The Linguist

Variety in class

Do teachers have an obligation to move away from 'standard' language?

Team robot

Why the AI boothmate is nothing to be feared

Into space

The crucial role of translators in an era of space exploration

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The Linguist

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CHIEF EXECUTIVE'S
NOTES

As the world of work becomes ever more digital and automated, some of the skills which used to be essential for human 'knowledge workers' now seem to be capable of being performed at breakneck speed by machines and algorithms… Rough cuts of marketing content, meeting minutes and more can now be produced in short order by ChatGPT, Bing and Claude. We are experimenting with these tools at the Chartered Institute of Linguists and the savings in time, in some cases, can be significant.

We also know that, globally, AI is transforming the world of languages and localisation (as our articles on booth tech (p.10) and patent translation (p.26) attest). Whether it's machine translation, natural language processing, speech recognition or text generation, AI is everywhere. We don't know yet how this will truly affect translators, interpreters and other linguists. Given the latest generation of AI runs on large language models, there will be changes and challenges, but also new opportunities for those linguists who can leverage their skills and knowledge to create, improve and evaluate language-based AI solutions.

The speed of change can feel overwhelming. And this poses a particular challenge for aspiring (as well as established) linguists, who need to prepare for a future of work that is constantly changing and evolving. How can linguists equip (and re-equip) ourselves with the skills that will help us stand out and thrive in this new landscape? What are the best skills to develop for the future?

Tech and AI-literate experts increasingly cite 'meta skills' as the ones to go for: skills that are not easily replicated by technology. These are the skills of higher-order thinking: creativity, imagination, context – and editing. They are also the skills that allow us to generate new approaches, solve complex problems, communicate more effectively, collaborate with others and adapt to changing situations. Meta skills enable us to leverage the power of technology and to use all the new tools AI brings us to our advantage.

And a great way to develop meta skills is through languages…

Languages are not just a means of communication, they also codify different ways of thinking, perceiving and expressing oneself. Learning languages enhances cognitive abilities: memory, attention, reasoning and problem-solving. Languages broaden cultural awareness, empathy and the ability to see another perspective. Languages and linguistics foster curiosity – as well as attention to detail – and can help people to be more flexible, adaptable and resilient.

If the future of work feels more uncertain and unpredictable than ever, it should also be full of opportunities for those who can continue to learn and grow throughout their working lives. By developing and valuing our meta skills, linguists have powerful assets for a future where we can not only survive but thrive. As generative AI is now showing us: languages are the uber 'meta skill'.

Please do enjoy this edition of *The Linguist*!

John Worne

EDITOR'S
LETTER

With the onset of space tourism and increasing talk of a human mission to Mars, not to mention the huge impact of generative AI, covering the pressing issues of the day can now feel decidedly futuristic. Seeing topics become a reality that were, until a few years ago, firmly in the realm of science fiction is exciting but also unsettling and, at times, deeply worrying. Will the technology help, rather than threaten, interpreters (p.10) and translators (p.26)? And could developments in areas such as cybersecurity (p.18) and planetary science (p.8) open new possibilities for linguists?

Of course, looking forward also means learning from the past, and in this issue we consider how the fight to save languages from the threat of extinction depends on understanding their history and cultural significance (with a focus on Breton; p.24). It also means challenging the status quo: on page 22, Nahed Arafat outlines a project to improve the practices of healthcare professionals working in multilingual environments, while on page 12, James Puchowski argues that teachers should move beyond a 'standard' language variety.

It never hurts to look back at recent events, so why not test your knowledge of language news from 2023 with our end-of-year quiz. And if you're looking for a feel-good story to start the New Year, teenager Mukhtar Omar Mukhlis describes how a school languages programme helped him regain a sense of linguistic pride after years of suppressing aspects of his identity (p.32). Wishing you all the very best for 2024.

Miranda Moore

Share your views: linguist.editor@ciol.org.uk

News *The latest from the languages world*

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UK attitudes shift

Is it possible to detect a shift in the UK's attitudes towards language learning? This autumn, a British Academy poll, coinciding with the launch of the Languages Gateway portal, returned a surprising result: a majority of UK adults believe languages should be compulsory until at least the age of 16.

The sentiment was echoed in opinion pieces in the British press. Reacting to a fall in the numbers taking A-level German, *The Times* published an analysis citing "fears students are becoming little Englanders". It followed this up with an op-ed warning that the study of languages risks becoming "the preserve of the elite", a situation that "will impoverish us all in the long run", and a piece by Professor Anton Muscatelli, Vice Chancellor of Glasgow University, saying "languages open a window to the world". *The Spectator* published a similar piece on the crisis in language teaching, worrying that "our monolingualism is getting worse".

This may be part of a wider narrative about post-Brexit challenges and concerns that Britain is becoming more isolated. In August, *The New European* ran an article arguing that "Brexit is killing off the school trip. It's costing millions and hurting children." It is significant that this story was published several months after the new rules came into force (leading to 18-hour waits in Dover and other problems), as it implies

issues such as the end of visa-free travel are here to stay.

But the decline in language learning far predates Brexit, and affects all nations of the UK. The British Council's 'Language Trends' report showed that Northern Irish pupils are required to learn languages less than any other country in Europe. This was followed by a report from Northern Ireland's Education and Training Inspectorate (ETI), which found that pupils are put off studying languages to GCSE because they see them as a difficult subject. Interestingly, this has long been a bone of contention in England, where French and German GCSE grade boundaries were lowered to put them on a par with Spanish.

In Scotland, *The Herald* ran an opinion piece on declining language entries there – nearly halving since devolution – noting the dissonance with the Scottish government's long-stated ambition that Scotland should be an 'outward-looking nation'. The piece makes a good analysis of the factors working against language learning – not least the expense, as languages "need smaller classes and more learning assistants" than other subjects.

The British Academy's YouGov poll respondents may have hit the nail on the head: languages seem to suffer when they are not compulsory to GCSE, and no UK nation insists on a modern language examination at secondary level.

What the papers say…

THE NEW EUROPEAN

The Voices Found in Translation, 23/8/23
A new book by the French novelist Maylis de Kerangal is always an event of note, especially when it's translated by her regular collaborator, Jessica Moore… [de Kerangal] takes a keen approving interest in her literary translations, describing them as like "hearing a familiar tune on a different instrument". "I have a strong conviction: I consider the translator as a writer, an author," she said.

The Telegraph

Macron: We Will Never Surrender to Gender-Inclusive Writing, 30/10/23
[The debate] has divided the country between Right-leaning language purists and feminists and the Left. Under the proposal tabled by a Republican senator, gender-inclusive writing would be banned in documents including job contracts, job adverts, internal company regulations and all legal documents. Documents written in gender-neutral language would be considered null and void… Left-wing critics have called the law "retrograde" and described it as another attempt by social conservatives to marginalise women.

BBC NEWS

Sarah Sunny: How India's first deaf lawyer made history in Supreme Court, 8/10/23
On 6 October, the court also appointed its own interpreter for Ms Sunny, the first in the court's history, so that "she could understand what was going on" during the proceedings… Observers say that Ms Sunny's presence in the top court would help make the Indian legal system more inclusive and accommodative to the needs of the deaf community… The court also asked the Association of Sign Language Interpreters India (ASLI) to draw up protocols for the interpreters.

News

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Inside parliament

The summer meeting of the All-Party Parliamentary Group (APPG) was a TedX format with several presentations. The University Council for Languages (UCFL; formerly UCML) reported on its Summer Plenary, including the ATC/University of Portsmouth report 'Identifying New Roles in the Language Professions for Employability Growth', and a panel discussion included John Worne teasing out the impact of AI. The Linguistics in MFL project launched its Manifesto arguing for linguistics to be incorporated into language teaching, backed by 17 organisations including CIOL.

The APPG made a submission to the Covid-19 Inquiry about language services in health, education, justice and international relations, focusing on resilience/preparedness, healthcare systems and government procurement. For example, there is evidence that poor public health messaging in other languages, and disparities in language service provisions (e.g. Test and Trace), may have contributed to worse outcomes for asylum seekers and people of colour. The APPG sees language and communication in the NHS and public health as an emerging policy priority. cutt.ly/cwT4KRed

AI: here for good (or bad)

As artificial intelligence (AI) and technological 'solutions' to translation and interpreting take over the industry and public services, there are mixed signals about the pros and cons. The language services company thebigword announced its incorporation of AI, which it said heralded "accurate, high-speed translations at an affordable price for any budget".

Meanwhile, North West Anglia NHS Foundation Trust adopted a remote interpreting service. 'Interpreters on Wheels' uses iPads on trolleys loaded with an app which can connect staff to live interpreters in "more than 170 languages, in less than 30

seconds", including British Sign Language. Reassuringly, the service coordinator states that "when it comes to interpreting, machine translations are not quite there yet, so we rely on actual qualified, experienced interpreters that have knowledge of medical terminology." It appears the service can access interpreters from the UK and abroad.

The demand is definitely there, with regular stories of patients struggling to access health services due to a lack of language services. The hospitals hope to make the service a permanent addition to their existing team of in-person interpreters, but concerns remain that it could undermine their status and pay.

In the media

PHILIP HARDING-ESCH

This autumn, the UK government congratulated itself that the proportion of students taking the full suite of five core Ebacc subjects at GCSE (39.3%) was almost back to pre-pandemic levels. But almost all of those not meeting the criteria were missing the languages component. *Schoolsweek* reported that the Department for Education (DfE) would list languages alongside triple science as a "headline measure" for schools' Ebacc performance to incentivise take-up.

The new national Languages Gateway portal (www.thelanguagesgateway.uk) was launched, developed by leading languages stakeholders, including CIOL. *The Guardian* covered AQA's announcement that its Italian and Polish GCSEs would be assessed digitally in England from 2026, spearheading plans to move towards digital assessments in all subjects.

Language services in the public sector made headlines as Surrey Police appealed for information using posters and videos in Urdu, and deployed Urdu-speaking police officers, to reach Pakistani nationals in the high-profile case of Sara Sharif's murder.

A couple of instances of researchers applying large-scale data to analyse language stood out. *The Times* ran an extraordinary story about Project Ceti, a team of scientists applying "advanced machine learning and state-of-the-art robotics to listen to and translate the communication of sperm whales".

Scientists from the Max Planck Institute of Evolutionary Anthropology tested the belief that languages with more non-native speakers tend to simplify their grammar. They analysed the grammars of 1,314 languages and found that the hypothesis is wrong. *The Independent* quoted Simon Greenhill, one of the study's authors: "received linguistic wisdom can be rigorously tested with the global datasets that are increasingly becoming available". Exciting times ahead for linguistics!

Philip Harding-Esch is a freelance languages project manager and consultant.

Meet our members

Maha El-Metwally

Candid interview with an interpreter trainer: from taking on Zoom to raising awareness about the implications of automation

Do you have a particular memory that sparked your interest in languages?
I grew up in Egypt and my mother discovered my talent for languages at an early stage so she nurtured that and sent me to a bilingual (Arabic/English) school in Cairo. At primary school, I translated a song into English and sang it to my music teacher. He liked it and let me sing it at the end-of-year concert. So I was ten when I did my first translation.

Tell us a bit about your current work…
My work has three components: conference interpreting, training interpreters and consulting. Communication skills are vital to all aspects of my work. Conference interpreting entails a number of skills: language, analysis, memory, search and coordination, to name some. It is demanding but I enjoy it greatly.

I started training interpreters after doing a Master's in interpreter training at the University of Geneva. I like how I can be creative with the subject matter and the way I offer my training. I also enjoy the interaction with colleagues. It is gratifying to know I have contributed to a colleague's set of skills. I started acting as a consultant interpreter during the pandemic, helping clients to hold meetings online. I work with the client to understand their needs, form the interpreting team that fits best and make sure everything runs smoothly.

Do you have a top tip for interpreters?
I always say, to remain relevant we need to keep up with developments in our profession.

You give presentations at interpreter events around the world. How do you prepare?
I start with something that interests me or something I have noticed and think would be useful for colleagues to know about. Then I start putting the pieces together, designing then practising my presentation. I think it is important for interpreters to share their experiences as it is good to learn from one another. Also, continuous professional development is key in this day and age when the pace of developments is very fast.

What pressing issue for interpreters is most in your thoughts at the moment?
Developments with generative artificial intelligence. I see it as a tool that could help with speeding up preparation, for instance, but it is concerning that some see it as a way to automate the interpreting services.

You've spoken recently about the importance of professional partners. What are some of the key benefits?
Interpreters are communicators. Expanding our professional network and forging partnerships with professionals from other domains can be beneficial. We can go the extra mile for our clients through recommending good services of other professionals. At the same time we can help our colleagues and expand our knowledge.

You have lived in several countries – where do you feel most at home?
I am quick to adapt, so I feel at home pretty quickly. I moved to Birmingham in 2006. The multicultural nature of Birmingham helped me to fit right in. It has a lot to offer in terms of culture, history and also nature.

After you raised concerns with Zoom they made an update so that interpreters would no longer be recorded without their consent. Well done! Do you think there is increasing awareness of such issues?
I was definitely not the only one who reached out to Zoom to alert them to how their update infringed on interpreters' intellectual property rights. I don't know if there is an increasing awareness, but it is crucial that interpreters know their rights and advocate for them.

Who has been your biggest inspiration?
My mum. She was resourceful, resilient and a ray of sunshine!

What are your plans for the future?
When I started out, I set manageable targets and when I achieved one, I moved on to the next. At the moment, I don't have a next target, but I plan to continue learning and contributing to the interpreting profession.

Maha El-Metwally is speaking at the CIOL Online Conference on 21 March 2024. See www.ciol.org.uk/ciol-conference-season-2024

Beyond the horizon

In a space-facing era, popular science translators have a duty to make knowledge accessible, says Maureen Cohen

Translators of popular science are, in a sense, translating a translation. Scientists speak a dialect of their own, with both terminology specific to their field of inquiry and a broader idiom shared by the community as a whole. Science communicators approach their subject matter with many of the same basic problems as translators: How can I ensure the audience of my popular science article understands the content the same way a scientist understands the content of a peer-reviewed paper? How do I account for cultural differences in the meaning of fundamental concepts, like what knowledge is, what it means to be authoritative or how criticism is expressed? Where do I position my text on the spectrum ranging from accessible-but-fluffy to faithful-but-incomprehensible?

