European Association for Terminology

VII Cimera de Terminologia
Xarxes socials i treball terminològic

VII Cumbre de Terminología
Redes sociales y trabajo terminológico

VII Sommet de Terminologie
Les réseaux sociaux et le travail terminologique

VII Terminology Summit
Social Media and Terminology work

ACTES – ACTAS – PROCEEDINGS

termcat
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**27-28/11
2014**

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Barcelona
27-28 de novembre de 2014

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EAFT Terminology Summit 2014

The Terminology Summit is held every two years in a different European location. This event brings together individuals and representatives of institutions and organizations that work in the field of terminology with the aim of creating a solid platform for multilingualism in Europe. EAFT, in collaboration with TERMCAT, is organizing the Seventh Terminology Summit in Barcelona on November 27-28, 2014.

The European Association for Terminology is a non-profit professional organisation for the terminology sector in Europe in particular. It is designed to further plurilingualism through terminology, to provide a European platform for promoting and professionalising terminological activities and improving awareness of them, and to liaise and cooperate actively with other relevant organisations, associations and institutions at all levels.

TERMCAT, the centre for terminology in the Catalan language, was established in 1985 by the Government of Catalonia and the Institute of Catalan Studies. Its mission is to ensure the development and integration of Catalan terminology into both specialist sectors and society in general through the constant creation of innovative quality tools and resources in permanent dialogue with experts and users.

Topic of the Summit

The overall topic for the summit is: **How does social networking affect terminology work?** In recent years social networks have burst into life, and into our work lives, too. Terminological work and its dissemination are no exception. This is why we have thought it would be interesting for the international terminology community to open a debate about the impact of social media on all spheres of terminology work, from research all the way through to dissemination.

There will be three back-to-back sessions covering different subtopics. In each session there will be guest speakers, who at the end of the session will make up a panel and answer the questions of the audience, followed by a general discussion. There will be also an open section addressed to those who want to share their experiences on the general topic proposed in a set time limit, e.g. exactly seven minutes.

Finally, we would like to thank the Department of Culture of the Catalan Government, the DGLFLF (La délegation générale à la langue française et aux langues de France), TermNet and Scaterm for their support. We would like to express also our gratitude to all the participants and, in particular, to the speakers for their valuable contributions. Without you the Summit would not be possible. Enjoy these two days!

Jan Hoel, president of EAFT

Jordi Bover, director of TERMCAT

Honourable minister, distinguished ladies and gentlemen, dear friends, colleagues and guests!

It is a great pleasure to welcome you all to this VIIth Terminology Summit here in the very heart of Catalonia. At a time when financial questions and internationalization tend to displace linguistic and other cultural areas of activity, it is easy to be envious of Termcat which enjoys lasting and vigorous political and popular support from its own language community. It goes to show that our professional goals are not utopian, but may be achieved by commitment, given the right societal circumstances.

The European Association for Terminology – EAFT – is a non-profit professional organization for the terminology sector in Europe in particular. Its chief goals are

- to further plurilingualism through terminology;
- to provide a European platform for promoting and professionalizing terminological activities and for improving awareness of them, and;
- to liaise and cooperate actively with other relevant organisations, associations and institutions at all levels.

The biennial Terminology Summits are one of the measures aimed at achieving these goals. The Summits have been organized since 2002. It is two years since the previous Summit was held in Oslo in October 2012. The very first Summit was held in Brussels in 2002. Also in 2004 the event took place here in Barcelona, so there is, in fact, a ten years' anniversary to be celebrated! In 2006 Brussels was the Summit venue for a second time. In 2008 the Summit took place in Québec in Canada, and in 2010 in Budapest in Hungary. It is a relatively good spread, and I hope the Summit venue in 2016 will contribute to making the spread even better!

Our Association cannot survive only by staging Summits every two years. Our secretariat has been located at Termcat since 2010 – very successfully, I would say! This arrangement safeguards continuous and reliable secretarial functions which amongst other things make it possible to issue a Newsletter every month and to maintain an updated and informative website. The Secretariat and the Board secure the Association's continuity. Therefore, it is important that members aspire to do their duty on the Board. It is also crucial that members – individual or institutional – contribute to the life of the Association by organizing terminology events supported by the Association between Summits. Last year two such events were staged with the economical support of EAFT.

Our Association was founded in 1996 in Kolding in Denmark. So, in two years it will be time to celebrate its twentieth anniversary! It goes without saying that the activities of a professional Association like ours will be constantly affected by technological and other developments in society at large. The last decade or so the world has witnessed an amazing and seemingly boundless growth in tools and software within information and communication technology. It would be naive to ignore these innovations and wrong not to make use of these new possibilities also in terminology work. But it is equally important not to discard the long-standing and proven theories and methods on which sound terminology work has been based for three quarters of a century. This Summit, therefore, is aimed at exploring how social networking affects terminology work.

I am confident that this Summit will go into history as very successful. I wish us all two interesting and enjoyable days, and on behalf of the Board I hereby declare the VIIth Terminology Summit open.

Jan Hoel, president of EAFT

Presentations

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The challenge of being (professionally) connected

Ismael Peña-López
Open University of Catalonia, School of Law and Political Science UOC

Abstract

Throughout the history of humankind, information has been trapped in a physical medium. Cuneiform tablets in Mesopotamia, papyrus of ancient Egypt, modern books, newspapers. Even the most intangible information, the one locked inside the brains of people, usually implied having to coincide in time and space with the device that contained what we wanted to know. That's why, for centuries, we have structured our information management around silos – archives, libraries, collections, gatherings of experts – and around ways to structure this information – catalogues, taxonomies, ontologies. The information lives in and out of the well, there's the void.

With the digitization of information, humankind achieves two milestones: firstly, to separate the content of the container; secondly, that the costs of the entire cycle of information management collapse and virtually anyone can audit, classify, store, create, and disseminate information. The dynamics of information are subverted. Information does not anymore live in a well: it is a river. And a wide and fast-flowing one.

Are we still going to fetch water with a bucket and pulley, or should we be looking for new tools?

Keywords: learning environment, kowledge, e-research, digital literacy, digital skills

During the whole history of Humankind – and most especially since the Industrial Revolution – we have built institutions that have intermediated between our goals and us. These institutions – political parties and parliaments, educational centres and libraries, firms, etc. – have been put at the centre of our lives, and we have quite often built our living infrastructures around them: we get our education at universities that have their library at their core, we vote our elected representatives which are part of political parties whose life has parliaments at the centre, we work and buy and sell in a market that spins around the factory, and so on. These centres have acted like information silos and communication hubs: nothing escaped their eye, nothing spoke but through them.

In recent times – the date can be put as far as the 1950s with the invention of the microchip, to the upcoming of the Web 2.0 during the first years of the XXIst century – the digital revolution has, among other things, implied that the creation and circulation of information has (1) so hugely increased and (2) with marginal costs almost dropping to zero in many cases. Thus, it is just pertinent that the traditional social structure where institutions – and intermediaries – are put in the centre is, to say the least, challenged.
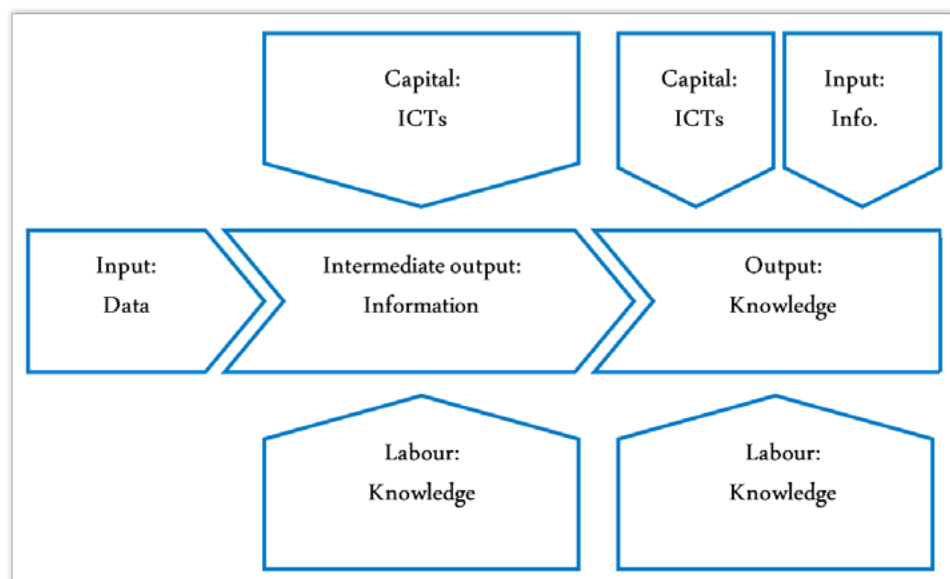
Figure 1: The Knowledge Society stream

The knowledge society creates a stream where data is transformed into information and then into knowledge by applying more data, information and knowledge to the value chain, and with ICTs as its only capital. This stream transforms the usual scheme of communications (sender, receiver, channel, code, message) and makes it more complex, as roles in the scheme are interchangeable all along the process of creating value.
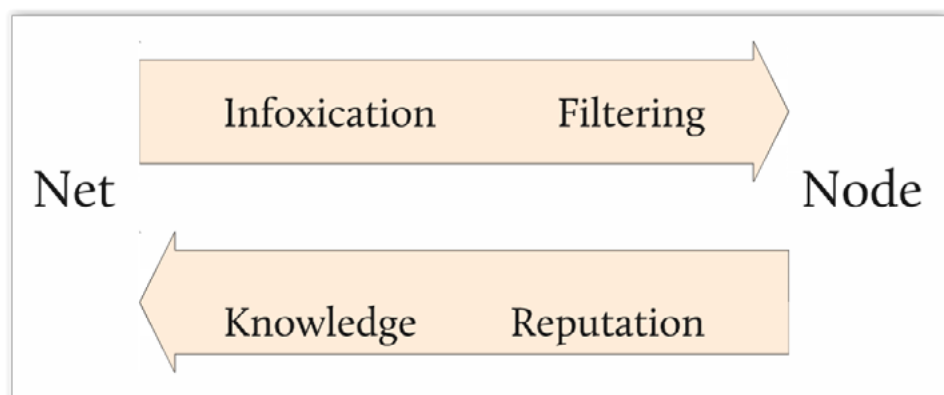
Figure 2: The flow of information in the knowledge networks

This more complex scheme can be represented as is in Figure 2. The abundance of information changes the rules of the game. In a world of scarcity of information, intermediaries were needed to gather, collect and concentrate information to make it available in more efficient and effective ways. In a world of abundance, what is needed is filtering, curation, edition of the existing information. And, indeed, these filtering tasks take place in a decentralized way, by independent nodes connected as a distributed the network. Nodes – people, but also institutions – gain reputation according to the way they create and most especially filter and (re)distribute information, oftentimes turning it into knowledge when it is applied. This enriched information, or even knowledge, feeds back into the net, thus closing the circular stream of information in the Knowledge Society (Figure 1).

When we speak about XXIst century professionals being connected, this is the scenario we are thinking about: the shift from an era of scarcity, managed by institutions as intermediaries, to an era of abundance, managed by institutions but increasingly by individuals, connected to the same network, and competing for attention and a sense of meaning.

The Personal Learning Environment

"A Personal Learning Environment (PLE) is defined as a set of conscious strategies to use technological tools to gain access to the knowledge contained in objects and people and, through that, achieve specific learning goals" (Peña-López, I., 2013:2).

Since the coming of the Web 2.0, and especially since the boom of social networking sites after 2007, personal knowledge management has changed a lot. Mainly three things have radically changed the information-sharing landscape:

- More people sharing information on the Net, boosted by the popularization of nanoblogging and social networking sites;
- more ways to share information on the Net, boosted by the "cloud" alternatives to desktop applications;
- a likely improvement in everyone's (including me) digital skills, cause and consequence (make a virtue of necessity) of the former two.

According to that, a personal learning environment more or less looks now like the figure 3.

If Personal Learning Environment is a blurry concept, it can be thought as a personal research portal or a personal information or knowledge manager. In any case, the basic idea remains: learning, doing research or just managing one's own information/knowledge becomes central for those performing knowledge intensive tasks.

A scheme of the PLE is here presented in a sequential way: information acquisition (input, what one gets, in red), storage and processing (own self, in grey), diffusion and communication (output, what one creates, in blue). Of course we cannot sequence information management this way: many tools are used for several purposes, processing is also a part of diffusion, etc. But the scheme serves its pedagogical purpose.

The personal website or one's own set of desktop applications are, of course, the core of the whole thing. What we do, what we are must be centralized. It is the image of what we do and become the

Figure 3: Infrastructure of a Personal Learning Environment

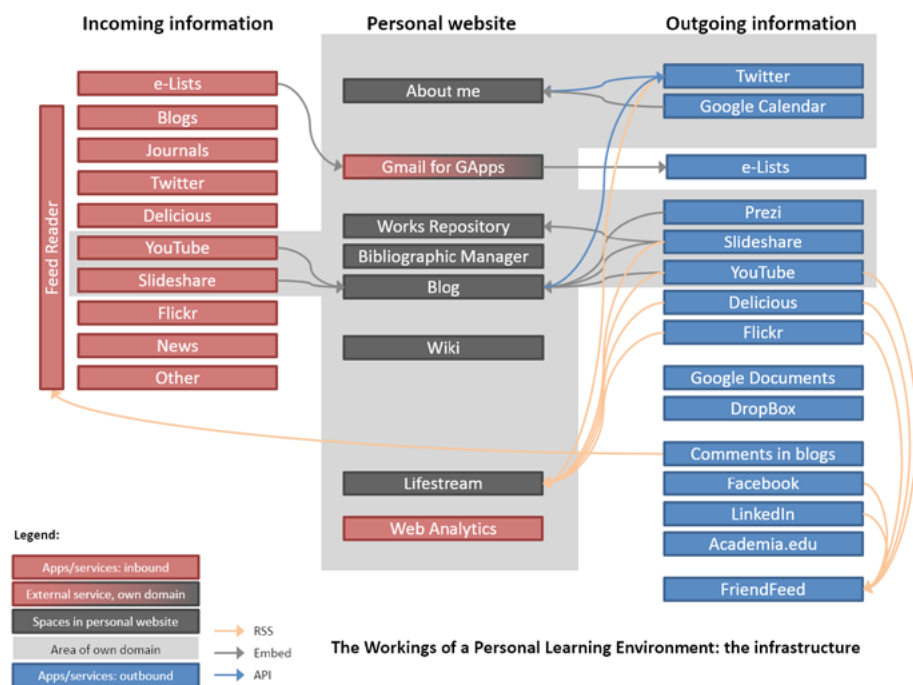one that has to be decentralized, not the essence[1]. Unlike the general trend, that is leading everyone away of personal websites and towards the populating of many social networking sites, we here plead for the construction of the portfolio, for a return to the personal or institutional website, using social media as a game of mirrors that reflects us where we should also be present.

This explains not only why the personal website (the areas shadowed in gray) is not only a huge hub where everything at least passes through, but why most information should be embedded in there, especially all *one's own* production. The blogs, the wiki, the bibliographic manager and the repository all are digital tools that surround one's digital persona (here pictured as "About me").

Linked to this, it worth acknowledging how it is becoming increasingly industrious to keep record of one's own production (whatever its quality). The result of this is that one's digital persona and even one's e-portfolio is scattered all over the Internet. This has consequences on the perception people have on someone, thus consequences in how this someone is evaluated (knowledge, competences,

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[1]   Of course, contributing to one's digital identity or persona is only possible if one is working "in the cloud" and in the open, and not with desktop applications.

behaviour). **The forces that drive someone to being present in the relevant places are opposite to the forces one has to apply to keep one's things straightened up** and under control. The awareness of one's own PLE helps in keeping one's knowledge ecosystem healthy and clean.

This awareness becomes totally explicit with the help of **web analytics tools**. If used for something more than quantitative measuring, these tools provide precious information if monitored carefully. Among others:

• Discover kindred souls that visited you and you hadn't heard of. Of course, this fact deeply depends of you keeping in topic.
• Discover comments on your opinions and work.
• Discover works that have been listed besides your own, and that you hadn't heard of.
• By construction, discover others' ongoing work and projects and, sometimes, even be able to take part in them.

Mainstreaming the PLE

We have just seen how PLE could be built – or, at least, schematically conceptualized. We here explain how can it work. Or, in other words, how the information flows through it and is fixed and transformed.

An observation, though, should be made about the substance and the form of the PLE which, actually, can be translated into two conditions (necessary, not sufficient) for a PLE to be useful to oneself (not talking here about it being "successful" as measured by third parties). If we understand useful as that it serves our purposes in learning more and better, or doing more research and better, then:

• Setting up a PLE means that one really wants to learn or do research or manage one's own information and knowledge flows and stock, and that one is willing to confront what this means. This basically zeroes in performing the processes of analysis, synthesis, abstraction and critique. That is: read, note, think and write. Many people think that PLEs require a lot of reading or writing. Wrong: it is learning, doing research or managing knowledge that does.
• Setting up a PLE means that one just builds a parallel structure to one's usual pencil and paper procedures. Maintaining two channels requires extra work. The more one mainstreams and focuses in just one platform, the better. And, thus, the PLE is more useful as it increasingly becomes mainstream in the production of one's knowledge and management of one's own network. The limit being when almost *everything* is on one's own PLE.

Personal Learning Environments and the revolution of Vygotsky's Zone of Proximal Development

Developmental psychologist Lev Vygotsky defined what the person or a student can do – or the problems they can solve – as three different stages:

1. What a student can do on their own, working independently or without anyone's help.
2. What the student can do with the help of someone.
3. What it is beyond the student's reach even if helped by someone else.

He called the second stage the *Zone of Proximal Development* (ZPD) which had, as said, two limits: the lower limit, which was set by the maximum level of independent performance, and the upper limit, the maximum level of additional responsibility the student can accept with the assistance of an able instructor. But Vygotsky believed that learning shouldn't follow development, but should rather lead it. A student should constantly be reaching slightly beyond their capabilities rather than working within them (Turner-Attwell, 2009).

This reaching beyond one's capabilities can be pictured as the student entering their Zone of Proximal Development. And this exploration beyond one's capabilities is not to be made alone, but with an instructor to help in the way. Vygotsky called this instructor the *More Knowledgeable Other* (MKO), the role of which is to help the student throughout their ZPD by *scaffolding* the path they have to follow to learn how to solve new problems.
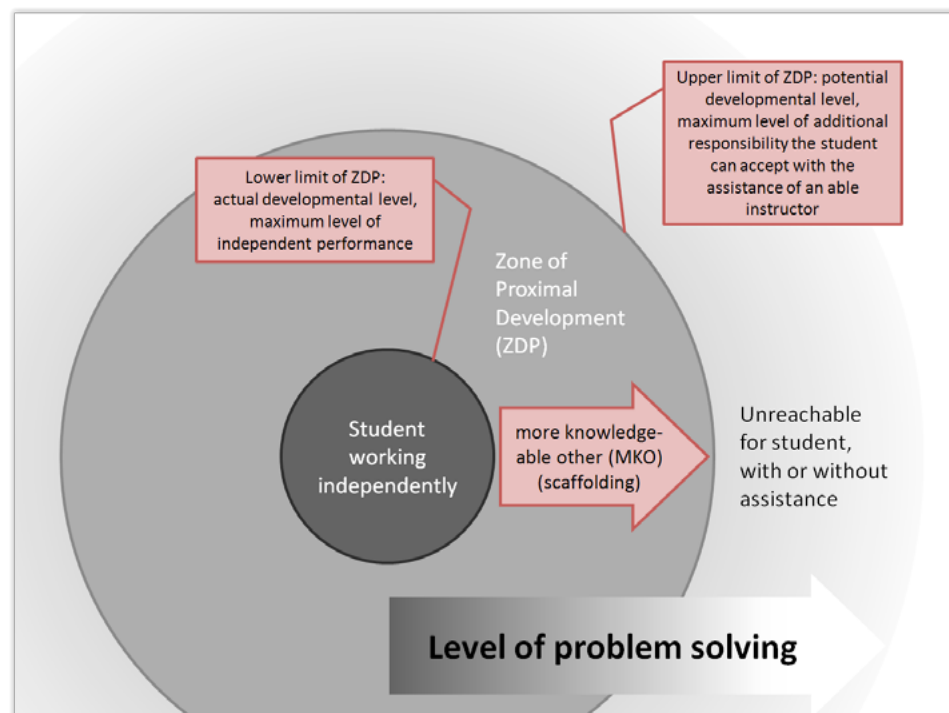

Figure 4: Vygotsky's Zone of Proximal Development (Peña-López, 2013)

A dynamic approach to the Zone of Proximal Development

The Personal Learning Environment can be understood both as the Zone of Proximal Development and the full set of More Knowledgeable Others, understanding by More Knowledgeable Others not only as people of flesh and blood, but any kind of knowledge construct that we can imagine: from the more

typical teachers and open educational resources to all sorts of digital content including messages in fora, multimedia files, professionals in the field and so on. As Graham Attwell (2010) puts it, the MKO can also be viewed as a learning object or social software which embodies and mediates learning at higher levels of knowledge about the topic being learned than the learner presently possesses.

But if we really believe that the Personal Learning Environment is much more than a tool but a knowledge management philosophy, there is much more than we can say in the crossroads of the PLE and the ZPD. The Personal Learning Environment is transferring some – or most – of the responsibility of somebody's learning path from the instructor (back) to the learner. And, in doing so, it also implies regaining the control of one's own learning path and its design. In relationship with the Zone of Proximal Development:

The role of a Personal Learning Environment may be not only that of a tool to provide access to 'More Knowledgeable Others' but as part of a system to allow learners to link learning to performance in practice, though work processes. And taking a wider view of artefacts as including information or knowledge accessed through a PLE, reflection on action or performance may in turn generate new artefacts for others to use within a ZPD (Attwell, 2010).

All these reflections stand for a static approach to the Zone of Proximal Development, that is, at a given time and at a given place. Indeed, in Vygotsky's time, the boundaries of the ZPD were indeed very physical: the evolution of a wood carver's craftsmanship was bound by the availability of master craftsmen and the possibility to be an apprentice in a nearby workshop.

But Information and Communication Technologies have capsized the whole previous scenario and, thus, the relationship between Personal Learning Environments and the Zone of Proximal Development should be approached not only within the state-of-things prior to the Internet, but also in how this state-of-things is shifting forward.

Thus, one way to look at the ZPD-PLE relationship is seeing the PLE as a way to build, fill in with or reach out for the tools and people that will help a learner through the ZPD. Another way to look at the ZPD-PLE relationship is how the PLE (re)defines the ZPD itself, continuously, dynamically.

Unlike in a world without digital access to information and communications, in a digital world content and people are available all at once. Maximalistically speaking, a PLE can be conformed by virtually *everything* that exists out in the cyberspace. If virtually *everything* is at reach, virtually *everything* can be understood as the more knowledgeable other. **With a full, total, comprehensive access to the more knowledgeable other there virtually is no upper limit of the Zone of Proximal Development, there virtually is no level of problem solving that is unreachable for the student**.

The PLE, has then two roles in relationship with the ZPD:

1. It helps in building the inner structure of the ZPD, its components.
2. It helps in building the outer structure of the ZPD, its boundaries.

There is a sort of corollary to the previous second statement. In Vygotsky's time, learning – and hence the ZPD – was sort of linear: woodcarving apprentices would move "up" to a new master craftsman once they had mastered some skills themselves with the help of their previous/actual master. Progress would end when there were no more master craftsmen around whom to learn from. On the other

hand, learning face to face with a human more knowledgeable other meant not only that one had to "use them up" but that one could not "consume" any other more knowledgeable others: learning was unidirectional, linear.

When MKOs are conformed by all kind of tacit and explicit knowledge constructs in one's PLE, there is no way of (a) "using them up" and (b) not being able to move in parallel with more than one *more knowledgeable other*. We can then think of the PLE both as the biggest ZPD possible, or as the overlapping of different snapshots of a PLE that evolves "fractalically", multidirectionally, on time, on demand, until it (potentially) covers the whole cyberlandscape.
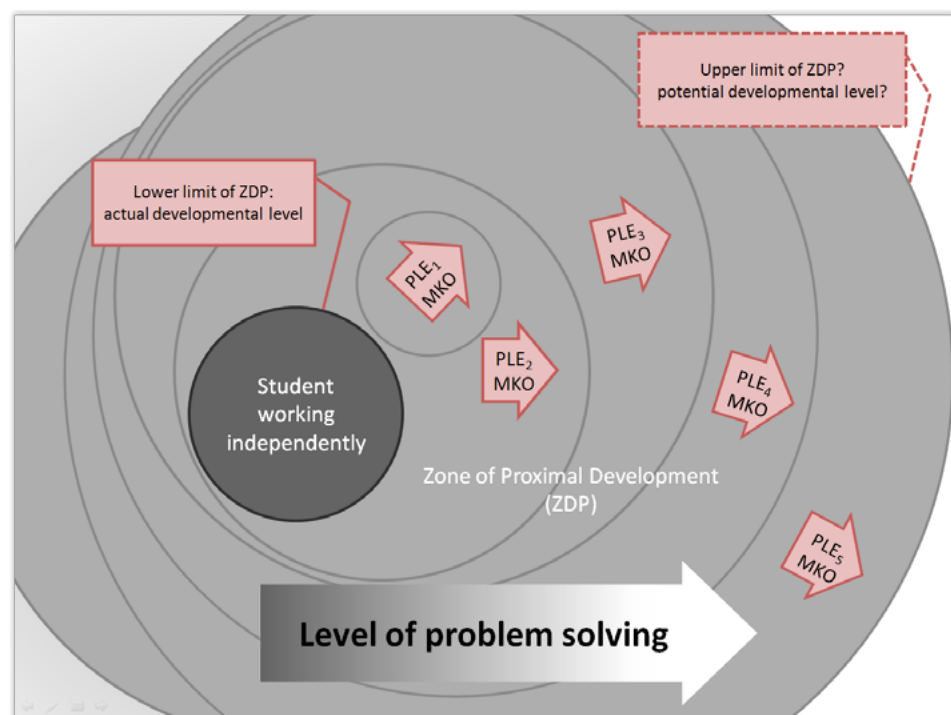

Figure 5: Personal Learning Environments and the revolution of Vygotsky's Zone of Proximal (Peña-López, 2013)

What is the relationship of PLEs, ZDPs and (connected) professionals and citizens at large? What the actualization of Vygotskys postulates shows is that there will be less need for intermediaries – knowledge hubs, knowledge leaders – and much more need for knowledgeable others in order to learn

how to learn something, or how to create new knowledge, or how to apply it. With Personal Learning Environments to cover the ground of one's Zone of Personal Development, learning how to learn, how to design one's own learning process may be more relevant than ever and require more help from third parties. This is, I think, the most promising future of teaching today – and the main reasons for professionals to be connected (among them, not necessarily online – though it will evidently be done digitally).

Project-centered personal learning environments in e-research and open social innovation

Working in a highly intense knowledge field, it is almost unavoidable to think of the personal learning environment (PLE) as a useful tool also for conceptualising or even managing a project, especially a knowledge-intensive one.

As we introduced it, let the definition of a PLE be a set of conscious strategies to use technological tools to gain access to the knowledge contained in objects and people and, through that, achieve specific learning goals. And let us assume that a knowledge-intensive project aims at achieving a higher knowledge threshold. That is, learning.

The common – and traditional – approach to such projects can be, in my opinion, simplified as follows:

• Extraction of information and knowledge from the environment.
• Management and transformation of information and knowledge to add value.
• Dissemination, outreach and knowledge transmission.

These stages usually happen sequentially and on a much independent way one from another. They even usually have different departments behind.

This is perfectly valid in a world where tasks associated to information and communication are costly, and take time and (physical) space. Much of this is not true. Any more. Costs have dropped down, physical space is almost irrelevant and many barriers associated with time have just disappeared. What before was a straight line – extract, manage, disseminate – is now a circle... or a long sequence of iterations around the same circle and variations of it.

It is interesting to reflect whether it makes sense to treat knowledge-intensive projects as yet another node within a network of actors and objects working in the same field. As a node, the project can both be an object – embedding an information or knowledge you can (re)use – or the reification of the actors whose work or knowledge it is embedding – and, thus, actors you can get in touch trough the project.

A good representation of a project as a node is to think of it in terms of a personal learning environment, hence a project-centered personal learning environment (maybe *project knowledge environment* would be a better term, but it gets too much apart from the idea of the PLE as most people understands and "sees" it).

A very rough, simple scheme of a project-centered personal learning environment could look like this:
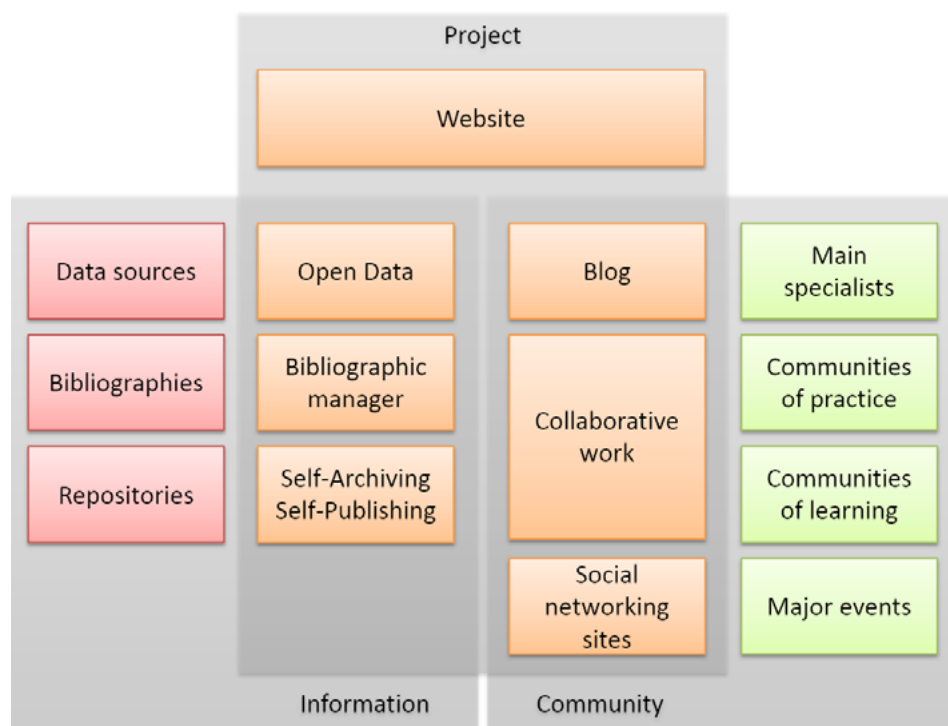
Figure 6: Scheme of a project-centred personal learning environment

In this scheme there are three main areas:

- The institutional side of the project, which includes all the data gathered, the references used, the output (papers, presentations, etc.), a blog with news and updates, collaborative work spaces (e.g. shared documents) and all what happens on social networking sites.
- The inflow of information, that is data sources, collections of references and other works hosted in repositories in general.
- The exchange of communications with the community of interest, be it individual specialists, communities of learning or practice, and major events.

These areas, though, and unlike traditional project management, interact intensively with each other, sharing forth information, providing feedback, sometimes converging. The project itself is redefined by these interactions, as are the adjacent nodes of the network.

There are at least of three types of knowledge-intensive projects where a project-centred personal learning environment approach makes a lot of sense to me:

- Advocacy.
- Research.
- Open social innovation (includes political participation and civic engagement).

In all these types of project knowledge is central, as is the dialogue between the project and the actors and resources in the environment. Thinking of knowledge-intensives projects not in terms of extract-manage-disseminate but in terms of (personal) learning environments, taking into account the pervasive permeability of knowledge that happens in a tight network is, to me, an advancement. And it helps in better designing the project, the intake of information and the return that will most presumably feed back the project itself.

There is a last reflection to be made. It is sometime difficult to draw or even to recognize one's own personal learning environment: we are too used to work in projects to realize our ecosystem, we are so
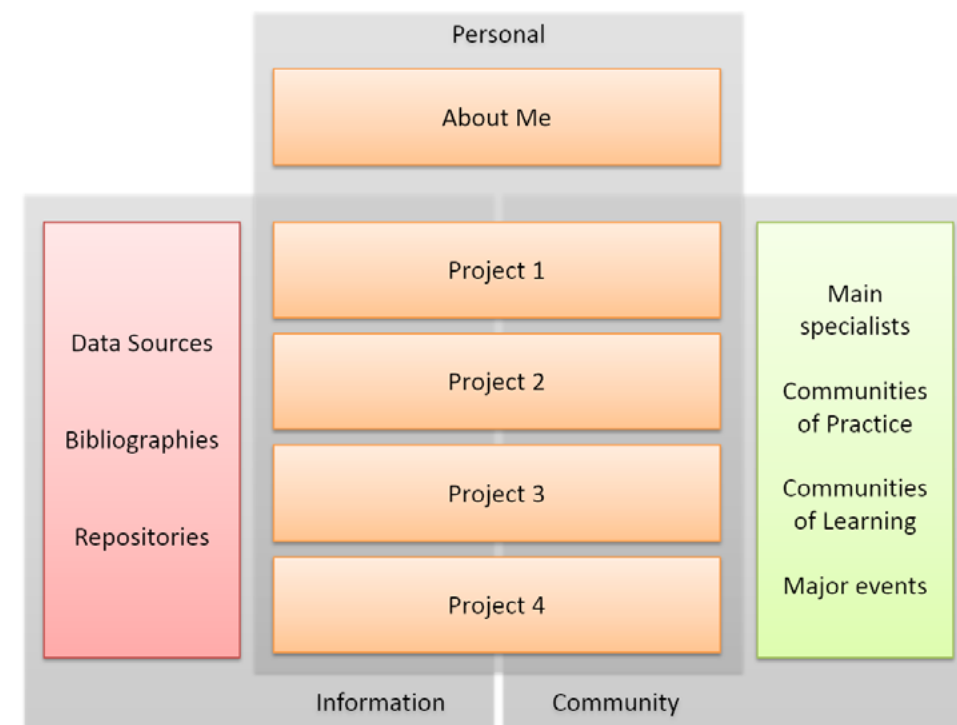
Figure 7: Scheme of a project-centred personal learning environment

much project-based that we forget about the environment. Thinking on projects as personal learning environments helps in that exercise: the aggregation of them all should contribute in realizing:

- What is the set of sources of data, bibliographies and repositories we use as a whole as the input of our projects.
- What is the set of specialists, communities of practice and learning, and major events with which we usually interact, most of the times bringing with us the outputs of our projects.

Summing up, conceiving projects as personal learning environments in advocacy, e-research and open innovation can help both in a more comprehensive design of these projects as in a better acknowledgement of our own personal learning environment. And, with this, to help in defining a better learning strategy, better goal-setting, better identification of people and objects (resources) and to improve the toolbox that we will be using in the whole process. And back to the beginning.

The role of digital literacy

We have so far mostly talked about strategies to learn, do research or manage one's own information and knowledge. But to do so, besides some tools, there is a set of skills that is especially required and that we can in general label as digital literacy.

