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## The Interaction between Terminology and Translation Or Where Terminology and Translation Meet

### *Abstract*

In this article Terminology and Translation are compared to one another on a number of points of comparison. On the basis of the results, the cooperation/interaction between Terminology and Translation are discussed. The contribution of Terminology to Translation is obvious, but that of Translation to Terminology is less evident, yet it does exist. This article is based on a paper that I gave at the 2013 EST congress.<sup>1</sup>

### 1 Introduction

Initially, Terminology claimed to be an independent discipline (cf. Traditional Terminology: Felber 1984: 31). This claim was later disputed by e.g. Sager (1990: 1), Temmerman (2000: 2). In fact, Terminology has gradually become rather an interdisciplinary and transdisciplinary discipline. It has been linked to a range of (sub)disciplines, from Lexicology, Semantics, Cognitive Linguistics, Sociolinguistics, Communication, to Philosophy and Language Planning. The basis for the above claims is the comparison of Terminology with the various disciplines in search for similarities supporting and/or dissimilarities rejecting the claim of Terminology that it is an independent discipline. In this article, I will compare Terminology with Translation, not in order to draw any conclusions about the status of Terminology, viz. whether it is a discipline and whether it is an independent discipline, but in order to find where and how Terminology and Translation cooperate and interact in the actual practice of a professional translator. In other words, my starting point and perspective is the actual practice of a professional translator.

These interaction patterns between Terminology and Translation emerge from a comparison of the two. The criteria of comparison will be: (1) objectives, (2) working area, (3) actors, (4) type of work, (5) working methods and (6) clients and TSPs (Translation

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<sup>1</sup> 7<sup>th</sup> EST Congress on "Translation Studies: Centres and Peripheries". Johannes Gutenberg University Mainz, 29 August – 1 September 2013: European Society for Translation Studies.

Service Providers). However, first a few basic issues have to be cleared. Both Terminology and Translation are rather general terms and may be subdivided into a number of types.

## 1.1 Terminology

Sager (1990: 3) gives three definitions of Terminology:

- (1) the set of practices and methods used for the collection, description and presentation of terms;
- (2) a theory, i.e. the set of premises, arguments and conclusions required for explaining the relationships between concepts and terms which are fundamental for a coherent activity under (1);
- (3) a vocabulary of a special subject field.

“Presentation” of terms (definition (1)) refers to visually representing terms in structures expressing terminological relations (equivalence, generic hierarchy, part-whole hierarchy and complex or associative relational structures).

Definition (2) – i.e. theory – is the basis for definitions (1) and (3), where the third definition – i.e. the vocabulary – is the result of definition (1) – i.e. the set of practices and methods. Clearly, definition (2) is not appropriate for a professional translator: theory and theory-building would simply take up too much time, although he may use its principles as “(heuristic) discovery procedures” (Thelen 2002b: 194, 2012: 130),<sup>2</sup> i.e. as a guidance in the direction of translation solutions. Definition (3), the vocabulary, is the resource that the translator consults when translating, or that he may supplement, or perhaps, correct, on the basis of issues that he has to resolve while translating. The translator is not concerned with a systematic and complete mapping of a special vocabulary. Definition (1), the set of practices and methods, fits best in the actual practice of a professional translator, but recourse to Terminology in definition (2) (theory) can be of great help for the solution of terminology-related translation issues.

### *Types of Terminology*

Generally, the following two types of Terminology may be distinguished.

#### (1) Theory-oriented Terminology

The term Theory-oriented Terminology is, as far as I know, not an existing term. In Thelen (2012: 132), I suggested it as the natural counterpart of the term Translation-oriented Terminology (see below). By Theory-oriented Terminology I understand “[...] the type of terminology work done by terminologists who are essentially concerned with the relation

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<sup>2</sup> Heuristic discovery procedures (Thelen 2002b: 194), or simply “discovery procedures” (Thelen 2012: 130) are defined as “procedures or structures to help [...] discover the meaning of the source text” (Thelen 2012: 130), but may be generalised as the application of theoretical principles, procedures or structures to help solve a problem.

between terms and concepts, concept formation, term formation and standardisation” (Thelen 2012: 132, see also Thelen 2008). This pertains to all three definitions of Terminology, but in particular to definition (2). For definition (1) the terminologist applies a well-defined set of practices and methods so as to contribute to the special vocabulary of a given domain (Terminology definition (3)). Another term for Theory-oriented Terminology is Systematic Terminology. Theory-oriented Terminology is specifically for and by terminologists; their objective is in the first place to contribute to Terminology (all definitions).

## (2) Translation-oriented Terminology

The term Translation-oriented Terminology is used in various sources (e.g. Muráth 2010: 49 – “translation-oriented terminology work”; Korkas/Rogers 2010: 127 – “translation-oriented terminologist”). It refers to the type of Terminology carried out by translators for use in translations. By Translation-oriented Terminology I understand

[...] the kind of terminology work done by translators, either monolingually (in order to analyse the meaning of a term in the source language and/or the meaning of an equivalent term in the target language) or bilingually or multilingually (in order to compare the results of the monolingual analyses to see if there is equivalence between them), but always with a view to translation, where effectiveness and efficiency of the translation process and speed are most important. (Thelen 2012: 132)

Another term for this type of Terminology is Ad-hoc Terminology. Translation-oriented Terminology involves, wherever needed and appropriate to solve translation issues, the application of principles of Theory-oriented Terminology (definition (2)) as “discovery procedures” (Thelen 2002b: 194), as well as the application of those practices and methods of Theory-oriented Terminology (definition (1)) to describe, define and register terms that are deemed useful to the process of translating and in a way that is convenient and commensurate to the time given to deliver the translation. In terms of definition (1) of Terminology (the set of practices and methods used for the collection, description and presentation of terms) this means that the translator’s objective of applying these practices and methods is to produce and deliver an appropriate translation and to record terms with their definition and context for later use.<sup>3</sup> The translator is not concerned with Terminology in definition (2), theory, although he may make use of its principles for the solution of translation problems related to Terminology.

The distinction between these types of Terminology is important, because the points of comparison with translation may yield different results for both types of Terminology.

## 1.2 Translation

By Translation I understand the actual practical translation work done by a translator who transfers a source text into a target text. It is not to be confused with Translation Studies, which is the theory. Translation Studies is

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<sup>3</sup> This does not apply when the translator is given a dedicated term base by his commissioner.

[...] the academic discipline concerned with the study of translation at large, including literary and non-literary translation, various forms of oral interpreting, as well as dubbing and subtitling. [...] "Translation Studies" is also understood to cover the whole spectrum of research and pedagogical activities, from developing theoretical frameworks to conducting individual case studies to engaging in practical matters such as training translators and developing criteria for translation assessment. (Baker 1998: 277)

It appears, by the way, that Translation Studies is seen as a discipline for theory and research only and that practical translation work is not considered a part of it. Neither Holmes (1988) nor Toury (1995) include practical translation in their maps of Translation Studies. The Applied branch (Holmes) and the Applied Extensions (Toury) deal with such topics as Translator training, Translation aids and Translation criticism.

In this article I reserve the term Translation for the actual practice of translating, and Translation Studies for the theory of and research in Translation. This article does not deal with Translation Studies.

### *Types of Translation*

For Translation a number of subdivisions<sup>4</sup> into types may be established depending on a number of categorising criteria.

### **Human Translation**

(1) types of translation by translation method (cf. Larson 1984/1998: 17-20):

- (a) very literal translation/interlinear translation;
- (b) literal translation;
- (c) modified literal translation;
- (d) inconsistent mixture;
- (e) near idiomatic translation;
- (f) idiomatic translation;
- (g) unduly free translation.

(2) types of translation by portion of SLT (Source Language Text) that is translated:

- (a) everything:
  - cover-to-cover translation/absolute translation;<sup>5</sup>

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<sup>4</sup> The terms used in this list are by no means exhaustive. There are many more terms for translation types (see e.g. Newmark 1988; House 1997; Shuttleworth/Cowie 1997; etc.).

<sup>5</sup> Shuttleworth and Cowie (1997): "In absolute translation the whole of ST [the Source Text (MT)] is transferred into TL [the Target Language (MT)], with no alteration to the content or the form of the original document. Clearly, there are constraints on this type of translation, [...] there can be no technical or linguistic variation from the original text, and all terminology must be exactly as in ST" (cf. Gouadec 1989: 28).

(b) parts:

- summary translation/abstract translation;
- keyword translation.<sup>6</sup>

(3) types of translation by format/layout of TLT (Target Language Text) (cf. Shuttleworth/Cowie 1997; Gouadec 2001):

- diagrammatic translation (= representing the content of SLT in a schematic diagram or form as a basis for transfer into TLT).<sup>7</sup>

(4) types of translation by person who translates the text:

- autotranslation/self-translation (translation by the original author)
- authorized or certified translation (translation by a sworn translator).

(5) types of translation by technical tools used (cf. Freigang 1998; Somers 1998a,b,c):

- machine-aided/-assisted translation (MAT);
- computer-aided/-assisted translation (CAT);
- machine-aided/-assisted human translation (MAHT) (= translation by a human translator with the help of computer programs, such as translation memories, term management systems).

**Machine Translation** (cf. Freigang 1998; Somers 1998a,b,c)

- automatic translation/fully automatic translation/high quality machine translation (FAHQMT).