My PhD training as a planetary scientist included workshops on media, science communication and outreach as a mandatory part of the degree. As STEM fields take up ever more cultural space and our society moves towards data-driven decision making, academic scientists feel a stronger ethical imperative to communicate the meaning of their research to the public.

As a freelance translator of over 15 years, the training echoed problems and solutions of communication I had already encountered in my career. Untranslatable jargon must be avoided at all costs and replaced with glosses that convey the essential meaning. Science communicators must be aware of 'false friends' – phrases heard differently by the general public than by specialists. As an example, in general parlance 'positive feedback' implies a job well done, but in climate science, it means an increase in an environmental quantity that leads to a further increase, indefinitely – a dangerous, runaway process.

Beyond the textual level, science communication raises deeper issues of framing and emotional valence. Should climate scientists use fear-based messaging to talk about climate change? Should an exoplanet scientist mention a 'one-sigma detection' (indicating very low certainty) of a 'potential biosignature' (which could also have non-biological origins) in a press release for an upcoming paper? The way scientists talk to each other differs from how science communicators talk to the public because the scientific community has a shared context for interpreting information.

Responsible communication

I wrestled with these issues directly when writing articles for my blog and press releases for my own published papers, as I did when translating recent press releases about scientific research put out by German-language universities. My work on the atmospheric fluid dynamics of tidally locked exoplanets isn't likely to draw interest from the broader public – but I could spice it up by contextualising it as part of the search for life on other worlds. (A draft of that article remains half-written on my laptop.)

As for my German source texts, they were responsibly written but ran into some of the problems of communication I'd encountered in my training sessions. I recall a press release reporting on a large study of the effect of ivermectin on the disease course of Covid. The article headline stated that ivermectin reduces the duration of the disease. Further down in the body of the article, the text gave the size of the effect: very small, found only in a sub-group of patients without severe disease and with low statistical significance.

I dutifully rendered the text into English, but I would have framed it quite differently were I the original author. (On searching for the study while writing this article, I found that it has been retracted, and the German and English press releases no longer exist on the university's website.)

Cool meanings

As an example of how problems of science communication and translation can overlap, let's look at a press release about the results of a telescope survey of M-class stars. Astronomers classify stars by their size and brightness, which are related: larger stars glow brighter (and burn out more quickly as

they exhaust their fuel), while cooler stars have lower luminosities (and lifetimes spanning hundreds of billions of years). The survey, called CARMENES,[1] was searching for rocky temperate planets orbiting M stars – the coolest stellar class – known colloquially as red dwarfs.

Rocky planets, like Earth and the inner planets of our solar system, usually consist of a metal core, a rocky mantle and a thin atmosphere. 'Temperate' means the planet is the right distance from the star to be warm enough for water to exist in liquid form and not entirely evaporate away into vapour. M-class stars are considered ideal candidates for discoveries of these kinds of planet for several reasons (there are a lot of them and they are cooler than the Sun, so any temperate planets would have to be orbiting very close, making them easier to detect).

The CARMENES team published a peer-reviewed paper in 2022 with the first findings. It refers to 'cool stars', which the German-language press release from the University of Heidelberg called *kühle Sterne*. The English translation of the press release, on the other hand, uses the phrase 'nearby stars that are relatively "cool"', cuing readers that the word 'cool' does not have its everyday meaning – these stars are still around 3,000 Kelvin or 2,700 degrees Celsius!

The translation thereby injects context which was absent in the source, translating

STAR SCIENCE
Orion nebula (above) and Eagle nebula (left)

both the German and the science. In fact, the meaning of the terms 'cool' and 'hot' varies depending on the sub-field of astronomy or planetary science. A 'hot Jupiter' is much cooler than a 'cool star', while a 'cool sub-Neptune' is much hotter than a 'warm' rocky planet.

While the English text translates the terminology with a more sensitive ear for the target audience, both press releases communicate only part of the science. They report that the survey discovered 59 new exoplanets, but they do not explain that it estimates a planet occurrence rate of 1.24 to 1.64 planets per star. Given the abundance of M-class stars, this points towards a vast number of exoplanets in our galaxy – hundreds of billions.

A new Golden Age

While we may never explore or even observe all these worlds, the space sciences are expanding rapidly. The James Webb Space Telescope has ushered in a golden age of exoplanet science, and will soon be followed by other purpose-built observatories such as the Roman Space Telescope and the Habitable Worlds Observatory. Space enthusiasts can look forward to a constant stream of discoveries for the rest of their

lives, including claims and rejections of signs of life on other planets.

But this new golden age of space science is not limited to the public sector: the commercial space industry is booming. Telecommunications and Earth observation satellites are becoming a routine part of the information economy. New space ports to launch them are springing up, including in Sutherland and Cornwall in the UK. Space tourism is a growing luxury business, with cruises to the Moon already planned by companies like Space Adventures (at a price of $150 million per seat) and dearMoon.

On the more distant horizon, private companies have ambitions to launch their own space explorations: RocketLab has announced the first private mission to Venus for 2025, and a number of companies are developing asteroid mining technologies.

All these activities, internationally networked and funded as they are, require multilingual communications. In the coming decades, it may well become possible to specialise as a space translator, blending linguistic, cultural and scientific expertise to offer the skills required for a global space-facing civilisation.

Notes
1 Calar Alto high-Resolution search for M dwarfs with Exoearths with Near-infrared and optical Echelle Spectrograph; carmenes.caha.es

The **artificial** boothmate

Should interpreters be worried or could new technology simply improve their work, asks Claudio Fantinuoli

The realm of artificial intelligence, especially in its application to natural languages, has witnessed significant advancements. These innovations do more than just automate tasks once reserved for humans; they empower language professionals, enhancing the quality of our work, streamlining delivery schedules and fostering collaboration among colleagues.

A prominent application of AI is in assisting simultaneous interpreters, who frequently work in high-profile and critical settings, such as international conferences, court proceedings, live television interviews and political debates. Distinctive features of simultaneous interpreting include its concurrent nature (the translation happens nearly simultaneously with the original speech) and its immediacy (it is consumed instantly, without interruptions, and cannot be revised). Both aspects place strict time constraints on the process, making it a cognitively challenging task.

To maintain quality, interpreters often work in pairs or teams, taking turns every 20-30 minutes or so to ensure accuracy and prevent fatigue. While they are not interpreting, they often assist their boothmate with terminology, ambiguous passages and technical issues. Drawing inspiration from this role, computer-assisted interpreting (CAI) tools with a 'boothmate' function have been developed. By analysing the original speech in realtime, they identify challenging segments for the interpreter and suggest translations.

Problem triggers

Three prominent challenges arising from the time constraints of simultaneous interpretation – often referred to as 'problem triggers' – are specialised terminology, numbers and proper names. Interpreters employ strategies to address them. Regarding terminology, a common strategy is to sidestep the direct translation of a technical term, opting instead for hyponyms or explanatory phrases. This approach may be effective communicatively but there are situations where precise terminology is paramount. For example, at corporate events clients often insist on specific

Does the artificial boothmate add to the tasks that interpreters must juggle, potentially overburdening them?

terminology and jargon to foster brand awareness and enhance clear communication.

Using accurate and precise terminology in specialised events also boosts the perceived quality of the interpreter, which will become increasingly vital with the advent of machine interpreting. Given the prowess of automated translation systems in terminology precision, user expectations for terminology accuracy are likely to increase. Employing CAI tools may become essential for professionals to meet the evolving demands of the market.

Conceptually, the design of an artificial boothmate is straightforward. An automatic speech recognition (ASR) model transcribes the original speech live, while a language model processes this stream of data in real time, identifying key terms, numbers and other entities. The terms are then translated, either from a terminological database curated by the interpreter or via machine translation, and displayed on a user interface for the interpreter's reference. The best known tools at the moment are InterpretBank (www.interpretbank.com/ASR) and SmarTerp (www.smarterp.me).

There are possible variants of this. For example, it is possible to use direct speech-to-text translation and present the running raw translation to the interpreter or to use this translation to select the units of interest. This entire process, ideally, should be executed within a two-second latency to allow the interpreter to seamlessly integrate the suggestions into the ongoing rendition.

Help or hindrance?

Such tools have already been introduced but several pressing questions remain. Does the artificial boothmate genuinely improve interpretation quality, especially accuracy? Or does it add to the tasks that interpreters must juggle, potentially overburdening them at the risk of being counterproductive? In fact, there is concern that CAI might compromise quality by impacting the holistic understanding of speech.

Several empirical studies have examined the feasibility of human-machine interaction in the simultaneous modality. Although the results stem from small-scale experiments, and caution is advised regarding their broader applicability, they hint at the positive impact of real-time support in terms of both improving accuracy and reducing omissions.
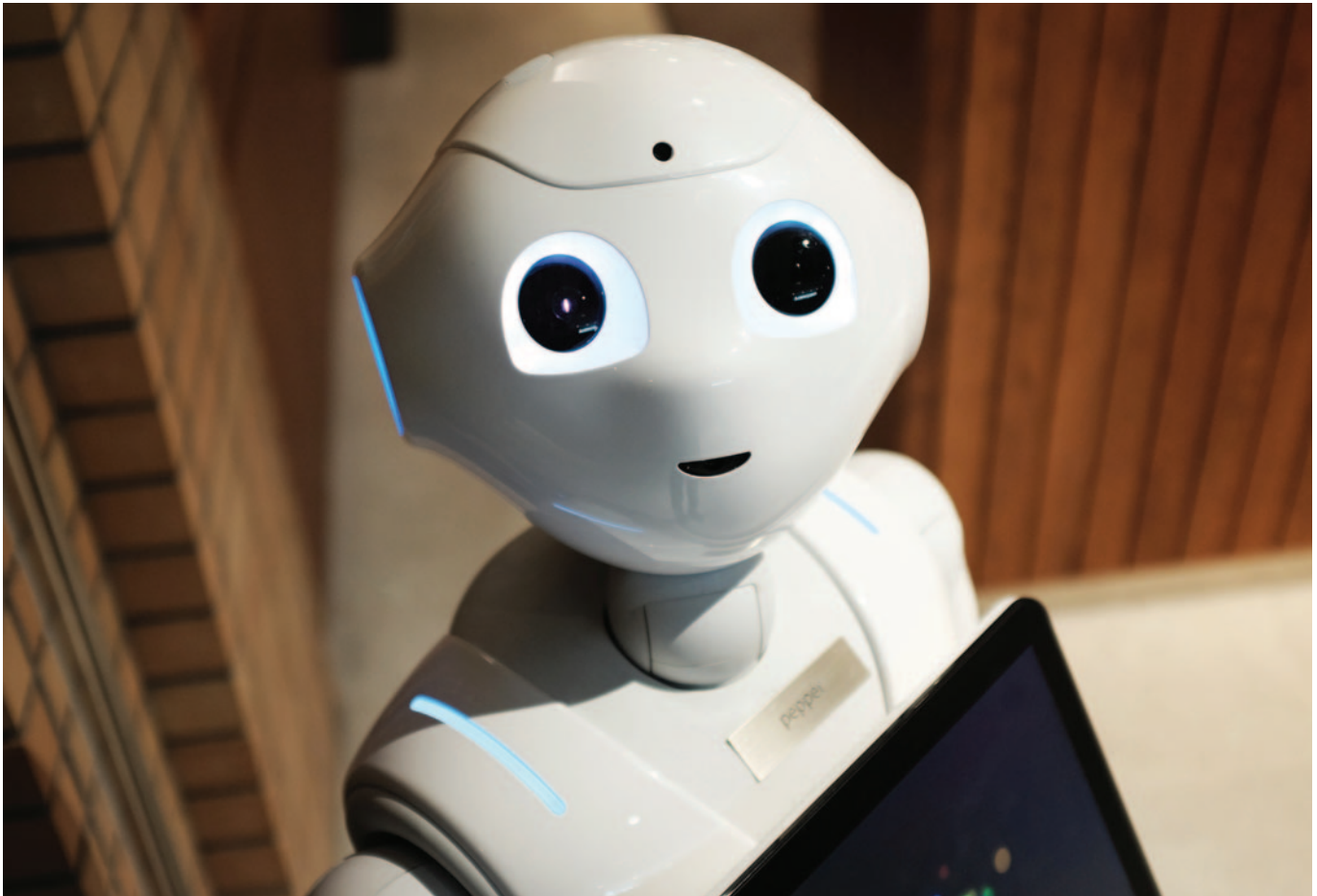
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For example, a study conducted with an early prototype boothmate found that the availability of ASR support increases the share of complete renditions (from 67.7% to 90.2%) and drastically reduces the number of omissions (from 15.8% to 3.5%).[1]

All A>B experiments conducted to date show an improvement in interpreting quality when such tools are used, revealing that it is possible to integrate additional information into the interpreting workflow. An AI boothmate can be used while interpreters work alone (in the case of short assignments) or with a human boothmate, leveraging what AI can do best: retrieving information.

The user experience

To enhance the practical application of this technology, studying the optimal user interface (UI/UX) is crucial. In response to this need, the University of Ghent launched a research initiative, Ergonomics for the Artificial Booth Mate (EABM), in partnership with the Johannes Gutenberg University of Mainz, funded by the European Commission.

The project conducted a survey using mock-ups to determine the most effective UI/UX designs, specifically focusing on the placement of information on the screen. With

525 interpreters participating – a notable sample size given the specialised field of simultaneous interpretation – the survey highlighted the community's strong interest in harnessing AI to enhance their work. The results favoured a vertical layout where new items appear below previous ones. Items should stay visible for an extended period, with terms positioned on the left and numbers on the right, or both consolidated in a single area.

An empirical experiment involving professional interpreters from the European institutions followed to test the design in a real-world setting. The outcomes further validated previous research, suggesting that a meticulously designed artificial boothmate can enhance precision and elevate translation quality.

There is now substantial scientific literature supporting the potential of AI to enhance the performance of professional interpreters in certain aspects of their work. However, significant challenges and questions remain. Foremost among these is data confidentiality. Given that many cutting-edge AI tools operate on the cloud, privacy concerns arise – an issue particularly pertinent for professional interpreters.