In Figure 8 we can see an schematic approach to five different dimensions: technological literacy, informational literacy, media literacy, digital presence and e-awareness (Peña-López, 2010):
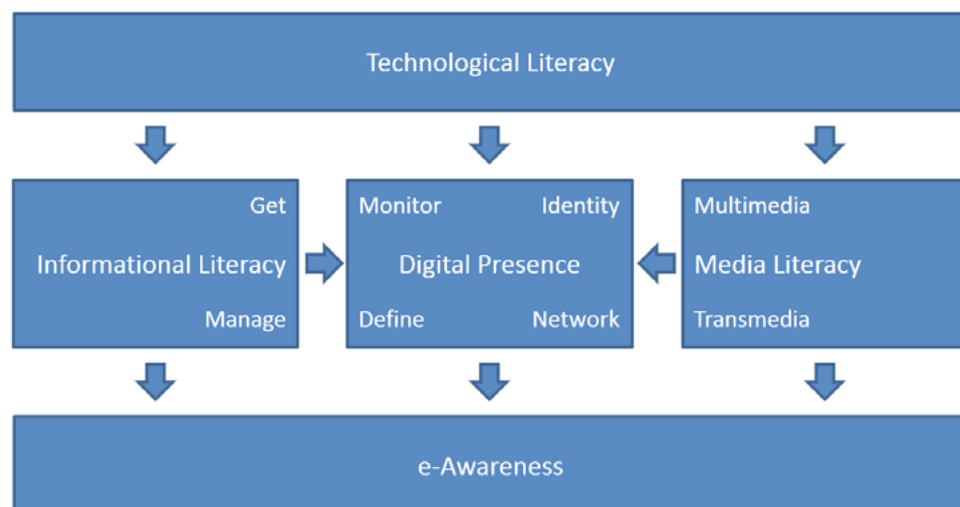
Figure 8: Towards a comprehensive definition of digital skills (Peña-López, 2010)

Instead of defining each and every dimension from the theory, we will do it by using a simple example that, indeed, is an everyday situation that most people find in their daily lives.

On 3 june 2011, Brian Lamb, then strategist and coordinator with UBC's Centre for Teaching, Learning and Technology, tweeted[2] what follows:

Figure 9: @blamb's tweet: Hanging with @grantpotter and @cogdog at Kootenay Co-Op Radio, ready to simulcast to #ds016radio for #etug yfrog.com/hss95tdj

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2   https://twitter.com/brlamb/status/76486206115946497

This tweet might be a little bit arcane for the non-initiated, but it is only a matter of different digital literacies put at work. Decoding it definitely requires much more than what the usual definition of digital literacy implies, but a complex set of skills or competences as the one described above:

- **Technological literacy:** Easy at it may seem at first sight, many people just do not get how twitter works. It is as simple to operate ("just a 140 car. message") as complex to understand how it works as a whole. Add to this that you have to be following either @brlamb or any of the hashtags to be able to notice the new tweet. And that you can follow them in several different ways, including different technologies, platforms and devices. Definitely, not *that* easy.
- **Informational literacy:** There are three kinds of links in Brian Lamb's tweet. At least two of them feature "strange" signs (@ and #) and the other one looks (or maybe does not) like your usual link, but lacking the http:// part (not to speak about the www.). Informational literacy is about telling the difference from those different links, what do they mean and where do they head towards if one clicks onto them. Informational literacy is about being able to find out that @grantpotter and @cogdog are two people (that's more or less obvious once you've clicked on the respective links), that #ds016radio is the free streaming station used for the Digital Storytelling MOOC course, and that #etug refers to the Educational Technology Users Group Spring 2011 Workshop. Easy to find out for the experienced user, those last two do require an effort for the unexperienced one.
- **Media Literacy:** The tweet is accompanied by an image. Its meaning is absolutely related to the information gathered in the tweet (as one would expect) and so it completes the message. Nevertheless, media literacy is not about the image, but about the *crossmedia and crossplatform* factors implied by that tweet. The actual message is that for you to get the whole piece of information you have to browse at least 4 websites (Twitter, with information about the profiles and the hashtag timelines; the course, the radio station and the event website) and then you have to tune in yet another device to listen to the actual radio. Indeed, the word "simulcast" already warns you that it will be much more complex than opening a book, sitting and reading. Add to this that you can add your soundcraft to #ds106radio, by using DROPitTOme, a way to operate Dropbox. Oh, and yes, the image was uploaded to a companion service to Twitter, yfrog. Let us acknowledge that this cloud computing thing is a complex one to say the least.
- **Digital presence:** It is very different identifying who the author or who the people mentioned in of the tweet are, from knowing what is their relationship and what is the meaning of them being together doing what is told in the message. But, more important than that, is what will imply for you being related with them. Answering or retweeting Brian Lamb's message will tell everyone that you are interested in instructional technology. Following Brian would reinforce that message, and being followed back by him and/or other people from his closest professional network can end up implying the fact that you indeed agree with the ideas that this network more or less share: educational resources should be open, learning should strongly be based on building (constructivism) and remixing and working with your peers (connectivism), education has a way out of institutions (edupunk), and so [by the way, my apologies for the simplifications]. There are many messages whose information is about who you are rather than a transmission of rough data.
- **e-awareness:** Taken at a systemic level, Brian Lamb's tweet talks about very important things. We have just mentioned connectivism or edupunk. But implicit in the message's 126 characters is the understanding of what is a massive open online course (MOOC) or how an amplified event works. Full understanding of the tweet requires awareness on how information and communication technologies are (or

are potentially) changing the landscape of education, how the educational system and educational institutions are being threatened on their very same core and foundations, how the roles of teachers are (or should be) shifting from lecturers to mentors, etc. E-Awareness is about knowing the systemic and strategic implications of living in a knowledge society; and, implicitly, that tweet is talking just about that.

Now, those are 126 characters charged with meaning. If a single simple tweet requires so much digital competence, what is needed for living your daily live at full throttle? What for the exercise of democracy and citizen participation? What for health? What for education? What for love and friendship?

The cycle of technology adoption

How should we proceed to be professionally "connected"? That is, once we became aware of our own personal learning environment, and acquired the required set of digital skills, where should one begin from?

We here suggest four steps to adopt technology, but in a sense where technology is a means to transform our own procedures, the way we carry on our daily knowledge intensive tasks. Let us just keep in mind that Information and Communication Technologies are, by definition, instruments that will contribute to improve our efficiency and efficacy in most – if not all – our tasks related to managing information and communications.

Briefly put:

- Appropriation: one learns how to use a given application, software, piece of hardware, etc. (e.g. one learns to write in a word processor).
- Adaptation: one substitutes one's old technology for the new one, but one still does exactly the same things (e.g. one gets rid of one's typewriter and begins to use the word processor instead).
- Improvement: one's technology allows to perform some new tasks, or the old ones in a more efficient way (e.g. one uses the track changes and commenting features of the word processor to let others collaborate with one's original document).
- Transformation: the way things worked changes radically because of technology (e.g. one uses a wiki or a pad or an online document to create a collaborative document, share it online and edit it in real time with videoconference support).

We can define four stages in technology adoption:

1. During **appropriation** people get to know what new technologies are out there, they learn how to use them, they master them... but not necessarily use them or use them in a specific environment and for a specific purpose. E.g. learn that word processors exist, learn how to use them, but still use typewriters.
2. In the **adaptation** phase, old technologies are replaced by the new ones, but just to perform exactly the same tasks, routines, processes. E.g. typewritters are thrown away, but word processors are used to type the very same letters. The cost of using a new technology is clearly here an expenditure, as no major benefits appear.
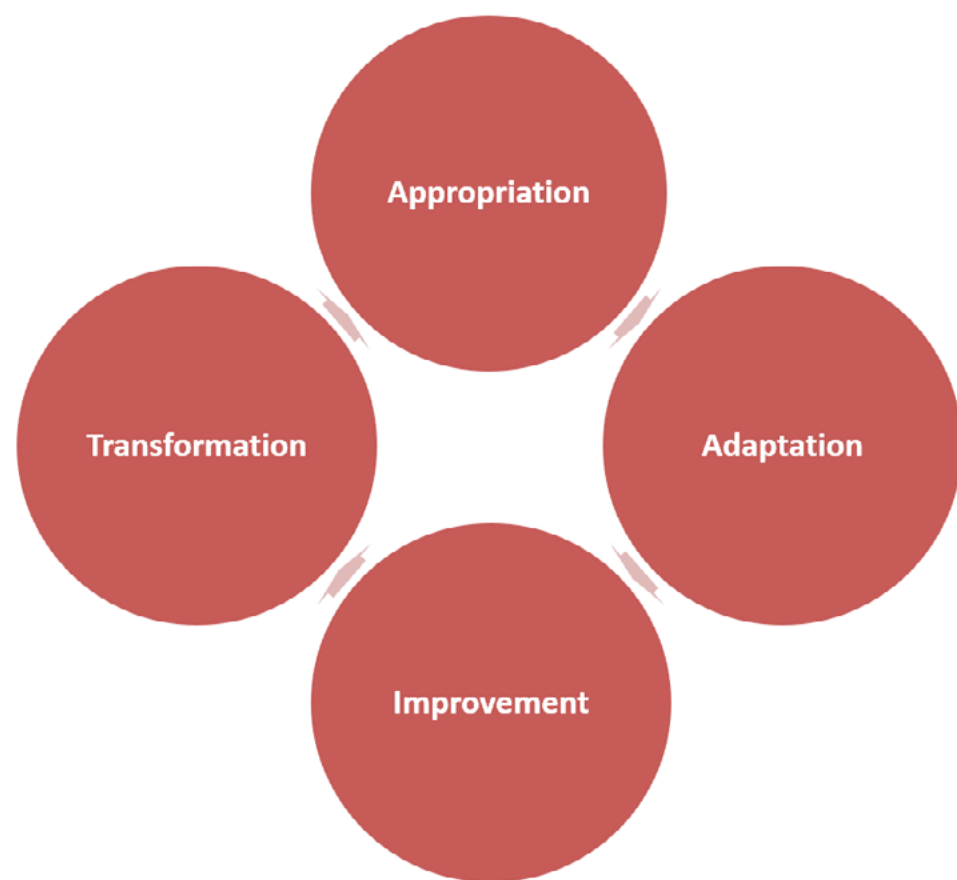
Figure 10: The cycle of technology adoption

3. **Improvement** happens when benefits begin to overrun the cost of using new technologies. Here, costs are investments that pay back in the medium and long term. E.g. word processors are used intensively allowing for thorough edition (copying, pasting, formatting, etc.), tracking changes and versions, passing documents along (by e-mail, that is, another concurring technology) so that they can be commented, reedited, etc.

4. Last, and most important, **transformation** implies that the whole process is though (almost) from scratch, deploying the full potential of new technologies to redesign processes and tasks. E.g. documents begin not with an original from a single person, but collaborative tools come in place (like wikis, pads or the like) where everyone can contribute at the same time, with no need for centralization, no need for preset structures, etc.

Final remarks on efficiency, efficacy, exclusion and heutagogy

So far we have tried to unfold the general concept of the personal learning environment as a way to be aware of the centrality of knowledge management in knowledge highly intensive tasks; the complex set skills that we usually define as digital literacy; and a simple path to adopt technology for knowledge management and organizational change.

Our first remark, which is implicit in our text, is that the adoption of such concepts, tools and procedures, the initiative to be professionally connected is not an option. That is, of course it is an option, but if we consider it under the light of efficiency and efficacy, it definitely is not. The Digital Revolution has so quickly and deeply impacted our world that (1) information and knowledge are (even more) central to our all aspects of our lives and (2) there is a new and growing set of tools to manage this information and knowledge. Thus, as it happened with the Industrial Revolution, we might well be in a suboptimal position due to the fact that the world – not us – has changed. And suboptimal means that we are using tools that do not allow us to be as efficient and as effective as we could. This scenario, when there is competition, automatically expels us out of the "market", whatever the market is: the job market, our personal relationships, our access to leisure, etc.

And here comes our second remark: the Digital Revolution is a train with no stops or station platforms were to step aside. On the contrary, the Digital Revolution forces us to (1) be connected with our peers and to (2) be able to re-programme ourselves as the environment changes – which does constantly. Not regarding the requisites of digital times puts us in the hazard of being mere executors of repetitive routines, or being disconnected and thus become irrelevant for our social systems as there is no way that we can put in motion all our potential.

Out final remark is a meta-reflection about the whole process. This is not a linear, but an iterative process. And not only iterative, but self-reflective one. Iterative in the sense that it is expected to be repeated every time there is a change in technology, in organizations, or in its impact in society. Self-reflective in the sense it is not about a one-size-fits-all process, but that it has to be totally tailored for the individual at its centre. And this is the key point: unlike what happened when we had intermediary institutions that made decisions for us, the new reality is one that places the knowledge-holder, that is, the individual, in the centre of a network. Thus, it is crucial that this individual does not only lets himself be placed in the centre of his domain, but that he is aware of it and works for it.

Heutagogy (Blaschke, 2012) stands for a learning approach where all the learning process is self-determined by the learner, the individual. It goes beyond andragogy – or self-directed learning – as it is rooted in capabilities (Sen, 1980; Zheng, 2009) in subjective freedom of choice, in governance over one's own learning process. And this is what the present will more and more be looking like: being able to put oneself in the middle of one's microcosmos, identify the planets that orbit around us, and establish flexible and variable connections with them to go on with our own lives. Not being connected, but being able to establish connections: this is our daily challenge now.

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Lecturer at the Open University of Catalonia, School of Law and Political Science, and also researcher at its Internet Interdisciplinary Institute and at its eLearn Center. PhD in the Information and Knowledge Society, BSc in Economics, MSc in Ecoaudit and Corporate Planning of the Environment and post-degree in Knowledge Management.

During 2014 he is on partial leave from the University to be in charge of the direction of the project of open innovation of the Fundació Jaume Bofill, whose goal is to rethink how knowledge is created and shared inside and outside of the organization.

He works on the impact of Information and Communication Technologies in Development. Specifically, his interests focus on the measurement of the evolution of digital economies and personal digital uptake (e-readiness, the digital divide), and the impact of ICT on development and its main institutions, especially in the field of ICTs and education and ICTs and democracy.

He was founding member and then director of the Development Cooperation Programme at UOC, where he mainly worked in the fields of e-learning for development and online volunteering. He is the editor of ICTlogy (ISSN 1886-5208).

27 **S1**

Terminology Coordination Unit, European Parliament, Luxembourg

Rodolfo Maslias
Terminology Coordination Unit of the European Parliament

Abstract

The Terminology Coordination Unit of the European Parliament has an original approach among the Coordination Services of the 10 EU Institutions. The Unit offers terminology management in the multilingual and multinational EU, which provides 80% of the national legislation of 28 countries.

Terminology management serves some 5000 translators and interpreters, working in 24 languages, across 10 institutions and 58 specialised agencies. This management is necessary in order to ensure the linguistic consistency of legislative procedures which are drawn up in a process that makes use of translation and interpretation in 552 possible linguistic combinations. Communication about EU Terminology takes place on three levels:

- Internally, to raise awareness of the importance of terminology to ensure quality of the original texts and translations that become official legislative texts in each country.

- Among the 10 EU Institutions managing the IATE database in which around 300 terms are inserted daily by the translators. The new interinstitutional terminology portal, EurTerm, has been developed by TermCoord on behalf of all institutions, and allows cooperation, sharing of resources, storage and automated consultation of research results and communication on both concept and term level in each language.

- And with the external world of Terminology; international organisations like the UN and NGOs, universities and research centres and networks and also the big multinational companies that produce and offer very important terminology resources in specialised fields. Communicating EU Terminology to the world has a mutual benefit for the quality and consistency of EU legislation covering all fields and translated in 24 languages, and offers a very rich resource to the public in the form of the IATE database which contains 8.5 million terms in 110 domains and receives an average of 3500 hits per hour. This part of the presentation will focus on several methods of coining terminology using several tools and software like e-newspapers, the communication and social media strategy of the unit and methods of collecting, selecting and sharing the precious resources gathered through this extrovert approach.

Internal and external websites

Both to keep the terminologists and translators of Parliament up to date and to facilitate the cooperation within the European Parliament (EP) and among its external contacts, TermCoord uses various means of communication. Besides e-mail exchanges and meetings (both in person and through videoconferences), the **internal website** is used extensively as an important channel of communication accessible only for the EP staff. The need for a public website arose, instead, from our wide-ranging

contacts with universities and terminology bodies worldwide, since the European Union (EU) institutional websites are only accessible on internal networks.

We regularly publish posts on current issues related to terminology, linguistics and languages in general, as well as provide a wide range of useful information, material and resources related to translation in order to facilitate our translators' work. We use both websites for publishing material from terminology databanks and other terminology-related sites. The most widely used tools and resources are now available as a widget format that internal and external users can download.

Glossary Links

Glossary Links enable users to search in our collection of glossaries by keyword, language, source or category. The database - which is located in our external website - contains links to about 3000 multilingual, bilingual and monolingual glossaries and dictionaries publicly available online. The glossaries are categories according to the various domains features in parliamentary texts.

DocHound

DocHound is a one-stop reference page with links to various document types used in EU institutions or their respective search pages, where translators can find all kinds of reference documents they might need for their translations.

termcoord.eu

In addition to what has been said above, the external website contains an updated blog on a day to day basis with the aim of being more interactive and attractive to our audience. In this section we publish fresh content on terminology, translation, linguistics and interpretation bringing newness into the field with initiatives such as the 'IATE term of the week', the 'Video fix' or interviews with terminologists from all over the world.

'IATE term of the week'

Every Friday we publish the 'IATE Term of the Week', a term related to European current affairs in line with the EP's agenda. The Communication team usually researches the net and proposes several options from where the IATE team decides the most suitable term of the week. Once the term is agreed and after checking its status in IATE (the term must be inserted in IATE's database), a brief article is elaborated offering an overview on the topic in order to attracting people's attention and encourage them to contribute for IATE.

For this, we create a form in Google Drive, which is highlighted at the bottom of the article in a clickable yellow box, accessible for everyone. Here the languages in which the chosen term is not yet completed in IATE are mentioned. Lastly, the article - in a journalistic style - is promoted through social media stressing the missing languages and calling for public contribution. The responses we obtained are sent to the IATE team to be proofread and validated before inserting them in IATE.

Why is terminology your passion?

We also publish interviews with prominent terminologists about their activities, projects and opinions on interesting terminological issues nearly once a week. These interviews have been prepared by trainees of the Terminology Coordination Unit or translators and terminologists of the EP. The objective of this initiative is to bring the terminology work in the spotlight and raise awareness about its importance in both monolingual and multilingual communication. The collection of the first twenty interviews has been converted into an e-book released in 2014 under the name *Why is terminology your passion?* and the second edition has been launched in December 2015.

The website has gradually become one of the most visited terminology websites worldwide, according to statistics, being elected in 2014 as the 4th best linguistic website. Our presence on the web, as it can be observed from analytics, keeps growing.
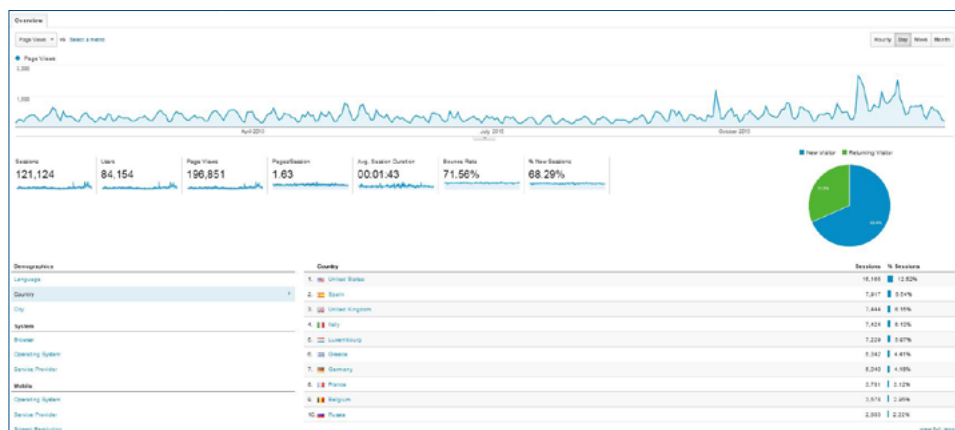
EurTerm, the interinstitutional terminology portal

EurTerm is the **interinstitutional terminology portal** offering cooperation on terminology and cooperation on language level through parallel wikis.

EurTerm, a project of the IATE Management Group, was created to collect contributions on terminology from all EU institutions and to provide support and resources in the field. The website offers language wikis where translators can discuss terminology, contacts for terminologists and other experts, a calendar for all institutional and external events concerning terminology, and a vast collection of institutional and external resources, such as links to terminology-focused websites, online training, databases and more. EurTerm also contains videos, e-books and news from around the world on terminology.

Currently the portal is for internal use only (EU institutions and staff members).

TermNews, brochure, EU glossary

We publish and outline of our principal activities in a quarterly newsletter (**TermNews**) for the information of our colleagues in the Parliament and in the other EU Institutions. We have also compiled a brochure, published by DG TRAD, which promotes the IATE database and the significance of terminological consistency for accurate legislative drafting and good quality translations by presenting a selection of terms from the human rights domain, which is the responsibility of the European Parliament within IATE.

Our most recent, significant publication is the 'Glossary from EU institutions and bodies', which is a table of glossary that helps Members, their assistants and EP staff find explanations of terms commonly used in Parliament and EU institutions and bodies in general.

Presentation: www.slideshare.net/mediatermcat/terminology-management-and-social-media-in-the-terminology-coordination-unit-of-the-european-parliament

Rodolfo Maslias

Studied languages (German, French, Spanish) and law. Speaks and writes also English, Italian and Dutch. Post-graduate in German classical theatre (Schiller – Justus Liebig Universität Giessen).

Translator in the Greek Unit of the EP since 1981. Taught translation and terminology at the University of Corfu (1997-1998) and since 2013 Terminology and Multilingualism in the Masters of the University of Luxembourg "Multilingual Learning in Multicultural Environments". ECQA certified terminologist. Member of the Board of TermNet.

Member of the European Cultural Parliament since 2009 and from 2000 to 2002 as Director of Cabinet of the Greek Minister of Culture. Coordinator of the European Observatory of Youth and Media (2000-2001), Member of the Board of the Greek Organisation of Tourism (2000). As external activity:, Secretary General of the Network of Capitals of Culture (2000-2006), Cultural Advisor to the Mayor of Athens (2007-2010).

27   S1

Working through collaborative networks of experts

Rute Costa / Raquel Silva
New University of Lisboa

Abstract

In Terminology, it is usually acknowledged that experts are an essential element in the work of terminologists whether as a primary source of knowledge or as a factor of validation of terminological information. From this perspective, based on a close collaboration and conjugation of different expertises – the terminologist's competences and the expert's knowledge – methodologies are designed for various purposes, enabling access to specialized knowledge, its organization and sharing between the targeted users.

In the light of the theoretical principles and characteristics of the collaborative platform the terminologist occupies a position different from the one usually taken when he/she is building applications and tools for terminological purposes. In this context, it is necessary to establish a priori the elements that experts need in order to discuss and define their concepts, which differs from the requirements for language professionals. Methodologically, to achieve this goal the task of terminologists is to understand the *modus operandi* of the expert in defining and structuring concepts of their sphere of knowledge. Bearing in mind that the expert is often referred to as the most important source of knowledge in terminological methodologies it is important to reflect on how practice affects or determines terminology work, particularly the strategies that termi-nologists must adopt to capture the experts' knowledge. In this perspective, it is important to describe and rethink the role of the expert as an end user of an application or as validator of terminological information.

Rute Costa

Professeur à la Faculdade de Ciências Sociais e Humanas de l'Universida-de Nova de Lisboa et chercheur au Centre de Linguistique de l'Universidade Nova de Lisboa. Responsable scientifique du Master en Terminologie et Gestion de l'Information de Spécialité et du Programme Doctoral en Traduction et Terminologie. Depuis 2010, elle est coresponsable de la Formation TOTh, à l'Université de Savoie et responsable de la formation dans le Projet européen COST – European Network of e-Lexicography (ENeL). Depuis l'année 2000, elle est membre du CT 37 ISO. Elle est ani-matrice du GT 3 – Normes 704 & 1087-1 et membre du SC 6 du CT 150 «Gestion de l'environnement» de l'Institut Portugais pour la Qualité.

Raquel Silva

Est membre-chercheur du Centro de Linguística de l'Universidade Nova de Lisboa où elle collabore depuis 1993 à de nombreux projets de recherche dans les domaines de la Lexicologie, Lexicographie et Terminologie. Actuellement professeur à la Faculdade de Ciências Sociais e Humanas de l'Universidade Nova de Lisboa, elle enseigne dans les domaines de la Terminologie, la Linguistique pour la Traduction et, au niveau du Master, le Management de la Qualité en Terminologie. Elle est actuellement coresponsable avec Rute Costa du projet «Terminologie pour le développement de l'Administration Publique en Angola» CLUNL / Ministère de l'Éducation d'Angola (2014-2019).
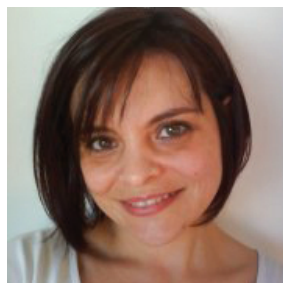
27   S1

Terminology as a Service – a model for collaborative terminology management

Klaus-Dirk Schmitz
Cologne University of Applied Sciences
Tatiana Gornostay
Tilde

Abstract

The time has come to have a different look at the trends in terminology work. The time has come to introduce innovative models of terminology work and in language work in general. What is a language worker's profile? In the TaaS project, we shared our vision of the language workers' environ-ment and emphasise three main groups – terminologists, technical writers, and translators – involved in terminological data processing this or that way. While terminology work prevails for terminologists, technical writers and translators spend up to one third of their time on terminology work and, in some cases, it can consume an even greater share of working time. A terminologist studies a concept and creates a term or identifies it in a text in a certain discourse and language. A writer utilises the term in the text he/she is creating and he/she is aware of terminology consistency to prevent contradic-tions at semantic or syntactic levels. A translator communicates the concept by means of a translation equivalent in a target language. Even two languages can pose a problem, and we are working with 23 official European languages. Thus, terminology work is a collaborative process, and a language worker is no longer alone in his task. Individual autonomous work leads to errors in term usage and affects not only translation productivity and overall costs but also influences further phases of content life cycle, e.g., failures in product technical support, client request processing, marketing etc. During our presentation, we will show how an innovative collaborative model for terminology work was introduced in the TaaS project.

Presentation: http://es.slideshare.net/mediatermcat/kds-tgtaa-seaftbarcelona112014

Klaus-Dirk Schmitz

Full professor of terminology studies and language technology at the Institute for Translation and Multilingual Communication at the Cologne University of Applied Sciences, Managing Director of the Institute for Information Management, Vice-President of the German Terminology Association (DTT) and the International Terminology Network (TermNet), Secretary General of the Association for Terminology and Knowledge Transfer (GTW), Chairman of the German National Standards Committee "Systems for managing terminology, knowledge and content" (DIN-NAT), winner of the Eugen Wüster Prize (2010).

Tatiana Gornostay

Full professor of terminology studies and language technology at the Institute for Translation and Multilingual Communication at the Cologne University of Applied Sciences.

27 **S1**

It's getting crowded!
A critical view of what crowdsourcing can do for terminology as a discipline

Barbara Inge Karsch
BIK Terminology, New York University

Abstract

New paradigms bring new opportunities. That's how it is with crowdsourcing and terminology work: There are many ways that we as terminologists can make use of the technologies, the processes and also the excitement that crowdsourcing brought with it. Some of what the rest of the world discovered as new may not be so new to the field of terminology and to seasoned terminologists. After all, terminology work has never been a solitary pursuit and communities have always played an important role. In this talk, we will explore what is new and what isn't quite so new.

We will also look into what the new ideas can bring to us or what the enthusiasm can do for the field. Using new models, such as involving the crowd, generates a larger interest, and terminology as a discipline should surely not miss that opportunity. But hype can also lead to undiscerning or rash application of processes and technologies to a field and cause more harm than good.

And finally we will have a look at some of the risks involved. After about a decade of involving a community in terminology work in this new theme of crowdsourcing, we are at a good point to look at what has gone well and what went amiss. The goal of the presentation is to not only help us employ crowdsourcing ideas more successfully, but also to help our non-terminologist colleagues avoid mistakes.

Presentation: www.slideshare.net/mediatermcat/eaft-bik-presentation

Barbara Inge Karsch

Is the owner of BIK Terminology, a terminology consultancy and training company. As consultant and trainer, Barbara works with companies and organizations on terminology training, terminology development and the implementation of terminology management systems. She draws on her 14-year experience as in-house terminologist for J.D. Edwards and Microsoft. Barbara holds a lectureship at New York University. As US delegate to ISO TC 37, Barbara is leading the revision of ISO 12616, Translation-Oriented Terminography. She is also the chair of ATA's Terminology Committee.

27   S1

From content marketing to engagement: Terminology in digital marketing; a collaborative social project

Sandra Cuadrado
TERMCAT, Centre de Terminologia
Josep Maria Gastó
STAITEC, Statistics and Technology

Abstract

In March 2014 we had in mind the idea of starting a new terminology project on digital marketing using social media to contact experts, to exchange opinions of users about new terms and getting terminological suggestions to create the corpus.

The result was launched last October, as a new online dictionary in Catalan about digital marketing. What do experts expect from the project? How to reach consensus on a proposal by means of Twitter? Where do we find the influencers in this field? Have we arrived on time? These are some of the questions that came up during the process and that we will cover in this paper.

In digital marketing and social media everything has to be learnt and there is a whole new world to explore. Everything is moving so fast, it is not a question of take it or leave it; if you are not taking the challenge, the user will leave you. Social media are here to stay. It is time to observe, participate and, where possible, learn how the social rules work. The following is about our experience seen from the perspective of the expert and the leader of this project.

Lead nurturing, *influencer*, *growth hacking* and *community gardener* are already some of the proposals to be included in the second edition that has started already on Twitter.

Paraules_clau: cocreació, creació col·laborativa, dades obertes, internet de les coses, màrqueting digital, terminologia, xarxes socials

1. Motivació

Volíem fer un projecte sobre màrqueting digital, un àmbit on la terminologia encara no està establerta i on nous termes apareixen cada dia per cobrir noves necessitats tant tecnològiques com conceptuals. Ho volíem fer utilitzant els mitjans que ofereixen les xarxes socials, concretament Twitter, no només com a eina per difondre la terminologia un cop publicat el treball sinó com a plataforma per poder treballar totes les fases del treball terminològic tradicional. I, sobretot, en el moment de traçar l'itinerari volíem que la comunitat d'usuaris pogués participar des de l'inici en el projecte que ens plantejàvem. Donar veu als usuaris i obtenir el seu retorn era l'objectiu prioritari del projecte. I per obtenir una interfície mesurable d'interacció amb la comunitat, Twitter era l'eina perfecta.

2. Per què Twitter

Cada projecte té el seu registre, de la mateixa manera que quan fas un discurs has de trobar el to, el moment, l'estil i fins i tot el vestit més adequats. "Twitter va del present, Facebook del passat i Pinterest del futur" (Tiffani Jones Brown). Les crides a través del web han mort perquè la funcionalitat del web corporatiu ha mutat. Els continguts del web ara són només punts d'arribada des de les xarxes socials. I de les xarxes, Twitter és la que ofereix una estructura més àgil per generar complicitats immediates. Quan ens fan un retuit o citen un article que hem destacat, es produeix un moment de satisfacció. És un microsegon de glòria que caduca al microsegon posterior però t'has microemocionat. Entra en joc l'experiència de l'usuari i en màrqueting les emocions són una peça fonamental per captar nous clients. Aquesta és precisament la base fonamental del *màrqueting de continguts* (*content marketing*) Fa uns anys ens mobilitzava el preu, les característiques del producte, els serveis, la qualitat... tot això ha caducat, ara ens mou el sentir. El que experimentem com a usuaris quan interaccionem amb aquell producte és essencial. La interacció amb el producte és el primer pas cap a la fidelització de l'usuari. Per això, vam pensar que implicar la comunitat des de l'origen del projecte era la millor manera per generar complicitats.

3. Producte: Terminologia del màrqueting digital

Terminologia de màrqueting digital

http://www.termcat.cat/ca/Diccionaris_En_Linia/185/

El resultat ha estat la publicació de la *Terminologia del màrqueting digital*. La terminologia recull més d'un centenar de termes. Cada terme inclou les denominacions i la definició en català, els equivalents en castellà, anglès i francès, i, en alguns casos, aclariments conceptuals o notes d'exemple.

La *Terminologia de màrqueting digital* es presenta com un projecte obert i dinàmic que s'enriqueix amb les propostes que els usuaris volen compartir a les xarxes socials.

4. Establiment del corpus

El corpus (el cos del treball), i en molts casos també les denominacions, s'han consensuat a través de les propostes i els comentaris que els usuaris enviaven amb l'etiqueta #màrquetingdigital.

D'altra banda, la detecció i la revisió de les fonts citades pels líders d'opinió d'aquest àmbit a Twitter ha estat una peça clau per assegurar-nos que teníem entre mans el recull de termes més representatiu del màrqueting digital.
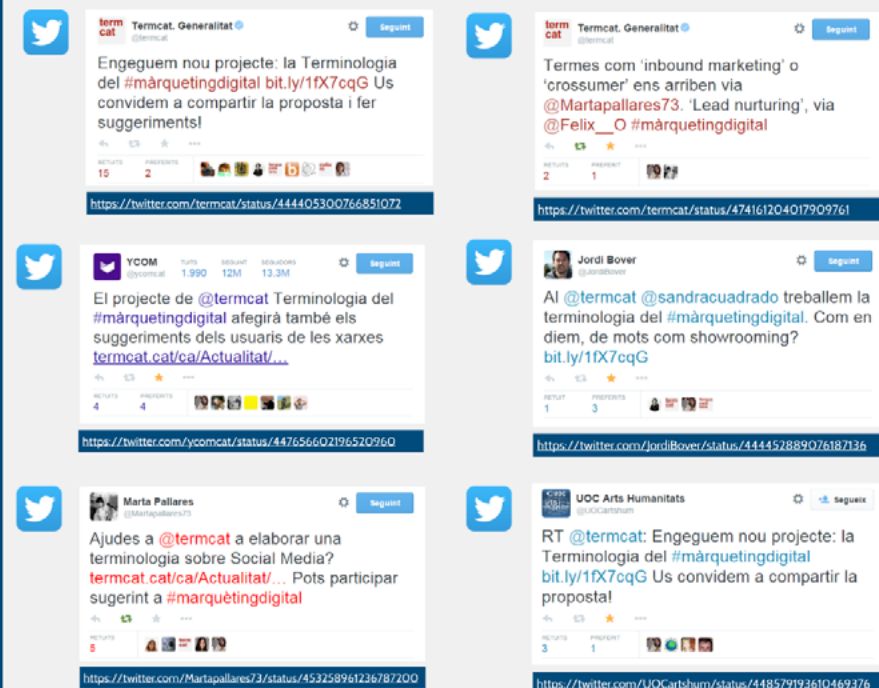
5. Sessió de treball amb experts. Neologismes

En els casos de termes neològics, un grup d'experts van consensuar en una sessió de treball les millors alternatives catalanes que després van ser avaluades pel Consell Supervisor.

Dos professors universitaris de màrqueting, un gestor de comunitats que coordina les xarxes socials de 8 empreses, un emprenedor del sector del màrqueting mòbil, un editor d'una revista digital cultural líder a Catalunya, un director creatiu d'una agència de publicitat, un periodista i una consultora en temes de comunicació que ha editat un dels llibres clau del sector #DIGITALK constitueixen la comissió d'experts que van consensuar les propostes catalanes més adequades per als gairebé 40 neologismes (*ludificació* per *gamification*, *gestor de comunitats* per *community manager*, *contingut de marca* per *branded content*, *transmèdia* per *transmedia*, etc.) que integren aquesta primera edició del projecte.
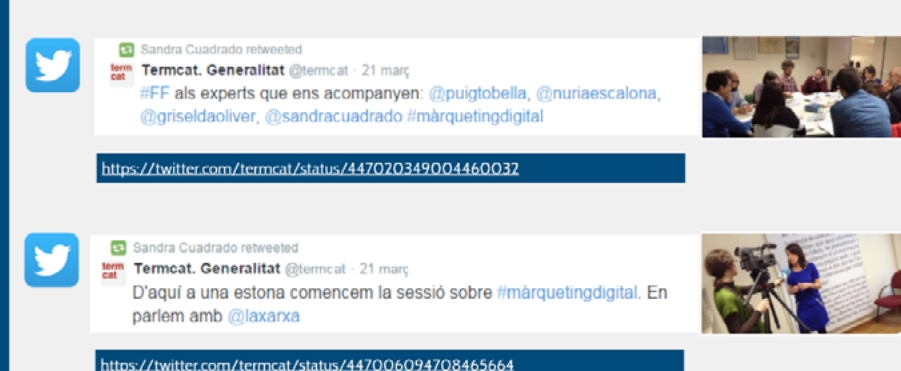

Els experts fan de prescriptors del projecte en les seves respectives comunitats, així ho destaca en Josep M. Gastó, emprenedor i un dels 8 experts de la sessió.

