Editors:
Dana Rus, Bianca Han

Authors: Dana Rus, Anișoara Pop, Adrian Năznean, Nicoleta Marcu,
Andreea Ban, Corina Lirca, Bianca Han, Smaranda Ștefanovici, Iulian Boldea,
Reka Kutasi, Georgeta Matei, Corina Bozedean

ALTERNATIVE APPROACHES TO DISCOURSES

PRO UNIVERSITARIA

From the primordial command "Let there be light" to the contemporary inputs fueling text-generating AI bots, words have long stood as humanity's primary vehicle for representing reality. Interwoven in intricate relationships, words possess an inherent capacity to connect, define, express, suggest, and construct fictional realms. Discourses not only shape and reflect societal pursuits but also imbue meaning into human interactions, preserve the past, and conceive future paradigms. The breadth of studies, interpretations, and theories in discourse analysis and typology attests to the remarkable versatility of words in conveying pragmatic meaning.

Guiding readers from specialized languages to literary motifs and from innovative didactic approaches to provocative translation techniques, the book is an invitation to embark on a journey beyond the confines of convention. As a whole, the contributions attempt to reimagine discourse from a diverse range of unconventional stands, which makes the book an invigorating read for professionals and language enthusiasts alike.

The editors

ISBN: 978-606-26-1804-9

ALTERNATIVE APPROACHES TO DISCOURSES

Editors: Dana RUS, Bianca HAN

Authors: Dana RUS, Anișoara POP, Adrian NĂZNEAN, Nicoleta MARCU, Andreea BAN, Corina LIRCA, Bianca HAN, Smaranda ȘTEFANOVICI, Iulian BOLDEA, Reka KUTASI, Georgeta MATEI, Corina BOZEDEAN

Editat de **Pro Universitaria SRL**, editură cu prestigiu recunoscut.
Editura **Pro Universitaria** este acreditată CNCS în domeniul Științelor Umaniste
și CNATDCU (lista A2-Panel 4) în domeniul Științelor Sociale.

Descrierea CIP a Bibliotecii Naţionale a României
Alternative Approaches to Discourses / Dana Rus, Anişoara Pop, Adrian Năznean, ... ; ed.: Dana Rus, Bianca Han. - Bucureşti : Pro Universitaria, 2023
Conţine bibliografie
ISBN 978-606-26-1804-9

I. Rus, Dana
II. Pop, Anișoara
III. Năznean, Adrian
IV. Han, Bianca (ed.)

80
61

Reviewers: **Maria-Laura RUS PhD**, G.E. Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș
Andrea PETERLICEAN PhD, Sapientia University of Cluj-Napoca

Redactor:	Elena Onea
Tehnoredactor:	Luiza Stan
Copertă:	Vlad Pătruță

Redacție:
tel.: 0732.320.664
e-mail:editura@prouniversitaria.ro

EdituraProUniversitaria

LibrăriaUJmag:
tel.: 0733.673.555;021.312.22.21
e-mail: comenzi@ujmag.ro
ujmag.ro

Ujmag.ro

CONTENTS

Chapter 7

WANNA TEACH? GOTTA TECH! TAKE THE CALL! ON THE USE OF *CALL* ALTERNATIVE METHODS

Bianca HAN

Abstract*: Technology can make language learning more collaborative and enjoyable through interactive platforms, multimedia resources, and gamified apps. It also increases accessibility by breaking down geographical barriers and catering to learners' diverse needs. Technology provides access to authentic language materials and personalises learning experiences through adaptive platforms. The Computer-Assisted Language Learning (CALL) alternative methods regard the design, implementation, and evaluation of technology-enhanced language learning experiences. Nevertheless, it is equally important to address challenges such as reduced human interaction, unequal access to technology, distractions, and technostress to ensure a balanced and effective approach to teaching foreign languages. Coping with technostress requires acknowledging the problem, understanding its sources, and implementing strategies for mitigation. The applicative part of this chapter debates upon the need for adaptation in response to rapid advancements of technology. Thus, projects such as ELSE (aiming at the application of innovative tools and methods in teaching) and PROF (initiated by the Romanian Ministry of Education, to establish a comprehensive framework for professional mentoring in the secondary education system) are presented, next to outcomes of fruitful collaborations with secondary school teachers.*

Keywords*: language teaching, technology, adaptation, evolution, tools.*

Introduction

Using technology in teaching languages offers numerous benefits and advantages for both educators and learners. Reasoning on why technology is important in language teaching would include arguments like enhancing engagement, increasing accessibility, providing authentic language exposure, personalising learning, facilitating communication and collaboration, providing instant feedback, supporting multimedia learning, fostering autonomous learning.

Therefore, regarding enhancing engagement of users, we agree that technology can make language learning more interactive, engaging, and enjoyable. Interactive language learning platforms, multimedia resources, and gamified

language apps can capture learners` attention and motivate them to actively participate in the learning process.

When it comes to the issue of increasing accessibility, technology enables language learning to be accessible to a wider range of learners. Online language courses and virtual classrooms break down geographical barriers, allowing students from different locations to learn together, and to enjoy the process. Additionally, digital resources and tools can cater to learners with diverse needs, such as those with visual or hearing impairments. Kukulska-Hulme and Shield (2008: 273) emphasise the importance of mobile technologies in language learning. Their research shows that mobile devices offer learners the flexibility to engage with language materials anytime and anywhere, enabling continuous learning opportunities. Mobile apps, language learning games, and social media platforms on mobile devices contribute to personalised and on-the-go language learning experiences.

In terms of providing authentic language exposure, technology offers access to authentic language materials, such as videos, podcasts, news articles, and social media platforms. This exposure to real-world language use helps learners develop their listening, reading, and comprehension skills in a more authentic and natural context, which leads to the next argument supporting the need to bring technology in the classroom, that of personalising learning experiences. Adaptive learning platforms can analyse learners` strengths and weaknesses and provide tailored content and activities accordingly. This individualised approach helps learners progress at their own pace and focus on areas that require more attention.

Warschauer (1996) argues that technology can facilitate authentic language use and communication. Through online platforms, learners have access to real-world language materials and opportunities to interact with native speakers, enabling them to develop their language skills in a more natural and meaningful context: “Hypermedia provides a number of advantages for language learning. First of all, a more authentic learning environment is created, since listening is combined with seeing, just like in the real world. Secondly, skills are easily integrated, since the variety of media make it natural to combine reading, writing, speaking and listening in a single activity. Thirdly, students have great control over their learning, since they can not only go at their own pace, but even on their own individual path, going forward and backwards to different parts of the programme, refining particular aspects and skipping other aspects altogether. Finally, a major advantage

of hypermedia is that it facilitates a principle focus on the content, without sacrificing a secondary focus on language form or learning strategies. For example, while the main lesson is in the foreground, students can have access to a variety of background links, which will allow them rapid access to grammatical explanations or exercises, vocabulary glossaries, pronunciation information, or questions or prompts which encourage them to adopt an appropriate learning strategy."

It goes without saying that this facilitates communication and collaboration: online communication tools, such as video-conferencing, chat platforms, and discussion forums, enable learners to connect with native speakers, fellow learners, and teachers from around the world. Such interactions promote language practice, cultural exchange, and collaborative learning. According to a study by Stockwell (2010: 157), technology integration in language teaching has the potential to enhance learner engagement and motivation. The study found that multimedia resources and interactive activities can create a more dynamic and enjoyable learning environment, leading to increased student participation and interest. "The issue of the inherent motivating effects of technology in education is hardly new, and teachers have long held the view that introducing new technologies into language learning environments has the potential to boost learner motivation. Apart from the novelty effect of engaging with a new technology (*e.g.*, Fox, 1988), such claims were founded on the idea that computer-assisted instruction allowed for more individualised instruction and provided opportunities for learner control and rapid, non-judgemental feedback."

Another important aspect regarding the arguments in support of the necessity to use technology in the classroom regards the possibility of providing instant feedback: technology enables immediate feedback on language exercises and assessments. Language learning applications and software can automatically evaluate learners' responses and provide instant feedback, allowing learners to correct their mistakes and reinforce their understanding.

Last, but not least, the variety and versatility of learning types enabled by the use of technology constitute an argument in itself. Thus, on the one hand, technology supports multimedia learning by enabling the integration of various multimedia elements, including images, audio, video, and interactive exercises, into language lessons. These multimodal resources cater to different learning styles, making the learning experience more engaging and effective. On the other hand, technology fosters autonomous learning, by empowering learners to take control of

their learning journey. With the abundance of online resources, learners can explore language materials independently, set their own learning goals, and track their progress. Language learning apps and platforms often provide self-assessment tools and learning analytics to facilitate this process.

Research by Levy and Stockwell (2006: 198) highlights the advantages of technology in promoting learner autonomy. The study suggests that learners can take control of their learning process by utilising digital resources, such as online dictionaries, language learning apps, and self-access websites. This autonomy empowers learners to tailor their learning experience and focus on their specific needs and interests. "Learner autonomy is an attribute that is notoriously difficult to define. It is not constant, but rather is both culture- and task- specific, as well as dependent on each individual learner's motivation. The way in which learners will approach different types of CALL (Computer-Assisted Language Learning) will depend very much on these factors as well. There are dangers in assuming that all groups of learners will automatically have the skills and discipline required to undertake CALL unsupervised from the outset. For the most part, learners need to be gradually trained and guided to be able to take increasing responsibilities for their own learning."

It is worth noting that while technology can greatly enhance language teaching, it should be used strategically and in balance with traditional teaching methods. The role of a skilled language teacher remains crucial in guiding and supporting learners throughout their language learning journey. Moreover, it is imperative to note that the literature encompasses a wide range of opinions, and the effectiveness of technology in language teaching may vary depending on various factors such as the specific technology used, the teaching context, and the learners' characteristics. Additionally, ongoing research and evolving technologies continually shape our understanding of the benefits and challenges associated with technology integration in language teaching.

Frame the CALL – Theoretical framework

The theoretical framework for the CALL alternative methods draws upon various theories and approaches that address the design, implementation, and evaluation of technology-enhanced language learning experiences. Some of the key theoretical perspectives and frameworks include constructivism, sociocultural theory, task-based language teaching (TBLT), multimodal learning, gamification and game-

based learning or adaptive learning. Thus, constructivist learning theories emphasise the active construction of knowledge by learners. In the context of CALL, this perspective underscores the importance of providing learners with interactive and engaging activities that promote exploration, discovery, and meaningful engagement with language materials. Alternative methods in CALL can incorporate constructivist principles by encouraging learners to actively participate in tasks, collaborate with peers, and make connections between new language knowledge and their existing understanding. (Jonassen, 1991: 7).

Sociocultural theory, developed by Vygotsky, emphasises the role of social interactions and cultural contexts in learning. In CALL, this perspective highlights the significance of collaborative learning environments, language exchange platforms, and online communities. These alternative methods facilitate language learning through social interactions, peer support, and negotiation of meaning, fostering the development of language skills within authentic sociocultural contexts. (Vygotsky, 1991: 139) Thus, CALL approach explores ways to incorporate social and collaborative elements into language learning through online communities, discussion forums, and peer interactions.

Task-Based Language Teaching (TBLT) focuses on meaningful, authentic language use through the completion of tasks. In CALL alternative methods, TBLT principles can be applied by designing computer-based tasks that simulate real-world language use. These tasks may involve interactive language exercises, simulations, virtual reality experiences, or online communication activities that require learners to actively use the target language to achieve specific goals or solve problems. (Willis et al, 2007: 31).

Multimodal learning theory recognises that learners engage with information through various modes such as visual, auditory, and kinaesthetic, as an ongoing focus to create comprehensive language learning experiences. In CALL, this framework emphasises the integration of multimedia resources and interactive tools that engage learners through multiple sensory channels. Alternative methods in CALL can incorporate videos, audio recordings, images, animations, and interactive exercises to enhance language comprehension, vocabulary acquisition, and overall engagement. (Kress, 2010: 26).

Drawing from the principles of game design, gamification and game-based learning approaches in CALL leverage game-like elements to motivate and engage learners. By incorporating features such as challenges, rewards, progress tracking,

and competition, these alternative methods in CALL create immersive and enjoyable language learning experiences that promote active participation and intrinsic motivation. (Prensky, 2001: 21) This approach through immersive learning, under the form of gamification, virtual reality (VR), and augmented reality (AR) in language learning helps make the experience more engaging and interactive.

Adaptive learning frameworks leverage technology to personalise the learning experience based on learners' individual needs, preferences, and progress. Through the analysis of learner data and performance, intelligent adaptive systems can provide tailored language learning materials, activities, content, feedback, and support, according to the individual needs and proficiency levels of learners. Alternative methods in CALL can utilise adaptive learning platforms and intelligent tutoring systems to provide personalised language instruction, individualised practice and targeted interventions. (Brusilovsky, 2003: 9).

Take the CALL – Applicative framework

The theoretical frameworks presented provide a foundation for understanding the underlying principles and pedagogical considerations in the design and implementation of alternative methods in CALL. By drawing upon these frameworks, educators and researchers can inform their decision-making and contribute to the ongoing development and enhancement of technology-enhanced language learning experiences. CALL encompasses various alternative methods and approaches that leverage technology to enhance language learning. Some of the most representative alternative methods within CALL may include online language courses, language learning apps and platforms, virtual reality (VR) and augmented reality (AR), online language exchange platforms, language learning communities and social media, speech recognition and pronunciation tools or digital language corpora and concordancers.

Online language courses provide learners with structured language instruction through web-based platforms. These courses often include interactive exercises, multimedia resources, and assessments. Learners can access the materials at their own pace and receive feedback and guidance from online instructors. This is broadened to teacher training and professional development, as CALL research extended to the training of language teachers, including the effective use of technology in the classroom and online teaching environments.

The proliferation of mobile devices led to a significant interest in developing language learning apps and platforms that are accessible on smartphones and tablets, allowing learners to practice language skills on the go. Mobile applications designed for language learning offer a wide range of features, including vocabulary practice, grammar exercises, pronunciation drills, and cultural insights. These apps often incorporate gamification elements, progress tracking, and adaptive learning techniques to provide personalized language learning experiences.

Virtual Reality (VR) and Augmented Reality (AR) technologies offer immersive language learning experiences. Learners can engage with virtual environments or overlay digital information onto the real world, enhancing their language comprehension, cultural understanding, and communication skills. For example, learners can practice language skills by interacting with virtual characters or explore cultural landmarks using AR applications.

Online language exchange platforms connect learners from different linguistic backgrounds, allowing them to practice their target language with native speakers. These platforms provide opportunities for language conversation practice, cultural exchange, and building international connections through video calls, voice chats, or text messaging.

Language learning communities and social media, like online communities, forums, and social media platforms dedicated to language learning facilitate peer-to-peer interaction, resource sharing, and language practice. Learners can engage in discussions, ask questions, share language learning tips, and receive feedback from a global community of language enthusiasts.

Speech recognition and pronunciation tools refer to the CALL tools with speech recognition capabilities, able to provide learners with instant feedback on their pronunciation and intonation. These tools help learners refine their speaking skills by comparing their pronunciation to the correct model and providing targeted feedback and suggestions for improvement.

Digital language corpora are large collections of written or spoken language samples, while concordancers allow learners to search and analyse these corpora for language patterns, collocations, and usage examples. Access to digital language corpora enhances learners' understanding of language use in authentic contexts and supports vocabulary acquisition and language production.

These alternative methods within CALL offer diverse opportunities for language learners to engage with technology and enhance their language learning

experience. Each method has its own strengths, and can be integrated into language teaching and learning practices based on specific goals, contexts, and learner preferences.

Mind the CALL – Drawbacks (?)

Using technology in teaching foreign languages brings undisputable benefits, but it also carries significant drawbacks. First, over-reliance on technology can lead to reduced human interaction, hindering students' ability to develop conversational and interpersonal skills. Second, not all students have equal access to technology, exacerbating educational inequalities. Third, technology can be a distraction, diverting students' focus from language learning to entertainment. Finally, the rapid pace of technological change can overwhelm teachers, leading to technostress. While technology enhances language education in many ways, it is essential to acknowledge and address these drawbacks to ensure a more balanced and effective approach to teaching foreign languages.

The integration of technology into education has undeniably transformed the way foreign languages are taught and learned. From online language learning platforms to interactive whiteboards and virtual classrooms, technology offers countless advantages for both educators and students. However, with these benefits come a set of challenges, and one of the most prominent is technostress. Coping with technostress while teaching foreign languages has become a crucial aspect of modern education, and it requires a multifaceted approach that involves acknowledging the problem, understanding its sources, and implementing effective strategies for mitigation.

Technostress, a term coined by Craig Brod in the 1980s, refers to the psychological and physiological consequences of using technology. In the context of teaching foreign languages, it encompasses the stress and anxiety experienced by educators when dealing with various technological tools and platforms. This stress can arise from multiple sources, each demanding its unique coping mechanism.

One of the primary sources of technostress among foreign language educators is the rapid pace of technological advancements. Teachers must continuously adapt to new tools and software, often without adequate training or support. This constant change can lead to feelings of inadequacy and anxiety. To cope with this aspect of technostress, institutions must invest in ongoing professional development for

educators, ensuring they have the skills and knowledge needed to effectively use technology in the classroom.

Another source of technostress is the complexity of some technology platforms. Learning management systems, video conferencing software, and language learning apps can be overwhelming for teachers, especially those with limited technical expertise. To address this, educators should be provided with user-friendly tools, and technical support should be readily available. Additionally, schools can implement mentorship programmes where experienced teachers assist their colleagues in navigating these technologies.

The pressure to integrate technology seamlessly into language teaching methods can also contribute to technostress. Educators may feel compelled to adopt the latest gadgets and apps, even if they do not align with their teaching style or the needs of their students. To cope with this pressure, teachers must be encouraged to prioritise pedagogical goals over technological trends. They should have the autonomy to choose the tools that enhance their teaching methods rather than feeling obligated to follow tech-centric trends. Furthermore, the constant connectivity facilitated by technology can blur the boundaries between work and personal life, leading to teacher burnout. Coping with this aspect of technostress requires setting clear boundaries on when and how technology is used for work. Educators should be encouraged to disconnect from their devices during non-working hours to prevent burnout and maintain a healthy work-life balance.

Moreover, the fear of technology replacing teachers is a significant source of stress in the field of foreign language education. While technology can be a valuable tool, it cannot replicate the human connection, cultural insights, and nuanced feedback that a teacher provides. To cope with this fear, educators must emphasise their unique role in facilitating language learning, showcasing the irreplaceable aspects of their teaching.

Technostress is, consequently, a real challenge that foreign language educators face in the digital age. Coping with it requires a multifaceted approach that addresses its various sources. Schools and institutions must invest in teacher training, provide user-friendly technology, and offer technical support. Educators, in turn, should prioritise pedagogical goals, set clear boundaries, and emphasise their irreplaceable role in language education. By acknowledging the problem and implementing effective coping strategies, educators can harness the benefits of technology while mitigating the negative consequences of technostress. In doing

so, they can create a more productive and fulfilling teaching environment for themselves and a more enriching learning experience for their students.

Apply the CALL – Applicative dimension

In order to support the thesis proposed in this chapter, we will bring into the foreground several case-studies of good practice: the ELSE project (aiming at the application of innovative tools and methods in teaching), the PROF project (initiated by the Romanian Ministry of Education, to establish a comprehensive framework for professional mentoring in the secondary education system), together with collaborations with secondary school teachers in the process of coordinating Ist didactic degree papers.

The rapid advancement in all areas of human activity necessitates an equally swift adaptation by the key actants. It is evident that embracing the new requires change, which can often be perceived as difficult to achieve, and met with resistance or discomfort. Consequently, it becomes necessary to identify approaches and methodologies that facilitate the smooth implementation of change. In the field of education, this gentle transition can take the form of introducing new teaching methods and tools, including technology-enhanced resources. It is commonly acknowledged that using the same old methods will not yield different (*i.e.*, improved) outcomes. Given that education is an ever-evolving domain, educators must be well-prepared and engaged, leading to the continuous updating of teaching methods and tools.

The ELSE - Eco/Logical Learning and Simulation Environments in Higher Education (2018–1–IT02-KA203-048006, implementation period 2018-2021) is an Erasmus+ Project, coordinated on behalf of the "G.E. Palade" University of Târgu Mureș, partner in the consortium initiated by the Universita degli studi della Tuscia, UNITUS Viterbo, Italy, next to other nine universities: Manchester Metropolitan University, UK; West University of Timișoara, Romania; International Balkan University of Macedonia, Skopje, North Macedonia; Politecnico di Milano, Italy; University of Cyprus, Cyprus; Universidad de Cadiz, Spain; Instituto Politecnico do Porto, Portugal; Uniwersytet Adama Mickiew, Poznań, Poland and one software company: Entropy Knowledge Network, Italy).

