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Technology**

***New trends in Language Teaching, Interpreting and  
Translation***

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**BOOK OF ABSTRACTS**

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**Katerina Dara-Lepoura**, Head of E-Learning Unit, DG INTE, European Parliament

**Marcello Federico**, HLT-MT Fondazione Bruno Kessler, Trento, Italy

**Ana Frankenberg-Garcia**, Reader in Translation Studies, University of Surrey, United Kingdom

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### **KATERINA DARA-LEPOURA**

#### ***EP Remote Training and Assessment Tools***

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The Directorate-General of Interpretation and Conferences (DG INTE) of the European Parliament (EP) engages a practical cooperation with EU and non-EU universities to offer pedagogical assistance, promote knowledge transfer and help bridge the gap between academic training and the real-life requirements for conference interpreters in international organisations. The benefits of this cooperation are twofold: graduates have better opportunities for recruitment after their studies and the interpretation services of the Parliament can count on highly skilled graduates to fulfil their recruitment needs and sustain the multilingual services. The different types of pedagogical support offered by the e-Learning Unit of DG INTE encompass **Virtual Classes** and, in the near future, **Virtual Coaching**. The Multilingualism and Succession Planning Unit manages the **Pre-Selection Tool** to screen test candidates before real testing.

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### **MARCELLO FEDERICO**

#### ***Teaching Artificial Neural Networks to Translate***

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In this lecture I will introduce the basic concepts of a recent approach to machine translation, called neural machine translation, which is entirely based on artificial neural networks and represents now the new state of the art in this field. I will try to explain in plain words how artificial neural network are build, how they process information, how they learn, and how they can actually be used to translate

text. Then, I will show how and why neural machine translation performs better than previous approaches and what currently are its strong and weak points. Finally, I will survey research topics in neural machine translation that we are currently investigating at FBK within two European projects.

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**ANA FRANKENBERG-GARCIA**

***Combining user needs, lexicographic data and digital writing environments***

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Over the last thirty years there have been considerable advances with regard to both dictionary content and format. If thirty years ago the printed volume was the only medium available, nowadays practically all major dictionaries have digital interfaces. Yet studies about dictionary use show that the spectacular developments in terms of dictionary content and format that have taken place over the past decades have not had a dramatic impact on actual dictionary-user behaviour. Dictionaries - both paper-based and digital - remain by and large underused, with the public in general still referring to them mainly for language comprehension, to look up definitions (or translations in the case of bilingual dictionaries). Few users are aware that dictionaries can also help in language production, offering users information on how to employ words in texts. As a result, it is widely acknowledged that more needs to be done with regard to teaching dictionary consultation skills. An arguably better solution would be to develop alternative, dictionary-like tools that do not require much in the way of training or instructions. In this talk, I will present the Collocaid™ project, whose aim is to develop an intuitive lexicographic resource that is accessed from within digital writing environments to help users of academic English with collocations.

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**STEPHAN VOGEL**

***From Machine Translation to Automatic Interpretation***

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Machine translation has become widespread. We translate web pages by the click of a button. Facebook offers automatic translation in our timeline. E-commerce portals use machine translation to automatically translated product descriptions or reviews submitted by customers. On the other side, a number of apps is available to offer

speech translation. Even first versions of the Hitchhiker's 'babelfish' become available.

The fully automatic speech translation available so far are typically performing consecutive translation. However, in many situations simultaneous interpretation is required. This puts additional levels of complexity to a system, which performs this task automatically: real-time processing to keep up with the speaker, low latency process to maintain a short decalage, translating before all context has been seen. To better understand how human interpreters deal with the complexity of the translation process under the time constraints of simultaneous interpretation we built and analyzed a corpus of English to Arabic interpretation corpus.

The talk will also present some findings from the analysis of this interpretation corpus, also describe the ongoing work to build a fully automatic simultaneous interpretation system, and discuss both benefits and disadvantages of such a system.

**Amato, Amalia**

***Interpreting service calls: potential problems and possible solutions***

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The use of remote interpreting is becoming increasingly widespread in. The advantages and disadvantages of remote interpreting have been extensively discussed in literature (Oviatt and Cohen 1992; Ellis 2004, Lee 2007; Kelly 2008; Ozolins 2011; Braun and Taylor 2012, Braun 2014, 2015). Although all the authors agree that the absence of context and social presence generates uncertainty in the participants and that lack of visual, tactile and other communication components make this form of interpreting very challenging, most studies indicate that with properly functioning equipment, good training and experience of interpreters and of other participants in the interaction most disadvantages can be managed and overcome (Andres and Falk 2009; Braun and Taylor 2012).

One form of remote interpreting is via the telephone. Although the telephone cannot be defined as a “new technology”, its use is rather “new” in the field of interpreting, especially in Europe. This paper presents telephone interpreting data collected and transcribed in the framework of the Erasmus+ Project “Shift in Orality – Shaping the Interpreters of the Future and of Today”. Ten health service calls and five doctor-patient interactions mediated by an interpreter on the phone will be presented and analysed to see how specific sequences of talk may generate problems for the interpreter and how they can be managed either by the interpreter or by teamwork involving both the interpreter and the operator or the doctor. A potentially problematic activity is that of rapidly identifying the reason for the call, especially if under pressure as in an emergency situation. Another aspect that can be particularly challenging for the interpreter is conveying the caller’s personal details accurately to the operator or the doctor. especially when the sound is not good or names are mispronounced. For these and other problems that may arise during an interpreter-mediated health service call some solutions adopted by the interpreters at work will be discussed and suggested as a possible resource to be used in future training activities on telephone interpreting.

**Keywords:** remote interpreting, telephone interpreting, health care services, teamwork, training

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**Araújo, Silvia; Correia, Ana**

***Mind mapping as a learning tool for consecutive interpretation***

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The digital age plays a key role in learning, helping to discover new ways of appropriating, building and disseminating knowledge. One of the most attractive features of this new digitally-oriented learning lies in the fact that students are placed at the very epicentre of their own learning process. In this paper, we discuss the results of a teaching experience, conducted with third-year students of the undergraduate in Applied Languages at the University of Minho (Braga, Portugal), which explored the benefits of hybrid learning (Nissen, 2007) through the implementation of a collaborative digital environment. Using examples of e-portfolios elaborated by each of the students involved (Mailles-Viard Metz & Albernhe-Giordan, 2010), we will describe the pedagogical scenario that we implemented in order to improve oral comprehension and production. We will further attempt to demonstrate that the elaboration of mind maps (Caro Dambreville, 2014) – with web-based free software – has an important role in the learning process because students relied on these visual aids to render, firstly, speeches that they produced themselves about a topic of their own choosing (intralinguistic exercise) and, secondly, speeches produced by another colleague (interlinguistic exercise). To ensure the implementation of this mind mapping-based learning process, we have enlisted the help of the Computer Science Department of the University of Minho for the development of a software tool. In this paper, we would also like to briefly discuss the pedagogic potential of this tool for interpreter training.

**Keywords:** mind mapping, consecutive interpreting, multimodality, e-portfolio

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**Balakina, Ksenia**

***Learner corpora nella didattica delle lingue: studio di un learner corpus parallelo italiano-russo***

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Lo scopo di questo studio è di mostrare il modo in cui i learner corpora paralleli, ovvero le raccolte elettroniche delle traduzioni verso la seconda lingua (L2) effettuate dagli studenti, possono contribuire al miglioramento della didattica della traduzione attiva. Si ripercorrerà brevemente la storia dell'utilizzo dei learner corpora nella ricerca dell'apprendimento di una seconda lingua dedicando particolare attenzione alla loro potenziale applicazione nel campo dell'insegnamento delle lingue, e, più specificamente, per l'ottimizzazione dei programmi e dei materiali didattici. Si discuterà inoltre l'utilizzo dei learner corpus nelle attività di classe. Verranno presentati i risultati di uno studio basato sul primo learner corpus russo-italiano, che conta più di 40'000 parole e che raccoglie traduzioni di varia tipologia, svolte da madrelingua italiani che studiano la lingua russa come L2 all'università. Ci si soffermerà soprattutto sulle traduzioni di alcuni avverbi e aggettivi quantitativi dall'italiano in russo. I dati del learner corpus verranno paragonati alle traduzioni professionali disponibili nel corpus parallelo russo-italiano del Corpus Nazionale della Lingua Russa. Tale analisi contrastiva metterà in evidenza le differenze nella distribuzione degli avverbi e degli aggettivi quantitativi nelle traduzioni degli studenti e la loro distribuzione nelle traduzioni svolte dai madrelingua russi. Le strategie traduttive e le scelte fatte dagli studenti di russo L2 verranno spiegate con una combinazione di fenomeni, come l'interferenza interlinguistica, nonché "il traduttorese". Lo studio si concluderà con degli accenni per il futuro proseguimento della ricerca.

***Parole chiave:*** learner corpora, corpora paralleli, traduzione attiva, interferenza linguistica, traduttorese

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**Biagini, Francesca; Marco Mazzoleni**

***L'utilizzo del corpus parallelo italiano-russo del NKRJa per la didattica del russo L2 ai discenti italiani: il caso dei costrutti preconcessivi***

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L'obiettivo di questo lavoro è descrivere un esempio di utilizzo del corpus parallelo italiano-russo del Corpus Nazionale della Lingua Russa (NKRJa) nella didattica del russo L2 a discenti italiani di livello avanzato, in particolare nella presentazione dei costrutti cosiddetti 'preconcessivi'.

Innanzitutto, agli studenti viene fornita un'introduzione teorica sui costrutti preconcessivi sulla base delle forme presenti nella loro lingua materna. La maggior parte dei costrutti preconcessivi italiani sono costituiti da una struttura correlativa paratattica con un anticipatore cataforico (come *è vero, sì, certo*) e una ripresa anaforica (come *ma, però, del resto*) e dal punto di vista retorico-argomentativo mostrano una forte vicinanza ai costrutti costituiti da una subordinata concessiva preposta alla sua sovraordinata. Questi anticipatori, pur sottolineando la verità del contenuto che accompagnano, a livello pragmatico comportano un indebolimento del peso argomentativo e pre-avvertono il destinatario che si sta per enunciare qualcosa di contrastante.

Ci sono poi anticipatori cataforici che invece indeboliscono direttamente il contenuto della prima frase di un costrutto preconcessivo, come il futuro "concessivo" del verbo *essere* ("Sarà ..., ma ...").

