to take the concepts described above into consideration, which shape the basis of our proposal, as we shall now see.

3. The GENTT specialized genres corpus

In 1999, the GITRAD research group of the Universitat Jaume I (Castellón) began to compile an English-Spanish corpus of legal documents starting from

a modest collection of Spanish-English legal tests compiled by Borja for her PhD dissertation (1998); this was then extended in a subsequent research project in which Monzó, Jennings and Borja herself took part. The idea of compiling this corpus arose from the observation that the comparison of legal texts in the source and target languages is something that specialized translators do all the time, and legal translators need to be conversant with the textual typology used in their field of specialization to ensure that they are observing the necessary textual, social, and in our case legal, conventions. (Borja 2000; Borja and Monzó, 2001).

From 2000 onwards, the GITRAD group became part of the GENTT research group and began a new, much more ambitious, project consisting of the compilation and subsequent analysis of a data base, in the form of a corpus of original texts, comparable texts (texts that fulfill the same function in the culture of the source language and that of the target language but are not translated texts but original texts in different languages) used in legal, medical and technical contexts, classified by genres. At the present stage, we are extending the perspective to add parallel texts (that is, the original and its translation into one or more languages)², which will permit us to apply contrastive analysis to original genres and transgenres. The working languages chosen were Spanish, Catalan, English and German. From 2007, French was also included.

The GENTT corpus is organized on the basis of a structure aimed at facilitating the textual '*acculturation*' of the specialized writer or translator by means of a large number of comparable texts (the same genres in different languages, not the same texts translated) that the user can retrieve very simply. The smallest unit is the textual genre framed in a conceptual and functional taxonomy, as we shall see below, when we describe the classification system. We could describe it a *sample corpus* or *example corpus* since its aim is less the quantity than the quality of the items it includes. That is, the objective is not to construct a corpus with the greatest possible number of words, but a corpus with the greatest possible number of textual genres (with at least five sample text of each genre), organized in a previously defined taxonomy and in several languages.

The user interface is fast and easy to use, and allows the documents to be retrieved in text format, image format or HTML format. This interface also allows new samples of genres to be introduced on-line, so that GENTT collaborators from all over the world can add new items to the corpus; these

² For more information on the differences between comparable corpora and parallel corpora and the difficulties that arise in compiling parallel corpora (whether naturally or artificially generated), see Borja, 2007a.

are uploaded together with the header information described in section 5 (*Annotation of corpus*). The corpus is supplemented by a system developed by Steve Jennings (2003) for managing relational data bases, which enables extremely functional and efficient multiple searches to be made. More information can be found at <http://www.gentt.uji.es>.

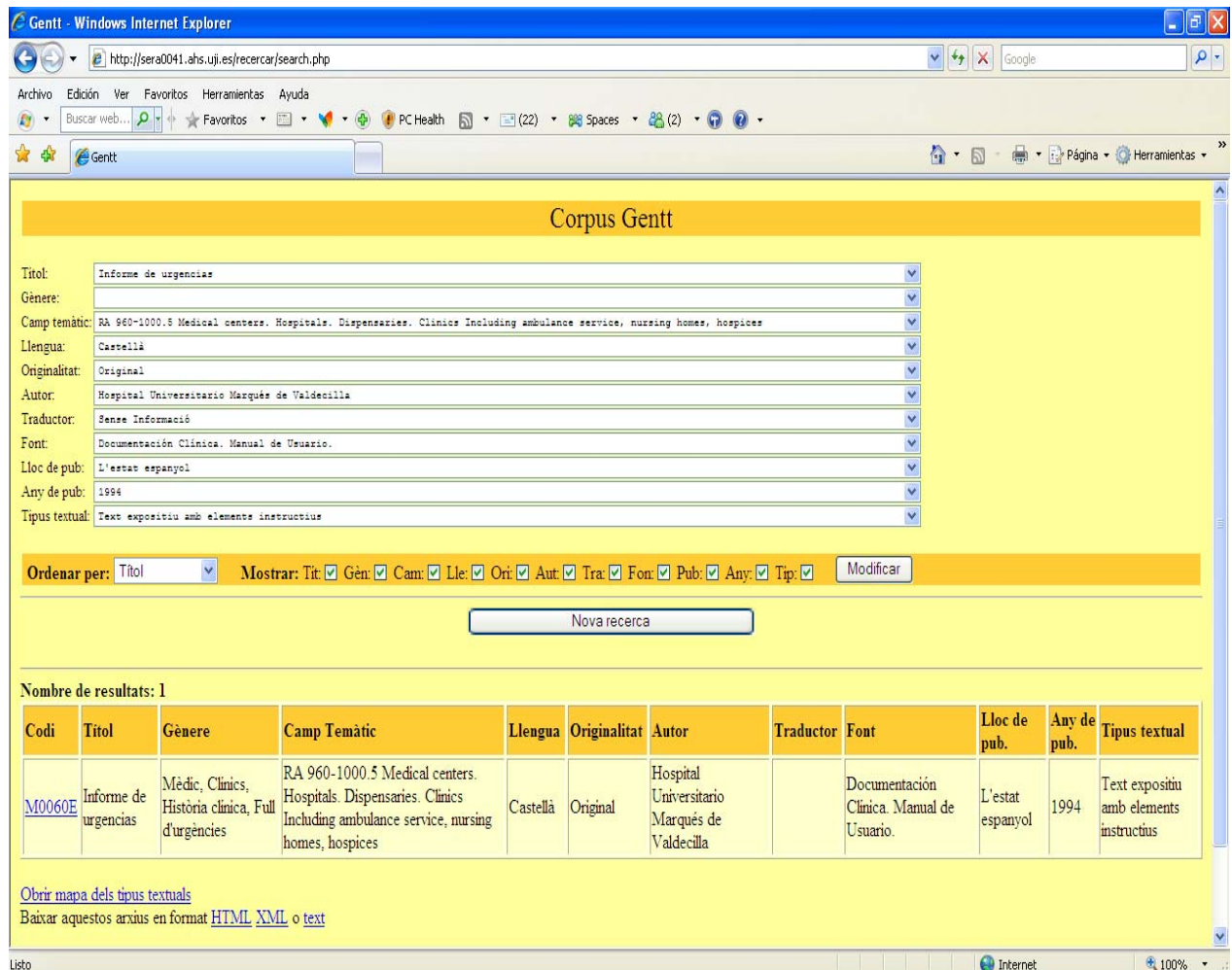


Figure 3. The GENTT search interface

Due to copyright restrictions it cannot be accessed freely but researchers can apply for a special authorization. However, the legal subcorpus (formerly called CDJ-GITRAD) corpus of legal documents (Spanish-Catalan-English) can be searched on-line at <http://www.cdj.uji.es>. The documents can be downloaded as full text for research purposes after applying for a password through the same web address. We expect to have a search interface ready for the medical and technical subcorpora very soon.

So we can conclude this brief description of the GENTT corpus by saying that it is:

- On-line for consultation and incorporation of new items (presently available only to GENTT collaborators and researchers with special authorization due to copyright restrictions)
- Multilingual (Spanish, English, German, French, Catalan)
- Specialized (three fields: legal, medical and technical texts)
- Textual (full text documents. It also includes an image of the original document to permit research of paratextual features)
- Example corpus of specialized genres intended to be representative of the genologic or textual mapping of three sublanguages
- Annotated (Header + Body markup + Genre information)
- Open and dynamic, in the sense that it is not considered complete at any given time, but is always open to the incorporation of new elements (genre characterisations and genre samples).
- Synchronic
- Comparable because it includes samples of “equivalent” genres in different languages
- In the future it will also be a parallel corpus because we have started the compilation of translated texts (*transgenres*)
- Intended for both professional and research purposes
- User-friendly. The GENTT Interface facilitates the compilation process, the incorporation of metadata in the Header and its consultation online. The research team is presently working to allow the online application of several corpus linguistic tools.

4. Compilation of corpus and classification of corpus units (genres)

In fact, taking as the point of departure the characteristics of dynamism, hybridation, genre systems and transgenre (the latter for translation) a parallel and simultaneous process was initiated to:

1. Define the trees of genre prototypes in the three main fields under study (legal, medical and technical) in as precise a manner as possible, given the changing, hybrid nature of the concept we endorse, and;
2. Collect sample documents for each genre identified including header information.

Each genre identified is included in the tree of genres with details of its distinctive characteristics at various levels, as we shall explain below. Usually, when a genre is identified and described, at least one sample of it is uploaded to the corpus, accompanied, in some cases by further examples of that genre. The **definition of the trees of genres** (or *textual mapping*) of the three specialized fields is done through constant observation of the socio-

professional world and takes into account the opinions of expert users, while we undertake an empirical analysis of the corpus texts compiled. The two processes are dynamic and complementary: sometimes when we identify a new genre we find we have to modify the genealogical tree; and viceversa, when identifying a new branch of the tree, we have to look for genealogical examples to illustrate it. We go from the hypothesis in search of confirmation that genres exist, and from proof that genres exist to their classification; that is, we combine induction and deduction.

We started from the idea that in order to be a good linguistic mediator in the field of discourse of Law, Medicine or Technology, the first step should be to become conversant with the enormous diversity of texts included in each of these socio-professional fields. The specialized writer/translator faces a complex world of cultural elements and new concepts which materialize in genres. For someone who is translating Software licenses for the first time it would be very useful to have a tree of the *Intellectual Property- Computer Contracts* field subspecialty in order to develop his or her textual and communicative competence. On the one hand, this process needs a system for collecting and retrieving knowledge based on a general cognitive schema of the law, and in particular *Intellectual Property Law*, in which the most specialized concepts can be identified in a relational way through a hierarchized semantic network of concepts similar to those used in the terminology.