This initiative attempted to establish and disseminate a policy in order to accomplish the core European goal of rethinking education and enabling the Bologna principles to be used throughout Europe. The goals were carried out

through a cohesive curriculum where the acquisition of competencies and cross-disciplinary skills appropriate for the digital age runs concurrently with and enhances the transfer of intellectual content. The project's novel features include the release of cutting-edge content, an e-learning platform, manuals and guides for teachers and students. Thus, the ELSE Intellectual Outputs were primarily focused on advancing pedagogies at the tertiary level by utilising alternative teaching strategies like the flipped classroom or serious gaming, which heavily encouraged the concept of learning through simulation and so created environments that used technology.

The ELSE project was ingrained in the need to demonstrate the necessity, and to design the means to practice the application of innovative tools and methods in teaching especially, but not exclusively, in higher education. In order to board on this adventure, the coordinators of the project, the Italian team from the UNITUS Tuscia University of Viterbo, envisaged an extended collaboration between ten European universities and a software company (as mentioned above). This joint venture was meant to learn and design proper solutions to support and employ innovative teaching methods, to meet the expectations of the students directly engaged in the teaching-learning process, and of the external beneficiaries, *i.e.* the employment companies on the labour market.

The ELSE project brought together eleven partners with strong educational backgrounds, project-based actions, business and technical area, and diligent teams of specialists in various fields of activity, marking the added value necessary to such an initiative. It was impressive in density, well-designed phases, clearly set goals and targets, and project-based actions. As a result, the members of the ELSE team addressed a variety of subjects, including the humanities, economy, and technology.

Due to the involvement of such a wide range of specialists and the innovation it stamped upon the teaching system, the ELSE project was merely daring. The project's goals endorsed the necessity of embracing and adapting to change in all facets of human growth, embracing the uniqueness that technology has brought about, and learning (how to) adapt to all the life adjustments constantly and continuously.

One of the primary objectives of the contemporary education process is to prioritize student-centerer learning activities. This necessitates a continuous recognition of students' individual identities, educational and emotional needs, as

well as their interests and concerns. Educators must remain attuned to present realities and acknowledge that teaching methods employed in the past may have become outdated and insufficient to meet the current needs of students unless they are updated and adapted to meet today's requirements.

Educators should relinquish their traditional role as mere disseminators of information and instead involve themselves more actively in the learning process. In the era of advanced technology and easily accessible internet, information is readily available to students. Therefore, a crucial aspect of education is facilitating students' access to high-quality information and supporting them in developing the necessary skills to become professionals of the future.

The current generation of learners can be characterised as digital natives, having grown up with technology and internet access from an early age. This noteworthy detail can be leveraged by designing teaching activities that incorporate technology. Hence, we consider that ECORE, which is one of the ELSE-branded tools, could stand as an exemplary practice in support of the idea(l) of education.

Thus, the ECORE tool, falls under the category of "Serious Games" and serves as an educational virtual game. The utilisation of gamification in this tool involves learning through simulation, employing a technology-enhanced approach. The ECORE tool was developed by the Entropy Knowledge Network company, located in Rome, Italy, partner in the ELSE consortium, which also included our university, G. E. Palade UMPhST of Târgu Mureș.

According to the ELSE Teachers' manual (2021: 17), ECORE is a simulation tool specifically designed to create Serious Games that effectively convey subject content, stimulate student reflection, and promote experiential learning, which refers to learning by actively engaging in activities. This aspect is vital when working with students, as actively involving them in the lesson development, in this case, the game, can contribute to the success of the class.

The ECORE tool consists of several phases. In the initial phase, the game is designed using an editing programme, with the teacher responsible for preparing the script and the storyboard tailored to the lesson objectives. The story is then created as a sequence of frames. Each frame presents a situation through narration and offers three possible answer options, which lead to the subsequent frame until the game concludes. The next phase involves the students, who must engage with specific materials such as reading texts of varying lengths and complexity, watching videos, and so on, in order to solve tasks and progress in the game. The pedagogical

significance of this approach lies in its resemblance to real-world situations, where interconnectedness exists, and decisions made in one stage have consequences for subsequent stages (ELSE Project - A Handbook for Teachers, 2021: 18).

Another project which qualifies as example of good practice is the PROF project, "Profesionalizarea carierei didactice" (ID: POCU/904/6/25/146587, 2021-2023 implementation period), *i.e.* ("Professionalisation of teaching career"), a national project initiated by the Romanian Ministry of Education, which focused upon mentorship of teaching career and of pedagogic internship. The PROF project is an expansive initiative, targeting approximately 30,000 individuals involved in secondary education, with a budget of 28 million euros. The overarching objective of the programme is to establish a comprehensive framework for professional mentoring throughout the entire teaching career in the secondary education system. This is to be achieved by creating a cohesive and dependable national system for professional training and development, fostering learning communities in the form of educational consortia. The central focus of the project is on educational mentorship and aims to establish a consistent and predictable national system for professional training and development. The expected outcomes of the project are multifaceted, encompassing various areas that converge towards the establishment of a sustainable institutional framework that aligns with modern didactic competences. One particularly engaging and fruitful topic of training and discussion within the project is the incorporation of technology in the classroom. The project itself included teaching sessions that were conducted online, thus ensuring access for a larger audience of mentor students and educators. Moreover, the extended and comprehensive variety of teaching topics included and exploited tech-enhanced tools, like the so-called RED (Resurse educaționale deschise – Open Educational Resources) or other open teaching platforms and apps. (Wakelet, Magicschool, Vboard, Geogebra, a.o.)

Regarding my ongoing collaboration with secondary school teachers, an activity expanded over the last ten years, there are more than a half a dozen coordinated papers advocating the idea of bringing technology into the classroom: ("The Efficiency of English Language Teaching Through Audio-Visual Aids on Primary Education", "Teaching English to Lower Secondary Students Through Computer-Based Technologies", "Enhancing Teaching and Learning English Using Video

Technology", "Enhancing Teaching and Learning English Using Information and Communications Technology", "Using Digital Books in Teaching English to Primary School Pupils in Simultaneous and Regular Classes", "Teaching English Using Digital Textbooks with Physical Presence in the Classroom and in Online Environment: A Comparative Approach", "Using Audio-Visual Technology in Teaching Young Learners", "Teaching and Learning English Using Technology").

Therefore, the thesis "The Efficiency of English Language Teaching Through Audio-Visual Aids on Primary Education", authored by Sajgó Szabolcs, professor at the "Sövér Elek" Technological Highschool of Joseni, Harghita County deals with the application of audio-visual methods in English language learning, deemed as indispensable due to the recognised effectiveness of engaging all senses for optimal learning outcomes. The research project aims to examine the impact of incorporating audio-visual resources in secondary school English classes. In addition, it compares contemporary approaches with traditional ones and proposes methods and strategies to inspire students in the instructional process, fostering a positive attitude towards English language acquisition. An additional noteworthy aspect of this study is its exploration from both the teacher's and the students' perspectives. Empirical evidence proves that students taught through audio-visual means in English classes outperformed those taught through conventional methods, provided that the latter are used appropriately. As a result, this research scrutinises the influence of digital manuals on students' learning experiences. Findings indicate that this form of digital instructional material motivated and engaged all students, fostered self-confidence, and is imperative for educational institutions striving to offer contemporary, adaptable education. The research contends that teachers should acquire proficiency in using such manuals in the classroom to enhance students' digital skills and competencies, as well as to provide support and motivation. However, it is emphasised that teachers bear the responsibility of consciously and responsibly selecting texts and activities proposed as teaching materials, while also instructing students on their utility and proper utilization.

The thesis "Teaching English to Lower Secondary Students Through Computer-Based Technologies", authored by Nica (Grama) Ramona, professor at the "Alexandru Ceușianu" Secondary School of Reghin, Mureș County debates upon the significance of incorporating technology in the classroom to foster students' development of autonomous learning. The chosen theme holds particular importance due to the growing necessity of using technology in the educational

process, specifically in foreign language acquisition. Integrating technology as a learning tool aligns with students' inclination towards visual and information-based approaches. Additionally, it aids teachers in identifying and harnessing the technical skills of the current generation of students. The study focuses on the use of technology as an integrated tool for teaching English in the classroom, which is a crucial and beneficial aspect of foreign language learning. The author successfully concentrates on interactive methods of English learning, teaching, and evaluation, promoting student-centred activities that facilitate the development of communication skills among secondary school students. and valuable in the field of education.

"Enhancing Teaching and Learning English Using Video Technology", signed by Sima Andreea (Dumitrache), professor at the "Lucian Blaga" Highschool, Reghin, Mureș County selects a theme is of great significance considering the growing necessity to incorporate technology into the educational process of English language learning. The use of video as a pedagogical tool aligns with students' inclination towards visual and informational resources. The theoretical section of this study thoroughly explores various methods of teaching and learning English, accompanied by illustrative procedures and activities that incorporate video. The theoretical part emphasises the significance of this topic in the context of the twenty-first century, outlines the roles of teachers and students in the teaching and learning process, provides an overview of video as a useful tool, highlights its benefits in pedagogical practices, explores different types of videos, and suggests activities that enhance English language learning through video. The practical segment consistently analyses the results obtained from administering a questionnaire to a group of high school students. The questionnaire method has yielded valuable insights in support of incorporating video into the educational process. The concluding section of the paper offers insightful observations on the use of video as a pedagogical tool and proposes recommendations for potential future research based on this methodical and scientific work. The paper is meticulously constructed from a scientific standpoint, presenting video as an effective and valuable tool for English language learning. The research findings validate the overarching hypothesis that video as a learning tool significantly contributes to the educational process.

"Enhancing Teaching and Learning English Using Information and Communications Technology", authored by professor Nagy (Nagy-Vajda)

Domokos, at the "Adorjáni Károly" Secondary School, Glodeni, Mureș County is a thesis of significant importance considering the recent need to integrate technology in the educational process of students for learning English. The employment of information and communication technology as a tool and learning environment aligns with students' inclination towards the information age. The theoretical section highlights the significance of the topic in the 21st century, provides a general overview of the infrastructure and software framework of information and communication technology as a tool and work environment, and explores the benefits it brings to the pedagogical process. The practical part consists of a comprehensive analysis of the results obtained from questionnaires administered to secondary school students and their teachers in order to assess their readiness to work within the digital environment. The questionnaire method proved to be instrumental in supporting the integration of ICT in the educational process. In the final part, the paper concludes with insightful observations regarding the use of information and communication technology as a tool and work environment. Additionally, it offers recommendations for potential future research based on the findings of this methodical and scientific study.

The thesis "Using Digital Books in Teaching English to Primary School Pupils in Simultaneous and Regular Classes", by Ormenișan (Chețа) Corina Raluca, professor at the Mărișelu Secondary School, of Bistrița-Năsăud County, focuses on the application of technology, specifically digital textbooks, as an integrated tool in English language learning within the classroom setting. The research investigates the impact of digital textbooks on the reading experience of primary school students, including both regular and simultaneous classes. Data were gathered through various methods such as direct observations, audio recordings of student accounts, interviews, and questionnaires, which aimed to explore students' experiences in using this particular teaching material. The findings indicate that these digital resources effectively motivate and engage all students, enhance comprehension of textual content by addressing relevant topics, and provide support in word recognition. However, it is important to note that these digital textbooks also possess potentially disruptive characteristics, particularly in terms of students' attention during classroom instruction. The author asserts that educators should incorporate such textbooks in the classroom to enhance students' digital skills and provide support, particularly for those students who struggle with learning difficulties. Nonetheless, the author emphasises the importance of teachers

assuming a responsible role in selecting appropriate texts as teaching materials and training students on their effective application.

In her thesis entitled "Teaching English Using Digital Textbooks with Physical Presence in the Classroom and in Online Environment: A Comparative Approach", Kelemen (Piroska) Mária- Magdolna, professor at the "Domokos Kázmér" Technological Highschool, Sovata, Mureș County, highlights the significance of incorporating technology into the educational setting to facilitate students' progression towards becoming independent learners, even at the primary school level. It also acknowledges and supports teachers' efforts in identifying and leveraging the technical proficiencies of the current generation of students. The study concentrates on the integration of technology, specifically a digital manual, as an effective tool within the language learning process, particularly in the context of learning English as a foreign language. The author effectively underscores the benefits and drawbacks of this approach, as well as interactive techniques for language learning and teaching, by promoting student-centred activities that foster a conducive environment for the development of communication skills. Consequently, the study investigates the impact of applying digital manuals on students' learning experiences. The findings reveal that this type of digital instructional material enhances student motivation and engagement, fosters self-confidence, and is a necessity that should be embraced by all educational institutions striving to deliver contemporary and tailored education. The author argues that educators should acquire the necessary skills to effectively employ such manuals in the classroom, thereby enhancing students' digital literacy and competencies, while providing support and motivation. However, it is essential to emphasise that teachers bear the responsibility of thoughtfully and responsibly selecting the texts and activities proposed as instructional materials and providing their students with guidance on their relevance and usage.

The thesis "Using Audio-Visual Technology in Teaching Young Learners", authored by professor Kemendi (Gălățean) Anamaria, of the "Dacia" Secondary School, Târgu Mureș, Mureș County underlines the recent emphasis on continuous change and the advancements in technology, which have led to new innovations in English language teaching. Contemporary methods and techniques are increasingly being employed in the instruction of foreign languages. The theoretical section of the study encompasses a range of modern audio-visual methods exploited by foreign language teachers, while the practical section demonstrates their application

and usefulness. The study follows a well-defined logical sequence and maintains a cohesive structure, with the theoretical part providing a detailed examination of modern audio-visual methods, focusing on their evolution over time as a result of technological advancements. This not only benefits students and teachers, but also contributes to the students' overall educational development.

In the thesis "Teaching and Learning English Using Technology", by Tăslovan (Oprea) Maria, professor at the "Szasz Adalbert" Sports Highschool, of Târgu Mureș, Mureș County, the significance of incorporating technology into the classroom to promote students' self-directed learning is rightfully emphasised. It also supports teachers in recognising and leveraging the technical skills possessed by today's generation of students. Specifically, the paper focuses on the use of technology (such as computers, the internet, phones, tablets, software, platforms and applications) as integral tools in teaching English. This approach is deemed essential and desirable in foreign language acquisition. The author effectively highlights the advantages and disadvantages of this method, as well as interactive approaches to teaching and learning English. These student-centred activities foster a conducive environment for developing communication skills among secondary school students. The study is well-structured, commencing with a review of key theoretical aspects supporting the theme, followed by an exploration of the importance and impact of technology in the classroom. Additionally, various technical devices and applications are identified. The paper culminates in well-coordinated and applied case studies, ultimately underscoring the significance and effectiveness of incorporating technology in the classroom teaching process.

Conclusions

Using technology in language teaching offers numerous benefits such as enhancing engagement, increasing accessibility, providing authentic language exposure, personalizing learning, facilitating communication and collaboration, providing instant feedback, supporting multimedia learning, and fostering autonomous learning. Technology can make language learning more interactive and enjoyable through interactive platforms, multimedia resources, and gamified apps. It also increases accessibility by breaking down geographical barriers and catering to learners with diverse needs. Technology provides access to authentic language materials and personalizes learning experiences through adaptive platforms. It facilitates communication and collaboration through online tools and enhances

learner engagement and motivation. Technology enables instant feedback on language exercises and assessments and supports multimedia learning and autonomous learning through various resources and self-assessment tools.

However, it is important to use technology strategically and in balance with traditional teaching methods, and the effectiveness of technology in language teaching may vary depending on factors such as the specific technology used, teaching context, and learners' characteristics. Ongoing research and evolving technologies continue to shape our understanding of the benefits and challenges associated with technology integration in language teaching.

The theoretical framework for Computer-Assisted Language Learning (CALL) alternative methods draws upon various theories and approaches that inform the design, implementation, and evaluation of technology-enhanced language learning experiences. constructivism, sociocultural theory, task-based language teaching (TBLT), multimodal learning, gamification and game-based learning or adaptive learning are some of the key theoretical perspectives and frameworks relevant for this topic. These frameworks emphasize active learning, social interaction, authentic language use, multimodal learning, gamification, and personalized instruction. Alternative methods within CALL include online language courses, language learning apps and platforms, virtual reality and augmented reality, online language exchange platforms, language learning communities and social media, speech recognition and pronunciation tools, and digital language corpora and concordancers. While technology enhances language education in many ways, it is important to address challenges such as reduced human interaction, unequal access to technology, distractions, and technostress to ensure a balanced and effective approach to teaching foreign languages. Coping with technostress requires acknowledging the problem, understanding its sources, and implementing strategies for mitigation.

To conclude, this chapter aims at pointing out the necessity to adopt and adapt to the newest trends in approaching a foreign language, in terms of teaching, learning, practicing a language. It briefly presents the rationale and theoretical frame supporting the topic, followed by several examples of good practices. Thus, projects such as ELSE (aiming at the application of innovative tools and methods in teaching) and PROF (initiated by the Romanian Ministry of Education, to establish a comprehensive framework for professional mentoring in the secondary education system) are highlighted, next to fruitful collaborations with secondary

school teachers to obtain the Ist didactic degree. Accordingly, the importance of introducing new teaching methods and technology-enhanced resources in education to achieve improved outcomes is strongly emphasised.

Bibliography

Brusilovsky, P. (2003). *Adaptive hypermedia.* User Modelling and User-Adapted Interaction, 13(2-3).

Jonassen, D. H. (1991). *Objectivism versus constructivism: Do we need a new philosophical paradigm?* Educational Technology Research and Development, 39(3).

Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge.

Kukulska-Hulme, A., & Shield, L. (2008). *An Overview of Mobile Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction*. ReCALL, Scientific Research, 20.

Levy, M, Stockwell, G. (2006), *CALL Dimensions: Options and Issues in Computer-Assisted Language Learning*, Routledge NY.

Prensky, M. (2001). *Digital game-based learning. Computers in Entertainment* (CIE), 1(1).

Stockwell, G. (2010). *Technology and Motivation in English-Language Teaching and Learning* in International Perspectives on Motivation book series (INPELT), Palgrave Macmillan.

Thomas, M., Reinders, H., Warschauer, M., (eds.) (2013), *Contemporary Computer-assisted language learning*, Bloomsbury: London, New Delhi, New York, Sydney.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Harvard University Press.

Warschauer, M. (1996). *Computer-assisted language learning: An introduction*. in S. Fotos (Ed.), Multimedia language teaching, Logos International, Tokyo.

Willis, J., & Willis, D. (2007). *Doing task-based teaching*, Oxford University Press.

Bio blurb

***Bianca HAN**, Associate Professor at G.E. Palade UMPhST of Târgu Mureș, holds a PhD in Philology, is specialised in linguistics and translation studies, communication techniques, has 22 years of teaching experience in higher education system. She published more than 55 articles, 3 books, has been part of the team in several national and international projects as expert trainer. She is the local coordinator of the project Erasmus + Eco/Logical Learning and Simulation Environments in Higher Education (ELSE) 2018-1-IT02-KA203-048006. She holds several certificates of online courses from top universities (University of Illinois, USA; UCL University College London, UK, University of Houston, USA) and a certificate of home university Internal Auditor for QMS ISO 9001:2015 and ISO 19011:2018. She owns an SDL Trados Studio 2015 for Translators Certification, and keeps a close collaboration with Didactic Corpus Institution projects. She is a beneficiary of post-doctoral grant POSDRU/87/1.3/S/63709 "Vocational*

education and training in support of economic growth and the development of the knowledge-based society", and a member in a national project initiated by the Romanian Ministry of Education, entitled "Professionalisation of the teaching career: PROF I – Mentorship of teaching career; PROF II – Mentorship of pedagogic internship", as expert trainer of trainers, with the main responsibility of implementing continuous education programs to various categories of teaching staff all over the country.

Coordonatori:
Smaranda Ștefanovici ■ Dana Rus

Trauma in Language and Literature

CASA CĂRȚII DE ȘTIINȚĂ

Referenți științifici:
lect. dr. Nicoleta Marcu
lect. dr. Laura Rus

Editură acreditată CNCS – B.