Una volta presentate le strutture italiane si può procedere alla ricerca sul corpus di alcuni degli anticipatori cataforici del primo tipo, come ad esempio *è vero*. I risultati della query permettono di individuare in russo strutture correlative paratattiche analoghe all'italiano, contenenti anticipatori cataforici funzionalmente equivalenti come *pravda, da, konečno* seguiti da riprese anaforiche quali *a, no (ved'), odnako*, e di evidenziarne differenze e analogie rispetto all'italiano.

La ricerca del secondo tipo di anticipatori sul corpus parallelo mostra come in russo il distanziamento epistemico venga reso attraverso marche linguistiche avverbiali quali *požaluj, možet byt', kak znat'*.

Emerge come l'utilizzo del corpus parallelo si possa applicare alla didattica delle relazioni transfrastiche, facilitando l'apprendimento di nuovi costrutti, grazie all'analisi metalinguistica sulla lingua materna e al confronto interlinguistico nell'uso.

**Parole chiave:** corpora paralleli, didattica del russo L2, relazioni transfrastiche, costrutti preconcessivi, analisi contrastiva italiano-russo

**Biasetti, Giada**

***Visual Scanning and Pupil Dilation in Second Language Acquisition and Translation Tasks***

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Eye movements and pupil dilation are neurophysiological measures of cognitive workload. Cognitive workload is defined as the amount of mental effort needed to execute a task. This study focuses on the neurophysiology of second language acquisition to better understand how students learn a second language. If we can demonstrate that cognitive workload is directly related to the level of experience with Spanish as a second language, future studies will be designed that will use cognitive workload as a means of student learning and teaching strategies. Novice and experienced Spanish speakers enrolled in our classes were asked to complete a translation task that is similar in nature to activities they are normally given in an educational setting. The specific aims were:

1. To compare eye movements and pupil dilation in novice and experienced Spanish speakers while performing a translation task.
2. To investigate the effect of a semester course of Spanish on visual scanning and pupil dilation.

In the first case, we verified that visual scanning patterns and pupil dilation in experienced Spanish speakers were more efficient than in novice Spanish speakers. However, in the second case, we discovered that the students showed more pupil dilation in translation tasks after a full semester of Spanish studies. Based on the data, this study will explain the possible reasons for these results and contribute to the ongoing investigation of the neurophysiological mechanisms of second language skill acquisition.

People involved in this study:

Department of English and Foreign Languages, Augusta University

- Dr. Giada Biasetti (Principal Investigator - Assistant Professor of Spanish)

- Dr. Chris Botero (Associate Professor of Spanish and Assistant Chair)

Department of Physical Therapy in the College of Allied Health Sciences, Augusta University

- Dr. Hannes Devos (former Director of the Augusta University Driving Simulation Laboratory and Assistant Professor of Physical Therapy)

- Dr. Maud Ranchet (former Post-Doctoral Fellow)

Student Research Assistants, Augusta University

- Mayra Maura

- Taylor Rodriguez

**Keywords:** Language Acquisition and Learning, Neurophysiology of Second Language Acquisition, Translation, Cognitive Workload, Teaching Strategies

**Brichese, Annalisa; Facchin, Andrea**

***Quizlet.com: imparare a leggere e scrivere in arabo attraverso le glottotecnologie***

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Il presente contributo si inserisce nel campo delle glottotecnologie applicate all'apprendimento della lingua araba standard. Nello specifico, la sperimentazione condotta si sviluppa a partire dalla teoria della direzionalità e della bimodalità fondata sull'emisfericità cerebrale (Danesi 1988, 1998) che in glottodidattica ha condotto ad una serie di accorgimenti metodologici come l'utilizzo di strategie induttive. Il contributo si focalizza sull'insegnamento della letto-scrittura dell'arabo come LS: partendo dalla presentazione dell'intera parola (metodo globale – approccio legato al significato) si passa alla scomposizione in unità fonografemiche che, una volta analizzate, sono ricombinate per la formazione di nuove parole.

Il contributo propone un percorso didattico che, tramite l'utilizzo di glottotecnologie (*running vocabulary list* su classe virtuale Quizlet.com), stimola lo sviluppo dell'abilità di ricezione e produzione scritte attraverso attività di lettura globale, lettura analitica e successivamente videoscrittura sin dalle primissime fasi dell'apprendimento linguistico.

Nel contributo si presterà particolare attenzione ai risvolti glottotecnologici del percorso didattico sopraccitato, attraverso l'uso del sito Quizlet.com. Quest'ultimo offre strumenti tecnologici al servizio delle lingue e permette di costruire flashcard accessibili su diversi dispositivi elettronici (computer, smartphone e tablet) e di facilitare la memorizzazione del lessico attraverso esercizi di manipolazione e la trascrizione di parole o brevi stringhe o attività ludiche come il *match game* e il *gravity game*.

**Parole chiave:** glottotecnologie, arabo, lessico, letto-scrittura, apprendimento

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**Chen, Yi-Chiao**

***Authors Translate Most Faithfully? A Corpus-based Comparison of Translators' and Self-translators' Outputs***

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Self-translators, although not representing a remarkable proportion of practitioners in the translation industry, can be found in, I believe, all societies. As long as the interaction between two or more languages exists, some authors who speak more than one language may translate their works in another language. By intuition, we may hold that the source meaning could be retained to the greatest (if not full) extent in works translated by authors themselves because they are the creators. To prove or rebut it, a great number of studies have been conducted in the past, and they fall within three aspects: (1) comparing the source and target text and explaining the difference with examples, (2) conducting self-translation personally and collecting thoughts and (3) examining self-translation on the basis of other theoretical concepts. It could be noted that former scholars mainly expound their findings and views with examples. To shed new light, this presentation aims to discuss the difference in translation preferences between translators and self-translators from a quantitative perspective. It is hoped that the analysis could reveal whether or not self-translators' translations are more faithful to the source. To attain this aim, a corpus of translations and that of self-translations are involved for analysis and comparison. Meanwhile, to facilitate the corpus-based investigation, Chinese empty words are adopted as the research object, and the search results are processed into percentage-based figures. According to the results, the translation procedure of Match is the most adopted method by translators, whereas the procedure of Omission is identified more often among the translations of self-translators, which could be because self-translators own the authority and the authorial status.

**Keywords:** self-translators, corpus, translation procedures, authority, authorial status

**Correia, Ana**

***Cohesive patterns in simultaneous interpreting: evidence from relative pronouns***

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This study is based on a corpus of speeches delivered by Portuguese and English MEPs at plenary sessions of the European Parliament and the respective interpretations. The aim of the study is to analyze the use of relative pronouns and the means used by interpreters to translate them in simultaneous mode. Pronouns are cohesive devices which have proven crucial to ensure the coherence of any text (Beaugrande & Dressler, 1981). If not properly established, the links between pronouns and their referents may hinder a text's communicative intelligibility, which is regarded as the main goal of any translation-related activity, particularly interpreting. Therefore, the issue of cohesion and coherence has held the interest of researchers in translation and interpreting studies (Shlesinger, 1995, Menzel, Lapshinova-Koltunski & Kunz, 2017). We will begin by briefly addressing the issue of anaphora, which is indelibly associated with the study of pronouns, attempting to establish its relevance for interpreting studies. We will then provide a quantitative outlook of our corpus, regarding the frequency of relative pronouns in both language directions (i.e., Portuguese <> English and English <> Portuguese). Based on these quantitative data, we will already be able to pinpoint some trends in the use of relative pronouns. We will then proceed with the qualitative analysis of some examples taken from the corpus in order to illustrate the kind of linguistic phenomena that occur most often with the translation of pronominal chains. This type of study is based on the premise that reflection on the practice of interpreting through the analysis of authentic data, namely with the help of electronic corpora, can promote the students' metalinguistic awareness, helping them to develop anticipation and problem-solving strategies (Sandrelli, 2010).

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**De Sousa, Ana Maria**

***Recursos digitais na didática do Português***

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Conhecido o crescente aparecimento dos sofisticados recursos digitais e a consequente dificuldade em os manusear apropriadamente na aula, o artigo sugere metodologias de trabalho eficazes e estratégias para os rentabilizar sem qualquer tipo de desvanecimento.

Os recursos digitais colaboram com a didática no aumento do léxico ativo e passivo, na promoção da comunicação oral e escrita e na auto confiança dos seus usuários. A sua integração no quotidiano escolar é o reconhecimento do peso que têm na atualidade e a aceitação de que sem eles há um empobrecimento significativo no sucesso dos alunos. Com base nas teses teórico-práticas de Moura, Carvalho, Petty, Hattie, Calvani, Lewis, Long entre outros, o texto examina as muitas formas como os professores podem interpretar e incorporar as pesquisas feitas neste âmbito nos mais variados contextos de ensino do Português.

A comunicação apela, nas suas três partes, a uma metodologia fundamentada na evidência, ou seja, em provas efetivas de trabalho que podem ser aplicadas em qualquer ambiente escolar. Espera-se que seja um contributo para a prática docente de qualquer nível de ensino, uma oportunidade de reflexão e, ainda, um momento de encorajamento didático.

**Palavras Chave:** Recursos digitais; Didática do Português; Metodologias eficazes; Léxico

**De Souza Faria, Carla Valeria**

***L'apprendimento e l'insegnamento delle lingue straniere in videoconferenza: la didattica alla luce delle nuove tecnologie***

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La videoconferenza, inizialmente utilizzata in contesti aziendali per la realizzazione di meetings o aggiornamenti di progetti a distanza, è sempre più utilizzata nelle aule virtuali per l'insegnamento delle lingue on line. La sua principale caratteristica è di permettere che due o più utenti si colleghino, in tempo reale, ovunque siano, per vedersi e comunicare a distanza. La videoconferenza più evoluta consente, oltre alla condivisione di audio e webcam, la condivisione dello schermo, di video nonché di utilizzare differenti tipi di strumenti integrati quali la lavagna, la chat, condivisione di tastiera e mouse, evidenziatori e strumenti di disegno. Oltre a simulare le attività faccia a faccia di un'aula tradizionale, permettendo ai partecipanti di ascoltarsi e di vedersi, consente agli studenti, nel medesimo tempo, di poter guardare il materiale didattico e la presa degli appunti da parte del professore senza distogliere lo sguardo dallo schermo. In un'aula tradizionale se lo studente guarda il libro, non guarda gli altri partecipanti.

