

Research conducted in 2009-2012

Translating and translation competence

Transcreation: a new buzzword in Translation Studies?

Transcreation is a portmanteau word made by combining together translation and creation, in order to emphasize the considerable amount of creativity required in the process. Yet, since a varying degree of creativity is implicit in the translation of any type of text, this study argues that creativity is not the discriminating factor in order to recognize the difference between translation and transcreation; the aim, rather, is to restore the original conception of the term, based on the word 'creation', i.e. the generation of new words or meanings. From this perspective, no single domain (poetry, computer games, advertising, etc.) can be said to have priority in the use of transcreation. In particular, I argue that even a domain which is thought to impose the heaviest semiotic constraints on the translator, i.e. legal translation, is developing in ways that generate 'semantic voids' to be filled; an example is the lack of lexicalization of new concepts. The research was published of *ESP Across Cultures*, Vol. 9 – 2012, under the title *Exploring the boundaries of transcreation in specialized translation*.

Collaborative translation: a shift in paradigm

Building on the concept of translation competence, this research focuses on how new technologies and new forms of communication and collaboration can contribute to develop and enhance it. The study illustrates the advantages of collaborative translation and highlights the shift in paradigm it represents over more traditional methodologies.

The research was presented at the EDULEARN – International Conference on Education and New Learning Technologies, which was held in Barcelona on 6 and 7 July 2009, and the relevant paper, *Collaborative translation: turning solipsism into synergy*, was published in the conference proceedings.

A systemic-functional model of translation competence

Starting from a novel approach to translation competence, this study suggests a new model based on the integration of two apparently contrasting views, PACTE's holistic multicomponent model and Pym's minimalist approach. The result is a versatile translation competence model that restores the centrality of the translation process while allowing assessment of translation competence acquisition from both the qualitative and quantitative viewpoints.

The model was first introduced in the edited volume, *English in Translation Studies: Methodological Perspectives*. The research was presented at the 10th ESSE International Conference in Turin, Italy, on 25 August 2010, at the 3rd International Conference on Translation and Interpretation Studies in Vilnius, Lithuania, on 6 October, 2011, and at the 5th IATIS Conference in Belfast, N. Ireland, on July 24, 2012. Dissemination of the model took also place through invited lectures at the University of Cluj-Napoca on November 15, 2010 and at the University of Luxembourg on June 7, 2011. The model was also presented at the International Translation Conference in Baghdad, Iraq, on Nov. 6, 2012.

Synergies between lexicography and translatology

The specialized language of stone processing

This study investigates a niche of specialized language, i.e. stone quarrying and processing, and aims to identify and designate materials, activities and processes related to the stone industry by exploring the concepts that underlie these categories, and by collating the inputs of new technologies and a primarily contextual and functional approach to meaning (Tognini-Bonelli, 2001).

Part of the findings of this research was presented at the XVII European Symposium on Languages for Specific Purposes in Aarhus, Denmark, on 21 August 2009.

Further findings were presented at the 3rd International Conference on Using Corpora in Contrastive and Translation Studies (UCCTS) in Ormskirk, U.K., on 27 July 2010.

An article drawn from the research, *Translating stones: A corpus-driven linguistic and lexicographic study in specialized terminology*, has been published in the 4th issue of the specialized journal LEXIS, dedicated to *Corpus linguistics and the lexicon*.

The specialized language of tourism

This study is a preliminary analysis of color terms in an empirical perspective that highlights the most significant aspects of the behavior of colors in their context of use. Specifically, by focusing on the language of tourism and applying a corpus-driven approach to comparable corpora, it proves how colors contribute to the general economy of tourism texts.

The findings of this research – related to the Japanese language – were presented with Antonio Manieri at the 18th International Conference on Pragmatics and Language Learning (PLL18), in Kobe, Japan, on 17 July 2010.

Further findings of the research – extended to the English and Italian languages – were presented at the LSP conference *Specialized Communication in Tourism* in Alghero, Italy, on 7 October 2011, and Sassari, Italy, on 27 March 2012. An article drawn from the research, *A touch of color: A linguistic analysis of the use of color terms in the language of tourism*, will be published in a volume within a series edited by Professor Konrad Ehlich.

Discourse and text analysis in minor text types

From fanzines to webzines

This study sets out to analyze the language of a particular type of fanzines, which developed in the UK in the second half of the 70s, i.e. punkzines, to show how it can be considered as the forerunner of the language used in current text messaging. The research is then extended diachronically to illustrate the evolution of fanzines into webzines, and the consequent shift in their social function.