Descrierea CIP a Bibliotecii Naționale a României
Trauma in Language and Literature / coord.: Smaranda Ștefanovici, Dana Rus. - Cluj-Napoca : Casa cărții de știință, 2022
Conține bibliografie
ISBN 978-606-17-2090-3
I. Ștefanovici, Smaranda (coord.)
II. Rus, Dana (coord.)

811.111

Casa Cărții de Știință

Coperta: Roxana Ardelean
Ilustrație copertă: © F. Barnard, vol. *Sunlight and Shade. Being poems and pictures of life and nature*
Tehnoredactare: Ada Blendea
B-dul Eroilor nr. 6-8, ap. 12
Cluj-Napoca, 400129
Tel: 0264-431920
e-mail: editura@casacartii.ro

Chapter 6.
On (Possible) Traumatic Language of Video Games: Gamers' Perspective

Dr. Bianca HAN
George Emil Palade University of Medicine, Pharmacy, Sciences, and Technology of Târgu Mureș

Abstract: The phenomenon of aggressive language in video gaming is worth observing since it might induce trauma to a typology of users who might not benefit from the appropriate set of tools and social maturity needed to cope with such an instance. Yet, we should not consider lightly the benefits associated with playing video games, as they are rightfully perceived as entertaining and as being settings in which social and communicative skills can be practiced, observed, and developed. All this provided that the environments are controlled, monitored, and made safe by the game providers, or other responsible people.
Keywords: video games, virtual reality, traumatic language, language awareness.

"All the world's a stage / And all the men and women merely players / They have their exits and their entrances / And one man in his time plays many parts (…)" as Shakespeare warns us in his play "As You Like It" (scene VII), (probably) written in 1599. Today, more than four centuries later, we still find ourselves performing on the stages of life, playing our roles in our real lives, all the way to impersonating our alter egos in virtual realities. We have always been fascinated by the idea(l) of a

perfect world in which we could be whoever we desired and behave whatever we truly felt like. We have often enjoyed imagining great experiences, pretending to be our best version or even identifying with our heroes. And all this because our lives might sometimes lack or miss the thrill that, apparently, only a game could entail. "Motivations behind video gaming vary depending on the child or teen, but research shows that video games allow youth to escape their problems, to try on different personalities, to socialise, and to engage in challenging and reward-based experiences". (Collins and Kavanaugh, 2022)

According to Cerghit, a game implies "action pursued by itself, without immediate utility, generating fun and comfort, feelings of pleasure and joy" (our translation from Cerghit, 2006: 262) […] "Sometimes a game can develop in competitive conditions, implying cooperation with others, and not only conflict, as the most common understanding of the term competition is. In this way, the term approaches the meaning of the English *game*, i.e., taking part in a game (action) that binds to a stake, which is endorsed by success, by gains and losses, thus being much more than just a game. Here, winning means enjoying acknowledgement of superiority, consideration, honour, and appreciation, which has an impact on the entire group the winners belong to." (266)

The same author observes that the term *game* is offered a large variety of definitions, functions, and meanings in the specialised literature. Furthermore, he quotes from several specialists: from J. Huizinga's "Homo Ludens", where we read that "the game is a specific action, charged by meanings and tensions, always carried out according to willingly accepted rules, and outside the utility sphere or material necessity, accompanied by feelings of elevation and tension, joy and relaxation" (1977); from Vîgotski, according to which "the game is the primary

manifestation of children's creative attitude towards that what surrounds them. The game awakens imagination, creates a good mood, activates thinking" (1967); from Gotesman, who underlies that the game is the "original spontaneity, which is derived from the children's ever-growing internal needs, way of internalising their contact with the surrounding world in the real sense of the word" (2001), while Cucoș states that "the game is a continuation, or complementation of the children's activity, thus being an important means of manifesting their spirit" (our translation from Cucoș, 2002: 272)

We learn to play from an early stage in our lives, and we play to learn: how to learn, how to live, how to behave, how to act, interact, react, how to communicate… and whatnot? Moreover, we play to win a game, to be successful in a competition, and to feel the excitement, the fun, and the thrill of the entertainment; therefore, there is a lot at stake since playing a game, more often than not, becomes time, energy, sometimes even money consuming, not to mention patience and good temper. All these might lead to competition conflict, which might even provoke alterations in the players' behaviour and language, that sometimes may well indicate a certain degree of toxicity, as the case-studies, we have chosen to base our survey upon tried to prove. We aim here to observe the effects that some of the most frequently played video games today (in 2022) – according to Ranker[1], Newzoo[2] (or any other current online available enlisting)

[1] "The Most Popular Video Games Right Now", available at https://www.ranker.com/list/most-popular-video-games-today/ranker-games, accessed on 29 Oct., 2022

[2] "Most Popular PC Games-Global", available at https://newzoo.com/insights/rankings/top-20-pc-games accessed on 29 Oct., 2022.

– might have upon their gamers in terms of language and language-generated behaviour.

The aim of our approach is definitely not to judgementally cast shade upon video gaming, as we agree that there are undisputable positive and beneficial aspects to the matter in question: video games create worlds in which gamers can learn how to solve tasks, interact with partners, play by the rules, face challenges and so on, and all that in an enjoyable, entertaining, safe and bully-free manner. Thus, regardless of the type of video game genre: battle royale games, first-person shooters, role-playing games, multiplayer online battle arena, social-simulation games, or action-adventure, one should be aware of the implications entailed by the games, just as Jenny Radesky, a researcher and developmental behavioural paediatrician stated "With appropriate boundaries and supervision, video games may be a fun way for some children to enjoy time with each other and for parents to connect with their kids. But prolonged gaming has the potential to interfere with other elements of a teen's life, such as sleep, family and peer relationships and school performance." (Radesky, 2022)

Moreover, we would also draw attention to a recently published article about a study funded by the U.S. National Institutes of Health, stating that "children playing video games performed better on memory, attention and impulse control tests compared to those who never play", thus underlining the cognitive benefits associated with video gaming. The same study refers to another extensive study previously performed by the University of Oxford, that showed that "time spent on video games does not necessarily induce welfare problems or depression for players, as long as they do not become addicted.

Regardless of the degree of violence of the game, negative emotions are triggered rather by the need to fulfil the missions in the game." (our translation from biziday.ro)

As indicated above, we aim to examine the extent to which video game language and language-driven behaviour might impact gamers, as empirical observation has led to the conclusion that a certain degree of toxicity is attached to this type of language. According to Collins and Kavanaugh, "Evidence shows that playing violent video games has the potential to increase aggression, and the American Psychological Association recommends that children, parents, and teachers educate themselves about how violent video games can lead to aggressive behaviour in youth. Parents should know that aggression can include increased angry or hostile feelings as well as reduced empathy for others (meaning that children might be less likely to help others in distress). Some children can become desensitized if they are continually exposed to violence in video games. Researchers continue to study how violent video games affect health and behaviour." (Collins and Kavanaugh, 2022) All this leads us to believe that violent language used in some video games might cause traumatic and disruptive behaviour in young gamers.

In order to gather pertinent information about the possibility of traumatic language in certain video games, we first analysed several case-studies, of video games like GTA and LOL, i.e. *Grand Theft Auto*[*], and *League of Legends*[*]. GTA is an action-adventure type of video game, while LOL is a multiplayer online battle arena type of video game, therefore, they offer the players the opportunity to interact in varied and versatile manners, virtually. These video games could become extremely engaging, entertaining and

challenging, which sometimes may lead to aggressive reactions on the part of some players. Needless to say that, on account of our survey, we did not engage in playing in order to observe the players' language and behaviour, all the more so since we were able to find several videos accounting for every swear word in GTA5, or for toxic language in LOL; thus, the video *Every Swear Word in Grand Theft Auto 5* (2020) https://www.youtube.com/watch?v=Xr9E-GccWqo gathered all sequences in GTA5, in which there were swear words, and created a more than two-hour-long collage. Doing a simple mathematic operation, we may observe that there are approximately 18 such words per minute, which could be regarded as toxic and traumatising for a common player. Certainly, we did not fail to notice that this number applies to this particular collage; nevertheless, it made us aware of the fact that the GTA video game is rather abundant in invective language items.

Another sample we observed was: *Why League of Legends is SO TOXIC | League of Legends* (2021), https://www.youtube.com/watch?v=2VjLXObhtBc, a video which goes so far as to pin down, in an orderly manner, the main problems that might explain the toxic language used by players and the reasons behind this phenomenon, for instance, problem 1: "LOL is a team game that pits random players against random players. It usually takes all five teammates working together to achieve victory, meaning that if even one person decides against it, that can jeopardise the win for everyone." (minute 3:38), or problem 2, which introduces us to the term snowballing, which implies that "a single mistake will seal a game's fate", obviously adding tension to the players. (minute 5:55); problem 3 makes us

aware how, in this video game, "players have the tendency to overestimate themselves, leading them to believe they have better skills and understanding of the game than their peers, despite being in the same exact rank." (minute 8:38); problem 5 notes that the problematic behaviour is not kept under control by the RIOT (i.e. the report system which ought to solve such issues), therefore, "disruptive and illegal activity, such as intentional feeding, unsportsmanlike conduct of win trading, which gives trolls the idea that they can get away with their game ruining" (minute 10:46) is prone to happen quite frequently, generating a riot in the players feelings, possibly traumatising them into using abrasive language; problem 6 regards the fact that 'victories are exciting and entertaining, while losses can be aggravating. There is a huge emphasis placed on the team that wins, while the losing team often gets made fun of/ridiculed' (minute 13:50), a situation which, needless to say may generate frustration, thus reactive and aggressive foul talk. These quick observation-based analyses prove how the phenomenon entailed by traumatising language and behaviour in video games constitutes an issue for the players and not only, and that it finds itself among the permanent preoccupations of game developers, who are implementing reporting systems meant to identify and penalise inappropriately behaving gamers. This only proves that the issue in question is acknowledged, observed, and managed to the extent to which this is possible, considering the versatility of the phenomenon.

In our attempt to obtain relevant data to support our survey, we have applied a questionnaire to a total of 87 gamers. Moreover, we invited a video gamer to answer a short interview, in order to detect if there is a certain pattern to be observed from

the gamer's perspective in regard to the possible traumatic character of aggressive language used in video games.

The questionnaire is concerned with the young video gamers' activity and mainly with their attitude towards possible toxicity in the language of the game (regardless of the game, since the questions in the questionnaire did not contain any reference to a particular game). The first question reveals that the age pool of the respondent gamers is predominantly between the ages of 13 to 23 years (81.6 %). The next question shows the frequency in playing video games (on PC, smartphone, Xbox, etc.): 25.3 % play 2-3 times a week, and the same percentage: 20.7 % of respondents play 4-5 times a month while another batch of 20.7 % play daily, for at least 2 hours. Next to that, there is also the 17.2 % who do not play at all, yet, their answers serve the purpose of the present questionnaire, as even the non-gamers could offer input to the problem in question. In order to establish the profile of the gamer we observed, we inquired about other types of activity they engaged themselves into besides playing video games: 47.1 % read, 51.7 % enjoy nature walks, almost three quarters of them (74.4 %) go out with friends, only 9.2 % do volunteer work, 39.1 % practice sports, 59.8 % sleep, while 12.6 % do nothing else.

The following query checks the respondents' attitude toward a series of situations: the most relevant answers for our survey reveal that 33 (37.9 %) gamers admit that they play videogames containing aggressive language, and 15 (17.2 %) gamers confirm that they feel annoyed by the use of such language during the game. Yet, even if only 14 of the respondents (16 %) gave up playing or exited the game due to the violence in the language – while 34 (40.2 %) chose to continue playing –,

almost a quarter of them 21 (24.1 %) consider that such a language could be damaging, hurtful or intimidating. Furthermore, 43 (49.4 %) players declare that they felt agitated during, and after the game, implying that there might be a certain amount of anxiety that could be associated with video games that foster aggressive language and language behaviour. More than that, our short survey shows that 34 (39 %) players admit that sometimes they feel like using the language heard in such an aggressive game, even outside the game, in real-life situations, as 56 (65.5 %) players feel that such a language is, indeed rather exaggerated, in some cases. 60 (68.9 %) also admit that the stress gamers face during the video game makes the players use toxic language orally and in game chats, also.

Concerned about any possible official position that a gamer might take while listening to traumatic language during a video game, we found that 34 (39 %) of them reported, at least once, the violent language in a game to the video game administrator/creator, while 62 (71.2 %) admit that they are aware of cases in which gamers were temporarily or permanently suspended from a game, on account of using bad language. Moreover, 21 (24.1 %) even admitted having been in such a situation themselves. Regardless of all the answers we gathered, that prove that video game language could sometimes be rather toxic, it appears that an overwhelming majority 82 (94.2%) of gamers still consider that video games are a pleasant, entertaining, and relaxing activity, especially amongst young people.

A very thought-provoking segment of the questionnaire is the one in which we invited the respondents to express their thoughts on the topic of traumatic language in video games; this section allowed us to gather a handful of impressions and

opinions on the matter in question. According to them, aggressiveness in video games is perceived as a marketing strategy, and language aggressiveness is triggered by losing a game, but it is considered to be an unwise way of coping with the situation. Apparently, there are certain games in which the game topic requires it to be somewhat violent, in order to make them more entertaining and challenging for the player, by this is, or should be, mentioned in a disclaimer at the beginning of the game, so the players could choose from the very beginning if they want to proceed with the game or not. On the same topic, they also consider that it may differ from game to game, and what makes the difference is that each player realises (or should be able to realise) the difference between the game and the real world. "Violent language is something normal and implemented in the minds of every player and I consider that violence is a method of coping with the game itself" declares one respondent.

There is also that category of respondents who believe that the aggressive language in video games might even have a social role in the development of teenage language and behaviour yet tend to trigger personality disorders if not dealt with accordingly: "The language in video games can be an influencing factor for the consolidation of a specific vocabulary. Some, being avid gamers, may end up adopting the characteristic attitude of video game characters, wanting to be assimilated with them. Others may play video games without any intention of adopting the behaviours present in that game. I know cases of children who, unfortunately, identified themselves with the characters from the video games, with their vocabulary, ending up imitating them. In these cases, games can cause imitative behaviours that lead to personality disorders. From the point of view of the language used, I confess that I don't have a problem with the language found in video

games because I don't pay attention to it. Many times, I don't even observe the sounds and words heard, but simply focus on the purpose of the game"; "The language and action in some video games are, indeed, a bit over the top and violent. It depends a lot on the type of personality you have and how it affects you, and that's why it's very important to know yourself very well, to know if you can continue to play that game or you should step away. Sometimes, such games even helped me destress, get rid of everyday worries."

They also stress how important it is for the players to be mature enough so as to be able to committedly deal with the requirements of the video game. "Aggressive language can be harmful to easily influenced people, such as children or teenagers, even some adults, but I think that for most people who play video games, it is not such a serious aspect and can be easily overlooked, if mature enough"; "I don't think that aggressive language is a problem as long as the audience is mature enough, and can pass through the filter of reason what they see/hear in a game". Indeed, the language of the video game is regarded as toxic, yet, if the player is able to cope with it, it is not considered to be problematic: "As long as the language does not influence the individual playing, because they are mature enough to see it as toxic, I don't consider it bad. But in many cases, the influence is, unfortunately, unavoidable". "Although sometimes the aggressiveness in the language is a bit exaggerated, I think it has its purpose and presents the world in a somewhat realistic way. Children should be allowed to explore and get into contact with this language as well, as long as they have the judgment and maturity to not let themselves be influenced in a negative manner."

One of the respondents felt the need to associate violence in video games to the idea of competitiveness and to underline

that it is a prerogative to be discovered in any type of entertainment: "I believe that video games can lead to the same aggression as any physical sport or competitive activity. Anyone who gets *hot* during a game will feel massive frustration when they lose. Some people are more competitive than others, and some are better losers than others, but ultimately the feeling of excitement can cause aggression, not the activity itself. Does this mean games cause violence? From my point of view: no more than sports or television. This doesn't mean it doesn't, but it is certainly not an argument for banning video games. The form of aggression can also be different. People who play physical sports are prone to be physically aggressive, while people who play video games are more likely to use weapons, regardless of whether this is due to exposure to the violence in the game, or to the personality of the player".

The majority of the respondents believe that the problem could be dealt with in a clean manner provided that the parents or tutors supervised more closely and attentively the teenage players' activity. "It became a problem when parents let their children play games without any parental supervision. In my experience, 90% of toxic players are children/young people, or they talk and think like children. I don't see the difference between people who are toxic while playing video games and adults on Facebook. It all depends on us. How we react to different hates". "I do not agree with verbal hostility both in real and virtual life. Verbal violence denotes a lack of education, but also a weak character, frustration, a desperate attempt to impose oneself. Since online games are used intensively by children, I consider that aggressiveness in language is a form of manipulation. Thus, I definitely do not agree with the aggressive

language". "In my opinion, language aggression in games falls into two categories: that of the game itself and that perpetuated by the players. The first one doesn't bother me, because I consider games to be an art form, like a movie or a song. Of course, I believe that parents should monitor the games that youngsters or children play (check online, or on the game case for the age rating and content). However, an adult is often competent enough to distinguish play from reality. Therefore, the vulgarity of the language in the game itself is acceptable. On the other hand, the profanity perpetuated by players is much more toxic. A game that does not directly discourage or even encourage conflict between players is an unplayable game. I have played such games in the past and even if I loved the game itself, I abandoned them because of the players. I prefer not to spend my time stressing over encounters with such immature people". "Violence in video games has nothing to do with the games, it all starts with education. An aggressive child in a game is aggressive and not because of the games. Here, I think that parents play an essential role; I believe that aggressive players usually had problems at home and vented in the online environment, something that can affect the experience of other players, but in no case do I think that it changes their personality in the long term. Today I don't consider myself toxic or aggressive in my everyday life, as I have played any kind of online game for over ten years."

Moreover, if the cards are played right (pun intended), certain – otherwise considered violent – video games could be perceived as a relaxing way of spending time. Even so, the respondents insist that the right precautions are taken in order to ensure a safe, violence-free environment for the young gamers to play in: "I believe that aggression in the context of story-based video games can help tell the story or the message desired by the

creator. As long as they are marked in the appropriate age category, I don't think it should be a problem. Many times, whether you adopt that language or actions, is up to the discretion and mental age of the player, it is not the fault of the game itself or game creators. On the other hand, in the case of chat in online games, I think it is important to maintain a civilised, appropriate language, because the words addressed to other players can affect them. Many players use the fact that they are behind a screen, to vent their weaknesses and frustrations on other players. In conclusion, games can contain language and violent activities, but it is important that they are addressed to the right audience, and chats and voice chats must obey the good behaviour rules, to keep the communities clean"; "In some games, aggressiveness is somehow necessary, making them more entertaining and challenging"; "Aggressive language is not harmful if it occurs in moderate manner, sometimes even creating a more special and amazing experience. Aggressive language becomes harmful in the online environment, especially in the presence of children. In my experience, stressful situations during the game created circumstances for more aggressive language but did not affect the rest of the time spent in the game. The real problem is the use of inappropriate language in the case of children, but this problem also depends on the education of each person, not only on the situations in which they find themselves"; "Video games don't have to be so aggressive; they have to be something interesting for children and something positive. Let it be a relaxation"; "Aggressive language in a video game is sometimes necessary to relax from the stress of everyday life"; "Video games can be relaxing but also annoying, it depends on what mindset the person starts playing with."

The respondents to the questionnaire seem to be of the opinion that sometimes, the ones who do not match the game are actually the players, and not the other way around, since this type of language is present in all fields of human activity, being part of who we are, as humans interacting and reacting to the reality around us. "I don't think there is anything wrong with playing a game with a little aggression in the language. The world is too easily offended. Stop living in a bubble!"; "The world takes offense too easily. Everyone has the right to play however well or badly, that's why I see no point in abusing a person in a video game"; "From my experience, players who want to be perfectionists, are usually the toxic ones...but people who just want to spend time with friends playing online, not so much". Still, they feel the need to underline that such a language could be traumatic, especially in the case of young players, who could be bullied, insulted, and intimidated: "I think it is very harmful among young children, they have every chance to develop an aggressive attitude towards others because they identify with the characters of the video game. Many times, they act aggressively involuntarily because it all becomes an acquired behaviour". "Not everyone is good at video games, so more experienced players have become accustomed to insulting weaker players". "I believe that aggressive language in a video game can sometimes have a negative impact, especially for children, as they are much more easily influenced. One thing that could improve this would be an option where you could mute a player's chat or microphone during gameplay if you feel they are making you uncomfortable". "Aggressive language in a video game can have negative mental and psychological consequences for the people to whom it is addressed."