The various types of human translation will obviously have an impact on the way in which Translation-oriented Terminology is carried out, e.g. whether context-based determination if a term is used in its standard use is relevant or not: in keyword translation, for example, this is not relevant, in cover-to-cover translation it is. If a term appears not to be used in its standard use, the translator may be forced to apply a translation procedure (or technique or method, see e.g. Newmark 1988) in his translation to account for this deviation. In the case of human translation with or without the help of technical tools, the various types of Translation, although having different objectives and possibly requiring different procedures, will not involve different people (in all cases it will – generally – be a translator carrying out the job). It will also be obvious that Translation-oriented

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<sup>6</sup> Shuttleworth and Cowie (1997): "This particular type involves keywords in ST [the Source text (MT)] being translated into TL [Target Language (MT)] to determine whether or not the information contained in ST requires fuller translation and, if so, how it should be translated. The keywords indicate the basic concepts of ST, and by placing them in decreasing order of frequency in ST the translator can indicate which concepts are the most important. The result is a TL index of the SL document which enables the TL reader to identify the Sections of the text which will be of most use to him or her" (cf. Gouadec 1989: 23).

<sup>7</sup> Gouadec (2001: 194 ff): traduction signalétique. The content of SLT can be represented by means of at least two forms: a generic form (with information about author, title, topic by paragraphs, etc.) and a specific form (with detailed information per paragraph about its overall topic, and its primary and secondary topics).

Terminology in the case of machine translation will probably differ from that in human translation. However, these issues would require detailed research and are beyond the scope of this article. Consequently, in this article, no further distinction will be made between types of Translation. I will, moreover, not go into such modes of translating as subtitling and dubbing, but restrict myself to “traditional” translation. Finally, this article will not deal with interpreting

### 1.3 The interaction between Terminology and Translation

A number of interactions are possible between Terminology and Translation, as shown in Figure 1, viz. (1) between Theory-oriented Terminology and Translation, (2) between Theory-oriented Terminology and Translation-oriented Terminology, and (3) between Translation-oriented Terminology and Translation.

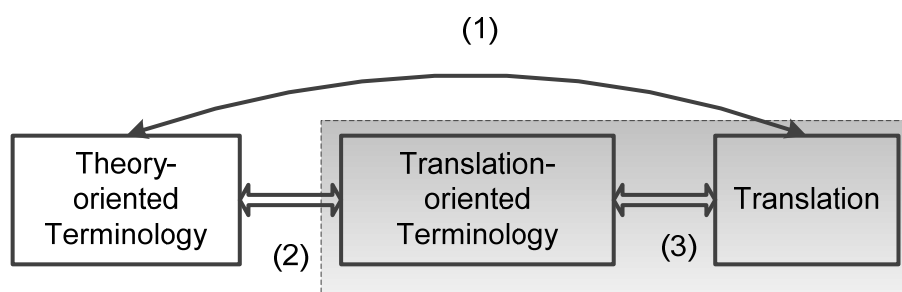


Fig. 1: The interaction between Theory-oriented Terminology, Translation-oriented Terminology and Translation.

The dotted line around Translation-oriented Terminology and Translation indicates that these have more in common with one another than with Theory-oriented Terminology. Both deal in the first place with translation. The reason for representing them as two separate but related areas is (1) that both deal with translation, viz. Translation-oriented Terminology with the translation of domain-specific language, and Translation with the translation of domain-specific and general language, (2) that the professional specialist (non-literary) translator has less translation freedom when encountering a term than when dealing with a general language word. In the former case, he is more or less obliged to give a standard equivalent term in his translation (if the commissioner’s brief does not say otherwise); in the case of a word with more shades of synonymous meanings, he may choose a meaning to his liking in his translation, provided it fits in the context. In other words, in the case of terms there is less translation freedom than in the case of general language words. On the other hand, Translation-oriented Terminology is represented as separate from Theory-oriented Terminology because it is not as systematic as Theory-oriented Terminology and because its objective is translation and not terminology per se; moreover, in the literature a distinction is made between systematic Terminology (Theory-oriented Terminology in this article) and ad hoc Terminology (Translation-oriented Terminology in this article). Actually, Translation-

oriented Terminology is much closer to Translation than to Theory-oriented Terminology. Consequently, Translation-oriented Terminology is placed between Theory-oriented Terminology and Translation in Figure 1, and may be viewed as “mediator” between the two.

#### **1.4 Structure of this Article**

In Section 2 I will discuss the various criteria of comparison between Terminology and Translation. This will be followed in Section 3 by the cooperation between Translation-oriented Terminology and Translation. In Section 4 I will then elaborate on the cooperation between Theory-oriented Terminology, on the one hand, and Translation-oriented Terminology and Translation, on the other. The article will be concluded by an epilogue in Section 5.

## **2 Comparing Terminology and Translation**

As mentioned before, the criteria for the comparison between Terminology and Translation that I will use are: (1) objectives, (2) working area, (3) actors, (4) type of work, (5) working methods and (6) clients and TSPs (Translation Service Providers). These will be applied to the following pairs, respectively: (1) Translation-oriented Terminology vs. Translation, and (2) Theory-oriented Terminology vs. Translation-oriented Terminology and Translation. On the basis of the results of these comparisons I will then try to formulate cooperation/interaction patterns.

### **2.1 Translation-oriented Terminology vs. Translation**

The comparison between Translation-oriented Terminology and Translation yields a number of results that will be discussed in the next sections.

#### **2.1.1 Objectives**

The translator’s objective is to produce a Target Text (TT) on the basis of a Source Text (ST) that conveys as precisely as possible the meaning of ST, taking into account the requirements and conventions of the Target Language (TL) and the domain-specific language of TL, as well as the specifications of the commissioner. With requirements and conventions of TL I mean the linguistic rules and structures of TL, and domain-specific language of TL to use of terms, phraseology, text type, text form, text function, and layout. Meaning refers to three types of meaning as formulated by Larson (1984/1998: 41-47): (1) referential meaning (i.e. denotation), (2) organisational meaning (i.e. the way the message of the text is “packaged” in linguistic and textual structures and layout), and (3) situational meaning (i.e. the way in which the communication situation in which the message is produced affects the message, e.g. professor to student). The degree of precision of retaining the ST meaning may vary depending on the specifications of the commissioner. These objectives relate to general language as well as to specific language.

The objectives of Translation-oriented Terminology correspond roughly to those for Translation, but, of course, with the difference that the former operates on domain-specific language only. However, there are two characteristic additional objectives for Translation-oriented Terminology, viz. translating terms by standard TL equivalent terms (unless specified otherwise by the commissioner),<sup>8</sup> and term registration for future use and reference.

In more general terms, the objectives for both Translation-oriented Terminology and Translation can be summarised as follows:

| Translation-oriented Terminology   | Translation  |
|--|--|
| Decode the meaning of a Source Language (SL), retain the meaning as much as possible and encode it in a Target Language (TL) | Decode the meaning of a Source Language (SL), retain the meaning as much as possible and encode it in a Target Language (TL) |
| Improve and disambiguate communication: (mainly) bilingually/interlingually (sometimes) monolingually (intralingually)       | Improve and disambiguate communication: (mainly) bilingually/interlingually (sometimes) monolingually (intralingually)       |
| Improve and disambiguate communication by applying appropriate terminological principles                                     | Improve and disambiguate communication by applying appropriate translation types/methods/procedures                          |
|  | Translate terms by standard TL equivalent terms (unless specified otherwise by the commissioner)                             |
| Term registration for future use and reference   |  |

Tab. 1: Objectives of Translation-oriented Terminology and Translation compared.

### 2.1.2 Working Area

The working areas of Translation-oriented Terminology and Translation are the same, both deal with the actual practice of translating. It is for this reason that Translation-oriented Terminology and Translation form one area surrounded by a dotted line in Figure 1 above. The difference is, however, that Translation-oriented Terminology deals with domain-specific language only and is restricted to non-literary Translation only, whereas Translation deals both with domain-specific language and with general language, and operates in literary as well as non-literary Translation. Terminology definition (1) fits well with what Translation-oriented Terminology does: applying the set of practices and methods of Theory-oriented Terminology for term registration.

### 2.1.3 Actors

In both Translation-oriented Terminology and Translation, the actor is the translator, which is not surprising since the objectives and working areas are quite identical. Usually, it is one and the same translator who does and is responsible for Translation-oriented Terminology and Translation. This may be one of the reasons why Translation-oriented

<sup>8</sup> This refers to the situation where the commissioner has his own term preferences or where he gives the instruction that, for example, the audience should not be professionals but interested laymen (in the case of informing the public on scientific discoveries).



Terminology is non-systematic and ad-hoc: the translator is bound by the deadline he has been given to complete the translation, and can, therefore, not afford to spend too much time on Terminology which would be required for systematic Terminology.

Since the actor in both cases is the same, i.e. the translator, the set of qualifications for Translation-oriented Terminology and Translation are also identical. According to EN 15038 (2006: 7), one of the following qualifications is required

- formal higher education in translation (recognised degree);
- equivalent qualification in any other subject plus a minimum of two years of documented experience in translating;
- at least five years of documented professional experience in translating.<sup>9</sup>

The same holds for the competences involved and required (see Table 7 below).