"Des de bon començament, vaig entendre la meva participació en qualitat d'emprenedor tecnològic en la sessió de treball, com un element que donava contingut i sentit a la naturalesa col·laborativa del projecte.

La perspectiva des de la qual es van fer les meves aportacions és la perspectiva de la persona que necessita disposar dels recursos lèxics necessaris per a poder comunicar amb claredat i precisió projecte i idees tecnològiques no sempre fàcils d'entendre.

L'abús de manlleus en els processos de venda tecnològica pot dificultar la comprensió de serveis i productes novedosos que ja d'entrada, quan es presenten per primer cop s'expressen en una llengua forana. En aquest sentit, disposar de lèxic propi en català ajuda a transmetre més i millor idees tecnològiques d'importància per a la comunitat. Si parlo de l'*Internet of Things* o de les *Smart Cities* molta gent no entendrà gaire de que estic parlant. Si parlo de l'*internet de les coses* que es poden connectar o de la tecnologia que fa possible les *ciutats espavilades* o *intel·ligents* la predisposició de la gent a conèixer aquests conceptes s'incrementarà."

Facilitar la comprensió d'aquests conceptes innovadors que aviat passaran a formar part de la nostra quotidianitat és el motiu final que dóna sentit i utilitat a iniciatives com aquesta. En aquest sentit una experiència innovadora com aquesta és del tot positiva.
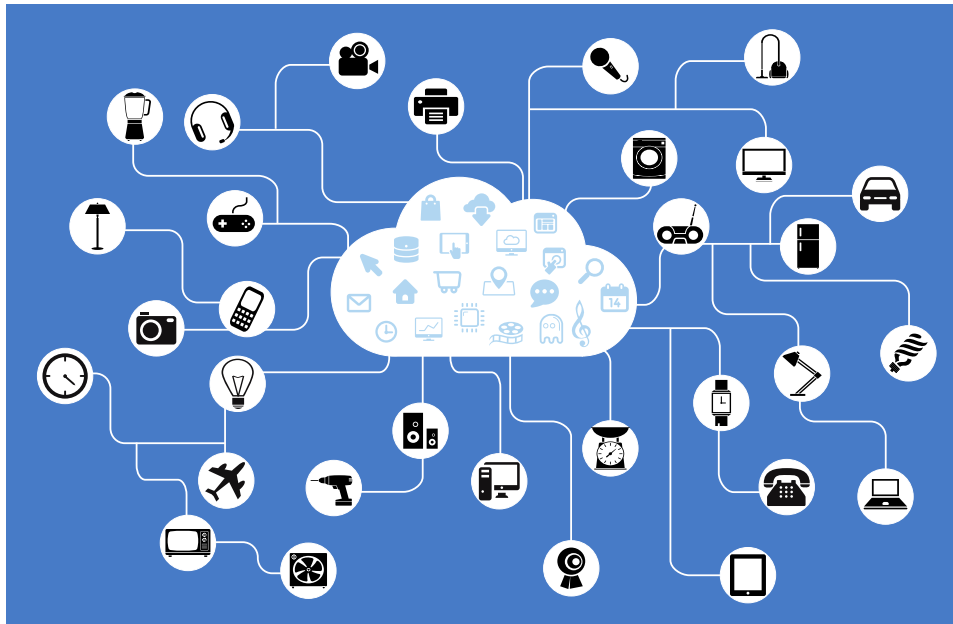
6. Cas Engagement. Demanar opinió a la comunitat en casos conflictius

En casos concrets es va demanar opinió a la comunitat d'usuaris a Twitter quan la comissió d'experts no va arribar a un consens a l'hora de cercar una alternativa catalana: ex. **Engagement:** Vincle de fidelitat que un usuari o comunitat estableixen amb una marca determinada com a conseqüència de l'experiència positiva que els genera interaccionar-hi i, en general, de l'afinitat que hi **senten**, que és promoguda per la mateixa marca mitjançant accions en les plataformes digitals.

Opcions
Vincle
Implicació
Compromís
Fidelització
Engagement
Engatjament

De les propostes enviades pels usuaris un 70 % es van mostrar partidaris d'aprovar una alternativa catalana (**compromís** va ser l'opció prioritària, **implicació** va ser la segona aposta dels usuaris) contra un 30 % que es van mostrar partidaris de mantenir la forma manllevada *engagement*.

Les opinions dels usuaris a Twitter també es ponderen d'acord amb el nivell de prescripció a la xarxa, és el paper dels *influenciadors* (*influencers*). La seva reputació es mesura pel número de seguidors i també per factors qualitatius, com ara el nombre de mencions i retuits i el grau de representativitat dins el sector.

Compromís va ser finalment la forma acceptada pel Consell Supervisor.

7. Comunicació amb els mitjans: abans i després

Articles de *Núvol*:

Com es diu c*ommunity manager* en català?
http://www.nuvol.com/noticies/fer-marqueting-digital-en-catala/

Com traduiríeu *engagement*?
http://www.nuvol.com/opinio/com-traduirieu-engagement/

El TERMCAT aposta per la terminologia de màrqueting digital
http://www.nuvol.com/noticies/el-termcat-aposta-per-la-terminologia-de-marqueting-digital/

Flashos: TN+La xarxa

Sandra Cuadrado, responsable del projecte en màrqueting digital del TERMCAT atén les càmeres de la Xarxa TV.

8. Estratègia

Hem entès aquest projecte com un projecte de creació col·laborativa. L'estratègia que hem seguit a l'hora d'estructurar aquest procés ha tingut com a objectiu facilitar la participació col·laborativa de la comunitat de potencials usuaris. Hem concebut, per tant, aquest projecte com un projecte innovador de cocreació comunitària. I és en aquest sentit que hem dissenyat un model dinàmic que ens ha permès definir la millor estratègia comunicativa.

En aquest model que ara us presentem el nucli dur que irradia les propostes terminològiques és el nucli central gestionat i liderat pel TERMCAT. Aquestes propostes es transferexeixen cap a una segona capa,

més gruixuda i extensa. Aquesta és la capa formada per la comunitat de potencials usuaris, ciutadans anònims de diferent perfil.

La interfície que separa les dues comunitats és permeable i permet el diàleg i la comunicació estructurada entre el nucli emissor i la comunitat receptora. Aquesta comunicació s'aconsegueix sobretot via Twitter tot i que ens moments puntuals també s'ha utilitzat el blog, el web i el facebook com a eines complementàries per a accions concretes.
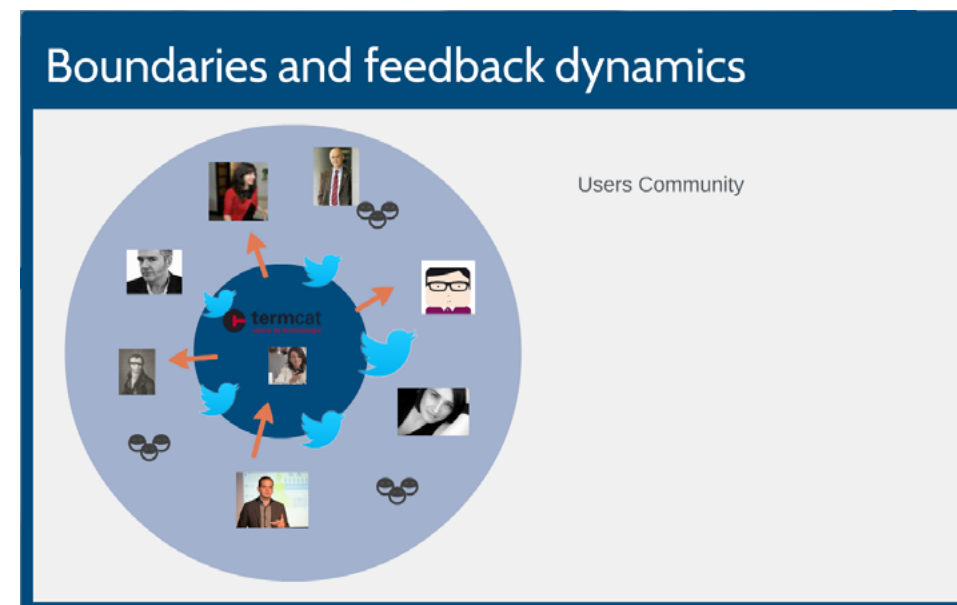
La pròpia dinàmica de funcionament de Twitter permet connectar directament amb nodes prescriptors importants, personatge públics que fan de nodes distribuïdors de les propostes del TERMCAT dins les seves parròquies particulars. L'objectiu és incentivar dinàmiques virals, afavorir el retorn i la comunicació entre la interfície. Podríem dir que es manté la metodologia terminològica tradicional (amb les mateixes fases) però s'activa una última capa de viralitat que permet una difusió més efectiva.

9. Avaluació

Els resultats obtinguts han estat qualitativament positius i creiem que poden validar l'estratègia seguida a l'hora d'implementar una metodologia adient per a donar forma a un projecte de participació col·laborativa amb la comunitat com ha estat aquest. Una estratègia basada en el poder comunicatiu de les xarxes socials i en la capacitat que té Twitter per connectar els nodes que formen la comunitat.

Els resultats també evidencien el potencial escalable de la solució. En aquest sentit, cal fer èmfasi en la flexibilitat i l'eficiència de l'eina utilitzada. El mateix mecanisme o principi actiu funciona tant per a 100 com per a 100.000 usuaris.

De la mateixa manera, creiem que un altre aspecte interessant que cal remarcar és el fet que el projecte s'alinea amb algunes de les tendències actuals en l'àmbit tecnològic. Concretament amb el paradigma de les dades obertes (*open data*), és a dir, al fet de publicar les dades vinculades a processos públics d'interès general, i sobretot al paradigma del treball de cocreació amb la comunitat.

10. Conclusions

El repte que ens plantejàvem en un inici s'ha pogut activar per les característiques del projecte i perquè els usuaris d'aquest àmbit es mouen principalment per les xarxes com a motor de la seva activitat. S'ha de conèixer bé el públic objectiu per activar unes regles o unes altres.

La clau de l'èxit ha estat treballar conjuntament amb els experts i la comunitat d'usuaris des de la zona 0 i avançar junts durant tot el procés.

En el moment de tancar aquesta primera versió de la terminologia, ja s'està treballant en la segona edició, en què trobarem termes com *lead nurturing*, *influencer*, *growth hawking*, *social loyalty* i *community gardener*. Aquestes són algunes de les propostes que els usuaris ens han fet arribar pel Twitter. Si hi voleu participar, podeu fer arribar les vostres properes propostes amb l'etiqueta #màrquetingdigital.

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Wiki-based platforms for terminology work: experiences from the Bank of Finnish Terminology in the Arts and Sciences

Antti Kanner
Finnish Termbank

Abstract

Social collaboration platforms, for example wikis, offer one possibility to combine social media dimensions to traditional terminology work. From a purely technical point of view wikis are little more than websites that allow modification of their contents through immediately available interfaces. However, when an easily accessible interface is combined with an inclusive attitude towards participation and a two-way mode of communication, a wiki platform can develop into a very powerful node of knowledge, of which maybe the best example is Wikipedia.

In order to be useful at any level a terminology database has to be reliable. How then can this reliability be achieved while still maintaining benefits from a large community mobilised in terminology work? Common answers proposed to the question have included restricting participation with formal criteria or introducing mechanisms by which the community itself can evaluate the inputs of its members. Alongside participation issues, questions arising from socially collaborative terminology work include ones concerning coordination of the work, motivation of the people involved, and quality control and coherence issues. These questions in turn govern the options available for, for example, crowdsourcing strategies, guidelines and policies and data structures.

The Bank of Finnish Terms in the Arts and Sciences (BFT) is a wiki based terminological database for the management of terminologies in the academic sector. In my presentation I will explore some of the choices made in the BFT project from the available wiki possibilities, and try to evaluate the effects of these choices. I will especially concentrate on questions concerning the extent of crowdsourcing, collaborative guidelines presented to experts and data model solutions. I will discuss these themes based on the current state of the term bank's contents and the BFT's recent user survey.

Keywords: wikis, collaborative terminology work, crowdsourcing, terminology

Introduction

In this paper I will discuss some issues concerning the use of a wiki-based social collaboration platform for terminology work, especially crowd sourced terminology work. I will first address these issues on a general level, and after that I will describe how these questions have been answered in our project, the Bank of Finnish Terms in the Arts and Sciences.

The BFT is a five-year project, aimed at forming a permanent infrastructure for continuous terminology work within the academic sector in Finland. The motivation behind the project stems from language political concerns about Finnish losing ground as a language of higher education and research.

The BFT has so far taken the form of a terminological database, accessible via the Internet through a wiki-based interface. The interface and the practices and methods are being developed through three pilot projects for botany, linguistics and jurisprudence. The terminology work is being performed by users, who have been granted expert status. To function as the basis of the work, lexicons and excerpts relating to specific terminological entries from numerous volumes of each field have been imported into the database.

In its infrastructural role infrastructure, the main task of the BFT is to enable terminology work within the academic sector and provide a channel for it to share its results not just within the research community, but with a wider audience as well. The BFT can also function as a medium for raising awareness about terminology and language politics.

The main institutions involved in the BFT are the Academy of Finland, the University of Helsinki and the Federation of Finnish Learned Societies (FFLS). The BFT functions in a close relationship with the FIN-CLARIN consortium, the Finnish part of the international CLARIN infrastructure, and there is also close co-operation with the Terminology Centre TSK and the Institute for the Languages of Finland (ILF). The involvement of these institutions is in the form of financing, consultation and forming the steering group of the project. Of the aforementioned institutions only the TSK is involved in the actual terminology work.

Benefits of a wiki platform

A wiki can be defined as a virtual platform, where more than one person can work simultaneously on some content using the same channel that is used for contents publication (Wagner & Majchrzak 2007). In most cases it of course means a website that can be edited using editing tools already present in the website. However, a wiki does not necessary entail a crowd sourced free-for-all project. There are numerous private or in-house wikis and some people even host wikis as their personal and private notebooks.

This is important to remember, as crowdsourcing and wikis are suitable for each other, but they do not of course entail each other. And by choosing to use a wiki, a project can still freely choose the extent of their crowdsourcing functions.

The obvious benefits of using a type of wiki as a platform can be delineated as follows (e.g. Standing & Kiniti 2011 list essentially the same factors, but place more emphasis on the technical aspects):

1) **Virtual collaboration**

   The collaboration is independent of temporal or spatial constraints. Participants can contribute when and where they want and scheduling meetings does not form a bottle neck to the work flow.

2) **Work is transparent and easily shared and monitored by the whole group**

   Every change in the contents of the wiki is automatically documented, so progress of the project can be monitored without manual reporting practices.

3) Organization of the work is easy through discussion facilities provided by the platform

Most wikis provide native discussion and forum features, which can be used to organize the work.

4) The product of the work can be published through the same channel that is used to produce it

No additional channel publishing for the contents is required. Also the editing community benefits from immediate closeness to the publishing platform: active readers might became active contributors and contributors usually find it comfortable to be in control of the exact form of the contents that are visible to the public.

Challenges

Many of the key challenges of crowd sourced content projects are not limited to wiki platforms, but are common to all projects, where the content is produced and managed collaboratively and in most cases, on a more or less voluntary basis. A wiki is only one possibility for these kinds of projects. In our project we have stumbled upon some challenges, some of which were predictable beforehand, others that were not. These challenges or difficulties force a response from any project based on similar principles, and the responses should be made explicit in the planning phase of any such project.

In the BFT one type of crowdsourcing was chosen because it was thought that the quantity and the scope of terminological task at hand would be so large that it could not be collected and organized centrally. In the long run the BFT hopes to become an enabling infrastructure where independently coordinated terminology projects will be implemented.

Wikis and other crowdsourcing projects inevitably face certain difficulties, which are inherent to crowd-sourcing and do not depend on the exact type of tasks or media used to perform them. Whether a wiki or other platform is used for terminology work, sharing research data within a university setting or building a local news archive on some topic of interest, the main problems revolve around the question of how to build a user base that is active and/or large enough for the project to progress. Or how to enable its formation. On the other hand the contents produced should reach a functional level in terms of quantity, quality and consistency. However, usually socially collaborative content projects seem to fail due to a lack of users and contributions not so much due to not reaching the intended consistency or quality standards. A quantitative investigation on a large number of wikis conducted in 2008 (Roth, Taraborelli & Gilbert 2008) can be seen to confirm this assumption.

The answer to the aforementioned question depends heavily on the nature of the project and its intended goals. From this point of view we can look at the problem fwithin the framework defined by the following questions:

What are the demands for the quality and consistency of the work, and how are they met?
– *Who are allowed to participate?*
– *How are the participants trained?*
– *How does the platform support quality and consistency?*
– *How do the guidelines and policies support quality and consistency?*

How are the participants motivated to contribute?

Quality & Consistency

If the project aims to provide a tool for professional use in any field, it is clear that the demands for the quality of the work should be quite high. Higher quality standards in turn add to the amount of effort put into completing the project, or push further the point where the content reaches a useful level.

Different types of content differ greatly on how much inconsistency they tolerate. The Level of consistency required is more a property of the type of content than its intended audience. For example encyclopaedias or collective blogs can do with very little consistency, while terminological records or research data require a far greater consistency. Consistency requirements are usually quite intuitive and easy to communicate to users. However, terminology is here probably one of the special cases, since the differences between a concept based terminology, lexicon, thesaurus and encyclopaedia are not always universally understood and intuitive to people without formal training in terminology work.

Participation

If the requirements of the quality of the content are high, the participants' expertise in the subject has to be extensive enough to meet the requirements. This poses a further question on who will be allowed to participate. If the demand for quality is high, it means that the people contributing should possess adequate knowledge to work productively on the content. Then again, how can the expertise be assured?

Participation can be restricted through external formal credentials or some form of rating system within the platform, where the platform itself or the user community somehow rates the inputs of different users and evaluates their competence.

Within external credentials systems there are two extremes of participants can be described as

Uninterested, unmotivated, busy people with formal credentials

and

Interested, motivated people without formal credentials

It is generally understood that only motivated people will perform voluntary tasks. If contribution is restricted to people with formal credentials, the potential user base will dramatically smaller, as motivation is not dependent on formal credentials.

Participation restriction systems based on internal rating or evaluation works well with fundamentally equal communities. However, established experts with established positions in relevant institutions rarely like the idea of being evaluated.

It seems that quite a small proportion of users ever turn into active contributors: how can we make sure that, at the same time active users feel welcome AND possess the required skills to contribute positively?

Participation in the BFT is restricted to those who hold an academic expert status in their fields outside the project. User hierarchy has reflected institutional relations as well. This means that we most likely have lost some active participants, and that there has been a demand for quite extensive efforts in

training and marketing. But with that choice we have gained status as a reliable and authoritative source when compared to other similar resources. According to our user survey this status is valued by both our editors and our readers, as nearly 60% of our readers use the BFT resources in the context of academic work (mostly undergraduate studies).

The BFT is not entirely dependent on direct user inputs for its content. While they still are important, the BFT contains imported resources, extracted from existing sources (terminologies, text books etc.). Choosing, reviewing and granting rights of use of these sources have been the other way the expert users have participated in the project.

Platform

Does the platform contain any features which imposes some kind of minimum quality for the work? For example auto-correction features, evaluation tools etc. A platform can do a lot to enhance the quality of the work, but the whole responsibility cannot be outsourced to automation. In case of terminology records, there are no way to force a user to write proper definitions. While in theory it could be possible to automatically guide the user to build a definition from components following defined parameters, it remains questionable how useful this kind of feature would actually be. User would still have to be allowed the option to write their definitions manually.

Many of the consistency issues can be dealt with a well designed interface. This is very true especially when taking care of the data categories and page layout. However interface development can be an arduous job, and runs a risk of diminishing returns. Excessive interface features soon become difficult to use, and after some point it would be easier to train the user to follow guidelines consistently than train them to use an interface which is supposed to guarantee consistency.

The BFT platform runs on open source Semantic MediaWiki platform. Since the wiki platform itself was ready made, we could invest in customising the platform for specific needs in the use of terminology work. Still, our users do need platform training. The level of consistency is high enough to allow versatile use of our resources. One of the strengths of a wiki platform is that it allows users to make correction immediately when they spot an error.

Bigger inconsistency issues follow from the wiki format's property of never being finished. In a wiki there are always pages in different stages of the completion process: some as mere place holders, others in the drafting stage and some fully finished. This is something we have chosen to allow, although recently we have added a feature, which informs the reader that this page is not yet finished.

The main challenge at the moment for our platform is that socially collaborative terminology work should allow effective monitoring of hundreds of single pages at a time. Most of the wiki platforms are designed for monitoring groups of maybe a few dozen pages at a time, and for example MediaWikis category functionalities operate best when the number of pages in a category is a few hundreds at most. In our wiki, for example the field of linguistics alone now has more than 5000 pages. Our users should be able to quickly browse through the contents and review them if our parameters for consistency and quality are reliable. Browsing through pages is at the moment slightly cumbersome and might turn out to be a major bottleneck in the work flow in the future.

Guidelines and their enforcement

How are the quality and consistency requirements taken into account in the policies and guidelines of the project? Are the users aware of the level of quality they are expected to produce? It is easy to inform experts in their fields of the required quality, and usually they also easily understand and commit to these requirements. However with more open projects this might became an issue. Even if the guidelines are explicit about the level of quality required, there is no way to ensure that all of the users will familiarise themselves with the guidelines. At this point some form of enforcing the system should come into play. However, enforcing guidelines always runs a risk of taxing users motivation to contribute. Users might feel that coherence requirements hamper their efforts to produce content the way they feel it should be produced. This is the case especially with users with expert backgrounds, who might have strict notions about how content should be presented. Users might also feel that their contributions are not valued, if they are repeatedly corrected to meet the coherence requirements. Giving them more freedom makes it easier for them to contribute and project might progress faster, but at the cost of inconsistency.

In the BFT we have explicit guidelines available, and we offer them as a starting point for the work of any terminology project on our platform. However, if any of the expert groups vote to deviate from our guidelines, feeling that their terminology would be more useful presented in another form than we suggested, we have allowed for this. Giving the expert groups power over exact policies in their fields has also given us a soft way to enforce our chosen guidelines. Individual editors respond better to remarks, if they are based on the policies chosen by their own expert group.

We have been forced to give up some level of consistency in terms of different fields present in our project. All of our articles do not adhere to the strictest principles of terminology work as some groups have chosen to position their work closer to encyclopaedic work than terminology. However, all of our fields are consistent to themselves. We have not experience this kind of inconsistency as a big problem, because terminological and encyclopaedic information can be easily combined.

Education and training

How are the users trained in order to meet our requirements for quality and consistency? The training has to be divided between teaching the interface and teaching the guidelines. Sometimes even some substance knowledge concerning the project has to shared with the users. The more consistency is required, the more users need training in order to follow the guidelines. If the interface is elaborate in order to maintain certain levels of quality and consistency, using the interface has to be taught to users as well. Personal training offered by people who know the platform and guidelines well is probably the most effective way, but not all projects have resources for this. It becomes exceedingly difficult if the user base is international.

The BFT has organised briefings, workshops, expert group meetings and even university level courses. These have proven to be superior to online training materials or documents. Also they have proven to be necessary, since not only does the platform and guidelines require training, the users have to also be educated in the basic principles of concept based terminology work.

Motivation

The questions of motivation are probably most important in projects that rely entirely on voluntary social collaboration. It is obvious that different user segments are motivated differently.

For example, professional expert users (people who work with the wiki as part of their profession) usually need something to show for their efforts, something which gives them merit. If the project operating in a crowd sourced fashion is in collaboration with the professional experts' host institutions, the experts might even have been givensome responsibility from their institution to contribute to the platform. Usually this also entails some form of documentation of authorship of their contributions.

Users who work outside their profession are motivated by factors such as being part of the community and receiving positive feedback. The community here might consist of other users or simply readers. Shortcomings in any other aspect of the project, such as the overall functionality of the platform, comprehensiveness of the written guidelines and help pages and general social atmosphere within the community, usually become visible first by a lack of motivation and then as diminishing user contributions.

In the BFT there are very few features in the platform designed explicitly to motivate users. We have relied on making the interface as smooth and intuitive as possible and motivating users by raising awareness of language policy issues and trying to make the experts see the direct benefits they themselves gain from participating in the project. We have also incorporated mechanisms by which readers of the BFT can signal the experts of gaps in the terminology in their fields. By showing the experts that there is real demand for their efforts we hope to keep up the motivation. The signalling mechanisms include the page-specific discussion pages, permanent user survey and a functionality included in the "This page is under construction" note (which is added to all pages with only a minimal amount of content) that sends a message saying: "this content would be useful" in the system. When the messages are counted, the experts have real-time information on which areas of their terminology most urgently need contributions. Gathering and publishing quantitative visitor data serves a similar function: when the experts are informed that their contributions are indeed put to use and appreciated by a larger community it is hoped that this will have a positive effect on expert motivation. The visitor data is also a powerful tool in persuading academic institutions to participate and commit to terminology work under the BFT umbrella. Collaboration with institutions can in the most positive cases result in funded terminology projects. At the moment we are also trying to find ways to make experts' contributions to the platform somehow compatible with academic credential systems and negotiating with academic institutions about ways in which terminology work might be included in the overall work load of academic professionals. In the future, if BFT succeeds to establish itself as the main source for academic terminology in Finnish, the terminological resources will be taken for granted and doing without the BFT would become a practical impossibility. This is of course the aim of every content project of this type of c: to produce content so useful and of such a high level that it would incorporate itself into the natural work flow of the relevant professionals.

Conclusion

The success of a wiki, in terms of it being able to produce the contents it is designed to produce, can not be guaranteed. Wiki technology is a relatively young form of social collaboration and there is not yet much longitudinal research on what makes wikis grow, as stated in Roth, Taraborelli and Gilbert (2008). Talking from the perspective of the experiences provided by the four operational years of the BFT, not many definitive things can be said with certainty. The work in building or establishing a high profile wiki consists of content education and consultation, interface design, awareness raising and even lobbying in an environment made of an intricate network of personal, professional and institutional motivations. Even for the BFT it is yet too early to say whether it is a proven success or not. Progress has been surprisingly quick and positive on some fronts, slow and cumbersome on others. All in all the BFT can be said to be slowly but steadily establishing its position as a source of academic and scientific terminology of the Finnish language. Its future will on a large part be dependent on how the wiki platform, devised guidelines and policies and motivational aspects are able to cope with scaling up the numbers of users and content materials as more and more academic institutions commit themselves to terminology work under the BFT.

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Social media as a tool for terminogical research

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Abstract

Social media is an effective tool for retrieving and disseminating various kinds of information. Social media tools are creating new ways to find relevant sources and pieces of knowledge, and these new tools affect information searching behaviors as observed in recent studies (e.g. Lu 2012). As part of our ongoing research project, we are interested in whether organized specialist and social networks can be used to access expert opinions, consultations and responses when seeking information on terminology and usability of user interfaces and if they can be used in this way, how can this be done. In this paper, we will focus on utilizing social media to find information about terms and concepts involved in user interface design. We have investigated three different social media types, Twitter, blogs and question-and-answer (Q&A) forums, in order to find information on experts' knowledge, interests, opinions, questions and resources with regard to terminological issues in user interface design. Our findings show that all the requested information types could be found in social media, but not in one place. Instead, these three media types complement each other. They each have their own prerequisites for what kinds of information searches are relevant. Furthermore, a tight linking between these services was observed.

Keywords: terminology, social media, user interface, usability, user interface design

1. Introduction

In this paper, we will focus on using social media to find information about terms and concepts involved in user interface design. The paper examines information gathering methods for a project called TermFace, which deals with terminology as a usability factor in information system user interfaces. User interface can be defined as a combination of technology and facilities that support interaction between people, processes, and data (see e.g. Leventhal & Barnes 2007: 4). We are interested in systems that are used for performing daily tasks in an organization, e.g. for accounting, human resources management, and especially their interfaces, i.e. the part of the software that enables the user to communicate with the system. Usability refers to the extent to which the information system (or product) can be used by specified users to achieve specified goals in a satisfying, effective and efficient manner (ISO 9241-11 1998). In our study, terms and concepts are regarded as factors that have a great influence on usability. An unambiguous and clear user interface requires one to consider linguistic and terminological issues during the production process (see e.g. Schmitz 2007: 49). In the literature on user interface design and usability, linguistics issues and terminology have received some attention (e.g. Nielsen 1994), but often in connection to other related issues, and seldom systematically as a main target of interest.

As a part of our research project, information on how both users and designers reflect on terminological problems in user interfaces is needed. We are interested in the linguistic and terminological awareness of different groups of experts who are involved in production: developers, coders, designers, testers, technical writers, customer support, translators, and localizers. Later on, we will interview them. In this paper we report on the preliminary stage in which we looked at various kinds of relevant information and resources available through social media. In the following we discuss the use of social media to find out how experts reflect on terminological issues, what kind of information they are searching for, sharing, which social media is used for what purpose etc.

1.1 Social media

Social media is an effective means for communication and for acquiring and disseminating information (see e.g. Kouper 2010). But what is *social media*? As terminologists, we would like to establish a clear definition for it. Kaplan and Haenlein (2010: 61) define social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content". However, the concept of social media is evolving constantly along with the development of technology and services, and often the only way to define it is by extension, i.e. by listing or classifying its technologies (Treem & Leonardi 2012: 145).

In Figure 1, there is a tentative typology where we start from *computer-mediated communication technology* as the superordinate concept and distinguish between *traditional CMC* technologies (email, mailing-lists, instant messaging, chat, discussion forums, news, teleconferencing, intranets, decision-support systems, etc.) and those utilized for *social media* (Nuopponen 2013: 83-85; cf. Treem & Leonardi 2012: 148; Kaplan & Haenlein 2010: 61-62).
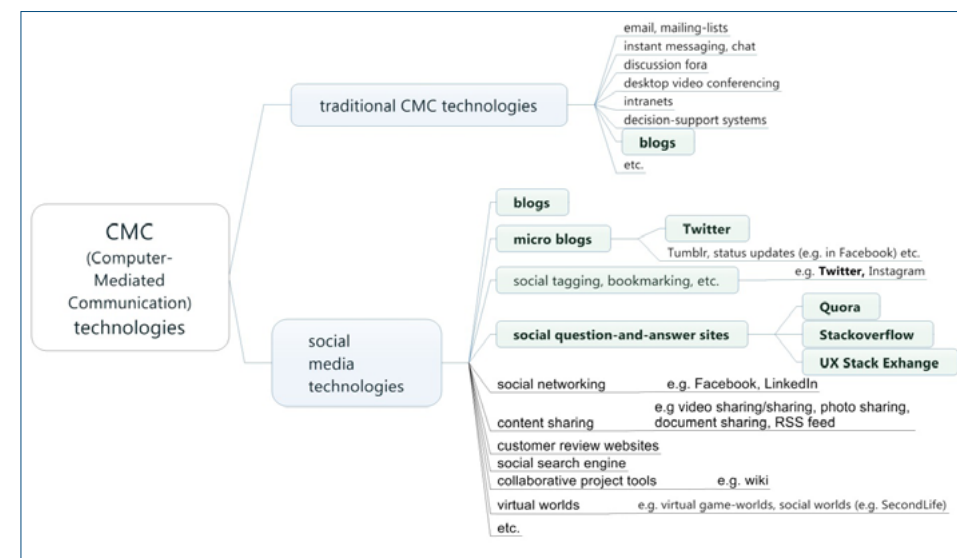

Figure 1. Types of computer-mediated communication technologies

The concepts are not quite exclusive, but overlap in many cases and could be located in several places. For instance, blogs could be classified both as traditional CMC and social media. The traditional CMC technologies have also been evolving and adapting social media features, meanwhile social media such as Facebook, LinkedIn and Twitter have added new types of communication channels. In this paper, we scrutinize blogs, Twitter and question-and-answer sites.

1.2 Search process

In our search for relevant information for the project, we first made a list of the types of information we should be looking for and chose some keywords to start with (*terminology, term, UI, usability*). The keywords were modified and varied when deemed necessary depending on the service.

From the multitude of social media applications and services, Twitter was chosen as the point of departure, since we had been collecting relevant tweets since the spring of 2014. The tweets contained links to interesting blogs and blog postings, some of which led us to various question-and-answer (Q&A) sites, such as Quora, Stack Overflow, and User Experience Stack Exchange, which were fairly new to us. It was mostly these Q&A sites where our preliminary list of interesting themes became relevant:

– Terms, concepts, definitions, concept systems and usability:
  – What is the term for this concept/object/thing?
  – What is the equivalent for this term in x language?
  – Here is a term, what is the concept behind it (definition)? (What does it mean?)
  – Are these terms synonyms? Which one should I use, why?
  – Criticism (Why this term?)
– Offering information on terminology and usability:
  – Different kinds of dictionaries, vocabularies, thesauri, publications with terminological information
  – Terminological methods, User interface design methods (research methods, term banks, publications)
  – People or publications who can provide information

As for Twitter and blog postings, new questions were formulated according to the results of the content analysis. So far, we have settled on these social media services because they seem to cover all the different types of information we are after at this moment. In the following we will first discuss our findings and the usefulness of these sources separately and then in comparison with each other.

2. Special features of Twitter as an information source

The search started with Twitter, which has many communication purposes, and is ideal for disseminating and receive information very quickly with its 140-character messages. When used regularly and with some planning, Twitter can yield precise information. In our case, we had been regularly following other Twitter users from the fields of terminology, translation, localization, interface design, usability and user experience. Retweeting and favoriting can be useful in information gathering and in this case material gathering. In this way, we have compiled a stock of tweets where the relationship of UI

and terminology were addressed in one way or another. It was easy return to them and analyze them later on. Our use of Twitter was in accordance with what Holton, Baek, Coddington, & Yaschur (2014) found when they examined motivations for posting links on Twitter. In their study, the respondents said that they post links in order to find hard-to-find content. By sharing links, the users wanted to initiate conversations and find more links to same type of information, i.e. they wanted to share but also to seek information communally in their network.

When looking for relevant information, we also used the search function that Twitter provides. A major difficulty was that the search function only gave the most favorite or recent tweets or otherwise restricted the results. Twitter has now changed this policy, and for this article we have been able to search more efficiently in the Twitter archives.

In addition to *terminology*, useful search terms were *localization*, *internationalization*, *translation*, and (*user*) *interface* or *user experience*, and their combinations. The main problem in terminology-related information seeking, however, is that the search term *terminology* results in large amount of tweets from medical students complaining on the difficulty in learning the terminology of their field (e.g. "I want to be a doctor but i have a 65% in **medical terminology** so maybe a hospital janitor is more appropriate").

Searching with keywords or "hashtags" (e.g. #terminology) narrowed down the results (e.g. "SDL Trados @sdltrados How important are #translation and #terminology for the global market? http://ow.ly/KSodB via @TermCoord"). The use of hashtags is characteristic of social media services (e.g. Twitter, Instagram, Pinterest). Hashtags function as socially produced metadata, i.e. metadata annotated by users and not preselected by the service (Zappavigna 2015: 3). Because everyone may create new hashtags and use existing ones, e.g. #terminology may also be used by people outside the field of terminology or related fields for their own purposes. An interesting fact noted by Zappavigna (2015: 4) is that hashtags are integrated "into the linguistic structure of the texts" unlike in information systems where metadata is hidden or "separated from the main body of a text in some systematic way".