L'obiettivo di questo lavoro è quello di analizzare, in questa diversa modalità di insegnamento, l'interazione tra docente e studente durante le lezioni di spagnolo, portoghese brasiliano e portoghese europeo (registrate nella parte audio e condivisione schermo) e verificare se l'utilizzo della videoconferenza può facilitare l'apprendimento delle lingue. Gli apprendenti, tutti di madrelingua italiana, partivano dal livello principiante con obiettivi diversi: lavoro, studio, trasferimento all'estero. Gli incontri potevano essere di una o più sessioni settimanali da 45 o 90 minuti.

**Parole chiave:** videoconferenza, apprendimento, insegnamento, lingue straniere, didattica

**Dos Santos, Davidson; Sampaio, Thais Fernandes**

***Letramento Informacional e Práticas de Análise Linguística na Escola: uma proposta para o Ensino de Língua Materna***

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Vivemos a sociedade do software (MANOVICH, 2008), isto é, nossas práticas sociais são atravessadas pela utilização de dispositivos como *smartphones* e computadores. Nesse contexto, o presente trabalho buscou desenvolver proposta de ensino de língua materna, baseada no conceito de Letramento (STREET, 1984; 1988; 2003) e Letramento Informacional (KALTOY, 2014), levando em conta que o ambiente digital se configura com suas especificidades, que alteram a alteridade e as construções identitárias (ANDROUTSOPOLUS, 2011). A compreensão desse espaço como diferente do não virtual/digital tem implicações diretas no ensino. Cassany e Calvo (2014) discutem a necessidade de ir além do uso crítico e do entendimento das ferramentas digitais, pois professores e alunos, via de regra, desconhecem as funcionalidades das ferramentas digitais (CASSANY; CALVO, 2014). Bouton (2014), nesse sentido, apresenta-nos a possibilidade do uso de corpora para fins linguísticos e pedagógicos, discutindo como softwares podem auxiliar no ensino e aprendizagem de L2. Partindo disso, apresentamos uma proposta pedagógica de desenvolvimento de práticas Análise Linguística (GERALDI, 1984, 1997), que é um dos três eixos do ensino de Português no Brasil (PCN, 1996). Nessa abordagem, propomos a construção de um corpus, a partir do uso do *google*, para análise de um aspecto do funcionamento da língua(gem) na web, na perspectiva de Projeto de Letramento (KLEIMAN, 2005). Assim, a proposta envolve: apresentação e conhecimento do motor de busca e de suas possibilidades de uso; coleta de dados e construção de corpora; análise de tópico gramatical; reflexão sobre os dados; construção textual para divulgação do resultado e apresentação oral da pesquisa no escola. Acreditamos que esse tipo de trabalho pode proporcionar uma reflexão sobre os mecanismos de usos empregados nos textos (MENDONÇA, 2006), o que, por sua vez, pode ter impacto positivo nos processos de produção e consumo de textos, para os quais é função da escola preparar seus alunos.

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**Palavras-Chave:** Letramento Informacional, Práticas de Análise Linguística, Novas Tecnologias, Software no Ensino, Projeto de Letramento

**Duarte Teixeira; Elisa**

***Teaching technical translation through collaborative translation projects: An example using corpus, translator-oriented terminology extraction and a CAT Tool***

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This paper reports on a translation project carried out at the University of Brasília (UnB) B.A. in Translation, at the Portuguese->English Scientific and Technical Translation class. The 2012 original book was about the construction of UnB, mainly from the perspective of Architecture.

The book was first converted into .txt format and divided into smaller files, which were uploaded into SmartCAT™ ([www.smartcat.ai](http://www.smartcat.ai)) and distributed among the 19 students and teacher. Each person had 7-8 pages of 1,350 characters with spaces to translate. Next, students were asked to manually identify terminology and other translation units in their portion of text that may present equivalence problems, and collect them in three tables: architecture terminology; names of departments, courses, and other landmarks and institutional organizations; and difficult-to-translate units.

Meanwhile, TermoStat (Drouin, 2003) was used to automatically extract candidate terms from the original book. Some of the most recurring terms and phraseologies were translated into English and used as seeds to search the internet for similar texts in the target language. The resulting target-language comparable architecture corpus was explored by students with AntConc (Anthony, 2016) to find equivalents and usage contexts for most of the remaining terms. The resulting tables were imported into SmartCAT™ as Glossaries and translation began.

Students were asked to work in pairs to translate and edit the files, and then, proofread and post edit them. The glossaries were updated and completed as the problems arose and were solved during translation. We hope to publish them, as well as the resulting bilingual, multi-version parallel corpora on the internet. This would not only add another publication to the CV of students, who reportedly find it difficult to join the translation market, but also allow others to benefit from the knowledge students gathered and produced while participating in this collective, project-oriented learning task.

**Keywords:** technical translation teaching; collaborative translation projects; target-language comparable corpora; translator-oriented terminology; CAT Tools.

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**Eito-Brun, Ricardo**

***Benefits and opportunities of Linguistic tools in Open Innovation platforms***

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The paper focuses on Innovation Management which is a sub-discipline of Management that studies the rules that govern the generation, diffusion and adoption of innovations, and the relationship between the inputs and the outputs of that Process. The creation and dissemination of knowledge and technology are factors of key relevance in information management. OECD Oslo Manual defines innovation as follows: “An innovation is the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organizational method in business practices, workplace organization or external relations.” (OECD 2005, 48). The Development of innovation management as a discipline comprises different stages: closed innovation, based on individual or internal, organizational R&D initiatives, user-supported innovation – started with the works from Von Hippel (1988) – that recognize the value of customers’ feedback and their leading role in the development of new products and services, and Open Innovation (Chesbrough 2003).

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**Fantinuoli, Claudio**

***Speech Recognition and Computer-Assisted Interpreting***

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In the past few years, computer-assisted interpreting (CAI) tools have been used by professional interpreters to prepare assignments, to organize glossaries, and to share event-related information among colleagues. One of the key features of such tools is the ability to support users in accessing terminology during interpretation. State-of-the-art CAI tools require interpreters to manually input a term or part of it in order to query the database. This is considered the main drawback of this approach as it adds an additional cognitive effort to the interpreting process. Even if initial empirical studies seem to suggest that interpreters may have the time and the cognitive ability to look up specialized terms in the booth and that CAI tools can contribute to improving terminology and overall interpreting performance, the usability of such tools could be improved automatizing the querying system.

Recent advances in Artificial Intelligence have considerably increased the quality of Speech Recognition (SR). This technology could be integrated in CAI tools to improve the access to specialized terminology during interpreting. In order to be successfully integrated, however, both SR and CAI tools must fulfil a series of specific requirements. For example, SR must be truly speaker-independent, have a short reaction time, and be accurate in the recognition of specialized vocabulary. On the other hand, CAI tools need to be adapted. For instance, they need to implement the handling of morphological variants and support an interpreter-oriented way to present extracted terminology.

In this paper a framework for the SR-CAI integration is defined, prospective developments are discussed, a prototype is presented and research questions are formulated.

**Keywords:** computer-assisted interpreting, speech recognition, conference interpreting, terminology, interpreting studies

**Ferreira, Anabela**

***Avaliação de competências linguísticas do PLE como língua terceira em Itália através de Moodle no setor da terminologia jurídica***

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Este projeto de investigação teve início no seguimento da atividade como docente de língua portuguesa na Universidade de Bolonha, mais concretamente no DIT - *Dipartimento di Interpretazione e Traduzione*, sempre ao lado dos estudantes e futuros intérpretes e tradutores.

Tendo em conta o relacionamento entre os dois países objeto deste estudo - Itália e Portugal - e a tipicidade do mesmo, o setor mais útil nesta perspetiva profissional é, na verdade, a área do Direito de família, sucessão e adoção.

Muitos são os temas de estudo que unem o jurista italiano àquele português, visto que comparativamente ambos se exprimem numa língua historicamente determinada e regulamentada por rígidas normas jurídicas, mas a estreita relação entre língua e sistema jurídico não implica apenas a passagem de uma língua para outra, e os conceitos relacionados com a própria realidade sociocultural no interior dos diversos sistemas jurídicos, podem concordar ou não. Será assim tarefa do tradutor ou do intérprete identificá-los e este deverá estar pronto, e ser capaz, de encontrar as palavras e as expressões mais adequadas e coincidentes, prestando sempre atenção em avaliar o contexto no qual o termo ou a expressão estão inseridos.

Através de uma preparação utilizando um software de apoio à aprendizagem e executado num ambiente virtual, a plataforma Moodle, utilizada num contexto de e-learning, serve para apresentar a execução de um trabalho colaborativo e acessível através da Internet ou da Intranet, ou seja, de uma outra rede local. O programa permite assim a criação de cursos online, com páginas adequadas para um trabalho interativo, através de imagens, sons, filmes e escritura para utentes que fazem parte do mesmo curso, ou para comunidades e grupos de trabalho de aprendizagem em locais remotos. As propostas poderão ser de três tipos: aula, questionário e workshop. No primeiro caso, através de apresentações utilizando Power Point, o qual se torna interativo acrescentando vários tipos de perguntas: resposta múltipla, verdadeiro/falso, resposta breve. No segundo caso, o questionário, através de uma série de perguntas com vários tipos de soluções possíveis, e o workshop, através de uma atividade de colaboração, até mesmo em grupo com o objetivo de, em seguida avaliar as competências alcançadas e encontrar as soluções para os problemas tendo em conta o contexto de aprendizagem do português como terceira língua para os itálofonos.

**Palavras chave:** ensino-aprendizagem do PLE; Moodle; língua terceira; português jurídico; aprendizagem remota

**Fiorini, Raffaella**

***Online library: can technology support the study of literature?***

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This presentation aims at providing a practical example, from a non-academic perspective, of e-learning solutions for the teaching and learning of English as a foreign language. It is based on a project carried out in the year 2013 with second year students attending Liceo Classico Chris Cappell College in Anzio (Roma). It was part of a European project promoted by European Schoolnet (Brussels) and Indire (Florence) on the use of technologies in the classroom to enhance language learning. Students were asked to create booktrailers on the books they had read in class with the objective to create a digital tool which could stimulate students' reading and writing skills. In order to develop students' language and collaborative skills, the project was carried out with the use of blogs where students could exchange materials and ideas. The students' blogs were embedded in the teacher's blog so that their work could be monitored by the teacher throughout the project. All exchanges were in English this way students had the opportunity to use the target language in a more informal environment. Finally, an online library was created as a digital resource where students could store their products.

The presentation will focus on the various steps of the projects by showing students' achievements for each phase.