### 2.1.4 Type of Work

The type of work done in Translation-oriented Terminology and Translation is largely identical:

| Translation-oriented Terminology  | Translation  |
|---|--|
| core: translating Source Text (ST) terms by standard Target language (TL): equivalent terms | core: preparing/pre-editing documents for translation, translating <sup>10</sup> and post-editing documents (of any type and domain) |
| core: creating terms as a translation solution if no standard equivalents are available     | core: creating terms as a translation solution if no standard equivalents are available  |
| core: registering terms for future use and reference  |  |

Tab. 2: Type of work of Translation-oriented Terminology and Translation compared.

In fact, Translation-oriented Terminology supplements Translation, or formulated more precisely, is part of non-literary Translation.

### 2.1.5 Working Methods

The working methods of Translation-oriented Terminology and Translation can be summarised as shown in Table 3:

<sup>9</sup> Direct information as a member of the Dutch shadow committee for ISO 17100, the successor of EN 15038: as far as content is concerned, the required qualifications have kept unchanged in ISO 17100.

<sup>10</sup> Translation may come in various forms: translation proper, i.e. the translation of written/digital texts, audiovisual translation (e.g. subtitling), localisation, web-translation, etc.

| Translation-oriented Terminology  | Translation  |
|---|--|
| For decoding Source Language Text (SLT) meaning →<br>on the basis of the linguistic context and the cognitive context of the SLT term (if needed, supplemented by SLT-external linguistic and cognitive context in dictionary definitions, corpora, etc.)   | For decoding Source Language Text (SLT) meaning →<br>on the basis of the linguistic context and the cognitive context of the SLT item (if needed, supplemented by SLT-external linguistic and cognitive context in dictionary definitions, corpora, etc.)  |
| For encoding SLT meaning in Target Language Text (TLT) form →<br>on the basis of the cognitive context of SLT term (possibly supplemented by the SLT-external linguistic and cognitive context in dictionary definitions, corpora, etc.) with a check of the chosen TLT term on equivalence with the SLT term and appropriateness/suitability within TLT linguistic and cognitive context | For encoding SLT meaning in Target Language Text (TLT) form →<br>on the basis of the cognitive context of SLT item (possibly supplemented by the SLT-external linguistic and cognitive context in dictionary definitions, corpora, etc.) with a check of the chosen TLT item on equivalence with the SLT and appropriateness/suitability within TLT linguistic and cognitive context |
| For encoding and decoding meaning, but also for term registration →<br>applying appropriate terminological principles from Theory-oriented Terminology  | For encoding and decoding meaning →<br>applying appropriate translation types/methods/procedures/techniques  |

Tab. 3: Working methods of Translation-oriented Terminology and Translation compared.

As can be seen, also the working methods have much in common, both for decoding and encoding meaning. The difference is that Translation-oriented Terminology deals with terms and applies appropriate terminological principles from Theory-oriented Terminology (and this not solely for decoding and encoding meaning, but also for term registration), whereas Translation applies appropriate translation methods/procedures.<sup>11</sup>

The identity between Translation-oriented Terminology and Translation as regards decoding and encoding meaning can be explained in terms of Cognitive Linguistics, more precisely in terms of the encyclopaedic view of linguistic meaning. The encyclopaedic view of meaning

[...] views lexical items as access points to encyclopaedic knowledge. According to this view, words are not containers that present neatly pre-packed bundles of information. Instead, they provide access to a vast network of encyclopaedic knowledge. (Evans/Green 2006: 217)

On the basis of this view, one could represent the relation between Translation-oriented Terminology and Translation as follows:

<sup>11</sup> For translation types see 1.2 *Translation Types* above. Translation methods or strategies “[...] relate to whole texts” (Newmark 1988: 1), whereas translation procedures or techniques “[...] are used for sentences and the similar units of language” (Newmark 1988: 1). Translation methods/strategies refer to such phenomena as, for example, *meaning-based translation* (cf. Larson 1984/1998), *author-oriented translation* (Clyne 1987), *Skopos Theory* (see e.g. Nord 1997); they are also used to describe whether translation is “tackled” from a linguistic angle (see e.g. Baker 1992), or a cognitive angle (see e.g. Dancette 1992 or Turewicz 1992). Translation procedures or techniques cover such phenomena as transference, cultural equivalent, through-translation, and reduction (see Newmark 1988). For a description of the application of terminological principles from Theory-oriented Terminology to translating and term registration (which is typical for Translation-oriented Terminology), see Section 4 below.

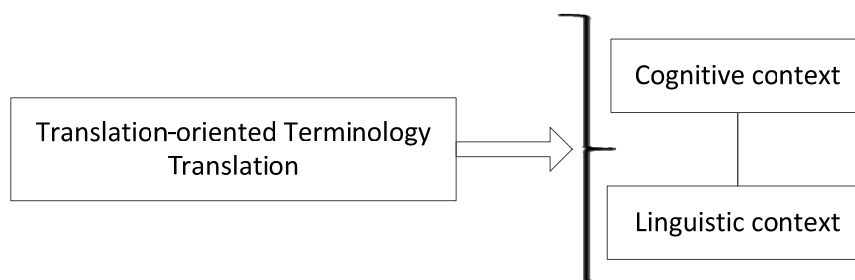


Fig. 2: Encyclopaedic view of meaning – Translation-oriented Terminology and Translation compared.

As Figure 2 shows, both Translation-oriented Terminology and Translation use the linguistic and cognitive context as a basis for further processing for decoding as well as for encoding. The use of the linguistic context and the cognitive context for decoding is obvious: the SLT item is analysed in order to grasp its meaning on the basis of its linguistic and cognitive context in the SLT; the linguistic and cognitive context may be the context within the Source Text, but also the context outside the Source Text, e.g. the context of the dictionary definition looked up for the item in question, or corpora. Having determined the meaning of the SLT item, the translator then encodes this into a TLT form and checks if it is equivalent to the SLT item, if the TLT linguistic and cognitive context are equivalent to those in the SLT, and if the chosen TLT equivalent fits in the linguistic and cognitive context of the TLT. What unites Translation-oriented Terminology and Translation is that the linguistic context serves as access point to the cognitive context, viz. encyclopaedic knowledge. This pertains to all types of linguistic items, including terms.

What the working methods of Translation-oriented Terminology and Translation also have in common is the type of sources of information: (1) experts and specialist authors, (2) libraries and documentation, (3) translations, (4) authoritative sources, (5) terminological research, (6) ad hoc research, (7) text-related research, and (6) subject-related research (cf. COTSOES 2002: 42-47). These are also “shared” by Theory-oriented Terminology (see Figure 4).

### 2.1.6 Clients and Translation Service Providers (TSPs)

In most cases the client for Translation-oriented terminology and Translation is one and the same, simply because in most cases both are done as part of one and the same job. There may be exceptions, however. Translation-oriented Terminology work may also be issued as a separate job, as in the case of the national Swedish term bank: individual private clients may turn to them to ask for help for individual terminology problems (see Rikstermbanken s.a.). For both Translation-oriented Terminology and Translation clients may be individual persons, but also companies, and even translation bureaus.

For both Translation-oriented Terminology and Translation holds that a TSP need not be the same person as the *actor* carrying out the job. In the case of a middle or large

translation bureau,<sup>12</sup> for example, the bureau is the service provider, and the employee charged with the terminology or translation job is the actor. Clearly, the service provider is an institution, and the actor an individual person. Client contact will generally be between the bureau and the client, not between the actor and the client. In the case of a one-person translation bureau the two terms apply to one and the same person, viz. the translator. Very often, the translator in a one-person translation bureau is also a freelance translator.

As for the TSPs, there are no differences between Translation-oriented Terminology and Translation. For both service providers may be freelancers, one-person translation bureaus, middle/larger translation bureaus, and in-house translation departments.

## 2.2 Theory-oriented Terminology vs. Translation-oriented Terminology and Translation

In what follows, the results will be discussed of the comparison between Theory-oriented Terminology and Translation-oriented Terminology/Translation.

### 2.2.1 Objectives

The objectives of Theory-oriented Terminology, on the one hand, and Translation-oriented Terminology & Translation, on the other, can be represented as shown in Table 4 below:

| Theory-oriented Terminology   | Translation-oriented Terminology & Translation   |
|---|--|
| Establish relations between concepts, between concepts and terms, and between terms                   | Decode the meaning of a Source Language (SL), retain the meaning as much as possible and encode it in a Target Language (TL)   |
| Improve and disambiguate communication:<br>bilingually/interlingually<br>monolingually/intralingually | Improve and disambiguate communication:<br>(mainly) bilingually/interlingually<br>(sometimes) monolingually (intralingually)   |
| Improve and disambiguate communication by applying appropriate terminological principles              | <ul style="list-style-type: none"> <li>– Translation: Improve and disambiguate communication by applying appropriate translation types/methods/procedures</li> <li>– Translation-oriented Terminology: Improve and disambiguate communication by applying appropriate terminological principles</li> </ul> |

Tab. 4: Objectives of Theory-oriented Terminology and Translation-oriented Terminology/ Translation compared.

<sup>12</sup> I will use the term *bureau* as a cover term to include bureaus, companies and agencies. Although there are differences between these terms, certainly between bureau and agency, I will not distinguish between them because this is beyond the scope of this article.

There are, furthermore, small differences as regards factors to be taken into account, as shown in Table 5:

| Theory-oriented Terminology  | Translation-oriented Terminology & Translation  |
|--|---|
| Aspects of language planning & policy  | Translation brief (specific requirements of the commissioner of the translation)  |
| When more languages are involved in one and the same area: options for correspondence on the points of domain-specific register (communication level, audience, [cognitive] linguistic & cultural specifics) and style | Options for correspondence between domain-specific register (communication level, audience, [cognitive] linguistic & cultural specifics) and style of Source language Text (SLT) and Target Language Text (TLT) |

Tab. 5: Aspects to be taken into account by Theory-oriented Terminology and Translation-oriented Terminology and Translation.