Since keywords are often rather long when one considers the 140-character limitation in tweets, specialists in the field have developed hashtag abbreviations for them. The abbreviations are mostly formed by substituting parts of the term by a number referring to the amount of missing letters such as #t9y (*terminology*), #l10n (*localization*), #i18n (*internationalization*), and #t9n (*translation*). Translators and the translation industry also frequently use hashtags #xln and #xl8, where x stands for trans-, and 8 for -ate. The user interface hashtag is generally #UI, and #ux stands for user experience. By selecting and following certain users, additional tweets were found even though they did not contain these search terms or the corresponding tags.

The tweets that were relevant from a terminological point of view could be roughly divided into those that concerned terms and concepts for user interface (UI) or user experience (UX) design in general and those that concerned UI terms and concepts of a certain product. The general tweets gave information on online glossaries or guides (see below 1), discussed certain terms or concepts (e.g. 'intuitive design', see 2), or principles (see 3). The product-specific tweets contained comments or questions from users or designers on the terminology used (4), or led to external sites explaining terms and concepts or changes in them (5). In the following there are some examples of these classes.

1) Online glossaries or guides for general UI or UX terminology, e.g.:

Liz Pizzuti @zipboing: Helpful guide to tech design **terminology – UI, UX**: Who Does What? http://bit.ly/1Kh5GvC

2) Discussions or opinions on UI or UX terms and/or concepts e.g.:

Nikki Clark @nikkic1ark: On why "design" is too broad of a **term** and the need for a common design taxonomy http://uxm.ag/21o #ui #ux

3) Discussions or opinions on naming principles of UI or UX concepts, e.g.:

Wojtek Aleksander @inherentq: Intuitive design? http://uxmag.com/articles/putting-intuitive-back-into-intuitive-design

Honest **terminology** makes the product more likely to fulfill users' expectations #ux #hci

UX Stack Exchange @StackUX: Is accuracy of terminology important in localized situations http://ux.stackexchange.com/q/63979?atw=1 #interactiondesign

Maria Pia Montoro @WordLo: A terminologist should be included in the team designing the user interface and advising on the terms to be used http://www.stc-europe.org/2013/05/02/lets-chat-about-terminology-and-best-practices/

4) Comments without links from users or designers on UI terminology of a certain product, e.g.:

Dave Benjamin @ramenlabs: The new Concur site definitely took a step back in the UX department. Too many steps, confusing **terminology**, weird metaphors.

Bionic Gnat @BionicGnat: @DuvalMagic Can you explain what a "Voip Chat" is? -.– pic.twitter.com/J5TaQOSgOl

Randy Pitchford @DuvalMagic: @BionicGnat Stands for "Voice Over Internet Protocol" – some industry **terminology** that should've been simplified in the **UI**, probably.

5) Tweets with links to explanations of terminology of a certain UI, or changes in its terms, e.g.:
MakeItCG @MakeItCG. Understanding 3ds max **User Interface** and Basic **Terminology** http://goo.gl/fb/k8B0Q #3dsmax

OracleBlogs @OracleBlogs: **User Interface** and **Terminology** Changes in ODI 12c – Part 3 http://ow.ly/2Gw7vn

In addition, Twitter is also useful for searching for product specific terminological information, when product names are added in combination with our search terms or hashtags. As we saw in the examples above, the tweets concerning both terminology and user interface quite often included links to other media, e.g. websites, blogs, newsletters, Facebook pages, question-and-answer sites, etc. We examined closer the targets of the links and found several blogs where we found more postings that dealt with terminology on interfaces.

3. Blogs as sources of information

Even though blogs represent an early form of social media, they have not been replaced with later social media services such as Twitter, Facebook and similar social media services. Instead, these have strengthened the popularity of blogging by enabling quick sharing of information on new blog postings. Blogs are easy to create and publish, and they have become useful in sharing various types of information from personal, family-related information to domain-specific knowledge. There are an enormous number of them on the web. In our information search, Twitter functioned as a mediator leading us further e.g. to blogs, where designers or terminologists voiced their concern for user interface terminology; e.g.:

Maria Pia Montoro @WordLo Aug 28 What about a world-ready website #UI #terminology? | @scoopit sco.lt/8KyYSX *WordLo by Maria Pia Montoro*[1]

Tech Comms @TechComms Aug 13 latest cybertext: Scary error message bit.ly/Y1Xaha *CyberText Newsletter*[2]

IdentityMine @identitymine 30 Apr 2013 Office 2013 and Windows Phone 8 product terminology and #UI translations published ow.ly/kxqJc #microsoft *Microsoft Language Portal Blog*[3]

The most relevant and frequently mentioned blogs in our tweet flow were owned by actors in the field of terminology, translation, localization, interface design such as Beyond the words by Dorota Pawlak[4], WordLo by Maria Pia Montoro, or CyberText Newsletter by a technical communication company, as well as the blogs of big IT companies such as Microsoft, Oracle[5], etc.

The blog postings in our material either gave information on term lists or terms of a specific product of the company, or discussed principles and more general terminology-related aspects. The postings on principles either discussed terminology of user interfaces generally or their localization (e.g. *Why localise mobile applications? Benefits for companies*). The "principle postings" either expressed opinions (e.g. Scary error message), gave advice based on experience (e.g. *Consistency: Pick one. Stick with it; Terminology and consistency – an inseparable pair*), or argued for the benefits of things like linguistic testing, terminological consistency, and localization or internationalization of interfaces (e.g. *Why software linguistic testing is important; Designing a natural conversational user experience for the user interface*).

The blog writers wanted to share information they had gathered and trigger discussion. Even though the themes are interesting and there is a possibility to comment on the postings, there were seldom any long discussions.

These blog postings could have been also found by doing a web search. However, we wanted to see how social media can help us find relevant information. Twitter functioned here as a good starting

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1 http://recremisi.blogspot.com

2 https://cybertext.wordpress.com

3 http://www.microsoft.com/Language

4 http://dorotapawlak.eu/blog

5 https://blogs.oracle.com/translation/tags/terminology

point leading us directly to people who are concerned with the same issues we are. Berger, Hennig and Meinel (2013), who are developing ranking methods for "retrieval of expert blogs", argue that the more topically consistent the content of a blog is, the more relevant the blog is to an information need. They draw parallels "to frequently cited experts in the real world" and suggest "that blog readers are more likely to trust and interact with a blog author with a high topic consistency" than one with a topically versatile blog. (Ibid.)

4. Q&A forums as sources of information

Twitter and some of the blogs linked us further to Q&A forums, so these were a natural next step in our study. The Q&A forums are Internet-based services where anyone may ask questions concerning their information needs and others may answer. Participation in this activity builds a community around the service. (Shah, Oh, & Oh 2009) The community is made up of participants who maintain and reinforce the structure, individual and collective identities, resources and rules by their engagement (Rosenbaum & Shachaf 2010).

Research on Q&A forums has concentrated on two major aspects: the characteristics of the content of the questions and answers, and the characteristics of the users of the forums. The content-centered studies deal with the quality of the questions and answers, enhancing activity, topic categorization, and user satisfaction and profiles. The user-centered studies scrutinize roles of the participants, their information needs and the information sources the participants have relied on. (Shah et al. 2009) According to the studies, informants find the answers on Q&A sites to be of better quality than those on some other services (Harper, Raban, Rafaeli & Konstan 2008). However, the quality of a forum's content is dependent on the participants and their expertise and their level of knowledge and experiences and can thus vary a lot.

In our study, we were specifically looking for terminology and usability-related questions and answers. For this pilot study, we explored three Q&A forums: Quora, which is a general forum that accepts any kind of question, Stack Overflow, which is strictly intended for questions that concern programming, and UX Stack Exchange, which is meant for questions on user experience. Only Quora requires registration. The preselected keywords were modified and added whenever necessary, depending on the forum's focus.

We first searched for questions with keywords related to the theme (e.g. *terminology, usability, UI terminology*). On the basis of the titles of the first results, we extracted topics that were interesting from our point of view. In addition to the list of results, the services also suggested "related questions".

4.1 Quora

Quora[6] is a forum for any kind of question about any kind of theme. The rules of the forum require user registration, and the users are presumed to create an identity by giving some information on their interests and expertise. The expert identity on these forums is on one hand based on information that the users give about themselves, and on the other on the number of answers that participants give and

the number of votes that their postings get from other users. On this forum, we did searches with the keywords *terminology usability*, *terminology*, *UI terms*. The searches resulted in several types of questions that are interesting to our research project:

1) What is the difference between x and y? What is the appropriate term for x?
   – *What is the difference between a web application and a web site?*
   – *Is there a consistency issue with using the nomenclature Logging In and Signing Up together?*
2) Usability/terminology/technical writing: how to do?
   – *Technical writing – how to ensure consistent terminology?*
3) Is there this a resource of this kind (vocabulary, database, guidebook etc.)?
   – *Localization and translation/International usability research for terminology – does such a thing exist and how do you do it?*
   – *What is a high level laymans*[sic] *guide to programming languages and terminology?*
4) What is this concept/thing called?
   – *What is the new terminology for tabs within Facebook Pages?*

There were also questions about the profession e.g. *What is the difference between the UI engineer and UI designer?* There was some interference in the results due to the polysemy of the word *term*, as *term* can mean, in addition to "special word", also time period, provisions or conditions of a contract, and the phrase "in terms of" is also used for phrases "in relation to" or "with respect to". Thus the search gave some hits on questions that for example included the grammatical construction *in terms of*.

4.2 Stack Overflow

If Quora was a Q&A forum for any kind of question, Stack Overflow[7] is quite the opposite: it is a site for professional and enthusiast programmers. The forum is free; no registration is required (anybody can ask or answer questions). The specialist identities are constituted by the participants: other users can vote for good, relevant questions and tag the question by using the provided tag lists. In addition to the keywords we used on Quora, we also used *translation* as a keyword in order to get more results. All in all, the number of relevant results was lower than on Quora. Interesting discussions on terminology and usability-related problems had titles such as:

1) What is the (right) term for x?
   – *What is the correct name of the GMail status box?*
   – *How can I name Tuples?*
2) Which term (of these two) should I use?
   – *I am crafting an application and cannot decide whether to use the terms Login/out or Logon/off. Is there a more correct option between these two? Should I use something else entirely (like "Sign on/off")?* [question closed]
3) Please explain these concepts/terms
   – *What is the difference between MVC and MVVM?*

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6   https://www.quora.com

7   http://stackoverflow.com

4) How to…?
   – *How to build a proper translation glossary for a software product?*

Also on this forum our keywords proved to be polysemic. In programming, *term* and *terminology* mean also "programming commands", and consequently, the question *What is the right terminology for…?* is actually about something other than a set of verbal designations for general concepts in a specific subject field (ISO 1087-1 2000: 6, 10), e.g. Figure 2.


```
First, some terminology:

• using-declaration: using std::vector;
• using-directive: using namespace std;
```
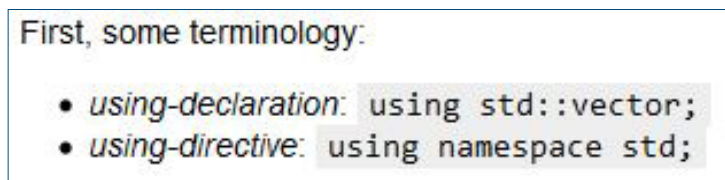
Figure 2. An example of the use of the term *terminology* in Stack Exchange.

Another particularity of this forum is that many of the questions interesting from the perspective of our research project were closed because they were not considered relevant by the forum by the moderators, for example *Where can I find a good tutorial that explains interface builder terminology?*

4.3 UX Stack Exchange

The third Q&A forum we explored, UX Stack Exchange[8], is a specialist site for user experience researchers and experts. Like Stack Overflow, UX Stack Exchange is free and requires no registration. The expertise is partly related to identity and profession and partly "self-made".

On this forum, our previous keywords appeared to be too general, and the number of search results was so large that more specific keywords were needed: *correct term*, *proper term*, *synonym*, *term glossary*, *terminology*, *good terminology*, *terminology guidelines*, *terminology goals*, *terminology principles*, *terminology information*, *localization*, *appropriate*, *consistent*, *usable*, *transparent language*, *translation terms* and *translation equivalents*.

According to our observations, linguistic and terminological questions are frequent and versatile on UX Stack Exchange. The questions are looking for both expert and outsider points of view, since they are directed to usability experts, users, localizers, translators, or to anyone who has an opinion, interest or information on the issues presented. The interesting questions from our perspective concerned linguistic usability issues, terminological problems, term selections, information-seeking behavior, or existing guidelines and principles for solving linguistic problems, e.g.:

1) What is this this concept/object/thing called?
   – *What is the correct term for a walkthrough once signed up?*
   – *What is the correct title of the 'Off-canvas navigation menu' design pattern?*
   – *What is the term for the contents of a tab?*
   – *When user name is a number, what is the correct name for label?*
2) Which aspects should I consider when labeling these things? How should I do this/what should I consider when…?
   – *How to create a common shared vocabulary to talk about design?*
   – *When to use Acronyms?*
   – *What are some best practices to follow when designing for users completely unfamiliar with computers?*
   – *Naming features of an app or site*
3) How do I explain this concept/function to a layman/client? How do I make this information understandable?
   – *How to explain to my client the difference between Front End and Back End?*
   – *Determining when to use questions vs. statements in a navigation*
4) Which one of these terms should I use, why? Is there a synonym for the term x?
   – *Do we "exit", "quit" or "close" an application?*
   – *Synonym for 'GUI' for non-technical people?*
   – *Which is more likely to be understood, *Hover* or *Mouseover**
5) Here is a term, what is the concept behind it (definition)?
   – *When does delete not mean delete?*
   – *What is User Experience (UX)?*
6) Is there this kind of resource (glossary, vocabulary, guide)? Where do I find information?
   – *Is there a visual glossary of (Windows) UI controls?*

Many of the answers are detailed and reflect a deep commitment to the field. A good example is the following part of the answer thread to the question *How do you create a taxonomy for products?*, a part of which is shown in Figure 3.

The answers to this particular question include, in addition to the flow chart presented in Figure 3, definitions, examples, figures, pictures and suggestions on literature, and check lists. Regarding linguistic and terminological issues, the most typical questions on this forum are on how to label different objects, concepts and functions in a user interface, e.g. *What to call the "Short News" section/module?* or *What is a good name for non-administrator users?*
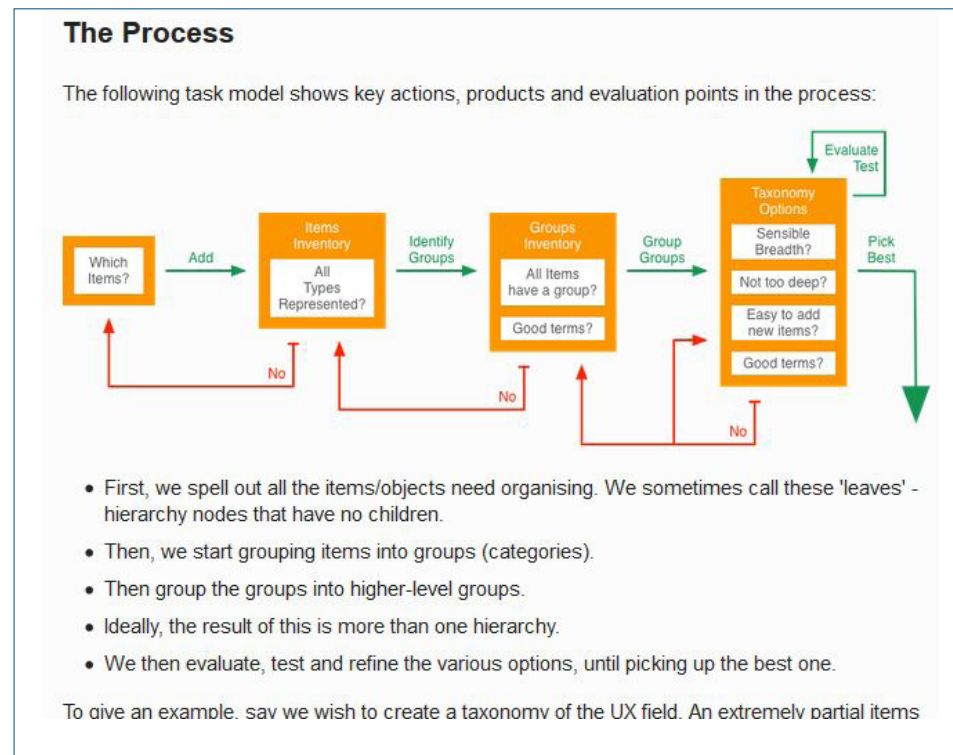
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8   http://ux.stackexchange.com

The Process

The following task model shows key actions, products and evaluation points in the process:

- First, we spell out all the items/objects need organising. We sometimes call these 'leaves' - hierarchy nodes that have no children.
- Then, we start grouping items into groups (categories).
- Then group the groups into higher-level groups.
- Ideally, the result of this is more than one hierarchy.
- We then evaluate, test and refine the various options, until picking up the best one.

To give an example, say we wish to create a taxonomy of the UX field. An extremely partial items

Figure 3. A part of the answer to the question *How do you create a taxonomy for products?* on UX Stack Exchange

4.4 Q&A forums as a tool for information searches

We found that on the Q&A forums we could find some information on typical questions that experts have on issues relating to terms, concepts and usability:

− What is this concept/object/thing called?
− Are these terms synonyms? Which one should I use and why? Is there a synonym for the term x?
− Here is a term, what is the concept behind it (definition)?
− What is the difference between these objects/concepts/terms?
− Is there this kind of resource (glossary, vocabulary, guide)? Where do I find information?
− Which aspects should I consider when labeling these things?
− How do I explain this concept/function to a layperson? How do I make this information understandable?

The questions are quality-oriented, and often ask for prescriptive or factual advice (cf. Harper, Weinberg, Logie &, Konstan 2010). The forums are collaborative, and many of the users seem dedicated to sharing their expertise. The variety of questions asked shows that those involved in user interface design think about the principles of good user interface design. They want to choose the right terms. On the other hand, our study also confirmed the assumption on the limited interest of more technically oriented specialists. In the programmers' forum, the terminological information more often relates to the system itself, not to the laypersons' understanding of the terms. The UX forum gives an idea about the variety of language and terminology-related questions that are relevant from the point of view of usability.

5. Social media as an information source for our research project

Our study on three types of social media, Twitter, blogs and Q&A forums, has shown that social media can provide some information relating to our research interests on terminological awareness within the field of user interface design. The three social media tools we explored gave different types of information, and together they covered relatively well the information types we were looking for in our project. The results gave us a rough idea of the kind of information available and the kind of information experts are looking for.

Each of the tools we studied has its own characteristics. Twitter is especially used for sharing information: "I find this interesting, important and worth sharing". Twitter functions as a tool to disseminate links to new blog postings as well as to other interesting information on the web. Both Twitter and blogs are used to give visibility to different themes and can therefore provide up-to-date information on what issues are current in a special field. In blogs, writers' opinions are more explicit, and they concentrate more deeply on the themes they find interesting and important. In both blogs and Q&A forums, the information is somewhat more permanent and easier to find than in Twitter (cf. Treem & Leonardi 2012). They are also places for discussion and can therefore be used as sources for scanning different expert views. For asking information on more specific questions, Q&A forums provide information on the relevant problems. In all of the tools, there are dedicated experts who participate in information sharing. Their expertise is based on their actions, identity, popularity, ideas, and the information they present and is acknowledged by the other social media users.

The combination of social media services that we have covered thus far seems to convey well the information types we are looking for. Together they cover different aspects of term usage and selection, concepts and their definitions, as well as experts' and users' understanding of concepts and terms. Furthermore, they disseminate information on different kinds of terminological resources, experts, and publications, such as dictionaries, vocabularies, thesauri, and web sites. The terminology-related information we found also includes methodological issues concerning usability. The study has shown us that it is possible to find relevant sources and useful information by using social media services. We are able to use the results in the next stage of our project when planning our interviews with user interface developers.

For this paper we chose Twitter, blogs and Q&A forums, which seemed to cover some of our project's different information needs. However, there is a multitude of social media applications and services, and so far our study has only covered three types of social media. What remains to be investigated are

other types of social networking and platforms such as Facebook, LinkedIn, etc. Our pilot study was also limited to English resources. We are, however, interested in other languages, especially smaller languages, where the role of localization (or lack of it) is more apparent. Furthermore, localization into different cultures and languages normally raises questions that are particularly related to term formation and the selection of terms.

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27   **S2**

The use of blogs to identify specialised neologisms
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Abstract

The article presents an on-going study that explores how blogs may be used to detect Norwegian terminology and in particular economic-administrative neologisms. In recent years the use of angli-cisms, such as 'self-serving bias' or 'subprime', has increased rapidly in Norwegian. The aim of the study is therefore to investigate how to detect specialised neologisms and possible Norwegian terms that are formed (Kristiansen 2012a, 2012b). To study this, five web-based corpora are used, including the *Norwegian Newspaper Corpus* (NNC), *Peter Warrens finansblogg* (PW), which is a finance blog, and three researchers' blogs published by the Norwegian School of Economics (NHH) within the economic-administrative domains.

The analyses build on a study that explores methods for harvesting specialised neologisms in the NNC, with particular focus on financial jargon (Kristiansen 2014; 2012c). The methodology is based on the NNC and its neology extractor that detects and produces lists of word forms of newly harvested texts not previously recorded in the NNC. Based on the harvesting of neologisms so far, the findings indicate that the number of disciplinary relevant neologisms that are detected is high, including a high number of Norwegian term candidates belonging to the economic-administrative domains.

Keywords: corpus studies, blog, neologism, economic-administrative terminology

1. Introduction[1]

The present study explores how blogs may be used to detect Norwegian terminology and in particular economic-administrative neologisms. To an ever-increasing extent, English has become the lingua franca of economic domains. Theory development is typically presented in US-based journals, such as *Academy of Management, Accounting Review, American Economic Review, American Journal of Sociology or Journal of Marketing Research*. When researchers write scientific articles, the texts are aimed at international readers and written in English. However, when the same researchers blog about their research findings in their mother tongue to the general public, they need to communicate by means of less technical language. In addition, they may need terminology that is not established in their native language yet, such as Norwegian. Researchers' blogs are therefore likely to contain neologisms that have not been recorded in lexicographic or terminographic resources.

To study this I have used the Norwegian Newspaper Corpus (NNC)[2], together with four blogs: *Peter*

Warrens finansblogg (PW)[3], which is a finance blog, and three researchers' blogs[4] published by the Norwegian School of Economics (NHH). The aim has been to gather terminological information that can be useful in the NHH Termbase, an online, web-based resource on Norwegian and English terminology.

The language used for mediating specialised communication is to an ever-increasing extent English. Following the Bologna declaration of 1999, which promotes a European area for higher education that should ease the transfer of students, lecturers and researchers across countries, the pressure from English has increased even more. This raises the question of whether we are heading towards domain loss in some disciplines. In Norway this concern is expressed for instance in a comprehensive report (*Norsk i hundre*) prepared by the Norwegian Language Council, which discusses possible strategies for how to maintain Norwegian as the preferred language. A white paper on national language policies (Report no. 35 to the Storting (2007-2008) to the Storting) takes the discussion from *Norsk i hundre* further. In line with these two reports, an amendment to the Norwegian act relating to universities and university colleges has been made which places the responsibility to maintain Norwegian terminology with the institutions (Ot.prp. nr. 71 (2008-2009). *Domain loss* in this connection refers to the situation in which another language (in this case English) has become the preferred language of mediation in a given domain and through this, has forced the native language to decline or even disappear.

In the article, I will investigate how Norwegian specialised neologisms in popularised texts may be detected, including newspapers and domain-related blogs that are readily available on the web. To illustrate the methodology I have applied, I will use examples from the economic-administrative domains.

The study focuses on specialised neologisms originating from English. This include term formation in the form of English loan words (anglicisms) in Norwegian ('self-serving biases' or 'subprime'), hybrid terms, such as 'spill-over-effekter' ('spill-over effects'), 'hedgefond' ('hedge fund') or 'multikanalsetting' ('multi-channel setting'), or Norwegian "substitute words" like 'samskaping' ('co-creation'), 'kreditt-skvis' ('credit crunch').

2. Why search the web for neologisms

In order to establish an internet-available termbase for students and lecturers of economic-administra-tive domains (Kristiansen 2010), terminology has been manually extracted mainly from intermediate level textbooks to capture the most central concepts and terms in the various economic-administrative disciplines. The aim has been to make Norwegian and English terminology, including concept struc-tures and definitions, readily available to the students. The termbase will thus be a learning tool that may bridge the gap between the many English textbooks and the Norwegian mother tongue of the students.

The economic-administrative domains, however, are characterised by conceptual and terminological changes, and updated textbooks are not always available. An example may be *finance*, a domain

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[1] The article is an adapted version of Kristiansen, M. (2012b). Using web-based corpora to find Norwegian specialised neologies. In Communication and Language at Work 1/2012, 10-19.

[2] http://avis.uib.no/

[3] http://www.peterwarren.no/

[4] http://blogg.nhh.no/

characterised by rapid market changes, the development of new financial products, such as structured savings products and which is subject to international standardisation to achieve cross-national harmonisation and transparency (Kristiansen 2011; Kristiansen and Andersen 2012). As mentioned above, often the discussions within the domain take place in an international setting and English is used as a lingua franca.

Norwegian specialists or researchers that blog about financial issues aimed at the general public in Norwegian, need to find expressions that are possibly not formed yet. That is why I have investigated three different kinds of corpora, namely the already existing *Norwegian Newspaper Corpus* (NNC), *Peter Warrens finansblogg* (PW; a finance blog) and the researchers' blogs at NHH to see whether such texts return relevant neologisms that have been formed. The blog corpora have been established for the purpose of this study in particular. The degree of specialisation varies in the three corpora, something which is illustrated in Figure 1. However, the specialisation level varies also somewhat within each corpus.
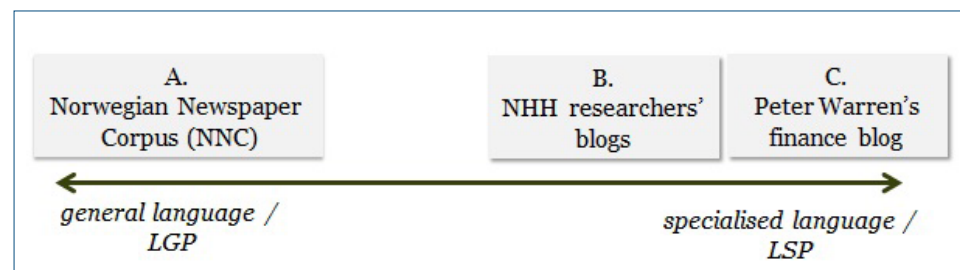

Figure 1. Web-based corpora used in the analysis

The analyses build on a study which explores methods for harvesting specialised neologisms in the Norwegian Newspaper Corpus (NNC; http://avis.uib.no), with particular focus on financial jargon (Kristiansen 2014; 2012c).

3. The Norwegian newspaper corpus (NNC) as a starting point

The methodological point of departure has been the NNC. The NNC was established in 1998 and is a self-expanding corpus consisting of Norwegian newspaper texts (close to 900 million words). It is updated automatically on a daily basis and comprises 10 of the most central newspapers in Norway. In my analysis, I have used the NNC to search for term variants used to denote already known concepts such as *tier 1 capital ratio or subprime*, cf. [1]-[2]5. For instance, the analysis shows that as many as 24 term variants (also including orthographic variants such as 'høyrisiko boliglån'/'høyrisiko-boliglån' ('high-risk mortgage')) are used to denote the concept of *subprime lending* in the NNC.

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5   In the examples, the names of the newspapers are indicated together with the date of publication, e.g. "DN140127", *DN* here referring to the Norwegian financial daily Dagens Næringsliv. For an overview of which newspapers the initialisms refer to, see http://avis.uib.no.

[1] ... *bankens tier 1 kapitalratio var 9,7 prosent, mens egenkapitalgraden ("leverage ratio") var 3,1 prosent per 31. desember ifjor*. (DN140127)

    ... the banks' tier 1 capital ratio was 9.7 per cent, whereas the leverage ratio was 3.1 per cent on 31 December last year.

[2] *I året som fulgte, begynte utlånere av høyrisikolån (såkalte "subprimelån") å melde seg konkurs* (DA090106)

    In the following year, lenders of high-risk loans (so-called subprime loans) declared themselves bankrupt

In addition to the search interface used to find lemmas within the range of newspapers in the NNC, a neology extractor has been developed in the NNC project, which detects and produces lists of word forms of newly harvested texts not previously recorded in the NNC (including more than 5.4 million word forms). In addition, the neology extractor carries out a comparison towards a full-form lexicon derived from the comprehensive dictionary of Norwegian bokmål, *Bokmålsordboka* (Andersen and Hofland 2012).

4. Blogs – a repository of neologisms

In order to find specialised neologisms this detector has been applied on the blog corpora. I will in the following give some examples of the information that can be found in the corpora, beginning with the finance blog, *Peter Warrens finansblogg*.

4.1 Peter Warrens finansblogg

The first blog corpus, Peter Warrens finansblogg (PW), is a finance blog published by a subject specialist, which covers current topics related to, for instance, hedging, markets, commodities and relevant macroeconomic topics. Thus since this blog is in Norwegian and is focusing on topics which are highly global and typically discussed in English also by Norwegian specialists, it could be a good source of Norwegian terminology. The blog was established in March 2009 and by December 2014, as many as 1275 neological forms had been detected. Figure 2 gives an overview of the neology candidates that have been detected on 10 January 2015.

Figure 2. Neologisms detected from PW on 10 January 2015

Two of the expressions that have been detected, i.e., 'too-big-to-fail' and 'too-powerful-to-jail', are anglicisms. The expressions denote concepts that have emerged relatively recently internationally in

the wake of the global financial crisis, and the detected anglicisms therefore give valuable input for term formation in Norwegian if such neologisms have not emerged in Norwegian yet. Other expressions like 'bikkjekjeft' (to bark like a dog at someone) are not relevant as candidate terms in finance.

Relevant specialised neologisms that have been detected from PW are English loan words in Norwegian such as 'Non-Deliverable Forward', 'asset'ene' ('the ... assets'), hybrid terms such as 'ABX-indeks' ('ABX index', where AB stands for AssetBacked and X refers to indeX) or 'cushing-aktivitet' ('cushing activity'), 'hedgefondinvestor' ('hedge fund investor'), or Norwegian neologisms such as 'værderivat' ('weather derivative') or 'risikoalgoritme' ('risk algoritm').

Example [3] illustrates the use of *weather derivative*, i.e., a financial instrument used by companies to hedge against the risk of weather-related losses (adapted from investopedia.com):

[3] *Værderivater gjør det eksempelvis mulig for bønder å sikre seg mot økonomiske tap som følge av temperatursvingninger som kan skade avlingene*. (PW2013/04)

   Weather derivatives make it for example possible for farmers to hedge against losses caused by temperature variations that may harm their crops.

Another example may be the concept of *cat bond*, which is a high-yield debt instrument that is usually insurance linked and meant to raise money in case of a catastrophe such as a hurricane or earthquake (adapted from investorpedia.com)

[4] *Denne type obligasjon kalles «Cat-bond» som er en forkortelse for «Catastrophe Bond», eller katastrofeobligasjon på norsk*. (PW2014/06)

   This type of bond is called «cat-bond» which is short for «catastrophe bond»...

An interesting question is whether the neologisms emerge in the newspapers or in specialist blogs first, and if the latter is the case, whether the neology detector on e.g. the PW corpus may provide an earlier indication of emerging themes and concepts, which are then likely to generate term formation in Norwegian.

An example that indicates that the answer to the latter question may be 'yes', may be the expression 'stressindeks' ('stress index'), which is related to that of 'stresstest' ('stress test'). The concept of stress test describes how vulnerable the financial system is to different kinds of financial distress or shocks (Report no. 13 to the Storting). The expression 'stressindeks' first emerged in the PW blog in June 2010, with reference to the EU index.

[5] *Vår egen EU stressindeks viser dette tydelig*. (PW2011/04)

   Our own EU stress index shows this clearly.

Examples of actual indexes may be the IMF financial stress index, which captures the most important episodes of financial stress in a set of emerging economies, or the EU financial stress index. The expression did not emerge in the NNC until 7 February 2012.

[6] *Norges Banks stressindeks er utviklet med utgangspunkt i den Hanschel og Monnin konstruerte for sveitsisk banksektor i 2005*... (DN070212)

   The stress index developed by Norges Bank (the Norwegian central bank) is based on the one developed by Hanschel and Monnin for the Swiss banking industry in 2005...

This means that a regular monitoring of detected neologisms in specialised blogs could guide a planned term formation before the concepts emerge in national media.

4.2 NHH's researchers' blog

At present NHH has three blogs that are used as channels to popularise research findings. In contrast to the research articles written for scientific publication, the blogs have short articles in Norwegian aimed at interested readers who are not themselves necessarily specialists in the domains. The three blogs are *Crisis, restructuring and growth* (KOV)[6], *Focus* (Future-Oriented Corporate Solutions)[7] and *Center for Service Innovation* (CSI)[8], respectively.

Figure 3. Some of the neologisms detected from CSI by 11 October 2014

Figure 3 illustrates some of the term formation made by the NHH researchers. Whereas specialists within economic-administrative domains often use anglicisms also in a Norwegian setting, the discussion of the concept of co-creation in the blogs has led to the formation of a number of Norwegian terms, including neologisms such as 'samskape' ('co-create'), 'samskaper' ('co-creator') and 'samskapingsprosjekt' ('co-creation project').

[7] *Åpen tjenesteinnovasjon i Chesbrough's nye bok omhandler, co-creation med kundene...* TI27102011)

   Open service innovation in Chesbrough's new book comprises co-creation with customers...

The concept of *co-creation* may be described as a business strategy that focuses on customer experience and interactive relationships. It allows and encourages a more active involvement from the customers to create a value rich experience (Adapted from BusinessDictionary.com). In the CSI blog, a number of word forms are used, as illustrated in Table 1.

Table 1. The use of the concept of co-creation in the CSI blog

Norwegian neologism	English term
samskaping	co-creation
samskapes	is co-created
samskapere	co-creators
samskaperne	the co-creators
samskapt kundeservice	co-created customer service
samskapte innovasjonsprosesser	co-created innovation processes
samskapingsprosjekter	co-creation projects
tjenestesamskaping	service co-creation

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6   http://blogg.nhh.no/kriseprogrammet

7   http://blogg.nhh.no/focus/

8   http://blogg.nhh.no/tjenesteinnovasjon/

samskapt kundeservice	co-created customer service
online samskaping	online co-creation

Table 2 presents an overview of neology candidates detected by November 2014, grouped as Norwegian neologisms, anglicisms, hybrid terms or as general neologisms, respectively. The garbage category includes spelling errors, digits, abbreviations, English, Swedish, Danish as well as Norwegian nynorsk since I am only looking for Norwegian bokmål at this point. Texts written in other languages than Norwegian have been excluded from the corpora (there are some in all the mentioned foreign languages written by NHH researchers who are not confident Norwegian users). Proper nouns, e.g. names of theorists, have also been excluded. These are particularly frequent in the FOCUS blog.

Table 2. Neologism categories in the NHH blogs (November 2014)

Category	Examples	CSI	FOCUS	KOV	Total	In %
'Norwegian' neologisms	brannsalghypotese ('fire sale hypothesis'), tjenestesamskaping ('service co-creation')	174	28	97	302	64.1%
Anglicisms	servitization, touchpoints	9	0	7	21	4.5%
Hybrid terms	HR-perspektiv ('HR perspective'), spillover-effekter ('spillover effects')	9	1	9	14	2.9%
General neologisms	spaltekilometer ('column kilometer'), studentutredninger ('student dissertations')	8	4	22	28	5.9%
Garbage	Foto:sxc.hu, bedrift/	32	22	49	106	22.5%
TOTAL		**232**	**55**	**184**	**471**	**100%**

Out of the total number of neologisms, as many as 65 per cent can be categorised as 'Norwegian' anglicisms, that is Norwegian terms. Only 5.9 per cent of the detected neologism candidates are general neologisms, i.e., expressions that belong to general language or do not denote economic-administrative concepts. Thus these also include terms; however, since these belong to other domains than the economic-administrative they have been excluded from the study. The relevance of the blogs as corpora to extract terminology is therefore high. Anglicisms and hybrid terms are less frequent.