In order to demonstrate the process, we can take a look at the subcorpus of legal genres. In this field we initially took Borja's proposed classification for legal texts (1998), which was obtained from grouping legal texts into categories, taking into account their discursive situation, the participants in the act of communication, the tone it uses, and its purpose. This classification schema was the result of studying the various existing Law Thesauri and numerous consultations with professors of Law, practicing lawyers, law librarians and legal translators. In this way an initial list of Spanish and English genres was obtained. Subsequently, the research undertaken by Monzó and Borja (Monzó and Borja, 2000) identified the need to work with different trees of genres for each type of legal system and at present, after several years of research in the GENTT group, three legal trees of genres are being used: continental or civil Law, Anglo-American or Common Law and EU Law.

The present organization of this corpus for the legal section, for instance (Legal system \Rightarrow Macrogenre \Rightarrow Genre \Rightarrow Subgenre) generates a classification that is extremely useful for the specialized writer/translator, who can easily place the text on which they are working in the tree of genres

and compare it with the equivalent genre in the legal system of the target language.

ANGLOAMERICAN LAW SUBCORPUS MACROGENRE LABELS	ANGLOAMERICAN LAW JUDICIAL GENRES
1. Rules and regulations	2. Judicial
2. Judicial	
3. Reference	Acknowledgement of service
4. Doctrine	Appeal
5. Administrative	Appeal to the Family Division
6. Notarial	Appeal to the House of Lord
7. Multilateral agreements	Appeal to the Queen's Bench Division
8. Unilateral statements	Bill
9. Expert reports	Certificate of Decree Nisi having become absolute
10. Case law	Claim form
11. Popular legal texts	Decree Nisi
	Information
	Injunction
	Judgment
	Letter
	Minutes of Proceedings
	Motion
	Notice
	Order
	Order for committal
	Petition
	Pleading
	Request
	Rogatory Letters
	Service
	Statement of case
	Stipulation
	Subpoena
	Summons
	Writ
	Writ of summons

Figure 4. Judicial genres of the Anglo American legal system

This methodology has been applied to the other two sections of the corpus: the medical and the technical sections. Moreover, this classification is supplemented by a system of crossed searches that combines, amongst other data, the original language, the status of the text (original or translation), date of creation, the source, field, title, text, genre... . More information can be found at <http://www.gentt.uji.es>.

The **on-line incorporation of samples of genres** into the corpus is made through the user interface we have described above and, as it was already mentioned, it allows the documents to be retrieved in text format, image format or HTML format. New items are uploaded together with the header information described in the next section (Annotation of corpus).

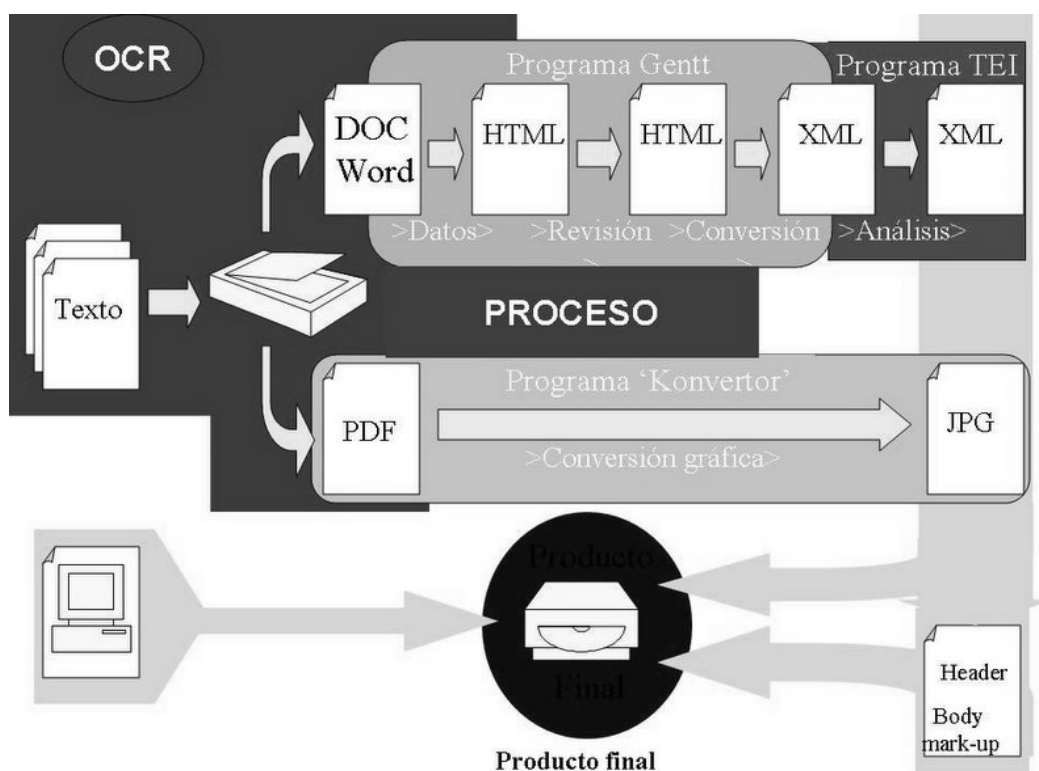


Figure 5. The GENTT corpus compilation process (Jennings, 2003)

5. Annotation

After revising previous and ongoing experiences and projects on text corpora, the GENTT team came to the conclusion that in order to annotate a corpus it is no longer necessary to use expensive software programs that are difficult to use and designed to carry out very specific tasks. Today very valuable textual

information can be obtained by applying very simple search systems. The ever-increasing diversity of annotation possibilities is also observed in modern corpora, depending on the purpose for which they are designed, and the annotation of corpora is becoming increasingly automatic and standardised. So far the annotation process has been carried out in parallel with the compilation of the corpus, which has led us to concentrate first on annotating only the Header.

5.1 Header

The content of the corpus resources is summarized into small descriptions, called metadata, which are introduced manually using the management tool already described. Metadata plays a key role in organizing the ways in which a language corpus can be meaningfully processed. Following the guidelines of the Text Encoding Initiative (TEI) which recommend the definition of a specific metadata component known as the Header, we included in the GENTT corpus header a file description, encoding description and a profile description supplying additional descriptive material about the file not covered elsewhere, such as its situational parameters, topic keywords, function, status of the text (original, translation, translation with the status of original), inclusion in a system of genres...

This profile description has been modified in several occasions to account for the new developments and approaches of the working team. During the compilation process, many samples of genres are gathered and each taken out of the context in which it originally occurred, like a laboratory specimen. Metadata restores and specifies that context, thus enabling us to relate the specimen to its original habitat. In a corpus such as GENTT the social context within which each of the genre samples was produced is arguably at least as significant as any of its intrinsic linguistic properties,

For management of the corpus, the GENTT group uses a Word complement, designed by Jennings (2003) in the first stage of the research, which incorporates a set of macro-instructions to file the document in the appropriate folder in xml or html format; it also allows the researcher to enter the document metadata using a wizard that incorporates, among other things, the system of classification (the genre trees) designed by the group. Once the classification form has been activated, a series of fields are filled in that will automatically establish the *meta* information of the html or xml document.

Firstly, the researcher processing the text has to state which language it is written in and, in the case of Catalan, Spanish and English, also define aspects concerning dialect. Next the status of the document has to be specified and, in this section we find several possibilities: original, translation

and translation with the status of original, although up to now, as we have explained, we have been working with original and parallel texts. Thirdly, we establish links between the document we are dealing with and others already in the corpus or that we plan to include, that is, we establish links we consider relevant with parallel texts and equivalents within the same corpus (and, in the future, with translations) as well as with genres belonging to a system of genres.

The next step is to include the title of the text we are working on, the source from which it has been extracted, the place of publication, the year, the mode (restricted to a list of six), the thematic area, which coincides with the group's division of interests and uses the *Library of Congress* classification, and the genres and subgenres defined by the group.