Most of the respondents offered their feedback starting from their own practices as players, so these empirical experiences are to be regarded as such; nonetheless we believe that they offer a valuable insight into the phenomenon in question, proving that video gamers are aware of the environmental features of the virtual games they play. Thus, they have developed coping techniques that help them disregard what could be considered annoying and traumatic: "I believe that if the language in a video game becomes too licentious, you can always close it or turn the volume to minimum, or mute, thus having the possibility to play in a more pleasant atmosphere". "In general, it depends a lot on the person playing the game, but more recently there are several methods to block the toxicity or to avoid it completely if it bothers you. Foul language has no place in video games (movies or books, websites, too) because it doesn't help anyone. It is a sign of a lack of morality or principles". "I've been insulted many times in a game, but I don't think it affected my self-esteem, maybe only momentarily. However, more measures should be taken regarding verbal aggression because there are many children who repeat the words heard there and become verbally aggressive, becoming offensive with their peers."

Speaking of using foul language as a stress coping mechanism, one of our respondents even made a reference to a study (Stephens et al., 2009) which proved that if people were allowed to use vulgar language under pressure, they seemed to have been able to handle the stress easier than people who were permitted to use only neutral words. "In some cases, hostile language seems necessary, just as people do in real life; it is worth noting that in a social test, people who were allowed to swear while their hand was in an ice bucket, lasted on average with 15

seconds more than those who were not allowed to use vulgar words, as a result, although it is not ethical and moral, it seems to be useful!"

All these thoughts and impressions expressed by the gamers who agreed to respond to the questionnaire show that the issue pertaining to the use of aggressive language in video games is, indeed, regarded as possible traumatic, unless the players are equipped with the necessary tools to help them cope. The responses we observed prove that the gamers are aware of their exposure to the (occasionally) foul language of video games, they seem mature enough to understand the case, and seem to be *en garde* when it comes to coping with it.

In an attempt to offer some closure to our survey, we invited a long-time gamer to express his opinions on the matter in question in a mini interview. NHC is a 20-year-old gamer, who used to be an avid video gamer until recently. According to him, the longest period spent playing a video game, his 'longest play time streak', as he called it, was of 9 hours, indeed, considered a long time to be spent gaming. When asked about any situations in which he might have been banned or suspended from playing, due to using aggressive language, he recollected his "ragging and flaming periods, being for 2 weeks in LOL for saying something bad to someone, out of frustration and stress". On the same note, when asked how he managed to cope with the toxicity in the video games he was playing, he confessed that he "used to either turn off the chat of LOL, or avoid looking at it all, to prevent being tilted (a.k.a. influenced negatively by bad teammates)." The gamer we interviewed believed that engaging in video gaming could be perceived as worthwhile activity for those who seek relaxing and entertaining activity, especially for those who are

patient and mature enough to pursue all game levels, to ignore toxic language (if need be), who manage to remain calm in stressful situations, thus developing healthy stress-coping strategies. Regarding the issue of time, whether it was or not to be seen as wasted, he declared that he did not regret the time spent playing "I think that, despite having so much toxicity in language, even the most competitive video game has something to teach you, how to cooperate with a team of highly furious people, how to respect other people (especially after getting banned for bad language and behaviour), how to relax and enjoy your free time." Moreover, he agreed that video games were, indeed, time and energy-consuming, and one should be quite balanced to be able to benefit from the perks of the game, and not become stressed by its toxicity and inherent stress.

To conclude, we believe that the phenomenon of aggressive language in video gaming is, indeed, an issue worth observing, since it might induce trauma to a typology of users who might not benefit from the appropriate set of tools, and social maturity needed to cope with such an instance. Yet, we should not consider lightly the benefits associated with playing video games, as they are rightfully perceived as entertaining, and as being settings in which social and communicative skills can be practiced, observed, and developed; all this provided that the environments are controlled, monitored, and made safe by the game providers, or other responsible people. Our aim here was to draw attention to the phenomenon, to analyse the opinions of video gamers on the matter and to signal the possible occurrence of violent discourse that might lead to gamers being bullied and ill-treated, thus, detrimentally affected during their time spent in a virtual environment. We believe that, by raising awareness, the

necessary measures to ensure damage control could be taken, and that video games could become a safe world for their virtual inhabitants.

References

Shakespeare, W. (1988). *As You Like It.* Wordsworth Classics Publishing.

Cerghit, I., (2006). *Metode de învățământ*. Polirom.

Cucoş, C., (2002) *Pedagogie*. Polirom.

ARTICLES

'The Most Popular Video Games Right Now', https://www.ranker.com/list/most-popular-video-games-today/ranker-games.

'Most Popular PC Games-Global', https://newzoo.com/insights/rankings/top-20-pc-games.

Collins, K. L., Kavanaugh, J. R. (2022). 'Video Games', *Digital Wellness Club*, https://digitalwellnesslab.org/parents/video-games/.

'Studiu. Copiii ce joacă jocuri video au avut rezultate mai bune la testele de memorie, atenție și de control al impulsurilor, în comparație cu cei care nu se joacă niciodată' (2022). *Sursă: Science Alert, JAMA Network Open.* https://www.biziday.ro/229247-2/?fbclid=IwAR3tZKL64VBNp5uBIZwb2rSNJ496NAVt4CC8hQW-GYnkCCQY6oTTS8MrTHo.

Stephens, R., Atkins, J., Kingston, A. (2009). 'Swearing as a response to pain' PMID: 19590391 DOI: 10.1097/WNR.0b013e32832e64b1, https://pubmed.ncbi.nlm.nih.gov/19590391/.

AUDIO AND VIDEO:

Every Swear Word in Grand Theft Auto 5 (2020), https://www.youtube.com/watch?v=Xr9E-GccWqo.

Why League of Legends is SO TOXIC | League of Legends (2021), https://www.youtube.com/watch?v=2VjLXObhtBc.

Bianca HAN, Associate Professor at UMPhST G.E. Palade Târgu Mureș, holds a PhD in Philology, is specialised in linguistics and translation studies, communication techniques, has 22 years of teaching experience in the higher education system. She has published more than 55 articles, 3 books, and has one book forthcoming; has been part of the team in several national and international projects as an expert trainer. She is the local coordinator of the project Erasmus + Eco/Logical Learning and Simulation Environments in Higher Education (ELSE) 2018-1-IT02-KA203-048006. She holds several certificates of online courses from top universities (University of Illinois, USA; UCL University College London, UK) and a certificate of home university Internal Auditor for QMS ISO 9001:2015 and ISO 19011:2018. She owns a SDL Trados Studio 2015 for Translators Certification, and keeps a close collaboration with Didactic Corpus Institution projects. She is a beneficiary of post-doctoral grant POSDRU/87/1.3/S/63709 'Vocational education and training in support of economic growth and the development of the knowledge-based society'.

THE BOOK...

About Redemption through Culture

Humanities in the Spotlight

Cultural Paradigms in the 21st Century

Editors:
Luminița Chiorean Cristina Nicolae

Presa Universitară Clujeană

Descrierea CIP a Bibliotecii Naţionale a României

Humanities in the Spotlight : cultural paradigms in the 21st. Century / ed.: Luminița Chiorean, Cristina Nicolae. - Cluj-Napoca: Presa Universitară Clujeană, 2022.

Conține bibliografie; ISBN 978-606-37-1696-6

I. Chiorean, Luminița (ed.)
II. Nicolae, Cristina (ed.)

008

Universitatea Babeş-Bolyai
Presa Universitară Clujeană
Director: Codruța Săcelean
Str. Hasdeu nr. 51
400371 Cluj-Napoca, România
Tel./fax: (+40)-264-597.401
E-mail: editura@ubbcluj.ro
http://www.editura.ubbcluj.ro

Table of Contents

TECHNOLOGY GOES TO CLASSROOM
ON THE NECESSITY OF ADOPTING TECH-ENHANCED TEACHING METHODS

Bianca HAN
G.E. Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș, Romania

Abstract: *The article aims at underlining the importance of adopting technology to the classroom, in light of the current necessity to adapt to the realities of the world we live in and to meet the needs of the digital-native beneficiary of the educational process, i.e. the student of today. To achieve that, the paper captures the journey taken by technology-enhanced methods and tools applied to teaching and exploits the so-called New Learning-transformative, 21st century learning, that include and make reference to the seven affordances of e-learning ecologies: Ubiquitous Learning, Active Knowledge Making, Multimodal Meaning, Recursive Feedback, Collaborative Intelligence, Metacognition and Differentiated Learning. Last, but not least, the results of a questionnaire-based survey applied in 2021 to 48 teachers (teaching primary to tertiary level) are analysed, in order to highlight the significance of the phenomenon of bringing technology into the classroom.*
Keywords: *technology, digital-native, teaching tools, e-learning, teaching methods*

Introduction

It is universally acknowledged that evolution is the trigger that keeps the world ticking. Evolution implies change, which entails transformation and adaptation to and imposed by new requirements of the environment in order to ensure survival. It seems to be as simple as that. Yet again, nothing is simple when it comes to the virtue of adaptation, as homeostasis is a powerful force that helps preserve the main coordinates the organism has grown used to, in order not to disturb or unbalance it. However, the organism cannot remain stuck in a certain phase, and needs to accept and embrace evolution, even if it might bring about significant twists of initial status, or, why not, new developments to them.

Regardless of how one chooses to address the matter, there is one issue that stands out, i.e., that of adaptation and adaptability to change, as it entails responding to stimuli generated by the environment. This seems to be one of the most versatile aspects in behavioural psychology, as it investigates the effects the external factors might imprint upon the internal world and the effects of the process. The way in which people act and react is dependent on and influenced by environmental stimuli. (Cherry 2022)

Quick synopsis of technology applied to education

Education has evolved organically to get to the current stage, the stage we have it today; it started from prehistoric times, when it was conducted orally and through imitation under the form

of activities of training the young to acquire certain skills needed in society, moved on to times when the training methods developed and actual schools came into being in Egypt, two thousand years BC, or later, in Ancient Greece, with Plato's Academy (387 BC). Fast-forwarding in time, we have the crucial role played by the Catholic Church, which established cathedral schools in the Early Middle Ages, schools which later became universities. Later, during the Renaissance and with the development of printing press by Gutenberg in 1450, education entered a new era, which developed and flourished all the way up to what we have today. Needless to say, the extent and speed in development of education has been rather remarkable, especially once technology entered stage.

According to (Gradschools 2020), until technology, as we perceive it today, became an integral part of our lives, education made use of several tools and techniques to aid the teaching process. Therefore, it would be noteworthy to signal the invention of the pencil in 1564 (to replace the ancient chalk and slate), even though it was mass-produced only starting from 1900. Just a decade before, in 1890, the school slate and the chalkboard were being used in schools, tools rightfully considered to be some "of the biggest inventions in terms of educational technology" (Miller 2021). Around the same period, in 1870, another breakthrough in teaching (and not only) technology emerged, with the appearance of the so-called *magic lantern*, the precursor of the video projector device we use today. This device was used to project onto walls images which were printed on glass plates, known as *lantern slides*.

The year 1925 marked the appearance of the film projector into the classroom, which brought movies to students, thus definitely setting the perception upon teaching onto a whole new perspective, reinforcing Thomas Edison's prediction that books were about to become obsolete in schools, as scholars would be instructed through the eye (Miller 2021). Of course, this variant of film projector was rather primitive, by comparison to the current ones, as it was accompanied by an audio-record device, while displaying the still images onto a wall.

The third decade into the 20th century marked the time when the overhead projector (OHP) appeared, idea apparently borrowed from the U.S. military (that was using it for military training purposes). It was an important moment in teaching since it offered teachers the possibility to face the class while writing ideas on reusable transparency sheets. By mid-20th century, in 1940 the term *video* started being used as "concept of an image alongside audio over wire" (idea that, apparently goes back to the 1870s), and in 1951 Los Angeles, California hosted the first videotape demo, by the Bing Crosby Enterprises (BCE) production company (Gradschools 2020); even if it was of low quality at the beginning, by the time it reached the classroom, it made a huge difference in the manner teaching was perceived. Quite soon after that, in late 1950s, the US education system benefited from around 50 television channels, that aired educational programmes in their grill.

Besides the media-supported gadgets, there were also other noteworthy devices that were introduced, in the same time frame, as classroom technology, as tools that aided the teachers' and students' activity: for instance, the *mimeograph* (1940) – the precursor of the copy machine, which was followed, in 1957, by the photocopier machine, highly used even today; the *Skinner teaching machine* (1959) – a device invented by the behavioural psychologist B.F. Skinner, which implied placing questions and answers on paper discs, thus allowing students to learn at their own pace; the *hand-held calculator* (1970) – a device which was (understandably even today) frowned upon by

teachers who worried that it might undermine students' basic learning skills, followed, in 1985, by the *hand-held graphing calculator*, which was able to perform more advanced mathematical operations in an easier manner.

The computer technology developed rapidly, so much so that the 1970s and 1980s, definitely the breakthrough in technology as we know it, brought in 1977, the *Apple II Computer*, which even without internet connection, was still very useful in the classroom; in 1980, the *Plato* (Programmed Logic for Automatic Teaching Operations) Computer, together with the *Personal Computer* (the PC, which was somehow a more advanced typewriter machine) deserve a noticeable place on our list, since they were developed into a large variety of sophisticated, yet user-friendly gadgets, which are still being updated and made more and more performant; in 1985, the *CD ROM Drive* allowed teachers and students save their work for future reference, etc.; in 1999, the *Interactive Whiteboard* used a computer, a projector and a touch-sensitive white screen, thus making the classes more participative, involving students better and offering feedback easier.

Yet, the real *Big Bang* in technology must be the invention of the *World Wide Web*, the *Internet*, in 1989-1990, at the CERN, the European Organisation for Nuclear Research. It was quickly adopted to all fields of human activity and, although it was slow in the initial phases, due to the dial-up connection system, it soon became very popular in education. Its popularity increased once the Internet was available all over the world at high speed and affordable costs, so that it has become, by now, a significant (to some, almost crucial, highly dependent upon) part of our lives today.

It is a truism to state how the Internet technology has reached and marked the activity in all fields of human interaction, therefore, education has highly been benefiting from it. The World Wide Web (www.) has become an unlimited source of knowledge, information, inspiration, etc. that cannot be taken for granted. People from all over the world, regardless of age or preoccupation, navigate the Internet to search for information, interact with one another, play, sell, buy, live.

To maintain the chronological timeline, we mention the appearance, in 1997, of the *social media* phenomenon, that due to its influence, span and virality deserves a place on our list of technology supported items applied to education. Truth be told, it might not necessarily be regarded as *educational* per se, yet more often than not, teachers and students use it in order to communicate, share ideas, work on projects, etc. Very soon after the social media appeared, we had the first *laptop* with wi-fi, in 1999, which obviously, induced the idea of freedom and/in movement, since the user was no longer pinned to a certain place and gadgets became more versatile. This reality became even more intensified once the e-reader (or e-book) and *Tablet* appeared in 2007, respectively 2010, which were able to contain a large quantity of information as apps and programmes to be used as teaching material. Moreover, these devices have annotation tools, hyperlinks, bookmarks, dictionaries, search engines, etc., features that enhance the learning experience.

Coming closer to our times, we observe how technology has been on an ascending trend when it comes to developing education tools. In 2015, Google estimated that there were about 10 million students and teachers enrolled on the Google suite platform all over the world, successfully and efficiently using the Google classroom, which was developed only one year before (Gradschools 2020). Next to this platform, there were also a number of others, just as efficient and user-friendly, from Microsoft Teams, to Zoom or Blackboard, which were highly exploited during

and due to the Covid-19 pandemics of 2020-2021. It was in this unfortunate (from the point of view of public health) period, yet somehow, paradoxically enough, fortunate (from the point of view of technology literacy) period that teachers and students (and their parents) needed to quickly adapt to the novelty entailed by the new approach to the learning system.

In order to offer a pseudo-closure to the list enumerating some of technology items (available to be) used in education so far, and also, to capture just how much technology has evolved, in this respect, it would be fair to mention the *AR powered E-book*, that appeared in 2018, and that could be fairly useful if applied to teaching, since it could enhance certain interactive and engaging versions of reality, by no means, a good way to keep the user (to be read: student) entertained (to be read: instructed). Apparently, the current tendency is to introduce more and newer tech in the classroom, under the form of virtual reality (VR), augmented reality (AR), or some combination of the two, next to the so-overly debated upon Artificial intelligence (AI) (Gradschools 2020). The latter could be used to provide students with virtual teaching assistants and mentors, or to assist teacher in time management, by driving efficient, personalised, and streamlined administrative tasks, so that the teacher would have the freedom to indulge in human-specific activities, such as understanding, adaptation and care for the psychological needs of the students (Marr 2021).

On the other hand, one ought to acknowledge the fact that, regardless of the seemingly endless tech-possibilities today, not all the students everywhere would ever get the opportunity to benefit from such tools in their education. Even in the 21st century, the century of globalisation, speed, diversity, acceptance, of climate change and global warming, of rapid development, of still existing famine, political fights and terrorism, etc., there are students who still lack access to decent education possibilities. Fortunately, there are several educational programmes and projects that are conducted in this respect.

We have seen in this quick synopsis of the way technology has been applied to education so far, how much and how quickly it evolved, from the pencil to the computer, from working with the peers and teachers, in a physical environment, to working with the peers and teachers in virtual environments, once the classroom became (or was complemented by) a virtual classroom in hybrid learning. The process was surely demanding in terms of time, effort and responsibility, yet it activated the need of developing certain skills in the classroom; among these skills, the one enabling the student and teacher to use technology, the digital skill, seems to be crucial in the times we are living. This ability has therefore, become essential in the new era, when we have the *digital-native* students and the *digital-immigrant* teachers. Regardless, the teacher needs to quickly adapt to the use of technology in the classroom, in order to be able to survive and also perform to class. It goes without saying that developing digital skills is a continuous process, since technology is righteously evolving, as gadgets, applications, platforms, etc. are flooding the market. Consequently, what education needs is to be able to support teachers and students become active players in an e-learning environment, fit to create and host specific and tailor-made activities, programmes, courses. This leads us to acknowledge *digital learning*, as referring to and including:

> *(a) interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content; (b) access to online databases and other primary source documents; (c) the use of data and*

information to personalize learning and provide targeted supplementary instruction; (d) online and computer-based assessments; (e) learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers; (f) hybrid or blended learning, which occurs under direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace; and (g) access to online course opportunities for students in rural or remote areas. (ESSA, 2015: 1969)

New Learning – transformative, 21st century learning

One possible way to that could be acknowledging the so-called *New Learning – transformative, 21st century learning*, that include and refer to the seven affordances of e-learning ecologies: 1. Ubiquitous Learning, 2. Active Knowledge Making, 3. Multimodal Meaning, 4. Recursive Feedback, 5. Collaborative Intelligence, 6. Metacognition and 7. Differentiated Learning. (Cope and Kalantzis 2021) According to this source, *Ubiquitous Learning* refers to the idea that teaching can (and should) take place anytime, anywhere, thus should not be bound to confinement of time and space. The classroom, as we have it today, with the teacher lecturing in front of the students, at the same time, in the same place, was coined in its current form a century and a half ago; nevertheless, if we agree that the world has been evolving since that period, we should also accept that the idea(l) of the teaching environment is prone to and ought to go through changes, in order to adapt to the new: new age, new teacher, new student, etc. This is how the idea of ubiquitous learning appeared, which means that learning is all around and that it should be exploited as such, with the aid of technology applied to education. It does not imply "out with the old, in with the new", but rather "adapt the old, add the new".

The second affordance, the *Active Knowledge Making*, refers to the idea that the production of learning knowledge is more difficult, demanding than consuming it. The question here entails the affordances allowed by the digital environment in terms of being producers of knowledge. Educators as producers of knowledge, become the tools and are actively engaged by the digital framework itself, into simultaneously becoming the course content creator, the investigator, the designer, the invigilator, etc. in a holistic manner. Moreover, in a digital environment, students could also easily become (under teacher supervision) content creators and thus contribute to the economy of the entire course, next to peers and teacher, since access to information is no longer confined to limited resources, as it used to be in the past.