As can be seen from these tables, there are differences in objectives and aspects to be taken into account, but these are not huge.

When language planning & policy deals with two or more languages in one and the same area (e.g. the Republic of South-Africa with English, Afrikaans and a number of indigenous languages), consideration should be given to how correspondence can be established between the various languages on the points of domain-specific register and style. As for Translation-oriented Terminology and Translation, the correspondence between SLT and TLT is always an issue to be taken into account. This is even more important when the translation brief stipulates, for example, that the audience of the TLT should be different from that of the SLT.

### 2.2.2 Working Area

The working areas of Theory-oriented Terminology, on the one hand, and Translation-oriented Terminology & Translation (i.e. non-literary domain-specific Translation), on the other, coincide partly: they all deal with domain-specific language, be it with different objectives. However, as indicated in the previous Section, Translation deals with general language as well.

### 2.2.3 Actors

What a theory-oriented terminologist and a translator do seems obvious: a terminologist deals with Theory-oriented Terminology and a translator translates and in doing this deals with Translation-oriented Terminology. There is, however, more to it. If it were as straightforward as this, both the theory-oriented terminologists and the translator would have different qualifications and competences. The “Professional Profile for Terminologists” of the Rat für Deutschsprachige Terminologie RaDT (2004), and EN 15038 (2006)/ISO 17100 (2015) give a different picture.

**Qualifications**

Table 6 shows the various required qualifications for a terminologist and a translator:

| Theory-oriented Terminologist   | Translator   |
|---|--|
| Degree of an institute for translation, interpreting or technical writing | Formal higher education in translation (recognised degree) OR  |
|   | Equivalent qualification in any other subject plus a minimum of two years of documented experience in translating OR |
|   | At least five years of documented professional experience in translating   |

Tab. 6: Training and qualifications for terminologists and translators.

As can be seen, there are no specific training institutes for terminologists. RaDT adds:

Today, the teaching of terminology and practical terminology work are a constituent component of virtually every course of studies in the translation, interpreting or technical writing sectors. This content is rarely to be found in other arts and social sciences courses. Some institutes of higher learning are offering independent courses of training and continuing education courses for terminologists. (RaDT 2004: 4)

From this one might conclude that the requirements for translators are stricter than for theory-oriented terminologists, and that Theory-oriented Terminology – in most cases – is not treated as an independent discipline, but as part of Translation. That Theory-oriented Terminology is offered in training courses for Translation is not surprising and underlines that one cannot do without the other.

**Competences**

When one compares the competences listed for Theory-oriented Terminology on the website of RaDT (2004) and for Translation in EN 15038 (2006) and ISO 17100 (2015),<sup>13</sup> the following picture emerges (Table 7):

| Theory-oriented Terminology (RaDT 2004)  | Translation (and ~- oriented Terminology) (EN 15038/ISO 17100)   |
|--|--|
| 1) General requirements (18 in total):<br>a. good all-round knowledge<br>b. fundamental competence in the specialised sectors in question<br>c. ability to find their way into other specialised sectors quickly<br>d. systematic method of working<br>e. planning and organisational competence<br>f. project management competence<br>g. Interdisciplinary thinking and comparative working methods<br>h. inter- and intracultural thinking (also in the working cultures) | 1) Translating competence:<br>a. the ability to translate texts to the required level [...]<br>b. the ability to assess the problems of text comprehension and text production<br>c. the ability to render the target text in accordance with the client-TSP (Translation Service Provider) agreement and to justify the results |

<sup>13</sup> As mentioned in footnote (8), the text and description of the competences in EN 15038 (2006) will be taken over literally in ISO 17100 (2015).

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>i. ability to recognise cultural differences</li> <li>j. ability to think in abstract terms</li> <li>k. ability to conceptualise</li> <li>l. creativity</li> <li>m. "flair to detect and follow up clues"</li> <li>n. negotiation skills</li> <li>o. power of persuasion</li> <li>p. ability to present reasoned and convincing arguments</li> <li>q. communicative competence</li> <li>r. social competences ability to resolve problems</li> </ul> |  |
| <p>2) Specialised requirements (4 in total)</p> <ul style="list-style-type: none"> <li>a. good knowledge of the principles of terminology</li> <li>b. mastery of terminological working methods (normative and descriptive terminology work)</li> <li>c. mastery of the electronic tools for terminology management and their interfaces with other applications</li> <li>d. basic knowledge of information technology and documentation</li> </ul>   | <p>2) Linguistic and textual competence:</p> <ul style="list-style-type: none"> <li>a. the ability to understand the source language and mastery of the target language.</li> <li>b. knowledge of text type conventions for as wide a range of standard-language and specialised texts as possible,</li> <li>c. the ability to apply this knowledge when producing texts</li> </ul>  |
| <p>3) Language competence:</p> <ul style="list-style-type: none"> <li>a. high degree of mother tongue competence</li> <li>b. well-developed feel for the language and a high degree of linguistic creativity</li> <li>c. where multilingual terminology is involved, a high degree of competence in at least one, however, where possible, in several languages</li> </ul>  | <p>3) Research competence, information acquisition and processing:</p> <ul style="list-style-type: none"> <li>a. the ability to efficiently acquire the additional linguistic and specialised knowledge necessary to understand the source text and to produce the target text, experience in the use of research tools,</li> <li>b. the ability to develop suitable strategies for the efficient use of the information sources available.</li> </ul> |
| <p>4) Research and teaching competences</p> <ul style="list-style-type: none"> <li>a. basic competence in the theory of science</li> <li>b. research competence in the terminology sector as a subset of specialised communication</li> <li>c. didactic competencies relating to terminology above and beyond basic competencies</li> </ul>   | <p>4) Cultural competence:</p> <ul style="list-style-type: none"> <li>a. the ability to make use of information on the locale, behavioural standards and value systems that characterise the source and target cultures</li> </ul>   |
|   | <p>5) Technical competence:</p> <ul style="list-style-type: none"> <li>a. the abilities and skills required for the professional preparation and production of translations,</li> <li>b. the ability to operate technical resources [...].</li> </ul>  |

Tab. 7: Survey of competences for Theory-oriented Terminology (RaDT 2004: 22-23), and Translation (and ~-oriented Terminology) (EN 15038: 9)/ISO 17100: 6).

Because RaDT uses general requirements and specialised requirements whereas EN 15038 and ISO17100 do not, and because the types and formulation of the various competences in RaDT differ from those in EN 15038 and ISO 17100, it is rather impossible to align the various competences between RaDT and EN 15038/ISO 17100. It appears that the number of competences and subcompetences plus requirements in RaDT (2004) amounts to 28, whereas in EN 15038 the total number of competences, subcompetences and requirements is 11, in other words, a difference of 17. However, a closer look reveals that some of the RaDT (sub)competences and requirements that are singled out as separate (sub)competences/requirements are classified in different places in EN 15038/ISO 17100, but are almost identical. Furthermore, RaDT contains a few (sub)competences/requirements that are not specific for the work done by a Theory-oriented terminologist: good all-round knowledge, systematic method of working, ability to think in abstract terms, ability to conceptualise, creativity, and “flair to detect and follow up clues” (RaDT 2004: 3). RaDT’s “didactic competencies relating to terminology above and beyond basic competencies” (RaDT 2004: 3) are an odd man out and seem very strange as competences for Theory-oriented Terminology.

Overall, however, the RaDT (2004) (sub)competences/requirements are more or less identical to those in EN 15038/ISO 17100, which means that the competences required for Theory-oriented Terminology and Translation/Translation-oriented Terminology are considerably similar. This is more or less confirmed by Pavel and Nolet (2001) who list the requirements for a (Theory-oriented) terminologist as follows:

Terminology work requires a number of abilities, such as:

- the ability to identify the terms that designate the concepts that belong to a subject field
- the ability to confirm the usage of the terms in pertinent reference documents
- the ability to describe concepts concisely
- the ability to distinguish correct usage from improper usage
- the ability to recommend or to discourage certain usages with a view to facilitating unambiguous communication (Pavel/Nolet 2001: xviii).

Other important questions in this respect are “who is what?”, or “what is a terminologist?” and “what is a translator?”



*What is a terminologist/what is a translator?*

Answers to these and similar questions can be presented schematically as follows (Table 8):

|  |  |
|--|--|
| Is a (Theory-oriented) terminologist a translator? | No, not necessarily. A (Theory-oriented) terminologist may well be a domain specialist, a medical doctor, for example, who stopped working as a medical doctor and who trained himself as a (Theory-oriented) terminologist in the medical domain. A (Theory-oriented) terminologist may, however, also be translator. |
| Is a translator a (Theory-oriented) terminologist? | No, not initially. A translator is a Translation-oriented terminologist who engages in Terminology in function of translating. However, a translator may well become a Theory-oriented terminologist.  |
| Is a (Theory-oriented) terminologist one person?   | It is commonly believed that a (Theory-oriented) terminologist is one person. This is challenged by Martin (2006) who claims that a terminologist is a team of people.   |

Tab. 8: What is a terminologist and what is a translator?