**Keywords:** language teaching, technology-based learning, digital resources, blog, collaborative learning

**Godoy, Ariane**

***O setor de feiras de negócios: busca de equivalentes em português, inglês, francês e italiano***

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O setor feirístico tem grande influência no cenário econômico nacional e internacional e está em constante expansão. A participação em feiras internacionais oferece excelentes oportunidades para as empresas tornarem-se conhecidas, expandirem seus negócios, gerarem empregos e contribuírem com o crescimento da economia interna e a expansão das exportações. No mestrado, elaboramos o Glossário Bilíngue dos Termos Fundamentais do Setor Feirístico: Busca de Equivalências em Inglês (GODOY, 2014). Dando continuidade a esse trabalho, o objetivo geral da pesquisa de doutorado é analisar a terminologia multilíngue português–inglês–francês–italiano desse setor, tendo como objetivo específico a elaboração de um dicionário terminológico para uso de profissionais, pesquisadores e estudantes das áreas de comércio exterior e relações internacionais e, principalmente, tradutores e intérpretes. A pesquisa está fundamentada nos conceitos e princípios da Terminologia, mais especificamente da Terminologia Multilíngue e Equivalência Terminológica (DUBUC, 1985, 1992), da Teoria Comunicativa da Terminologia (CABRÉ, 1993, 1999), da Socioterminologia (GAUDIN, 1993), com especial atenção para a Variação Terminológica (FAULSTICH, 1998, 2001), e da Linguística de *Corpus* (SINCLAIR, 1966) com apoio em BERBER SARDINHA (2004). Para desenvolver esse trabalho, reunimos *corpora* multilíngues (livros, artigos e revistas especializados, guias e manuais do expositor). Para a coleta dos termos utilizamos o *software WordSmith tools* (versão 6.0), desenvolvido por Mike Scott (2012), e os armazenamos em fichas terminológicas criadas com o apoio da ferramenta *Access 2010*. A presente proposta de comunicação tem por objetivo apresentar a metodologia utilizada para a busca e o estabelecimento das equivalências e as ferramentas computacionais que auxiliam nesse processo. Em razão da importância da participação das empresas em feiras nacionais e internacionais e do positivo impacto financeiro dessa atividade na economia do país, nosso dicionário multilíngue de termos fundamentais do setor feirístico será funcional tanto para os profissionais do setor quanto para pesquisadores, estudantes, intérpretes e tradutores que atuam nessa área de especialidade.

**Palavras-chave:** Terminologia Multilíngue; Tradução; Feiras; Comércio Exterior

**Ivaska, Ilmari**

***Constrained Language Use: investigating the common ground between learner language and translated language***

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In this paper, I present a new research project that aims to contrast instances of language use where more languages than one are inherently present. Second or foreign language (L2) and translated language (L1T) can both be seen as such instances. Indeed, they have both been suggested to exhibit linguistic constraints or divergences from non-translated native language use (L1O), sometimes called learner/translation universals (Lanstyák and Heltai 2012). The project is located at the intersection of second language acquisition and translation studies, and the bottom-up data-driven approach adopted allows for novel, critical, and detailed definitions and understanding of the general, language-specific or variety-related typicalities, which are investigated simultaneously in three typologically diverging languages: English, Finnish, and Italian. The project addresses the issue of data comparability paradox: on the one hand, comparable data should be used in order to account for the normal variation and to make sure the different studied varieties represent (a) comparable language use situation(s) or genre(s) (Baker 2007; Granger 2015). On the other hand, several typologically different languages should be studied parallelly to justifiably distinguish language- and variety-dependent tendencies from more general ones. Such representative multilingual data have mainly been collected in highly regulated and limited language use situations, most notably in the institutions of the European Union (e.g. Tiedemann 2012). The gain in comparability entails a loss in representativeness.

The paper explores and exemplifies the ways in which the use of existing large scale corpora can be combined with a novel highly controlled trilingual data set of L2, L1T, and L1O, together with acceptability judgement surveys and ethnographic interview data. The proposed mixed methods approach seeks to provide a solution to the data comparability paradox, and to take into account both systemic and individual facets of language use.

More specifically, I apply a stepwise methodological procedure called key structure analysis (e.g. Ivaska 2015; Ivaska and Siitonen 2017) and use n-gram frequencies to reveal constructions that typically distinguish L1O, L1T and L2 in the three studied languages (Baker 2004; Granger 2014). I then compare the findings across languages and use the results as a point of departure for a more detailed multifactorial statistical analysis (e.g. Gries and Deshors 2014) both in the large scale corpora and in a novel, highly comparable data set, to be collected as part of the project in the UK, Finland, and Italy. This novel data set will be complemented with experimental and more qualitative methodological approaches, including acceptability judgement surveys

and ethnographic interviews. The items in the surveys as well as the framework of the interviews will be partially defined based on the results of the key structure analysis.

In contrast to earlier work on constrained language use (e.g. Kruger and van Rooy 2012; Nisioi et al. 2016), the present project will lead to a bottom-up definition of typical phenomena, effectively making it possible to evaluate their crosslinguistic and language-specific nature. It will also enable one to address questions regarding the existence and the nature of universal tendencies in constrained language use, and the relationship between translated language and learner language.

**Keywords:** Constrained Language, Corpus Linguistics, Data-Driven Methods, Key Structure Analysis, Mixed Methods

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**Lertola, Jennifer**

***Audiovisual translation in language learning and teaching: captioning and revoicing tasks***

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Rapid technological changes have opened up new methods and opportunities for engagement with language learning. The past decade has witnessed a growing interest in the integration of Audiovisual Translation (AVT) - in which the use of technology is central - with a communicative approach to language learning and teaching. European institutions have recognized the potential of AVT by funding research-led projects like LeViS and ClipFlair. ClipFlair promotes language learning through interactive captioning (adding text to a video) and revoicing (adding voice to a video) tasks. Captioning can be either the written translation (interlingual subtitling) or a condensed transcription (intralingual subtitling) of the original spoken language. Captioning can foster listening, reading and writing as well as improve transferable skills. Revoicing offers learners the opportunity to enhance their speaking skills through dubbing, audio description and voice over tasks. Depending on the requirements of the task undertaken revoicing can promote reading, listening and writing skills. In language learning, captioning and revoicing can be either standard or reverse. Standard refers to spoken second language (L2) text translated into written first language (L1); while reverse refers to L1 spoken text translated into written L2. This paper will provide an overview of the studies on captioning and revoicing in language learning. Scholars have mainly focused their attention on the benefits of captioning with regards to listening comprehension, vocabulary acquisition, integrated language skills, intercultural education and pragmatic awareness. Research has shown the potential of revoicing tasks for the improvement of oral language skills, focusing on the development of fluency and intonation as well as vocabulary acquisition. Furthermore, this paper will outline the application of captioning and revoicing techniques in the language classroom - examining their potential advantages - in face-to-face, online and blended learning contexts.

**Keywords:** Audiovisual Translation, Captioning, Revoicing, Computer Assisted Language Learning, Digital Educational Resources

**Maggiolini, Rachele**

***Localisation Essentials: the first MOOC in localisation (by Google)***

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Nowadays, a strong partnership between universities and businesses is important for students who want to explore potential career paths and develop the right set of skills for the job market. Such collaboration has proven to be successful in many industries, but, unfortunately, localization is still not one of them.

Over the years, this gap between universities and the industry has led to several consequences: Students aren't aware of the career opportunities available in the industry; the traditional set of skills taught in most universities not always matches industry needs and companies struggle in finding the right resources.

Google's Localization Team started working on bridging this gap in 2015 with *Localize with Google*, an initiative aimed at exposing Italian students to the skills and opportunities behind today's GILT market through live workshops organized in partnership with local universities.

In 2016, we expanded this initiative to involve 10 universities and around 250 students. Reactions both from students and university representatives were enthusiastic. So, in early 2017, we scaled the initiative globally developing a massive open online course in localization.

The course is called **Localization Essentials**. It is open to everybody and free to take. With it, we aim to provide students with the basic knowledge and skills they need to start a career in localization; we also want to offer universities a course that can be easily integrated in their curricula. At a higher level, we hope to benefit graduates, struggling to find a career in their field of study, and future employers, facing a similar struggle in finding the right resources for new business demands and challenges.

**Keywords:** localization, mooc, digital educational resources, free education, e-learning

**Mantelli, Alessandro; Rossi, Tommaso**

***Applicazioni digitali e livelli di apprendimento del giapponese e del cinese: il caso di studio Edukanji e suoi futuri sviluppi***

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Per rispondere al problema della mancanza di un dizionario di caratteri logografici Kanji per il giapponese moderno, già dal 2011 all'Università Ca' Foscari Venezia partì il progetto Edukanji (Mantelli-Mariotti): un'applicazione web con lo scopo principale di: 1) evidenziare il significato semantico di ogni carattere, 2) offrire esempi e riferimenti ai libri di testo in uso; 3) permettere ai docenti di creare liste personali di caratteri. Ogni Entry offre informazioni dettagliate sulle letture, funzionalità di animazione dell'ordine di stesura dei tratti automatiche o step-by-step, nonché esempi di utilizzo.

Nel presente studio analizzeremo lo stato dell'arte di applicazioni web per lo studio di caratteri cinesi e giapponesi, focalizzandoci in particolare su Edukanji, sul suo attuale utilizzo, sui corpora e funzionalità in esso implementate, oltre a spiegarne le modalità di gestione ed editing del materiale e l'architettura tecnologica basata principalmente su php/mysql.

In seguito sarà presentato il progetto di un prototipo sviluppato sulla base di Edukanji con funzionalità estese alla lingua cinese, ispirato da uno studio condotto nel 2017 su studenti di cinese di un liceo linguistico italiano in cui emerge la relazione tra l'apprendimento digitale e l'incremento delle performance di riconoscimento, produzione e inferenza lessicale.

Il prototipo prevede l'implementazione di un nuovo database contenente caratteri e lessemi cinesi e le relative forme vettoriali in SVG. In questo modo, sarà possibile visualizzare sia il carattere tradizionale che il carattere semplificato con i relativi tratti. Le funzionalità originali di Edukanji inerenti gli esercizi di memorizzazione di tratti e radicali verranno ulteriormente ampliate e adattate alle esigenze specifiche dello studente principiante di lingua cinese, attraverso lo sviluppo di esercizi mirati al riordino degli elementi dell'enunciato e alla comprensione di testi contenenti i caratteri presenti nell'unità.

