

CercleS 2022

The Future of Language Education
in an Increasingly Digital World:
Embracing Change

**BOOK OF
ABSTRACTS**



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TITLE

CercleS 2022

The Future of Language Education in an Increasingly Digital World: Embracing Change

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Lund: Studentlitteratur.

Eklund Heinonen, M. et al. (2018). *Mer än bara text och ord Akademiskt skrivande i utbildningar i socialt arbete och sociologi* ["More than just text and words" Academic writing in educations in social work and sociology]. Uppsala university

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ORAL PRESENTATION

The challenges of terminology management in subtitling projects

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In the Translation master at the Polytechnic Institute of Bragança, we give priority to a socioconstructivist approach (e.g. Kiraly, 2000, 2006) to our teaching, making the most of our practical courses, namely Translation Practices, Audiovisual Translation (AVT) and Terminology and Terminography. Whenever possible, we engage in transdisciplinary work among these courses, as well as privileging authentic projects that can have an impact on the IPB or our local community. Within the AVT course, we can pinpoint a number of projects where we had to carry out the subtitling of videos of a technical and scientific nature, such as “E-Learning from Nature” (ref. no. 2015-1-IT02-KA201-015133, supported by the European Commission, under the Erasmus+ Programme), IPBike (funded by U-Bike Portugal) and “Valor Natural” (Valorization of natural resources through the extraction of ingredients of high added value to the application in food industry – project no. 24479 coordinated by CIMO and co-funded by Norte 2020). While the first project aimed at “promoting a proactive students’ approach to scientific subjects learning”, as well as “propos[ing] innovative teaching methodologies to scientific teachers” (cf. official website), the second intended to advertise the use of green means of transport in higher education institutions and the third to disseminate information on natural resources to be used in food industries, especially textiles, cosmetics and pharmaceuticals. As an expected output, all of these projects envisaged the production of videos that intended to vulgarise scientific knowledge for diverse audiences in a myriad of areas of knowledge. The videos were to be subtitled into Portuguese (for people with hearing disability) and into English, a task that was undertaken by different groups of students throughout 3 academic years. Not only was the level of English remarkably miscellaneous among these students, but also their

terminology was often disparate, even when translating within the same conceptual area. Despite the concern with the standardisation of the terminology used, in a conscious evolution from previous projects, we still encountered terminological issues. As such, our intention with this paper is to assess the development of these authentic projects, focusing on the following criteria: workflow management; terminology standardisation; meeting the subtitling standards; and the final outcome. With this analytical exercise, we seek to improve practices for future projects and draw a set of recommendations that balance the relation between Translation and Terminology.

Keywords: AVT didactics; subtitling documentaries; subtitling standards; terminology management; terminological challenges.

Bionote: Cláudia Martins holds a PhD in Translation by the University of Aveiro, with a thesis on museum accessibility for people with visual disability. She was also granted a master in Terminology and Translation and bachelor's degree in Modern Languages and Literatures, both at the Faculty of Arts and Humanities of the University of Porto, Portugal. She has been teaching English as a foreign language, English Linguistics, Terminology and Audiovisual Translation at the School of Education at the Polytechnic Institute of Bragança, Portugal, since 2001. Her academic interests include ELT, Linguistics, Terminology, Translation Studies, Audiovisual Translation and Phraseology and Paremiology.

ORAL PRESENTATION

The development of a new language policy at a technical university – an example

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The first language policy of KTH Royal Institute of Technology was adopted by the University Board in 2010 [1]. The aims of the policy were to increase the linguistic awareness of students and staff, and to be an aid in KTH's endeavour to develop into a multilingual Swedish and international university [2]. In order to support the implementation of the policy, a Language Committee consisting of five faculty and two students was established in 2010.

In 2018, the President asked the Language Committee to develop a revised Language Policy as well as guidelines for language and language use at KTH. In the process, many sources were used:

- Research on Swedish and Nordic language policies [3-5]
- Seminars given by invited external experts
- Workshops with staff, faculty, and students
- The original language policy [1]
- The President, The Faculty Council, the Student Union, the Regulation Support Group, the Division of Languages and Communication, and other KTH bodies.