As indicated in Table 8, Martin (2006) believes that a terminologist is a team of people:

**The** [bold by author (MT)] (ideal) terminologist as an individual does not exist. The (ideal) terminologist is a team. In that team, actors such as domain experts, IT-developers, translators etc. play an important role. However the most important role is that of the Sublanguage Expert who co-ordinates the several team members and acts as a catalyst being able to understand needs, to anticipate them and to see to it that they can be solved.  
 (Martin 2006: 92)

This implies that, in his view, a terminologist is not a translator, but a team of which the translator is only one of the cooperating members. Moreover, the Sublanguage Expert that he mentions is not a translator either he is the coordinator of the team. The question is what this Sublanguage Expert is. Martin (2006) gives three requirements for someone to become a Sublanguage Expert. He must

- (1) [...] know how to acquire knowledge;
  - (2) [...] know how to represent knowledge,
  - (3) [...] know how to build a multifunctional term bank
- (Martin 2006: 88)

These requirements are rather general and not all too specific for Terminology. Elsewhere, however, he complements these requirements with a number of training requirements. To become a Sublanguage Expert, one:

[...] must have a sound training in the treatment (description, analysis, translation, (re)writing etc.) of sublanguages both from a theoretical and from a practical point of view.  
 (Martin 2006: 93)

The term *actor* as discussed in this Section should not be confused with the term *service provider* as used in Section (2.2.6) below. With *actor* I mean the type of person actually carrying out the Translation or terminology job at hand, whereas the term *service*

*provider* refers to the person or body delivering the service in a professional or commercial setting. The service provider need not be the same person as the actor carrying out the job (see Section 2.2.6).

### 2.2.4 Type of Work

The type of work done by a translator and by a Theory-oriented terminologist can be summarised as follows (Table 9):

| Theory-oriented Terminology  | Translation and Translation-oriented Terminology   |
|--|--|
| <b>core:</b> creating, describing and updating concepts and terms  | <b>core of Translation:</b> preparing/pre-editing documents for translation, translating <sup>14</sup> and post-editing documents (of any type and domain); creating terms as a translation solution if no standard equivalents are available<br><b>core of Translation-oriented Terminology:</b> translating Source Text (ST) terms by standard Target language (TL): equivalent terms; creating terms as a translation solution if no standard equivalents are available; registering terms for future use and reference |
| <b>also:</b> identifying the terms designating the concepts of a subject field (cf. Pavel/Nolet 2001: xviii) | <b>also:</b> ad-hoc terminology work in function of translating  |
| <b>also:</b> confirming, recommending, discouraging usage of terms (cf. Pavel/Nolet 2001: xviii)             | <b>also:</b> contributing to bilingual terminological standardisation  |

Tab. 9: Type of work done by (Theory-oriented) terminologist and by a translator.

See also COTSOES (2002: 12) for a similar enumeration of work done by a (Theory-oriented) terminologist.

As becomes clear from Table 9, Translation in general can be helpful to Theory-oriented Terminology – as part of its core activity – in the coining/creation of new terms: if/when there is no standard equivalent for an SLT term or if/when there is not yet a coined SLT equivalent term, the translator has to come up with a plausible and appropriate TLT equivalent. This can be seen as (the beginning) of coining/creating terms.

In essence, the core type of work done by both a translator and a (Theory-oriented) terminologist may be represented as follows (Figure 3):

<sup>14</sup> Translation may come in various forms: translation proper, i.e. the translation of written/digital texts, audiovisual translation (e.g. subtitling), localisation, web-translation, etc.

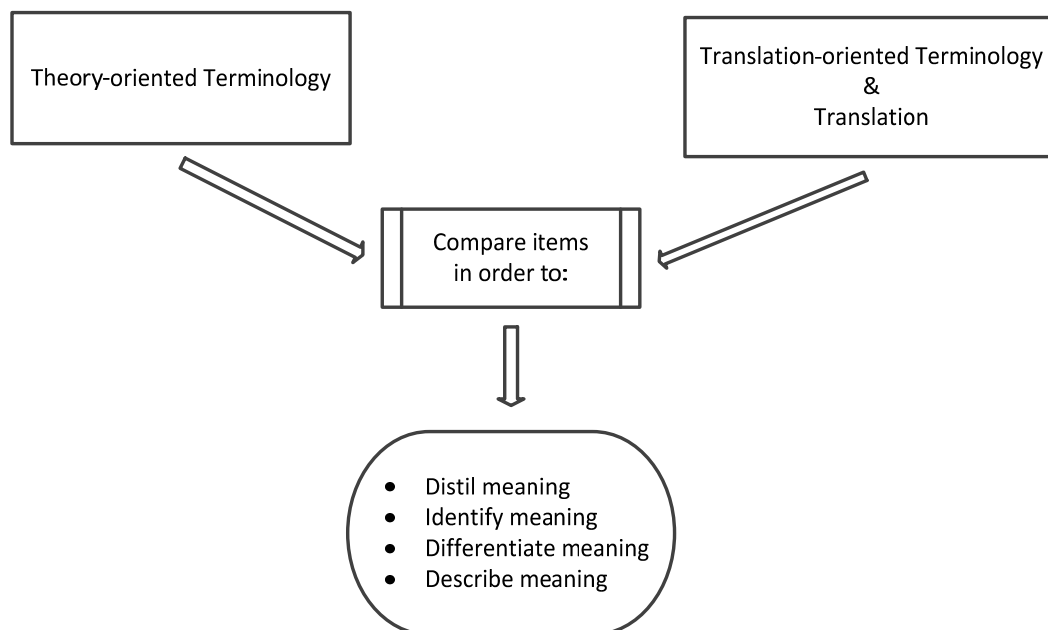


Fig. 3: Prototypical essence of work done by a (Theory-oriented) terminologist and a translator.

### 2.2.5 Working Methods

The working methods of Theory-oriented Terminology vs. Translation-oriented Terminology/Translation can be summarised as follows in Table 10:

| Theory-oriented Terminology   | Translation-oriented Terminology & Translation  |
|---|---|
| For term identification/description → on the basis of the linguistic context and the cognitive context of a term (e.g. in the case of corpora)) | For decoding Source Language Text (SLT) meaning → on the basis of the linguistic context and the cognitive context of the SLT item (if needed, supplemented by SLT-external linguistic and cognitive context in dictionary definitions, corpora, etc.)  |
| For term creation/concept description → on the basis of the cognitive context of the term/concept   | For encoding SLT meaning in Target Language Text (TLT) form → on the basis of the cognitive context of SLT item (possibly supplemented by the SLT-external linguistic and cognitive context in dictionary definitions, corpora, etc.) with a check of the chosen TLT item on equivalence with the SLT and appropriateness/suitability within TLT linguistic and cognitive context |
| applying appropriate terminological principles  | For Translation-oriented Terminology: applying appropriate terminological principles from Theory-oriented Terminology<br>For Translation: applying appropriate translation types/methods/procedures   |

Tab. 10: Working methods of Theory-oriented Terminology vs. Translation-oriented Terminology/ Translation.

The working methods of Translation-oriented Terminology and Translation have already been dealt with in Section 2.1.5. There it was noticed that for both these are identical, with the only difference that Translation-oriented Terminology deals with terms and applies terminological principles from Theory-oriented Terminology (for decoding and encoding as well as for term registration), whereas Translation deals with words and applies translation types/methods/procedures. Theory-oriented Terminology, like Translation-oriented Terminology, also deals with terms, be it not with the objective of translating them, but describing and creating them. It develops and applies terminological principles. Theory-oriented Terminology, like Translation-oriented Terminology and Translation, makes use of both the linguistic context and the cognitive context.

Theory-oriented Terminology and Translation-oriented Terminology & Translation have a common basis in another respect, viz. in terms of the encyclopaedic view of linguistic meaning (cf. Table 3 and Fig. 2 in Section 2.1.5). Figure 2 applies to Theory-oriented terminology as well.

What the working methods of Theory-oriented Terminology and Translation-oriented Terminology/Translation have also in common is illustrated by Figure 4:

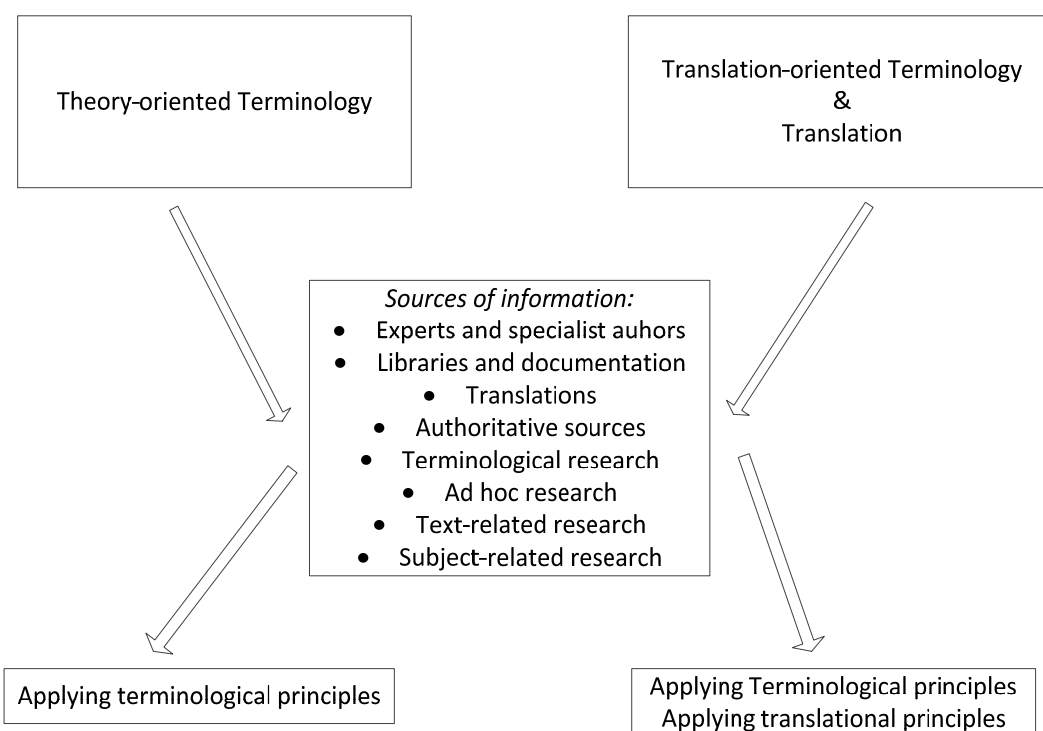


Fig. 4: Sources of information used by Translation/Translation-oriented Terminology and Theory-oriented Terminology

For the sources of information see COTSOES 2002: 42-47.