Furthermore, the limited availability of these tools for low-resource languages leads to an imbalance. This means that while some interpreters benefit from AI advancements, others are at a disadvantage. The community should address these challenges, even though it may demand considerable time and effort. Universities, for example, could create projects to collect data in low-resource languages and improve foundation technologies. Because of the importance of such endeavours, funding should be possible.

The niche nature of conference interpreting, where this technology first took root, has impeded its widespread development and adoption at scale. Yet the same technology holds promise in other interpreting contexts. In settings such as liaison or consecutive interpreting, and even in non-professional capacities, AI could play a transformative role. Such potential could reignite interest in its study and practical integration.

Notes

1 Defrancq, B and Fantinuoli, C (2020) 'Automatic Speech Recognition in the Booth: Assessment of system performance, interpreters' performances and interactions in the context of numbers'. In *Target*

TEACHING VARIETY

What form of Norwegian should we teach, asks James Puchowski as he examines the diversity of the language

Many readers will be familiar with the fact that Norwegian has two written standards – Bokmål and Nynorsk – and I should stress that they are only written. The reality on the ground in Norway is that dialect use is mainstream and part of everyday life; there is no one standard spoken form of Norwegian. So as I teach the language to university students in the UK, the question I ask myself is 'what sort of Norwegian am I actually teaching?' It is, perhaps, a question language teachers should ask more often in relation to the specific variations of their own languages.

That said, as a relatively new nation-state, Norway's situation is unique. Historically it is sparsely populated, its villages and coastal towns separated by mountain ranges and vast fjords – a fertile environment for significant dialectal heterogeneity. Gaining autonomy in 1814 after being part of

Denmark for over 250 years, it was able to establish its own national institutions and adopt a constitution. A constitution, mind, that was written in Danish.

Norwegian, Swedish and Danish are, for the most part, mutually intelligible languages that exist along a dialect continuum. For educated Norwegians, it was relatively simple to write in Danish and speak their local Norwegian dialect with family and members of their community. As soon as the country gained autonomy, debates began between scholars, politicians, authors and poets, resulting in a collective desire for a distinctively Norwegian orthography. The question was how it was to be done.

The standards we have today reflect two general lines of thought in this national conversation. Bokmål is effectively a 'Norwegianisation' of the written Danish of

the time. Nynorsk took a more radical shift. Starting from scratch, it represents dialects spoken outside the main urban centres and an attempt to link the language back to the older Norwegian and Old Norse features that were lost while Norway was part of Denmark. Today, everyone has the legal right to use either form to do their exams, receive written materials at school, and correspond with public bodies, including the government. Nynorsk, having never gained much traction in Norway's cities, is the standard used by a minority of the population (around 15%), living mainly in rural central and western Norway.

Since a law of 1878 (*Undervisningen i Almueskolen bør saavidt mulig meddeles paa Børnenes eget Talemaal*), teachers have been forbidden from preventing pupils from speaking their local dialect. Teaching in state schools should be done as much as possible

COMMUNITY SPIRIT
*A mountain village in Vågan,
Nordland (left); and (below right)
viewing the aurora borealis in Troms*

in the children's own dialect. Dialects are used by news and weather presenters, in the Norwegian parliament and in the courts. It is very unlikely that a Norwegian will change dialect to accommodate someone. After all, it is their identity and linguistic sense of self.

An education in diversity

To teach Norwegian outside of the Norwegian context requires acute awareness from teachers about the two standards and multiple dialects. There are significant implications when teaching in a university environment with set educational goals, examinations and other assessments, teaching to a curriculum consistent with the Danish and Swedish courses (which do not have to deal with as much orthographical and dialectal diversity).

Within the UK at least, the institutions which offer full degree programmes in Norwegian teach students to write Bokmål, and effectively to speak in Bokmål in an Oslo/eastern Norwegian accent. I am guilty of perpetuating this approach in my own teaching. But herein lies another issue: that neither Bokmål nor Nynorsk is completely monolithic in its standardisation. Within both standards there is variation in spelling, choice of vocabulary and even aesthetic/dialectal representation – a phenomenon called *valgfrihet*, *valfridom* or, if you prefer, *valgfridom* ('freedom of choice').

In Nynorsk, one can choose to use 'a' or 'e' on the end of infinitives ('to be'; *å vere* or *å vera*); to use *å verte/a* or *å bli* ('to become'); or to incorporate a range of more dialectically aesthetic features and lexis that may reflect the writer's background

and/or ideological view of the Norwegian language. This allows for a sentence in Norwegian to be written in multiple combinations and variations.

A writer of Bokmål can also make various choices: *fram* or *frem* ('forward'); *stein* or *sten* ('stone'); *hentet* or *henta* ('fetched'); *en bok* ('a book', common gender) or *ei bok* (feminine). None of this variation will come up in the exam but I feel it is important to incorporate it somehow, if only to prepare students. Should they travel to Norway or meet a Norwegian, they will come face to face with dialects they may have never heard before. If they travel in the west of Norway, they will read signage and news in Nynorsk with words I will not have had time to teach them.

To a certain extent, this diversity and choice provide a Norwegian teacher with fantastic opportunities to explain linguistic structure and to incorporate short lessons on phonology and language history. I speak a dialect with diphthongs and words in feminine grammatical gender, and the freedom of choice in Bokmål allows me to both write and speak in that manner.

Still, so-called 'standard language ideology' permeates much of teaching practices and this inevitably clashes with my experiences of teaching Norwegian. As an educator you are often expected to be an authority on correct spelling and the 'right' spoken register, accent and lexical choice. Indeed, as I coordinate my lessons and exams with colleagues who teach Swedish and Danish, choices must be made about what I am teaching, and therefore what I am not teaching, and how this can be in synchrony with students' expectations and the way we assess learning progress.

These considerations involve a constant renegotiation between students' learning objectives and the need to reflect Norway's

sociolinguistic reality. In a contemporary globalised setting, with emerging technology that has revolutionised the world of language education, to stress that a language is much more than a standard or prestige variety offers opportunities for more discussion about what language teaching is meant to achieve.

My responsibility is not just to teach Norwegian – whatever 'Norwegian' that may be – but to incorporate positive attitudes towards a multidialectal, multistandard setting and, indeed, acceptance of it. Teachers of other languages with prestige varieties may have similar concerns where certain accents and dialects are consistently sidelined and stigmatised. Shouldn't we teach more than a single variety? If we prepare learners to live in new societies among new friends, isn't part of our duty to introduce them to all the ways a language is spoken and written?

My time learning and teaching Norwegian has introduced various pedagogical challenges, but these issues will not be specific to Norwegian – a language with exceptional tolerance and acceptance of dialectal diversity.

IMAGES © PEXELS

AN EXAMPLE OF DIALECTIC FREEDOM

English	Danish	Bokmål, example 1	Bokmål, example 2	Nynorsk, example 1	Nynorsk, example 2
The close cultural and political bonds between Denmark and Norway were broken in 1814 by the Treaty of Kiel.	De tætte kulturelle og politiske bånd mellem Danmark og Norge blev brudt i 1814 ved Freden i Kiel.	De tette kulturelle og politiske båndene mellom Danmark og Norge ble brutt i 1814 ved Kielfreden.	De tette kulturelle og politiske bånda mellom Danmark og Norge blei brutt i 1814 ved Kielfreden.	Dei tette kulturelle og politiske banda mellom Danmark og Noreg blei brotne i 1814 ved Kielfreden.	Dei tronge kulturelle og politiske banda mellom Danmark og Noreg vart brotne i 1814 ved Kielfreden.

Better in theory

How can the translator hope to render complex theoretical concepts in another language? Spencer Hawkins looks to Freud to argue for a controversial translation approach

The meaning of theoretical concepts such as *Anlehnungstypus* (Sigmund Freud's name for the opposite of narcissism) is debated among native speakers. So how can translators hope to render them 'accurately' and keep the same nuances of interpretation in the target text? I would argue that 'differential translation' can broaden our understanding of such complex concepts.

Differential translation is my name for any context-sensitive approach to translating polysemous vocabulary. Notable published examples include translations of Machiavelli's *virtù* as both 'virtue' and 'skill', Hegel's *Geist* as 'mind' and 'spirit', and Heidegger's *Grund* as 'ground' and 'reason'. Some translators select one term or another; others alternate between translations rather than settling on one. That is what I mean by differential translation.

This translation strategy reveals points of friction between languages, exposes layers of meaning in foreign words and, at best, can provide more nuanced insight into writers' use of concepts. It is controversial because it amounts to 'inconsistent translation'.

Jean Laplanche and Jean-Bertrand Pontalis lament the inconsistent translation of the word *nachträglich* in published translations of Freud's work.[1] The word has several overlapping but related meanings for Freud; it can mean 'after the fact', 'belatedly' or simply 'later on'. Laplanche and Pontalis consider it important to track occurrences of that word in order to understand Freud's theory of trauma, whereas inconsistent translation makes it "impossible to trace its use". Indeed, Freud uses the word to refer to the delay between a potentially traumatic event (in the wolfman's case, a small child witnessing his parents having sex) and the later trigger for neurotic symptoms (like seeing a housekeeper clean the floor in a similar position to his mother during sex). However, Laplanche himself admits that Freud sometimes just means 'later on' when he writes *nachträglich*.[2]

Even if differential translations did impede readers from noticing Freud's repetition of the word, and thus downplayed the concept's relevance for the formation of trauma symptoms, they also result in more precise translations of this concept. This can be seen in Louise Adey Huish's translation:[3]

It would be entirely typical behaviour if the threat of castration now took belated [nachträglich] effect.

The effectiveness of the scene has been postponed [nachträglich], and loses none of its freshness in the interval that has elapsed between the ages of 18 months and 4 years.

Huish avoids the traceability problem by putting the source word in brackets, but this would probably not satisfy Laplanche, Pontalis and their Lacanian-trained colleagues.

Context is everything

Huish was at liberty to disregard the French psychoanalysts' wish for consistent translation of *nachträglich* thanks to her 21st-century publication context. Her translation of *History of an Infantile Neurosis* for Penguin was commissioned by Adam Phillips, who encouraged a literary approach.

In literary translation, differential translation is more than acceptable; varying one's word choice is a matter of good style. Phillips, a writer and psychoanalyst who does not speak German, argues for this approach not because he thinks it will provide readers with a more nuanced understanding of Freud's concepts, but simply because it will expose more of the wit, suspense and beauty of his writing – qualities readers can appreciate whether Freud's theories are correct or not: "Freud could then be given a go as the writer he wanted to be, and is, as well as the scientist he wanted to be, and might be."[4]

In his 1918 authorised English translation, James Strachey could also translate *nachträglich* differentially by context, but only because Freud himself did not explicitly treat the word as a technical psychoanalytic term. Quite different is the case of the 1925 translation of Freud's explicitly technical term *Anlehnungstypus*.[5] In that essay, Freud argues that narcissists are capable of loving fantasy versions of themselves and others who remind them of themselves, whereas a non-narcissist (*Anlehnungstypus*) can love "the woman who feeds him; the man who protects him; and the succession of substitutes who take their place".

What is a good English term for this supposedly healthy shift, made in early childhood, from a fixation on oneself to a fixation on one's caregivers? Strachey calques the term in a footnote as "Literally, 'leaning-on type.'" In the text itself, he translates it differentially as 'anaclitic' and 'the attachment type'. 'Anaclitic' is a neologism, a semantically impenetrable, sublimely obscure Greek loan translation loosely mimicking the German

word's roots, while intentionally evoking the Greek grammar term 'enclitic'. (Enclitic describes a final syllable vowel contraction in response to the next word's vowel, as when καί becomes κ' in κ'ἀγαθός.)

'Attachment' is Strachey's far more intuitive translation, since Freud's term refers to the normal tendency to bond with other people. However, Strachey's footnote ends by dispelling the misimpression that the word was chosen because this type of person is capable of attachment to others: "It should be noted that the 'attachment' (or 'Anlehnung') indicated by the term is that of the sexual instincts to the ego-instincts, not of the child to its mother."

Strachey's second translation emphasises the way in which normal desire is linked to the early childhood experience of relying on others to fulfil one's needs. With three terms on hand ('leaning-on', 'anaclitic' and 'attachment') Strachey can make Freud's concept sound scientific yet intuitive.

Neologisms and meaning

Nearly a century later, translating for the New Penguin Freud series, John Reddick "rejected with relish and relief" Strachey's 'anaclitic' as a "preposterous neologism founded on plain ignorance of Freud's German (*Anlehnung*)."[6] Instead of opting for further neologism or differential translation, Reddick translates the term consistently as 'imitative type'.

In a footnote, he explains his choice: "the [related German verb *sich anlehnen an*] does not imply 'attach' or 'attachment'; it simply means that A 'is modeled on', 'is based on', 'follows the example of' B", as when past works of art or philosophy influence the next generation. The choice of 'imitation' suits Freud's claim that non-narcissists take their parents as a model and seek substitutes who 'imitate' their characteristics.

'Imitative type' makes sense as a translation, but 'imitation' (*enge Orientierung*) only corresponds to the second definition of *Anlehnung* in the German *Duden* dictionary; the first definition is 'dependence' (*das Sichstützen; Halt*). 'Dependence' calls up both the child's dependence on caregivers and the adult's dependence on love from others who could very well spurn us. Narcissism, in Freud's theory, is a reaction to unconscious terror at the thought of dependence, which prompts the libido to fasten onto a safer object of desire – the self:

It is universally known, indeed it seems self-evident to us, that anyone tormented by organic pain and dire discomfort abandons all interest in the things of the external world, except in so far as they bear on his suffering. Closer observation shows us that he also withdraws all libidinal interest from his love-objects; that so long as he suffers, he ceases loving.[7]

A narcissist's pain impedes their ability to form 'attachment' to others, a problem which Strachey's translation illuminates (even if this was not his declared intention).