Multimodal Meaning, the third affordance mentioned, refers to the novelty induced by the technology environment that generates effects for learning. We start from the idea that writing (first on slates, later printed on paper) allowed word to be spread, thus afforded communication. In the current times, modality of communication became digitalised, thus information (word, image, sound) travels with a blink-of-an-eye speed. Needless to point out just how much this impacted education, literally changing the way in which the student of today perceives school. At present, students do not only have to imagine what they read about or hear, but they can also see and hear more lively representations of what they are being presented in class.

The fourth affordance presented, the *Recursive Feedback*, stresses the value of feedback in the classroom; the digital ecologies available to educators and students capture the journey in reproducing or representing knowledge, to such an extent that all actants of the education process get a rather clear (and quick) image of their results. Obviously, feedback is also offered during the learning process, as a means of assessing performance, in order to adjust, correct, improve if needed. Digital environment could provide teachers with the necessary tools to create customised lessons or tests, to help (re)calibrate students in their learning process. Besides, feedback performed in a digital environment is easily and confidentially ensured by the superior/monitor and by peers, so that the anxiety of exposure is lessened, thus building confidence.

Collaborative Intelligence, as opposed to individual intelligence, is the fifth affordance debated, and it exploits the idea that all knowledge we access now comes from joint minds, representing the global heritage, at our disposal via e-environments. What we produce is no longer individual work, broadly speaking, but the result of our readings and access to information. Instead of feeling disappointed that the 'paternity' of some of our ideas could be considered questionable, we might embrace the idea that we have at our disposal a summum of valid and valuable ideas brought together by the joint preoccupations and collective intellectual awareness of other peers, and that our work completes the knowledge environment.

The last but one affordance, *Metacognition*, points out the importance of thinking about thinking, of encouraging reflection. The aim in teaching implies helping the students be(come) aware of their place and aim in the classroom, helping the students operate with teachers and peers, not just with the learning activities. The learner needs to learn how to develop behaviour as a thinking, learning person, so that metacognition becomes a crucial part of the learning process. This type of cognition in learning environments is about ways of knowing; it implies encouraging the habits of the mind that afford us to be acute and discerning users of digital ecologies and to be constantly searching for information, data and people who can help us attain our goals in creative, productive and powerful ways.

The last but not the least affordance discussed, the *Differentiated Learning*, starts from the very premise that people are not alike, students are not identical in needs, skills, intellectual capacities. Admitting this reality is one thing, but adjusting to it from the perspective of education, may become problematic, especially in the case of traditional education; thus, in a classical classroom, it is not that difficult to have all students do the same thing, in the same place, at the same time, keeping logistics to the minimum, but end results might not necessarily be relevant for all the students. Yet, in an e-classroom, educators can afford to use technologies in their advantage, having students grouped in different teams, in different digital spaces, performing (different, if need be) learning activities which meet their needs, interests and abilities, and still be able to keep track of their actions and results, and later, assess and adjust, if needed.

Asked and answered

A questionnaire-based survey applied in 2021 to 48 teachers (teaching primary to tertiary level), has proven certain aspects regarding teachers' attitude towards technology in the classroom. It was interesting to notice that, regardless of the number of years working in the field (40% of them -20 years or more), or of the level they were teaching, all teachers (including those teaching

in the rural areas) admitted to using technology in the classroom: 84% of them often, 16% rarely, and 0% never. This only proved that our expectancies were met, since by now, using tech-enhanced methods and tools has been rendered as normal, necessary, doable, done: technology-related methods that teachers use in their classroom contain using video and audio materials (100% of the teachers who took the questionnaire), next to recording activities (49%), and appealing to open educational resources and interactive educational games (28%). This shows that there is still a penchant for old-school technology enhanced tools, but the field is ripe for new entries, as well, since the pool of choices in educational programmes has been improving continuously, in the development of several online learning applications, platforms. The tech-tools used in the classroom remain the laptop/PC and the video-projector, or even smartboards the schools are equipped with, followed closely by the personal teachers' and students' mobile phones (and/or even tablets).

Teachers have realised that the current generation of students is (somewhat) cell-phone dependant, closely involved and attracted by everything that this device offers in terms of entertainment, hence (some more reluctant than others) learned how to make the most of it, by using it as a learning tool. It goes without saying that the actions needed to be taken by all participants to the educational act supposed certain psychological implications, next to the logistic ones, since no matter how interesting, entertaining and fun (why not admit) tech-enhanced activities might be, some aspects are still to be considered. There are still educational institutions that do not benefit from enough digital tools to support the educational act; there are still educational beneficiaries who do not have access to gadgets at home, so that they can remain connected and/or do their homework, generating the so-called *homework gap*, as the disparity in digital access is known as (GoGuardian 2020); there might even be cases when the educators are reluctant or cumbersome when it comes to handling technology. And the examples might go on.

Regardless, when inquired about the reasons to use technology in the classroom, more than three quarters of the teachers answered that it helped better conveying and explaining the information to the students; 80% of them admitted that it was pleasant for all participants to the educational act or even that it has become a modern, trendy and convenient act, but more than that, a necessity.

In light of this, the questionnaire examined whether the COVID19-related situation changed, in any way, teachers' attitude towards using technology in the classroom. The results showed that 76% of the teachers admitted that their attitude changed to a great extent, considering that they had to quickly adapt to and adopt the new trend in education, by moving their lessons and interaction to students and peers online. Moreover, most of them admitted that, despite the implied difficulty and overwhelming nature, technology was intuitive enough, appealing, and challenging. Yet, 24% of the respondent teachers confessed that they wished it had not happened.

In regard to the difficulties encountered in this process, top positions are held by reasons related to the psychological and social issues due to the lack of face-to-face interaction between teachers and students, students and their peers (83%), followed closely by the time needed to adapt to the novelty and gravity of the situation (75%). Apparently, the other related reasons like lack or little digital skills on the part of the teacher and/or student, or lack or little access to gadgets of the teacher and/or student seemed to have been of lesser importance. Yet, the survey underlined that

87% of respondents believed that teachers need to be better instructed to develop and perfect their digital competencies, which would lead to a more open approach to using technology in teaching.

It may have not been entirely surprising to discover that, although the COVID-19 pandemics imposed a quick, sudden wave of adaptation, doubled by the acknowledgment of an inconsistent and insufficient tech-support in (some) schools, still the actants of the education system managed to adapt and ensure that the educational act was performed. Moreover, this brought to light approaches considered (in some cases) too innovative, too demanding in terms of logistics and teachers' availability, time, energy, yet a crashing majority of respondents (94%) agreed that the future of education is online-oriented, technology-enhanced, and keeping an open mind to this approach is a must. The same majority even went so far as to postulate the necessity that the authorities ensure free access to online courses to everyone interested to learn, by means of creating and supporting learning platforms, enabling access to courses/tutorials to instruct teachers with regard to online teaching facilities, resources, materials, and techniques.

Conclusion

The future of education will undoubtedly be marked by the progress of technology; the classroom of today and of tomorrow is under the sign of evolution in digital fields and, next to the implicit aspects of ensuring the practical logistics in schools (computers, laptops, tablets, smartboards, video projectors, online learning platforms and applications, etc.), there is also the very delicate and complex aspect of ensuring users' access to acquiring the needed digital skills. Moreover, the providers and beneficiaries of the educational activity need to be supported in the process of adopting and adapting to the novelty brought about by bringing technology in the classroom.

References

Cherry, K. (2022). "History and Key Concepts of Behavioral Psychology" in VerywellMind [Online]. Available at: https://www.verywellmind.com/behavioral-psychology-4157183 [Accessed: May 5, 2022]

Gradschools. (2020). "Timeline of Technology in the Classroom – Curriculum & Instruction", in Gradschools Homepage, [Online]. Available at: https://www.gradschools.com/degree-guide/technology-in-the-classroom-timeline-curriculum-planning [Accessed: May 23, 2022]

Miller, J. (2021). "Educational Technology Timeline" in Sutori [Online]. Available at: https://www.sutori.com/story/educational-technology-timeline--mNL3LPQAPeDbEQ7DNkpjdNGV [Accessed: April 21, 2022]

The reference to Google (and others alike: ex. Microsoft, Zoom, Blackboard) bears informative purposes

Marr, B. (2021). "How Is AI Used In Education - Real World Examples Of Today And A Peek Into The Future" in Bernard Marr&Co [Online]. Available at: https://bernardmarr.com/how-is-ai-used-in-education-real-world-examples-of-today-and-a-peek-into-the-future/, [Accessed: April 2, 2022]

ESSA, (2015). "Every student Succeeds Act" in U.S. Department of Education [Online]. Available at: https://www.ed.gov/essa?src=rn, [Accessed: April 20, 2022]

Cope, W., Kalantzis, M. (2021). "E-learning ecologies: innovative approaches to teaching and learning for the digital age", by University of Illinois at Urbana-Champaign (Coursera) [Online]. Available at: https://www.coursera.org/learn/elearning [Accessed: July 26, 2021]

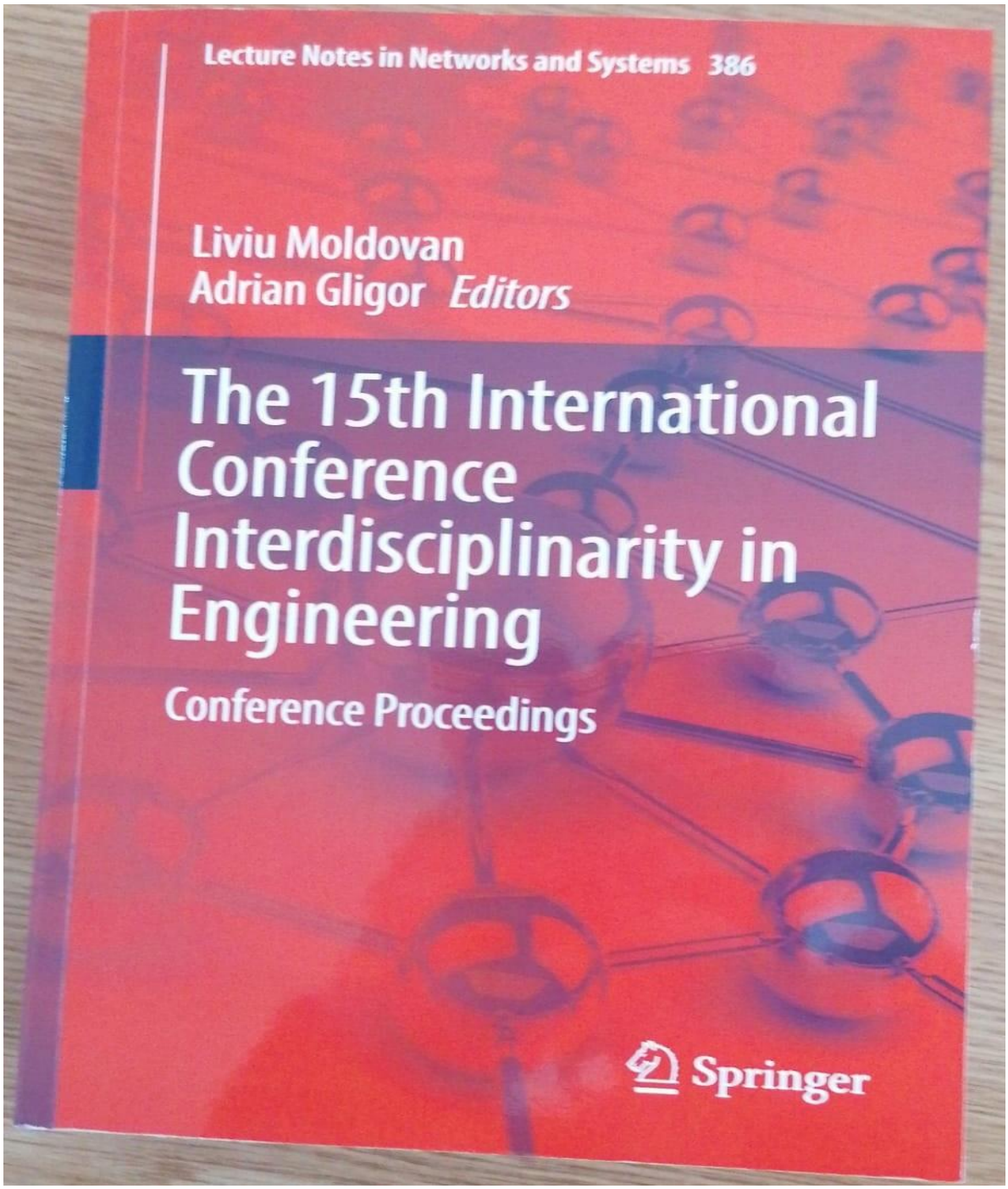
GoGuardian (2020). "What It Means to Have Equitable Access to Technology for Today's Students & Educators" in GoGuardian Technlogy, [Online]. Available at: https://www.goguardian.com/blog/equitable-access-to-technology [Accessed: April 26, 2022]

Bianca HAN, Associate Professor at UMPhST G.E. Palade Târgu Mureș, holds a PhD in Philology, is specialised in linguistics and translation studies, communication techniques, has 22 years of teaching experience in higher education system. She published more than 55 articles, 2 books, 2 books -pending publication, has been part of the team in several national and international projects as expert trainer. She is the local coordinator of the project Erasmus + Eco/Logical Learning and Simulation Environments in Higher Education (ELSE) 2018-1-IT02-KA203-048006. She holds several certificates of online courses from top universities (University of Illinois, USA; UCL University College London, UK) and a certificate of home university Internal Auditor for QMS ISO 9001:2015 and ISO 19011:2018. She owns a SDL Trados Studio 2015 for Translators Certification, and keeps a close collaboration with Didactic Corpus Institution projects. She is a beneficiary of post-doctoral grant POSDRU/87/1.3/S/63709 "Vocational education and training in support of economic growth and the development of the knowledge-based society".

B. Han, *On The Use Of Technology In Education. A Case Study On The Application Of Interdisciplinarity In Technical Education: The Ecore Tool*, The 15th International Conference Interdisciplinarity in Engineering, Moldovan I., Gligor A., DOI https://doi.org/10.1007/978-3-030-93817-8_41, Springer, Cham, Print ISBN 978-3-030-93816-1, Online ISBN 978-3-030-93817-8, 2022 – 25 p

http://inter-eng.umfst.ro/2021/files/proceedings/Scopus-Document_search_results-Inter-Eng2021.pdf

https://www-scopus-com.am.e-nformation.ro/record/display.uri?eid=2-s2.0-85125273835&origin=AuthorNamesList&txGid=e34b31f538bb0035514529d5052b9688&isValidNewDocSearchRedirection=false



On the use of technology in education. A case study on the application of interdisciplinarity in technical education: the ECORE tool

Bianca Han[1]

[1] G.E. Palade UMFST, Târgu Mureș, Gh. Marinescu Street, No. 38, 540142, Romania

bianca.han@umfst.ro
ORCID ID 0000-0002-9371-3784

Abstract. After almost 2 years of Covid-19 pandemic-imposed online teaching, educators might wonder whether technology in education is indeed the future. Before the pandemic struck the world, technology has been part of the teaching process for a while already, by means of online manuals, gadgets, use of the internet, etc. but never before has technology become such an integrated part to the teaching process as in this period, in which courses were taught almost exclusively online. The article offers arguments to support the need of adapting and adopting technology to the new classroom (online or on-site) and to the digital-native student; it also describes some examples of good practices proving the advantages of digital education while underlining the idea that the students need to be in the centre of educators' preoccupations, who ought to permanently adjust to the novelty-imposed technological changes to teaching, in view of Industry 4.0 requirements.
The present paper presents the way in which technology has interfered with education, in the case of an educational project that focuses upon designing digital tools to support innovation in the classroom. The practical part of the paper presents a model of implementing digital technology into the classroom in order to introduce technical content. The methodology of the research contains a questionnaire testing and analysing students' attitudes with regard to this new teaching medium.

Keywords: innovation, teaching, adaptability, virtual teaching tools

1. Introduction: theoretical background on the use of technology in education

The purpose of the present paper is to suggest a model of implementing digital technology as means of delivering technical education in higher education. Nowadays overviews on education perceive it as an essentially interdisciplinary approach making use of a wide variety of technological tools in order to achieve its scope. This is in accordance with contemporary views on the concept of Industry 4.0., for which education

plays a major role. Some of the connections between the principles of Industry 4.0 and education refer to notions of interdisciplinarity, interconnectivity, collaborative work and the resort to technology and means of instruction. Considering the current developments in all educational areas, technological education included, it is necessary to adjust and innovate methods, means and contents in order to meet both student needs and the requirements on the labour market.

In view of the above, the present paper presents the way in which technology has interfered with education, in the case of an educational project that focuses upon designing digital tools to support innovation in the classroom. The practical part of the paper presents a model of implementing digital technology into the classroom in order to introduce technical content. The methodology of the research contains a questionnaire testing and analysing students' attitudes with regard to this new teaching medium.

2. Good practices in the implementation of digital learning environments

We are living a time in which we need to acknowledge that on the one hand, the students need to be placed in the centre, as the direct beneficiary of the learning process, and on the other hand that education can no longer be performed outside a technology-marked environment. This would be a good moment to salute projects that acknowledge this reality and take initiatives that develop and support innovation in the classroom. A good example seems to be, for instance, the ELSE Erasmus+ Project: Eco/Logical Learning and Simulation Environments in Higher Education [1], which is a project developed between 2018-2021, strongly supporting the idea that education is in a continuous need of technology-backed tools, that aim at creating and maintaining a challenging and rewarding atmosphere for all the actants involved. Therefore, the project initiated by the UNITUS University of Viterbo, Italy and conducted together with other 10 partners (9 European universities and a software company) proposed an eco-system composed of three tools: EVOLI, EDASH and ECORE.

EVOLI is a tool that exploits video tagging, and it may be perceived as a preliminary stage to the flipped classroom teaching method. The teacher uses certain YouTube videos, as knowledge clips, to provide students with content supporting the teaching aim, and the students are invited to watch the suggested videos, react to it, even leave comments, before the class is actually taking place. By doing that, the teacher is able to gather the feedback before class, and offer further required explanations, focusing especially upon the problems or issues identified, signalled by the students. [2, 3]

The next tool developed within the ELSE project is the EDASH tool [4] is a platform, of the Moodle type, that aims at helping teachers and students monitor the latter's assessments, in an objective way, by offering info on the level of progress and performance, thus getting the pulse of the class, and initiating the necessary interventions and possible actions to be taken in remedy.

Last, but not least, we approach the tool ECORE, which is a type of simulation tool [5], used to create serious (video) games that convey content, promote reflection in

students, and stimulate learning by doing, the so-called experiential learning. This tool will be further debated in the research part of our paper.

3. Practical case study: the serious games as digital learning tool

The above-mentioned examples, inscribed into the general trend towards technologising educational acts, led to the formulation of the hypothesis according to which presenting technical content by resorting to technology is a motivational factor in the successful acquisition of interdisciplinary knowledge in higher education. By interdisciplinary knowledge we imply technical knowledge related to the automotive industry field and linguistic knowledge, in the form of specialised terminology.

In order to test this hypothesis, we used a practical application of 'serious games', which is an ELSE-branded ECORE tool to create a video game in which students studying technical content for specialised technical translations were exposed to technical content and terminology from the automotive engineering field.

The idea of 'serious games' appears to have gained ground in education, and not only, since it brings together the necessities of the learning act, i.e. to inform and educate, and the needs of the current digital native learner, who expects to be both instructed and entertained, in the process. Referring to the latest definitions of the term 'serious games', we read that this type of game is a situation, an instance in which the players (in our case, the learners) are invited to become active in a teacher pre-established virtual framework, and play the game, implying that they need to chose from a set of actions and steps, leading to a goal, while taking decisions that affect the outcome of the game. [6]

It is of utmost importance for the objectives and the rules of the game to be clearly set from the beginning, for the tool to prove its efficiency in the educational act. This idea only makes us more aware of the rather contradictory association of the two terms of the collocation we are analysing 'serious' and 'games', since they seem to belong to two different connotative, pragma-semantic areas. Therefore, analysing the picture in Fig. 1, might bring more light onto the idea of 'serious games' being highly connected to the learning process as much as it is linked to entertainment, thus, supporting one of the basic requirements of the current learner. To support that even more, we also appeal to the ideas underlining the fact that, according to recent studies, training and learning with the aid of serious games proved to be more engaging and effective, contributing to the improvement of cognitive skills, knowledge, and retention of information taught, in comparison to traditional or conventional methods of instruction. [7]

Fig. 1. Presentation of the relation of the 'serious games' to other fields [8]

Therefore, the ELSE-branded ECORE tool aims at re-creating real life situations, in that it offers context and environment which resemble natural settings, in which the player (the student) faces certain problems that need to be solved, step by step. The problems that the student needs to solve may vary, according to the objectives of the lessons, type of discipline, pedagogical aims of the teachers, etc. The tool develops an editor, which allows the teacher to play while building the serious game into a number of frames which are meant to lead the student through the game. At each step, the student is invited to perform certain tasks (read certain materials, watch certain videos, consult certain links, solve certain situations, exercises, etc.) and then choose from 3 pre-designed answers, out of which only one is correct. The beauty of the game lies in the fact that the students can seriously play as many times as they need to, in order to achieve good results, and thus, learn from/while doing so.