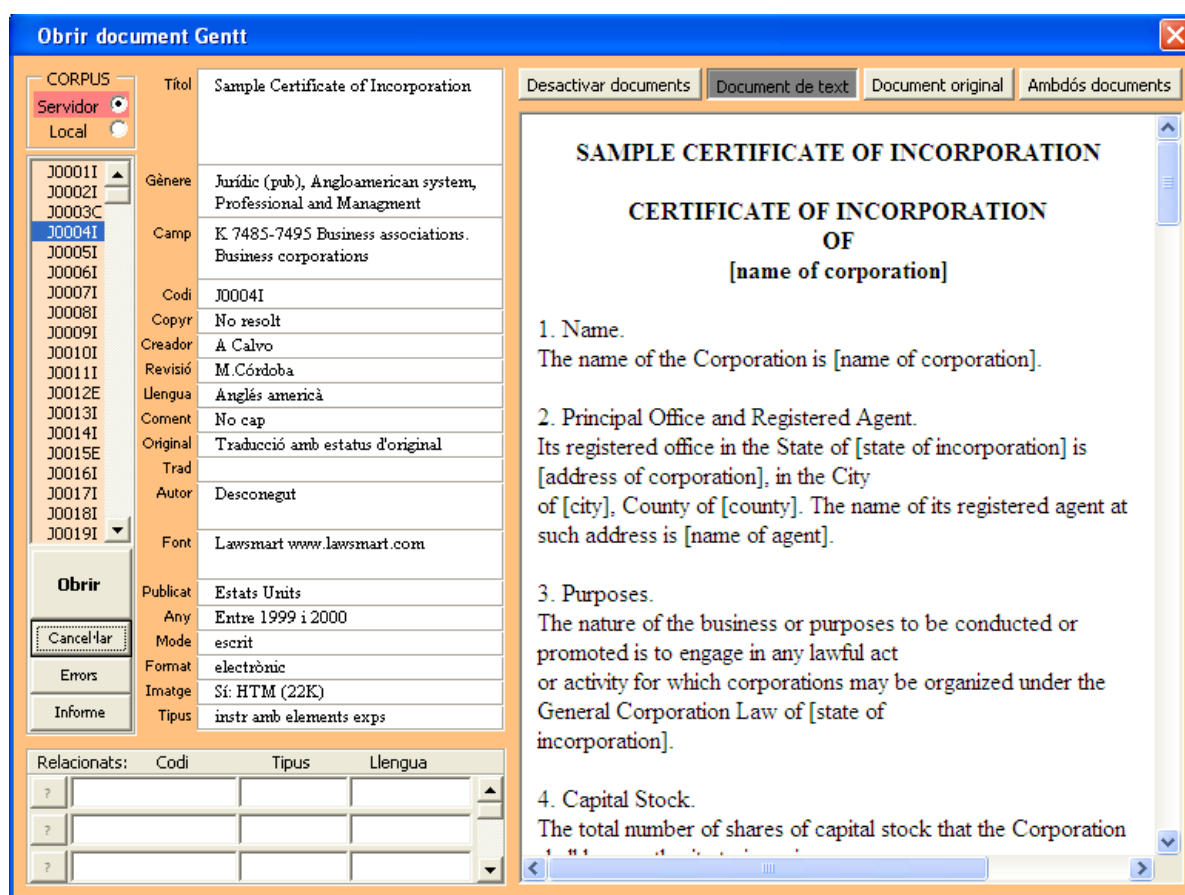


Figure 6. The GENTT corpus compilation interface

Once this specification form has been completed, the document is saved in xml with all the metadocumentary information we have entered and is sent to the server, in the Intranet of Universitat Jaume I.

5.2 Body mark-up

As we have said above, the first annotation carried out was of the Header, almost simultaneously with compilation of the corpus. Once this has been done, the team considered whether it was necessary to mark up the body of the texts with tags which, given the textual character of the corpus, would certainly have involved a major input of time and resources. After evaluating the various possibilities, and consulting experts on corpus linguistics, it was decided that a basic annotation of the corpus would be undertaken, concentrating on lemmatization of its units. In addition, a series of utilities that are today offered by morphological analyzers such as Freeling, TreeTagger or Wordsmith would be implemented in the corpus management program, the user interface, so that the formal analysis and the analysis of the macrostructure of the corpus could be undertaken. At present, then, work is being done on extending the program's utilities that, as well as permitting the selection of texts on the basis of the Header's characteristics – genre, thematic field, language, etc – will also allow us to carry out specific searches of frequencies, concordances, phraseology, regular expressions, etc. in these subcorpora.

The quantitative research using the data we can obtain directly from the corpus through our management program is thus combined with the qualitative information obtained from the same program (data from tagging the Header) and the qualitative research carried out in conjunction with experts in the fields involved. In our opinion, this combination provides us with sufficient data to carry out an exhaustive characterization of the genres with which we are working, without having to undertake more complex annotation of the corpus.

5.3 GENTT genre characterisation

To end this section, and after briefly explaining how we compile and annotate the corpus, we shall analyze the template proposed by the team for carrying out an exhaustive characterization of the genres investigated.

Our starting point is a genre characterisation system based on the template shown below. For each genre we fill in 7 blocks of data. The first section, **genre**³, refers only to the denomination of the genre in the different working languages (*agreement/contrato/contrat*, etc.). The second section, **subgenre**,

³ It should be remembered here that the starting point of classification (trees) is, in practice, the concept of **macrogenre**, a label that does not correspond to any “reality” so it is only valid for classificatory or taxonomic purposes. We should also emphasise that the trees that we are proposing are not hard and fast classifications but rather a system of classifying information that has so far proved to be valid.

is a sub-classification of the first (for instance, genre: agreement; subgenre 1: sales agreement; subgenre 2: license agreement; and so forth). At this point it should be noted that we often identify sub-subgenres, while in others there are no subgenres (Bathia, 1999). The **communicative aspects** section gathers data about the register: socio-professional field, mode, level of formality; participants: sender(s), receiver(s); and function. In Gamero's words (2001: 57):

In relation with translation, we have to take into account that sociocultural contexts: (a) determine conventions typical of the genres in each culture; (b) fulfill a role of paramount importance when creating new genres since these reflect the specific communicative needs that may or may not be common to different cultures, and (c) establish the way genres evolve, since these adapt to the changes that occur in the culture in which they are used..

The **formal aspects** that we examine in each genre we have worked on refer to grammatical cohesion (connectors, metadiscursive elements, collocations, deixis, ellipsis, etc.) and lexical cohesion (terminology, phraseology, semantic fields, etc.), and also include contrastive aspects. **Macrostructure, relation to other genres** (systems of genres, Bazeman, 1994) and **additional comments** help us to complete the description of the genre of the texts we are working with.

1. GENRE	Denomination in the different working languages
2. SUBGENRE	If applicable
3. COMMUNICATIVE SITUATION	Register: socio-professional field, mode, level of formality; participants: sender(s), receiver(s); and function
4. FORMAL ASPECTS	Grammatical cohesion (connectors, metadiscursive elements, collocations, deixis, ellipsis, etc.) and Lexical cohesion (terminology, phraseology, semantic fields, etc.). Includes contrastive aspects
5. MACROSTRUCTURE	Identification of the fundamental parts of the text, of the <i>moves</i>
6. RELATION TO OTHER GENRES	<i>Systems of genre</i> , Bazerman
7. COMMENTS	Bibliographical references, interesting websites, etc. Observations of professional uses...

Figure 7. GENTT Genre characterisation template

This basic characterisation of genres is then used by the GENTT team to conduct an in-depth analysis of the three classic dimensions of genre analysis, i.e. the **formal dimension**, the **communicative dimension** and the **cognitive dimension**. We also suggest mixed approaches that combine two or even all three dimensions. How these studies develop will depend on the aspect that predominates in each case and the quantitative or qualitative method of analysis (or a mixture of both) that is chosen in each case.

This proposal makes it possible to work on a number of different lines of research that are of interest in LSP research and Translation Studies, both from the descriptive and the applied points of view. It also allows the researcher to focus on the aspect(s) of the research that have been chosen in each case.

6. Exploitation

The GENTT corpus can be exploited for various purposes and with different approaches:

- Specialized translators training
- LSP training
- Specialized writers training (in a first or second language)
- Research into specialized translation and LSP
- Automation of specialized translation and specialized writing
- Encyclopedia of specialized genres
- Genre analysis research on the three subcorpora

Here we shall describe briefly two of these possible applications, the exploitation of the corpus for specialized translators training and for LSP teaching. Additional applications and approaches have been analyzed in Borja 2005, Borja 2007b, García Izquierdo forthcoming, and Montalt 2007.

6.1 Specialized translators training

One of the most direct applications of the corpus developed is its potential for teaching purposes. In fact, from the early days of the project, it has been used extensively for training Translators (Borja and Monzó, 2001; Monzó 2005). In fact, we have been using the GENTT corpus in the translation courses at Universitat Jaume I since 2002 with excellent results, and there are ongoing research projects on translation teaching methodology using systems of genre conventions. In the translation class we approach specialized translation with a number of activities involving corpora:

- Identification of existing corpora
- Compilation of ad-hoc mini-corpora
- Extraction of specialized terminology, phraseology and discourse markers
- Search for meanings of specialized terms in corpora as an alternative to traditional dictionary searches
- Drafting documents in mother tongue using genres in the same language as reference
- Translation of documents using parallel genres in the target language as reference

Examining an equivalent text in the target language of the text to be translated allows the translation student to observe the structure, terminology and phraseology typical of the genre. In this way he or she will make informed and “inspired” decisions when translating. This does not mean that the structure of the parallel text should be reproduced, since this would result in an adaptation, not a translation. Rather it consists of familiarizing oneself with the conventions of the genre in both cultures, to help decide the type of translation required, which may be closer to the original or to the target language, but always based on a knowledge of genre conventions in both languages.

Finally, it is evident that corpora of translated texts, as well as fulfilling the functions described above, have important implications for the future development of software for translators. Textual typologies within a specialist language facilitate the systematization of translation by analyzing corpora of standard documents. The results obtained from an analysis of this kind will make it possible to create specialized terminological databases, professional tools for consultation and documentation, databases of standard documents and assisted-translation programs based on translation memories.

6.2 LSP teaching

The possibilities of applying the work on genre-based corpora to LSP teaching are evident. According to Bhatia (1997), work with genres pertaining to the student’s specialty awakens in learners an explicit desire for conscious participation in the professional community and a feeling of ‘shared ownership’ of their communicative resources rather than learning structures and terms mechanically.