These observations are not meant as 'gotcha' translation criticism;[8] Strachey and Reddick both formidably capture aspects of this polysemous word's semantic range, as the translation 'dependent' would have caught yet others. A differential translation of Freud's narcissism essay might rally 'attachment', 'leaning', 'dependence' and 'imitation' for ▶

CAREFUL ANALYSIS
Professor Sigmund Freud taken by photographer Max Halberstadt in Hamburg around 1921

Phillips argues for this approach because it exposes more of the wit, suspense and beauty of Freud's writing
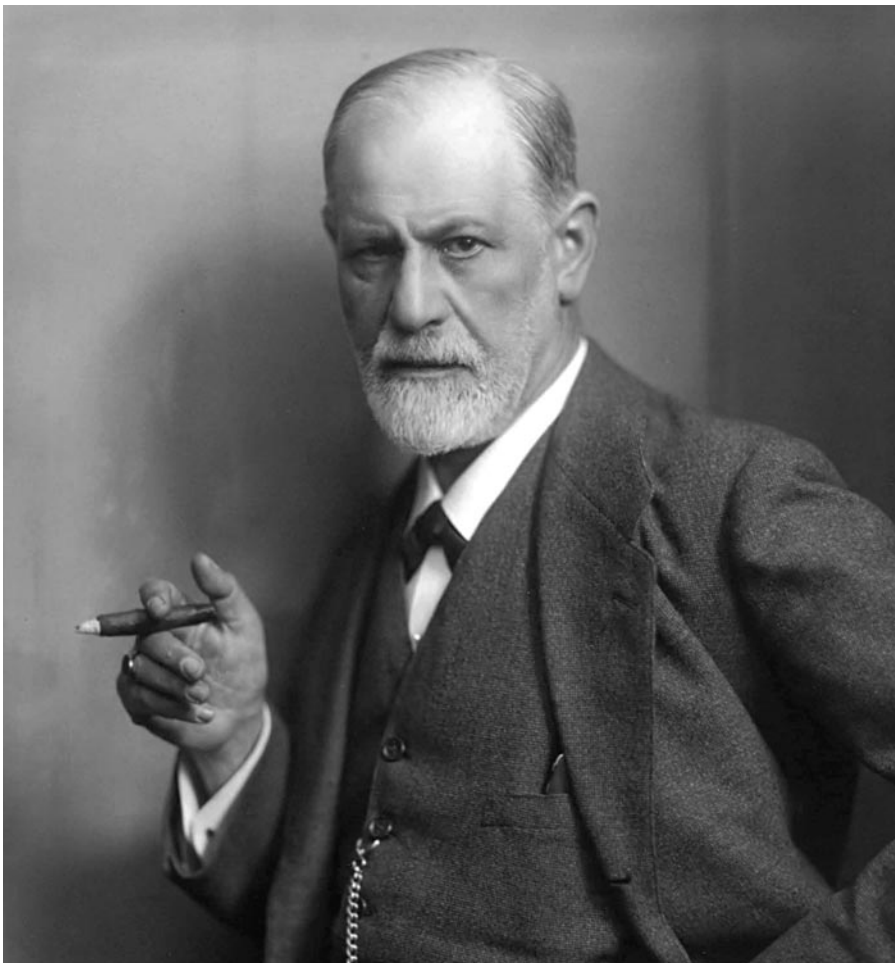
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Anlehnungstypus. For instance, when Freud describes non-narcissists' idealisation of their love objects: "For those of the *dependent* type, falling in love occurs when the infantile conditions of love are fulfilled." Where he contrasts normal love with narcissism: "We are not concluding that people fall into two sharply divided groups, depending on whether they are *attachment* types or narcissistic types."

Freud mentions substitution (the imitative element) when describing a child's budding love for their mother, but only in the sense that the mother is not always the child's caregiver: "leaning (*Anlehnung*) emerges in that the people involved in the feeding, care, and protection of the child become their first sexual objects, that is the mother or her substitute." However, imitation is certainly meant when the next (cringeworthy) sentence contrasts homosexuals, 'perverts' and narcissists with those healthy *imitative* types who "choose their later love object on the model of their mother".

At least three features can be ascribed to Freud's concept of *Anlehnungstypus*: 'normal' folks experience libido in the form of their ego's demands on others, that is, they experience 'attachment'; in looking outside of themselves for love, they are vulnerable to rejection and in that sense 'dependent'; and the presence of loving caregivers in infancy

and childhood is the basis for their libido's outward-looking orientation, which means that their choice of adult love objects 'imitates', or draws on, their experience of loving their caregivers in childhood. 'Attachment' aptly names the context; the words 'dependence' and 'imitation' are the first and second dictionary definitions of *Anlehnung*; and 'anaclitic' accomplishes the key rhetorical goal of early 20th-century Freud translation: sounding rigorously scientific. Let's not forget the direct calque, 'leaning-on-type', which provides a vivid metaphor for dependence.

If differential translation were more acceptable for published translations of theoretical works, then it would be easier for translators to convey the semantic range of such immensely creative concepts. At the cost of making the term harder to trace, a differential translation of *Anlehnungstypus* would help show the variety of features involved in the concept.

Differential translation uncovers a complexity in Freud's concept of normal love that makes it almost as fascinating as the narcissistic aberration. In this case, a nuanced translation could help people theorise personality disorder without feeling morally superior. If translation norms change radically enough, readers may one day be ready for differential translation to complicate more familiar terms, including 'narcissism' itself.

COMPLEX CONCEPTS
Waxwork of Freud at Madame Tussauds Berlin

This article is based on Spencer Hawkins' *German Philosophy in English Translation* published by Routledge in 2023.

Notes
1 Laplanche, J and Pontalis, JB (1973) *The Language of Psycho-Analysis*, trans. D Nicholson-Smith, International Psycho-Analytical Library, London, Hogarth Press, 94, 111-12
2 An Interview with Jean Laplanche by Cathy Caruth (2001); cutt.ly/twm9SHiv
3 Freud, S (2003) *The Wolfman and Other Cases*, trans. LA Huish, New York, Penguin Classics
4 Phillips, A (2007) 'After Strachey: Translating Freud'. In *London Review of Books*, 4/10/07
5 Freud, S (1925) 'On Narcissism: An introduction'. In *The Standard Edition of the Complete Psychological Works of Sigmund Freud: Volume XIV (1914-1916): On the History of the Psycho-Analytic Movement, Papers on Metapsychology and Other Works, XIV*, London, Hogarth Press, 67-102
6 Freud, S (2003) *Beyond the Pleasure Principle and Other Writings*, trans. J Reddick, Penguin, xxiv
7 *Ibid*. 11
8 Woods, M (2013) *Kafka Translated: How translators have shaped our reading of Kafka*, New York, Bloomsbury Academic

A life with languages

In Asante Twi, Stephen Kwadwo Boateng MCIL discusses his dedication to centring African languages on the global arena and instilling linguistic pride

Ɔkasa ho adekyerɛ ne adesua yɛ adeɛ a ɛma m'ani gye pa ara wɔ me dwumadie mu. Mayɛ obi a mekyerɛ kasa ho adeɛ no, saa adeɛ yi a ɛka me dwumadie ho no aboa ama matumi akyerɛ nkurɔfoɔ a wɔn ani gye kasasua ho no adeɛ ma wɔanya nimdeɛ afa kasa ho.

Mefiri Kumasi a ɛwɔ Ghana, baabi a agye din wɔ abakɔsɛm mu na ɛyɛ bea a Asanteman Manhyia Ahemfie no wɔ. Merenyini wɔ bea a amammerɛ agye nhini saa no, ɛma m'ani gyee ho sɛ mɛsua pii afa Asante amammerɛ no ho. Mede Asante Twi kasa no kaa m'adesuadeɛ ho wɔ Ntoasoɔ Sukuu mu sɛdeɛ ɛbɛyɛ na mɛnya nhunumu mapa wɔ sɛdeɛ kasa no teɛ mu. Saa berɛ no nyinaa na m'ani mmaa so sɛ mede kasa ho adeɛ bɛyɛ m'adwuma.

M'abrabɔ sesae berɛ a mekɔsuaa Ghana Kasa (Twi) ho adeɛ wɔ Suapɔn mu. Berɛ a mewiee suapɔn no, mehunuu sɛ nnipa a wɔyɛ kasa ho dwumadie wɔ kasa a wɔde twaa me funuma mu no nnɔɔso. Wei hyɛɛ me nkuran ma meyɛɛ m'adwene sɛ mɛdi kasa no ho dwuma akɔ baabiara a mɛtumi aduru a na deɛ ɛhyɛ me nkuran ne sɛ wiase nkabom a ɛrekɔ anim no yɛ adeɛ a ɛho hia ma Abibiman kasa ahodoɔ no ho mpontuo.

Mekyerɛɛ adeɛ wɔ Mfitiaseɛ ne Ntoasoɔ Sukuu mu. Na me botaeɛ ne sɛ mede Abibiman kasa no ho buo bɛhyɛ asuafoɔ no ne wɔn awoɔ ntoatoasoɔ no mu. Me ne adwumakuo bi ka bɔɔ mu yɛɛ adwuma maa Google Gboard ne Mfonin kyerɛ ho nsɛm mmoano a na kasa ahodoɔ a ɛwɔ mu bɛyɛ Abibiman kasa 40. Wei ne adwuma a ɛboaa me pa ara wɔ m'adwumayɛ ahyɛaseɛ mu.

Ɛnnɛ, me na meyɛ onipa a ɔde iTranscribe Consult, a ɛyɛ kasa adwumakuo a ɛwɔ Ghana na ɛyɛ adwuma wɔ Abibiman kasa ahodoɔ mu no baeɛ. Mfeɛ kakra a ɛdi m'anim no, m'anisoadehunu ne sɛ mɛhwɛ na mayɛ nsɛm asekyerɛ ne nsɛmfuayɛ ho adwuma wɔ me kasa mu. Ɛho hia sɛ meka me mfɛfoɔ a wɔn nso wɔ nimdeɛ wɔ kasa no mu bom ma yɛyɛ nwoma a ɛbɛkyerɛ nsɛm asekyerɛ ahodoɔ a ɛfa nneɛma ahodoɔ ho no ase. Megye di sɛ wei bɛyɛ nkaedum, na aboa wɔn a wɔpɛ sɛ wɔte Akan (Asante Twi) kasa no ase nyinaa.

Teaching and learning languages have been the most exhilarating aspects of my journey as a linguist. As a language educator, this facet of my work has given me the opportunity to share knowledge with individuals who are enthusiastic about language acquisition.

I hail from Kumasi, Ghana, a place steeped in history and home to the palace of the Ashanti Kingdom. Growing up in this culturally rich environment ignited my passion for the culture of the Ashanti people. I included Asante Twi in my high school coursework with the aim of gaining deeper insights into its structure and variations. At that point, I had not yet envisioned a career in languages.

My journey took an unexpected turn when I pursued a degree in Ghanaian Language Education. Post-graduation, I noticed a scarcity of professionals in my mother tongue. This inspired me to take the language as far as I could, driven by the belief that globalisation and internationalisation are pivotal for the development of African languages.

I took on roles in language teaching and learning at both primary and high school. My mission was to instil in the next generation the importance of prioritising African language acquisition. I collaborated with a company to provide language consultancy services for Google Gboard and Image Description data collection projects, spanning approximately 40

African languages. This proved to be the most rewarding phase of my career.

Today, I am the founder of iTranscribe Consult, a Ghanaian-based language firm primarily offering language services in African languages. My vision is to further the development and documentation of glossaries and terminologies in my native language. It is imperative that I assemble a team to contribute our collective knowledge to document the terms and glossaries employed in various domains. I am confident that this will leave a lasting legacy, serving as a reference point for aspiring professionals and anyone interested in deepening their understanding of the Akan (Asante Twi) language.

Net security

Nataliya Yachmeneva outlines the challenges of cybersecurity translation and understanding the concepts behind the terminology

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We all bear witness to the breakneck speed at which the concepts of IT and cybersecurity have been evolving, together with software and hardware designed to counteract growing cybercrime. No dictionaries can keep up with the related terminology, while tech talk is often so informal and full of implication that you wonder if industry insiders can read each other's minds. For a translator, this means intense research every time you translate and constant self-education. Having friends who work in the field also helps.

Cybersecurity is an important segment of the Russian IT market, with such players as Kaspersky, Dr.WEB and AVZ. I first got into this area when a major translation agency in Russia specialising in software translation offered training for prospective providers. I worked mainly with the marketing side of cybersecurity; that meant a nice cross between creative style and technical knowledge.

Translation in IT and cybersecurity throws up such issues as acronyms and abbreviations ('RAM', ОЗУ; 'GHz', ГГц; 'QoS', качество обслуживания), neologisms ('Trojan', троянская программа; 'phishing', фишинг; 'sneaker-network', флоппинет) and Americanisms (from spellings like 'center' and 'analyze' to expressions related to baseball).

Challenges also come from product, company and department names ('Global Research and Analysis Team'/'GReAT', глобальный центр исследования и анализа угроз) and job titles ('chief information security officer'/ 'CISO', руководитель/директор по информационной безопасности).

To translate successfully in cybersecurity, you must be aware of both general IT terminology and the jargon typical of this area. General terminology includes everything from the fundamental concepts of computer science and the principles behind networks, to computational processes, operating systems, user interface elements and physical devices.

An example is the basic term 'application', which can be translated as программа ('program'). To a layperson this is an old-fashioned name for an app; to a developer it means the code behind it. A better term in most cases will be приложение, which is the result of this code that we can see on the screen and use for everyday purposes.

'Latency' can be translated as латентность (the benefit here being brevity and close resemblance to the English term) but also as задержка (lit. 'delay') or время ожидания ('waiting time'), both of which better convey the meaning of this concept. Similarly, 'provisioning' (the name of a process) does not

tell us much, so the translator needs to understand what it means (preparing a system for work or use[1]) and employ a description (подготовка к работе/эксплуатации).

Cyber-specific terms

Specialised terminology for cybersecurity describes possible vulnerabilities, detection and protection techniques, types of malicious actions and malware. Some terms (e.g. 'exploit', 'rootkit') use established loan words in the target language (эксплойт, руткит). As translators, we need to familiarise ourselves with such conventions. You will also come across such terms as 'health', which refers to the condition of a system and whether it is running properly. It can be translated as состояние ('state, condition') or здоровье (lit. 'health'); the choice will often depend on the register, the latter being more informal.