To exemplify, the ECORE tool was used to create the serious game *Know my car*, which aims to teach students certain specialised terms, in the field of automobiles. The group of students was represented by applied modern languages students enrolled to specialised terminology courses, where they study to become specialised translators, or interpreters, in different fields.

The teacher needs to have a clear view upon the goal of the game, in order to be able to design the frames accordingly. Thus, the storyboard that fills the framework prepared by the editor of the tool is an important part of the game, and it is created in such a manner that the teacher is carefully guided into its production. Needless to point out that the digital skills of the creator of the game are highly exploited, proving once again the teacher's open-mindedness in using technology in the classroom. Therefore, the game editor opens with the frame in which the teacher introduces the title, the description, and the goal of the game, and also chooses other details referring to the way the game is going to develop: the number of steps, the structure (sequential or parallel), or the cover (for aesthetic and pragmatic purposes).

Fig. 2. Sample from the ECORE game Know my car, presenting game description and objectives, as set by the teacher

In the serious game we created, the character, George Smith, is looking for a job as a mechanic at an auto repair shop. The student playing the game needs to choose the best answer out of the three offered, to provide the character the best continuation to the next step. The answers are scored according to their suitability to fit the needs of the character: score 2 being the least likely and score 6 being the most likely to fit.

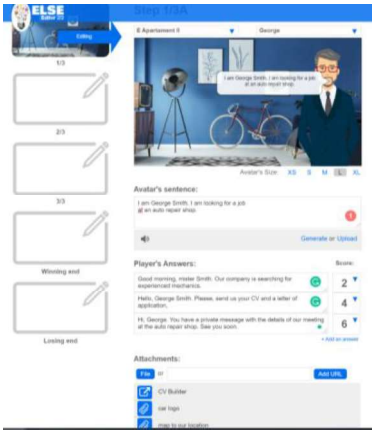


Fig. 3. Sample from the ECORE game Know my car, presenting one of the initial phases of the game

The next step takes the character to a test that needs to be solved to prove his skills. The test refers to the ability of the character to arrange the steps of developing a car in the right order. [9] In order to solve the task, the students must watch a Youtube video on designing a car from sketch to presentation. By doing that, they will be exposed to the specific technical language, which should help them achieve the task successfully. [10]

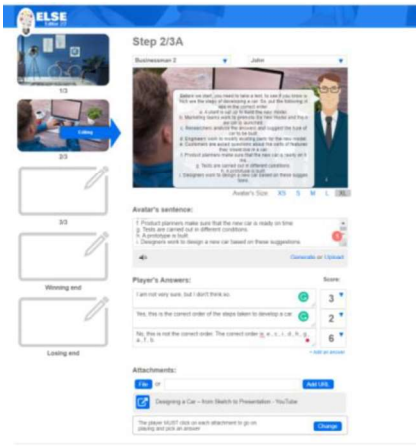


Fig. 4. Sample from the ECORE game Know my car, presenting the core exercises of the game

The next step is another test that the character needs to pass, in order to get the job, and that entails matching parts of the car with their definitions. To help students become aware of the specialised technical vocabulary, they are invited to consult a drawing on the topic, presenting the parts of the car. [9]

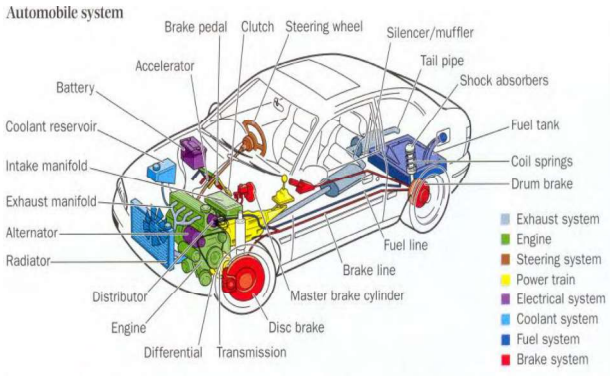


Fig. 5. Automobile parts [9]

The game ends after the students pass all the steps and solve all the tasks. As mentioned previously, the difficulty of the task may vary, according to the teacher's pedagogical objectives and the purpose of the lesson. Yet, regardless of its difficulty, the students will always seriously play serious games, becoming aware of the fact that they are actually learning by doing something entertaining, that fits their expectations. More than that, the ECORE game offers feedback under the form of percentages of correct answers for each frame, and of the total score, so that the students can see which frame was problematic and play again, for as many times as they need to, until they get the

desired score, which will definitely entail retaining the necessary knowledge on the learning topic.

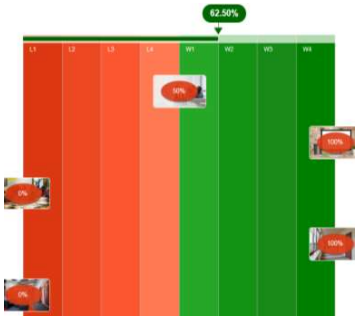


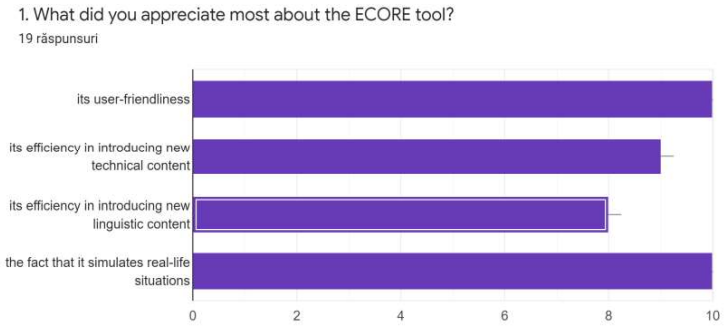
Fig. 6. Sample of the score in the ECORE game

The ECORE tools provides students with the possibility to play the serious game on their own, in their free time, to acquire the information in a safe and stress-free environment, after studying the material suggested as support (videos, textbooks, dictionaries) or in groups, or in the classroom, with the teacher. It is important to underline the fact that, even if the ECORE tool implies a certain amount of individuality on the part of the students, since they can play alone, the teacher can and ought to monitor students' performance and progress, and provide more explanation, if needed, in class. That is to say, the tool is to be perceived as a complementary alternative to the direct teaching, belonging to the flipped classroom model of teaching methods.

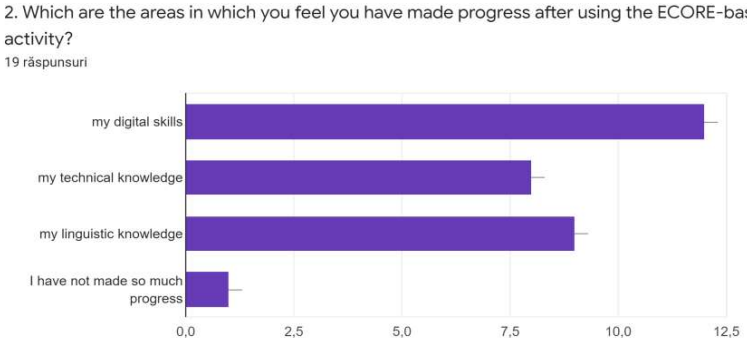
4. Results

In order to receive information on the efficiency of the ECORE tool upon the linguistic students learning specialised terminology, we applied a questionnaire (Google forms) to a number of 19 students. The group of students was invited to answer 10 questions:

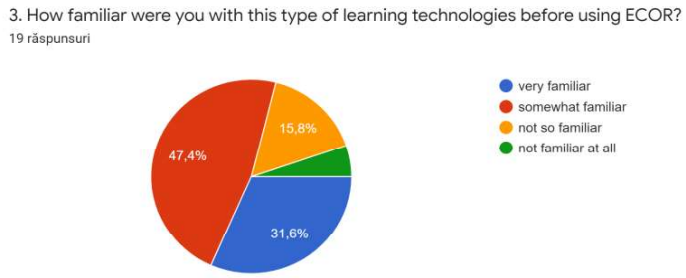
For question 1. regarding the level of appreciation of the ECORE tool, the suggested answers included: its user-friendliness, its efficiency in introducing new technical content, its efficiency in introducing new linguistic content, the fact that it simulates real-life situations. As the graph suggests, 52.6% agreed to the fact that the tool is user-friendly, and it is efficient because it simulates real-life situations. Also, students considered that the tool was efficient in introducing new technical (47.4%) and linguistic (42.1%) content, which rightfully serves their purposes in acquiring specialised vocabulary.



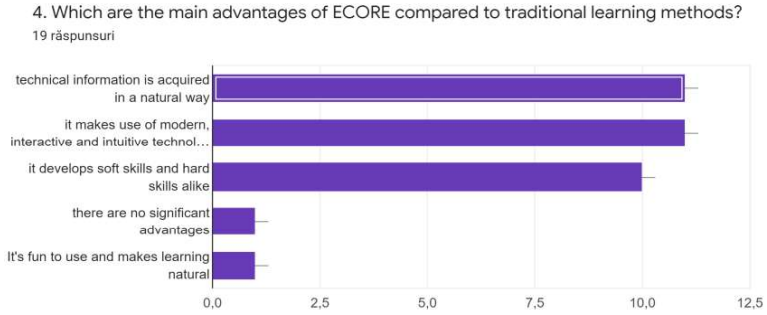
In the case of question 2, on the areas in which students felt they made progress after using the ECORE-based activity, 63.2% admitted that they improved their digital skills, 47.7% of the responses showed improvement in linguistic knowledge, 42.1% showed improvement in the technical knowledge and only 5.3% considered that not much progress was made.



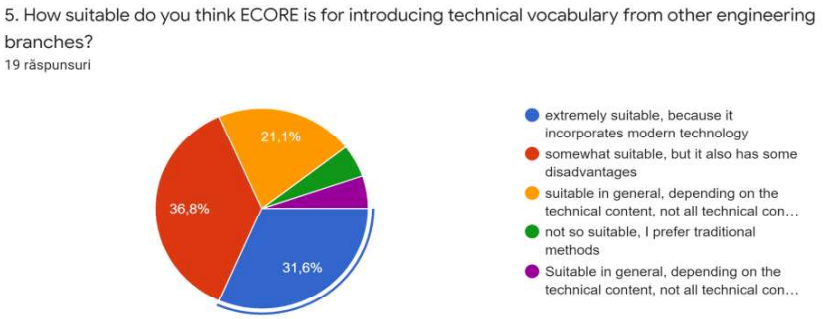
Question 3, asking about the familiarity with this type of learning technologies before using ECORE showed that the majority was between somewhat familiar (47.7%) and very familiar (31.6%), leaving the minority in a less familiar zone, which proves that the technology-based learning has been gaining ground in education.



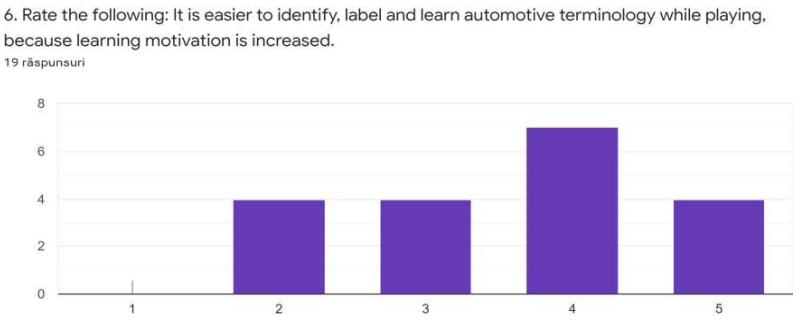
Question 4 aimed at finding the main advantages of ECORE compared to traditional learning methods. It showed that more than half of the answers (57.9%) appreciated that the ECORE tool ensures a natural way of acquiring the technical information and also that it makes use of modern, interactive and intuitive technology, while a small percentage (5.3%) considered that there were no significant advantages to the tool. Also, the result on the development of soft and hard skills is just as significant, since it rounds up to 52.6% of the responses, proving that the tool was well perceived by the users.



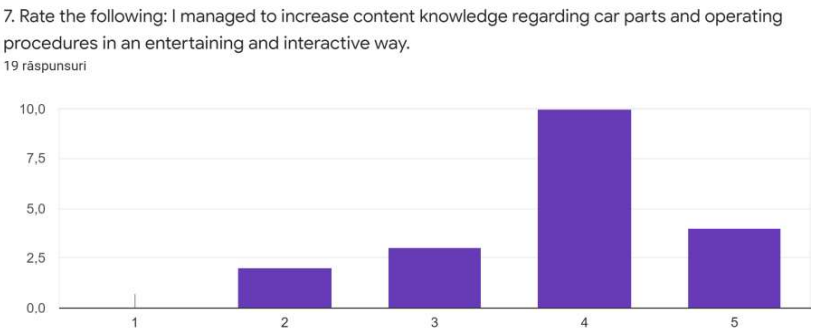
Question 5 aimed to discover the level of suitability of the tool for introducing technical vocabulary from other engineering branches and the answers were quite balanced amongst the suggested answers; thus, 31.6% of the respondents considered it extremely suitable, because it incorporated modern technology, 36.8% believed that the tool was somewhat suitable, but it also had some disadvantages and 21.1% considered that the tool was suitable in general, depending on the technical content, and that not all technical contents could be adapted to this method. This raises awareness on the fact that extended care needs to be taken when choosing the right content material to fill the game, in order for it to be effective.



Questions 6 to 10 invited the students to rate certain statements of appreciation of the application of the tool, by using a scale from 1 to 5, where 1 means to a very little extent and 5 means to a great extent. Thus, question 6 checked whether it was easier to identify, label and learn automotive terminology while playing, because learning motivation was increased. Following the charts, it was interesting to observe the balanced answers, as only the rate-point 4 gathered 36.8% of the responses, while rate-point 2, 3 and 5 equally showed 21.1%, implying that the opinions of the students are fairly spread on the rate-scale, leaving out completely only the rate-point 1. These results seem rather expected since, even if the students in the sample group have different linguistic backgrounds in terms of specialised terminology, varying from very little to some knowledge, the game provided them with enough content material to support their search in an entertaining, thus motivating way.

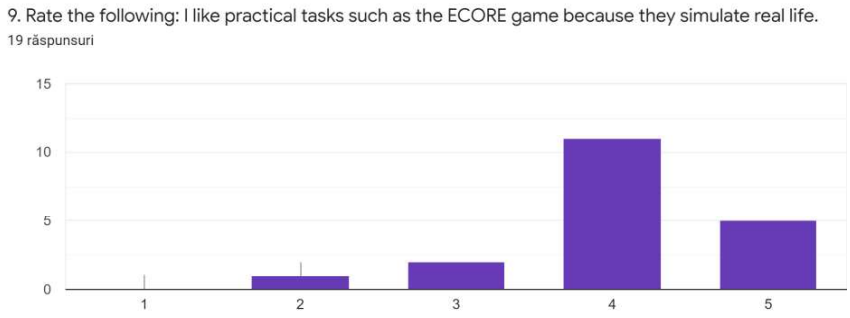


Question 7 aimed at a more emotional aspect, checking the increase in content knowledge regarding car parts and operating procedures in an entertaining and interactive way. As the chart shows, the largest majority of answers were the 4-point rated ones, representing 52.6% of the total answers, implying that the students enjoyed the activity that helped them find new specialised vocabulary .

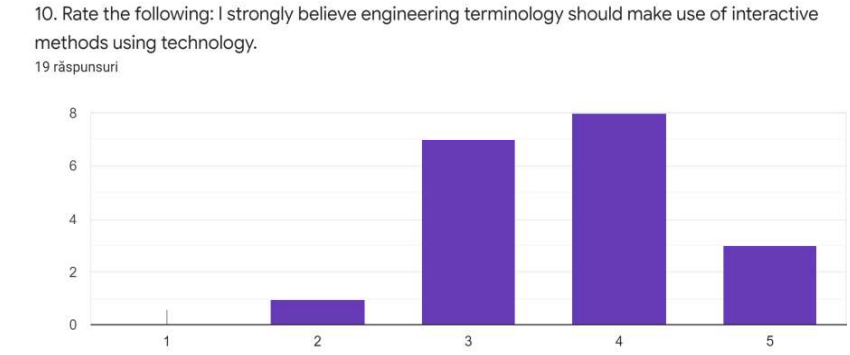


Question 8 verified whether the language skills were practised in a natural way, and the results favoured again the 4-point rate answers (47.4%), followed closely by the 3-point rate answers (26.2%) and 5-point rate answers (21.2%) implying that most of the respondents felt they practiced the language in a natural way.

Question 9 observed that practical tasks, such as the ECORE game, are preferred, as they simulate real life. As seen in the chart, 84.2% of the answers were of 4-point rate (57.9%) and 5-point rate (26.3%), underlining once again the idea that the real-life attribute plays an important role in the perception of the students in regards to learning activities.



The last question of the questionnaire looked for the students' opinion regarding their belief that engineering terminology should make use of interactive methods using technology. Apparently, the limits of the rating scale were not strongly covered, implying that students had their reservations as to the efficiency of the tool, yet with a tendency towards the tool being more efficient than not.



5. Discussion

The results of the survey confirmed the hypothesis that the resort to technology stimulates learning motivation and acquisition success. Both components of the hypothesis were confirmed: the technical part and the linguistic one, thus making proof of the efficiency of interdisciplinary approaches in education.

It is obvious that the current and future trend in education ought to ensure easy access to teaching and learning resources for the teachers, who need to adapt their teaching methods and techniques to the expectations and requirements of the young generation of digital-native students. Education can no longer continue to entail only frontal

teaching, when the teacher lectures in front of the classroom and the students (rather passively) sit in their desks taking notes; teaching today needs to have the teacher (literally and figuratively speaking) step down from the teacher's desk and join the students, meet their expectations, adapt to their style and comply to their preoccupations.

Therefore, we can observe how, after almost two years of Covid-19 pandemic-imposed online teaching, educators have reached the conclusion that technology in education is indeed, the future. Before the pandemic afflicted the world, technology has been part of the teaching process, for a while already, by means of online manuals, gadgets, use of internet, etc., but never before has technology become such an integrated part to the teaching process as in this period, in which courses were taught almost exclusively online. Keeping this in mind, we ask ourselves: Does technology bring about more added value to teaching, or not? Does it imply re-formatting all that the educators knew and applied in the classroom? Does it mean that old-school schooling is obsolete? After applying the ECORE tool, we may answer that indeed, more added value appears to be imprinted to teaching, once technology is applied in the classroom, and that educators do need to adjust their teaching styles, their soft and hard skills to meet the requirements of the new age of education. Lastly, old-school schooling is not necessarily obsolete, but it ought to be complemented and adjusted to the novelty imposed to teaching, in view of Industry 4.0 requirements.

6. Conclusion

The tools are out there, the possibilities of applying them to teaching exist, all there is left seems to be the educators' ability and availability to embark on this new adventure. Teachers need to reconsider their role in the educational process, from providers of information to facilitators [12]. It is no longer enough for educators to design lessons following (or shadowing, really) the official teaching syllabus, making sure that students are being delivered all the right information, but it is of paramount importance for the educators to acknowledge and value their students' personality, needs and interests. The curriculum needs to be adapted, the teaching methods and tools must be adjusted having in mind the receivers, the beneficiaries of the act of education.