Si prevede infine lo sviluppo di una nuova interfaccia di tipo responsivo per l'utilizzo dell'applicativo anche su smartphone e tablet.

**Parole chiave:** *E-learning; applicazioni web; instructional design; strategie di acquisizione; apprendimento lessicale*

**Matos, Filipa**

***Aprendizagem móvel através de app Socrative: desenvolver e avaliar competências escritas em PLE***

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Face às mudanças que se têm vindo a verificar na sociedade atual, principalmente em relação à utilização de novas tecnologias e à forma de comunicar, também o ensino e a aprendizagem, designadamente de línguas, têm vindo a adaptar-se às inovações da era digital globalizada, influenciando a forma como se constrói o conhecimento. Torna-se assim pertinente a utilização de recursos e ferramentas disponíveis na Internet, em contexto educativo.

Dado a nos encontrarmos na era do *mobile-learning*, tem vindo a surgir a necessidade de selecionar e adaptar *apps* que permitam desenvolver competências linguísticas usufruindo dos dispositivos móveis que os estudantes utilizam no seu dia a dia.

Com base na experiência didática com estudantes italianos do primeiro ano de Língua Portuguesa (nível A1) da Universidade degli Studi Roma foi-se verificando, durante o segundo semestre do ano letivo de 2016/2017, que as dificuldades mais evidentes se situavam a nível da utilização dos diferentes tipos preposições, formas verbais irregulares do presente do indicativo e da concordância número/género. Com o objetivo de melhorar as competências escritas destes estudantes, foi escolhida a aplicação *Socrative*, constatando-se ser uma ferramenta útil e inovadora que contribui igualmente para o fomentar da interação e motivação entre pares.

Esta apresentação ilustrará a *app Socrative*, o motivo pelo qual foi selecionada e de que modo foi utilizada, no contexto em questão, para resolver os problemas mais manifestados pelos estudantes. Consequentemente, conhecer-se-á o resultado da experiência realizada sublinhando as potencialidades e limitações resultantes do desenvolvimento das tarefas propostas.

**Palavras chave:** *apps; Socrative; mobile-learning; ensino-aprendizagem de PLE; tasks*

**Mileto, Fiorenza; Zadotti, Ida; Liguori, Eugenia; Ottaviani, Federico**

***Post-editing e traduzione giuridica***

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L'idea di esplorare le potenzialità della MT per la traduzione di sentenze e ordinanze è nata dall'analisi delle caratteristiche strutturali e linguistiche di questa particolare tipologia di testi (che sembra rispondere a molti dei prerequisiti indicati come essenziali dai produttori di motori di traduzione automatica) e dai risultati di un esperimento eseguito presso un'organizzazione internazionale presentati nell'articolo "The Automatic Translation of Institutional and Legal Texts – Still Utopia?" pubblicato sul sito di TAUS nel 2014.

Prendendo spunto da questo confronto, si è deciso di approfondire una delle questioni sorte durante gli esperimenti di confronto tra sistemi di MT gratuiti nel precedente AA: modificare il workflow dei progetti di traduzione potrebbe aiutare a sfruttare al meglio la MT?

L'intento degli esperimenti, eseguiti in collaborazione con la collega che si occupa del modulo di traduzione giuridica e un gruppo di studenti, è stato di verificare se fosse possibile velocizzare i tempi di traduzione delle sentenze senza ridurre la qualità attraverso l'uso combinato di:

- TM costruite tramite allineamento di materiali preesistenti
- MT con motori generici
- termbase creati ad hoc
- attività di pre-editing
- sistemi di controllo di qualità

Gli esperimenti sono stati condotti nella combinazione inglese-italiano con l'obiettivo aggiuntivo di testare se questa metodologia di lavoro potesse costituire la base di un nuovo approccio didattico per gli studenti del modulo di traduzione giuridica.

Il presente contributo intende presentare i risultati ottenuti dagli esperimenti condotti nel corso del laboratorio di Traduzione automatica e post-editing attivato nell'AA 2014/15 presso la FIT dell'UNINT di Roma. Rivolto a studenti del Corso di laurea magistrale in Interpretariato e Traduzione, il laboratorio si ispira ai principi del PBL e dell'experiential learning e nasce con il desiderio di fare luce su alcuni aspetti della MT sottoponendo agli studenti questioni ad essa legate.

**Parole chiave:** post-editing, machine translation, didattica, UNINT, traduzione giuridica

**Moskalenko A., Shtaltovna Y., B. Grinchenko**

*Italian loans in the course of time as the demonstration of democratization of Italian language*

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The article revises the process of loans adoption in Italian language over the centuries, because of its relationships with Latin and ancient Greek languages, and depicts its today's status as the demonstration of democratization of Italian language. The linguistic interference and the adoption of new units in Italian is possible in the society that has no limitations in expressions for its speakers, that tends to make its language modern and full of new lexical items, which become common through lingual and extralingual factors, such as relations with other countries in various stages of its development. This includes English, French, German, Spanish, Portuguese and Exotic languages in accordance with their impact on Italian that makes it full of both adapted and not loans (with or without changing properly). The present loanwords that enter into Italian language are mostly based on the factor of prestige, so there are "fashionable words" and loans of necessity to a lesser extent that could be noticed in the democratized language of mass media. A quantitative and qualitative analysis of the loans entrance into Italian is given in the article and its connection with the process of democratization through the mass media is shown. It demonstrates that the greatest influence on contemporary Italian is that of English as it is the language of the modern international society, of science and technology and also the language of youth.

**Keywords:** *the loans, loanwords, democratization, Italian language, mass media.*

**Motta, Manuela**

***Technology and interpreting: friends or foes?***

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Technology is often considered as an enemy of language-related professions because it is feared that one day highly sophisticated machines will replace human beings. However, it can also be a translator or interpreter's friend: those who entered the profession in the early 1990s will testify that the WorldWideWeb, to take one example, offers some undeniable advantages. It is our contention that technology can be used constructively in interpreter training to support a sound pedagogical approach to skill acquisition and foster trainer and student interaction.

The Interpreting Department of the Faculty of translation and interpreting, University of Geneva, has always been at the forefront of innovation. More than 10 years ago, a blended learning environment was introduced and videoconference (VCs) virtually simulated the classroom to connect students in Geneva with students from other European or international institutions, as well as DG INTE and DG SCIC.

More recently, the Interpreting Department co-coordinated a project funded by DG INTE and focusing on the dissemination of best practices in conference interpreter training. Trainers from the Universities of Geneva, Ljubljana, Astrakhan, Istanbul and Comillas/Madrid organised VCs with specific pedagogical objectives in which they contributed their pedagogical strengths and their experience with the use of new technologies to assist each other. Moreover, partners created a joint OpenCourseWare (OCW) database to make publicly available the materials recorded during the VCs. They developed an online script creator for the VCs to do away with traditional word documents exchanged an inordinate amount of times among participants, and a dual track recoding tool allowing students to practice online with materials from the OCW and other technically compatible sources.

Our presentation at the conference will describe how project partners made use of technologies to co-develop best practices and support students' skill acquisition over the three-year project; lessons learnt will be shared with participants.

**Keywords:** Interpreter training, videoconferences, institutional collaboration, skill acquisition, virtual learning.



**Nealy, Marcellus**

***Using SOMONA to overcome student perceived barriers to learning American English pronunciation***

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A survey of 100 learners in Juntendo University's English Department revealed that many felt some barriers to practicing English pronunciation in the classroom were as follows: shyness in front of others, the inability to customize lessons to their own learning speed, and an inability to remember the sounds of English after the class had finished. This sentiment was reflected in an earlier survey done at Temple University Japan Campus where 75 students enrolled in the pronunciation class offered by the continuing education department, cited similar responses when asked about barriers to learning pronunciation. This feedback inspired the creation of the online study program and mobile app, SOMONA, which is an acronym for sound more native. The aim was to determine if the use of technology and creative design could assist in overcoming the perceived barriers to learning and improve learning outcomes. SOMONA lessons are presented in video format, which students can start and stop on their own. They can also review each lesson as many times as they want. Shorter practice videos are also available within the program. Self-evaluation in the form of a quiz and voice recognition software allows learners to assess their own progress. SOMONA was tested with 100 Japanese teachers of English and twenty Japanese learners of English in order to see what effects the SOMONA program had on learner's attitudes and if the program helped to reduce the learner's perceived barriers to learning. The results of the survey showed that a majority of those questioned did have a positive experience with the SOMONA program and felt that the barriers mentioned above could be overcome.

**Nightingale, Mark; Tarquini, Gianna**

***A step beyond (interlinguistic) translation: localisation, GILT and intersemiotic translation***

University of Strasbourg

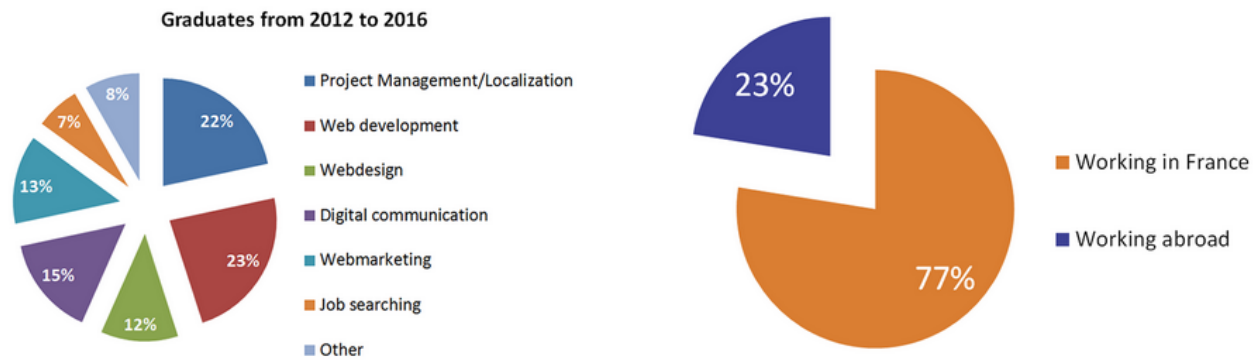
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The term localisation is nowadays widely used to refer to the linguistic, cultural and technical adaptation of digital content to the requirements of a foreign market, known as a *locale* (Anastasiou and Schäler, 2010). This concept can be contextualised within the wider GILT (Globalisation, Internationalisation, Localisation and Translation) framework, which considers (interlinguistic) translation activities as just one component of an overall business strategy including the creation, management and transfer of digital products and services on a global scale (Pym, 2004; Schäler, 2003). Furthermore, localisation involves the adaptation of static and dynamic pictures, fonts, layout, colours, sounds and other semiotic modes that are closely intertwined with verbal components, and as such, foregrounds intersemiotic translation issues (Adami and Kress, 2014; Pauwels, 2012).