In English, phrases can often be shortened while remaining intelligible to the reader, but in Russian more detail may be required. 'Real-time antivirus' is a condensed construction, typical of the English language, that requires a more detailed description in Russian: антивирусная защита в режиме реального времени (lit. 'antiviral protection in the real-time mode'). I would translate 'web-cam protection' as защита от взлома веб-камеры, specifying 'protection from web-cam hacking'.

Sometimes, as in all specialised fields, there are sloppy or implicit expressions. One of my assignments contained the term 'fraudulent database' but it was not clear what this meant. Fortunately, a description in the source text indicated that it referred to a database of fraudulent URLs, so the translation was база адресов мошеннических веб-сайтов.

In order to feel and sound confident about the subject matter, the translator needs to understand what a term means – for example that a '0-day threat' (угроза нулевого дня) is a type of threat that uses a yet unknown vulnerability in the system to worm its way inside.[2] Sometimes the required information may be contained in the source text, but when the reference is a cutting-edge piece of technology the translator will have to explore the landscape and create a new word.

In many cases the translator can do initial research by using the search tool (e.g. Ctrl+F) across the whole source batch. I found this

the easiest starting point to fetch full spellings for abbreviations, as well as definitions of some terminology (unless you can find them in the Translation Memory).

For abbreviations, Acronym Finder online is my second option. Another good strategy is to google 'abbreviation+company name' and similar combinations. Wikipedia, with its switchable languages, can be a good initial source too, especially as it offers references to source information at the bottom of the page. Official standards (GOSTs) can be used for all kinds of technical terminology in Russian.

When it comes to product names, they often stand on their own in English, while in Russian they usually require a general term such as 'solution' or 'product line'. To add the right term, the translator needs to understand what they are dealing with. Kaspersky Anti-Virus (KAS) and Kaspersky Internet Security (KIS) are product lines, so the category name will be added in Russian (линейка продуктов *KAV/KIS*), while iChecker and iSwift are technology (технология *iChecker*).

This also takes us to the official product names. For instance, Kaspersky Total Security for Business will become *Kaspersky Total Security* для бизнеса, but Kaspersky Security for xSP will be partially translated as *Kaspersky Security* для *xSP*. You need to consult the client's guidelines and do your own research to decide when to translate, when to keep the item in English and when to use a description. The company's website is another good source of information.

Grammatical differences

Similar issues arise with components, interface elements and commands. Thus, it is hard to translate 'System Watcher' directly, so it becomes Мониторинг активности (lit. 'Monitoring of activity'; a nomination of an active doer in English turns into a gerund in Russian). The command 'Run in protected browser' (an imperative) becomes Открыть в защищенном браузере (an infinitive). This is due to the tradition established in Russian scientific and technical writing, which is often more austere than the style used in English.

There is also a requirement in Russian to highlight user interface elements (such as the command mentioned above) with quotation marks, bold text or something else. To decide which 'highlighter' to use, the translator should consult the client's guidelines or check what is used across the already translated interface.

Although flowing and effortless Russian is expected most of the time, in some cases the client's guidelines require digression from the rules: for instance Анти-Спам for 'Anti-Spam' even though Russian grammar rules dictate that we use lower case and probably write it as one word. Checking the company's website can be helpful in such cases, especially if it offers an option to switch languages. At times I have resorted to looking for snapshots of user interfaces online for hours, or even installing software, subscribing to demo versions and registering on specialist forums.

Knowing the field

In the beginning, I took (and loved) a free course in computer networks on Coursera, which was challenging and informative, and taught me all about the infamous Trudy (IT slang for a malicious intruder). For the Russian language, a few translation agencies provide rich resources, including vocabularies, webinars and blogs. For example, Evgeniy Bartov with Alliance PRO[3] runs a school for specialist translators, including those working in IT. He regularly publishes useful posts, glossaries and analysis of errors in translation. Some market players publish glossaries, such as Kaspersky's extensive bilingual glossary for English and Russian.[4]

Translating in IT and cybersecurity takes a lot of effort but helps you keep up to date with technology and can make you feel elated when you finally crack a particularly hard problem. It is rewarding to be knowledgeable about the ways to protect yourself and how such systems work.

Notes
1 cutt.ly/provisioning
2 cutt.ly/0day
3 tran.su
4 encyclopedia.kaspersky.ru/glossary

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LANGUAGE QUIZ OF 2023

Whether you want to test your memory or just brush up on your knowledge, gain insights on the language events of the past year in our annual quiz

Questions in each section are staggered from easiest to hardest: one point (out of a possible 58) for each correct answer. Answers on page 31.

Mistranslations

1 In May, people taking the British citizenship pledge in Welsh were accidentally asked to curse (*rhegi*) at God, but why was the pledge updated?
2 Why did the UK press rush to translate Prince Harry's memoir *Spare* from Spanish, leading to poor translations?
3 When Erdoğan and Putin met, how did an interpreter mistranslate the Turkish president's reference to the Ukraine war, momentarily risking an international crisis?
4 What is the literal translation of *byd gwyn* ('blessed world'), which may be replaced as the Llangollen International Eisteddfod's motto over fears it could be misinterpreted as racist?

Picture clue

In what language has the national park pictured above been renamed as Bannau Brycheiniog, and what is its old name?

By the book

1 Which writer overtook Cervantes as the most translated Spanish-language writer, with his *Cien años de soledad* topping the list of books most translated into 10 languages?
2 Which book was translated into Shona as *Chimurenga Chemhuka* ('Animal Revolution') to reflect Zimbabwe's history of conflict?
3 Which royal spoke extensively in French as he announced a new Franco-British award, the Prix de L'Entente Littéraire, in Paris?
4 Which acclaimed translator, whose translation of *Don Quixote* was described as "indisputably definitive", died aged 87?

Schools out

1 The UK government announced a £14.9m Language Hubs network with the Goethe Institut focusing on what language?
2 Which nation of the UK is now the 'worst' in Europe for compulsory language lessons?
3 Why did the UK government offer 400 language teachers from abroad a "relocation premium" of £10,000 to work in England?
4 Which free online education platform has made its language courses available globally?

A very British scandal

1 Which UK institution agreed to accredit and pay translator Yilin Wang for her work only after she crowdfunded for legal proceedings?
2 A campaign is calling for which medical practitioners to have basic British Sign Language (BSL) training because communication issues are increasingly impeding emergency healthcare?
3 What did the NHS fail to do, causing a Romanian child's brain scan to be delayed, which was implicated in the child's death?
4 What reason did independent Welsh councillor Louise Hughes give for replying in German to an email from a Welsh-speaking constituent, leading to her suspension?

Indigenous languages

1 The devolved government of which UK nation proposed education legislation to help all its young people become "confident speakers" of its native language?
2 Which 10-year Unesco programme aims to draw global attention to the critical loss of Indigenous languages around the world?
3 The Yaghan language died with the death of its last speaker, Cristina Calderón; name one of the main countries where it was spoken.
4 The Warlpiri Dictionary was shortlisted for a book prize in Australia (a rarity for a dictionary), but how many decades did it take to write it?

1 **2** **3** **4**

League of the Lexicon

1 Académie Française members, tasked with regulating the French language, are nicknamed what?
a) *Les immortels* ('the immortals')
b) *Les infaillibles* ('the infallibles')
c) *Les infranchissables* ('the impassables')
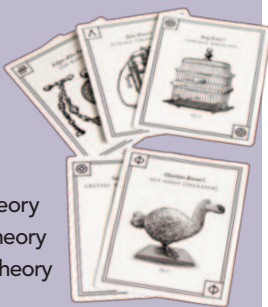**2** Which language was the first ever grammar written about?
a) Ancient Egyptian
b) Sanskrit
c) Icelandic
3 Which European language has changed least over the past 4,000 years?
a) Lithuanian
b) Greek
c) Hungarian
4 Which is not a theory within linguistics?
a) Bow Wow Theory
b) Pooh Pooh Theory
c) Tum-te-Tum Theory

What language…

1 Did the Italian government say "demeans and mortifies" the Italian language as they proposed legislation to counter the threat?
2 Is fourth most popular in schools in England?
3 Was International Booker prizewinner *Time Shelter* (translated by Angela Rodel) written in originally by Georgi Gospodinov?
4 Did Aberdeenshire solicitor Gordon Hay spend 17 years translating the Bible into?

Emerging research

1 Humans share elements of a common language with which animals, according to researchers at St Andrews University?
2 True or false: a study found that societies of non-native speakers develop less complex languages, as hypothesised.
3 What major geographic issue with multilingualism research did a study identify?
4 A Marie Curie study showed a link between barriers for non-English speakers and poorer outcomes in which area of medicine?

Tech developments

1 What language feature do the new smart glasses by Meta and Ray-Ban offer?
2 Which company launched free translation tool SeamlessM4T in 100 languages?
3 How did Spotify stream podcasts in languages the presenters don't speak?
4 Which car company's 'Translating Joy' ad campaign in China involved nonsensical AI translations of 宝马 ('precious horse')?

The view in politics

1 The UK's immigration plans came under fire when an interpreter from which country was threatened with deportation to Rwanda?
2 Spain's Parliament will allow the use of what three languages in Parliament following a demand from Catalan separatist parties?
3 How did the UK government suggest asylum seekers with limited English answer a new 'fast-track' immigration questionnaire?
4 The constitution of which country was translated into Nheengatu – one of its Indigenous languages – for the first time?

Who's who?

Can you identify the celebs in the pictures above? Give yourself an extra point per picture if you know why they feature in our language quiz.

In numbers

1 How many official languages does South Africa have since it added Sign Language?
a) 7   b) 12   c) 15
2 How many new signs have been created to 'rewild' BSL with environmental terms?
a) 40   b) 120   c) 200
3 Language teacher recruitment in England and Wales missed its target by what amount?
a) 31%   b) 43%   c) 66%
4 What proportion of the world's language diversity is at risk according to new findings?
a) 30%   b) 40%   c) 50%

Pop culture

1 In what way was *Dal y Mellt* a 'first' for Netflix when the platform streamed it as *Rough Cut* (with English subtitles) in April?
2 What film, in which a migrant family uses three languages when talking together, won the Oscar for best picture?
3 What Eurovision song became the UK's first Finnish-language chart hit?
4 Which streaming platform (rolled out by a UK 'terrestrial' channel last year) launched a BSL channel with 10,000 hours of shows?
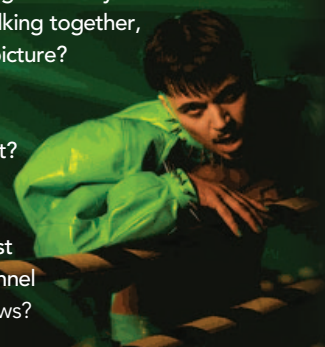
In better health

Nahed Arafat outlines vital training initiatives that support healthcare professionals working in multilingual settings

© SHUTTERSTOCK

*I*t is well documented that mental health services are less well accessed by people from minority ethnic backgrounds. Yet the need for mental health support is paramount in these groups, with many suffering trauma as a result of experiences beyond their control. While awareness of this issue may be high among health and social care (HSC) professionals (who include social workers, psychiatrists and community mental health nurses), the role played by language and culture is less understood and addressed.

My interest in this area started while I was working with patients from diverse cultural and ethnic backgrounds as a transcultural mental health worker. I realised that the distress of migrants and refugees is often the result of having to adjust to a new culture that is very

different from their own. Cultural differences and a poor command of the new language can further their suffering and negatively impact their mental health and wellbeing.

My PhD research showed that developing an understanding of the cultural and religious beliefs of patients from diverse backgrounds, and becoming familiar with their concepts of mental illnesses, can help HSC professionals to generate a dialogue with them about their mental health experiences and to minimise the risk of misunderstandings.[1]

There was a need for cultural competency courses to equip HSC professionals with relevant knowledge and skills. To develop such a course it was important to explore the experiences of HSC professionals in clinical and non-clinical settings. The opportunity was

provided by a training project at the University of Sheffield aimed at improving intercultural awareness among mental health staff so they can tailor their practices to meet patients' needs. I joined as a research associate.

The main objectives were to clarify the scope of interest in engaging with intercultural training for HSC professionals and to propose a range of solutions to suit the required outcomes, as identified through research and conversations. To achieve this we undertook a systematic review of existing literature on intercultural communication training in mental health settings, and invited key partners in Sheffield to take part in a questionnaire and in-depth interviews.

Areas that presented significant challenges, and that participants hoped would be covered

by the training, included cultural and religious beliefs; working with interpreters; working with refugees, Travellers and immigrants, and related stereotypes and prejudices; and how racism and bias have affected people's life and may impact attitudes towards mental health services in different communities.

Based on these findings, a taster training session was developed and delivered in the Sheffield area. Case studies focusing on understanding different cultures and religions, working with interpreters, and racism provided a basis for discussions about different aspects of participants' work and enabled them to gain insights into issues and practices in other areas of mental health.

In a case study about working in therapeutic sessions, the interpreter adapted a question to be more culturally sensitive to the patient but the therapist was not happy about this, as she had asked the question in that way to elicit a particular response. Additionally, the therapist used idioms that the interpreter was unfamiliar with and found difficult to understand. The case study highlighted the need for both therapists and interpreters to understand their roles and establish communication rules, such as interpreters asking therapists to rephrase and/or clarify questions, and therapists briefing and debriefing interpreters.

This pilot led to 12 training workshops which included scenarios around understanding different cultures and beliefs, respecting patients' views/opinions and avoiding anti-racist practices. One case study examined how Black patients may be treated differently when detained and admitted to wards because of stereotypes and prejudices, and offered possible ways to address this.

Working with interpreters
One of the most discussed topics was the role of interpreters in mental health settings. There were concerns about family members being used as interpreters due to fears around confidentiality, difficulties in finding the right dialect, and interpreters not showing up. This can lead to serious miscommunications, which may adversely affect the entire interaction.

When professional interpreters are aware of – and briefed about – the context of certain utterances, they can play a crucial role as cultural mediators. This is particularly

important as mental health concepts can have different meanings in different cultures, and certain expressions may need to be phrased in a culturally sensitive manner. Depression, for instance, has no equivalent in Urdu or Somali, so many patients may find the label shameful. Therefore it is better to use patients' own words and terms of reference in describing their lived experience in its cultural context.