In particular, the low number of anglicisms indicates that the writers have made an effort to write Norwegian texts, including the specialised vocabulary. Thus, researchers' blogs seem to be a good source from which to detect specialised neologisms in the economic-administrative domains.

5. Concluding remarks

In this article, I have discussed the use of web-based corpora to detect Norwegian terminology and in particular economic-administrative neologisms. Four different blogs have been used in the study, in addition to the newspaper corpus NNC, to see whether Norwegian terminology can be found together with their English counterparts.

The analysis shows that the number of neologisms that are detected is high, and that many are Norwegian economic-administrative term candidates. Thus, the methodology developed provides valuable data input for specialised dictionaries or termbases.

When comparing the newspaper texts with the blog texts, it is evident that the blogs are sometimes earlier in discussing new topics and concepts compared with the newspapers. Consequently, harvesting neologisms from these web-based sources seems to be a fruitful supplementary approach to using the traditional textbooks.

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Presentation: http://es.slideshare.net/mediatermcat/the-use-of-blogs-to-identify-specialised-neologisms

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Twitter provides 'selfies' of evolving language
Can social networks be used to quickly identify the most recent neologisms?

Maria Pia Montoro
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Abstract

Twitter and other social media are an immense resource that can offer linguists the opportunity to explore how our words and phrases are changing.

Twitter offers records of language mutating in real time and space. Many tweets provide location data and the time they were sent allowing thus to map out the way in which new words become popular and spread.

Its data is public and immediately available. A huge data consisting of around 340 million tweets sent every day, according to Twitter.

Tweets tend to be rather informal. There are a lot of types of creative usages of words. Tweets appear similar to spontaneous speech, making them particularly valuable to the study of the spread of new words and expressions.

Keywords: terminology, neologisms, social media.

Twitter and other social media, offer records of language mutating in real time and space: an immense resource that can offer linguists the opportunity to explore how our words and phrases are changing.

Social media has made written language much more 'visible' because we need to compensate for lack of non-verbal communication. Recent research[1] in Natural Language Processing (NLP) has demon-strated that people on social media platforms intentionally write how they speak.

Social media increases the volume and speed of daily communications.

This big amount of data allows:

- To search, for example, the word "the", getting 607[2] million tokens in the last month alone.

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1   Cook, P.C., 2011. Using social media to find English lexical blends. Available at: http://www.cs.toronto.edu/~pcook/pp486-854Cook.pdf [Accessed 23 October 2015].

2   Washingtonpost.com. 2013. Twitter turns 7 users send over 400 million tweets per day. Available at: http://www.washingtonpost.com/business/technology/twitter-turns-7-users-send-over-400-million-tweets-per-day/2013/03/21/2925ef60-9222-11e2-bdea-e32ad90da239_story.html. [Accessed 23 October 15].

- To map the emergence of new words and their lexical diffusion.
- Text is readily available for lexicographical analysis.
- Easy access to very large corpora.
- Given the right tools and know-how, anyone can search that published material.

Corpus patterns that are very rare in conventional-size corpora, turn to have many occurrences in the very large corpora of social media.

Instead of relying on questionnaires and other laborious and time-consuming methods of data collection, social scientists can simply take advantage of Twitter's stream to eavesdrop on a virtually limitless array of language in action.

Why Twitter

Twitter claims that around 340 million tweets are sent every day[3]. Tweets appear similar to spontaneous speech, making them particularly valuable to the study of the spread of new words and expressions: there are a lot of types of creative usages of words.

Following the Twitter feed, it is possible to see a word at the moment of its coinage. Twitter limits the "Tweet" to 140 characters, thus pushing its users to become more adept at saying what they want or need to say with fewer words. 57% of neologisms on Twitter come from blends.

Twitter represents the intersection of historical linguistics, dialect geography, and spatial statistics.

Tweets provides location data and the time they were sent allowing thus to map out the way in which new words become popular and spread.

This geolocation information provides:

- social classes,
- patterns of immigration and
- how groups are influencing each other.

The interaction between geographic features, historical migrations, and a 'snapshot' of linguistic data can tell us about how language is evolving.

This data provides an important insight into the way language evolves. By tracking the popularity of words over time and space, it possible to harness large-scale data to uncover the hidden structure of language change.

Twitter has been at the forefront of recent neologisms, with words such as 'selfie', 'twerk', 'vom', 'buzzworthy' and 'squee' all making it into the Oxford Dictionaries Online in 2013.

What are the criteria for selecting a new word?

Older approach

Lexicographers and linguists have widely different definitions, but according to **Paul McFedries** (WordSpy) (2004), a word is new if it meets the following criteria:

- It doesn't appear in any general dictionary.
- It first appeared in the written record of the language no earlier than about 1980
- It has a track record on the language. This means it has to have appeared in at least three different media publications, in at least three different articles, written by at least three different authors. (By "media publications," McFedries means newspapers, magazines, newsletters, journals, books, TV and radio transcripts, websites, and newsgroups.)

Expert **Allan Metcalf**, the executive secretary of the American Dialect Society, gives five factors by which to judge the success of a new word: what he calls the FUDGE scale.

FUDGE stands for:

- "Frequency of use"
- "Unobtrusiveness"
- "Diversity of users and situations"
- "Generation of other forms and meanings"
- "Endurance of the concept"

New approach

By means of a simple computational method for identifying lexical blends, it is possible to efficiently exploit the massive amount of text available on Twitter.

It is possible to extract the words most frequently mentioned and focused, to detect the ones whose frequency changed significantly. Since each appearance of a word is geo-located, this allows to see how the change in usage varies from one area to another.

It also opens the way to more complex and detailed computation of linguistic studies of language evolution and to measure the spread of neologisms on Twitter.

In recent study[4], a sample from the Twitter stream of 107 million geo-located messages from more than 2.7 million different user accounts in the US was analyzed.

Some tools like the NarrativeTracker used by the Global Language Monitor[5], which tracks word usage in the English language around the world, provide a real-time, accurate picture about any topic, at any point in time. NarrativeTracker can analyze the Internet, blogosphere, the top 300.000 print and electronic global media, as well as social media sources as they emerge.

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3   Washingtonpost.com. 2013. Twitter turns 7 users send over 400 million tweets per day. Available at: http://www.washingtonpost.com/business/technology/twitter-turns-7-users-send-over-400-million-tweets-per-day/2013/03/21/2925ef60-9222-11e2-bdea-e32ad90da239_story.html. [Accessed 23 October 15].

4   Medium. 2014. Cultural Fault Lines Determine How New Words Spread On Twitter, Say Computational Linguists. Available at: https://medium.com/the-physics-arxiv-blog/cultural-fault-lines-determine-how-new-words-spread-on-twitter-say-computational-linguists-43c44a259840#.z5dax9jnp. [Accessed 23 October 15].

5   Language Monitor. 2014. Language Monitor.com. Available at: http://www.languagemonitor.com/ . [Accessed 23 October 15].

Paul Payack, the president of Global Language Monitor, suggests that to be qualified as worth entering the English lexicon, a word must be mentioned at least 25,000 times in the global media, including print and electronic media, blogs and social media. And it has to be used in every place where English is spoken as the primary language.

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Maria Pia Montoro

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Do's and Don'ts in Social Networking – Report on TermNet's experience in implementing the different social network possibilities

Blanca Nájera Villar
TermNet – International Network for Terminology

Abstract

In its more than 25 years as international network in the world terminology, TermNet has witnessed the tremendous changes in the way information is exchanged on a global scale: from the slow, two-way transmission of knowledge to the explosion of interaction paths through various new media; from heavy volumes of encyclopaedia to Wikipedia.

This has also affected the way TermNet operates as an International Association. Born as a global co-operation forum for companies, universities, institutions and associations who engage in the further development of the global terminology market, TermNet has developed from a platform where paper and post deliveries were the only way were to spread the knowledge and connect with members and partners to a buzzing network of persons and organizations who use mainly techno-logy and social media to learn, communicate and interact.

And TermNet needed and continues to learn from all of them! Hardly can any organization survive today without being media-savvy. The motto for all of us is "adapt or become insignificant". In our presentation we report on our experiences reaching out to old and new stakeholders through Weblogs, Facebook, LinkedIn, Twitter and more. What worked, what didn't work. And what are the lessons learned.

Keywords: Networking, communication, social media, strategies, stakeholders

Promoting Terminology in business and society through the years and today

In its more than 25 years as international network in the world terminology, TermNet has witnessed the tremendous changes in the way information is exchanged on a global scale: From the slow, two-way transmission of knowledge to the explosion of interaction paths through various new media; from the heavy volumes of encyclopaedia to Wikipedia.

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In this paper, TermNet reports on our experiences reaching out to old and new stakeholders through Weblogs, Facebook, LinkedIn, Twitter and more. What worked, what didn't work. And what are the lessons learned.

TermNet's experience report on Do's and Don'ts for successful social media

Normally, when we use social media in our private life, we share and post about our personal interest. However, in communication campaigns, it is not about you but about how to brand organisations and promote activities.

Although the character of the media should still be fresh, crisp and sharp, the rules are slightly different. Under these lines, our suggestions that are not meant to be an exhaustive list, only some reminders based on our experience.

1. Have a plan

The most important factor for the success of a communication campaign is, of course, to have a plan. And social media is nothing else as a tool to communicate with your customers, stakeholders and partners. So, it is essential to integrate social media into the overall communication and marketing strategy of a company, association or organization.

But, do not forget that social media needs good management. This means the support from the direction and a budget. Managing social media is not something that staff should do just "for fun" without having a clear strategy and direction. On the top, social media takes time. How much? 1 hour every day? 20 minutes? It doesn´t matter how long, this time are working hours that need to be budgeted.

A plan will not only make your colleagues´ life easier but also will help to build consistency for your audience.

2. Use the appropriate media

There is no one fits all in social media. A good strategic plan, an analysis of the different platforms (and their users) is essential. Not every organisation needs a YouTube account. Or you do not need a Facebook profile just because everyone seems to have one at the moment.

Matching the right content to the right network is a key question: Articles and opinion need different media as products and services. Use different platforms depending on your communication goals and type of campaign. But don´t overdo it!

Audience in social media forget and do not forgive. If you confuse them with fussy unrelated content, you will get confused and upset followers that will never come back.

For example, Facebook closed groups are ideal to coach participants (for conferences, training or workshops) in a long term, for building communities, boost interaction and group identity and also as a motivation tool for e-learning initiatives.

Example: Facebook and the International Terminology Summer School

3. Know your audience

It's all about demographics: Age, gender, locations and interests in general. Try to find out which demographics would perform the best for you.

Create content for your followers and not for your sales: A good tool is the 80/20 rule for corporate content. 80% of the information (content) we develop inside companies should be interesting or relevant for them while 20% of the content should be about our products or services.

But also do not forget to build a core base of followers. For this, before you try to conquer the world, try to involve in your social media activity your community of peers and colleagues that already support your activities and initiatives.

Example: Twitter and the TermNet members
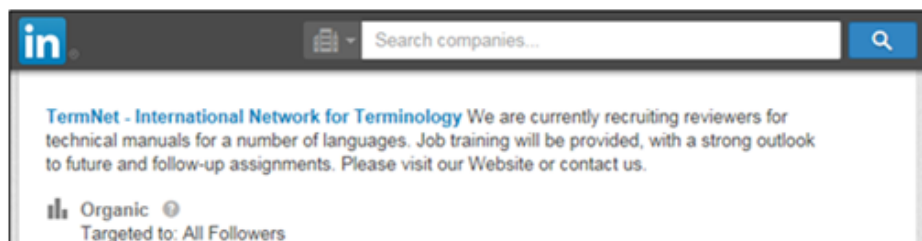
4. Use the right register

Every social media has their own language and we should be aware about the tone and code of conduct in each platform. The same register will not work in different platforms: A job post in LinkedIn needs to be adapted to be more personal and direct for Facebook, for example:
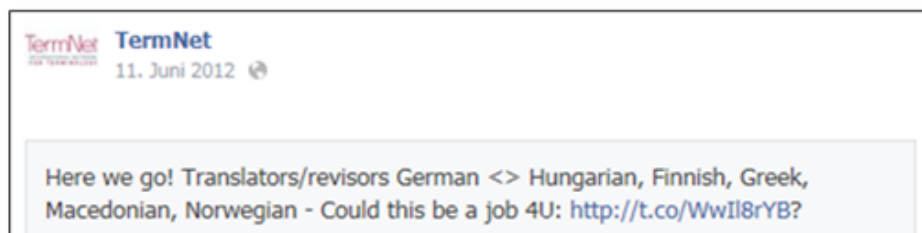

Example: Job offer in different social media platforms

5. Have fun and be creative

Do not forget the personal and friendly character of social media. Using social media for your organization should also be a different way of approaching, informing and involving your colleagues, customers and partners. Share with them your passion, do not be afraid to use a new, fresh and conversational tone.
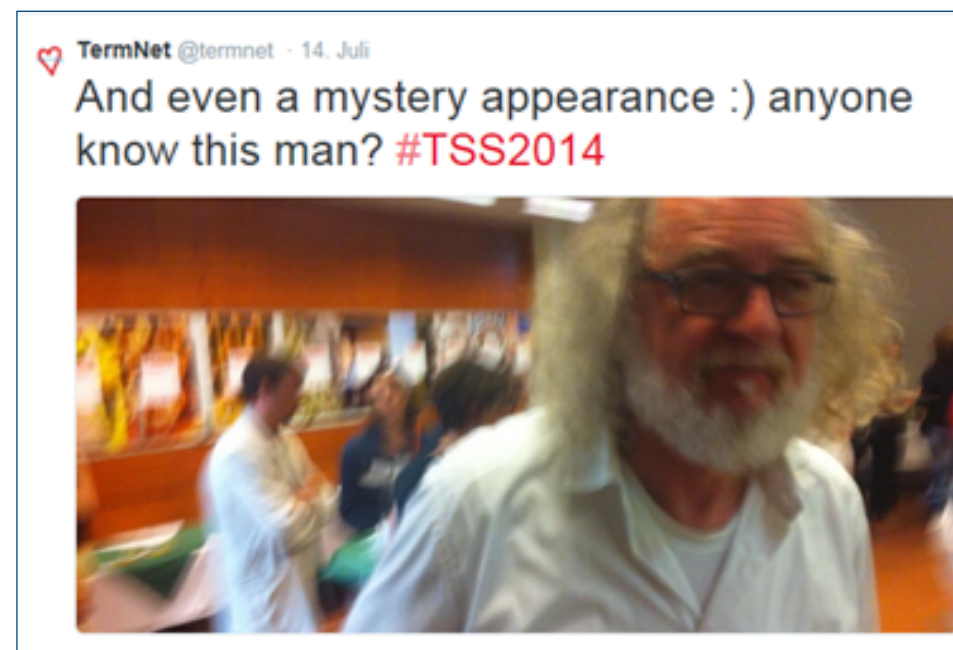
Example: Twitter is a good platform to let your hair down

6. Don´t use generic marketing

The first purpose of social media is not to sell but to communicate, socialise, share and stay in contact. It feels impersonal, and even rude, when social managers just follow the script. Using plain standard answers or marketing texts in social networks sends the message that nobody is really taking care of them or really using them in the company.

Happy customers are the best brand ambassadors and the social media offer the best platform for word-of-mouth advertising. The more time and work you put into creating customised content for your followers, sharing relevant information and being personal, the bigger the return on investment from the community will be.

7. Don't try to hard

Social media is not about quantity but about the quality of the published content. Too much information would cause that your audience will lose interest and this could also lead to the fact that the relevant and important information will become invisible and difficult to be found. Don´t be pushy or spammy. If you do so, you will train your audience to ignore you.

Also be mindful about sensible items before you make information available as confidential information, projects in the pipeline, planned or submitted initiatives that still need authorisation or funding.

8. Don't neglect

Only because you have created a LinkedIn profile for your organization doesn´t mean that you are using social media actively to communicate with your stakeholders. In social media is key to be active, check it and update it regularly. Users hate to look for information about a colleague or an organisation and to find old, inconsistent, unstructured and scattered information. Social media profiles should be completed in full.

The social media was born as a platform to create, share or exchange information, career interests but also to give feedback. Therefore, transparency is essential. Of course, nobody likes to receive negative comments but this is inevitable. Deleting negative comments from your accounts or profiles is a no-go in social media.

Moreover, you can turn negative comments in positive feedback. If you react quickly, you are honest and transparent and give the right additional information, negative comments can be a tool to gain loyalty from your customers and followers. Your network will then see that you are proactive, how you handle problems and take care of your customers.

9. Don't be all over the place

Don't spread yourself too thin, pick one or two social networks and focus on them. This point has much to do with some of the issues that we have tackled before. Having a plan and knowing your audience will help you to choose which platforms suit your objectives the best. Moreover, focusing in one or two platforms will also help you at the beginning to have a clear voice and be consistent.

10. Don't get frustrated

Social media and networking is an activity that takes time and resources before you can see the results. However, if you are patient, it is also extremely rewarding, as it will give you direct access to very attractive partners and customers, valuable feedback and relevant information for your organisation. Moreover, you will directly feel the public support of experts, peers and colleagues.

All the above-mentioned facts might sound a little bit overwhelming. However, this should not stop you and your colleagues from being active, having a voice and from representing your organisation. Do not forget that social media should be fun!

Info and references

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Social Media Etiquette for Business: http://www.business2community.com/social-media/social-media-etiquette-business-25-dos-donts-0960691
Twitter: https://twitter.com/termnet
Facebook: https://www.facebook.com/pages/TermNet/132285196903210
LinkedIn: https://www.linkedin.com/company/termnet---international-network-for-terminology
TerminologyBlog: http://terminologyblog.wordpress.com/

About TermNet

TermNet is an international co-operation forum for companies, universities, institutions and associations who engage in the further development of the global terminology market. The products and services of this market are considered and promoted by TermNet as integral and quality-assuring parts of any product and service in the three broader areas of a) information & communication, b) classification & categorization and c) translation & localization.

TermNet Members co-operate with a view to:

- Developing and marketing terminology products and services,
- Planning and implementing joint research and innovation projects, market development,
- Organizing practice-oriented training and summer schools,
- Networking and promoting own products and services at conferences, workshops and other joint activities,
- Developing high-end consultancy services on application-oriented terminology.

Presentation: www.slideshare.net/mediatermcat/term-net-blanca-njerafv
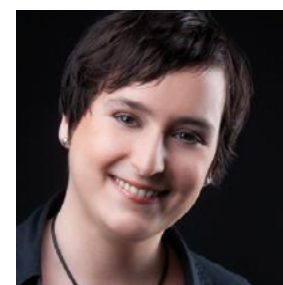
Blanca Nájera

Holds a university degree in translation and interpreting gained from the University Alfonso X el Sabio in Madrid. Blanca is a qualified and highly skilled freelance translator, with strong experience in the profession after working as a project manager and in-house linguist with several translation agencies across both Spain and Germany. She joined the TermNet team in 2004 as project and event manager with focus on terminology strategies for the industry, quality assurance, certification and innovation. Blanca has been Deputy Director of TermNet since October 2011.

`28` `S3`

Textile terminologies and social media

Susanne Lervad
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Abstract

What is the impact of social networks on the terminology work and the LSP communication of the textile craft traditions?

The Centre for Textile Research in Copenhagen held a workshop in Amman, Jordan in March 2014 on the topic: Traditional Textile Craft – an Intangible Cultural Heritage. A section about terminology was included and the concept of craft was discussed and defined. After the workshop, multilingual terminology work continued in the group, on the website and in the workshop blog. This was instrumental in networking, the sharing of knowledge and collaboration in order to create an innovative multilingual terminology for the ground loom of the Bedouin weavers in the Bani Hamida Weavers project. (See the website of ctr.hum.ku.dk/conferences 2014).

Keywords: concept of craft, multilingual terminology, diachronic terminology, tools, terminology website/blog

The background for this article is the long running **terminology** work at the Danish National Research Foundation's Centre for Textile Research (CTR) at the SAXO institute at the University of Copenhagen where we conduct research on textile terminology from the 4th millennium BC to the third millennium AD. For more than 10 years thorough work on diachronic textile terminology has been conducted by the means of exploratory seminars, workshops, conferences and projects especially around the descriptive terminology and a variety of representational forms explaining the basic concepts of the field such as weaving.

The textile field has the advantage of being very visual (see www.ctr.hum.ku.dk) and we therefore focus on both verbal and nonverbal representation in this field.

The basic concepts of the **weaves** are often complex and difficult to explain but the visual representation of the tools, the procedures and the structures clarifies the understanding a great deal.

Among researchers in both ancient and modern textile studies, there is a need to understand both generic and specific concepts and terminology in order to share understanding in a common language across various time periods and different cultures. We try to share concepts and representations (language and associated cultural ideas) and include the variations and thus not necessarily to standardize terms.

www.traditionaltextilecraft.dk – **a showcase**

The current example mentioned in the abstract above is of a ground loom experience from the Bani Hamida weavering project in Jordan where Bedouin women produce and sell locally woven carpets in order to pay for the education of especially their children and grandchildren. Terminology was an important theme of the workshop. How to define craft and craft practices as weaving on the ground loom?

I was invited to a craft workshop in Jordan in order to speak about my approach totextiles terminology and the concept of craft and to relate my personal story about a particular tool – the handloom.

My personal story about the loom is a more than a hundred year– old story of the origins of the Danish home craft loom and the cradle of modern weaving in Denmark during the 20th century. My great-grandfather, Anders Lervad, founded the Lervad Company that produced handlooms for around a century and revived the tradition in order to giveyoung people a new identity after the loss of land to Germany in 1864.

The concept of craft in the Nordic context

We consider a concept to be constituted of elements: characteristics and the notions which belong to a structured system kept together by relations. It is not possible in a naming process to reconstitute all the conceptual elements –the characteristics become in a shorter form of the definition - the term.

The Danish **termshusflid**, **håndværk** (Home craft and hand craft) and **Hemsloyd** in Swedish as well as the German term **Handwerk** and **metier d'art**, **artisanat** in French represent different elements as 1) the idea of home made practices at home, 2) the skilled person and 3) arts.

A possible definition of home craft: craft like weaving that may be practiced at home.

What is the link between my grandmother and the Bedouin weavers in the Jordan project and the carpet weaving on the ground loom in the Bani Hamida project? My father and his brothers produced handlooms until the late 20th century and I grew up with a grandmotherwho taught me how to weave on a small loom from when I was 4 years old. I know the techniques and the parts of the loom such as **shaft and heddles and shuttles**, but I especially remember my grandmother's voice and stories around this activity. Perhaps it was rather the story of the loom as she did not only show me the techniques of **tabby and twill weaves**, but she gave me textiles from her life to make rag rugs (as for instance my grandfather's old ties or curtains from her summer house).The process of **warping**, **beaming**, **heddling and weaving** are for me the song of the loom and it was also the story of her personal life. I thereby learned the specialist vocabulary at the same time as I heard about her dreams, love stories, struggles etc. The parallel from my personal story is how to document the tool and the weaving process.

In Jordan, the ground loom is the essential weaving tool, and it is mostly elderly women –grandmothers– who weave and produce rugs to sell to touristsin a show room in Amman or in their village.

We provided the weavers with a multilingual terminology (see www.traditionaltextilecraft.dk/terminology to help them explain their work in various languages, when they receive tourists and buyers in the shop).

The multilingual terminology is also presented on the website in order to maintain the knowledge and document the processes.

Blog / website
http://www.traditionaltextilecraft.dk/

The Ground loom and its parts

The shop and marketing area in Amman – the Jordan River Project received us as a multilingual group of researchers and designers in March 2014 in order to discuss their visibility on the marketing place. Competition factors from the Turkish and Egyptian weavers selling cheaper carpets and a reduced tourism industry in Jordan as a consequence of the war situation in Syria etc. are huge problems that impede the innovation and sales of their local rug products.

Ground loom
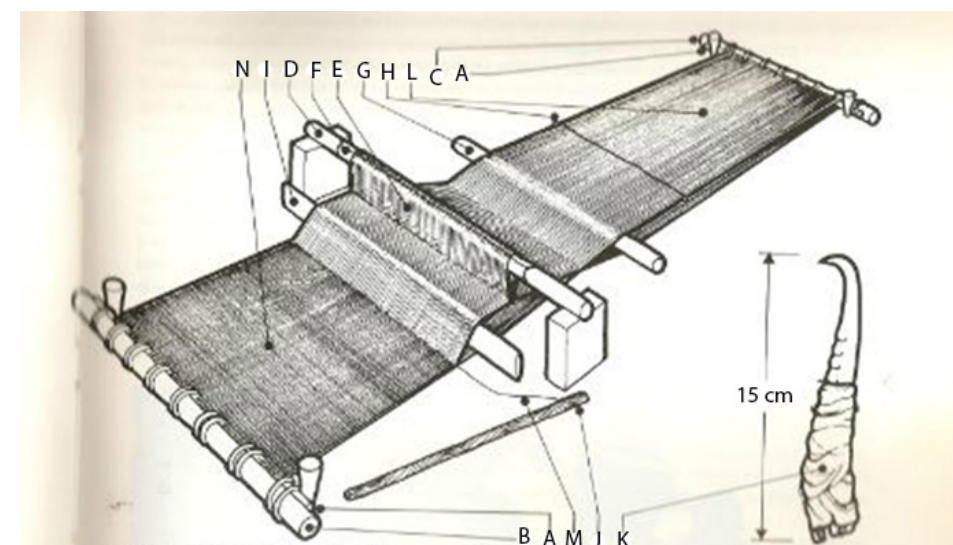
We actually saw aBani Hamida weaver in action during the workshop and visited her in her home and village in the mountain above the Dead Sea. She spent a long time preparing the warp on the loom and several weeks weaving the carpet/rug. She acted as an extension or even a part of the loom in the way she assures the tension of the warp threads and beat the weft with a horn. The whole group of travellers filmed and exchanged their illustrative films and photos after the visit and the idea came up to name the parts of the loom in a multilingual way on the workshop website.

This multilingual scheme is one of the important outcomes of this website/blog. A flurry of reactions discussing the textile terms in a variety of languages emerged (ARABIC, DANISH, DUTCH, FRENCH, ENGLISH, JAPANESE, LATIN AMERICAN, SPANISH AND SWEDISH).

This multilingual terminology work was made just after the journey and the blog is followed by an increasing number of visitors (around 70 000 April 2015) As one of the co-organizers said: thousands of visitors per week – that it is not only my mother or sister who look at the journey reports and photos but a genuine interest of the field.

The concept of craft and the multilingual approach produced ideas for future work perspectives – we hope to be able keep up the momentum from the craft workshop and extend the project in order to document other weaving creativity communities in Europe and the rest of the world. Another example from Turkey has already been added to the website/blog.

CTR investigates the deepest diachrony of textile terminology – a research that continues to accrue since the first terminology conference in 2009 and the Danish textilnet.dk project.

The focus of the terminology from the third to the first terminology millennia BC in the Ancient Near East and Mediterranean was published in 2010. These proceedings remain the bestseller of the Ancient Textile Series of Oxbow (with a new paper back version in 2014). The reflections on theoretical aspects of diachronic terminology in various domains as in prehistory and antiquity where textile terminology was already was a dynamic and evolving field, where different cultures interacted and exchanged terminologies. In antiquity textile terms and concepts appear in all types of genres of written sources from documentary (papyri, inscription and law codes) to high literature (epic, elegy and everyday communication (letters, purchase contracts from which we can identify an extensive glossary of terms).

CTR is thus a well-chosen context for further discussion of textile terminology and craft documentation.

> **Further information**
> **– Centre for textile research**
> **www.ctr.hum.ku.dk**
> **– Jordan blog/website**
> **www.traditionaltextilecraft.dk**
> **– Textilnet.dk**

Presentation: http://es.slideshare.net/mediatermcat/textile-terminologies-and-social-networks

Susanne Lervad

PhD in specialized communication within the textile terminology field. Visiting scholar at Centre for Textile Research at the University of Copenhagen and member of the costume group of the the Danish Museums "Dragtpuljen".

Participation of the project "Textilnet.dk digitizing files about textiles and costumes from the 17th century and today and TEMA – a research group at CTR working with Textiles of the Mediterranean Area in a broad diachronic view.

Textilnet.dk is editing a term-wiki to make an outreach for a broader public.

As a terminologist I am also working as adviser and coach for terminology projects in other organizations and companies in Denmark within the framework of Termplus Aps.

28 **S3**

Everyone's expertise in terminology work: top or bottom?

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Abstract

In traditional terminology work, terminologists work together with experts and the results are not normally intended for the general public, or at least only indirectly. In a national context, where the LGP planning is handled by one public body and LSP by another, it is probably less common that the members of the general public have any impact on a terminology project and its results. But new technologies, and new mindsets?, are facilitating a dialogic way of working and agile and cloud methods are being discussed in connection to terminology. This paper will, using examples, discuss possible drawbacks of using crowdsourcing in an LSP context, but also try to see if, and how, the crowdsourcing idea could still be useful for terminology work.

Keywords: terminology work, terminologist, bottom-up, top-down, crowdsourcing, nichesourcing

Introduction

Although a standard definition of "terminology work" –'work concerned with the systematic collection, description, processing and presentation of concepts and their designations' (ISO 1087-1) – does not explicitly state who is to do the work, it is implicitly, through the concept of "terminology", linked to a subject field, and therefore indirectly also to the language users of that subject field, the subject field experts. At the Swedish Centre for Terminology TNC, terminology projects are done in cooperation between several subject field experts and normally one terminologist, i.e. a "person who is engaged in terminology, either in general or in a particular subject field" (Unterm), and this could mean that the terminologist might also have some expertise in the subject field in question apart from the expertise in terminology work and concept analysis. Mostly, the experts have initiated the project by stating their needs for concept analysis of a completely new area of their subject field or an updating of the existing terminology. But is this way of working becoming old-fashioned with the development of social media and all the new ways of easily getting opinions – and even funding – from lots of people: crowdsourcing and crowdfunding? Are views from others than experts interesting and when? And is the concept of "expert" changing? Are there also benefits of applying a bottom-up approach in terminology work, which is traditionally done with a top-down approach? Some of these questions are dealt with in this article.

Crowdsourcing in terminology – an example

The idea of "crowdsourcing" – 'an online, distributed problem-solving and production model' where a task is distributed to a wide and open mass of people – emanates from the world of Web 2.0 where many people could contribute web content in an easy manner and help solve tasks which computers couldn't. (Šimko & Beliková, 2014:20)

An example of where crowdsourcing was used as a method in a terminological context is the creation of the Swedish version of REHVA's HVAC Dictionary (International dictionary of heating, ventilating and air conditioning compiled by the Documentation committee of the Representatives of European heating and ventilating associations, REHVA). This dictionary first appeared in printed form in 1982, and it contained some 4 000 terms in 9 languages (including Swedish). As more organizations joined REHVA as members, a working group for the digitalization of the dictionary was set up. They developed a basic list of 12 000 English terms which was then to be transferred to other languages. This was done with various methodologies in various countries, e.g. using proper working groups, students, and "translation sprints" for volunteers. In Sweden, the EMTF (Energi- och miljötekniska föreningen) set itself the task of adding the missing 8 000 Swedish equivalents. At the outset, there was only one senior consultant who worked on a volunteer basis, and there was no real budget for this substantial term completion project. An idea was therefore to create a translation "contest" among members through a web site where, in the end, anyone could sign up as a "translator" and start adding Swedish equivalents. At the website, groups of 5 randomly chosen English terms were presented to the "translator" who then could add suggestions, or skipping and moving on to a new set of 5 terms. All suggestions and statistics of each translator was saved and also rewarded by lottery coupons. The difficulty of this task was the lack of definitions and also the book-like presentation of the terms; without any context, it became difficult to find the proper Swedish equivalent, even with access to suitable termbanks, dictionaries etc. The problem of lacking definitions was recognized already in the preface of the printed Swedish version of the REHVA glossary in 1982:

> "The basic material has been the English collection of separate terms. Resources have not been sufficient to cover the drafting of definitions, **which makes transfer/translation into other languages risky**. In the Swedish version, several equivalents have sometimes been given for an English word or expression so that the glossary user would be able to pick the one relevant to his or her context".[emphasis by the author]

This whole project took two years and it made it possible to get a complete Swedish version with minimum costs. But at what price? Even though all suggestions went through a final correction by the project manager, it is still debatable whether all suggestions were suitable[1]. Since definitions were missing, this was not a project which lent itself easily to the construction of a concept system for Swedish, later to be compared to an English concept system for the establishment of equivalence, which could

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[1] No formal assessment of the quality of the results of this project has been done for this article, but the author himself tried to provide equivalents using a vast array of resources and by doing so, quickly realized the difficulty of the task.

have been the way of working in a traditional top-down approach. Rather, it focused on the phase of terminology creation or terminology choice, which seems to be the part of terminology work where more participants are "let in" to participate nowadays. By exposing several alternative terms or asking for term suggestions among a large number of people (experts and non-experts), a term preference can easily be established or many term suggestions can be obtained (later to be assessed).

"Traditional" terminology work – TNC

The way of working described in the example above should be contrasted with "traditional" pre-scriptive terminology work where terminology projects are initiated by domain experts (through their organizations), and where the result is often some kind of glossary. At the Swedish Centre for Terminology TNC, founded in 1941, there is a long tradition of working this way. Even though the expert working groups were limited in number, there was from the beginning a system of "rundfrågor" (organized formal reference rounds) aimed at creating consensus among a majority of experts of a domain. These were sent out to, and answered by scholars, engineers, representatives of domain institutions etc. The system in that form was abolished in the 1980's, but since then, other forms of co-operation with experts have been created, e.g. the joint groups for terminology where much of the work is done by e-mail between meetings. Depending on the subject field, current usage, and the opinions of non-experts, are taken into (some) consideration; especially the work of the JOGSCOT (the Joint Group for Swedish Computer Terminology), i.e. computer-related terminology, has a potential of affecting many more people than traditional terminology projects – and than the terms and definitions discussed within the other joint groups (on life sciences and optics, respectively). Since the introduc-tion of the national termbank (Rikstermbanken) in 2009, the possibilities for everyone to comment on terms and definitions were radically changed since all term records of the termbank can be commented freely. However, during the last 6 years, not much (relevant) feedback has been given; the comments received mainly concern spelling mistakes or broken links. However, in some rare cases, the comments have pertained to the content of the term record and was given by people with some expertise in the subject field in question. The TNC does not yet use social media – defined by the JOGSCOT as 'meet-ing place on the Internet where the contents are created by the users and the purpose of which is to create, maintain and develop contacts and relations through exchange of information' – to any larger extent in the terminology work per se.

Terminology work – by whom?

This brings it back to one of the basic questions: who is to perform terminology work? As said above, traditionally, terminology, as part of LSP, does not mainly concern general language speakers. Groups often cited as the ones involved in terminology work are

- SME (subject matter expert)
- terminologist-generalists
- SME-terminologists (terminologist with domain competence [Karsch, 2015]

To this list should be added all those professions dealing with terminology, and often performing the tasks of a terminologists at least some of their working time:

- translators
- interpreters
- concept modellers
- knowledge managers

Especially the last groups have been prominent in the Swedish context, and today they often find themselves working together with TNC terminologists in projects combining e.g. terminology and informatics. All the categories of people working with terminology can be found in both public and private sectors. In the Brussels Declaration for International Cooperation on Terminology (initiated by the EAFT and signed in 2001 by most European terminology organizations), it is stated that "[t]he representatives of national and international terminology associations, networks and documentation centres [...] call upon States and governments, intergovernmental bodies and international organiza-tions, and bodies involved in language policies to: "foster initiatives to raise the awareness of industry and public authorities as regards participation in terminology work". However, in this document the degree and level of participation is not specified. The company LM Ericsson (currently Ericsson), stated in 1980, regarding terminology work in organizations, that

- "all terminology-related measures must be economically motivated
- before any work is started, needs should be demonstrated and prioritized
- choice of terms and definitions should, as far as possible, **be managed by those technical instances who have the need and the knowledge**
- existing terminology, internal and external, shall naturally be used, but methods to make it known and accessible need to be improved" [emphasis by the author] [TNC-AktuelltLME, s. 3, my translation]

Top-down: good and bad

Both the top-down and the bottom-up approaches can be discussed in terms of possible advantages and disadvantages. Starting with the possible advantages of a top-down approach to terminology work (i.e. where subject field experts mainly do the work), one can start by stating the obvious: the expert competence (normally) includes knowledge of subject field terminology, which also entails a better overview of the domain which in turn makes it easier to create concept systems, etc. If a substantial part of the experts of the subject field participate in the terminology work, either directly or indirectly (through reference rounds, voting procedures, etc.), there is also a guarantee that the recommended terminology will be used. This, a terminology which can be considered well-adapted to the target group, which in this case is constituted by experts, and not normally the a "crowd" of non-experts. Much terminology work is still done in specialized subject fields which normally do not affect the general public, although when branching out into subject fields that are more closely related to areas of public interest such as healthcare and computers, this situation changes slightly. One should also remember that it might take expert knowledge to identify that there is a terminological problem to begin with, thereby motivating the start of a terminology project in the first place.