### **2.2.6 Clients and Translation Service providers (TSPs)**

As regards clients, there are no big differences between Theory-oriented Terminology and Translation-oriented Terminology/Translation. Their clients may be of any type, except perhaps individual private clients for Theory-oriented Terminology. However, when one thinks of the national Swedish term bank, for example, this is not exceptional: there individual private clients may ask for help for individual terminology problems both in the area of Theory-oriented Terminology and Translation-oriented Terminology (see Rikstermbanken s.a.).

As for the service providers, there are small differences. Translation-oriented Terminology is mainly the domain of one-person translation bureaus, middle/larger translation bureaus, in-house translation departments and national terminology service centres, whereas Theory-oriented Terminology is mainly done in middle/larger translation bureaus (if this fits in their business profile), in-house terminology departments, and national terminology service centres. In other words, it seems to be a matter of size and business profile.

## **3 Cooperation/interaction between Translation-oriented Terminology and Translation**

In the cooperation/interaction between Translation-oriented Terminology and Translation two perspectives may be distinguished: (1) the benefits of Translation-oriented Terminology for Translation, and (2) the benefits of Translation for Translation-oriented Terminology. I will start with the first.

### **3.1 Benefits of Translation-oriented Terminology for Translation**

As indicated in Section 2.1 above, Translation-oriented Terminology and Translation are so closely related to one another that there are more similarities than dissimilarities. Translation, i.e. domain-specialist Translation needs Translation-oriented Terminology. The latter brings in the terminological principles from Theory-oriented Terminology that may, as appropriate, be applied to solve translation problems. These principles may be used as “(heuristic) discovery procedures” (Thelen 2002b: 194, 2012: 130). They will be discussed in Section 4.1 below. Bringing in these terminological principles from Theory-oriented Terminology is the greatest benefit of Translation-oriented Terminology. A concomitant indirect benefit is that, by applying these principles, the translator learns how to work in a structured way in the translation process, i.e. the steps to be taken in process from SLT to TLT. This may not be limited to the translation of domain-specific language, but may be transferred to the translation of general language as well. This is all the more likely since the actors of Translation-oriented Terminology and Translation are, in most cases, the same persons. Translation may also benefit, even more indirectly, from the terminological principles from Theory-oriented Terminology that Translation-oriented Terminology brings in, in that the principles governing term registration may

influence in a positive way the registration of translations in general for future use, and perhaps, also the translator's attitude towards and handling of translation memories.

### **3.2 Benefits of Translation for Translation-oriented Terminology**

Translation-oriented Terminology may also benefit from Translation. Because of the competences that the professional translator has acquired either through training or experience or through both, he is well equipped for the job of translating and is able to decode the message of the SLT and encode it in the appropriate TLT form. I am here referring in particular to the 5 competences mentioned in EN 15038 (2006): translating competence, linguistic and textual competence, research competence, information acquisition and processing, cultural competence, and technical competence. These competences may yield results that are interesting for and contribute to Translation-oriented Terminology, and that may also contribute to Theory-oriented Terminology. These benefits are also rather indirect.

The mutual indirect benefits between Translation-oriented Terminology and Translation discussed in (3.1) and (3.2) are a confirmation for viewing Translation-oriented Terminology as a mediator between Theory-oriented Terminology and Translation.

## **4 Cooperation/interaction between Theory-oriented Terminology and Translation-oriented Terminology/Translation**

As may have become clear from the preceding, Translation-oriented Terminology and Translation are closely linked to one another. This is why I will treat them here as one area in the comparison with Theory-oriented Terminology.

The obvious direction of benefit in the interaction between Theory-oriented Terminology, on the one hand, and Translation-oriented Terminology & Translation, on the other, is from Theory-oriented Terminology to Translation-oriented Terminology & Translation. Translation-oriented Terminology helps translators with the process of translating and with term definition and registration. Translation-oriented Terminology builds, as it were, a bridge between Theory-oriented Terminology and Translation, and is the translator's application of Theory-oriented Terminology to Translation insofar as this is needed and appropriate.

### **4.1 Benefits of Theory-oriented Terminology for Translation-oriented Terminology/Translation**

These benefits relate specifically to translating and term registration.

#### 4.1.1 Translating

As for Translation, Theory-oriented Terminology provides translators with a set of principles<sup>15</sup> that may be used as “heuristic discovery procedures”<sup>16</sup> to determine possible equivalence between terms in the source language text (SLT) and the target language text (TLT), which, in turn, may serve as the basis for the application of appropriate translation procedures or techniques. The translator’s objective with Translation-oriented Terminology is to find solutions for translation problems related to terminology and recording the results for future reference and use.

Take the example of the English term *Parliament*. The most obvious translation into Dutch which comes to mind is *Parlement*. This is not correct, however, as becomes clear from a terminological representation of both terms. The terminological principle applying here is that of a part-whole or partitive relation between *Parliament* and related terms in English, on the one hand, and *Parlement* and related terms in Dutch, on the other. Represented in such structures, both terms reveal the following:

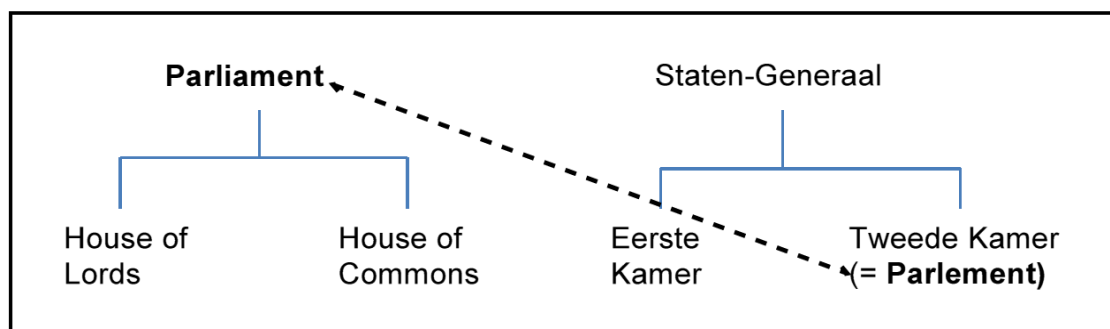


Fig. 5: Parliament (EN) vs. Parlement (NL).

As can be seen, the English term *Parliament* occupies hypernym position in the partitive structure, whereas the Dutch term *Parlement* occupies co-hyponym position and is an equivalent for *Tweede Kamer* [lit.: Second Chamber]. The direct Dutch counterpart (i.e. the equivalent term at the same hypernym level) of the English term *Parliament* is *Staten-Generaal* [lit.: ‘States General’]. In other words, the terminological principles of partitive relations may guide the translator – as a discovery procedure – in the right direction, provided that he knows the basic principles of Terminology and places the terms in question in the appropriate schematic representations. Although these are purely terminological considerations, they are, however, very relevant for the translator.

<sup>15</sup> “[...] we accept that terminology is a field with its own theoretical principles (terminological theory) and its own applied purposes (the writing of vocabularies, glossaries and dictionaries, and the standardization of designations). The concepts constituting the theory are not original, but, as in other interdisciplinary subjects, borrowed from the neighbouring disciplines, in this case linguistics, logic, ontology, and information sciences” (Cabr  1998: 32).

See also Weissenhofer (1995) on concepts vs. word and the relation between terms and concepts.

<sup>16</sup> For this term see e.g. Thelen (2002b: 194).

Suppose that the SLT is a text on the organisation of the English government system, and that the commissioner's brief states that the purpose of the translation is to facilitate a comparison with the Dutch system. This means that the audience should be given a detailed insight into the English system using corresponding examples of the Dutch system (in other words, that the translation method to be applied should be "domestication" – translation through cultural equivalents). In such a situation, the terminological considerations may direct the translator to "Tweede Kamer" as appropriate equivalent. In the reverse case, from Dutch to English, "Tweede Kamer" should (in the same situation) not be translated by "Parliament", but by "House of Commons". The commissioner's brief plays, in other words, a crucial role here.

#### 4.1.2 Term Registration

Another obvious area where Theory-oriented Terminology can be helpful (to Translation-oriented Terminology and Translation) is term registration. Theory-oriented Terminology offers a range of useful principles that may be used by translators in Translation-oriented Terminology as guidelines/formats for: (1) formulating definitions of terms, and (2) registering contexts, additional information, related terms, etc.