There was a lot of discussion about briefing and debriefing interpreters. Participants found it interesting to think about interpreters' perspectives and how vulnerable they might feel in certain situations, since agencies rarely provide them with adequate support. In one scenario, an interpreter felt unsafe because the patient was very agitated and moving around. Participants concluded that for a better process and outcome, communicating with interpreters, and being aware of their knowledge and experiences, was crucial.

They also considered the implications of the different modes of interpreting (mainly face to face and telephone) currently used in Sheffield Health and Social Care Trust, and how these need to be taken into account in order to ensure effective communication between patients, HSC professionals and interpreters. This includes offering the option to use LanguageLine (a telephone interpreting company) to protect the identity and confidentiality of patients, and forwarding information related to Mental Health Act assessments to interpreters so they can provide appropriate information to patients.

Difficulties related to working with interpreters were also shared, for example when they spend a long time talking to patients but come back with just a few words as an answer. Participants acknowledged that it can be difficult to convey meaning in the other language, but stressed that the interpreter must explain what has been said so the HSC professional is fully informed and can do their job properly.

It was noted that some interpreters fail to relay important information, which could put patients' lives in danger or have a knock-on effect. In one scenario, the patient displayed behaviour to the interpreter that was not considered to be 'normal'. The interpreter noted this non-verbal behaviour to the psychiatrist and it was discovered that the

patient had a learning disability. It had taken almost a year for the patient to get the right treatment. Interpreters can benefit from being informed about the importance of reporting any observed body language, while HSC professionals should provide agencies with feedback to ensure interpreters have the right skills and training.

More work to do
Interpreting mental health diagnoses requires specialist knowledge since many cultures lack easy equivalents for English mental health terminology. In one scenario, the patient used a proverb from her culture to give depth to her distress: 'When the washing line is full, you can't add more.' If the interpreter translates this literally, it might mean nothing to the therapist. Moreover, mental health involves complex interpersonal communication with individuals who may act, speak or think in unusual ways. Interpreters need to undergo specialist training in order to improve their skills and understand trauma triggers.

The training highlighted the importance of this kind of learning. As a result, a number of cultural awareness training workshops are planned for the coming months. We have identified a number of key takeaways, including the need for HSC professionals to consult interpreters regarding differences in cultural and religious beliefs and how best to approach these topics; interpreter training materials to ensure they fully understand mental health concepts; and briefing and debriefing for interpreters.

Developing training that involves both interpreters and HSC professionals would be valuable, as this would allow them to gain insights into best practice and learn from one another. Most importantly, there should be guidance and clear protocols for interpreters with regard to neutrality and ethical concerns, and when they should or shouldn't inject their opinions.

Notes
1 Arafat, N (2018) 'The Influence of Language and Culture on Improving Access to Psychological Therapy (IAPT) for Pakistani, Somali and Yemeni Patients in Sheffield: Spiritual beliefs and emotions.' PhD Dissertation, University of Sheffield

Back from the brink

Jack Shiers on the battle for Breton in France

The tripartite motto '*liberté, égalité, fraternité*' is ingrained in the French national consciousness as a historic maxim of popular sovereignty and the meritocratic ideal. Post-revolution nation-building centralised power to foster a newfound French identity, with Breton and other French languages seen as barriers to national cohesion.

Under the constitution, French was the only language of the Republic, acting as a unifying force: the *égalité* to speak one language overshadowed the *liberté* to speak one's own. Seen as archaic at best, and counter-revolutionary at worst, regional languages were thus juridically, politically and socially minoritised. Spoken in the Brittany region of northwest France, Breton went from regional hegemony to the precipice of cultural erasure, leading to the current revitalisation efforts to save it.

Breton is part of the Brythonic subfamily of Insular Celtic languages and the only surviving continental Celtic language. Originating from the migration of Britons fleeing the Anglo-Saxons in the 5th century, it soon supplanted the region's native tongue, Romanticised Gaul. Following numerous military victories against the Franconians and the Normans, Brittany maintained its distinct language and culture for over 600 years. Although French influence was gradually on the rise in this period, Breton remained the primary means of communication and cultural expression.

Everything changed after the revolution. The *nouveau régime* embraced 'francisation', encompassing a range of government and education policies, and establishing the French language as the dominant standard of the Republic. Breton, along with other regional languages, was systematically marginalised, instilling an internalised 'inferiority complex' among its speakers. The francisation efforts of successive governments turned to education reforms to inculcate the ideological ideals of the revolution, and subsequent national monolingualism, in the public consciousness. The Jules Ferry education reforms of 1882 saw secular primary education mandated, prescribing all instruction be conducted exclusively in French.

Teachers thus assumed a dual role, both as educators and as agents of francisation, instructing Breton-speaking pupils in the

CLARION CALL
A 1911 poster with the Breton slogan
Burzudus eo! *('It's miraculous!')*

proper use of the national tongue. To prevent the use of Breton in the classroom, non-Breton-speaking teachers were often drafted in from the Parisian metropole, effectively eliminating any possibility of Breton communication in educational settings. Punishments were used against any pupil caught speaking a regional language in the classroom, including extra homework, writing lines (commonly *je ne parlerai plus breton*; 'I will no longer speak Breton') and corporal punishment.

Particularly humiliating was *le symbole* ('the symbol'), which was passed from the teacher to a child caught speaking Breton. Pupils then had to pass it on to a classmate caught speaking the language, with the pupil bearing it at the end of the school day subject to punishment. This sought not only to exclude Breton from the classroom but also to foster a culture of denunciation, which negated any attempts of Breton pupils forming alliances and encouraged ridicule towards them.

The suppression of Breton in education resulted in a decline of inter-generational transmission of the language, as the younger generation were shamed into forsaking their regional linguistic heritage. Such attitudes are reflected in the cultural representation of Bretons in contemporary popular culture. An example is the children's comic strip *Bécassine*, published from 1905 to 1962. The protagonist and eponym of the series is presented as the archetype of Breton stupidity, peasantry and anachronism. Pierre Carron's 1940 film adaptation equally presents a characterisation of Bécassine, and paradigmatically of the Breton people, as regressive and unintelligent.

CULTURAL CELEBRATION
'Breton Women at a Wall' by Émile Bernard

Francisation policies and marginalising cultural representations underpin the psychosocial 'inferiority complex' of Breton among its speakers. This firsthand account captures the internalised sentiments of shame endowed on Breton speakers: "We felt [Breton] was a flaw. So we had to hide it… as if it was an abscess that we really didn't want to show… It's a handicap."[1]

Resurgence

By 1950, the number of Breton speakers had fallen by 75%. Bretons endured diminished socioeconomic opportunities, while regional heritage risked cultural erasure. The outlook for Breton was bleak. However, things began to change in the post-war period when numerous protest movements emerged demanding that Brittany deserved greater recognition and that Breton should be preserved and promoted. Some extremists even demanded independence.

An initial success of the movement was the enactment of the Loi Deixonne in 1951, which, for the first-time, recognised minority French languages in law. It legalised the use of Breton in education, representing a transformative shift of national language ideology towards a multilingual, modern France. The student uprisings of 1968 mounted pressure on the government, as did growing dissent from

parliamentary socialists. By the late 1970s, Paris began, slowly but surely, to offer more support to the Breton cause. For instance, in 1977, an associative network of monolingual Breton schools, Diwans, was established.

There are now over 5,000 Breton school children educated in 55 Diwans across the region, with pupil numbers set to increase. Diwans not only play a pivotal role in the promotion of the Breton language, but also feature specially curated community spaces to celebrate Breton culture, traditions, folklore and art. They often host Fest-Noz events, which showcase Brittany's resilient culture, traditional music and dance.

The Loi Deixonne also permitted regional languages to be printed in newspapers, literature and cultural outputs, renewing Breton's cultural expression. Breton-language TV shows, such as the talk-show *Bali Breizh*, newspaper and literature publications, such as the *Ar Falz* journal, and radio stations, including RadioBreizh, started to emerge.

By 1999, the *Ofis Publik ar Brezhoneg* was set up to further promote the use of Breton in everyday life, through campaigns such as *Ya d'ar brezhoneg*, which encouraged regional businesses to install bilingual signage and provide French-Breton translations of their promotional material. Today, bilingual street signs have become commonplace and notable milestones, such as France's 2022 Eurovision entry performed in Breton, continue to underscore this cultural resurgence.

Francisation policies bear a profound legacy on Brittany and have fundamentally changed the state of play for the language. Breton is now spoken as an expression of regional culture, rather than a primary means of communication, with some commentators speculating that the government is still sceptical of minority languages. Unesco continues to classify the language as severely endangered,[2] yet revitalisation efforts have been hugely successful. They have directly increased the number of Breton speakers and continue to erode the marginalising cultural legacy of francisation.

Just 70 years ago, the mere suggestion that Breton children could receive education in immersive Breton schools, that streets would proudly display bilingual signs, or that Breton culture would be embraced, would have been dismissed as an implausible scenario. But this vision has become a reality. The speed with which Breton has reclaimed cultural visibility is aspirational for beleaguered minority languages across the world. Let us draw inspiration from this ongoing triumph and work collectively in preserving linguistic diversity for generations to come.

Notes
1 Le Coadic, R (1998) 'L'identité bretonne'. In *Terre de Brume,* Presses universitaires de Rennes; cutt.ly/Coadic (my translation from the French)
2 Unesco (2017) 'Unesco Atlas of the World's Languages in Danger'; cutt.ly/2wQcrEbS

Patently clear

How international agreements, technology and demand are transforming patent translation. By Afaf and Matthias Steiert

In today's dynamic world of global innovation, safeguarding intellectual property across international boundaries has become increasingly complex and essential. With an average of 5,000 patents filed each day, and more than 750 granted, the need for effective patent translation and management is more evident than ever.

In the US alone, patents granted to foreign inventors have grown by nearly 10% annually over the last two decades. Due to distinct patent laws and application requirements in different countries, inventors must secure separate patents in each jurisdiction where they plan to manufacture, use or sell their products, or wherever they want to safeguard their intellectual property rights.

The language used in patents adheres to strict intellectual property rules designed to eliminate any ambiguity that could potentially challenge the validity of patent claims. The precise interpretation of a patent's subject matter is crucial to avoid disputes regarding the novelty and obviousness[1] of an invention. This task falls on translators, who navigate the intricate landscape of patent language, ensuring every nuance of the original meaning remains unchanged in the target text.

Patent offices worldwide are seeking ways to enhance the efficiency and affordability of patent filing. Initiatives like the London Agreement have emerged, allowing companies in specific European countries to submit patents in English, reducing filing costs. This has led to a reported decline in demand for new patent translations into languages such as French and German, although there are still many requests for translations of old patents that have only been filed in the inventors' country.

Although the success of the London Agreement indicates potential for similar arrangements in other regions, progress can be gradual, as demonstrated by the decade it took for the agreement to take effect. Some European nations, including Spain and Italy, remain firm that patents must be filed in their official languages. In such markets, the need for patent translation is growing.

Technological developments

Companies seek efficient and cost-effective solutions to ensure the quality and timely processing of patent applications across multiple countries and in multiple languages. In this context, the fusion of technology and translation has revolutionised the field, helping to expedite translations. Gone are the days of translating patents from scratch. Today, clients often provide translation memories (TMs) or pre-translated files. Machine Translation Post Editing (MTPE) has taken centre stage, shifting the translator's role to refining machine-generated translations.

Using technology to identify and reuse repeated text cuts costs. Although they may appear to be unique documents, patents within the same industry or product domain often share similar language due to common elements and standard statements. This includes highly standardised language following strict rules. While the

Billion dollar error

IBSA Institut Biochimique lost billions of dollars due to the translation of just one word in the patent of its Tirosint soft gel capsule. Translated as 'half liquid', the wording at the heart of the IBSA versus Teva Pharmaceuticals case was found to be indefinite, meaning the gel lost its unique category position.

The original Italian patent filing description long preceded a US English patent application, and the differences in descriptive language between the two filings had a monumental impact. *Semiliquido* was translated into English using the loosely defined phrase 'half liquid' instead of 'semi-liquid'. During the appeal of the US District Court ruling in 2020, the Federal Circuit agreed with Teva's position that a person of ordinary skill in the art would not find the term clear and that using the descriptor 'half' instead of 'semi' implied a different meaning.

"The patent system adds the fuel of interest to the fire of genius."
Abraham Lincoln

repetition may seem minor in each translation, its cumulative effect is significant, especially for extensive translation projects that can cost millions. For example, a company developing a new technology for electric vehicle batteries may file a group of patents, each one covering an incremental improvement of novel battery technology. The text across these patents may be full of repeated text, which can be captured by TM tools.

TMs also ensure terminology consistency, especially when multiple translators are involved. A suite of computer-assisted translation (CAT) tools preserves formatting codes and layout information, which is a quick way of ensuring the text mirrors the source document. However, even when CAT tools, TMs and machine translation combine, terminology inconsistencies are among the most common errors. Human input is crucial.

The subtleties of meaning ascribed to terms in the context of patents require a depth of understanding on the translator's part. Expressions such as 'in a direction', 'parallel' and 'comprising' encompass contextual nuances that must be meticulously preserved. Complexities such as the non-limiting nature of terminology complicate the challenge, as they can impact the interpretation of patent claims. An example is using 'comprising' versus 'consisting of'. In a patent claim, the former is an open-ended term while the latter is a closed-ended term that excludes anything not mentioned after 'consisting of'.

Linguistic subtleties

This complexity is particularly evident when translating between Roman and non-Roman languages or text with opposing directions, for example Arabic and English. If we look at the Middle East, the demand for patent translation has surged alongside the globalisation of new ideas and products, with a 3,000% rise in US utility patent grants in Arabic-speaking countries over the past 20 years.

Minor formatting errors, such as those easily arising from incorrect right-to-left formatting, are a latent risk to the viability of companies' international patent portfolios. While text in Arabic is written from right to left, numbers are read from left to right, making incorrectly formatted figures and claim numbers a real concern. Ambiguities can arise, leading to misconceptions that may be exploited to challenge a patent's validity.