Localisation training and education must confront these challenges and devise ad hoc curricula and competence models in order to cope with multi-semiotic texts and translation, evolving industry demands and rapidly changing technologies (Bernardini and Castagnoli, 2008; Gouadec, 2003; Pym, 2012). This paper reports on the fifteen-year experience of the CAWEB Master's Degree programme in website creation, multimedia and localisation held at University of Strasbourg, in which translation (processes, technology and terminology) is part of a fully-fledged localisation curriculum, comprising such courses as web development and internationalisation, desktop publishing and technical writing, multimedia design and editing, along with project management, digital law and e-marketing. Courses are also provided via distance learning, through a variety of teaching methods and tools, thus adding a further challenge to localisation training. In bringing together languages and technology, machine translation and transcreation, communication and engineering, the CAWEB holistic approach provides new insight into a specialised area that is continually undergoing change and fragmentation.

Keywords: translator education, localisation, GILT, multimodality, intersemiotic translation

**Former Master CAWEB students' career paths:**



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**Olimat, Sameer**

***Developing a model for euphemism annotation in the Quran: a corpus-based approach***

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Euphemism is an important metaphoric resource in language, which has particularly high load in religious texts, such as the Quran; previous studies using selected examples have their limitations. This study comprehensively annotates and creates an electronic database of euphemisms in the Quran through adopting a more systematic corpus-based approach. This annotation relies on a set of procedures to identify Quranic expressions as euphemisms including thorough readings and in-depth analyses of the Quran, using renowned exegeses of the Quran, employing monolingual and bilingual dictionaries, evaluating previous works on interpretation of Quranic expressions, consulting academics and religious scholars and including linguistic features. The study proposes a multidimensional classification of euphemisms based on the Quranic data and former categorizations produced by others. It suggests annotation guidelines to check and verify inter-annotator agreement in the identification of Quranic euphemisms. It presents statistical analysis and visualisation of the data for annotated euphemisms. The study shows that the parts of the Quran vary in the number of euphemisms. Although the Meccan surahs comprise about three quarters of the Quran, they have only 610 euphemisms in 531 verses. By contrast, the Medinan surahs, which make up the remainder of the Quran, have 448 euphemisms in 294 verses. Sex and death are the most common euphemistic topics in the Quran; feelings, divorce and pregnancy are the least frequent euphemistic topics.

This study could be used to update existing web pages on the Quran with extended linguistic information about euphemism encoded with HTML/XML annotation, and/or create new electronic resources which visualise such information. The methodology and guidelines adopted here could be also used to replicate or reproduce euphemism identification in other experiments or for other text types.

**Keywords:** Annotation, Identification, Euphemism, The Quran, Corpus-based Approach.

**Ozarowska, Aleksandra**

***Opera and technology: surtitles and their crucial role in modernised opera productions***

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Surtitling is a fast-growing yet still undeveloped area of translation studies; usually the libretti translations presented to the audience are faithful to the original, but they do not follow the non-standard opera productions. Consequently, the clash between the surtitles and the action taking place on the stage is particularly noticeable. However, nowadays more and more opera houses stage modernised opera productions and some of them aim at their surtitles to follow the productions quite closely.

In modernised productions the action on the stage often does not agree with the libretto, and it is not only the acting and stage design, but also technology – the surtitles – that reduces this discrepancy by providing a translation following the production. The translation theory which proves most useful in such cases is *skopos* theory stating that it is the aim of translating a given text that defines its shape in the target language. For modernised opera productions the aim of surtitles following non-standard productions would be the coherence of the whole opera. Obviously, it may only work if the opera house assumes that the vast majority of the viewers does not know the language of the libretto well enough to understand precisely what is being sung.

*Skopos* theory has usually been applied to different areas of translation, but, by analysing surtitles provided by a number of opera houses, I would like to prove that it may serve as the best solution for creating successful surtitles. The aim is always unique, as surtitles adjusted to particular performances may either slightly shape the interpretation of the production, or diverge considerably from the original libretto sung by the singers. Therefore, surtitles cease to be just a minor addition, but they become one of the crucial parts of such operatic performances.

**Keywords:** opera, libretto, translation, surtitles, aim

**Pezzoli, Francesca; Lausdei, Riccardo**

***Spazio negativo-insegnare la localizzazione videoludica***

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**Keywords:** opera, libretto, translation, surtitles, aim

**Piccioni, Sara; Pontrandolfo, Gianluca**

***TRACing the impact of translation memories on cohesion: preliminary results from a corpus-based study***

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In recent years, the progressive globalization of economies and rapid technological advances have brought profound changes in the translation industry, giving increasing prominence to computer-assisted translation tools (CAT). Among the most commonly used are translation memory systems (TM), databases storing source text segments and their translation(s), allowing recovery and re-use of existing translations. While these have become part and parcel of standard professional practice, very little is known on their impact on translated texts. Research in this field tends to focus on the impact of TMs on the translation process (e.g., Dragsted, 2006; Pym 2003, 2008, 2013) and on issues related to productivity and/or quality (e.g., Bowker, 2005), while little attention has been paid to the linguistic makeup of the resulting translated texts. Both evidence-based (Martín-Mor & Sánchez-Gijón, 2015) and anecdotal observations suggest that the use of TMs affect cohesion of translated texts, with text segmentation promoting “intra-segmental faithfulness” (Torres-Hostench *et al.*, 2010), reproduction of source-text features rather than adoption of target language conventions (Bowker, 2005) or lack of intratextual – both anaphoric and cataphoric – references (see the “peep-hole” effect, Heyn, 1998: 135; see also O’Hagan 2009). In keeping with current approaches to coherence and cohesion in multilingual contexts (Menzel *et al.*, forthcoming), this paper illustrates preliminary results of a project that aims to study the impact of the use of TMs on the textual cohesion of translated texts. Analysis is based on the publicly available electronic corpus compiled as part of the TRACE project (Torres-Hostench *et al.*, 2010) comprising (among other things) English into Spanish translations carried out with and without the use of TMs by expert and novice translators. The nature and distribution of cohesive devices is observed focusing on the cohesive ties identified by Calsamiglia and Tusón (2012, 220-240) for the Spanish language (an adaptation of Halliday and Hasan, 1976/1983). Results bear relevance for wider discussions on the impact of translation technologies on translation practice (among others, Doherty, 2016) and translation competence (Göpferich *et al.*, 2009; Pym, 2003, 2013), with important implications for translator training (Pym, 2008).

**Keywords:** translation memories, TRACE corpus, cohesive devices, translation technology, segmentation effect

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**Pippa, Salvador**

***Ascoltare e interpretare il portoghese con Audacity***

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Nel periodo di formazione in interpretazione, ma anche successivamente, gli studenti italofoeni si scontrano con le difficoltà legate all'ascolto e alla comprensione del testo originale. Sappiamo infatti che il continuum fonico è realizzato sempre in modo diverso e dipende, oltre che dai locutori e dalle dimensioni della variazione a livello diatopico, diastratico, diafasico, anche da una serie di fenomeni legati al parlato ipoarticolato di chi si esprime con naturalezza e spontaneità nella propria L1. Per un italofono che si forma in interpretazione dal portoghese verso italiano, sono numerosi i fenomeni che possono rendere molto difficoltosa la percezione, il riconoscimento di segmenti del parlato (la riduzione vocalica, il sandhi interno ed esterno e altri ancora) e di conseguenza la riformulazione in italiano. In questa comunicazione verrà proposto l'impiego del software Audacity per riflettere su alcuni aspetti e superare le relative difficoltà di comprensione. In particolare, verrà messa in evidenza l'utilità di poter presentare, mediante il programma Audacity, una traccia del testo originale che potrà essere ripercorsa isolando determinati segmenti e passaggi specifici, modificando la velocità di eloquio, in modo da acquisire maggiore familiarità con la lingua parlata e migliorare i processi di comprensione bottom-up, ovviamente in interazione con l'abilità di sfruttare il contesto, le conoscenze pregresse e in generale i processi dall'alto (top-down).

**Plaza Lara, Cristina**

***Integrating Translation Technology in the Specialised Translation Classroom to Contextualise Learning***

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Recent approaches to translation training have emphasized the need to include in the classroom a real working context and to promote situational learning (cf. Kelly, 2005: 16-18). For the specialised translator, new technologies and, consequentially, the instrumental-professional sub-competence, have become as important as linguistic-cultural knowledge. For this reason, in this contribution, a didactic proposal will be presented to incorporate new technologies (computer-assisted translation and localisation tools) in the scientific/technical translation classroom, as well as a proposal to coordinate different subjects in the curriculum to promote horizontality in contents.

Modality and type of translation are not mutually exclusive. For this reason, the main objective of this contribution is to merge both concepts with a learning proposal in which new technologies become another essential working tool in the specialised translation classroom. Nowadays, the meaning of localisation goes beyond the translation of software, video games and websites and it has caused important changes in the translation process and the translation industry. In Spain, it is compulsory to include in the Translation and Interpreting curriculum subjects such as documentation, terminology and computer science. These subjects are normally offered in the first years of the degree, when students have only basic knowledge of translation. If these skills are not put into practice in later years of the degree, students will not understand the operating principles of these tools. In this regard, it is essential that the different subjects in the curriculum are coordinated to ensure learning contextualisation and the employability of future graduates. Different activities directly related to computer-assisted translation and localisation will thus be presented in order to integrate and improve the knowledge acquired in previous years and new skills regarding specialised translation.