Bhatia, who has taught and researched legal language through its genres (see Bhatia, 1997a; Bhatia and alii, 2008), believes that learners of a specialized language such as legal language need to develop four basic skills in order to

overcome the fear of their lack of knowledge of the field of discourse of Law. Thus, as well as mastering the general language, they need: (1) to understand the specialist's communication code; (2) to familiarize themselves with rhetorical resources and those contained in specialized genres; (3) to understand the various contexts in which specialized communication takes place; and (4) to be capable of using specialized genres to respond to new and unexpected situations.

All these four skills can be enhanced using the GENTT corpus textual *mapping* and genres characterisations. Another advantage of this method is that the language is learnt in its true context and learning schedules can be designed with very specific needs in mind. It is possible, for example, to design a plan for teaching-learning restricted to the language of *franchise agreements*, treating it as a single genre or as a system of genres that includes all the documents that accompany franchise agreements (franchise dossier, preliminary agreement, agreement, commercial documentation, operating manual), and even the oral genres related to them, such as negotiation meetings. The same applies to medical or technical genres.

7. Conclusions and future work

The intercultural approach to specialized writing and translation adopted by the GENTT research group assumes that the specialized writer/translator needs information of three kinds: conceptual, textual and linguistic. When they have this information, specialized writers/translators can improve their knowledge, both linguistic and extralinguistic, using a self-taught process. With the GENTT corpus we try to provide writers and translators with this information, which is in fact information about genre conventions: formal aspects, socioprofessional functions and use. As we have tried to demonstrate, the application of the theory of genres has already generated many initiatives in the field of language teaching and training translators. It is foreseeable that linguistic and translation research on electronic corpora of genres will, in the medium term, facilitate the automation of writing, indexing and management of specialized texts. However, some of these lines of research are still at an early stage and many applications remain to be developed.

Our research group has now expanded considerably with the collaboration of groups and individual researchers that have become interested in the project and are participating in it at various levels. We are still immersed in the process of compiling texts, since, as we have said, it is a dynamic process, which can be constantly updated thanks to the system's digital architecture. Some of our collaborators are working on perfecting the trees of fields for each subcorpus, adding characterisations of new genres and classifying them,

while others are looking for examples of genres identified in theory but for which we do not yet have any examples. The digital and interactive nature of the corpus and on-line access to it enables people from all over the world to contribute to it with the identification of new genres or with new examples of genres.

The GENTT team is also currently involved in the preparation of an on-line *‘Encyclopedia of specialized genres’*. It will be an online resource that will provide the user with textual information (he will be able to visualize the text in its original format), formal and linguistic information (genre features compiled applying the GENTT genre characterisation template) as well as conceptual information about the context field and the core concepts appearing in the text (García Izquierdo and Monzó, 2003).

A fundamental aspect for the future of the GENTT project is the development of its corpus management and query system. Some members of the team are currently working on the design of a user-friendly web interface which will contain a set of computational linguistics tools for managing and querying large text corpora with linguistic annotations. Of course, we are taking advantage of the experience and tools of other corpus and computational linguistics research groups but are trying to incorporate the specific data required by a genre-based corpus such as ours, particularly data concerning genre identification and description. We hope to have our own corpus query and management interface ready very soon to facilitate the work of people interested in using it as a research tool. We believe our corpus management software can provide new projects based on textual genres with an easy-to-use framework on which to base their research. Ongoing collaboration with other projects will enhance the system as we identify new data types and modules to include in the framework.

Our objective for the future is to try to link theoretical work in linguistics and Conceptual Information Systems (formal linguistics, lexical semantics, ontological modeling) with empirical data (intensive approaches based on corpus statistics) as well as with socioprofessional qualitative data obtained from personal interviews with users of specialized languages. Conceptual Information Systems provide a multi-dimensional conceptually structured view on data stored in relational databases. On restricting the expressiveness of the retrieval language, they allow the visualization of sets of related queries in conceptual hierarchies.

To end, we list some of the lines of work that GENTT has proposed for the future and in which it invites anyone interested to participate.

- Increasing the electronic corpus by adding more samples of genres already existing in the trees of genres, including header information and genealogical data
- Incorporation of new genre descriptions which are added to the trees of genres
- Incorporation of parallel genres in different languages (genres “equivalent” to those identified and existing in the corpus)
- Incorporation of translated texts
- Tagging particular subcorpora for specific research work
- Exploring new corpus applications for training translators and ways in which corpora can be used as a reference tool for professional translators and writers of specialized material
- Initiating quantitative and qualitative research on transgenres
- Collaborating with computational linguistics researchers to define strategies for the automation of writing, indexing and management of specialized texts.

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ABSTRACT

A Multidisciplinary Approach to Specialized Writing and Translation Using a Genre Based Multilingual Corpus of Specialized Texts

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GENTT's main focus is the multilingual study of genres in professional legal, medical and technical contexts. Its aim is to identify genre conventions by means of a hypothetical deductive approach using corpus technologies. The project has focused on compiling a multilingual (Catalan, English, German, Spanish and French) annotated corpus of specialized discourse texts that could prove useful to translators and writers of professional texts, providing them with text models and patterns to be used as textual, conceptual, linguistic and terminological reference. The corpus design is also intended to create a knowledge management system, similar to terminological knowledge representation systems, structured around the notion of genre, for both translators and writers of professional texts (Borja, 2005). The interdisciplinary approach adopted by the GENTT research group assumes that specialized writers and translators need information of three kinds: conceptual, textual and linguistic (García and Monzó, 2004). When in possession of this information, they can progressively improve their professional competence, both linguistic and extralinguistic, using a self-taught process.

This research applies an interdisciplinary approach: functional linguistics (García Izquierdo, 2000), genre analysis theory applied to specialized discourse (Borja, 2000) and sociology of professions (Monzó, 2002). The GENTT group understands the concept of genre as a product, i.e. as a successful achievement of a specific communicative purpose which is characterized by its conventionality, restrictions and typicality (Bazerman, 1999). Following Bekenkotter and Huckin (1994), we also understand genres as devices which we use to package our speech and make it a recognizable response to the demands of a given situation. But we also see genre as a process, a social construct that gradually emerges, evolves and disappears according to communicative needs (Bhatia, 2004).

REPORT:

**The TILS 2008 Conference
“Translation, Interpreting and LSP.
Research in cross-lingual communication:
theories and methodologies”,
Macerata, Italy, February 1-2, 2008**

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TILS 2008

Traduzione, Interpretazione e Linguaggi Specialistici. La ricerca nella comunicazione interlinguistica: modelli teorici e metodologici

Translation, Interpreting and LSP. Research in cross-lingual communication: theories and methodologies

Dipartimento di Ricerca Linguistica, Letteraria e Filologica - Facoltà di Lettere e Filosofia - Università di Macerata, Italy, 1-2 February 2008

<http://zope.unimc.it/tils2008/home>

This two day conference, organised by the Department of Linguistic, Literary, and Philological Research and the Faculty of Humanities of the University of Macerata was co-ordinated by Stefania Cavagnoli, Elena Di Giovanni, Raffaella Merlini, and Diego Poli. The rich programme of TILS, with 54 papers and three plenary lectures, hinders an exhaustive account of the conference. More details and the abstracts are available on the conference website at <http://zope.unimc.it/tils2008/home>.

The title of the conference signals the width of the programme, where different theoretical and applicative aspects of cross-lingual communication were analysed from the perspectives of translation, interpreting, and languages for special purposes. These three focal areas and their mutual

connections found extensive treatment in the plenary lectures given by Jeremy Munday of the University of Leeds, Klaus-Dieter Baumann of the University of Leipzig, and Franz Pöchhacker of the University of Vienna.

The Conference opened with Jeremy Munday's lecture *What do we really mean by 'translation'? A reflection on (inter)disciplinary status, methodologies and practice*, which discussed the emergence of translation studies/translation theory delineated as an interdiscipline, particularly related to applied linguistics and cultural studies as well as to literary/language studies, IT applications, and philosophy. The evolution of translation studies since the 1960's has undergone a process of identity definition where its interdisciplinary character delineates, with the increasing emergence in the last years of contributions made by non-Western theories, historical material, the consideration of cognitive processes, relevance theory, and the role of sociology as well as new technologies which intervene both in the theoretical and practical side of translation. Munday particularly stressed the close relation between translation studies and neighbouring disciplines such as interpreting and LSP, and the ensuing potentialities for these complementary areas of an increasing collaboration in the perspective of research as well as of translation courses.

The plenary lecture given by Klaus-Dieter Baumann on February 2nd, *A Cognitive-communicative Analysis of the Information Transfer in English and German LSP texts*, analysed the transfer of information in LSP texts carried out in the framework of a wider interdisciplinary project which is centred on a consideration of specialised communication as one among the cognitive activities. Hence, specialised communication is analysed also by taking into account the "extra-linguistic" cognitive components with which it interacts. In Baumann's investigation emotion in LSP communication plays a central role. According to the analyses he has made in the last years fifteen different dimensions determining emotions in LSP texts can be identified; these are correlated with the various facets of emotional factors, such as culture, social and situational characteristics, cognitive aspects, etc. The inductive-empirical analyses were based, in a first stage, on corpora of German and English specialised texts, and of German, English, and Russian texts in a following stage. The approach to the LSP text corpus is based on diverse methods, including the descriptive, functional, structural, comparative, and statistic ones.