Among the disadvantages of a top-down approach, one should remember that there is no guarantee that experts understand the terminological method and way of working, or that you get the "wrong" or unmotivated experts. This in turn might lead to a situation where there is not enough concept orientation in the work, which could render the terminology work more difficult. In a group of medical experts from various specialities in Sweden, a question about the conceptual difference, if any, between the terms "nackstelhet" (ruchal rigidity) and "nackstyvhet" (neck rigidity) – and which of those terms best describe a symptom of meningitis – caused some discussion and also showed the consequence of a lack of terminological training in experts:

- Terminologist: there seems to be a difference although term usage varies
- Neurologist: there is a difference...
- Other experts: they are used as synonyms, such general words should not be narrowed in scope, and not used with patients, etc.

  "This discussion is taking too long. [...] I don't think this is primarily a terminological question and I don't think it should be sent on to other experts in the group since [...]"

The truly terminological question was not perceived of as such by the experts, and therefore took much longer than necessary to answer. Furthermore, the idea of the participating terminologist as someone who only deals with "language" in the sense correction of spelling etc., is widespread and needs to be rectified, e.g. a clarification of roles and responsibilities in a terminology project and through terminology training of participating experts. Other disadvantages (of a top-down normative approach) could be the imminent risk of non-consensus, that the expertise is not fully covered (since not all experts participate) or that academic reputations are believed to be threatened if consensus on terms and definitions is achieved. Since traditional terminology work can be quite time-consuming, it is also expensive, and therefore limited resources and efforts can make the work vulnerable.

Bottom-up: bad and good

Looking instead at the bottom-up approach, it has been criticized on a general level

- "Crowdsourcing killed indie rock... 'cause crowds have terrible taste." [Weingarten in Keats, 2011]
- the "government needs smart-sourcing, not crowdsourcing." [Peterson in Keats, 2011]

as well as on a more specified level, relating to glossary production:

  "Collectively based lexicography is often regarded with scepticism by professional lexicographers since anyone can contribute anything and there's no possibility to keep the quality level of the contributions under control. This way of working has even been described as a potential danger to all serious lexicography since these dictionaries risk disturbing the trust in the two qualities that users generally associate with professionally produced dictionaries: quality and reliability." [Doherty in Svensén, 2004: 529f, my translation]

Possible disadvantages of asking "anyone" in terminology work could quite naturally be too many, irrelevant comments due to lacking expertise in the subject field in question. "Anyone" could not be supposed to have the necessary understanding of the terminological method and concept analysis, which could lead to a loss of intension depth (i.e. that a definition would be semantically shallow in comparison to one developed by experts) and also to a situation where the work is not characterized by enough concept orientation and lacking overview of the subject field. The inclusion of "anyone" could also lead to "fake" representation, i.e. that those who take part represent a specific interest and not the general opinion. This is not to say however, that "common" usage would not be useful in some phases of terminology work, e.g. term choice.

When a Swedish equivalent for the code type "datamatrix" was demanded, a limited terminological analysis quickly demonstrated the need for several other Swedish terms, including the one for the superordinate concept to codes such as EAN, QR and datamatrix. Among experts, these are all types of bar codes, but among the general public, bar code is only related to the EAN, and this fact was considered too well-established to change. It then led to the creation of the new Swedish term "rutkod" ("square code") for the superordinate concept.

Among the advantages of a bottom-up approach in terminology work, where more people participate than in traditional projects, are a distribution of the work load, increased speed and reduced costs, i.e. where many contribute in a way that is quicker and cheaper than traditional (or even distance) meetings with experts. Šimko & Beliková (2014 : 20f) stress that "[t]he advantage of crowdsourcing approaches against the expert-based approaches is [a] much greater scale of discovered semantics. First, the quantity of potential lay (non-expert) contributors is larger (even when they are used redundantly). On the other hand, experts are sometimes unavailable. Second, lay contributors are much cheaper or even free."

However, one should remember that there are situations (descriptive work) and phases of terminology work where bottom-up approaches might be more suitable than for others. Drewer (in Großjean, 2009) presents nine stages of terminology management:

1. Objectives and planning
2. Term collection
3. Concept-based structuring
4. Linguistic assessment and revision
5. Creation of new terms
6. Terminology administration
7. Terminology provision and distribution
8. Terminology maintenance
9. Control of terminology usage

Out of these nine stages, term collection (#2), term creation (#5) and quality assurance of terms and definitions (#9) are possible stages where the comments of the many might be more useful than those of the chosen few, no matter what the level of subject field expertise. In general language planning some factors affecting the choice of a particular expression are often presented:

- How established is the expression in common usage?
- How accepted is the expression among the language users?
- How accepted is the expression among "standardising" authorities?
- How well does the expression fit the language system?
- How well does the expression fit into the tradition of written language?
- How well does the expression work in various communicative contexts? (Svenska språknämnden, s. 23) [my translation]

Any norms should always be based on actual usage, but "usage" in terminology should preferably mean the "qualified" and "professional" usage. Like in general language, one should remember that the more established a usage is, the stronger reasons are needed to go against it. Another advantage of involving more people would be a better chance of a (quicker) implementation of newly-created terms, through the agreement principle:

> "If the crowdsourced semantics originates from the human work, then what differences [does] it have to expert approaches [...]? The answer is the different quality assurance mechanisms. While manual approaches rely on the expertise of the individual, the crowd-based approaches [follows] the agreement principle: if many, even uninitiated people independently express the same fact, it is probably a truth (e.g., the same photo gets decorated tagged with the same tag from multiple users." [Šimko & Beliková, 2014]

Even if users are not actively participating in the actual terminology work, it could be of interest, as was shown above, to involve them in user tests and quality assurance of existing or newly-coined terminology: the Swedish Companies Registration Office (Bolagsverket) created an investigation of term comprehension (of some 40 terms) among the general public by using simple web surveys. The respondents were to

- estimate if they understood the term used in a sentence (e.g. "She is a limited partner.")
- explain the term using their own words.

Among other things, the results showed that many respondents with a positive answer to the first question about term comprehension, later exposed themselves as ignorant when answering the second question. For the authority, some of the consequences of the survey was to switch certain terms for "clearer" ones, simplify forms and other documents, use terms more consistently, give more examples, explain "difficult words" consistently in all texts and include glossaries in brochures. Again, this could be seen as some form of crowd participation, a user test, which could give directions for future work and enhance the quality of a glossary. Inclusion of the crowd can possible also generate new, creative ideas which is positive. It could also, in one sense, be considered democratic, but the question is whether it is really representative: is the crowd in reality a fairly small group of very active people, and not always the very large and varied group of people you might think?

All in the trust?

The whole idea of using "anyone" in terminology, the crowd, is also related to the concept of "trust": "trust the network – it probably knows more than you do." [Eriksson, 2010]. The concept of "trust" can be defined in several ways, e.g. "expectancy held by an individual or group that the word, promise, verbal or written statement of another individual or group can be relied on", and it can be applied also to man–machine relationships: 'degree to which a user or other stakeholder has confidence that a product or system will behave as intended' [ISO/IEC 25010] and to on-line situations: "on-line trust": 'attitude of confident expectation in an on-line situation of risk that one's vulnerabilities will not be exploited' [Corritore et al, 2003].

Trust is relevant in terminology work in different ways depending on the various parties involved and the phases of the terminology work: looking again at Drewer's phases, term collection (#2) needs trust from terminologists in the resources used, and the concept-based structuring (#3) needs a certain amount of trust between project members, consultants, experts and in the method used (e.g. ISO 704) and in the strength of consensus for it to work well. For the terminology provision and distribution phase (#7), trust from clients in the result and its presentation (glossaries) is needed; there is no point making a glossary that will not be used because it is not trustworthy. Whether or not a certain terminological resource, e.g. a glossary, is trusted by the users as authoritative or not naturally depends on a number of things. In ISO 23185, the following priority of resources is presented:

- authoritative documents (laws, regulations, standards)
- documents generally recognized by the scientific community (textbooks, scientific dissertations, scientific periodicals)
- current but not necessarily generally recognized material (pamphlets, directions for use, parts lists, resports, etc.)
- human sources (the members of the working group and other experts)

This is where the expert status of the glossary makers comes in; a declaration that "anyone" participated could be discouraging for the use of the resource. On the other hand, the crowd could be trusted to signal any mistakes in the finished terminological resource through feedback in the phase of terminology maintenance (#8), and many pairs of eyes might see more than a few, although trained, ones...

Expertise?

But what is then really expert status? ISO 13302 (2003) presents an interesting definition of "expert": 'a person who, through knowledge or experience, has competence to give an opinion in the fields about which he/she is consulted'. Although knowledge or experience is stressed as a basis for competence, the task of the expert is (only) to give an opinion, which does not sound that hard. But again, only within a certain field. The idea that anyone with only some knowledge or experience would be able to give fruitful comments about terminology in many fields (like in the REHVA example cited above), then does not sound like a very plausible suggestion. It might also undermine a professionalization of language professions – why would we need a trained terminologist, translator or linguist.

if we can easily ask many people? (cCf. work done by a human translator and machine translation + post-editing). But like automatic systems, humans can be educated and trained to perform better, and also to give better comments.

From crowd to niche

True crowdsourcing is still not that common in work related to terminology and LSP (for obvious reasons), unless the interest has been solely quantitative without demands for special skills (e.g. investigating the usage of a certain term). Its "successor", **nichesourcing**, seems more suitable:

"Nichesourcing is a specific type of crowdsourcing where complex tasks are distributed amongst a small crowd of amateur experts [...] rather than the "faceless" crowd (de Boer, 2012). Again, we meet the idea that the higher the complexity, the fewer the participants: "Although communities provide smaller pools to draw resources, their specific richness in skill is suited for the complex tasks with high-quality product expectations found in nichesourcing" (Hakkarainen).

So with nichesourcing as a method, we are almost back to the basics again. i.e. using the talents and motivation of a selected crowd (experts), like in "traditional" terminology work, although perhaps helped by modern technology. So, should one start from the top or the bottom in terminology work? The answer probably lies somewhere in the middle...

"Debates about crowdsourcing reflect genuine dilemmas in contemporary society. There's no obvious balance to be found between [...] expert judgment and majority opinion [...] However, these dilemmas can inform each other, and because they're so different the issues at stake become more explicit when considered together. Embodied in the collective discussion is the wisdom of crowdsourcing." [Keats, 2011]

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Unterm: http://https://unterm.un.org/ [2015-12-02]

Presentation: http://www.slideshare.net/mediatermcat/tnc-eaft-summit20141128

Henrik Nilsson

Born in 1970, he works as a terminologist at the Swedish Centre for Terminology (Terminologicentrum TNC) since 1997. As such he has worked with Eurodicautom and he has administered and participated in various terminology-related MLIS projects (Nordterm-Net and WebIT/ EFCOT). He participated in one of the working groups during the development of the IATE database of the European Commission, a software he later evaluated within the project preparing a national terminological infrastructure in Sweden (named TISS). Within TNC, he takes part in various terminology projects and he directs the joint group for life sciences terminology. He is also responsible for marketing activities and is the editor of TNC's website. Currently he is responsible for the contents of the national termbank, Rikstermbanken. He is also one of those at TNC teaching terminology to various groups (students at universities, employees at various private companies and public authorities) and he often presents papers at national and international conferences. He holds a diploma in communication science, English and French and is also a trained teacher of English. He is currently the President of the European Association for Terminology EAFT.

1 No formal assessment of the quality of the results of this project has been done for this article, but the author himself tried to provide equivalents using a vast array of resources and by doing so, quickly realized the difficulty of the task.

28   S4

Basque terminology dissemination and debate through social networks

Begoña Arrate
UZEI

Abstract

At the presentation UZEI (Basque Centre for Terminology and Lexicography) will provide an overview on its own experience regarding the use and the influence of social networks when it comes to terminology work in Basque language.

The most immediate and direct function of social networks is, in our case, that of popularizing and communicating the use of specific terms, as well as terminological preferences and terminological recommendations.

Another practical use we make of social networks is that of establishing debate platforms where doubts are expressed and lexicographical and terminological proposals are made. Those debates are useful for complementing and improving UZEI's terminological proposals.

Because of its special characteristics, language from social networks poses limitations when treated as a corpus to be analyzed by automatic tools; especially when it comes to a language like Basque, which is in normalization process. Anyway, UZEI picks up relevant information from social networks (especially that provided by agents with relevance in the field of the project, etc.) and uses it to complement the corpus search process.

Social networks can also be valuable when it comes to identifying expert agents in various working fields, as well as to establishing collaboration links.

Keywords: social network, terminology dissemination, terminology debate.

At UZEI, the Basque Centre for Terminology and Lexicography, the main roles played by social networks in terminology work are terminology dissemination and terminology debate. Anyway, we also use social networks to complement the corpus search process and to identify expert agents who can collaborate with us in our terminology work.

As mentioned, one of the most important roles of social networks in our case is **terminology dissemination**.

On the occasion of the recent public awareness campaign on amyotrophic lateral sclerosis, we published in UZEI's Twitter profile our terminology proposal for this term. As shown on the image below, the terminology record we disseminated via Twitter is available at Euskalterm, the Basque Government's Public Term Bank, which is fed by UZEI. It provides the Basque, Spanish, French and English equivalents for the term and its definition.
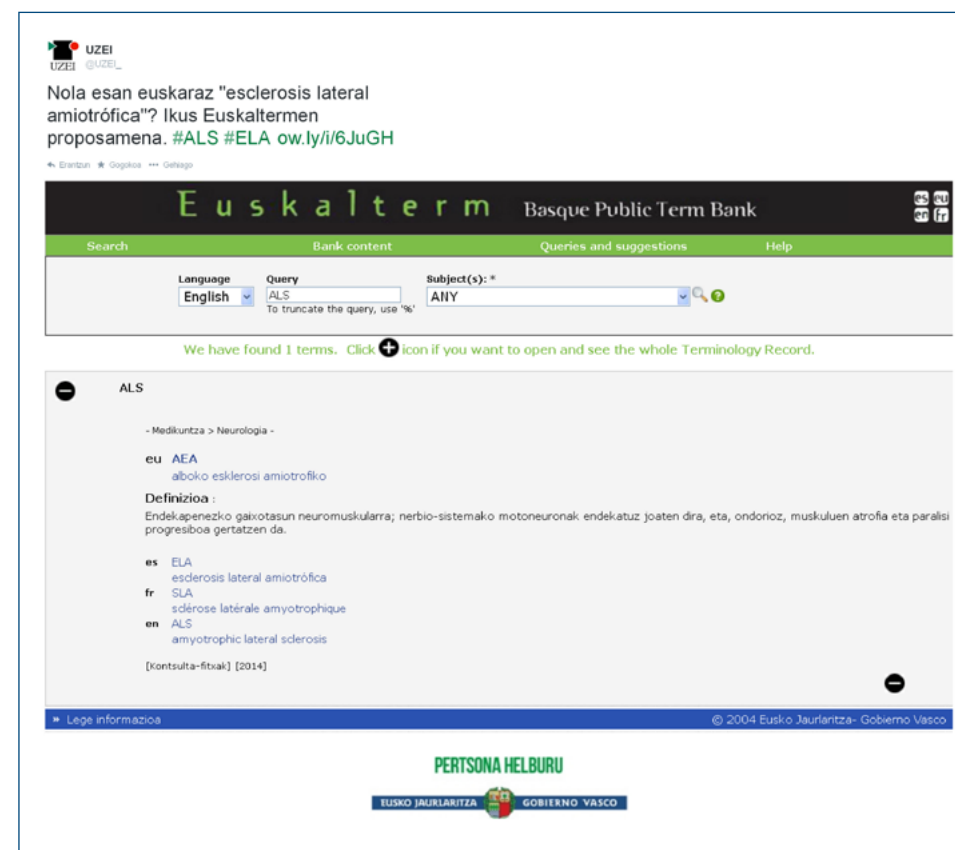
Every time we detect an important terminology issue on the news, we disseminate our terminology proposal through Twitter. If the term is present at Euskalterm, we spread the corresponding terminology record; if it is not, we create a new terminology record for it, we include it in Euskalterm and then we disseminate it.

Terminology enquiries made to UZEI through Twitter are also quickly replied with our specific proposals. When those enquiries are made to us out of the social network circuit, we also spread our answers through Twitter if we find them interesting to be shared with our followers.

This is an important way to provide Euskalterm with specific proposals for neologisms.

Basque **terminology debate** in the social networks is also an interesting tool for UZEI because it enables us to contrast our terminology proposals with the opinion of other important agents from the field.

For example, as a result of a terminology debate in a mailing list where professionals from the Basque language field (some of them relevant figures) seek solutions for specific linguistic issues, we modified

the Basque terminology proposal for the informatics term trojan.

This kind of terminology debate is useful for complementing and improving UZEI's terminology proposals. Furthermore, it also facilitates neologism detection, as it frequently points out at terminology gaps.

As mentioned at the beginning, we also use social networks to **complement the corpus search process**. For example, while working on a Nanotechnology Dictionary we have just created, we found this interesting tweet that led us to the article below:

The article mentioned an interesting concept that we later included in Euskalterm's Nanotechnology Dictionary: lab on fiber.

"Lab on fiber" is a neologism. So, using text found in or through social media to complement the corpus search process is another important way for neologism detection.

Anyway, limitations must be taken into account when taking language from social networks as a source of text to be included in a corpus. Specially when analyzing it by automatic tools. And even more in the case of a language like Basque, which is an agglutinating language in normalization process.

Finally, social networks help us to **identify expert agents** who can collaborate with us in our terminology work. This is also important because while working on each of our terminological dictionaries we always collaborate with experts in the field.

Presentation: www.slideshare.net/mediatermcat/uzei-eaft-2014

Begoña Arrate Larrañaga

Holds a degree in Organism and System Biology by the University of Barcelona since 2003.

She has translated from English into Basque a series of books on histology and engineering thermodynamics for the University of the Basque Country. She also has published several science popularizing works in Basque. As a result of her background in scientific translation and popularization, she is nowadays responsible for the scientific terminology at UZEI's Terminology Department, where she and her colleagues create terminological dictionaries to feed Euskalterm, the Public Terminology Bank of the Basque Government.

28　　S4

SCATERM and cooperative work in terminology
Judit Freixa
SCATERM

Abstract

The Societat Catalana de Terminologia (Catalan Terminology Society – SCATERM) is a subsidiary society of the Institut d'Estudis Catalans (Institute for Catalan Studies – IEC) which is attached to the latter's Philological Section and brings together all the organisations and professionals involved in Catalan terminology and disseminates terminological activities carried out in Catalan-speaking areas. In this short presentation we will talk about how this society is carrying out his present aims (like encouraging the dissemination of terminology in Catalan in scientific and technical fields, providing a platform for promoting the recognition and professionalization of the field of terminology, establishing relationships with other organizations, associations and institutions which have similar purposes or cooperating with the Philological Section and other IEC bodies in work and discussions related to the terminology of this institution) and also about how could be envisaged the creation of a network for Catalan terminology using social networking.

Judit Freixa

PhD in Philology for the University of Barcelona, with a doctoral thesis on terminological variation (2002) awarded with the 1st International Prize of Terminology 2003 conceded by the European Association for Terminology (EAFT, Infoterm, TermNet). She is the vice president of Scaterm and also the coordinator of the Observatori de Neologia from the IULATERM (Institut Universitari de Lingüística Aplicada – UPF). She teaches Neology and Terminology at the Faculty of Translation and Interpretation (Universitat Pompeu Fabra).

28   S4

Experience on Irish language Information Technology project
Úna Bhreathnach / Gearóid Ó Cleircín
Dublin City University

Abstract

This talk will report on a work in progress, a collection of c.1,500 Irish-language Information Technology terms, including terms related to social media. In the past, most of our terminology projects have involved direct consultation with volunteer subject and language experts, either face-to-face in committees or online through a private extranet system. It has often been challenging to maintain participation and enthusiasm, and the approach is not as transparent and inclusive as might be wished. We plan to investigate the possibility of using Twitter to create a virtual committee, where term proposals can be discussed and debated directly with potential users. We will investigate whether this method is as efficient, as reliable and as useful for producing term suggestions and for identifying subject specialists. We currently use Twitter as a promotional tool, to facilitate the dissemination of terminology, but not as a research tool.

The above is an imprecise outline, as this project will only begin in June 2014. By November, we plan to have used Twitter to facilitate open discussion of a substantial number of concepts and proposed Irish neologisms with our target users and we will be in a position to provide a detailed progress report.

Úna Bhreathnach

PhD in Terminology from DCU ('A Best-Practice Model for Term Planning', 2011). Lecturer and editorial manager with Fiontar, the Irish-language teaching and research unit of Dublin City University. Involved in a number of terminology projects including Focal – the national terminology database for Irish and LEX – the provision of Irish-language terminology for IATE. Recently published a study of terminolgy production for IATE (Bhreathnach, Úna, Cloke, Fionnuala and Nic Pháidín, Caoilfhionn (2013). Terminology for the European Union. The Irish Experience: The GA IATE Project. Galway: Cló Iar-Chonnacht). Also involved in research projects in the fields of Irish folklore, placenames and biographies.

Gearóid Ó Cleircín

PhD in Modern Irish from National University of Ireland, Maynooth (2005). BA (Joint Honours) in Modern Irish and Anthropology from National University of Ireland, Maynooth (2001). Lecturer (Irish) and terminologist with Fiontar, the Irish-language teaching and research unit of Dublin City University. Involved in a number of terminology projects including Focal – the national terminology database for Irish and LEX – the provision of Irish-language terminology for IATE. Also involved in research projects in the fields of Irish folklore, placenames and biographies.

28   S4

Blogging on terminology: an Italian experience
Licia Corbolante
Assiterm

Abstract

Terminologia etc., run by terminologist Licia Corbolante, is the only Italian blog that regularly features terminology insights and provides hands-on experience on terminology research and management. It has a wide audience that includes translators, localization specialists, software professionals and language lovers, and it has proven to be very successful in creating and spreading awareness of terminology work. This short presentation draws on the blog experience, and its related Twitter profile, @terminologia, to describe the benefits, challenges and best practices of using social media to popularise terminology.

Licia Corbolante

I hold a degree in translation from the University of Trieste, Italy, and a diploma of advanced studies in applied linguistics and marketing from the University of Salford, UK; I also did further studies in computational linguistics at Dublin City University, Ireland.

I have been working in the localization field since the early 90s, mainly at Microsoft, where I was instrumental in defining Italian localization standards, developing target language processes and driving best practices across languages. Until April 2009 I was Senior Italian Terminologist with Microsoft Language Excellence, an international team of terminologists and language specialists responsible for maintaining a multilingual, concept-oriented terminology database and supporting Microsoft product teams and localization service providers (cf. Working with terminology at Microsoft, an outline of a presentation given at tcworld 2008).

I currently work as an independent terminologist and localization specialist and I am based in Milan, Italy.

`28` `S4`

Public contests of neologisms in Estonia
Peep Nemvalts
Tallinn University

Abstract
Since 1960s, a lively interest in language issues among Estonians has become apparent. A considerable public interest towards creation of new Estonian words at large, including term formation, has emerged.

In 1972, the first public contest of neologisms was arranged by the Mother Tongue Society. The contestants were provided with twenty concepts for which new words were expected. It resulted in 182 entries in the contest with hundreds of proposals. Even though many of these were amateurish, this kind of activity helped the Estonian language to survive attempts of Russification during the Soviet occupation. Many of the award-winning proposals have stayed in usage, e.g. *pardel* < formerly *elektriline habemeajamisaparaat* 'electric razor', *eirama* < *ignoreerima* 'ignore'.

In 2002, a contest was organised by the EU Information Secretariat, Mother Tongue Society, Ministry of Education and Research, Estonian Centre of Legal Translation, and the newspaper Postimees. The aim was to get appropriate Estonian terms for a dozen concepts used in the EU. Approximately 5300 neologisms were suggested by about 600 participants. The jury recommended inventions like *üleilmastumine* 'globalisation', *lõimuma* 'integrate', *tõukefondid* 'structural funds', *lähimus* 'subsidiarity'.

In 2010, President Toomas Hendrik Ilves announced another contest of neologisms for eleven central concepts within the EU. Again, 593 contestants suggested 2123 new words, part of them for many other concepts. Among the winning new coinages taken into active use were *taristu* < formerly *infrastruktuur* 'infrastructure', *kestlik* < *jätkusuutlik* 'sustainable', *vabakond* < *kolmas sektor* 'third sector'.

In September 2014, the results of the term contest devoted to the 10th anniversary of Estonia's NATO membership were published. Suitable neologisms were expected for nine military concepts. This specific task was tackled by 58 contestants suggesting 531 new words. Picked as a winning proposal was e.g. *rauter* < *jalaväe lahingumasin* 'infantry fighting vehicle'.

I shall elaborate on the phenomenon and the reception of neologisms.

Keywords: Estonian language, EU, neologisms, terms

Since a systematic neology was started by Johannes Aavik (1885–1973) in Estonia in the beginning of 20th century, many ordinary Estonians have considered it as an important way of enrichment of the mother tongue. Mag. phil. Johannes Aavik was one of tens of thousands Estonian refugees living in Sweden since 1944, when Soviet troops occupied Estonia the second time. Though his name and publications were abandoned by the Soviet Russian authorities, his ideas were a principal part of the resistance through language maintenance. He had shown, that not only borrowings and word formation from existent stems and derivational morphemes was available but also coinage of artificial words. One of the first artificial neologisms by Aavik was verb *veenma* 'convince, persuade', coined after considering all possible phonological combinations in Estonian and choosen this one arguing it sounds most descriptive for the process of convincing. Now, the verb is in everyday use in Estonian.

Since 1960s, a lively concern at language issues among Estonians has become apparent. A considerable public interest towards creation of new Estonian words at large, including term formation, emerged. In 1972, the first public contest of neologisms was arranged by the Mother Tongue Society. The contestants were provided with twenty concepts for which new words were expected. It resulted in 182 entries in the contest with hundreds of proposals. Even though many of these were amateurish, this kind of activity helped the Estonian language to survive attempts of Russification during the Soviet occupation. Many of the award-winning proposals have stayed in usage, e.g.

(1) **pardel** 'electric razor' < **pard** dialectal 'beard' + **-el** suffix for 'tool, device' (formerly *elektriline habemeajamisaparaat* 'electric beard+razing+device')

(2) **eira**/ma < neg. particle **ei**, arbitrary stem, analogous to *eita*/ma 'to negate' (formerly *ignoreerima* 'ignore')

In 2002, a contest was organised by the EU Information Secretariat, Mother Tongue Society, Ministry of Education and Research, Estonian Centre of Legal Translation, and the daily newspaper *Postimees*. The aim was to get appropriate Estonian terms for a dozen concepts used in the EU. Approximately 5300 neologisms were suggested by about 600 participants. The jury recommended inventions like

(3) **üleilmastumine** 'globalisation' < **üle** 'over' + *(maa)*ilm: ilma (GEN) 'world' + causative suffix -sta- + reflexive suffix -u- + vN suffix -mine (formerly globaliseerumine)

(4) **tõukefond** 'structural fund' < tõuge: tõuke (GEN) 'push'(N) + fond 'fund' (formerly struktuurifond)

(5) lõimi/ma 'integrate' < lõim 'thread, abb' (formerly integreerima);
lõimu/ma 'to be integrated' lõim + reflexive suffix -u- (formerly integreeruma);
lõiming 'integration' lõim + vN suffix -ng (formerly integratsioon)

(6) **lähimus** 'subsidiarity' < lähim 'the nearest' + abstract N suffix -us (formerly subsidiaarsus).

Of these, *üleilmastumine* was separately suggested by 14 contestants and *tõukefond* by two.

In 2010, the year of 130th anniversary of Johannes Aavik's birth, President of Estonia Toomas Hendrik Ilves announced another contest of neologisms for eleven central concepts within the EU. This time, 593 contestants proposed 2123 new words, part of them for many other concepts than those asked by the organisers. Among the winning new coinages taken into more or less active use today were

(7) **taristu** 'infrastructure' < **tari**/ma dialectal 'haul, drag, bring together' + **-stu** suffix for 'complex, cluster' (formerly *infrastruktuur*)

(8) **kestlik** 'sustainable' < **kest**/ma '(out)last, continue' + A suffix **-lik** (formerly *jätkusuutlik* 'sequel+(cap)able'

(9) **vabakond** 'NGOs' < **vaba** 'free' + **-kond** suffix for 'communion, affiliation', cf. EN -ry) (formerly *kolmas sektor* 'third sector', *valitsusvälised organisatsioonid* 'non-governmental organisations')

In September 2014, the results of the term contest devoted to the 10th anniversary of Estonia's NATO membership were published. Organised by the Ministry of Defence and the Institute of Estonian Language, it was announced March 14th, Mother Tongue Day. Suitable neologisms were expected for nine military concepts. This specific task was tackled by 58 contestants suggesting 531 new terms. From about 100 proposals for 'infantry fighting vehicle', picked as a winning one was

(10) **rauter** < **rauta**/ma 'to rough; ironbound', **raud** 'iron' + **-(e)r** suffix for 'tool, device' (formerly *jalaväe lahingumasin* 'infantry combat+machine').

The latest contest was organised by the Estonian representation of the European Commission, the Institute of Estonian Language and the newspaper *Postimees* in November 2014, aiming to get neologisms for 10 concepts, some of them EU-specific, e.g. *non-paper*, *presidency*, others more broadly used concepts in modern society, often expressed by direct loan translations, like *internet of things* (Estonian *asjade internet*). Usually, every concept is shortly introduced. For *streamline*, also French terms *rationaliser*, *simplifier*, *moderniser* and German *modernisieren*, *rationalisieren*, *straffen*, *umgestalten* were given, as well as some contexts compared with Estonian translations in use: *streamlining of procedures* – ET *menetluste lihtsustamine ja seostamine; European Association for the Streamlining of Energy Exchanges* – ET *Euroopa Energiakaubanduse Soodustamise Assotsiatsioon*. For *phablet*, as a comparison, FI *puhletti*, *taulupuhelin*; FR *phablette*; ES *tabléfono* were given.

Neologisms for any other concept were welcomed as well. Altogether nearly 3,000 words were suggested by 850 contestants. The winner was *nuhvel* (11), a contraction independently suggested by 13 participants, among which the main prize, an iPad, was raffled. There were 360 different neologisms suggested for phablet – most of all. Seven more neologisms were prized by the jury, incl (12)-(13), from which *nutistu* was independently coined by two contestants. Three suggested words, incl (14), were given honourable mentions.

(11) **nuhvel** 'phablet' < *nutitelefon* + *tah*vel 'smartphone + tablet'
(12) **nutistu** 'internet of things' < nutt: **nuti** (GEN) 'smart' + **-stu** suffix for 'complex, cluster'
(13) **sujunda**/ma 'streamline' < **suju**/ma 'to go smoothly' + causative suffix **-nda-**
(14) **idutekst** 'non-paper' < **idu** 'germ(inal)' + **tekst** 'text'

The jury couldn't find any appropriate term for 'empower', 'LGBT' or 'presidency (of EU)'. For the latter, *eesistumine* 'chairmanship' and *eesistuja* 'chairman' has been used depending on context – which is not so bad choice either. It might be a reason why no better term was coined.

Mostly, the new coinages recommended by the juries are better than formerly used terms, but sometimes it is not quite clear why the contest organisers are searching something new instead of an appropriate word already in use. One such case is found in 2014 contest of military terms, where an Estonian equivalent for English 'armoured personnell carrier' was searched. Often used compound noun *soomustransportöör* 'armour+transporter' was recommended to be replaced with its contraction *sotra*. However, this is not a motivated term and could be a contraction from some other compound, like *soojustrass* 'calorific, heating pipeline' – as prof. em. Enno Soonurm from Tallinn University of Technology has pointed out. Moreover, an appropriate lexeme *soomuk* had been used years before this contest was started. Some confusion may have been arised because the meaning of *soomuk* in the dictionary of standard Estonian (ÕS 2013) is explained as "soomusmasin, nt soomusauto, tank", i.e. 'armour(ed)+machine, e.g. armour(ed)+car, tank'. There is no need to replace *soomusmasin* as a term for general concept of armoured machine with *soomuk*.

Another unnecessary task can be found in 2002 contest, when an Estonian neoterm was searched for EN *Community acquis*, FR *acquis communautaire*, DE *gemeinschaftlicher Besitzstand*, FI *yhteisön säännöstö*. In many translations a half Estonian, half French term *ühenduse acquis* had been used, but by the time of this contest was announced, a better term already existed in the English-Estonian vocabulary of the EU terms (Aule 1999): ET *ühenduse õigustik*. Luckily, this one was announced as the most appropriate solution by the jury also. (Nemvalts 2004, 2006)

The reception of neologisms varies case by case. There are new terms which are quite commonly accepted, like *taristu* 'infrastructure' from the 2010 contest. On the other side, there are cases where speakers of Estonian are more divided in favour either of primary loan word or of neologism, cf. *struktuurifond* vs. *tõukefond* 'structural fund'. While the contest jury prefers the new term which linguistically is clearly a better choice –also recommended in the dictionaries of standard Estonian (ÕS 2006, 2013), there are those who do not want to use it at all, of different reasons. E.g., the Ministry of Finance of Estonia has published a list of terms on the web (http://www.struktuurifondid.ee/sonastik/), where usage of *struktuurifondid* is strongly preferred. Google search today returns approximately 133,000 occurrences of *struktuurifondid* and only 12,700 of *tõukefondid* (both in PLURAL NOMINATIVE).

In a short study by Küngas (2013) on occurrence of precontest words and their new, recommended counterparts from the 2002 contest in Estonian daily Eesti Päevaleht during 2000–2009, it was found that out of the eleven words proposed, five were in wider use, i.e. over 16 % of the total usage. These words were *üleilmastumine* 'globalization', *lõimumine* 'integration', *tõukefondid* 'structural funds', *vabaühendus* 'non-governmental organization', *õigustik* 'acquis'. During this period in Eesti Päevaleht *struktuurifondid* occurred 604 times and *tõukefond* 420 times, the balance was shifting from year to year.

Such public contests of neologisms can be seen as a kind of controlled crowdsourcing which may or may not lead to acceptable neoterms. Some of these new words are quite easily accepted by users of language, while others never reach a broader public. Still, preferences of more widely used neologisms can vary relatively from time to time. In any case, these contests contribute to language awareness among the whole nation and make people conscious of the importance of precise communication both nationally and internationally, especially within the European Union.

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Presentation: http://www.slideshare.net/mediatermcat/public-contests-of-neologisms-in-estonia-peep-nemvalts

Peep Nemvalts
Was born in 1950 in Tallinn and got his MA in Estonian philology from Tartu University, Estonia in 1974. His PhD thesis "Case Marking of Subject Phrases in Modern Standard Estonian" (published in English) was defended in 1996 at Uppsala University in Swedish. A slightly modified version in Estonian was published in 2000. He has held positions as research associate, lecturer, associate professor, senior researcher at universities in Estonia (Tallinn), Finland (Oulu), Sweden (Uppsala, Stockholm). 2008 he founded the Centre for Academic Estonian at Tallinn University, currently head of the Centre. The Centre has organised two national conferences on academic Estonian (2009, 2012) and an international conference on National Languages in Academic Research and Higher Education (2011).