The findings of the investigation were presented on 16 July 2009 within the Panel on *Contrastive Media Analysis – approaches to linguistic and cultural aspects of text types* at the 11th International Pragmatics Conference, which was held in Melbourne, Australia, from 13 to 17 July 2009, and the article drawn from this presentation, “Language and culture in minor media text types: A diachronic, intralinguistic analysis from fanzines to webzines:”, has been published by John Benjamins Publishing Company in a volume edited by Stephan Hauser and Martin Luginbühl: *Contrastive media analysis – approaches to linguistic and cultural aspects of mass media communication*.

CLIL – Content and Language Integrated Learning

Blending CLIL and ICT

This study acknowledges the significant impact of globalization and mobility in Europe on content teaching methodologies and, drawing on the successful experience as a teacher trained in both language and content pedagogy, analyzes a scenario in which a second-language medium of instruction is used in an e-learning environment and points out the relevance of involving students in ICT-based activities which give them a combination of professional expertise and linguistic competence.

The study was presented at the 3rd *ICT for Language Learning* Conference in Florence, Italy, on 12 November 2010, and the relevant paper, *Integrating content and language in specialized language teaching and learning with the help of ICT*, was published in the conference proceedings.

Translation in CLIL

Drawing on current research on CLIL, which seems to exclude the pedagogical uses of translation as “the 5th skill” in CLIL contexts, this study investigates the nature of the contribution that translation makes to language and content learning, based on empirical evidence drawn from CLIL courses taught since 2005.

The study will be published on a special issue of *ITT (Interpreter and Translator Trainer)* in January 2013.

CMC – Computer-Mediated Communication

CMC in EFL

This study investigates the use of computer-mediated communication among EFL learners of English in MA courses in Multimedia Communication and illustrates the advantages of teaching/learning CMC collaboratively in an e-learning environment, where learners actively participate in co-constructing knowledge and experience the double role of being CMC users and analyzers.

The study was presented at the 18th International Conference on *Pragmatics and Language Learning* (PLL18) in Kobe, Japan, on 18 July 2010, and at the *Second International Journal of Arts and Sciences' Conference* at Harvard University on 30 May 2011, and the relevant paper *Improving EFL competence by triangulating CLIL, CMC and Networked Learning* was published in the conference proceedings.

Peer interaction in CMC

This study explores peer interaction among EFL learners using computer-mediated communication 1) as a subject, 2) as a regular means of communication and 3) as an assessment tool. This triangulation offers a solid base on which learners, individually and collaboratively, can effectively anchor new knowledge to their previous knowledge while building related competences in both English and CMC through task-based activities. The methodology suggested is inherently coherent in that all communication, both in and out of the classroom, is actually mediated by computers, offering learners the double experience of being users of technology and at the same time analyzers of the modes in which communication is realized through technology.

The results of this study was presented at the 3rd Symposium “Peer interaction in learning processes” which was held in Macerata, Italy, on 28-30 October 2010, and a paper titled *Peer interaction in CMC* was submitted for publication in the selected conference proceedings.

Collaborating in a virtual world

eCollaboration in learning organizations

This study examines the concept of collaboration as it realizes online within learning communities, and extends it by suggesting a triangulation of methods, processes and tools to provide a learning framework that merges online learning systems, scaffolding and real work environments into one process.

The results of the study were presented on 21 October 2009 at the 19th *eChallenges* Conference – supported by the EU within the FP7 programme – which was held in Istanbul, Turkey, from 21 to 23 October 2009, and were published in the conference proceedings under the title *eCollaboration in Proactively Learning Organizations: more than just a buzzword!*

Online Action Research

Online Action Research: a model

This is an in-depth study of how a community of practice can collaborate to their own professional development interacting online within a framework based on Action Research.

The findings of the study were presented at the 7th Conference on Education and Information Systems, Technologies and Applications (EISTA), in Orlando, Fla. (USA), on 12 July 2009, within the 3rd International Multi-Conference on Society, Cybernetics and Informatics: IMSCI 2009, and were published in the conference proceedings under the title *OLAR-CoPs: A Model for Online Action Research Communities of Practice*.

Innovation and creativity in education and training

Professional Development

This study describes the experience gained and lessons learnt in 2008 while introducing an innovative methodology for the in-service training of school teachers, principals and staff in the school district of Macerata, Italy, based on the principles of social constructivism and action research applied to online learning environments, aiming at practitioners' empowerment.

The study was presented at the iLearning Forum in Paris – 19 and 20 January 2009 – and the relevant paper, *Teacher training in an online Action Research framework*, was published in the conference proceedings.

Networked Learning and Connectivism: the challenge of the future

Based on previous research on translator education and on the systemic-functional model of translation competence recently developed, this study aims at providing a coherent picture of students' experiences of collaborative translation in both LS and TS classes in a Networked Learning environment and with openings to connectivism.

The study was presented at the 5th IATIS Conference in Belfast – 13-7 July 2012 – and the relevant paper, *Developing translation competence through networked learning within a collaborative translation pedagogical approach*, will be submitted for publication in the conference proceedings.