Franz Pöchhacker's lecture, *Interpreting for Special Purposes*, highlighted the interrelation of interpreting and LSP in the framework of cross-lingual communication. His discussion started from a theoretical stance centred on the possible interrelation of LSP research and interpreting studies. These are two disciplinary areas which are acquiring a growing autonomy. In particular,

Pöchhacker's analysis focused on the different natures of conference and community interpreting. The former displays a stronger connection with LSP through lexical and terminographic data, while discourse-analytical approaches have a greater relevance for the latter – hence minor implications are displayed with LSP studies. Yet, a common ground – both theoretical and applicative – for LSP and interpreting studies was identified, and the necessity for further research on this interrelation was highlighted. Pöchhacker's theoretical points were exemplified by the analysis of expert–layperson communication in the specific setting of interpreting in asylum hearings.

The various sections of the three parallel sessions in which the Conference was structured reflect the multifaceted dimension of cross-lingual communication in relation to translation, interpreting, and LSP. The scrutiny of this articulate inter-disciplinary field gives rise to different theoretical and applicative approaches.

The morning sessions of February 1st were devoted respectively to the discussion of different theoretical perspectives of translation issues (*Theoretical paradigms revisited*), the analysis of translation questions as related to different text typologies (*Textual Approaches*), and extra-linguistic factors relevant in interpreting activities (*Interactional and sociolinguistic paradigms*).

In the lectures of the afternoon sessions the main themes of the conference (translation, interpreting and LSP) were considered in regard to different aspects of *Empirical investigations* – with a special focus on LSP translation, and terminological definition and representation–, and of *Theoretical approaches to teaching and training* strategies aimed at translators and interpreters. Furthermore, cross-cultural and inter-lingual communication was analysed in the framework of multimedia (specialised) communication (*Investigations into multimedia communication*), with particular attention to cultural facets, and with the consideration of impaired receivers as well.

The parallel sessions held on February 2nd were centred on studies devoted to communication in different contextual typologies, intercultural aspects of specialised communication, and terminology. Numerous contributions were presented in the section centred on *Communication in institutional contexts*; special interest was aroused by the legal context, as regards both textual and terminological aspects. Communication questions in literary translation were examined also in relation to cultural and ideological issues (*Communication in literary contexts*). Cross-cultural aspects in text translation and in teaching practices were analysed in the papers of the session *Investigations into*

intercultural aspects. Technical and specialised communication, and LSP translation and teaching were the core subjects of *Communication in specialized contexts*. The section *Metalanguage and the representation of knowledge* was centred on terminological issues focused on translation and knowledge representation.

The goal of the conference organisers was achieved as the contributions presented have confirmed that translation, interpreting and LSP are ready to open to a profitable mutual enrichment in both theoretical and empirical perspectives. In fact an interdisciplinary framework for these branches seems to be even a necessity for their further development. The success of the conference is an encouragement for the specialists in these fields to consider holding analogous events in the future. As a follow up to TILS 2008 the organisers will publish the contributions in printed proceedings.

BOOK REVIEWS:

La Traducción Español-Ingles De Documentos Academicos. Los Sistemas Universitarios Español, Británico y Norteamericano Frente al Futuro EEES.

[Translating Academic Texts from Spanish into English.
The University System in Spain, the UK and the USA
within the Future ESHE]

Esther Vázquez y del Árbol

Editorial Universidad de Granada Publisher
<http://www.editorialugr.com/>
Granada, Spain, 2007, 186 pp.
ISBN 978-84-338-4638-9

Reviewed by :

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European education faces multiple changes; the latest thread is called The European Space for Higher Education (ESHE). The university structure is changing and European degrees with it, meaning increased mobility for students, lecturers and professors and the internationalisation of policies. (European Commission, 2005, Benítez et al., 2006). Recognition and evolution of European studies involves more competent teachers, more transparent structures, balanced systems, credit equivalences for internationally recognised qualifications, and university quality. The author covers and explains all of these changes from their very origin in this study and offers some predictions about the future changes.

There are a great many differences between the British, American and the Spanish educational systems (ACAP, 2006, Gearon, 2006), and the author

explains how each system works, exploring them from the early stages, from nursery schools to universities that offer Master and Doctoral degrees. What is more, she goes into the complex world of results and marks and tries to connect and compare the grading systems available in the three systems. At the end of this first section, she includes several tables regarding international language examinations, degree classifications, marks equivalences, certificates available, and so on.

Every document related to the academic environment needs to be translated (usually an official one), and this translation can only be performed, signed and sealed by an official sworn translator authorised by the Spanish Ministry of Foreign Affairs to translate official documents into and out of the English language (Mayoral, 2003). That is the reason why the author, in the third section of her study, analyzes and discusses eight original academic Spanish texts accompanied by their sworn English translation. All of them entail the most demanded translation briefs and assignments.

This research also considers the changing role of sworn translator—especially seen from the perspective a professional and a lecturer at Universidad de Granada (interview included). The study ends with a useful glossary of academic terms (English-Spanish; Spanish-English), which in itself could serve as a summary of the academic structures and frameworks explored. To sum up, this book can be a useful tool for students, teachers, lecturers, and sworn translators.

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**Intertextualität beim Erwerb einer fremden
Fachsprache**

Anny Schweigkofler

Angewandte Linguistik aus interdisziplinärer Sicht, Bd. 11
Verlag Dr. Kovač, Hamburg 2007, 492 Seiten
<http://www.verlagdrkovac.de>
ISBN: 978-3-8300-2784-3

Reviewed by:

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Wirtschaftsuniversität Wien
Wien

Eine interessante Anregung zur Reflexion für Fachsprachenforscher und –lehrer bietet das Buch *Intertextualität beim Erwerb einer fremden Fachsprache* von Anny Schweigkofler. Deklariertes Ziel dieser Forschungsarbeit ist zu zeigen, wie sich angehende Fachleute eine fremde Fachsprache aneignen und sie stufenweise im eigenen Fachdiskurs integrieren. Zu diesem Zweck analysiert Schweigkofler die Tätigkeiten des Zitierens, Paraphrasierens und Fehllesens als Lernertätigkeiten beim Erwerb von sprachlichem und fachlichem Wissen und bedient sich dabei in methodisch-innovativer Art und Weise des Begriffs der Intertextualität. Die Forschungsarbeit gliedert sich in fünf Kapitel.

Im I. Kapitel setzt sich die Autorin mit der Positionierung des Begriffs „Intertextualität“ auseinander. Sie verfolgt die Entwicklung des Begriffs von seiner Entstehung im Rahmen der Literaturwissenschaft durch Kristeva in den 60er Jahren (jeder Text sei ein Mosaik von Zitaten, eine Absorption und Transformation anderer Texte), über die Weiterentwicklung im Bereich der Philosophie bis zur Aufnahme des Begriffs in die Linguistik in den 80er

Jahren durch Beaugrande und Dressler. In der Folge werden die Begriffe „Text“, „Fachtext“ und „Intertext“, die der Forschungsarbeit zugrunde liegen, präzisiert.

Kapitel II bietet einen Exkurs über die Phasen und verschiedenen Ausprägungen (strukturalistische, kommunikative, handlungsbezogene und kulturbezogene) der Fachsprachendidaktik des Deutschen und schildert weiters die Perspektiven einer Kulturorientierung in der Fachkommunikation. Im Anschluss an dieses Thema legt Schweigkofler in Form eines Vorschlags für die Praxis ihr Arbeitsparadigma dar und unterstreicht die Rolle der Handlungsforschung als Arbeitsinstrument.

In Kapitel III präsentiert die Autorin die Untersuchungsmethodik und erklärt die Art und Weise, wie Intertextualität als Analysebegriff in der Forschungsarbeit eingesetzt wird. Die empirische Untersuchung besteht darin - ausgehend von einem Fachtext - die Tätigkeit des Referierens auf den Text durch Subjekte im Sinne einer angewandten Intertextualität zu analysieren. Die Textbezugnahme manifestiert sich durch vielfältige Handlungsformen, unter denen die Autorin in erster Linie das Zitieren, Paraphrasieren und Fehllesen hinsichtlich der textkonstitutiven Funktion für quantitativ und qualitativ relevant hält. Die Analysedaten umfassen das im Unterricht für Wirtschaftsdeutsch benutzte Skriptum (Peter Reichling und Klaus Schredereker, *Finanzmathematik 2000/2001 der Fakultät für Wirtschaftswissenschaften der Freien Universität Bozen*) sowie das Transkript der Audioaufnahmen der Unterrichtsgespräche zwischen der Fachsprachenlehrperson und den Lernenden. Dieses Transkript wird dann als neuer schriftlicher Text betrachtet und dient als Hauptbezugspunkt für die Analyse und Interpretation.

Kapitel IV präsentiert die Ergebnisse der empirischen Untersuchung. Es wird hier zuerst eine Typologie der Tätigkeit des Zitierens skizziert, wobei das Zitieren als Aneignungsprozess von Fremdelementen aus dem Fach aufgefasst wird. Aufgrund einer ausführlichen quantitativen Analyse kann die Autorin sechs unterschiedliche Formen des Zitierens identifizieren, die unterschiedliche Stufen der Aneignung und Integration der neuen fremden Fachsprache im Fachdiskurs der Lernenden widerspiegeln. Die Integrationslinie spannt einen Bogen vom lauten Lesen (Zitertyp 1), über das segmentale Intonieren (Typ 2), den Gebrauch von Deixis-Markern (Typ 3), die Minimalintegration (Typ 4), den Gebrauch des Zitierens mit Definitionsabsicht (Typ 5) bis hin zum Zitieren mit höchstem Integrationsgrad (Typ 6), sodass zitierte Fachsprachenelemente als Teil des eigenen Fachdiskurses betrachtet werden können.