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Un Flashmob RO / une foule éclair FR – considérations sur la terminologie française et roumaine des réseaux de socialisation

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Abstract

Cette contribution portera sur la dissémination du métalangage du réseautage social lui-même, en français et en roumain – terminologie qui participe encore, très souvent, en anglais déjà, d'autant plus dans les langues romanes, de formes émergentes. Nous situerons d'emblée la problématique au niveau des langues-E (au sens chomskyen du terme), et entamerons une recherche exploratoire, largement qualitative, des vocabulaires français et roumain des réseaux de socialisation, qui se propose d'identifier les tendances à l'œuvre dans leur mise en place (et surtout : en discours) : si pour le français, le GDT (entre autres) enregistre comme termes privilégiés/recommandés très souvent des calques (il en va ainsi de l'exemple dans l'intitulé de notre communication), sinon des formes périphrastiques, en roumain, le vocabulaire spécialisé est investi par les emprunts directs à l'anglais.

Mots clés : réseaux de socialisation, vocabulaires, emprunts, calques, formes émergentes, terminologie

1. Intérêt et délimitation du sujet

Cette (très brève) contribution portera sur la dissémination du métalangage du réseautage social lui-même, en français et en roumain. Il s'agira, à cette étape, de résultats préliminaires d'une recherche en cours, à valeur purement diagnostique et traitement encore seulement qualitatif des données[1].

La terminologie des réseaux de socialisation en anglais participe encore, très souvent, de formes émergentes (d'où force hésitations dans l'usage, l'existence de doublets tel to tweet / to twitter). Cela est d'autant plus vrai dans les langues romanes, qui s'approprient actuellement de manières et à des degrés fort divers cette terminologie. Nous situerons d'emblée la problématique au niveau des langues-E (au sens chomskyen du terme), alors même que l'étude de faits de langue émergents peut encourager à une perspective intensionnelle, davantage centrée sur les sujets parlants.

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[1] À l'origine de cette recherche se situe l'étude exploratoire entreprise, au mois de juillet 2014, en vue de la formulation d'un sujet de mémoire de licence et du plan de rédaction y afférent.
Je suis actuellement en train de coordonner le mémoire de fin d'études d'une étudiante en licence de Traduction-Interprétation (TI), qui (dans le meilleur des mondes possibles) aboutira à la compilation de 70 entrées de glossaire terminologique bilingue français-roumain du réseautage social, à équivalent anglais indiqué sans autre (Rusu Larisa, 3ème année de TI à la Faculté de Langues et Littératures Etrangères de l'Université de Bucarest).

La recherche exploratoire en cours vise à préciser l'inventaire des termes (et/ou collocations spéciali-sées) relatifs au réseautage social, en français et en roumain, tout en opérant un classement des items recensés, selon leurs usagers, dans l'esprit de Merkel & Nilsson 2011 :

- termes spécifiques à un groupe d'usagers
  - termes spécifiques à un réseau
  - termes spécifiques à un seul blogue
  - termes proposés par un bloggeur, sans diffusion aucune au-delà du contextee d'attestation initial)
- termes partagés par (virtuellement) tous les usagers des médias sociaux
- termes généraux d'internet / termes généraux d'informatique
- non-termes (langue commune)
- appellations.

2. Méthodologie et premiers résultats

Nous sommes partie de l'analyse d'un glossaire anglais en ligne, qui propose les définitions et des explications pour les concepts désignés par les « 100 principaux termes et expressions dans le diction-naire des réseaux de socialisation » (*Top 100 Words and Phrases in the Social Media Dictionary* – http://www.socialbrite.org/sharing-center/glossary/#api[2]).

En ce qui concerne les vedettes ayant une entrée dans Wikipédia, nous avons vérifié s'il existe des entrées FR et respectivement RO, et, le cas échéant, avons procédé à une comparaison des entrées respectives pour ce qui est de leur contenu d'abord (le plus souvent, les entrées en anglais étant plus informatives que les entrées en français et en roumain), pour ce qui est de la terminologie/phraséologie des réseaux sociaux ensuite.

En ce qui concerne les vedettes sans correspondant dans Wikipédia, nous avons formulé des recher-ches ciblées sur Google, en intégrant le terme anglais dans un micro-contexte français ou roumain.

Le plus souvent, pour le roumain, cette démarche a abouti sans autre, preuve de l'investissement du vocabulaire spécialisé par les **emprunts directs à l'anglais** – il est vrai, à marques d'intégration morpho-phonologique à la langue d'accueil non uniformes, allant de l'intégration nulle jusqu'à l'intégration totale.

En français cependant, le taux de réussite de cette démarche a été bien inférieur, et, le plus souvent, nous avons été redirigée vers des entrées du GDT qui proposaient comme terme privilégié/recom-mandé des calques (il en va ainsi de l'exemple dans l'intitulé de notre communication), sinon des formes périphrastiques, l'emprunt étant proscrit en tant qu'anglicisme.

À titre d'illustration seulement :

Terme anglais	Terme français	Terme roumain
Cloud computing	*le Nuage, informatique en nuage* *+le cloud computing*	*Cloud computing(-ul[3])*
copyleft	*copie laissée*	*copyleft(-ul)*
crowdsourcing	*externalisation ouverte* [GDT apud Wikipédia] *Production participative* [normali-sation du terme JORF n° 0179 du 5 août 2014 page 12995 texte n° 91]	
bookmark	*marque-page*	*bookmark(-uri[4])*
social bookmarking	*marque-page social*	*social bookmarking*
hashtag	*mot-dièse* [recommandation officielle][5]	*hashtag*
news feed	*fil d'actualité*	*news feed*
lurker	*consommateur passif*	*Lurker (lurkeri), bloglurker (bloglurkeri)[6]*
troll	*troll*	*trol (troli)*

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3   Article défini enclitique masculin singulier (cas non oblique), précédé de la voyelle d'étai [-*u*-] spécialisée pour la forme de masculin singulier, imparfaitement incorporé au nom (trait d'union vs accolement).

4   Désinence nominale de neutre pluriel à trait d'union (vs accolée) : indice d'intégration morphologique seulement émergente, de l'emprunt.

5   Alors même que les deux symboles ne sont pas parfaitement identiques, le dièse étant incliné vers la gauche (♯), et le hashtag, vers la droite (#).

6   Désinence de pluriel masculin accolée, indice d'intégration morphologique forte. Redoublée de prononciation à la roumaine chez moins de 10% des sujets roumanophones interrogés (100 étudiants en mathématique informatique, en langues et littératures étrangères et en lettres modernes, à l'Université de Bucarest, enquête octobre 2014 administrée par courriel). En général : prononciation à l'anglaise [larker] pour le thème nominal, prononciation à la roumaine de la désinence [larkerj] (i final non accentué, semiconsonne). C'est là la prononciation conseillée sur l'un des rares blogues qui se charge d'interventions en matière d'implantation des emprunts dans le vocabulaire roumain du réseautage social, non encore normalisé (puisque ignoré des dictionnaires explicatifs et/ou normatifs) – *Politeia* (https://theophylepoliteia.wordpress.com/2010/04/25/despre-lurkeri-si-troli/ dernière consultation le 10 décembre 2014). Il s'agit d'un blogue créé en 2009 par John (Ion) Herescu, alias Teophyle, personnage souvent controversé en raison de son rapprochement du régime Basescu, mais esprit encyclopédique et voix incontestablement très présente (3 millions de visualisations et plus de cent mille commentaires) sinon vraiment majeure, dans le paysage virtuel des dernières années. Décédé en mai 2014 (57 ans). Le blogue continue.

Puisque ledit dictionnaire ne comporte pas d'entrées pour des notions quand même centrales au réseautage social (silence), tout en accordant une place souvent très importante à des appellations (désignations de concepts uniques, noms propres) qui relèvent du domaine de l'informatique en géné-ral, ne touchant que par association au réseautage social (bruit), nous avons entrepris des recherches y compris à partir des sites (et notamment des pages d'aide) de Facebook, Twitter ou LinkedIn directe-ment, ainsi qu'à partir de textes s'y rapportant[7] pour redéfinir la liste des termes (ont été ajoutés ainsi des termes comme *user, follower/to follow, Friend, connection, lurker*...).

À titre d'illustration :

Terme anglais	Terme français	Terme roumain
to follow (someone ; people, the posts of people)	*s'abonner à une personne*[8] *s'abonner au profil de qqn, aux publications de qqn* + *suivre les publications de qqn*[9] [conceptualisation différente de l'anglais : modulation]	*a urmări pe cineva, a urmări o persoană*[10] *a urmări activitățile, postările cuiva*[11] [même conceptualisation qu'en anglais: calque sémantique]
follower FACEBOOK	*abonné* [conceptualisation différente de l'anglais : même modulation que dans le cas du verbe]	*urmăritor,* *persoană care îți urmărește activitățile* [périphrase définitoire attestée en intitulé de rubrique[12]] +*oral: follower-și* (roumanisa-tion de la désinence de pluriel anglaise[13]) [même conceptualisation qu'en anglais: calque sémantique, sinon emprunt direct]
friend(s) FACEBOOK	*ami(s)*[14] [calque sémantique de l'anglais]	*prieten(i)* [calque sémantique de l'anglais]

connection LINKEDIN	*relation* [modulation par le synonyme]	*contact, persoană de contact* [modulation par le synonyme]
lurker	*consommateur passif* [conceptualisation différente de l'anglais : modulation en perte de l'image[15]]	*observator pasiv*[16] [conceptualisation différente à la fois par rapport à l'anglais – du fait de la perte de l'image, et au français – en raison de la base abstraite différente, « obser-vateur » plutôt que « consom-mateur »] +*Lurker(i), bloglurker(i)* [emprunt direct à l'anglais]

Noter que le terme anglais de *lurker* n'est pas surdéterminé pour un certain réseau (Facebook), mais pour les médias sociaux en général, ainsi que l'attestent les définitions[17] proposées tant par les diction-naires de jargon Internet que par les dictionnaires de langue commune.[18]

S'agissant du vocabulaire des médias sociaux, le français comporte également plus de termes dérivés, dont y compris des verbes, et plus de variantes et autres synonymes d'un même terme, que le roumain (créativité lexicale supérieure en la matière). À commencer par le terme de réseautage et le verbe *réseauter* eux-mêmes, dérivés de : *réseau*, sur le modèle anglais *network > to network > networking* (*social networking*).

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[7] Boyd 2007, entre autres.

[8] *Comment m'abonner à une personne ?* (intitulé de rubrique).

[9] Dans le texte, à titre de reformulation plutôt qu'en tant que terme / collocation spécialisée.

[10] *Cum urmăresc o persoană ?* (intitulé de rubrique : litt. 'Comment (je) suis[-1SG] une personne ?,' « Comment suivre une personne ? »)... Décédé en mai 2014 (57 ans). Le blogue continue.

[11] Dans le texte (explications). Litt. 'suivre les activités, les publications de qqn'.

[12] *Administrarea persoanelor care îți urmăresc activitățile* (« Gestion des personnes qui suivent tes activités » / équivalent français : *Gérer vos abonnés*).

[13] Entre autres : Realitatea TV, le dimanche 23 novembre 2014, à 19h30, Victor Ponta dixit (Premier roumain).

[14] Langue-source où le mot de langue commune friend aura initialement subi la terminologisation à *Friend* en tant qu'expression du lien constitutif, dans le réseau social grand public (généré par le média social) Facebook.

[15] L'image 'attendre dans un endroit secret ou caché, notamment pour faire quelque chose de mal, de nuisible' ('to wait in a secret or hidden place especially in order to do something wrong or harmful') qu'aurait (en partie) rendu *guetteur* ('personne qui épie'). Connotation péjorative d'un autre type, à la faveur du caractère [+passif] (vs [+dangereux], [+lâche] dans le cas de *lurker*).

[16] Litt. 'observateur passif'. Cf. dictionnaire en ligne anglais-roumain sur : http://www.wordreference.com/enro/lurker (dernière consultation le 10 novembre 2014).

[17] Definitions que nous entendrons comme portant sur le **concept** désigné par ce terme.

[18] http://www.internetslang.com/LURKER-meaning-definition.asp: "Forum follower who never posts". http://dictionary.cambridge.org/dictionary/british/lurker : "someone who reads the messages in a chat room without taking part".

Comparer :

Terme anglais	Terme français	Terme roumain
social networking <to network, to do networking <network	réseautage social <réseauter v.i. <réseau n.m. [même conceptualisation qu'en anglais, mais créations internes : dérivés suffixaux]	networking-ul v.i. ø n. f. rețea [emprunt direct à l'anglais, à intégration morphologique faible : trait d'union entre thème emprunté tel quel, et article défini masculin singulier roumain; paradigme incomplet et supplétif] +a dezvolta o rețea[19] ; a-si extinde reteaua de relatii sociale ← rețea
blog	blog (anglic.), blogue (rec. offic. 2014), cybercarnet, bloc-notes (rec. offic. 2005-2014) syn. déconseillés, moins fréquents : journal web, webjournal ou joueb journal extime (création de l'écrivain Michel Tournier)	blog blog-uri[20] (2006) bloguri (2007 à ce jour)[21] [emprunt direct à l'anglais, à intégration morphologique allant croissant]
blogosphere	blogosphère	blogosferă

to blog (vb)	bloguer (vb)	ø
blogger	blogueur, blogueuse	bloger, blogeri
to post, a post	publier, publication [même conceptualisation qu'en anglais, mais modulation par le synonyme dans le vocabulaire du réseautage social]	a posta, [emprunt direct à l'anglais, à intégration morpho-phonologique forte] postare [déverbal roumain : infinitif long nominal du verbe emprunté à l'anglais]
social bookmarking	marque-page social, partage des signets, navigation sociale	social bookmarking [emprunt direct à l'anglais, à intégration morphologique nulle, prononcé à l'anglaise ; éventuellement préfacé d'un hyperonyme plus transparent au public roumanophone : sistem de ___[22], site de___ ; principales collocations : site-uri de___ ; rețele de___ ; servicii de___ ; înscrierea pe rețele de___ ; promovarea prin ___[23]]
to tweet	tweeter (v₁-er)	ø

Ce ne sont cependant là que des tendances, puisqu'en roumain aussi il arrive que les emprunts directs à l'anglais soient redoublés de calques et/ou de créations internes – doublets recensés par les dictionnaires spécialisés et autres glossaires en ligne, mais qui restent moins fréquents dans l'usage des internautes (si ce n'est l'emprunt qui est moins fréquent que le calque ou, selon le cas, la création interne) :

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[19] D'habitude suivi d'un complément adnominal (prépositionnel) sinon d'une épithète conjointe : o rețea puternică (« un réseau puissant »), o rețea de cunoştinţe ('un réseau de connaissances' / « réseau relationnel ») etc. L'absence, en roumain, d'un verbe intransitif correspondant à réseauter aura pour conséquence des équivalences interlinguales par étoffement. Par exemple, Comment réseauter ? pourra être rendu en roumain par des tours bien plus explicites/ informatifs, du type de Cum să îţi dezvolţi/extinzi reţeaua de relaţii sociale ? (« Comment développer/étendre son réseau relationnel ? »).

[20] Désinence de neutre pluriel.

[21] Il s'agit de la date implicite des références, et non d'une chronologie de normalisation (données purement descriptives donc).

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[22] « Système de___ ».

[23] « Sites de___ », « réseaux de___ », « services de___ », « enregistrement sur les réseaux de___ », « promotion par ___ ».

Terme anglais	Terme français	Terme roumain
Bookmarking	*Marque-page, signet, favoris*	*Bookmark(-ul, -uri)* +*Marcaj, favorite, semn de pagină*
Crowdsourcing	*Externalisation ouverte*	*Crowdsoourcing-ul* +*Externalizare în masă*[24]
Social media	*Médias sociaux*	*Mediile de socializare*[25] *Media de socializare (online)*[26] +*Social media*[27]

Il arrive également que le roumain copie plutôt le patron français que le patron anglais :

Terme anglais	Terme français	Terme roumain
(my, your) Timeline	*Timeline* *(mon/ votre) journal*	*Timeline* *jurnalul (meu/ tău...) de activități*[28]

...Ou qu'il s'éloigne du patron anglais davantage même que le français :

Terme anglais	Terme français	Terme roumain
An Internet meme	*Un même Internet*	*Un fenomen Internet*
Permalink	*Permalien* [calque du mot valise anglais]	*Link permanent* [calque de l'expansion du mot valise anglais, construit il est vrai sur l'emprunt du nom base link]

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[24] S'y ajoute une création de bloggeur, *massternalizare* – mot-valise à partir du formant anglais *mass-* et du terme roumain *externalizare* (infinitif long du verbe a *externaliza* (« externaliser »), à valeur et fonction de nom d'action). Ce terme n'a cela dit pas eu de fortune en terme de diffusion : nous ne l'avons retrouvé que sur le blogue en question : http://longitudini-atitudini-horatiu.blogspot.ro/2012/06/globalizare-si-masternalizare.html.

[25] http://ecdc.europa.eu/ro/eaad/Pages/social-media-guidance.aspx et presse nationale en ligne.

[26] Wikipedia RO.

[27] Emprunt direct à l'anglais moins utilisé que le calque redoublé de transposition adjectif ➔ complément adnominal prépositionnel (litt. 'média de socialisation'). Noter aussi le singulier roumain mediu de socializare.

[28] « Mon (ton, etc.) journal d'activités ».

Connections [LinkedIn]	*Connexions*	*Persoane de contact*
Internaut	*Internaute*	*Navigator pe web*

...Voire qu'il crée des concepts/termes inexistants en anglais/français : il en va ainsi du paradigme des blogueurs (blogger/lurker/troll), enrichi du concept et du terme de *căţel de blog* (litt. « chien-DIMINUTIF de blogue »), espèce de troll au service d'un personnage influent ou d'un parti politique, très agressif sur commande politique, et éminemment lâche ; le terme a vite été redoublé, sans doute sous l'influence de la série télévisée *Dog with a blog*, mais en quelque sorte par antiphrase, d'une création à base de mots anglais (mais non attestée autant que nous le sachions, en anglais du réseautage social, à ce jour): blog dog / var. *blogdog*, pl. *blogdogi*, articulé *blogdogul*, *blogdogii*, qui a connu une diffusion très rapide parmi les membres de la communauté *Politeia*, mais n'a pas l'air d'avoir été diffusé au-delà de ce blogue.

3. Degrés d'intégration des emprunts directs à l'anglais, en roumain

Comme nous l'avons déjà évoqué dans les considérations méthodologiques (voir §2 supra), en roumain, les marques d'intégration morpho-phonologique des emprunts anglais sont très variés, allant de l'intégration nulle jusqu'à l'intégration totale à la langue d'accueil.

- **Intégration morpho-phonologique nulle :** guillemets, mise en vedette typographique (gras, italiques), contextes d'attestation sans article aucun (sélection de ce type de constructions – telle notamment <préposition + SN>, à préposition sous-catégorisée pour l'accusatif (Cas non oblique non marqué pour les noms, en roumain) ; pas d'occurrences à article défini (un enclitique, en roumain), fût-il associé par trait d'union au terme emprunté ; parfois mis en apposition à un hyperonyme de la langue d'accueil.

  Exemples :

  (1) Pentru *cloud computing* încă nu există un nume românesc încetăţenit[29] [mise en vedette typographique du terme emprunté dans le texte RO (italiques)]

  (2) Arhitectural există două tipuri de mashup : bazate pe servere si bazate pe web[30] [contexte adnominal lié, sans article ni désinence de pluriel à la roumaine ; pas de mise en vedette typographique cependant]

  (3) instrumentele necesare pentru a scana **Twitterverse**[31] [complement d'objet direct, sans article, mis en vedette typographiquement par des gras, dans le texte]

  (4) sindromul FOMO[32] [apposition à un hyperonyme roumain]

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[29] ro.wikipedia.org/wiki/Cloud_computing (consulté le 20 octobre 2014).

[30] Cf http://books.google.ro/books?id=WXaEBAAAQBAJ&pg=PT11&lpg=PT11&dq=trei+tipuri+de+mashup&source=bl&ots=8JsKd9HvJJ&sig=Qa--PYJxTmHshEiwRSvTV0lgByE&hl=en&sa=X&ei=o8VbVKfKEsPiaueygIAH&ved=0CEAQ6AEwBA#v=onepage&q=trei%20tipuri%20de%20mashup&f=false (dernière consultation le 20 octobre 2014). Exemple signalé par Larisa Rusu (mémoire de licence en terminologie en cours de préparation).

[31] http://www.finea.ro/blog/topul-retelelor-sociale-pentru-afaceri/ (consulté le 10 février 2014).

[32] https://www.damaideparte.ro/psihologie-practica-comunicare/frica-de-a-fi-lasat-pe-dinafara-sau-sindromul-fomo/ (consulté le 10 février 2014).

En français, par contre, on utilise le terme emprunté à l'anglais le plus souvent sans préface hypero-nymique (4a), et y compris dans des contextes requérant la présence de l'article défini (4b) :

(4a) « Peur de toujours rater quelque chose ? Vous êtes peut-être atteint de FOMO » (intitulé d'un article sur : http://www.lexpress.fr/styles/psycho/peur-de-toujours-rater-quelque-chose-vous-etes-peut-etre-atteint-de-fomo_1501774.html#8AOz33STJK54KZvk.99), et, dans le texte:

(4b) Syndrome de l'époque 2.0, le FOMO, acronyme de *Fear of missing out*, la peur de louper quelque chose, est un corollaire de l'addiction aux réseaux sociaux.

• **Intégration partielle :** article défini enclitique associé par trait d'union au terme emprunté, formes obliques attestées, sans doute encore ressenties comme marginales. Exemples :

(5) hashtag-urile, relevanța hashtag-urilor

• **Intégration totale :** multiples attestations à article défini enclitique accolé, attestation de formes casuelles obliques non problématiques (6) – et souvent redoublés de calques, éventuellement du calque de l'expansion, si le terme-source anglais est un acronyme ou une autre forme abrégée (7). Exemples :

(6) webinarul, înregistrarea webinarului

(7) Twitterverse [mot valise redoublé du calque de son expansion – universul Twitter]. La formule est attestée aussi en français :

(7a) « Infographie : **Twitterverse, l'univers Twitter** », intitulé d'un article présentant *The Twitterverse 1.0.* (en 2011)[33].

De fait, les critères allégués se chevauchent souvent, de sorte que l'on rencontre aussi des acronymes non intégrés morphologiquement pourtant redoublés du calque de leur expansion :

(8) « Frica de a fi lasat pe dinafara sau sindromul FOMO »[34]

D'autre part, le degré d'intégration morpho-phonologique d'un emprunt est sujet à variation interlocu-teurs. Le terme de cloud computing par exemple, à occurrences non intégrées dans l'article de Wikipedia cité plus haut, comporte, dans l'usage des internautes (et pas seulement), plein d'occurrences qui témoignent d'une intégration morphologique plus poussée : à article défini enclitique (trait d'union (9), voire accolé (10), (11), et marques de cas oblique (11) :

(9) Cloud computing-ul reprezintă accesarea la cerere, de resurse hardware si software, prin internet[35].

(10) "Cloud computingul" devine din ce in ce mai mult expresia in voga in lumea IT de azi[36].

(11) Datorita cloud computingului, chiar si firmele mici sau medii care nu isi permiteau o investitie in infrastructura IT sau intr-un software costisitor, pot avea parte de cele mai importante tehnologii din lume, la fel ca si companiile multinationale[37].

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[33] http://www.ithink.fr/ressources/infographie-twitterverse-univers-twitter/ (consulté le 15 novembre 2014).

[34] https://www.damaideparte.ro/psihologie-practica-comunicare/frica-de-a-fi-lasat-pe-dinafara-sau-sindromul-fomo/ (dernière consultation le 15 novembre 2014).

[35] http://softparcauto.ro/cfts-soft-parc-auto-online/ce-este-cloud-computing-ul/ (dernière consultation le 17 novembre 2014).

[36] http://www.asw.ro/cloud-computing (dernière consultation le 15 novembre 2014).

[37] http://www.asw.ro/cloud-computing (dernière consultation le 15 novembre 2014).

Nous remarquerons que, dans le texte dont procèdent les deux deniers exemples, la mise en vedette typographique (par des gras) concerne l'information pertinente (critère thématique), les concepts clefs, notamment dans leur première occurrence dans le texte (l'exemple (10) correspond à la première phrase du texte) ; le caractère incomplètement assimilé de l'emprunt étant marqué, lui, par des guil-lemets – à nouveau, seulement à la première occurrence dans le texte.

4. Bilan provisoire

Le vocabulaire roumain du réseautage social est certes moins encadré/réglementé que le vocabulaire français du domaine, l'usage n'y étant pratiquement pas (encore) soumis à une normalisation spéci-fique – d'où la domination des emprunts directs à l'anglais. La plupart des emprunts respectifs sont encore à l'état de **xénismes**, tout en ne se qualifiant pas forcément du point de vue thématique au classement comme « emprunts de luxe » vs « emprunts nécessaires » (au sens de Delroy 1980 – pour commentaire, voir Cilianu-Lascu 2011 : 4). Certains (*blog, blogosferă*) sont en bonne voie d'intégration (**pérégrinismes** donc), d'autres enfin, il est vrai, plus généraux, et de ce fait périphériques au domaine référentiel du réseautage *per se*, tel le terme d'*internet* (prononcé à la roumaine : [inter-'net]) sont même **normalisés** (DIN : 410).

Le bon sens linguistique des usagers et la créativité lexicale « naturelle » de la langue aidant, des for-mations qui respectent davantage à la fois le principe de l'**exactitude linguistique** (intégrer les struc-tures morpho-phonologiques et morphosyntaxiques de la langue en question) et la **prédominance de la langue en question**[38] (préférer les expressions de la langue en question[38] sur les calques et les emprunts, préférer le calque à l'emprunt, et, en matière d'emprunts, préférer les abréviations (sigles, acronymes) aux expansions) commencent à concurrencer les emprunts directs (notamment à l'anglais) y compris dans ce vocabulaire émergent.

5. Objet de futures recherches

Nous nous proposons d'approfondir cette recherche exploratoire, en procédant à l'interrogation systé-matique de l'IATE, et à force de compulser les dictionnaires français et roumains de langue générale (dictionnaires de néologismes et dictionnaires normatifs d'orthographe et de prononciation compris) afin de mieux circonscrire le degré d'appropriation des termes du réseautage social, par les langues romanes faisant l'objet de la recherche.

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[38] Cf. ISO 704 : 33-35.

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Is actually teaching linguistics (French syntax) and applied linguistics (terminology, specialized translation) at the University of Bucharest (teaching position with the French Department of the Foreign Languages and Literatures Faculty). Her main areas of interest are the interface syntax/pragmatics, generative grammar (Minimalist Program), conceptual terminology and specialized translation, but she developed a side interest in questions of methodology also (translation studies). Various articles, course materials and manuals of exercises published in those fields, including a series of French for business manuals for her students in economics (Bucharest University of Economic Studies, 1996-2001). EAFT's member. Since last year, member of Realiter and of the 'excellence network' RO+ for (specialized) Romanian language and terminology.

Com podem atendre les necessitats terminològiques dels usuaris via les xarxes socials? Experiències i límits al TERMCAT

Maria Cortés / Marta Grané
TERMCAT, Centre de Terminologia

Abstract

After a first stage in which organizations presence in social media was mainly based on informative accounts focused on spreading, nowadays communication through these channels has become relational (conversations and relationships) and specially assistant (answers to questions and doubts from followers related to the institution's activity).

Whereas from the information and communication point of view organizations were able to adapt to social media a model they used and had already defined in other channels, the assistant function has raised new hypothesis and realities to deal with.

In TERMCAT's case, the terminology center had, since it was created almost 30 years ago, specific platforms to attend queries and doubts: the personal Consultation Service and the Contact Box. Both had controlled procedures, forms and conditions of use as well as a workflow known and agreed between users and the organization. However, appearance in social media has made modify completely this model and obliged to attend new challenges: what kind of consultations can be answered via Twitter? What is the answer to be given? In which language register and deadline? How do social networks coexist with other online channels offered by the organization?

Taking the experience of two years managing TERMCAT's Twitter account, this communication will analyze the attention model for consultations and terminological comments set out by users.

Paraules clau: xarxes socials, terminologia, consultes terminològiques, atenció a l'usuari, assessorament terminològic

En aquesta presentació expliquem, a partir de l'experiència de dos anys de gestió del compte del TERMCAT al Twitter, quin és el model d'atenció de consultes i comentaris terminològics plantejats pels usuaris.

El TERMCAT orienta la seva activitat a les xarxes socials segons el model marc de la Generalitat de Catalunya, basat en el servei públic, la transparència, la qualitat i el coneixement obert. El compte de Twitter del Centre de Terminologia es va obrir el juliol de 2011 i en data de novembre 2014 té 6.600 seguidors.

En una primera etapa, es van oferir continguts bàsicament informatius sobre l'activitat: agenda, actes corporatius, productes publicats, termes vinculats amb l'actualitat... Ben aviat, la possibilitat de vincular-se amb altres institucions o amb usuaris reals o potencials va prendre força, i es va desplegar

la funció relacional del compte: repiulades d'organismes amb qui cooperem, felicitacions, obertura a la interacció...

Actualment, el compte és completament assistencial, i conviu amb les altres vies d'atenció de consultes, més formalitzades. Convé dir que el Centre de Terminologia ja disposava d'un Servei de Consultes en línia, gratuït, (més de 2.000 consultes anuals) però amb registre web previ i uns formularis de petició controlats. Ara el nou canal de Twitter amplia i modifica aquest model de relació més formalitzat. Què el caracteritza? Quins són els límits, les potencialitats i les singularitats d'aquest canal? Les resumim amb enunciats a continuació.

Des del punt de vista de l'usuari

- Pressuposa immediatesa en la resposta.
- Permet interpel·lar més d'un organisme alhora.
- Propicia el debat obert i multidireccional entre usuaris espontanis interessats (no és només bidireccional).
- En general, no s'espera una resposta amb arguments aprofundits.
- Dóna valor a la correcció lingüística atès que pot afectar la reputació digital professional.

Des del punt de vista del TERMCAT

- Visibilitat de la institució.
- Ampliació d'usuaris potencials (no únicament de l'àmbit de la llengua) i fidelització.
- Projecció social màxima: més ressò en la resposta (la veuen més usuaris).
- Plantejament de la pregunta reduït: dificultat per obtenir tota la informació necessària a l'entorn d'una consulta.
- El canal no permet una resposta amb arguments terminològics.
- Captació d'impressions sobre la viabilitat d'implantació del terme (segons els comentaris rebuts).
- Repte en la recuperació de l'historial de consultes i respostes en i la gestió dels indicadors estadístics.
- Detecció de neologismes a través de la monitorització i l'escolta activa d'usuaris i mitjans de comunicació.
- Utilitat com a corpus terminològic sectorial.

Algunes estratègies de funcionament

- Quan la informació proveïda en la consulta és insuficient, o cal una recerca aprofundida, es demana de vehicular la consulta pel Servei de Consultes en línia.
- Quan la resposta enviada ha de ser massa sintètica i no permet argumentació, s'elabora un comentari sobre el cas terminològic i es publica en un altre format (per exemple, al blog). I des del Twitter, s'enllaça.
- S'intueix en aquest canal una preferència per les consultes vinculades a la terminologia d'actualitat, i amb un menor grau d'especialització.
- Els usuaris de perfil lingüístic expert continuen utilitzant majoritàriament el canal del Servei de Consultes en línia.

Presentació: http://es.slideshare.net/mediatermcat/com-podem-atendre-les-necessitats-terminolgiques-dels-usuaris-via-les-xarxes-socials-experincies-i-lmits-al-termcat

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Marta Grané

Studied linguistics at Universitat de Barcelona, and lexicography and translation at Universitat Pompeu Fabra. Since 1999 she works as a terminologist at TERMCAT, the coordinating center for terminological activities in the Catalan language. She has been working in the terminology projects, advisory services and communication departments.

Currently she is project manager in the field of information and communication technologies terminology, and she is also responsible for online terminology tools.

Neolosfera: an online resource for Catalan neologisms

Elisenda Bernal / Alba Milà
IULA

Abstract

The Observatori de Neologia (OBNEO) is a research group directed by M. Teresa Cabré within the Institut Universitari de Lingüística Aplicada, at Universitat Pompeu Fabra. Its focus of interest is the study of neologisms in Catalan and Spanish through a process of detection and extraction from texts (written and oral), which are then stored in an open access database. In an initiative to bring neology closer to the general public and share the work carried out by the Observatori, a new project was devised. Neolosfera is a blog where a lexicographic neologism is published every day with the following information: the first time it was registered by the Observatori, the type of neologism, two examples of its usage and an explanation about its origin, process of formation and meaning. The blog also includes general information on the different types of neologisms and links to related resources and publications.

Although this format has been used before to share knowledge about words, the Neolosfera is the first to focus exclusively on neologisms. Since it was presented in January 2014, over 200 entries have been published, providing its subscribers with interesting facts about the new words they use. In a language where standardization plays such an important role, it is very interesting for Catalan speakers to realize that some of the words they assume that are part of the language are still not officially accepted by the norm.
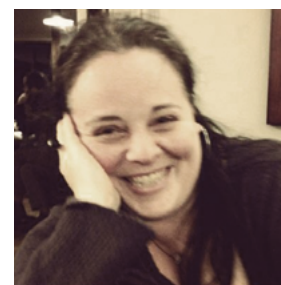
Elisenda Bernal

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Alba Milà-Garcia

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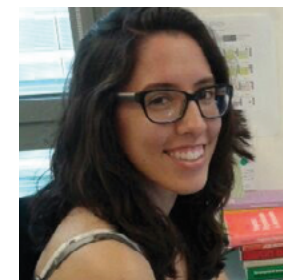
28   S4

Participatory campaign to update the 'General Dictionary of Sport' using social media

Ester Bonet / Marc Ibern
Union of Sports Federations of Catalonia (UFEC)

Abstract

The campaign sought out participants through social media to update the General Sports Dictionary. During a month participants were able to contribute terms that were not already in the Dictionary, while also playing a sports themed quiz. The winner won a free year's membership in a sports centre.

Keywords: sports terminology, sports quiz, sports neologism, borrowed sports words

Antecedents

The **Sports Federation Union of Catalonia** (Catalan: Unió de Federacions Esportives de Catalunya (UFEC)) is an entity created in 1933, formed by 69 sports federations that together represent over 6,000 sports clubs. It's the centre of a large network that englobes all of Catalan organised sports.

Since its beginnings UFEC has worked to promote the Catalan language. Its first president was the philologist **Pompeu Fabra**, who as well as being a scientist was also a tennis player, a ball player and president of the Catalan Tennis Federation. Pompeu Fabra steered the organisation forward in ways that continue to this day. In fact, his 1932 dictionary already had a rich variety of sports words in it with definitions that were more encyclopaedic than lexicographic in nature. These definitions helped to make the virtues of sports activities more widely known.

Work on sports terminology: The Olympic dictionaries (1986-1991)

UFEC had already started working together with TERMCAT to elaborate the 28 Olympic dictionaries, one for each of the Summer Games sports, when Barcelona was announced in 1986 as the host of the 1992 Olympic Games.

When this task was over there was still another immense one ahead, which was elaborating the sports dictionaries for the Winter Games sports and for the non-Olympic sports such as rugby, ice hockey skating, etc. This work came to an end in 2013 with the publication of the General Sports Dictionary.

The WHY of the campaign

We saw it as a really important task to undertake when TERMCAT asked us to collaborate in updating the General Sports Dictionary. We knew that dictionaries are never finished, particularly in our field where new sports, the use of new material, the perfection of individual technique and changes in the rules make it necessary to always update the terms used and to incorporate these into lexical neologisms.