Chemical compounds are particularly problematic in Arabic translation. Unlike English, Arabic does not have capital letters, so 'CO' ('carbon monoxide') and 'Co' ('Cobalt') could be confused in the target text. International nomenclature can be followed, but to avoid ambiguity the safest solution might be to spell out the compound name in Arabic. It is at the discretion of the (human) editor to make the best choices in the patent translation process.

Another potential pitfall arises from the fact that some languages have multiple terms to describe similar items, while other languages have fewer terms. A translator with expertise in engineering will know when to use *Laufblatt, Leitschaufel, Rotorblatt* or *Turbinenflügel* for the English terms 'rotor blade' and 'vane', while MT will get mixed up.

To streamline the translation process, many companies are striving to integrate translation with patent filing, which reduces the administrative burden and simplifies invoicing. Consequently, some translation firms are collaborating with patent agents to manage both the translation and the filing aspects of the process.

Patent laws are vital to global economic growth and human innovation. Patent translation is a constantly evolving domain where languages bridge the gap between innovation and global outreach. It safeguards inventions and ensures that the brilliance sparked by innovation shines across borders, and the translator will continue to play a very important role in this process.

Notes
1 'Obviousness' in this context is a legal conclusion based on aspects such as the scope and content of the prior art, and differences between the claimed invention and the prior art.

WITHIN THE LAW
The translation of soft gel capsules (above) as 'half-liquid' was a costly error; and (below) lawyers may exploit ambiguities in poorly translated patents
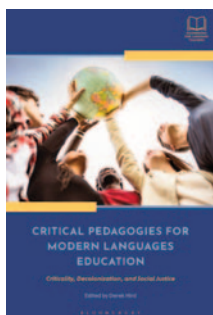
Books

Critical Pedagogies for Modern Languages Education

Derek Hird

Bloomsbury Academic 2023, 280 pp; Paperback ISBN 978-1350298767
£28.99

Critical Pedagogies for Modern Languages Education: Criticality, decolonization, and social justice is an edited collection of essays by a broad range of leading scholars. Each provides their own perspective on ways in which modern languages education can be reshaped from a critical viewpoint to take into account matters of social justice and non-discrimination.

As mentioned by the editor in a comprehensive introduction, the book's ambitious aim is to transform classroom teaching, textbooks and teacher education by turning the language class into a site of critical pedagogy. It is therefore unsurprising that critical pedagogical theory (engagement with political and ethical issues in the classroom) is a recurring theme, with authors drawing on the writing of key scholars such as Paulo Freire and bell hooks.

This theoretical basis provides a solid framework for the practical suggestions put forward by various contributors. Indeed, the integration of theory and practice is one of the book's greatest strengths, making it a genuine tool for implementing change rather than an abstract discussion.

Its scope is impressive, covering 11 languages across 13 countries and regions. The chapters are structured into five sections addressing such practical matters as interculturality, decolonisation, multilingualism, linguistic diversity, stereotyping, racial prejudice, textbook attitudes and teacher training. The authors focus particularly on decolonisation, offering a detailed examination of the Eurocentric biases inherent in language teaching in many countries as a legacy of their colonial past, and advocating the incorporation of diverse linguistic and cultural voices in the classroom.

The role of English is of particular significance, with its conflicting status as a dynamising element for progress in some contexts and a neo-imperialistic threat in others. A wide range of theoretical themes are also covered, including critical discourse analysis, activist pedagogies, culturally sustaining pedagogy and linguistic justice.

This volume challenges educators to critically reassess their methods, confront issues of social injustice and work towards a more equitable and inclusive educational scenario. It will be of great value to students, researchers and applied linguists wishing to gain a deeper understanding of this crucial area.
Ross Smith MCIL

Xenolinguistics

Douglas A Vakoch & Jeffrey Punske (eds)
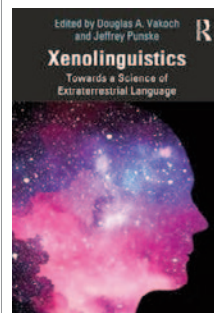
Routledge 2024, 248pp; Paperback ISBN 978-1032399591
£23.99

The book is subtitled 'Towards a Science of Extraterrestrial Language', and 'towards' is obviously important here. Xenolinguistics differs fundamentally from other branches of linguistics in having no data to start from; it can only proceed on the basis of speculation. It is also a notably interdisciplinary undertaking, and the authors of these 18 chapters include anthropologists, biologists, linguists and others.

Perhaps unsurprisingly, the contributors seem optimistic that intelligent extraterrestrial beings exist and that we will perhaps meet them, or at least detect signals from them, be able to interpret such signals and enter into dialogue with them.

What might non-earthbound language be like? Hypotheses are largely based on what is known about human language and animal communication systems. Terrestrial species communicate through almost every imaginable physical modality, including acoustic, visual, olfactory/chemical and electrosensing, though not magnetism. Each of these would have different advantages and disadvantages in different types of extraterrestrial environments, and depending on the physical construction and faculties of their users.

Would we be able to discriminate an intentional message-bearing signal from background noise, especially at a distance measured in light years? We might expect a signal to be repeated and perhaps converted to audio mode for our benefit. Would we be able to interpret such a signal? Studying the great variety of animal communication on earth would provide good training. One chapter describes how the behavioural patterns of prairie dogs are the context that enables us to interpret their alarm calls.

If linguistic universals exist, and aliens are more experienced than us in contact with extraterrestrial cultures, they might provide a 'Rosetta Stone' to teach us the rudiments of their language. Mimicry might be a good starting point for building rapport. Shared knowledge of the universe would be an obvious basis for further exchange, with the advantage of being a safe, neutral topic.

The authors of one chapter, at least, believe that fluent conversation would be unlikely until millennia after initial contact. In the meantime, the best preparation might be to learn to converse with the many other life forms that inhabit our own planet.
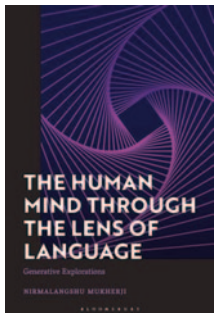
The contents of the chapters are diverse but well linked by inter-chapter cross-references. The book provides an excellent overview of what steps are being taken 'Towards a Science of Extraterrestrial Language'.
Jonathan Marks MCIL

The Human Mind Through the Lens of Language

Nirmalangshu Mukherji

Bloomsbury Academic 2022, 280 pp; Hardback ISBN 978-1350062689
£85

Recent years have seen increasing attempts to map language activity and its functions onto the living architecture of the brain: melding the linguistic and the neurological. On trend, if something of an outlier, this book categorises the human mind as generative and species-specific: an innate ability to develop systems of knowledge and ways to communicate them which is uniquely human.

Following an extensive review of Descartes' dualism, human and animal cognition, and Chomsky's nativist approach to language acquisition and development, the author covers human evolution. At some point (200,000-300,000 years ago), after an expansion in brain size, there was either a gradual change or an abrupt one which led to the creation of a working language-facility.

This evolutionary endowment or "generative mind" provides the basis for arithmetic and music in addition to language. All three are "a kindred class" using a limited number of notation-value pairings to great and largely unlimited effect. Arithmetic does this through "a propositional semantic"; music through "a powerful computational system".

Along the way, Pinker's beliefs on Mentalese (Language of Thought) are reviewed, which is to say, our minds at a sub-linguistic level contain ideas, images, sounds and other sensations that prompt linguistic thought and speech. Thus far, so good. However, *The Human Mind Through the Lens of Language: Generative explorations* is densely written, jargon-heavy and, at times, impenetrable.

A number of changes could have improved it. Firstly, the lack of explicit discussion of the brain, as opposed to 'mind', keeps the author's approach too 'top-down' and firmly in the realm of philosophy of language. Secondly, there is a rash of vocabulary which defies comprehension and requires full(er) explanation. One sentence deserves special mention: "[It] appears that MERGE is a special case of Merge since MERGE contains Merge in the form of {a,b}, in the new workspace…" Thirdly, a summary at the end of each chapter might have helped to make the argumentation clearer.

For those wishing for a better understanding of matters covered by this book (human evolution and language, and cognition and language processing), I would recommend *The Dawn of Language* (Johansson, 2021) and *Language and the Brain* (Brennan, 2022) respectively.
Graham Elliott MCIL

Crossword no.35

Solution, page 34
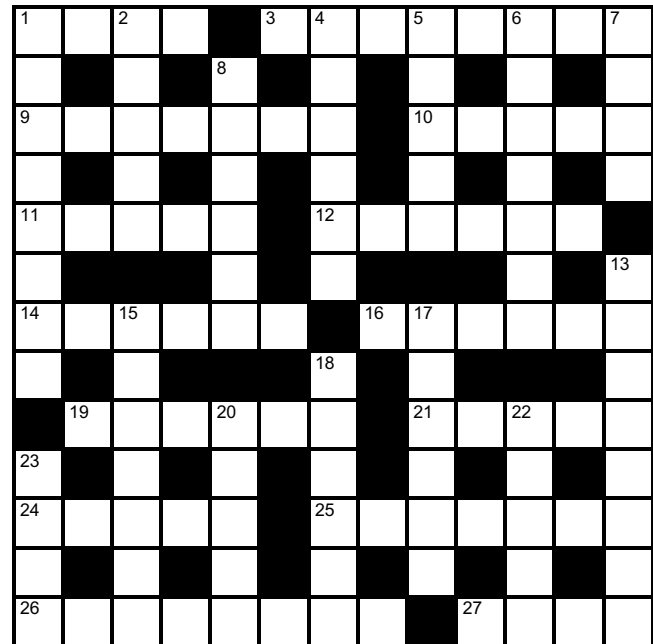
Across
1 Culturally prohibited, from Polynesian. (4)
3 Flowing out, especially treated sewage water. (8)
9 A language of India, not North America. (7)
10 Aka Modern Standard Arabic. (5)
11 Language group of the Arctic and Subarctic. (5)
12 Language family spoken by millions in North Africa. (6)
14 Take into the body. (6)
16 The first language of Borat? (6)
19 An official language of Nigeria. (6)
21 The Wallsend Metro station has signage in this language. (5)
24 It may be shish or doner. (5)
25 Mental pictures. (7)
26 Such as the band in a Sherlock Holmes adventure. (8)
27 Zayn Malik (ex One Direction) has featured this language in his songs. (4)

Down
1 Creole language of Papua New Guinea. (3,5)
2 Family of c.600 languages in the southern half of Africa. (5)
4 This dish went up in flames. (6)
5 Long-term prison inmate. (5)
6 Basque in Basque. (7)
7 Language with honorifics *kha* used by a woman and *khrap* used by a man. (4)
8 French city, where an edict was signed in 1598. (6)
13 *Shukriya* expresses this in 27 across. (5,3)
15 *Khuda Haafiz* expresses this in 27 across. (7)
17 Not sinking. (6)
18 Language of the rabbits in *Watership Down*. (6)
20 Second most widely spoken Turkic language after Turkish. (5)
22 Third person plural possessive adjective. (5)

for the love of verbs

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A translator shares her passion for these dynamic words

JOANNA BIERNAT

I have often wondered which part of speech would be most important if you moved somewhere where you didn't understand the language. What would be crucial to know so you could get by? The first thing that always comes to mind is a verb. Verbs are the core of a sentence. In fact, a single verb can comprise an entire sentence. Examples using the imperative form include 'Eat!', 'Go!' and 'Wait!'

Over the centuries, verbs have been the subject of many philosophical works, research projects, discussions and publications. They have been grammatically 'sliced and diced', categorised and, to some extent, over-analysed. For philosophers like Aristotle, they were associated with logic and logical thinking. So why are verbs so powerful and what is so special about them?

Verbs are more dynamic and adaptable than other parts of speech. This could be because they generally express actions ('to go', 'to fly') or states ('to sleep', 'to sit'). They can represent conditions ('to rain'), emotions ('to worry'), states of mind ('to think about'), processes ('to decide'), occurrences ('to be'), tasks ('to clean') and relations between people ('to love someone'). They demonstrate positivity ('to smile') or negativity ('to destroy').

Verbs play a crucial role in a child's speech and general development. Acquiring a new verb lexicon allows children to communicate faster and more effectively. They can articulate their needs, show excitement and frustration, and engage with others by formulating sentences. Current research suggests that a poor or non-existing verb lexicon at the age of 24 months puts a child at significant risk of developing language difficulties.[1]

Some encyclopaedias[2] and linguistic studies indicate how many verbs a specific language contains, but such figures can never be up to date. We constantly add new verbs to our lexicons, while some verbs change their meaning over time or retire from use. Others migrate from one language to another and tend to absorb the grammar rules of the new language. In the sentence *Ich habe mit ihm gechattet* ('I have chatted to him') the English verb 'to chat' takes the form of the German past participle.

Paying attention

The ancient Greeks and Romans paid special attention to verbs. Their philosophers loved debates around verbs. It was Aristotle who noticed the relation between verbs and time (later known as *tempus*; 'tense').[3] He recognised that verbs allow the expression of actions and status in a specific timeframe – the past, present and future – something that other parts of speech are not able to register. More than two millennia later, the French

linguist Lucien Tesnière investigated verbs as essential components of a sentence and researched how they interact with other subordinate elements. His famous book *Éléments de syntaxe structural* asserted that verbs structure sentences by connecting and binding elements, which has been compared with the way atoms react.[4]

Verbs have been categorised using various classifications. Grouping them in this way, and describing their similarities and differences, is of great advantage, especially when learning a language. Looking at mood, for instance, we can distinguish between indicative ('I do my work now'), interrogative ('Did you see her yesterday?'), conditional ('If you want to speak to me, you can'), imperative ('Stay there!') and subjunctive ('If I had a good voice, I would be a singer'). When taking the voice into account, we can group verbs in transitive ('to offer', 'to love') and intransitive ('to smile', 'to rain').

Verbs set the tone of a communication, give it a certain meaning and play a fundamental role in the overall function of a text. Translating content with multiple verbs can be a challenging task. Aside from meaning, they present a complex set of grammatical nuances which the translator needs to consider.

A transitive verb in one language may not be transitive in another. English and German have more transitive verbs than Polish, for example. Polish does not have any phasal verbs, which are quite frequent in English, but its verbs do modify depending on gender ('we went' translates as *Poszłyśmy* when talking about women and *Poszliśmy* for men).