It goes without saying, this is a tough process, which entails, more than anything else, readiness and availability, willingness to adapt. It implies de-coding the educational needs of the current student, who was born digital-native, who can easily operate gadgets almost all the time, who has quick and direct access to information. It implies re-coding all this data into 'tailor-made' methods, which stand chances to entertain and instruct the new student. Last, but not least, it means that the teachers ought to be ready and willing to learn and train themselves on the new technologies, in order to keep up and perform. This brings us back to the idea of adaptability, which should not be considered lightly, since it involves employing and developing technology skills and competencies, together with the harsh awareness that the 'what' and the 'how' in teaching today might be obsolete tomorrow. It only leaves us with the realisation that in order to survive, we need to adapt to always adapting.

Acknowledgements

This paper ensues from the implementation of the Erasmus+ project Eco/Logical Learning and Simulation Environments in Higher Education (ELSE), 2018-1-IT02-KA203-048006 - Programme KA2: Cooperation for Innovation and the Exchange of Good Practices, Strategic Partnerships for Higher Education, project duration: September 2018 – March 2021.

References

1. Erasmus+ project Eco/Logical Learning and Simulation Environments in Higher Education (ELSE), 2018-1-IT02-KA203-048006 - Programme KA2: Cooperation for Innovation and the Exchange of Good Practices, Strategic Partnerships for Higher Education, project duration: September 2018 – March 2021; the G.E.Palade University UMPhST of Târgu Mureş, Romania was one of the 11 partners.
2. ELSE Project – A handbook for Teacher
3. developed by the POLIMI University, Milan, Italy
4. developed by the University of Cyprus
5. developed by the Entropy Knowledge Network company, Rome, Italy
6. Kaufman D., Sauve, L., Educational gameplay and simulation environments, Information Science Reference, Hershey, NY, 2010, p. 3
7. Cai, Y., et al, VR, Simulations and Serious Games for Education, -Springer Singapore (2019), p. 18,
8. https://i2.wp.com/onseriousgames.com/wp-content/uploads/2015/06/Differences_in_ICTs.png, last accessed 2021/07/26.
9. Technical English. Vocabulary and grammar. Brieger, N., Pohl., A, Summerton Publishing, 26-27
10. https://www.youtube.com/watch?v=ar31DrNV_pM&t=235s, last accessed 2021/09/28.
11. Cope, W., Kalantzis, M.: E-learning ecologies: innovative approaches to teaching and learning for the digital age, by University of Illinois at Urbana-Champaign (Coursera)
12. Rus, D. English for Specific Purposes in the Context of the Shifting Educational Paradigm Triggered by Industry 4.0. Proceedings 2020, 63, 64. https://doi.org/10.3390/proceedings2020063064, last accessed 2021/09/07

proceedings

MDPI

Proceedings

Translation, from Pen-and-Paper to Computer-Assisted Tools (CAT Tools) and Machine Translation (MT) †

Bianca Han

Faculty of Science and Letters "Petru Maior", "George Emil Palade" University of Medicine, Pharmacy, Science and Technology of Târgu Mureș, 540139 Târgu Mureș, Romania; bianca.han@umfst.ro

† Presented at the 14th International Conference INTER-ENG 2020 Interdisciplinarity in Engineering, Târgu Mureș, Romania, 8–9 October 2020.

Published: 28 December 2020

Abstract: This paper reflects the technology-induced novelty of translation, which is perceived as a bridge between languages and cultures. We debate the extent to which the translation process maintains its specificity in the light of the new technology-enhanced working methods ensured by a large variety of Computer-Assisted Translation (CAT) and Machine Translation (MT) tools that aim to enhance the process, which includes the translation itself, the translator, the translation project manager, the linguist, the terminologist, the reviewer, and the client. This paper also hints at the topic from the perspective of the translation teacher, who needs to provide students with transversal competencies that are suitable for the digital area, supported by the ability to tackle Cloud-based translation tools, in view of Industry 4.0 requirements.

Keywords: translation process; CAT tools; machine translation; communication; applied linguistics

Published: 28 December 2020

1. Technology and Translation

The aim of the present paper lies in emphasising the necessity of adaptation to the intrinsic novelty imposed by the actual trend in the evolution of the world, brought about by the development of technology in all the arenas of human activity. Just like the industrial revolutions which preceded it, the fourth Industrial Revolution (commonly referred to as Industry 4.0) goes beyond the industry domain, affecting all spheres of human life. Theoreticians of the concept broadly define the specifics of Industry 4.0 as a fusion of technologies affecting all human activities, connecting the physical, digital, and biological levels. Since translation is perceived as a bridge between languages and cultures, it was only a matter of time until technology-induced novelty influenced the way in which we perform the sophisticated act of rendering words from one language to the other. Thus, we debate the extent to which the translation process still manages to maintain its specificity and particularity in light of the new technology-enhanced working methods ensured by a large (already) and increasing variety of CAT tools (computer assisted/aided translation) and MTs tools (machine translation) that aim to free-flow the entire process of translation, which includes the translation itself, the translator, the translation project manager, the linguist, the terminologist, the reviewer, and the end client. The approach of the author aims to link the use of technology in performing translations nowadays to the greater, more comprehensive phenomenon which we call Industry 4.0, which—although it started as an industrial concept—has now grown to influence every human endeavour. The paper will also hint at the topic from the point of view of the translation teacher, who needs to provide students with the necessary transversal skills and competences that are suitable for the digital area, supported by the ability to tackle the Cloud-based translation tools and software, in view of Industry 4.0 requirements.

The use of technology in translation teaching and, by extrapolation, the use of technology in education is one of the essential features characterizing Industry 4.0. The modern approach in performing translations implies the use of the same technologies and concepts which lie at the foundation of what Industry 4.0 stands for. The use of CAT tools is equivalent to the use of Big Data, artificial intelligence, automation, and digitalization. Moreover, by using CAT tools in the translation classroom, other major requirements of Industry 4.0 are met: the use of technology as a didactic means, the development of students' digital skills, and the integration of various technologies into the normal teaching flow as a basic ingredient.

The importance of translation in a (metaphorically speaking) 'post-Babel world' is already an understatement. The specialised literature on the topic consists of hundreds and thousands of pages, from the earliest over-2000-years-old approaches, attributed to Saint Jerome, acknowledged as the patron of translators, to contributions closer to our times, including those signed by Mona Baker, Roger T. Bell, Susan Bassnett, Umberto Eco, Eugene Nida, and George Steiner, to name only a few. Regardless of their preoccupations and approaches to translation studies—aiming to establish the relationship between word and meaning, the rapport among languages, the (im)possibility to express the intended message in the language of the Other, the precarity of the coding-decoding-recoding of the message, the fidelity towards the original, and the extent to which a translation is prone to lose and win (with)in the process—one of the coordinates that all seem to have agreed upon lies in the fact that translation is an important ingredient in the communication process. Translation enables the so-called cultural bridge, which empowers a perpetual communion of aesthetic values, a communication of the aesthetic identification factor among languages, and also the cognition and recognition of the universal in every language, contributing to the particularisation of a certain language in the general linguistic context, and to linguistic 'globalisation', as we stated in a book published in 2011 [1] (p. 45). In the same book, we read Titela Vîlceanu's opinion regarding the idea that translation appears to be a trans-cultural phenomenon enabling communication that goes beyond any territorial, linguistic, or cultural boundaries [2] (p. 91).

As we belong to a generation that learned how to type on an old typing machine before laying hands on a personal computer, it is only reasonable that we might understand the impact of technology to a greater extent than the generations that followed, who are often referred to as being 'digital-native'. Needless to say, former generations started their education with pen(cil) in hand to scribble on paper, which is still the start today; however, the jump towards the technology-enhanced devices seems to be happening sooner and quicker, and this is applicable to all fields of human activity, including translation, witnessing the evolution from pen-and-paper translation, or even PRAT (Pencil and rubber-assisted translation) [3] (p. 102), to MT and to the more sophisticated CAT tools.

In a broad and simplistic approach to the matter, one could endorse the idea that words were masterfully used and crafted by people first orally, then in (some sort of) writing. We might apply this to the production of original material, and to translation. Irrespective of this, as stated by Kingscott [4] (p.14), in past times, authors and translators would produce their work by hand, first writing a draft, then rewriting it. The portable typewriter came next, followed by the dictating machine as the next technological step, and it was adopted by in-house translation services.

2. On CAT Tools and MT

The present article aims to raise the awareness of the presence and impact of technology upon the translation process, which is expanded to the idea that translation as a process manages not only to survive but also to blossom due to the input of technology. In order to achieve that, one should understand that the two main terms we are describing here, namely MT and CAT tools, are not to be confused or considered to refer to the same reality.

In her online course 'Trends and Reality in Translation Technology' [5], Emmanouela Patiniotaki regards the issue of translation technology as one that considers that all applications and software used by the translator in order to perform a translation project contain translation memories, glossaries,

terminology databases, terminology extraction tools, translation editors, machine translation, alignment, reference management, quality assurance, and review tools. The same author rightfully draws attention to the common misconceptions met in the matter, i.e., those which consider that Translation Technology only implies MT, or that Translation Technology is only intended for technical translation.

We read, in an online article [6], how Jemimah Rodriguez attempts to clarify the difference between the two terms; thus, we are aware of the fact that Computer-Assisted Translation software is a tool which helps translators to translate a text in the languages they work with. It may often be confused with machine translation, which only refers to feeding the text that gets translated without any human involvement. However, what CAT software does is to aid human translators in their translation of a text and saves that text into a database, which is known as Translation Memory (TM). Therefore, CAT tools help in the process of translating. This could be compared to a spell checker in word processing software, which ensures that the spellings in the content are correct. This type of CAT software facilitates the translation of documents without turning the translation process into an entirely automatic one, as Google Translate and other such machine translation tools might do.

Thus, according to A. Imre [3] (p. 210), MT is considered to be that procedure which stands behind analysis performed by an activated computer programme upon the source text in order to generate a target text without the intervention of the human translator. In his book, C.K. Quah [7] (p. 6) also admits that this was the initial goal of machine translation, i.e., to build a completely automatic high-quality translation machine that did not necessitate any human intervention. Nonetheless, in 1952, Bar-Hillel stated that this would be impractical and essentially unattainable.

We understand that MT was initially produced in order to automatise the translation process, as this process was, up to a certain extent, considered intuitive, repetitive, and mechanical, so much so that it was considered prone to customised matching, which may have resulted from possible equivalences between languages. The problems, of course, appeared the minute the language combination was not supported by the desired equivalence, which is often the case. Therefore, even if the rationale behind MT appears to be the simplification of the translation process in the case of formal or formulaic languages, by using artificial intelligence, still, human intervention cannot be substituted by any machine. Thus, it is the translator who needs to give the final touch to the machine-performed action in order to ensure the desired results.

Nevertheless, the subject of MT is a fascinating topic, since it aids the work of the human. That is why even the terminology on the matter seems to be rather generous: as shown in C.K Quah [7] (p. 6), the terms commonly used to describe translation tools in the field of translation technology are:

- machine translation (MT);
- machine-aided/assisted human translation (MAHT);
- human-aided/assisted machine translation (HAMT);
- computer-aided/assisted translation (CAT);
- machine-aided/assisted translation (MAT);
- fully automatic high-quality (machine) translation (FAHQT/FAHQMT).

It is evident that the distinctions between some of these terms are not always clear-cut, as we have already seen, but in order to maintain some order, specialists use the generic term 'machine translation (MT)' when referring to this issue. Some of the MT engines that are available now online are Google Translate, Babylon, Omniscien Technologies, Tauyou, Microsoft Translator, Kantan, CrossLang, Amplexor, Lingo24, Oneliner, Lionbridge GeoFluent, Systran, and DeepL.

On the other hand, 'Computer-aided translation' tools—with the variation 'Computer-assisted translation tools' (CAT tools)—seem to be more commonly used among professional translators. Since the topic at hand seems to have been amongst the preoccupation of the specialists in the field of translation technology, the terms used to explain the tools might appear to be rather complicated. These are tools that—just as their name suggests—assist/aid the translators in their job, i.e., the CAT tools segment and parse the text in the source language, which is fed into the software together with

other reference files, if they are necessary or relevant for the translation job; the variants offered to and decided upon by the translators are recorded as translation memories (TM), thus creating the translation database glossary (TB), to be later used by the translators in their future jobs. The more they translate, the larger the TM and TB. Needless to say, this entire process may seem sophisticated, and indeed, it takes time, practice, and patience to learn the rules of the game, but it is a rewarding, as well as a necessary procedure: the modern and up-to-date translator needs to adapt their approach to the new trends in translation and become much more than a mere carrier of meaning from one language to the other.

The current acceptance of the term 'translator' should also include the other tasks he/she needs to perform as a professional: besides that of a gifted and resourceful linguist, he/she also needs to have some knowledge in the field of computer software, in order to be able to deal with the CAT tools in the field of project management, in order to be able to manage his/her translation projects in the field of communication, so as to efficiently run the projects, etc. Out of the multi-layered facets incumbent upon the translation profession, our attention now focuses on the skills and competences from the computer software area. As we stated in an article, B.-O. Han [8] (p. 324), translators find themselves in a situation in which they need to adapt their work to the new tendencies in the field, being aware that this is the future, and that their survival, productivity, and efficiency in the translation market depends on their power of adaptation.

Our intention is not to suggest, or even imply, that the CAT tools perform the translator's job instead of translators. As we underlined in the same article [8] (p. 325), these tools should be understood, handled, and applied with caution in order to support the job of a translator in being achieved faster when facing, for instance, repetitive terms or terminology belonging to specialised fields. Some of the CAT tools that are already on the market are free, some others are not; some are more user-friendly and intuitive, while the others require more involvement on the part of the handler. This could be compared to the way in which one learns the steps of a new game and copes with the idea that, regardless of how one feels about it, evolution in this field is imminent.

According to an online article [9], the software programmes used in the context of translation are intended to hasten the translation process and ensure its efficiency. These programmes help to edit and store translations, translate projects segment by segment (while keeping their formatting), and ensure quality control (equivalence, consistency, spelling, etc.). Additionally, they help in simplifying terminology management, i.e., one can create, access, and use terms and translation memories while working on projects. The article also underlined the differences between MT and CAT tools: while CAT tools help translators to streamline their translation processes, without actually doing any of the translations instead of or for them, machine translation tools use artificial intelligence to translate texts directly. Nevertheless, translation software tools provide the same goal: to assist in and speed up the process of translation.

The CAT tools market has developed intensively lately, and it takes the form of a large variety of software. As such, there are translation software tools that can be downloaded on a PC desktop and used offline, and there are the cloud-based tools that allow the translator to work online. Furthermore, the variety extends to the market options regarding free or paid computer software; therefore, they are adapted to match different circumstances and needs.

When dealing with desktop (or offline) translation software, the advantages lie in the fact that they can be accessed without an internet connection, and that they work just as well as the computer they are installed on. The drawback to using them would be that they use space on a PC when they are installed, and can be used only on that particular PC. Some of the most well-known such pieces of translation software are: SDL Trados Studio, memoQ, Wordfast (Classic & Pro), Memsource (desktop), Déjà Vu, and Across (among the paid-for examples), and OmegaT and CafeTran Espresso (among the free examples).

The next generation of translation software is represented by Cloud-based translation tools, which are programmes accessed and used online through a web browser. There are many advantages

to using them, since they do not need to be installed on a PC, can be accessed on any device with an Internet connection, save translation in real time and do not lose data, and are updated and debugged frequently and immediately. On the other hand, as the Internet is prone to being hacked, this type of translation software stands at a certain risk. Some of the most well-known such pieces of translation software are: Memsource (cloud-based), Wordbee, and XTM Cloud (among the paid-for examples) and Smartcat, MateCat, and Wordfast Anywhere (among the free examples).

Consequently, we observe that the translation software market is already fairly dense, and—judging by the way technology evolves—it is liable to become more populated. This is a natural process, and we need to adopt it and adapt to it. From the perspective of the translation teacher, this is 'translated'—pun intended—into the effort of presenting this technology-enhanced reality to our students, the future translators, who need to be made aware of the tools they can use as professionals. Clearly, we ought to understand the benefits and the drawbacks that may result from using such tools, but it goes without saying that the future translators would be incomplete in their professional formation if they were deprived of the knowledge and implicit competences that back such technology-supported tools.

One might rightfully argue that the large number of such tools (and the future development of the ones to follow) would make it impossible for a translator to learn the insights of them all. Fortunately, even if they have a significant number of differences, the reality is that the *modus operandi* is essentially the same. The main features regarding, for instance, the text segmentation, the editor, the translation memory (TM), the translation base (TB) or glossary, and importing and exporting the files (to name just a few), are more or less similar, so that the translator finds the tool rather intuitive.

Wordfast Anywhere is the online version of Wordfast Classic and Pro (the offline CAT tool). Among its advantages are that it is user-friendly and convenient, totally free of charge, and permits cooperation with different users. Its weaknesses are that it is a somewhat slow tool and prone to bugs. Nevertheless, it makes a good tool for beginner translators. Smartcat is one of the quickest-developing web-based software translation options for Language for Specific Purposes translation (LSP), translation agencies, and freelance translators; it permits an unlimited number of users and access to continuously-updated translation memories (TMs), it allows the possibility to upload content in different formats, and it includes high-end terminology management. According to an online article [9], the benefits include the fact that it is free, user-friendly, and comprehensive, ensuring that one can transition from other CAT tools or start using it without any beforehand experience. Moreover, it has its own marketplace to collaborate with other professionals in the field.

Memsource is a paid-for tool that provides a web-based translation editor as well as a desktop one. Despite the fact that some translators might consider that it is short of certain functionalities, and it works slower when involved in larger translation projects, it still has a simple, intuitive and user-friendly editor. Another paid-for cloud-based translation tool is XTM Cloud, a customer-oriented, well-organised, intuitive tool, with a solid support team.

Irrespective of the translation software we choose to use in the translation and translation management process, all of them need to have the following features, as pointed out by Jemimah Rodriguez in an online article [6], in which we read about segmentation as being the feature of a CAT tool which divides the content into several segments, thus simplifying the process of translation; instead of typing the translated text of the similar content once more, the translators can use the content segments from the existing database; next comes memorisation, which regards the situation of the specific content that was translated with the use of CAT tool, content which is memorised as source text into its memory; the next time the same content needs to be translated, the CAT tool offers auto-suggestions and permits translators to translate the text quickly. Another feature regards rectification, according to which translators can visualise both the source text and the translated content, and can rectify the translated content in order to ensure the quality. The centralisation feature of CAT tools allows a different translator to work on the same document, in order to ensure a better collaboration. Last, but not least, the import/export of different file formats feature allows the handling of files in varied formats, according to the clients' requirements.

Unquestionably, the novelty implied by the use of any tool requires a certain amount of time to be dedicated to practice, but this does not exceed the working pattern a translator is used to. A translator's job is challenging and rewarding, including that of the translator of specialised texts, who deals with specific terminology, which is (considered) relatively limited or narrowed down. The multitude of tasks included by the job impose a new trend in the professional formation of the translator. The job of a professional translator no longer implies only the process of rendering words from one language to another, especially if we refer to the complete professional translator, who undertakes all of the jobs, i.e., contacting the client, collaboration with other professionals (linguists, terminologists, reviewers, etc.), thus performing the complex task of the translation project manager. Therefore, one can only embrace the aid offered by specialised software, that, if used appropriately, can only enhance and support the work. As underlined in S. Sachs [10] (p.13), if translators manage to learn how to use the proper translation software, they could benefit greatly from the aid of computers, as these can greatly increase the accuracy of texts. Moreover, computers can count words, guaranteeing accurate bills and saving the translator significant time.

3. Translation Technology into the Classroom

As we have stated all along in our article, the technology-supported and -enhanced approach to our everyday life has already become a part of our activity; therefore, it was only natural that it got to shape the way in which we view and perceive the world, looking through a macro-lens, and the way in which we view education, looking through more specialised, micro-lens. As declared in a previous phase of our article, we are deeply preoccupied with the translation process per say, just as much as we are concerned with the training of our students into becoming good professionals. Our main aims are to raise the awareness of our students regarding translation software, and to provide the students with the necessary transversal skills and competences suitable for the digital area, supported by the ability to tackle the Cloud-based translation tools and software in view of Industry 4.0 requirements. This process was activated when we became aware that the translation market requires knowledge and practice in the software field, and that the traditional approach to teaching translation, if performed exclusively using the pen-and-paper technique, was already becoming obsolete. Consequently, we underwent professional training and benefited from the support of our university—by means of the INTECS (Internaționalizarea Educației și a Cercetării Științiice) project (http://proiect_intecs.upm.ro/ro/home/)—in purchasing the SDL Trados Studio 2015 for Translators software, to be used in teaching our students in the Applied Modern Languages specialisation. This helped us to ensure specific activities and provide our students with a professional approach to the translation process.