Weiters wird die Tätigkeit des Paraphrasierens unter die Lupe genommen, wodurch der gelesene und diskutierte Fachtext re-strukturiert wird. Die Re-strukturierung kann durch expandierende, reduzierende oder glossierende Definitionen von Textteilen oder –segmenten erfolgen. Die Position des Definiens zum Definierten kann sowohl anaphorisch wie kathaphorisch sein. Die Autorin unterscheidet außerdem zwischen den durch die Lehrperson und den von den Lernenden initiierten Paraphrasen. Bei dieser zweiten Gruppe stellt sie fest, dass in erster Linie Substantiva (zum Grossteil Komposita) im Vordergrund stehen, gefolgt von Adjektiva und seltener Verben oder Teilsätzen. Die Paraphrase, die hauptsächlich auf die semantische Äquivalenz abzielt, wird durch verschiedene diskursive Marker eingeleitet. Sie verdeutlichen das Verhältnis zwischen eigener und fremder Rede. Die Autorin unterscheidet zwischen a) offenen Markern, die linear auf den analysierten Fachtext verweisen, b) deklarativen Markern, die eine Erklärung einleiten und offen Bezug auf den Ausgangstext nehmen, c) argumentativen Markern, die transparent machen, wie der Fachtext als Stütze für eine eigene Argumentation gebraucht wird. Somit wird auch beim Paraphrasieren der progressive Grad der Integration der fremden Fachsprache in den eigenen Fachdiskurs sichtbar. Am Ende des Kapitels richtet die Autorin ihre Aufmerksamkeit auf die Tätigkeit des Lautlesens im fachsprachlichen Unterricht, der sie eine zentrale Rolle zuschreibt. Das Phänomen des Divergierens zwischen Geschriebenem und Gelesenem – das Fehl-lesen bzw. Ver-lesen – wird vom Standpunkt der kognitiven Operationen, die dabei erfolgen, betrachtet. Weiters wird zwischen verschiedenen Formen des Ver-lesens und zwischen Fremd- und Selbstkorrektur unterschieden. Kapitel V enthält schließlich einen Ausblick über die durchgeführte Untersuchung und Schlussüberlegungen der Autorin.

Insgesamt beeindruckt in dieser Forschungsarbeit Schweigkoflers die akribische, analytische Arbeit, dank der Formen und Strukturen der Intertextualität im Rahmen des fachsprachlichen Unterrichts für Wirtschaftsdeutsch festgemacht und gezeigt werden. Besonders zu unterstreichen ist der innovative Ansatz, „Intertextualität als Analyseinstrument“ in einem neuen Bereich anzuwenden und zwar jenem der Fachsprachenerwerbsforschung, eine Vorgangsweise, die sich als fruchtbar erwiesen hat.

CONFERENCE CALENDAR:

- 2008 -

June 11-15 (2008) – Helsinki (Finland)

20th European Systemic Functional Linguistics Conference and Workshop: “Linguistic and Multisemiotic Challenges in Europe and the World”. The objective of the congress is to bring together international scholars who work in the fields of systemic functional linguistics, social semiotics, and multisemiotic studies. The congress will focus on a central challenge that the field of linguistics currently faces: on the one hand, as the result of the expansion of the European Union, Europeans live in a rich multilingual environment; on the other hand, as Europe and the whole world is becoming electronically united by the Internet, we are experiencing trends towards monolingualism, or at least, the domination of certain languages as world languages. Our daily environment (at work, in education etc.) is changing as the global and local meet. As a result, modes of meaning-making are constantly changing and challenging communicators.

Information: E-mail: esflcw-2008@helsinki.fi

Web: www.helsinki.fi/hum/skl/esflcw-2008/index.htm

June 19-20 (2008) – Montpellier (France)

Audiovisual Translation : Multidisciplinary Approaches / La traduction audiovisuelle : Approches pluridisciplinaires. The aim of this conference is to explore audiovisual translation from an interdisciplinary perspective. We invite contributions on any form of audiovisual translation (audio description, dubbing, interpreting, narration, subtitling, subtitling for the deaf and the hard-of-hearing, surtitling, voice-over, etc.) from scholars working in the areas of film studies, translation and interpreting, linguistics, psychology, cultural studies and language teaching, as well as from professional translators, software engineers and broadcasters.

Information: Adriana Șerban. E-mail: adriana.serban@univ-montp3.fr

Web: http://recherche.univ-montp3.fr/traduction_audiovisuelle/

June 26-29 (2008) – Vladivostok (Russia)

14th NATE and 7th FEELTA conference: "Building Bridges with Languages and Cultures". Topics: English in the Pacific Rim Countries • Teaching Methods • Cultural Issues • English for Specific Purposes • CALL, Technology and Multimedia • Materials Writing • Teaching Literature and Arts • Teacher Development and Education • Interpreting and Translating • Linguistics • Other Languages • Global Issues in Language Education • Area Studies.

Information: Stephen Ryan, E-mail: ryanyama@hcc5.bai.ne.jp

Web : <http://feelta.wl.dvgu.ru/upcoming.htm>

June 26-29 (2008) – Hong Kong (China)

9th International Conference on Language Awareness (ALA 2008). The 9th International Conference of the Association for Language Awareness aims to bring together researchers and practitioners to discuss and share research, theory and best practice relating to different aspects of engaging with language. The Conference will address language awareness in the learning and teaching of languages; in literature; and in broader educational, social, professional, and cultural dimensions.

Information: Miss Scarlet Poon, Room 324A, Hui Oi Chow Science Building, University of Hong Kong, Pokfulam Road, Hong Kong. Tel: (852) 2859 2395 Fax: (852) 2857 8538 Email: scarletws@hku.hk Web: www.hku.hk/clear/ala/

July 1-4 (2008) – Boulogne-sur-Mer (France)

7th International Roundtable for the Semiotics of Law: “The Promise of Legal Semiotics”. The 2008 roundtable will focus on the progress to date in the many facets - methodological, epistemological and conceptual - of the field of legal semiotics. Specifically the round table will explore the contribution of different schools and forms of semiotics as well as emerging and emergent semiotics approaches which can be used in researching and interpreting law and legal phenomena. The aim of the roundtable is to engage with the epistemological and methodological challenges which the field currently faces and to discuss the implications of these. It is hoped that the papers will reflect the interdisciplinary nature of legal semiotics research as well as the challenges of working in the field.

Information: Catherine Wadoux or Monique Randon, 34 Grande Rue, B.P. 751, F-62321 Boulogne-sur-Mer Cedex, France. Tel. : +33 (0)3 2199 4300 E-mail: IRSL2008@univ-littoral.fr Web : www.univ-littoral.fr/irsl2008

July 3-5 (2008) - Poznan (Poland)

Second Conference on Translation, Interpreting and Comparative Legi-Linguistics. The Institute of Linguistics at Adam Mickiewicz University will hold an international conference devoted to language and the law. Our aim is to provide a forum for discussion in those scientific fields where linguistic and legal interests converge, and to facilitate integration between linguists, computer scientists and lawyers from all around the world. Topics: Forensic linguistics in general • Legal translation and court interpreting • Legal languages and legal discourse • Computational linguistics • History of law and legal systems • Laws on language. Other topics: Translation of literature and poetry; LSP translation; Interpreting; Audiovisual translation; Untranslatability.

Information: E-mail: lingua.legis@gmail.com
Web: www.lingualegis.amu.edu.pl/konferencja/Konf_ang/Index.html

July 16-19 (2008) – Lisboa (Portugal)

11th International Conference on Law and Language: ”Law, Language and Global Citizenship”. Topics: The politics of languages and rights • Globalization and/or localization of languages (Glocal language planning) • Multilingualism and linguistic rights; the right to language diversity • Language rights before the courts and the law • Language rights in education • Language and global technologies • Translation: managing global intercomprehension • International language planning or policies and

linguistic intercomprehension • The right to languages of wider communication and the right to mother tongue • Language diversity and international language planning or policies • National institutions for international language policies • The economics of international language planning or policies.

Information: E-mail: aprofport@app.pt

Web: www.app.pt

August 2-7 (2008) – Shanghai (China)

FIT XXVIII World Congress: “Translation and Cultural Diversity”. Following the proposal by UNESCO, the United Nations General Assembly, in Resolution A/RES/61/266 of May 16, 2007, proclaimed 2008 the International Year of Languages. This further demonstrates the consensus that cultural and linguistic diversity is as important to human existence as biodiversity. To maintain cultural and linguistic diversity in this globalized world, translation is indispensable. Topics: Translation and Culture • Translation of Literature • Translation and Languages of Limited Diffusion • Translation Service & Translation Technology • Teaching and Training in Translation and Interpreting • Translation of Professional Texts • Consecutive, Simultaneous, and Community-based Interpreting • Terminology and Lexicology • Professional Associations and their Administration • Translation Studies • Translation in Publishing • Media Translation.

Information: E-mail: fit2008info@gmail.com

Web: www.fit2008.org

August 4-7 (2008) – Brighton (UK)

International Conference on Language, Communication and Cognition. The conference aims to promote an interdisciplinary, comparative, multi-methodological approach to the study of language, communication and cognition, informed by method and practice as developed in Cognitive Linguistics. The objective is to contribute to our understanding of language as a key aspect of human cognition, using converging and multi-disciplinary methodologies, based upon cross-linguistic, cross-cultural, cross-population comparisons.