After studying the proposal to work together, we decided to use social media marketing. We designed an experience to engage people and which would last for a month, and which would be easy to measure at the same time (number of participants / number of neologisms).
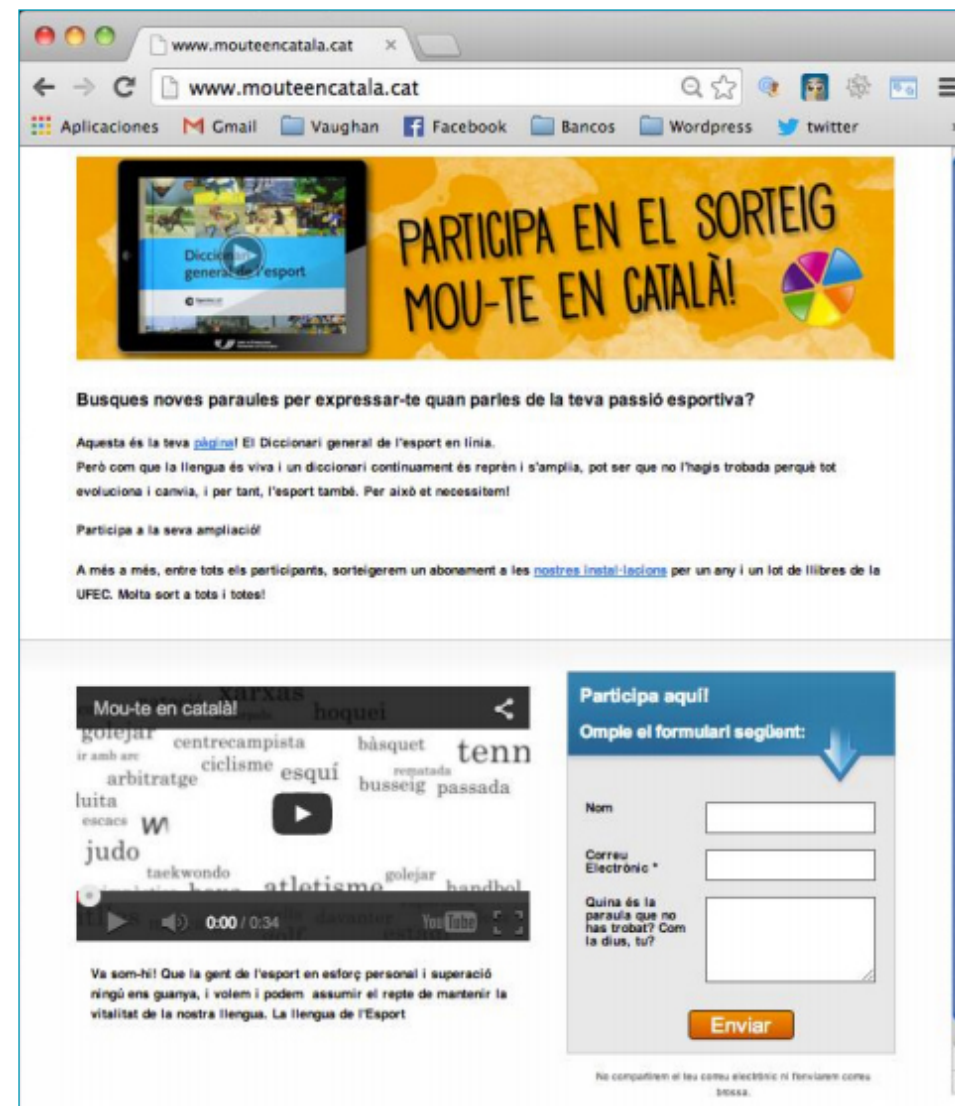
Features

The campaign targeted athletes and sports aficionados, as well as people for whom language is of special interest. The campaign was also promoted to all of UFEC's followers across different online channels.

A year's free membership to a sports centre was the prize for the raffle winner. The campaign lasted for a month, from 22 March to 22 April, because on the 23rd the winner was going to be announced.

Therefore, under the slogan *Mou-te en català* (English: "Move in Catalan") the General Sports Dictionary was introduced to people and we asked them to send us missing words. People were also encouraged to participate via Facebook in a competition where they had to answer 10 quiz questions.

http://www.mouteencatala.cat/

Sports Trivia Quiz

https://www.facebook.com/UFECcat/app_154581087931912

Example question:

Awareness

The campaign was publicised across Facebook using ads and through UFEC's own channels:

A. **Press** different weekly pages in sports newspapers (*Sport*, *Mundo Deportivo* and *El 9*), as well as the *Diari de Girona*.

B. **Website** (www.ufec.cat)

C. **UFECtv** (www.ufec.tv)

D. **Our newsletter** which is sent every 15 days to all email subscribers and which is also available online (www.ufec.tv/butlleti)

E. **Social media**, such as our Twitter (www.twitter.com/ufeccat) or YouTube channel (www.youtube.com/ufectv)

F. **Blog** (www.ufecbloc.cat)

Websites and social networks of the Catalan sports federations.

Result

1243 people participated in the quiz and we received 230 words that according to the participants were not in the Dictionary.

Interestingly, we couldn't find 105 of those words in the Dictionary because they were misspelled. In those cases we communicated such to the participant and gave them the link to the correctly spelled term.

The rest were words borrowed from English, which we classified according to the following:

1. 42 terms that already have a Catalan word proposal but which is disliked, due to the borrowed word being heavily used and "in fashion". For example: '**running** and **runner**' which in Catalan would be *córrer* and *corredor*.

No intervention was made in this case, we're simply paying attention to their evolution to see if they need to be considered as dictionary words in the future, as has been the case in the past, with the word **fitness**.

2. 20 terms that already have a Catalan proposal but that don't meet the expectations of the athlete, which is the case with: **ironman/ironwoman** which is a triathlete that participates in extreme triathlons. Ironman is the name of a superhero, not a triathlete and is more liked as a term.

No intervention was made in this case. We're keeping track of their evolution to see if we need to consider them as dictionary words in the future.

3. 63 terms that really aren't in the dictionary because they've only recently sprung into existence. For example, **speedgolf**, which combines running and golf.

These cases are currently waiting to be standardised.

During this process we contacted the participants to answer their questions, to find out what they thought was missing and to offer provisional solutions for cases where there wasn't a definitive term that they could use.

Presentation: prezi.com/dk7idwrpaegt/mou-te-en-catala

Ester Bonet
(Barcelona, 1950) is graduated in Physical Education and Catalan Philology. She has a master's degree in Applied Linguistics from University of Barcelona. Since 1986 she has professionally devoted to the sport terminology, field in which she has developed activities of research, language consulting and formation. She coordinated the preparation of the dictionaries for the Barcelona 1992 Olympic Games, and since June of 1991 she is responsible for the language consulting of the Union of Sports Federations of Catalonia (UFEC).

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Same shit, new wrapping – or?
On the termwiki of the Norwegian Language Council
Jan Hoel
Språkrådet

Abstract
Can a fully fledged term base be successfully developed on a MediaWiki platform and used as a professional social networking tool? Can acknowledged and sound terminology principles and methods be safeguarded in such a tool? If so, how? That is what the Terminology Service of the Language Council set out to find out when it began developing its termwiki in 2010. The first version was primitive, requiring hand coding of text. The second version integrated Semantic Forms, an extension to MediaWiki that does away with the need for tedious hand coding. The main challenge all along the development and use of the termwiki has been: How open and "social" should it be? Today, everybody can conduct searches in the content over the Internet, but in order to enter or edit terms one must "apply" for a user name and a password.

Keywords: terminology work, social networking, termwiki, MediaWiki, Semantic Forms.

Introduction

In 2010 the Terminology Service of the Language Council decided to find out whether a term base could successfully be developed on a MediaWiki platform.

The development work was carried out externally, and the first version of the term base turned out to be rather primitive, requiring extensive use of basic HTML codes, even though a term entry template was incorporated.

In a revamp operation two years later, new and better functionality was added using Semantic Forms. These are a relatively recent extension to MediaWiki that allows users to enter, edit and query data using forms not requiring HTML encoding.

So far there is not a lot of content in our termwiki, but then again, we were never all that preoccupied with getting as much content as possible at an early stage. Our primary concern was to find out whether acknowledged and sound terminology principles and methods could be safeguarded in such a MediaWiki solution.

Our termwiki in the context of social networking

The main topic of this Summit is: How does social networking affect terminology work? That topic gives rise to a new question: What exactly is *social networking*?

In my opinion social networking has three essential characteristics:
- It is web-based.
- It allows users to interact over the Internet.
- It allows users to share information, knowledge, ideas, pictures, posts, activities, events, interests etc. with others in a network.

Within that context our main concern and challenge has been: How open and "social" do we want our termwiki to be? We have asked ourselves whether our termwiki satisfies those essential characteristics of social networking. We have concluded that it does so only to a certain extent, because although everybody can conduct searches in the content, one must "apply" for a user account (i.e. user name and password) in order to enter or edit terms. I put apply in quotation marks because we normally give such an account to everybody who asks for one. Still, we believe this procedure contributes to targeting more accurately the active users we want for the term base.

Same shit, new wrapping?

So, is our termwiki just a traditional term base on a new technological platform?

Or is it, indeed, something new and advanced which may be considered a useful tool for terminology work affected by and accommodating social networking?

Well, it is not quite either:
- The termwiki is freely accessible for searches on the Internet, but entering and editing terms requires a user account.
- Web crawlers index the term entries (representing individual concepts) as "pages", which facilitates search hits on the Internet, also using Google.
- A "Discussion" tab is accessible – also for users without a user account.
- There is a "Show history" log for every term entry, showing all revisions done.
- The termwiki allows for three types of user holding a user account, with increasing editorial rights: editor, project manager, administrator (= the Language Council).
- The termwiki allows work in projects supervised over the Internet (editors and project managers).
- We have added a particular feature: from every term entry it is possible to send a pre-addressed e-mail directly to an individual editor or project manager in charge.
- In every term entry it is possible to explain editing which has been carried out.

Current status as to the contents
- There are around 1,300 authoritative term entries (representing individual concepts).
- The entries are divided between four projects:
  - ICT terms (standing ICT working group of the Language Council)
  - Road terminology (The Norwegian Public Roads Administration)
  - Chemical terminology in the higher education sector (the Language Council and university academic staff)
  - Protection of privacy terms (The Norwegian Data Protection Authority)
- More projects and term entries will be added in 2015.

Please, have a closer look!

One can have a look at our termwiki at http://www.termwiki.sprakradet.no/.

The following commented screenshots will explain what is actually seen.

Figure 1

arrow 1: The menu item "Home page" inter alia lists subject areas represented by term projects.

arrow 2: The menu item "Project portal" gives a closer description of the various term projects registered in the termwiki (cf. figure 3). The item "Categories" leads to a basic overview of all the projects in the termwiki and allows all the terms of each project to be studied in an alphabetical list (cf. figures 4 and 5).

arrow 3: This is where ordinary search strings are typed in.

oval 4: This is where a user account is applied for or where account holders log in.
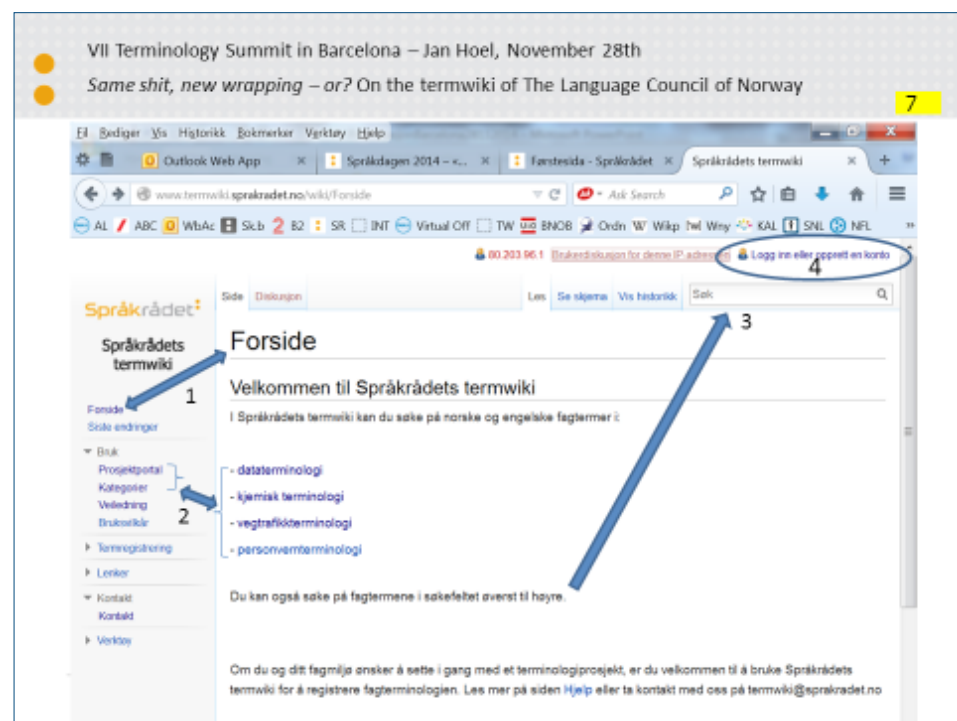
Figure 2:

This is the page in which one actually applies for a user account. Prospective account holders propose a user name, fill in their e-mail address, give some personal information, submit the form electronically and receive a confirmation and a password by e-mail.
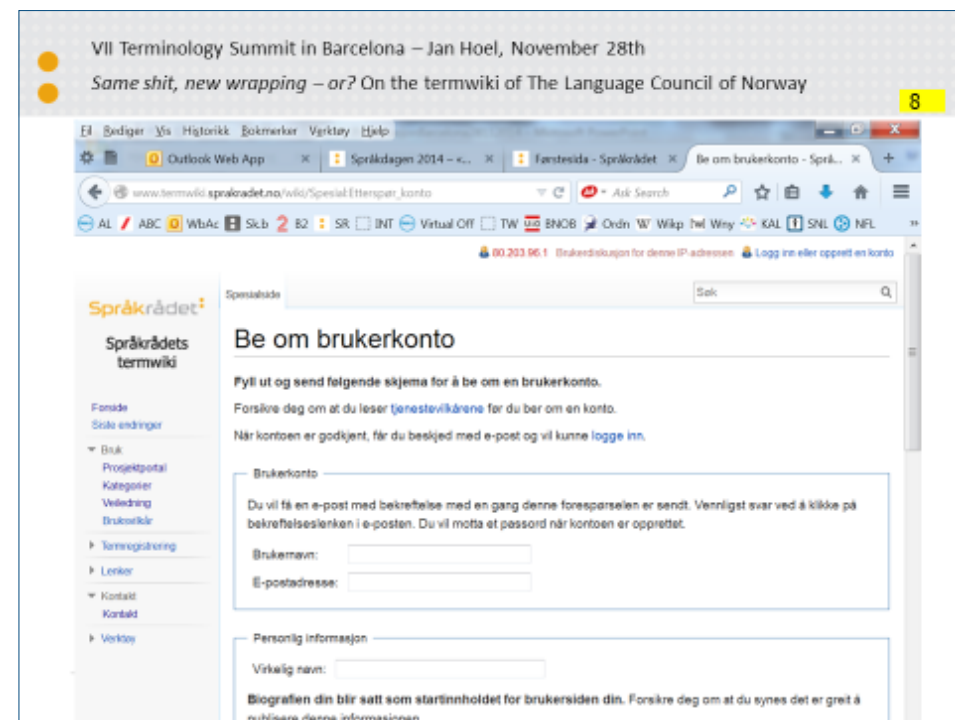
Figure 3
The oval shows the menu item "Project portal", and the page itself shows what that portal looks like.
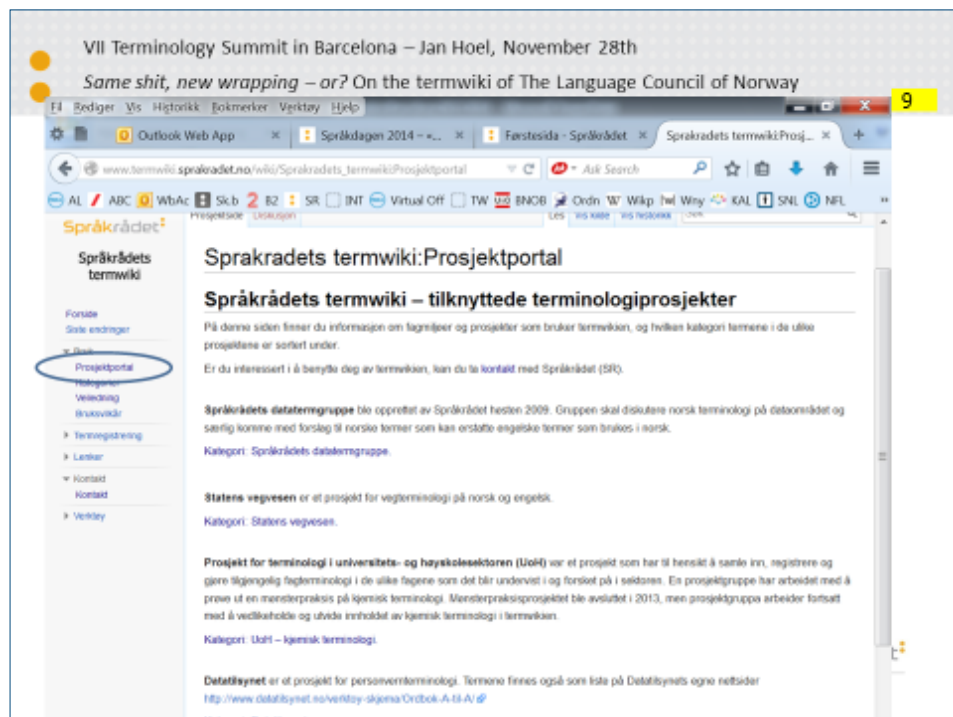

Figure 4:
The oval shows the menu item "Categories", and on the page itself the yellow field surrounds the link to the project "ICT working group of the Language Council " (cf. figure 5).
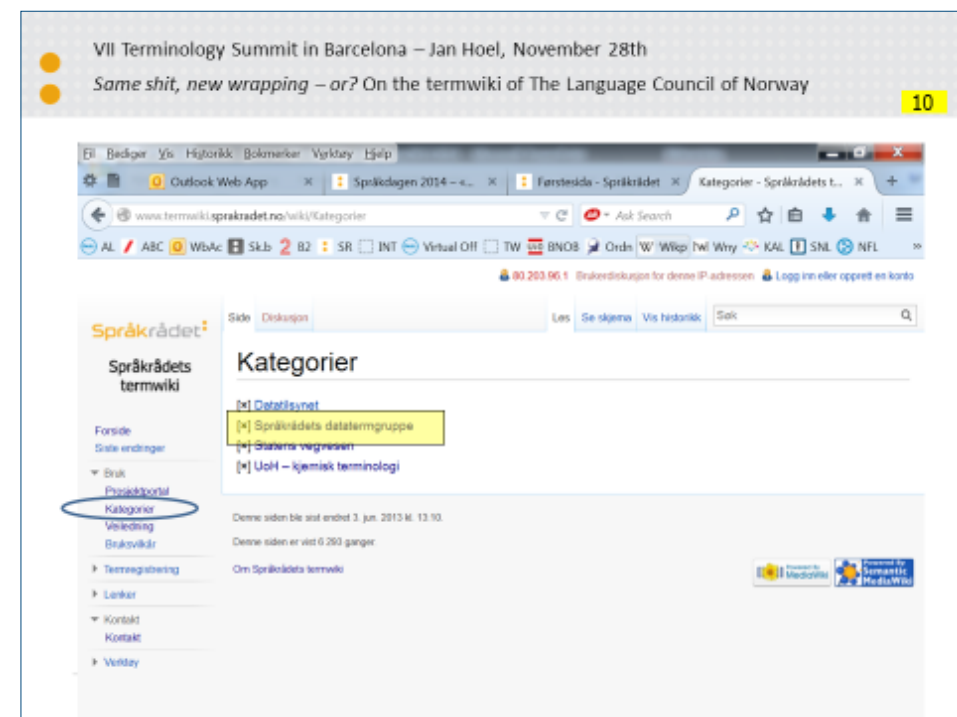
Figure 5

This page shows the alphabetical list of terms of the project "ICT working group of the Language Council ".
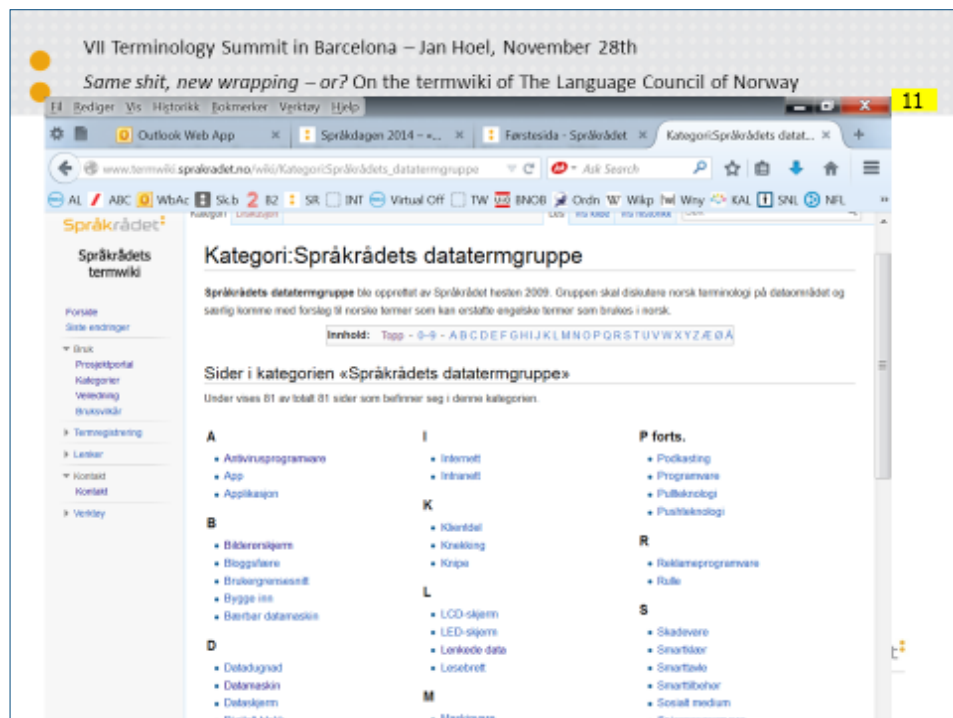

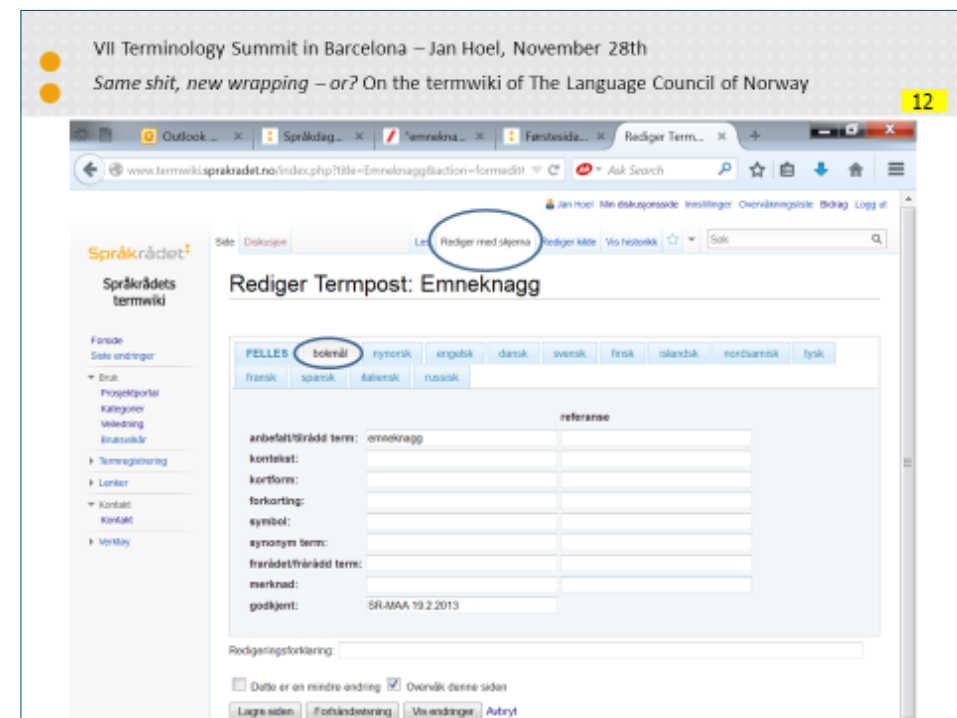**Figure 6**

The large oval shows the tab "Edit using forms", and the small oval shows that the form for entering or editing the term "emneknagg" (Eng. hashtag) in Norwegian Bokmål has been chosen. Each form offers various fields for entering relevant data.

The languages to hand at the moment are: Norwegian Bokmål and Nynorsk,

English, Danish, Swedish, Finnish, Icelandic, Northern Sami, German,

French, Spanish (Castilian), Italian and Russian.

Figure 7

The large oval shows the tab "Edit using forms", and the smaller oval shows that the form for entering or editing "common information" *on the linguistically independent concept itself* has been chosen.

That concept may, thus, be represented by equivalent terms in any of the languages to hand.

This tab may also be opened by users without a user account, but they may not, of course, enter or edit data in the forms.
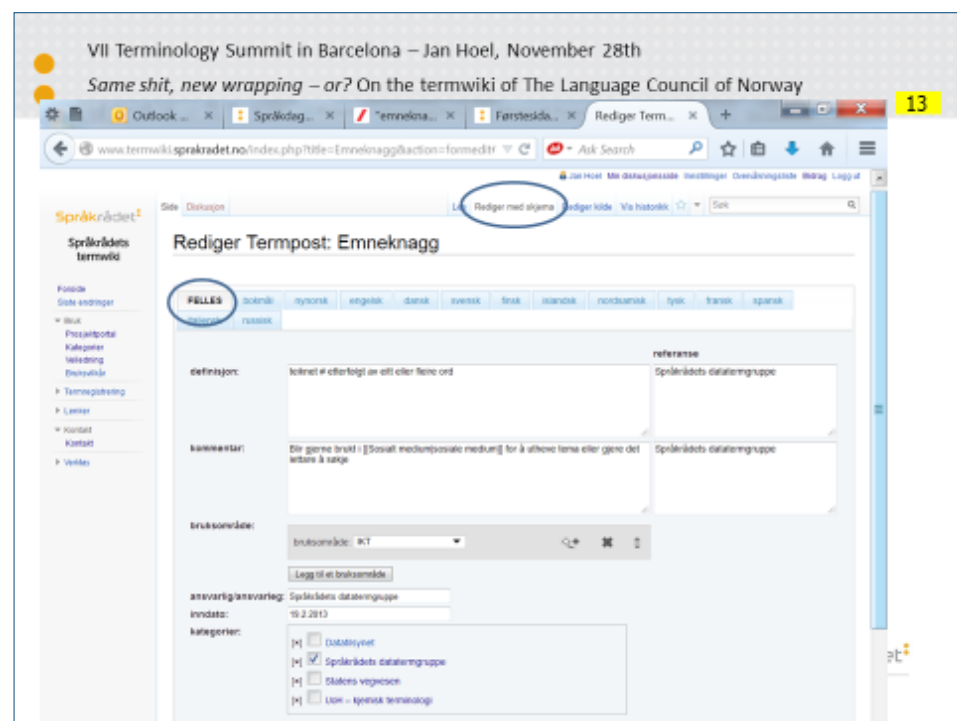

Figure 8

Oval 1 shows the tab "Read", to be construed as "See all the data given for the concept dealt with on this page", i.e. this term entry. It should be noticed that only fields in figures 6 and 7 that actually had data filled in, are shown under this tab.

Oval 2 shows the tab for "Discussion", open to all users.

Oval 3 shows the active link for sending a pre-addressed e-mail to the editor or project manager in charge.

Oval 4 shows what category (cf. figures 4 and 5) the term entry in question belongs to.
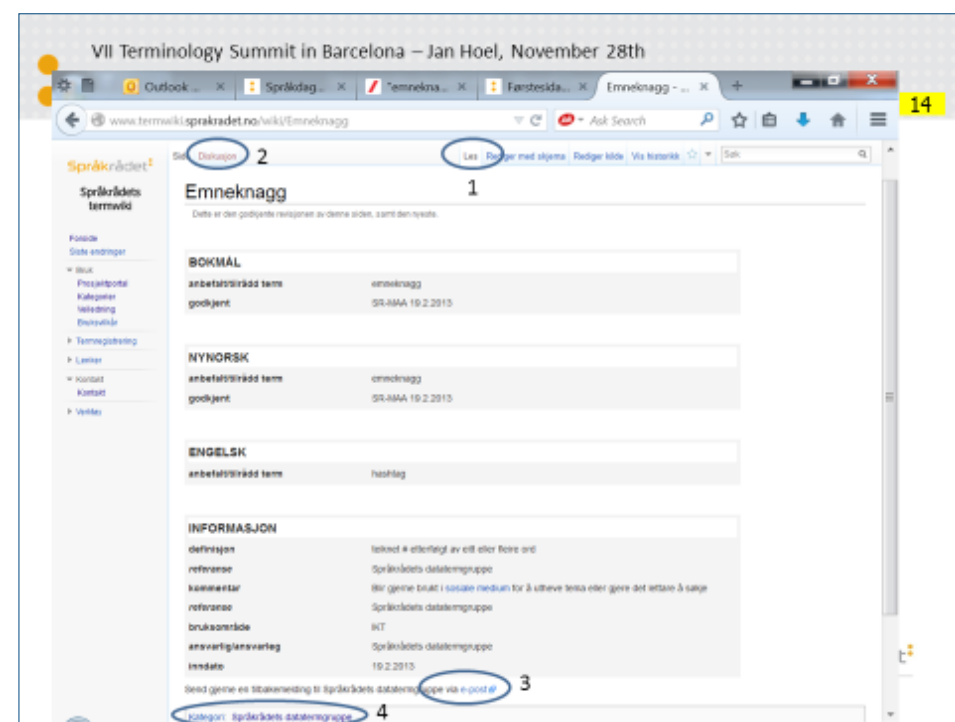
Figure 9
This screen shot shows that the term entry (termwiki page) "emneknagg" is listed as hit number two after a search on the Norwegian Google search pages – only beaten by Norwegian Wikipedia!
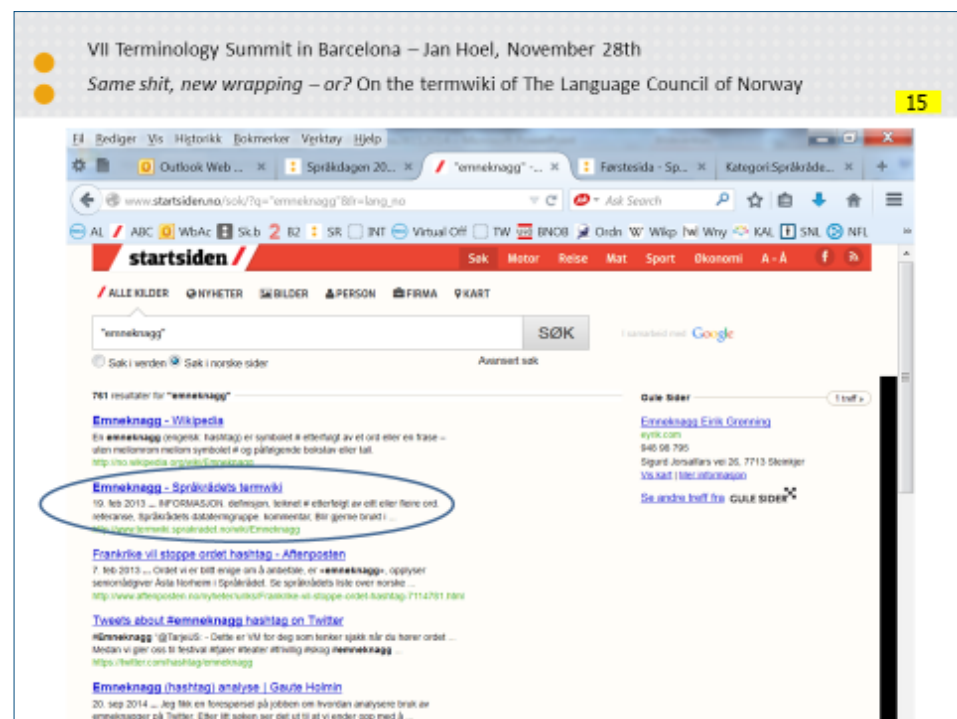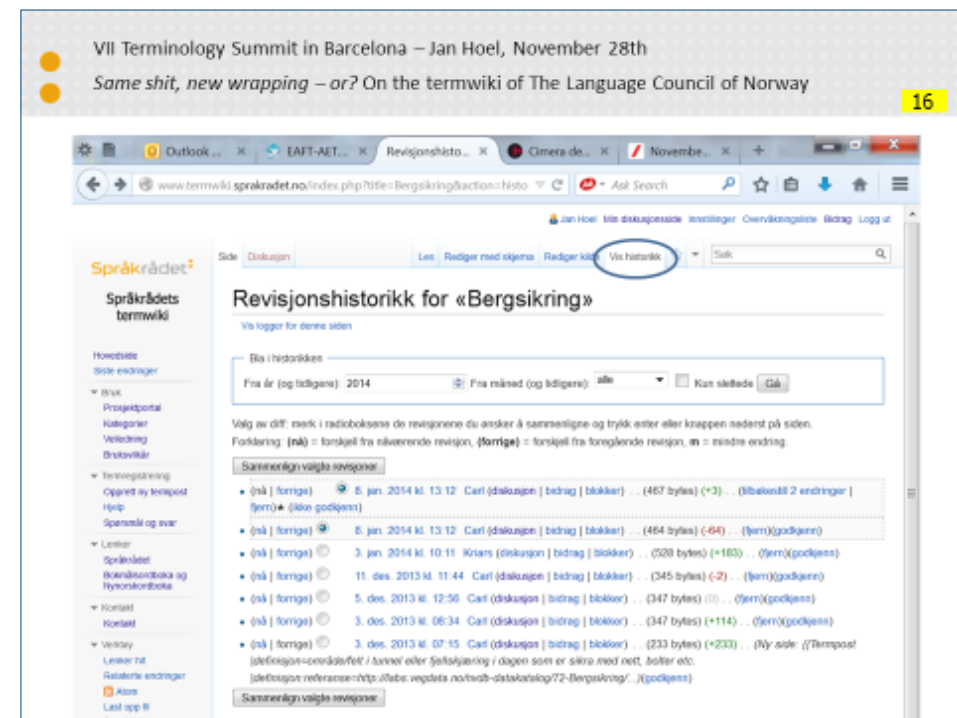
Figure 10
The oval shows the tab "Show history", which provides a complete log of revisions done to the term entry.

Presentation: http://www.slideshare.net/mediatermcat/jan-hoelpresentationsummit2014barcelona28112014

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He has worked as a university lector abroad, in-house translator, text revisor and head of EU translations in the Norwegian Ministry of Foreign Affairs and is employed at the Language Council as from 2000. In 1991 he worked as a lawyer-linguist for the Council of the European Union in Brussels.
He has been president of EAFT since 2010. He is currently a member of the Infoterm Executive Board and of the steering group of the Nordic terminology forum Nordterm. He is also a member of the Board of the Nordic Association for Lexicology, where he was president in 2011-2013. In 2009-2011 he headed the external steering group of Standards Norway's project establishing the freely accessible Internet-based termbank SNORRE.
His main professional interests are terminology and LSP, lexicography and language in society. He is in particular preoccupied with the con-temporary impaired situation of national languages in higher education.

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www.termcat.cat/docs/AET/Pdf/VII-Cimera-AET-2014_Actes.pdf

Barcelona
27-28 de novembre de 2014