The principles for the formulation of definitions include a survey and description of the characteristics of known types of definitions. The number of definition types varies.

COTSOES (2002: 27-28), for example, gives two types only, i.e. the intensional definition, and the extensional definition. The intensional definition is "[...] based on the next higher concept (generic concept) and gives the characteristics that permit the concept to be defined and that delimit it from the neighbouring concepts (e.g. co-ordinate concepts [...]) [...]" (COTSOES 2002: 27). The extensional definition "[...] describes a concept by its specific concepts or an object by its parts"<sup>17</sup> (COTSOES 2002: 28).

Sager (1990) lists 7 types of definition and 3 mixed forms, viz. (1) definition by analysis (= COTSOES intensional definition), (2) definition by synonyms, (3) definition by paraphrase, (4) definition by synthesis (by identifying relations, by description), (5) definition by implication, (6) definition by denotation, (7) definition by demonstration. He gives the following 3 mixed forms: (1) definition by analysis + description, (2) definition by synonym + description, and (3) definition by synonym + analysis (Sager 1990: 42-44). For more documentation on the subject, see also e.g. Sager and L'Homme (1994), and Schmitz, Budin and Galinski (1994).

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<sup>17</sup> Note, by the way, that COTSOES' definition of the term *extensional definition* is somewhat unusual, since it resembles more the intensional definition. This becomes clear from the examples given:

Example (1): reactor = "Reactors are classified according to their fuel, moderator and coolant. [...] They are based on the following alternatives:

- fuel: uranium-235, plutonium-230 [...];
- moderator: heavy water, graphite [...];
- coolant: gas, light water [...]" (COTSOES 2002: 28)

Example (2): wheel (of a bicycle) = "The wheel consists of hub, spokes, rim and tyre" (COTSOES 2002: 28).

These examples represent intensional rather than extensional definitions.



Cabré (1998: 104-105) distinguishes three main types of definition, viz. (1) linguistic definitions, (2) ontological definitions, and (3) terminological definitions. Linguistic definitions

[...] do not usually include all the characteristics of a concept but rather those that are most important for differentiating it from another concept in the language. The main goal of linguistic definitions is to clearly distinguish different concepts. (Cabré 1998: 105)

#### Ontological definitions

[...] include all the particular intrinsic, extrinsic, essential, and complementary aspects of a concept, regardless of whether they are relevant to defining it as a class or not. We often find encyclopedia-like features in definitions. (Cabré 1998: 105)

#### Terminological definitions

[...] (are more descriptive than contrastive; they describe concepts in exclusive reference to a special subject field and not to a linguistic system. (Cabré 1998: 105)

For translators, i.e. specialist (non-literary) translators, terminological definitions are to be preferred because of the direct link to special subject fields. Commonly, preference is, furthermore, given to intensional or analytic definitions (cf. ISO 704 1987; ISO 1087 1990).

There are separate rules or recommendations for form and content of definitions. Cabré (1998: 106-107) gives a useful and detailed list of such rules and recommendations.

#### *Rules/recommendations for content*

##### Definitions:

- (1) [...] must describe the concept (i.e. they must be true).
- (2) [...] allow differentiation of the defined concept from similar concepts in the same or in different special fields.
- (3) [...] bring together the dimensions pertinent to each special field.
- (4) [...] be located in the perspective of the conceptual field a concept belongs to.
- (5) [...] be appropriate for the aims of the project in which they are presented.

#### *Rules/recommendations for form*

##### Definitions

- (6) [...] must be written so that the initial descriptors are of the same grammatical category as the head term and are in an inclusive relationship semantically with the head term.
- (7) [...] must use known words; if more specific words are used, they must be terms defined in the same glossary or dictionary.
- (8) [...] should not be circular.
- (9) [...] should not be defined by negating something else.
- (10) [...] should not include unnecessary paraphrases that only provide information that could be derived from the term itself (e.g. "Huntingdon's disease: disease identified by George Huntingdon, American physician").
- (11) [...] should avoid metalinguistic formulae (e.g. "circulate: verb designating the action of moving or passing through [...]"). (Cabré 1998: 106-107)

Although in the actual practice of Translation-oriented Terminology these rules and recommendations are not always complied with, they are, nevertheless, very useful for term registration. If these rules and recommendations are adhered to, the results will be more useful for future translations (in particular when term registration is done with the help of a terminology management system), which is, after all, one of the main objectives for a translator when registering terms.

Likewise, there are rules and recommendations for contexts. These, too, are very useful for translators when registering terms. Term registration usually includes – apart from the registration of a definition – also the registration of a typical context in which the term is found to occur. Dubuc and Lauriston (1997: 82-83) distinguish three types of context: (1) *associative* contexts, (2) *explicative* contexts, and (3) *defining* contexts. An associative context “[...] provides no information about the concept covered by the term, but it does show that the term is used in some specialized language” (Dubuc/Lauriston 1997: 82) (e.g. as used in a collocation). An explicative context “[...] creates an approximative image of the concept covered by the term” (Dubuc/Lauriston 1997: 83) (e.g. by adding information on the concept’s function). A defining context “[...] contains descriptors in sufficient quantity and quality to cover a very clear image of the concept covered by the term, from which a true definition could be readily inferred (Dubuc/Lauriston 1997: 83) (it complements, as it were, a definition).<sup>18</sup>

Such rules and recommendations can be very helpful for the translator. Apart from this obvious benefit of Theory-oriented Terminology to Translation and Translation-oriented Terminology, there are other more general benefits such as:

- (1) *consistency in the translation of terms and domain-specific language in general*: this may eventually also lead to consistency in the translation of general language;
- (2) *systematisation of searching strategies and techniques*: especially when the following sequence of steps is applied: (1) start from definitions, (2) compare definitions, (3) compare definitions with context of term, etc. (cf. Thelen 2012: 136-144);
- (3) *boost of term recognition and increase in awareness of difference between general language and domain-specific language*: the more the translator works by terminological principles and uses these as discovery procedures, the more “Fingerspitzengefühl” he may get for subtleties of meaning whether in domain-specific language or in general language, and the better he may recognise terms from words;
- (4) *systematisation of term registration*: practice makes perfect.

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<sup>18</sup> “A defining context must not be confused with a definition. The latter is a metalinguistic form, an artificial statement that is neither integrated into any discourse nor related to any instance of communication. The use of a definition in terminological research is only possible if the concept formulated metalinguistically matches that expressed in the context of an actual communication” (Dubuc/Lauriston 1997: 85).

## **4.2 Benefits of Translation-oriented Terminology/Translation for Theory-oriented Terminology**

As may have become clear from 4.1 above, Translation-oriented Terminology and Translation need Theory-oriented Terminology (and thus terminological principles). However, the reverse is true as well, viz. Theory-oriented Terminology needs Translation-oriented Terminology and Translation. There are a number of benefits of Translation-oriented Terminology/Translation for Theory-oriented Terminology.

### **4.2.1 Discussion Partner for Domain Specialists and Terminologists**

The experienced domain-specific translator who specialised in a particular domain, has become an expert in the language of that domain. He may have become an even greater expert in the language of that domain than the domain specialists and the terminologists working on that domain. In this capacity he may act as discussion partner of both the domain specialist and the domain terminologist (cf. Thelen 2001a: 22).

### **4.2.2 Useful Competences**

It is a fact that translators (are assumed) to have (1) translation competence, (2) textual and linguistic competence and (3) cultural competence (as described in the European standard for translation services EN 15038 (2006) and its successor the international standard on translation services ISO 17100 (2015)). This means that – in the area of Translation-oriented Terminology, which is part of their job – translators are capable of identifying and disambiguating terms in context (similar to what they are used to do in the case of general language because of these competences), and establishing equivalence between SLT and TLT terms. Because of this, they may help theory-oriented terminologists with the identification, delimitation and definition of concepts. In order for translators to be able to this, however, they also need terminology competence. According to Montero Martínez and Faber Benitez (2009), terminological competence (which they regard a subcompetence of translation competence) comprises:

- (1) [...] the identification and acquisition of specialized concepts activated in discourse;
  - (2) the evaluation, consultation, and elaboration of information resources;
  - (3) the recognition of interlinguistic correspondences based on concepts in the specialized knowledge field;
  - (4) the management of the information and knowledge acquired and its re-use in future translations.
- (Montero Martínez/Faber Benitez 2009: 92)

This terminology competence is not to be confused with subject competence. Subject competence (Neubert 2000: 8) entails “[...] familiarity with what constitutes the body of knowledge of the area a translation is about”, in other words the subject matter of the translation. This familiarity is a rather graded concept, and there are no upper limits to it, though there is a certain but vague lower limit. For translators it suffices that they know the language of a subject field, and that they know to find their way in the field; they need not be specialists. As Neubert (2000) states:

Subject knowledge, i.e. encyclopaedic as well as highly specialist knowledge, is, of course, not necessarily active knowledge for them [i.e. translators (MT)], and available all the time, but they must know the ways and means of how to access this when they need it. Translators don't know everything and they need not know everything but they must know where to look for it and where to find it. (Neubert 2000: 9)

It is the domain specialist that should have active subject knowledge. In this respect, the translator and the terminologist are in a comparable situation: also the terminologist need not have active subject knowledge. Of course, the greater his subject knowledge, the better will he be able to perform his task as a terminologist. The same holds for the translator.