Information: E-mail: LCC@Brighton.ac.uk

Web: www.languageandcognition.net

August 13-15 (2007) – Hong Kong (China)

2nd HCLS Conference on Translation, Language Contact and Multilingual Communication. The objective of the conference is to explore (the modelling of) translation, relate it to other forms of communications in contexts of multilinguality, and suggest ways in which translation as process and as product may contribute to language contact. Among relevant questions arising out of this theme are: What are the specific characteristics of translation, as opposed to other forms of text production? And hence, what are possible specific properties of translations as texts? Furthermore, what is the relationship of translation to other multilingual situations of communication?

Information: Ms. Joey Wong, The Halliday Centre for Intelligent Applications of Language Studies, City University of Hong Kong, 83 Tat Chee Avenue, Kowloon, Hong Kong. E-mail: HCLS@cityu.edu.hk Tel. (852) 3442 6546 Fax: (852) 2265 7642

Web: www.hallidaycentre.cityu.edu.hk/hcls-c2-2008

August 18-21 (2008) – Copenhagen (Denmark)

TKE2008 - 8th International Conference on Terminology and Knowledge Engineering: “Managing Ontologies and Lexical Resources “. Topics: Ontologies • Concept systems • Classification systems & thesauri • Taxonomies • Metadata taxonomies • Data elements and data categories • Metamodels • Knowledge extraction • Terminology extraction • Terminology in e-government and sector standardization • Terminology policies • LSP lexicography • Corporate lexicography • Learning terminology and lexicography.

Information: E-mail: tke2008@cbs.dk Web: <http://cbs.dk/tke2008>

August 18-22 (2008) – Manchester (UK)

COLING 2008 - 22nd International Conference on Computational Linguistics. The conference will be dealing with a wide range of subjects within the area of computational linguistics including: pragmatics, semantics, syntax, grammars and the lexicon; lexical semantics and ontologies; language models, spoken language recognition and understanding; linguistic, psychological and mathematical models of language; corpus-based modelling of language, discourse and dialogue; multilingual processing, machine translation and translation aids.

Information: <http://personalpages.manchester.ac.uk/staff/harold.somers/coling>

August 23 (2008) – Manchester (UK)

Post-Coling Workshop on Speech Processing for Safety Critical Translation and Pervasive Applications. (In connection with Coling 2008, the 22nd International Conference on Computational Linguistics). The key issue that differentiates the medical domain from most other application areas for speech translation is its safety-critical nature; systems can realistically be field- deployed now or in the very near future; the basic communication model should be collaborative, and allow the client users to play an active role; and medical systems are often most useful when deployed on mobile devices. This last point offers a natural link to pervasive computing applications, where spoken language technologies provide an effective and natural interface for mobile devices in situations where traditional modes of communication are less appropriate.

Information: www.issco.unige.ch/slt4med08

August 24-29 (2008) – Essen (Germany)

AILA 2008 - 15th World Congress of Applied Linguistics: “Multilingualism: Challenges and Opportunities”. It is only natural that an AILA World congress in Europe should focus on aspects of multilingual matters and the linguistic richness of this continent. The European Union and the Council of Europe have a clearly defined policy to preserve Europe as a multilingual and multicultural region. Because of the expansion of the European Union in the coming years, multilingualism and the challenges and opportunities connected with it will be a very topical theme in 2008, thus attracting a lot of attention and promising to be a great stimulus for academic debate.

Information: Julian Sudhoff, Universität Duisburg-Essen, Campus Essen, Fachbereich Geisteswissenschaften, Anglistik, Universitätsstraße 12, D-45117 Essen, Germany. E-Mail: orga-aila-2008@uni-due.de Tel.: +49-201-183-2727 Web: www.aila2008.org

September 11-13 (2008) – Swansea (UK)

41st BAAL Annual Conference: “Taking the Measure of Applied Linguistics”. This theme is deliberately intended to be inclusive and might take stock of Applied Linguistics generally, consider attempts to quantify language and language learning which is one important element of Applied Linguistics, or make the case that non-quantified language descriptions can be equally valid and useful in linguistic applications.

Information: Conference Organisers: Tess Fitzpatrick: t.fitzpatrick@swansea.ac.uk

Jim Milton: j.l.milton@swansea.ac.uk, Department of Applied Linguistics.

Tel: +44 1792 602540 Fax: +44 1792 602545 Web: www.baal.swan.ac.uk

September 11-14 (2008) – Gniezno (Poland)

The 39th Poznan Linguistic Meeting (PLM2008): “Language, brain and mind: Recent linguistic, neurolinguistic and psycholinguistic perspectives”.

Information: PLM2007 Organising Committee, School of English, Adam Mickiewicz University, Collegium Novum, al. Niepodległości 4, 61-874 Poznań, Poland. email: plm@ifa.amu.edu.pl tel: (+48 61) 829 3506 fax: (+48 61) 852 3103 Web: <http://ifa.amu.edu.pl/plm/Home>

September 15-16 (2008) – Online!

1st International Online Language Conference (IOLC 2008): “Language Teaching, Learning and Research: Initiating Change and Shaping the Future”. The objectives of the conference are: • To provide a platform for language educators, academicians, and researchers from diverse cultural backgrounds to exchange ideas and best practices for effective language teaching and learning • To promote better understanding of cultural diversity in language learning • To encourage language educators to be involved in the research process, in order to achieve Comprehensive Excellence • To produce a collection of scholarly papers presented at the conference addressing the issue of globalization in language teaching and learning.

Information: E-mail: iolc2008@ioksp.com Web: <http://iolc2008.ioksp.com/>

September 15-19 (2008) – Birmingham (UK)

8th International Summer School in Forensic Linguistic Analysis. The School addresses subjects within the broadly defined discipline of forensic linguistics, including the structure of legal language, forensic authorship attribution, copyright issues, plagiarism and its detection, and forensic phonetics. We work with authentic language data and use real cases to illustrate theory.

Information: www.forensiclinguistics.eu

September 18-19 (2008) – Strasbourg (France)

Journées d'études de Strasbourg: “Outil de traduction – outil du traducteur?”. Les outils de traduction ne cessent de progresser : outils de traduction automatique, outils de traduction assistée par ordinateur, d'aide à la rédaction, dictionnaires électroniques et bases de données terminologiques en ligne, concordanciers, jamais l'offre de produits gratuits ou commerciaux n'a été aussi forte. Les conséquences ne sont pas sans effet sur le métier de traducteur et l'enseignement de la traduction. Ces journées d'études s'attacheront à montrer en quoi les outils de traduction aident le traducteur, en quoi ils le desservent.

Information: E-mail: outilstrad@gmail.com

Web: www.ltt.auf.org/article.php3?id_article=288

September 18-20 (2008) – Murcia (Spain)

VII Annual Conference of the European Association of Languages for Specific Purposes (AELFE): “Researching and Teaching specialized languages: New contexts, new challenges”. The conference aims to gain insight into the current challenges in didactics and theoretical-practical research in modern languages applied to academic and specific purposes. A new research and didactic scene is being shaped by such factors as the expansion of new technologies, the heyday of distance learning and the university reform derived from the implementation of the European Space for Higher Education.

Information: Purificación Sánchez Hernández, VII Congreso Internacional de AELFE, Dpto. Filología Inglesa, Facultad de Letras, Campus de La Merced, Universidad de Murcia, Plaza de la Universidad, E-30071 Murcia, España.

E-mail: aelfe2008@um.es Tel.: +34 968 364867 Fax: +34 968363185

Web: www.um.es/aelfe2008

October 1-4 (2008) - Xalapa, Veracruz (Mexico)

ITICEX 2008 – International Translation/Interpretation Conference: “Translation in/and the media”. Meet colleagues and potential collaborators and outsourcers. Start a business relationship with LSPs in Mexico, in the city of Xalapa Capital of the State of Veracruz. Many presentations, seminars, workshops. Book exhibit. Software and linguistic services also included in the Expo area.

Information: E-mail: tilingolingo@t-lingo.com.mx

Web: www.t-lingo.com.mx/11077.html

October 10-11 (2008) – Athens (Greece)

2nd Athens International Conference on Traduction and Interpretation. “Teaching and Researching the Practise: Translation Education, Professional Identity and New Technologies”. As the title suggests, the conference will explore how translation is and/or should be taught, how the professional identity of translators is formed through both education and the practise of translation, and how technology can contribute to the work of translators.

Information: Web: <http://tinyurl.com/yw2nqe/>

October 10-12 (2008) – Boston, MA (USA)

2008 International Conference on Medical Interpreting: “Addressing Health Care Disparities by Ensuring Language Access to All”. What can I do as an interpreter to ensure language access for my clients? What can I do as a healthcare provider? How can I ensure language access given my resource constraints? What are the requirements for my institution? What role can interpreters play in ensuring language access? What are the most important guidelines and regulations I must follow? How do I know if I'm in compliance? What are some best practices to ensure language access to all? These are some of the questions we'll attempt to explore at this conference. Our desire is to bring different stakeholders to the table to discuss language access: providers, interpreters, trainers, language access and risk managers, company owners, etc.

Information: IMIA, 750 Washington Street, NEMC Box 271, Boston, MA 02111-1845, USA. E-mail: imiaweb@gmail.com

Web: <http://www.imiaweb.org/conferences/default.asp>

October 16-18 (2008) – Castelló (Spain)

The IULMA International Conference on the Language of Science and Technology.