The passive voice presents the most issues in verb translation,[5] and there are also differences between the usage of subordinate supplements, which certain verbs require. Passive German or English verbs often appear as active verbs in the Polish translation, reflecting the grammar and style rules of the target language. This is one of many interesting puzzles for the translator.

Notes
1 Hadley, PA, Rispoli, M and Hsua, N (2016) 'Toddlers' Verb Lexicon Diversity and Grammatical Outcomes'. In *Language, Speech, and Hearing Services in Schools*, 47, 44-58
2 *Duden* Verlag (28/2/23); cutt.ly/DudenVerb
3 Aristotele, ed. C Gallavotti (2018) *Dell'arte poetica*, Mondadori, Verona
4 Tesnière, L (1980) *Grundzüge der strukturalen Syntax*, trans. U Engel, Klett-Cotta, Stuttgart
5 Vinary, JP and Darbelnet, J (1995) *Stylistique comparée du francais et de l'anglais: Méthode de traduction*, Didier, Paris

TL **Linguist, tutor and researcher Dr Joanna Biernat-Sowka MCIL works for a multilingual technology company.**

Quiz answers

Mistranslations
1 New citizens now pledge allegiance to the King, not the Queen. 2 It was accidentally put on sale early in Spain. 3 He seemed to say Russia and Turkey were at war. 4 White world.

Picture clue
1 Welsh; the Brecon Beacons.

By the book
1 Gabriel García Márquez. 2 *Animal Farm.* 3 King Charles III. 4 Edith Grossman.

Schools out
1 German. 2 Northern Ireland. 3 Huge difficulties recruiting language teachers from within the UK. 4 Oak National Academy.

A very British scandal
1 The British Museum. 2 Paramedics. 3 Send information to the parents in their language. 4 She didn't speak Welsh.

Indigenous languages
1 Wales (Welsh). 2 The International Decade of Indigenous Languages (IDIL). 3 Chile and Argentina. 4 Six (60 years).

League of the Lexicon
1 a) The Académie Française has 40 members who hold office for life, hence *les immortels*. 2 b) The first known grammar is the Ashtadhyayi, written by Panini about 2,500 years ago. 3 a) Lithuanian has conserved many features of the common ancestor language Proto-Indo-European. 4 c) Tum-ti-tum. Linguist Max Müller coined the other two theories. *Questions adapted from the League of the Lexicon game; twobrothersgames.co.uk.*

What language…?
1 English. 2 Latin. 3 Bulgarian. 4 Doric, a dialect of Scots spoken in northeast Scotland.

Emerging research
1 Apes, especially chimpanzees and bonobos. 2 False (it found the opposite). 3 The most multilingual regions are hugely understudied and the regions most commonly studied are not very multilingual. 4 End-of-life care.

Tech developments
1 Real-time machine translation. 2 Meta. 3 It cloned the voices of its top podcasters. 4 BMW (which also translates as 宝马).

The view in politics
1 Afghanistan (a war veteran). 2 Catalan, Basque and Galician. 3 By using online translation tools. 4 Brazil.

Who's who?
1 Cate Blanchett learnt German for the film *Tár* and speaks the language in several scenes. 2 Susie Dent became a CIOL Vice President (but give yourself a point if you gave another valid reason). 3 Alfonso Cuarón was upset when Disney+ automatically dubbed his 2018 film *Roma* into English as he had made sure it wasn't officially dubbed. 4 Paul Mescal was interviewed in Irish on the red carpet at the Baftas, where his film *Aftersun* won an award.

In numbers
1 b) 12. 2 c) 200. 3 c) 66%. 4 c) 50%.

Pop culture
1 It was Netflix's first Welsh language TV show. 2 *Everything Everywhere All at Once.* 3 *Cha Cha Cha* by Käärijä. 4 ITVX.

A sense of pride

How a scheme that promotes a passion for languages helped one school pupil embrace his multilingual identity

MUKHTAR OMAR MUKHLIS

If you were to ask me where I come from, I'd tell you that I'm from England, since I was born here. If you asked 'But where are you really from?', I'd say that I'm Malaysian, since my parents were born in Malaysia. I might be tempted to add that my predecessors are also from Pakistan, Saudi Arabia, Thailand and Laos but, in truth, I cannot speak any Thai or Urdu or Pashto or Arabic.

I speak Malay and English at home, and when I started school I spoke English with a Malaysian accent, sometimes including Malaysian slang and Malaysian constructions. When I hear myself in old videos, it feels like a completely different person. Five-year-old Mukhtar's language is very much removed from that of 16-year-old Mukhtar. Malaysian was his identifier; almost his character trait.

In Year 1, I began to lose my Malaysian accent and started talking English-er. Whiter. I created a divide between the language I used at home and the language I used at school. After all, I had no use for Malay at school; English was much more important to my studies, so that is what I focused on. I thought

like this for so many years that I ended up struggling to speak Malay, the language that had been so central to my identity.

My exposure to languages was limited after that to sparse interactions with French at school. The unfortunate reality of language education in primary schools is that the way it is presented and practised can lead to a deep self-Westernisation at a young age. It was as if I had lost this massive part of me and was floating around trying desperately to make a purely English identity work for me.

In Year 11, I started to teach languages to primary school children, along with some of my peers. We used the WoLLoW programme, designed to spark an interest in languages rather than teach a specific language in detail. It was refreshing that space had been created for class discussion which draws on individual pupils' languages and builds an understanding of a variety of cultures and beliefs, as well as languages, all while shoving hyper-Eurocentrism out the window.

In one class, there was a table of kids who had been sitting next to each other for almost half a year, but it was not until our sessions that they found out they all spoke the same language: Farsi. This is one example of many that demonstrate the huge disconnect

between personal linguistic identity and school, and which have opened my eyes to the need for more education of this kind.

I was quite daunted when presented with the task of adapting lessons to include my own experiences and examples in Malay. But why should it be such a foreign experience to incorporate this central identifier of mine into a classroom setting? Working on these lessons has not only given the children we teach the opportunity to have their languages and cultures represented in key class discussions, but it has also allowed me to reconnect with my language and feel more confident in finding my sense of self within it again.

WoLLoW has the potential to affirm and validate pupils in regard to their languages, which might otherwise be overlooked and lost in an English school setting. As the Japanese novelist Minae Mizumura said: "One's identity derives not from one's nation or blood but from the language one uses."

TL **Mukhtar Omar Mukhlis is an International Baccalaureate student. He taught languages while he was in Year 11 at a school in Birmingham.**

On the menu

From Moravian sparrows to executor's whips, reflections on the quirks in food names with a trip to Czechia

MARTINA KLAPKOVA

I will not deny it – I love food. Anything to do with food. Whether it's talking about it, reading about it or buying it. I even enjoy organising and labelling it – so much so that some of my disorganised friends have asked me to sort their larders and spice racks.

I grew up in (what was then) Czechoslovakia in the 1980s. I'm one of 'Husak's children' – the generation born during the baby boom of the early 1970s under the rule of the Communist leader Gustav Husak. The choices in restaurants were somewhat limited back then and the names of foods were often ambiguous. In some cases, even born-and-bred Czechoslovaks wouldn't know what exactly the names on the menu meant. *Cmunda po Kaplicku* anyone? Unless you'd previously encountered this potato pancake filled with smoked meat and sauerkraut (also called *bramborák*), you wouldn't be able to work out what it is from the word *cmunda*.

Confusing menus

I didn't think much about the origins of such names until I took my husband and his friends to restaurants back home having lived in other countries for several years. In my experience, menus abroad are translated into English quite accurately nowadays. 'Broth with kidney balls' might not appeal to everyone, but it does tell you what it is. However, if I rewind to the year 2000, it was a different story. Many restaurants in Slaný, my hometown, were still serving traditional meals from the Communist era. The staff had little or no English; fair play to them for trying to translate the names at all!

Translations were done literally and that's when it got confusing. One of the funniest was the 'executor's whip' (*Katův šleh*). What sounds like a threatening dish is actually an inexpensive meal of meat and vegetables. When our Irish friends visited, they panicked when the waiter brought an English menu with the peculiar sounding 'Moravian sparrow' on it. They couldn't believe that it had nothing to do with a cooked bird. In fact, the dish consists of roast pork with cabbage and dumplings.

According to etymologists, it got its name in 1908 because cooked meat was thought to resemble small birds. Similarly *Španělský ptáček* (lit. 'Spanish bird'; *Rinderroulade* in German) is a beef roulade containing smoked sausage, mustard, gherkin, onion and a boiled egg. Eaten with gravy and dumplings or rice, it was apparently created by the Spanish chefs of Rudolf II, King of Bohemia (now Czechia) in the early 1600s. Today I would translate these meals descriptively – just as you would translate 'toad in the hole'.

Drowned men and coffins

No visit to Czechia is complete without a trip to the pub, where you may be offered a snack called *utopenec* (lit. 'drowned man'). There is no need to panic: this typical pub staple is a thick cured sausage pickled in vinegar. Served with a fresh slab of Czech sourdough, it's well worth trying. And a final tip for your pub visit: Czechs call 'chips' *hranolky*, while *čipsy* (pronounced 'chips') are crisps. In this case the translator would have to be aware of the conventions to be able to translate accurately.

On to the sweet course, and perhaps the trickiest food to translate is the Czech classic *rakvičky se šlehačkou* or 'sweet coffins with whipped cream'. Shaped like coffins and

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served with whipped cream, these sweet hollow biscuits are perhaps so called because an excess of them might land you in a coffin of your own! *Rakvičky* are made with egg yolks and a lot of sugar – delicious with a hot cup of coffee as an afternoon pick-me-up.

When I go back home, I am a bit sad to see that the majority of restaurants in Prague now serve international cuisine, and names like 'poke bowls', 'sushi' and 'tacos' are the norm. But more curious or epicurian tourists can still find places where time has stopped and you can order Spanish bird or Moravian sparrow.

TL **Martina Klapkova MCIL is a community outreach and support worker, and a former food scientist.**

Letters

Palindrome life

I was interested to read 'Top Spot: Palindromes' (*TL*62,3). Living in France, one that comes to mind is (according to a TV quiz show) the only palindromic commune in the country: Laval! I look forward to being corrected…
Nigel Pearce MCIL

STAR LETTER

Star Letter prize

This issue's Star Letter writer will receive the League of the Lexicon board game (reviewed at cutt.ly/TLWinter). For your chance to win, write to us at linguist.editor@ciol.org.uk.

Correction

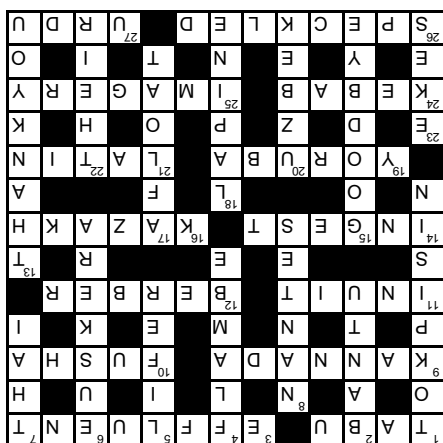
In the Autumn issue, we stated that 'Cha Cha Cha' was Norway's entry to the Eurovision Song Contest 2023. It was, in fact, the Finnish entry and the UK's first Finnish-language hit. We would like to apologise for this mistake.

Crossword solution
Puzzle page 29

CONTRIBUTORS

Nahed Arafat

Dr Nahed Arafat combines her working experience in mental health with her linguistic expertise to deliver cultural awareness workshops for health and social care professionals in Sheffield. She sits on the advisory group for the School for Social Care Research focusing on good practice in Mental Health Act assessment when working with interpreters. Her PhD is in Translation Studies and Intercultural Communication. *See p.22*

Maureen Cohen

Maureen Cohen MCIL has freelanced as a German-to-English translator for over 15 years and has been a Chartered Linguist since 2015. In the same year, she returned to university to obtain a physics degree and continued on to earn a PhD in exoplanet science. She now works as a postdoctoral researcher in planetary science, while continuing to freelance on the side. *See p.8*

Claudio Fantinuoli

Claudio Fantinuoli is a researcher at Mainz University, CTO at KUDO Inc. and founder of InterpretBank. His areas of work are computer-assisted human interpreting and real-time machine interpreting, which essentially means that he designs and studies artificial intelligence systems to augment human interpreters and translate speech automatically, with the human user at the centre. *See p.10*


Spencer Hawkins

Spencer Hawkins is a research fellow in Translation Studies at the University of Mainz, author of *German Philosophy in English Translation* (2023) and translator of Hans Blumenberg's *The Laughter of the Thracian Woman* (2015). Since completing his doctorate in Comparative Literature at the University of Michigan, he has taught and researched in Turkey, Austria, US and Germany. *See p.14*

James Puchowski

Dr James K Puchowski MCIL CL teaches Norwegian at University College London. His research interests focus on minoritised language issues, public discourse about language issues, and sociolinguistic theories around language activism. He completed his PhD in Linguistics at the University of Edinburgh. *See p.12*

Jack Shiers

Jack Shiers, CIOL Student Affiliate, is studying an MLang in French at Lancaster University. His year abroad in Rennes, France, inspired his undergraduate dissertation, which analyses the impact of post-Revolution culture change in Brittany and draws theoretical parallels with that of (post)colonialism. *See p.24*

Afaf Steiert

Afaf Steiert is President and founder of Afaf Translations, where she works as an Arabic conference interpreter and oversees all translation services. She speaks five languages and has good knowledge of all Arabic dialects. She has an MSc in plant molecular biology from the University of Basel, Switzerland. *See p.26*

Matthias Steiert

Matthias Steiert is the co-founder of Afaf Translations and specialises in German pharmaceutical/biotechnology article and patent translations. He has a degree in plant physiology and a PhD in biochemistry. *See p.26*

Nataliya Yachmeneva

Nataliya Yachmeneva MCIL is a professional linguist with experience in different areas of marketing translation (including IT and automotive), as well as translation for corporate purposes and international events. She now works as a public service interpreter. *See p.18*
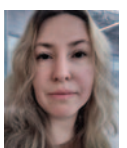
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Chris Durban	**Julia Poger**	**Susie Dent**

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