

ELEXIS Transnational Research Visit Grant (Call 3)

Final report

Grant holder: Lucía Sanz Valdivieso.

Hosting institution: Austrian Centre for Digital Humanities (Austrian Academy of Sciences).

Host: Tanja Wissik, PhD.

Institutional affiliation: English Philology Department, Facultad de Filosofía y Letras, University of Valladolid.

Project title: Description, creation and exploitation of online lexicographic and terminological resources for the Teaching of English for Specific Purposes.

Period of stay: December 2nd-6th, 2019.

1. Introduction

I applied for ELEXIS Transnational Research Visit Grants because one of their host institutions called my attention: The Austrian Centre for Digital Humanities (ACDH) is involved in work focused on dissemination and interoperability, which are key factors in the development of new lexicographic tools. Besides, they also take part in research on training and education, which was also appealing since our project is aimed at being a pedagogical tool for learners of English for Specific Purposes. In sum, their institution's areas of work matched those of our project, and therefore the ACDH offered different methodological and technological possibilities to develop an interoperative lexicographic resource for the teaching of English for Specific Purposes.

2. Goals of the project

There is an increasing demand for the education of professionals-to-be in the competent use of English for Specific Purposes, which nowadays needs to be addressed from a digital and interoperability-oriented perspective. Because of this, the main goal of the project is the development of a pedagogical terminological tool targeted at Spanish native learners of English for Specific Purposes of their field, more particularly, the olive oil and wine tasting fields. This field and its LSP are highly relevant both at a regional

and national levels, as Spain is the world leader in the exportation of these products, and most tourists who enjoy *oenotourism* and *oleotourism* are from foreign countries, thus needing to communicate in today's *lingua franca*, English.

In this context, our project is aimed at developing a Spanish-English/English-Spanish bilingual, multidimensional, and multifunctional dictionary which will be a complete pedagogical tool to provide full linguistic assistance by including not only terminological but also grammatical information (collocations, actants, syntactic behaviour). Besides, it will include encyclopaedic information and skill-oriented activities for learners to have a tool that covers both their communicative and pragmatic needs during their learning process. In this sense, the situations previewed to be involved in the use of the dictionary are production, reception and translation of texts both in their mother tongue (Spanish) and in the foreign language (English).

3. Description of the Research Visit

My research visit to the Austrian Centre for Digital Humanities started on December 2nd with an exciting schedule for the week. First, I attended a Research Lunch at the ACDH, where a lexicographic project that is being developed at the Centre was presented. There, I got to know about the updates on their dictionary of Bavarian dialects in Austria, the WBÖ (Wörterbuch der bairischen Mundarten in Österreich). This was especially enriching, as this is a project which started more than 100 years ago and therefore provides a remarkable illustration of how lexicographical methodological practice has evolved from manually-entered handwritten dictionary articles, to the currently-used XML/TEI Lex-0 format. I found it extremely useful for our project to learn about this format, which is open, easy to read, strictly structured, and, above all, allows for modification and enrichment of information and its interoperability.

Then, my host Tanja Wissik had scheduled a visit to the CLARIN Knowledge Centre for Terminology Resources and Translation Corpora (TRTC) at the University of Vienna. There, two experts on these fields, B. Heinisch and V. Lušický, received us to have a really interesting discussion on terminology, translation, and standards. Among other things, they provided many valuable insights so as to how to embetter our project. Besides, they showed me some of the work they are currently involved in. Particularly,

they mentioned the creation of UniVieTerm (recommendations and preferences for German and English terms within the university sphere). The discussion we had around it was extremely advantageous for our project, as they had implemented many features oriented at the interaction with users, something we had not considered initially. For example, the fact that users can *like* the articles and entries they find especially useful, or suggest new terms or corrections of existing terms in the database, offers an interesting option to be included in any pedagogical tool. We also discussed other initiatives aimed at the standardization of terminology, such as the Sprachressourcenportal Österreichs, a portal for resources involving administrative language and its cross-communication in German and English.



Next, I had the opportunity to share our project with peers at the ACDH. There, I explained an overview of the justification of the need of a pedagogical terminological tool on the fields of olive oil and wine tasting in Spain and gave examples of these particular Languages for Specific Purposes. I showed the material we are working with and how far we are into the project. In this sense, because we are at a very preliminary stage, all the discussion and questions that came after my presentation of the project were extremely useful and very likely to be implemented in the future outcome. Because these peers saw the project with a fresh perspective, some of the situations we had previewed for the users of the tool no longer seemed relevant: an instance is the translation from the foreign language (English) to the mother tongue (Spanish) we had foreseen as a situation



in which learners would need assistance. However, we discussed about the fact that the tool stemmed from the need of internationalization of the products in question and of the competence of the professionals involved, and thus it makes much more sense to focus just into inverse translation from Spanish into English instead of trying to

cover both translation directions. This is one example of the most interesting outcomes from this Research Lunch, although there were many questions regarding the project which altogether contributed either to support or discard the various features and options we had in mind for our dictionary based on its purpose.

Finally, I had the opportunity to have a meeting with Karlheinz Mörth, who is currently serving as the director of the Austrian Centre for Digital Humanities, to discuss tools and developments in lexicography. It was a fruitful meeting, as I was introduced to TEI Lex-0, a standard which is necessary nowadays for the adequate development of dictionaries. My host, Tanja Wissik, had also told me about it and shared with me some papers to read as an introduction preliminary to start learning encoding in this standard. K. Mörth showed me how this standard works by illustrating me through the Vienna Corpus of Arabic Varieties (VICAV). It is a project aimed at collecting digital language resources documenting varieties of spoken Arabic, and we went through it paying attention to article structure encoded in TEI Lex-0. We interchanged impressions on how differently lexicographers may work, and ended up agreeing that, as linguists and lexicographers, it is essential to have knowledge of how digital resources are built in order to have a better understanding of the research possibilities we can take advantage of for our projects. It was more than inspiring to listen to his wide experience as a lexicographer and discuss with him our project and some of his past and present projects in lexicography.

4. Concluding remarks

Our main goal in this Research Visit was to get to know how experts in lexicography develop their projects in institutions that use pioneering technology. In this sense, the Visit was a success, as I learnt more than I could have imagined when I submitted my project proposal for the ELEXIS Transnational Research Visits Grants. It has been successful both regarding the improvement of the dictionary design and the technical and methodological approaches we now plan to take in the actual development of the dictionary we intend to produce. Thanks to the many moments I have shared with experts and professionals in the field, our project will comply with standards that will allow us for easier modification of information and to ensure the interoperability of our data among systems but also across time. Plus, learning about the many projects that are being undertaken right now by these professionals has widened my perspective on my own project, which I believe has benefited enormously after this knowledge-sharing and feedback contact. All in all, this experience has contributed to my instruction to a large extent and has been hugely motivational for me as a researcher.

5. Acknowledgements

I want to thank ELEXIS for the opportunity they gave me to get to know the most up-to-date methods of working in lexicography. I would also like to thank Tanja Wissik for her wonderful efforts while being my host in the ACDH, and also every expert who took a bit of their time to share with me their knowledge and experience, and their impressions and suggestions regarding my project. And last, but not least, thanks to Belén López Arroyo (University of Valladolid) for trusting me to take our project to the ACDH for its discussion and enrichment.