The Conference will consist of five panels/areas: 1. The popularization and transmission of scientific and technological knowledge via the technologies of communication and information 2. The terminology of scientific and technological discourse 3. Genres and discourse in scientific and technological communication 4. History and evolution of scientific and technological language 5. Translation of scientific and technological texts.

Information: Dra. Nuria Edo Marzá, Dpto. Estudios Ingleses, Facultad de Ciencias Humanas y Sociales, Universitat Jaume I, Campus de Riu Sec, Avda. Sos Baynat s/n, E-12071 Castellón, Spain. FAX +34 964729261 E-mail: iulma@ua.es
Web: www.iulma.es (uk: www.iulma.es/noticia.asp?idnoticia=1228)

October 20-21 (2008) – Honolulu, Hawaii (USA)

IWSLT2008. International Workshop on Spoken Language Translation – Evaluation Campaign on Spoken Language Translation.

The International Workshop on Spoken Language Translation (IWSLT) is a yearly, open evaluation campaign for spoken language translation followed by a scientific workshop, in which both system descriptions and scientific papers are presented. IWSLT's evaluations are not competition-oriented, but their goal is to foster cooperative work and scientific exchange. In this respect, IWSLT proposes challenging research tasks and an open experimental infrastructure for the scientific community working on spoken and written language translation.

Information: National Institute of Information and Communications Technology (NICT) Knowledge Creating Communication Research Center, Spoken Language Communication Group, 2-2-2 Hikaridai, Keihanna Science City, Kyoto 619-0288, Japan.

Tel: +81-774-95-1301 Fax: +81-774-95-1308 E-mail: iwsltlocal08@atr.jp
Web: www.slc.atr.jp/IWSLT2008/

October 29-31 (2008) – Berlin (Germany)

7th International Conference & Exhibition on Language Transfer in Audiovisual Media. Language and the Media: “Global Business – Local Access Good-bye Quality?”. Themes: Audiovisual Localisation; Multilingual access to global media; Access to the media for specific audiences; New media, content and accessibility; Multiple use of assets; Proliferation and quality; New technologies and new tools.

Information: ICWE GmbH, Leibnizstrasse 32, D-10625 Berlin, Germany.

Tel.: +49 (0)30 310 18180 Fax: +49 (0)30 310 181829

E-mail: info@languages-media.com Web: www.languages-media.com

November 6-8 (2008) – Alicante (Spain)

Symposium “Univer-Cities: Translation, Languages and Internationalization”. The aim of this symposium is to find out and discuss the exact implication(s) of the various communicative changes entailed by the internationalization (globalization) of language (and translation) strategies. Areas: Languages, multilingualism and society; Translation/Interpreting studies in the global era; Translation and social psychology; Organization theory and univer-cities; Translation and political studies; The international book market; The (print/audiovisual) media world.

Information: E-mail: univercities@gmail.com

Web: www.ua.es/personal/iliescu/univercities

November 7-8 (2008) – Guangzhou (China)

International Conference on Forensic Linguistics: "Forensic Linguistics in the 21st Century: Research and Application". Contents of the conference will deal with all aspects of forensic linguistics/language of law, including: theoretical research on forensic linguistics; legal discourse analysis; legal translation and courtroom interpreting; the application of forensic linguistics; research on legal language teaching; construction of corpus for forensic purposes. Conference language: Chinese and English.

Information: E-mail: cafl_mishuchu@yahoo.com.cn

Web: http://www1.gdufs.edu.cn/chinaflr/english/Article_Show.asp?ArticleID=408

November 7-9 (2008) – Prague (Czech Republic)

EXPOLINGUA Praha 2008. 18th International Fair for Languages, Education and Cultures. The main topics of the seminar programme at EXPOLINGUA Praha 2008 will be: • studying and learning languages abroad • work experience abroad • mini-language courses • translation and interpreting • language tests • e-Learning and computer-assisted language learning (CALL) • foreign language professions.

Information: ICWE GmbH, EXPOLINGUA Praha, Silke Lieber & Claudia Schweder, Leibnizstrasse 32, D-10625 Berlin, Germany. Tel. +49 30 310 18180 Fax. +49 30 310 181829 E-mail: prague@expolingua.com

Web: www.expolingua.cz/index.php?lang=en

November 14-16 (2008) – Salzburg (Austria)

7th Interdisciplinary Symposium European Cultures In Business And Corporate Communication EUKO: "Stakeholder oriented Communication" / Europäische Kulturen in der Wirtschaftskommunikation EUKO: "Anspruchsgruppenorientierte Kommunikation". The congress aims at gathering scholars and practitioners from different areas around the different implications that this topic can have. The presentations can be held in English or German.

Information: Prof. (FH) Dr. Florian Siems, FH Salzburg GmbH, Studiengang BWI, Urstein Süd 1, Österreich. Tel: +43(0)50221-1108 E-Mail: euko2007@fh-salzburg.ac.at

Web: www.wirtschaftskommunikation.net

November 14-16 (2008) – Berlin (Germany)

EXPOLINGUA Berlin 2008. 18th International Fair for Languages, Education and Cultures. An extensive seminar programme takes place parallel to the exhibition. In cooperation with EUROCALL Germany and the German Academic Exchange Service (DAAD), EXPOLINGUA Berlin 2008 presents a rich and varied programme of workshops and lectures. The main topics of the seminar programme at EXPOLINGUA Berlin 2008 will be: • Mini-language courses • Studying and learning languages abroad • Work experience abroad • Language tests • CALL - Computer Assisted Language Learning • Foreign language professions.

Information: ICWE GmbH, EXPOLINGUA Berlin, project manager: Silke Lieber, Leibnizstrasse 32, D-10625 Berlin, Germany. Tel. +49 30 310 18180 Fax. +49 30 310 181829. E-mail: prague@expolingua.com

Web: www.expolingua.cz/index.php?lang=en

November 18-20 (2008) – Al Ain (United Arab Emirates)

1st International Conference on Translation / Interpretation & the Impact of Globalization. The main goal of the conference is to bring together scholars from all around the world to exchange ideas, share experiences and address current translation theories, issues and techniques in all areas of translation. Keynote speakers with a wealth of experience will be invited to the conference to allow researchers and translators to meet and discuss ideas and explore venues for cooperation in all aspects of translation and interpretation. Special emphasis will be placed on translation in the Middle East, particularly the UAE, and the challenges facing translators.

Information: Department of Translation Studies, College of Humanities & Social Sciences, U. A. E. University, Al Ain, U. A. E. Tel:+971-3-713-4732 Fax:+971-3-713-4961
Web: http://www.fhss.uaeu.ac.ae/Conference/call_for_papers.html

December 4-6 (2008) – Reykjavik (Iceland)

15th Nordic Network for Intercultural Communication – NIC 2008: Cultures in translation. The conference will have six central themes which will be divided into separate seminars. No topics in the field of intercultural communication are excluded but we particularly welcome proposals on the following themes: • The Glory of Babel: celebrating diversity in languages and linguistics • Bilingualism as a social asset • Dissolution and diffusion of cultures (cultural literacy in a hybrid world) • Literary translations - a gateway into different cultures? • Community interpreting • Nordic identity and language attitudes within the Nordic countries.

Information: E-mail: infovigdis@hi.is Web: http://vigdis.hi.is/page/svf_cultures

December 8-13 (2008) – Havana (Cuba)

World Congress on Specialized Translation 2008: Languages and Intercultural Dialogue in a Globalizing World. Topics: • Information sciences, the Internet and translators: efficacy and efficiency • “Translation is too expensive and too slow,” or the lies behind monolingualism • Translation in international organizations, patents and norms • The translator in dialogue with editors and producers of audiovisual material.

Information: E-mail: cmte2008@unilat.org
Web: <http://dtil.unilat.org/cmte2008/en/presentacion.htm>

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January 22-24 (2009) – Lahore (Pakistan)

Conference on Language and Technology 2009 (CLT09). CLT is a biennial conference series organized by Pakistan Society for Language Processing (PSLP), aiming to bring together students, researchers and practitioners to exchange research and development in the fields of linguistics and processing of speech, script and language. CLT09, the second conference in the series, is being hosted by the Center for Research in Urdu Language Processing at the National University of Computer and Emerging Sciences, Lahore.

Information: Dr. Sarmad Hussain, CLT09 Secretariat, Center for Research in Urdu Language Processing, National University of Computer and Emerging Sciences, B Block, Faisal Town, Lahore, Pakistan. Tel: +92-42-111 128128 Fax: +92-42-5165232
Email: clt09@crulp.org Web: www.crulp.org/clt09

February 7-8 (2009) – Crete (Greece)

1st International Conference on Language for Specific Purposes on Crete: “Options and practices of LSP practitioners”. The purpose of the conference is to disseminate information related to research, education and good practice of those interested in L S A P. In addition to plenary sessions, workshops and discussions, it will enable participants to network and share information and experiences in the field, catch up with existing developments and take home fresh ideas to implement in their professional and academic context.

Information: Web: <http://lspcrete.wordpress.com>

LSP and Professional Communication is an international peer-reviewed journal aimed at those interested in language for special purposes and professional communication.

The purpose of the journal is to underpin professional language research and make its results available to a wider audience in order to increase its visibility and public interest in professional language matters. This, in turn, should lead to an increased capacity to defend the interests of this subject area.

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