**Keywords:** computer-assisted translation; localisation; scientific/technical translation; instrumental-professional competences; horizontality in curriculum

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**Pollice, Alessia**

***Bringing new technologies into the interpreting booth: a study about the “simultaneous interpretation with text” method***

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The digital revolution has affected all aspects of human life, and interpreting is no exception. This study provides an overview of the technology tools available to the interpreters, especially when compared with simultaneous interpretation, and more specifically, with the “simultaneous interpretation with text” method. After a two-day experience at the Court of Justice of the European Union (CJEU) for research and study purposes, this method appeared to be the most used one on a daily basis. Owing to the efforts and processes this method entails, this study aims at discovering whether technology can help interpreters, and if so, how. According to a survey, which has been carried out among professional interpreters working outside the CJEU, the “simultaneous with text” method appears to be a well-known technique, but in most cases it is not used, since the text is not considered as a helping tool. In order to show all the technology tools which might best help the interpreter in "simultaneous with text" mode, research has been focused on the Computer-Assisted Language Learning technologies (CALL) and the interpreting booth, which represents the first application of the technology in the interpreting field. After analysing all the technologies that can be used inside the booth, such as tablets and apps, the research has shown that any of the existing programs cannot perfectly cope with this technique. Therefore, a software I personally conceived and developed for this kind of interpreting method has been presented. In order to give a practical description of the possible upgrades, the domain of “judicial cooperation in criminal matters” has been taken as an example. Any research about the advantages provided by this new software have not been carried out yet, but this study clearly shows that opportunities provided by technology are undoubtedly considerable and that training courses about the “simultaneous with text” method, as well about the use of computer in the booth, should be offered.

**Keywords:** computer-assisted interpreting, tablet, simultaneous interpreting, Court of Justice of the European Union, interpreting booth.

**Potemkin, Serge**

***Phrase alignment technics using on-line translator***

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This paper presents novel approaches to phrase alignment for example-based machine translation. We use matching of delimiters instead of word matching while determining fragment borders. We follow a monotonic machine translation approach, for which we develop an efficient and flexible partial reordering that allows introducing different reordering constraints. We have invented a procedure using the on-line translation engine. The engine translates the source text to the target one sentence-by-sentence.

Then the Google-translated text is aligned with the human-translated text. It is not a trivial procedure because two translations may have different number of sentences and sentence borders may not coincide in both. For the alignment we use a dynamic programming method. We adopted number of coincided words in two Dansk sentences as a measure of proximity between them. Otherwise the measure of proximity is the Lowenstein distance between two same language sentences. Such an approach could be used for different language pairs within the scope of the Google translator engine. The method was implemented as a free accessible procedure coded in PHP language. As a side effect we have used this procedure to find the translation of psychological terms to find the proper Russian term for internationally adopted English one.

**Keywords:** delimiter, sentence, alignment, Lowenstein distance, term translation.

**Prandi, Bianca**

***CAI tools and interpreter training: where are we now and where do we go from here?***

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After a slow start, Computer-Assisted Interpreting is starting to gain momentum and to overcome the initial scepticism of many practitioners. Research on CAI tools is however still limited and represents a small percentage in the body of interpreting research. These studies have tried to shed some light on aspects such as the tools' usability and their impact on interpreting quality in terms of terminological performance, mainly focusing on the use of CAI tools in the booth (De Merulis 2013, Gacek 2015, Biagini 2015, Prandi 2015a, 2015b). The fact that many of these studies were conducted as part of BA or MA theses shows a certain interest among trainee interpreters. The new generation of interpreters is certainly more technology-savvy than their older colleagues; personal computers, tablets or other kinds of technological support have become a staple in the interpreting booth. The prerequisites for the introduction of CAI tools in the curriculum of trainee interpreters are there, but how have training programs reacted to these new solutions for terminology management in interpreting? The paper will describe the current diffusion of CAI tools in interpreters' training programs. It will compare the courses on computer-assisted interpreting currently offered to trainee interpreters and provide suggestions on how to introduce CAI tools in the curriculum of interpreting students. We will argue that courses on CAI tools can represent a chance not only to provide future interpreters with useful tools to adopt in their professional life, but also to help students improve their interpreting skills and become more aware of the cognitive processes involved in simultaneous interpreting. The paper will also present a pilot study recently conducted at the University of Mainz/Germersheim, which represents a good example of how to present CAI tools to trainee interpreters by involving them in research (Prandi 2016, 2017).

**Keywords:** *Computer-Assisted Interpreting, simultaneous interpreting, interpreter training, terminology, cognition*

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**Russo, Mariachiara; González Rodríguez, María Jesús; Spinolo, Nicoletta**  
***Remote interpreting: preliminary results of the European Project Shaping the Interpreters of the Future and of Today (SHIFT)***

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As a result of globalization and of the continuous development and improvement of ICTs, spoken language travels through new devices and media. Similar trends can be observed in the field of spoken-language interpreting where, alongside traditional onsite interpreting (i.e. where the interpreter and the speakers share the same space), remote interpreting is spreading through the use of telephone and videoconferencing. There is therefore a strong need for updating existing theoretical models of oral discourse and interpreter-mediated communication, and existing approaches to interpreter education.

Against this backdrop, the aim of the SHIFT project is to develop a comprehensive training solution in remote dialogue interpreting at Higher Education and in Lifelong Learning levels. This will be based on a) an in-depth study of orality in remote monolingual communication (English, Spanish, Italian) and remote, interpreter-mediated communication (for Italian<->Spanish, English<->Spanish, Italian<->English), and b) a market analysis to gain an in-depth understanding of the current and future demand for remote interpreting.

The presentation will briefly describe the stages of this 3-year Erasmus+ funded project coordinated by the University of Bologna and its preliminary results.

**Rutkowski, Pawel**

***Corpus data as a basis for translating textbooks for deaf pupils into Polish Sign Language***

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The aim of this paper is to describe a project of developing bilingual versions of textbooks used in Polish schools. The resulting textbooks take the form of multimedia applications that display the original text in written Polish in its unchanged graphical form, while also allowing the user to click on selected segments of text to play a video clip showing a translation of that text in Polish Sign Language (PJM, for *polSKI język migowy*). This project was the first of its kind in Poland, and as such has been groundbreaking in a number of ways: these were the first- ever bilingual multimedia textbooks developed in Poland to serve the needs of deaf students, this was the first time such a large body of recordings was ever produced for the purposes of deaf education in Poland, etc.

In this paper we first explain the rationale behind the project's goal of providing deaf students with translations into PJM (a natural visual-spatial language that emerged within the Polish deaf community over the past 200 years). Next we describe in some detail the methodological choices and principles that were worked out for this project. Selected to serve as the main point of reference for this endeavor was the large PJM corpus (a body of texts recorded in the form of video clips), which has for several years now been gathered and annotated at the University of Warsaw. This corpus is currently one of the world's five largest collections of annotated sign language texts, and as such it constitutes a very valuable source of knowledge about the lexicon and grammar of modern PJM. Then we present the functionality of the multimedia application used to display the bilingual textbooks. Lastly, we consider the anticipated impact of the project: it is hoped that the experience gained by the Polish team may prove useful in future projects of this sort, both in Poland and elsewhere.

**Keywords:** teaching and technology, deaf signers, Polish Sign Language, corpus-based digital educational resources, multimodal translation.



**Sandrelli, Annalisa**

***Interlingual respeaking and simultaneous interpreting in a conference setting: a comparison***

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Respeaking is a relatively recent technique used in real-time subtitling and based on speaker-dependent speech recognition technology. It is used in television settings to subtitle live broadcasts (sports events, talk shows, weather forecasts and so on), and to subtitle real-time events such as conferences, university lectures, religious ceremonies, parliamentary debates, company meetings, and so on (Romero Fresco 2011). There are striking similarities between the respeaking and simultaneous interpreting processes (Marsh 2004, Eugeni & Mack 2006, Eugeni 2008b, Russello 2009); however, from the point of view of the end-product, respeaking is a form of subtitling, with the related change in semiotic code and need for text reduction (Romero Fresco 2009, Van Waes et al. 2013)

Originally invented to produce real-time intralingual subtitles aimed at the deaf and hearing-impaired audience, in recent years respeaking has come to be considered as one of the many translation modes available to make a live event accessible to all, across languages and sensory barriers (Díaz Cintas & Remael 2007). The proposed paper aims to report on the findings of an empirical study which investigates the similarities and differences between interlingual respeaking and simultaneous interpreting (from English into Italian) in the same (authentic) conference setting, i.e. the 5th International Symposium *Respeaking, Live Subtitling and Accessibility* (UNINT, 12 June 2015). Our data set includes the symposium video recordings, the speakers' PowerPoint slides, the audio recordings of the simultaneous interpreters and of the respeakers and, of course, the subtitles produced via Nuance's *Dragon Naturally Speaking*. A multimedia transcription of all the materials was produced transcribed and a review of relevant literature on simultaneous interpreting, respeaking and subtitling was carried out to draw up a classification of strategies, errors and losses to be applied to our data. The analysis is still in progress but preliminary results seem to indicate greater information loss in respeaking, especially though omissions; in addition, the interpreters seemed to be able to use the information in the PowerPoint slides more efficiently than the respeakers. This is hardly surprising, as the respeakers have to look at their PC screen to monitor the transcribed output before the subtitles can be launched. However, as regards errors causing meaning distortion, so far no significant difference has emerged. It is hoped that the results of this study will provide useful indications to inform the teaching of respeaking by highlighting the specificities of the conference setting and its critical areas and constraints.

**Keywords:** interlingual respeaking, simultaneous interpreting, conference setting, multimedia transcription, text reduction

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Schöninger, Carla Luciane Klos

***O gênero textual protocolo de práticas de laboratório: experiência de produção multimodal no ensino de inglês no curso técnico em química***

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No contexto de ensino nos Institutos Federais percebe-se a necessidade de abordar conteúdos previstos no currículo básico do ensino médio, bem como conteúdos ligados à área técnica, a fim de ofertar uma formação voltada ao mercado de trabalho. Neste sentido, propõe-se apresentar uma experiência de leitura e produção em Língua Inglesa do gênero textual: protocolo de práticas de laboratório. As atividades foram desenvolvidas no 3º ano do curso Técnico em Química do Instituto Federal Farroupilha- *Campus* Panambi. Para tal, o embasamento teórico está fundamentado em Bakthin (1992), Dolz e Schneuwly (2004), Marcuschi (2002) concernentes aos gêneros textuais e Kress (1996), (2010) e Dionísio (2006) no que se refere à multimodalidade. Os resultados foram significativos, pois os alunos puderam aliar aspectos teóricos às práticas de laboratório, constituindo um texto multimodal que une sons, imagens, frases, formas, cores e linhas. Deste modo, os alunos configuraram um texto contendo múltiplos signos que se contemplam na sua significação.

**Palavras-chave:** Ensino de Língua Inglesa, Gêneros textuais, Protocolo de práticas de laboratório, Multimodalidade.

**Sheeren, Hugues**

***Allargare i propri orizzonti linguistici creando dei ponti tra le lingue grazie all'approccio intercomprensivo***

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Imparare più lingue allo stesso tempo durante un'unica lezione, è possibile con l'intercomprensione!