In Thelen (2007: 136-137) translating terms was compared with translating general language and the question was raised if terminological competence should not be considered a separate competence from translating competence. There, terminological competence (in Translation-oriented Terminology, to indicate that it pertains to translators and not to terminologists) was defined as:

- (1) *term recognition competence* (see also Thelen 2002a: 23-29): the competence
  - (a) to identify – on the basis of textual context in the SLT and in comparable texts and translated texts – if an SLT item is a term or a word, and
  - (b) to determine – with the help of the matching competence – if the SLT term (if so identified) is used in its standard meaning and context;
- (2) *matching competence*: the competence
  - (a) to match the definition of an SLT term with the definition of a candidate equivalent term,
  - (b) to match the linguistic context of the SLT term and the linguistic contexts of a candidate equivalent term,
  - (c) to match the level of communication<sup>19</sup> of the SLT term with the level of communication of a candidate equivalent term;
- (3) *recording competence*: the competence
  - (a) to record definitions in line with terminological principles for definitions,
  - (b) to record contexts in line with terminological principles for contexts,
  - (c) to provide both definitions and contexts with indications of level of communication.

This definition is geared more precisely towards what the domain-specialist translator does when translating. When he comes across a term in SLT, he should – depending on the specifications of the commissioner, e.g. to translate for a different audience – provide the standard equivalent term in TLT, provided there is one. If there is no standard

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<sup>19</sup> For the term *level of communication* see e.g. Thelen (2001a: 20, 2001b: 151), and for the related concept of levels of LSP see a table by Lothar Hoffmann in von Hahn (1983: 75). See also Hoffmann (1985).

equivalent term, he has to apply a translation procedure. This means that in the case of terms the domain-specialist (non-literary) translator has less translation freedom when terms are involved. In the case of words, i.e. general language items, the translator has more translation freedom and may often choose from among a number of synonyms. If a translator comes across an item in SLT that he regards a word and translates it as such, whereas it appears to be a term, the translator gives an inappropriate translation. This is why term recognition is so important (Thelen 2002a: 23-29). It is all the more important because a domain-specific text does not only contain domain-specific language, but also general language. (see also ten Hacken 2006: 156). It is in this respect, i.e. term recognition, that terminological competence differs from translating competence. The question raised was left unanswered. I will not dwell on this any longer.

Only when the translator also has terminology competence, may he be of help to the theory-oriented terminologist: only then will the translator be able to identify and disambiguate terms in context and establish equivalence between SLT and TLT terms. As indicated above, part of terminology competence, in particular of term recognition competence, is that the translator is able to determine if an SLT term (if so identified) is used in its standard meaning and context. This may provide the theory-oriented terminologist with useful information that he may use in the description of the term in question.

#### *Common working area*

Theory-oriented Terminology may benefit from Translation-oriented Terminology and Translation also in another respect. The fact is that the working areas of Translation-oriented Terminology and Translation (i.e. non-literary domain-specific Translation), on the one hand, and Theory-oriented Terminology, on the other, coincide partly: they all deal with domain-specific language, be it with different objectives. However, as indicated in the previous section, Translation-oriented Terminology and Translation deal with general language as well. In other words, domain-specific language is the area where they all meet and may interact.

However, even in the area of general language Translation-oriented Terminology and Translation may be beneficial to Theory-oriented Terminology. It is a fact that terms may come to behave like words and vice versa. The former is called *determinologisation*, and the latter *terminologisation*. Both are common phenomena. The translator's work may provide the theory-oriented terminologist with valuable information for the identification and delimitation of terms and their development over time.

#### *Training*

When one compares the qualifications and competences of Theory-oriented Terminology with those of Translation-oriented Terminology and Translation, what becomes immediately clear is that there is considerable overlap. What is, furthermore, striking is that the training of all three is still very often done in one and the same place: at an established institution of higher education with a translator training programme

either at BA level or at MA level, or both. There the focus of the training is, in most cases, on Translation, and Terminology is treated as subservient to Translation, which implies that students first learn the basics of Translation, and only later those of Terminology. This, in its turn, could imply either that Translation is treated as the basis for Terminology, or that Terminology is deemed less important. It would then be rather natural that Translation-oriented Terminology and Translation are beneficial to Theory-oriented Translation. However, more and more specialist online MA training programmes in Terminology are offered.<sup>20</sup> In other words, Theory-oriented Terminology is “catching up”, in line with its growing importance.<sup>21</sup> Whatever the situation, it will be the competences of Translation-oriented Terminology and Translation that will be beneficial to Theory-oriented Terminology (see above).

#### *Coining/creation of new terms*

Another area where Translation-oriented terminology and Translation may be of benefit for Theory-oriented Terminology is, as part of its core activity (see Table 9 in Section 2.2.4 above), the coining/creation of new terms: if/when there is no standard equivalent for an SLT term or if/when there is not yet a coined SLT equivalent term, the translator has to come up with a plausible and appropriate TLT equivalent. This can be seen as (the beginning) of coining/creating terms.

#### *Researching, data mining*

Also in the area of clients and service providers, there may be interaction between Translation/Translation-oriented Terminology and Theory-oriented Terminology. A translator as actor may, for example, do Translation-oriented Terminology work for an in-house terminology department, which means that he collects the materials found and processed through translating and provides these to the terminology department that, in its turn, may use them for further processing and standardisation. Likewise, an in-house terminology department and a translation bureau may have one and the same commissioner, for example a government ministry, that is interested in standardisation of the terminology of a particular subject domain. It seems quite natural that in both cases Translation and Terminology cooperate.

As Theory-oriented Terminology and Translation-oriented Terminology and Translation use the same types of sources (see Figure 4 in Section 2.2.5), cooperation may be expected there as well. This holds in particular for libraries and documentation and translations, the areas in which the translator is “like a fish in water”. This is where his competences (in particular linguistic and textual competence and research competence, information acquisition and processing; and, if the material is bilingual also

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<sup>20</sup> For example at Universitat Pompeu Fabra in Barcelona (s.a.).

<sup>21</sup> Recall that Theory-oriented Terminology is another term for Systematic Terminology. This includes not only “theorising” on terms, concepts, and their relation, but also building terminology databases and terminology management. The building of terminology databases is done in a systematic way, different from the ad hoc work that is done in Translation-oriented Terminology.

translating competence) may come in very useful and where he may help the Theory-oriented Terminologist in decoding texts and mining information. Many more forms of interaction are conceivable. I will not go into these any further.

## 5 Epilogue

Terminology and Translation are related very closely and intrinsically linked. Translation is explicitly and only understood as the actual practical translation work done by a translator, and in particular non-literary translation work, i.e. domain-specific translation work. In this article, two types of Terminology are distinguished: Translation-oriented (or ad hoc) Terminology and Theory-oriented (or systematic) Terminology. Translation-oriented Terminology links, as it were, Theory-oriented Terminology to Translation. Translation-oriented Terminology differs from, but has many aspects in common with Theory-oriented Terminology; the same holds for Translation-oriented Terminology vis-à-vis Translation. The relation between the three areas was shown in Figure 1. A perhaps better representation would be:

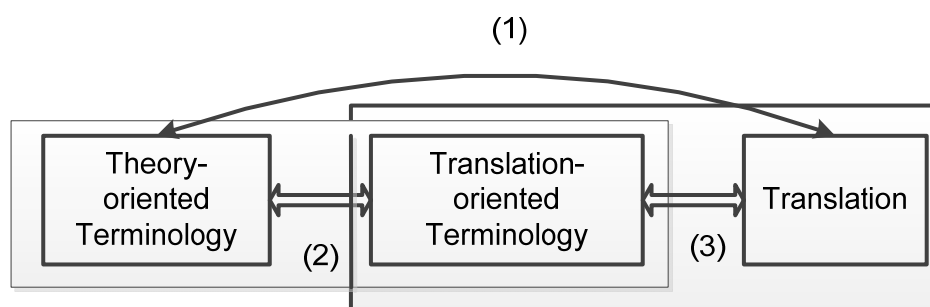


Fig. 6: The interaction between Theory-oriented Terminology, Translation-oriented Terminology and Translation.

The three were compared to one another on a number of points, viz. (1) objectives, (2) working area, (3) actors, (4) type of work, (5) working methods and (6) clients and service providers, i.e. Translation-oriented Terminology and Translation in Section 2.1, and all three in Section 2.2. Not all six points of comparison turned out to be good indicators for a possible cooperation/interaction between Theory-oriented Terminology, Translation-oriented Terminology and Translation, although they were relevant for the comparison. This is why not all of them appeared in the discussion of the cooperation/interaction between the three areas in Sections 3 and 4.

As regards the various types of relation indicated in 1.3, I hope to have been able to show that on most of these points of comparison Theory-oriented Terminology, on the one hand, and Translation-oriented Terminology and Translation, on the other, share aspects and benefit from one another in close interaction. Close cooperation between them may shed more light on such issues as “termhood” (is there a difference, and if so, what is the difference between terms and words, and between domain-specific language

and general language), and term recognition (how to distinguish terms from words, and domain-specific language from general language). But also such issues as the development of procedures/tools for translators for term recognition may then get more attention, as well as the standardisation of a definition format for translators. Another interesting issue is what to do with the translation of colours, pictures, sounds, melodies, songs, etc. All in all, all parties involved would benefit from a very close cooperation and unity between Theory-oriented Terminology and Translation-oriented Terminology/ Translation.

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