Nato negli anni 90, questo “nuovo” metodo di apprendimento sta conoscendo una diffusione crescente. Basato sulle similitudini esistenti fra idiomi dello stesso ceppo linguistico, questo approccio originale mira ad imparare a leggere e a capire varie “lingue sorelle” in parallelo, creando dei ponti fra di loro. Non si tratta più di studiare delle lingue separatamente bensì di trarre vantaggio delle loro somiglianze affrontandole contemporaneamente. I primi corsi di intercomprensione tra lingue romanze sono apparsi recentemente negli Atenei italiani e vari programmi on line, piattaforme, MOOC ecc. sono proposti oggi a chiunque abbia voglia di avvicinarsi a questa nuova modalità di relazionarsi con le lingue. Oltre a consentire ai discenti di capire in un tempo record il catalano, il portoghese, lo spagnolo, il francese, l'italiano o il rumeno, mettendo in atto determinate strategie comunicative e cognitive, quest'approccio rafforza anche la coscienza linguistica del proprio idioma e rivalorizza i dialetti e le lingue minoritarie, allargando in questo modo gli orizzonti dei locutori. Permette a ognuno di comunicare con popoli diversi senza passare da una lingua terza, come il *globish* e di parlare la propria lingua capendo e rispettando quella degli altri.

**Parole chiave:** intercomprensione, lingue romanze, lingue minoritarie, famiglie linguistiche

**Spinolo, Nicoletta**

***Nuove tecnologie per l'interpretazione simultanea: una rivoluzione già in atto?***

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I primi casi di utilizzo di un supporto tecnologico (in quel caso, quello telefonico) per l'interpretazione simultanea risalgono al XX secolo (Baigorri-Jalón, 2000). Già da alcuni decenni, l'interpretazione di conferenza in modalità simultanea è resa possibile dalla tecnologia radio o, più frequentemente e in particolare per un pubblico vasto e/o molteplici combinazioni linguistiche, quella a infrarossi, che permette di trasmettere un flusso audio di alta qualità al pubblico presente in sala connesso attraverso appositi dispositivi di ricezione.

Con la sempre crescente globalizzazione, il costante sviluppo delle tecnologie dell'informazione e comunicazione, l'incredibile rapidità con cui si organizzano incontri ed eventi internazionali e ultima ma non meno importante la costante necessità di istituzioni pubbliche e private di ridurre tempi e costi di gestione dei propri eventi comunicativi, si stanno sviluppando nuove tecnologie alternative a quella a infrarossi, che trasmettono flussi audio e video attraverso internet. Le opzioni di uso proposte dalle piattaforme presenti sul mercato sono molteplici. In un primo caso, infatti, si possono eliminare i costi di impianto (cabine, ricevitori) mantenendo la presenza dell'interprete nella sede dell'evento; in un secondo caso, invece, si può permettere all'interprete di lavorare da remoto e in un terzo caso, infine, tutti i partecipanti (interprete, speaker, pubblico) possono lavorare a distanza (Mas-Jones, 2016).

In questo scenario che, nonostante il maggiore stress e affaticamento che sembra causare agli interpreti (Moser-Mercer, 2003), pare rappresentare sempre meno il futuro e sempre più il presente dell'interpretazione di conferenza, risulta difficile per chi si avvicina per la prima volta a queste nuove tecnologie orientarsi fra le loro funzionalità e comprenderne le potenzialità. Questa presentazione si propone dunque di mappare il panorama attuale delle nuove tecnologie per l'interpretazione simultanea, descrivendone possibilità di uso, affinità e differenze in chiave comparativa.

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**Tello Fons, Isabel; Valero Doménech, Esperanza; Gallent Torres, Cinta**  
***Management of Intellectual Property in Class: Cyberplagiarism in Translation and Languages Teaching at University Level***

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The teaching of Translation and Interpreting in Spain has been constantly changing throughout the last years, and some university centers have emerged providing online education in this field. This modality of education gives students freedom to learn at their own pace but it requires, at the same time, higher levels of responsibility and motivation on their behalf. Even though this is taken for granted when pursuing university studies, some students access to online resources and use them dishonestly in their academic papers, probably due to workload, lack of time, lack of creativity or interest in the assignments requested, amongst other factors.

Our study will focus on cyber plagiarism and academic dishonesty, particularly, on the field of translation and language teaching. A survey was conducted on two groups of students at the first levels of the Translation and Interpreting degree in degree in the International University of Valencia - VIU to analyse cyber plagiarism from the students' point of view. The results show both the students' perception of cyber plagiarism and the use they make of private intellectual property when carrying out their academic assignments and exams. Finally, a debate will be launched on the future scenario of cyber plagiarism in the e-learning of translation and interpreting.

Keywords: cyber plagiarism, academic dishonesty, intellectual property, didactics of translation, language teaching.

**Ueyama, Motoko**

***Use of internet and online language tools for teaching reading comprehension to Italian learners of Japanese***

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Japanese is considered as one of most difficult languages to learn at least for those whose native language has large linguistic distances from it. The Foreign Service Institute of the U.S. Department of State has classified foreign languages into four categories, depending on the expected length of time it takes for English-speaking learners to achieve the ILR S3 level standards (equivalent to C1 of the CEFR standards). While major Indo-European languages such as French, German, and Spanish are classified as Category 1 (575-600 class hours), Japanese is classified as Category 4 (2200 class hours) with Arabic, Cantonese, Mandarin and Korean. For all five languages of this category, a major factors of learning difficulties is the writing system. Italian is one of the Category 1 languages relatively close to English. Thus, it seems reasonable to assume that Japanese is equally difficult for Italian-speaking learners. Despite a large linguistic distance from Italian, Japanese is commonly allocated the same number of class hours of closer languages in the Italian university curriculum, and Italian students of Japanese are expected to reach a lower proficiency level. Under these circumstances, language technology could help students carrying out a task beyond their Japanese proficiency level. For example, a combination of internet and online language tools could assist them to comprehend authentic Japanese texts full of characters and lexical items not taught in the classroom. This skill would be useful, for example, to students working on a thesis topic for which it is necessary to read Japanese materials. In this presentation, I will overview digital resources useful for this specific task, show how they could be used in a classroom with a limited number of in-class hours, and report some successful cases that demonstrate the potential of this approach.

**Keywords:** language teaching and technology, digital resources, computer-assisted learning, teaching Japanese as a foreign language, reading comprehension, L2 Japanese-L1 Italian

**Wei, Wang**

***An empirical study on the effect of chunks learning in translating different text types***

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This paper seeks to testify the practical effect effect of chunks in translating different text types, represented by news and novel. The participants are divided into two groups, with one group translating a piece of news from Chinese to English, while the other translation an excerpt of novel in equal length. Here I introduced three major indexes, English Chunks Capacity (ECC) to reflect the number of English chunks identified by participants, Accuracy Ratio (AR) to measure the number of grammar mistakes in English translation, Match Ratio (MR) to consider the number token words translated. Through SPSS 19.0, I testify the Pearson Correlation Coefficient between ECC and AR & MR in each group. The results indicate that in C-E translation of news, translators' chunks capacity show positive correlation with translation competence represented by AR and MR. However, in novel translation, there is no clear correlation between ECC and AR & MR. So I further deduce that chunks learning may play a positive role in translating practical text which itself contains rich English chunks such as news, but be weak in translating novel, prose and poem that lack English chunks. More importantly, the results also suggest us that chunks learning should vary from text types, better building up personal classified chunks corpus to record their application scale.

**Keywords:** Chunks Learning, Text Types, Translation Competence, Chunks Corpus, Chunks Capacity



**Westman, Peter**

***Developing critical media literacy to promote language acquisition***

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Digital media has the potential to convey a tremendous amount of linguistic information about discourse patterns and grammatical structures as well as clues about social interaction and values in particular communities. Language students that develop their media literacy skills can not only develop useful skills of communication and inquiry, but also enhance their understanding of social and cultural practices which can improve their access to the target language community. Students will often bring with them to the classroom their previous experiences of making meanings using digital tools and in digital environments, so there is a clear need for literacy provision to be better aligned with their practices in everyday life. This also means that teachers should attempt to harness the opportunity to integrate into their classrooms the informal learning that social media spaces and platforms provide.

This paper will report on how the process of media curation, utilizing authentic media texts, can be used to develop students' media literacy skills. This refers to their ability to access, analyze, evaluate and create media in a variety of forms. The focus will be on digital storytelling using a software called Storify, which helps its users to curate social media in order to tell stories. It allows for users to organize information and social media content they access through the internet and permits the insertion of links, videos, and textboxes within the story. As a result, users can provide direction, narrative, scope, justification, and context for their story. Curating their own digital stories may help students to better think about how integrating different media sources can lead to depth and accuracy in communication while asking them to consider the implications and potential challenges in presenting to different audiences and in different languages.

**Keywords:** Media literacy, language acquisition, digital storytelling, new literacy studies, multimodality

**Xu, Hao**

***The effectiveness of visualising pitch curves for Chinese tone training***

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In the field of Second Language Acquisition (SLA), the analysis of interlanguage has focused mainly on morpho syntactic features (Osborn, 1989, Richard, J./Rodgers, T, 2001), while less attention has been paid to the acquisition of phonological and phonetic aspects.

For a tonal language such as Mandarin Chinese, the correct pronunciation of tone is one of the most important considerations in both learning and teaching (Lu, 2010) and some studies conducted previously have suggested that computer-based programs that allow for the visualization of pitch contours may prove helpful in improving learners' pronunciation. (Chun, 1998; Hardison, 2004; Levis & Pickering, 2004). The goal of this study is to find an effective way to help to learn Chinese tones more quickly.

The participants in the experiment were 15 Italian students, beginning learners of Chinese who attended Chinese classes for 60 hours. The phonetic experiment was divided into two sessions. In the first session, the students heard a list of twenty disyllabic words pronounced by a Mandarin native speaker. They were then asked to read the same words and told that their productions would be recorded.

During the second session the students heard the same words read by the native speaker again, but this time they were also allowed to view the native speakers' pitch curves. They were then asked to reproduce the words once again while viewing the native speakers' pitch curves. Their production was recorded another time and compared by Praat with their previous production and the production of native speakers.

This study was able to determine whether providing L2 learners with visualizations of Mandarin native speakers' tonal pitch contours along with the learners' own pitch contours improved L2 production of tones. It also proves to be a systematic way to test the effectiveness of using pitch curves for tone training.

**Keywords:** Chinese, language acquisition, tones, pitch curves, Praat

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