4. Conclusions

The translation phenomenon appears to be versatile and sophisticated, adapting to the evolution of the rendering of meaning from one language into another. We owe it to ourselves to keep an open mind, to be ready to adapt, and to be able to adopt novelty in the fields in which we develop our activity. Technology has gained an essential role in our personal and professional environments, imprinting upon the perspective from which we see the world, which is undoubtedly forever technology-marked. From our point of view, education has proven to be an ecosystem which has fortunately managed to adapt to the technology-induced innovation, which enables us to believe that there is hope for a better future. The students we build today, will be able to build tomorrow.

Funding: This research received no external funding.

Conflicts of Interest: The author declares no conflict of interest.

References

1. Han, B. *On Translation: Communication, Controversy, Cultural Globalisation*; Editura Universităţii "Petru Maior": Târgu Mureș, Romania, 2011; p. 45.
2. Vîlceanu, T. *Fidelitate şi alteritate lingvistică şi culturală*; Universitaria Publishing House: Craiova, Romania, 2007; p. 91.
3. Imre, A. *Traps of Translation, A Practical Guide for Translators*; Editura Universităţii Transilvania: Brasov, Romania, 2013; pp. 102, 201.
4. Kingscott, G. Translator strategies for getting the most out of the word processing. In *Technology as Translation Strategy*; Muriel, V., Ed.; John Benjamins Publishing Company: Amsterdam, The Netherlands; Philadelphia, PA, USA, 2008; p. 14.
5. Patiniotaki, E. *Trends & Reality in Translation Technology*; Centre for Translation Studies at UCL University: London, UK, 2018.
6. The Top 10 Free and Open Source Computer-Assisted Translation Software. Available online: https://www.goodfirms.co/blog/the-top-10-free-and-open-source-computer-assisted-translation-software (accessed on 30 June 2020).
7. Quah, C.K. Bar-Hillel 1960/2003: 45. In *Translation and Technology*; Palgrave Macmillan: London, UK, 2006; p. 6.
8. Han, B. In Defence of the Human-Made Translation. In *Contemporary Perspectives on European Integration between Tradition and Modernity*; EITM 6; Editura Universităţii "Petru Maior": Târgu Mureș, Romania, 2016; pp. 324–325.
9. Top Translation Software Tools in 2020. Available online: https://www.smartcat.ai/blog/top-translation-software-tools-in-2019-some-even-free/ (accessed on 28 June 2020).
10. Sachs, S. Word processing and the Independent translator. In *Technology as Translation Strategy*; Muriel, V., Ed.; John Benjamins Publishing Company: Amsterdam, The Netherlands; Philadelphia, PA, USA, 2008; p. 13.

The volume **Humanities in the Spotlight** continues the series of studies and research projects dedicated to "The Role of Humanities in Pandemic Times" while, at the same time, continuing the approach regarding the cultural role of universities in the identity and status of humanities, areas of knowledge provocative of common cultural, social, linguistic places, relevant topics of the "Science Conference with International Participation New Trends in Humanities", an annual event held at the Faculty of Sciences and Letters, George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Targu Mures, Romania.
Each of these studies proposes interpretations that give way to imagination, so that the author and the reader will find themselves in a creative dialogue, participating in a spectacular workshop in the alchemical laboratory of a program that is free of any constraints, beyond the time and space we have at our disposal and beyond any particular prior interest.

Luminița Chiorean

The editors, Associate Professor **Luminița Chiorean**, PhD, and Senior Lecturer **Cristina Nicolae**, PhD teach a number of graduate and undergraduate courses within G.E.Palade UMPhST of Targu Mures, Romania. Their research areas include Linguistics, Discourse Analysis, British and American Literature, Translation Studies.

9 786203 028218

CHIOREAN, NICOLAE

Luminiţa CHIOREAN
Cristina NICOLAE

Humanities in the Spotlight

The Role of Humanities in Pandemic Times

LAP LAMBERT Academic Publishing

Imprint

Cover image: www.ingimage.com

Publisher:
LAP LAMBERT Academic Publishing
is a trademark of
International Book Market Service Ltd., member of OmniScriptum Publishing Group
17 Meldrum Street, Beau Bassin 71504, Mauritius
Printed at: see last page
ISBN: 978-620-3-02821-8

Table of Contents

Chapter Ten
THE *YOUTUBENGLISH* OF ROMANIAN COMPUTER GAMERS, OR HOW ROMANIAN YOUTUBERS (AB)USE THE LANGUAGE

Bianca Han
George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Targu Mures, Romania

Abstract
This article intends to be a quick insight into the Romanian computer gamers' language, thus focusing upon the manner and extent to which the language is distorted by the input of the hipster generation of language users. In order to achieve that purpose, we analyse a number of YouTube tutorials on how to play certain computer games or game demonstrations, in which the vloggers or the players alter the language to an extent to which the language would deserve to be referred as YouTubEnglish.*
Keywords: *language and the Internet, new linguistic items, language evolution*

In an article (Han, 2015: 138-142) written a few years ago, we debated upon the peculiarities that language seems to develop while evolving in the usage of the everchanging generations of speakers. We embraced the idea that, since language is a fascinating proof of cultural evolution and that the users of a particular language are bound to impact and be impacted by it, we need to keep an open mind to the premise that the more a language is being used, the more expected its proneness to exogenous and endogenous alterations. Thus, we consider it is rather tempting to shed some light on the matter regarding some of the extrinsic and intrinsic reasons that may affect the language employed by a specific social group of language users: the generation of computer gamers, in our case, Romanian computer gamers.

Truth be told, the idea of writing this paper was triggered precisely by representatives of this exact generation of gamers, from teen players to youngsters, i.e., my children, and my students. Thus, while researching for this article, I have benefited from the consistent input and concerned contribution of young people deeply involved in the process of language (ab)use that I chose to debate upon. While working on the project and analysing the data, I came to understand that this is an utterly natural process that the language is going through, although I was admittedly torn, at times, when facing reality. Nevertheless, I chose to keep an open mind to the matter, and process the process

with a stoic attitude. On the other hand, I was pleased to notice that the students who provided me with some information during the research period, treated the subject with the deserved care and seriousness, so much so that one of them chose to write about the topic in her degree paper.

The current global situation of the 21st century demands that we face a reality that forces people to adapt to factors that not only were missing entirely from the picture in previous ages but were completely unthought of. Today, the preoccupations of the contemporary people have become rather technology-oriented, as if Maslow's pyramid needed some boost. Apparently, nowadays life has managed to deal with the basic needs rather more easily than the past ages, to such an extent that people allow themselves to embrace technology, and use technology in almost all fields of human activity, sometimes even to the detriment of human contact.

People need to understand the implications technology can hold in their lives, to use it wisely and not allow it to take control over everything. By using it wisely, we mean to let it help, assist and support the evolution of humankind, enhance, not hinder communication, improve, not disrupt progress. Technology today has developed to such an extent that it enables even the youngest and the inexperienced in using gadgets and devices, without difficulty. It has become so user-friendly, accessible, and convenient that people often choose it to substitute human relation and contact. It appears that this is the frame in which a new lifestyle has been developed in the latest years. Due to the fact that people have become very busy, wrapped in careers and jobs, preoccupied with earning more, technology – be it a smartphone, tablet, laptops, TVs or any gadget – smoothens their lives from very early ages. We see young children very easily using hi-tech devices, playing with other children, and (hopefully), communicating with peers, learning.

Whether we like it or not, whether we agree to it or not, this is a process we cannot reverse, change or control anymore. It may sound rather dramatic, apocalyptic even, yet, it is the reality we need to learn how to deal with. Maybe an answer would be to take more care into what technology does and how we use it, to how it can help us, teach us, assist us. It is of paramount importance to be able to view the whole picture from both social and psychological points of view, since these perspectives help us understand the process better. In this prospect, we understand the emergence of the youngster using technology to play – as the main activity of this age – doubled by the need of using a standard language, lingua

franca, in order to communicate with peers since, enhanced by the technology of the Internet, communication crosses borders.

The reputed linguist David Crystal prefaces the 2nd edition of his book *Language and the Internet* (2006: x) by admitting that "[…] the Internet comes increasingly to be viewed from a social perspective, so the role of language becomes central. […] If the Internet is a revolution, therefore, it is likely to be a linguistic revolution." At the same time, Crystal aims at investigating "the linguistic properties of the so-called 'electronic revolution', and […] the way in which we use language on the Internet [which] is becoming so different from our previous linguistic behaviour that it might genuinely be described as revolutionary." To support his ideas, he conveys terms like 'cyberspace' as the "information superhighway", or a 'netizen' as being "the regular citizen of the Internet". Obviously, we are made aware of the social and psychological implications of the Internet phenomena not only of the linguistic ones, as language cannot exist outside the social context. An interesting observation reminds us of some of the major discoveries in technology over time, and their impact upon people.

> *There is of course nothing new about fears accompanying the emergence of a new communications technology. In the fifteenth century, the arrival of printing was widely perceived by the Church as an invention of Satan, the hierarchy fearing that the dissemination of uncensored ideas would lead to a breakdown of social order and put innumerable souls at risk of damnation. Steps were quickly taken to limit its potentially evil effects. Within half a century of Gutenberg's first Bible (1455), Frankfurt had established a state censorship office to suppress unorthodox biblical translations and tracts (1486), and soon after, Pope Alexander VI extended censorship to secular books (1501). Around 400 years later, similar concerns about censorship and control were widespread when society began to cope with the political consequences of the arrival of the telegraph, the telephone, and broadcasting technology. The telegraph would destroy the family and promote crime. (Standage, 1999) The telephone would undermine society. Broadcasting would be the voice of propaganda. In each case, the anxiety generated specifically linguistic controversy. Printing enabled vernacular translations of the Bible to be placed before thousands, adding fuel to an argument about the use of local languages in religious settings which continues to resonate today. And when broadcasting enabled selected voices to be heard by millions, there was an immediate debate over which norms to use as correct pronunciation, how to achieve clarity and intelligibility, and whether to permit local accents and dialects, which remains as lively a debate in the twenty-first century as it was in the twentieth.* (idem)

Our concern in this paper aims also at the use of English, as the Romanian young hipster generation of Internet users (to be read: gamers) are evidently learning and using English while they play Internet games. As the englishhelper.com Internet journal suggests:

> *With the rise of the Internet, the English language became a crucial part of the spread of technology. Since the Internet was invented in America, the vocabulary associated with technology was created and distributed in English. There were no other language alternatives when technology started booming. […] These days, it is unlikely that people will learn English without also learning a number of words and phrases that are associated with technology, and popular culture. It has become part of the process on the road to learning how to speak English fluently.*
> (https://www.englishhelper.com/resources/blog/english-language-changing-technology/)

One issue that arises from this aspect regards the accuracy that should accompany fluency in English, which appears to be more often than not rather problematic. Accuracy at language level implies correct use of the linguistic items, flawless grammar, and correct spelling. In his book *The State of the Language. English Observed*, Phillip Howard (1984: 135) admits that "English spelling is notoriously difficult, extravagant, and vexing" which led to two attitudes towards the English orthography: on the one hand, there were those who supported correct spelling as a mark of "full literacy" and on the other hand, those who felt the urge to "reform it: invent a simpler, more logical system of English spelling, that will be easier to learn and will represent more accurately the way that words are pronounced." As it appears, the trend to acknowledge that such a versatile language as English needed reformation in order to become more user friendly was already in sight. Things were even more open to embracing the idea that "Language, particularly English, changes all the time, and by definition, changes the grammar with it. Grammar codifies the language that exists today; it does not superimpose or predetermine a code of usage. Grammar, in short, was made for man, not man for grammar." (119)

Returning to the discussion referring to the Romanian users of the English language, we follow an online article on Mediafax (https://www.mediafax.ro/life-inedit/romanii-si-limba-engleza-pe-ce-loc-este-romania-in-topul-statelor-in-care-locuitorii-vorbesc-limba-lui-shakespeare-18658483), which states that Romania is in the 16th position out of 100 countries in the whole world, where

English is spoken as a second language, according to a survey carried out by EF EPI (Education First English Proficiency Index). The article in question merely states the fact that Romanians are competent in speaking English, but does not offer information regarding the accuracy of the language used, or the way they acquired the language. This might just as well bring together users of English that may have learned the language in school, by themselves, from the Internet, or any other way and that their accuracy might be or not dented. Now, considering things from a social perspective, and trying to mute the linguist, this is not necessarily a negative thing, since we have to admit that communication in a foreign language can be achieved regardless of the accuracy of that language. If we force this idea further, we might even understand why, while playing, gamers are much more interested in quick and efficient communication than they are in accuracy and correctness of the grammar, spelling, even register of the language.

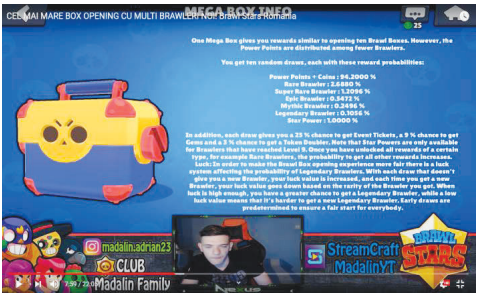
As an English user and English teacher, having learned the language in my teen years, I have always been very self-aware and careful as to how I am using the language, which makes me be in pain every time I witness a sheer misuse of the language. Needless to say, it is quite a common occurrence since, as stated before, the users of the English language in video-gaming are no longer willing to invest time and patience to embrace the language. The silver lining could be that, because of such users, the language is pushed to test its limits, creating new and interesting linguistic instances that are worth analysing.

The analysis that we perform in this article is an exercise that aims at an empirical observation and assessment of the newly-formed-hipster-coined vocabulary of the Romanian gamer. In order to collect the data, I followed some of the *Youtube* videos that young people (my teen children and their peers and my students) watch. I observed that all the video materials that they are watching in Romanian and which refer to gaming (be it tutorials on how to play a game or actual games) are filled with English words affected by Romanian grammar and spelling rules.

In order to prove my theories, I chose three out of the many *Youtube* videos I watched, and tried to find the similarities and the particularities that made them noteworthy. Some of the most interesting of such instances were the following:

Case study # 1: "Cel mai mare box opening cu multi brawleri noi! Brawl Stars România*"(*https://www.youtube.com/watch?v=i48nXkMreSw&list=PLjKjLKMrMjoWoTyd3CNn0DeFFK1IgMHDL&index=1) is a so-called box opening, in

which the young protagonist is opening some presents offered by the *Brawl Stars România* platform, already viewed for 710589 views by May 18, 2019.



Examples of sentences:

- Bun găsit la acest canal de *brawlerstars* cu *opening* pe contul abonaților
- Un abonat fain (*fine*?) a strâns ... *brawlboxuri, ... beatboxuri si megaboxuri*
- Lipsesc foarte mulți *brawlări*
- Am vrut să mai fac *openinguri*
- Nu vrei să mă *bustezi* și pe mine?
- N-am mai deschis serie de *boxopeninguri*
- Să vedem la ce dăm noi *collect*
- Merită să îi dai *powerupul* mare
- Îi dau și *upgrade*, și *power*
- Mi-a dat *tickete, gemuri, token-doublere, coinsuri*
- pe ce să dau *colect* și *powerup* mare?
- hai să dăm cu *hitul* în el, și dă *splash*.

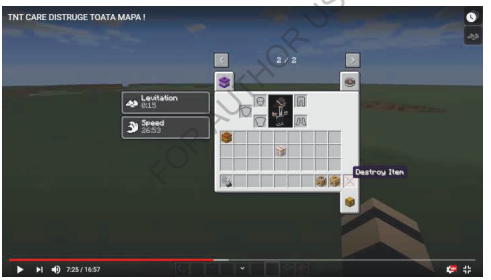
The most frequent instances of language (ab)use refer to:

- applying the rule regarding the definite article in Romanian, thus creating nouns: *powerupul, hitul*;
- applying the rule regarding plurals in Romanian, both in masculine: *brawlări, brawlboxuri, beatboxuri, megaboxuri, openinguri, boxopeninguri, gemuri, coinsuri* and neutral/feminine: *tickete, token-doublere*;
- newly formed collocations:
  - *a da colect* (...la ce dăm noi *colect*) = to collect
  - *a da upgrade* = to upgrade

- *a da power/powerup* = to boost (Îi dau și *upgrade*, și *power*...dau *poweupul* mare)
- *a da splash* = to splash
- *a da cu hitul* = to hit (...să dăm cu *hitul* în el, și dă *splash*)
- *a face opening* = to open boxes with presents (Am vrut să mai fac *openinguri*)
- *a busta* = to boost (Nu vrei să mă *bustezi* și pe mine?)
- *brawlări* spelled with Romanian specific vowel *ă* (Lipsesc foarte mulți *brawlări*);

- or simply using unaltered English words in Romanian sentences (Bun găsit la acest canal de *brawlerstars* cu *opening* pe contul abonaților).

Case study # 2: "TNT care distruge toată mapa!" is a video in which a gamer is presenting the way he plays a certain Minecraft game, while using TNTs (https://www.youtube.com/watch?v=v1mK3UclURA&list=PLjKjLKMrMjoWoTyd3CNn0DeFFK1IgMHDL&index=8), a video that gathered 354.912 views by July 21, 2019.



Examples of sentences:

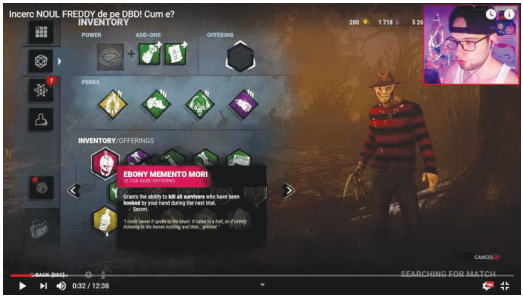
- …episod cu *TNTuri*
- Dacă vreți să *downloadați* și voi, lăsați un mare, mare *follow*.
- A cam dat *crash mapa*.
- Explodează *random*…
- Cât de *flat* e *mapa* asta!
- Ăsta o să facă ceva *lag*!
- Mi-a dat și *speed* acolo.
- Câte *chunckuri* sunt aici? Un *chunck*, două *chunckuri*…
- Câte *blockuri* am spart?

- Voiam să explodez *tnturi* pe *mapa* asta…
- Să vedem *clusterul* ăsta ce face…
- Sunt foarte *sad* că mi-a explodat *blockul* ăsta!
- Numai *dirt* mi-a rămas din *mapa* asta!
- Data viitoare voi juca și pe alte *mape*
- Mi-a dat *levitation*, oricum *zburăm-like*
- *TNTul* ăsta *spaunează* (*spawnează*) orori sau sapă până jos.
- *TNTul* ăsta e destul de lame.

Regarding the most frequent examples of language (ab)use, in the second case study we analysed, we meet instances of:

- maintaining the trend of applying the rule regarding the definite article in Romanian, thus creating masculine gender nouns: *clusterul, blockul, TNTul,* next to the instance of the English word *map*, which is being used with its English meaning (that of a drawing of a surface of the Earth, that helps one get oriented), but as a Romanian pseudo-calque, with the 'proper' definite article for feminine nouns, thus obtaining the term *mapă.* This lexical freshly obtained instance could be rather misleading, since Romanian language already has a term *mapă*, that refers to a briefcase, or a folder, a portfolio;
- maintaining the trend of applying the rule regarding plurals in Romanian, both in masculine: *chunckuri, TNTuri* and feminine: *mape*;
- newly produced collocations:
  - a *da crash* = to crash (A cam dat *crash mapa*)
  - a avea/face *lag* = to lag (Ăsta o să facă ceva *lag*)
  - a da *speed* = to boost (Mi-a dat și *speed* acolo)
  - *a spauna = to spawn (TNTul* ăsta spaunează *spawnează* orori), thus using an English verb under Romanian conjugation rules;
- using unaltered English words in Romanian sentences, while preserving the right English meaning, a clear sign that the language user is aware of it (Sunt foarte *sad...;* Numai *dirt* mi-a rămas…; Mi-a dat *levitation*…).

Case study # 3 is a video performed by one of the famous Romanian vlogger IHATEPINK(https://www.youtube.com/watch?v=eYHrLHkVcBA&list=PLjKjLKMrMjoWoTyd3CNn0DeFFK1IgMHDL&index=5&t=0s) „Încerc Noul Freddy de pe DBD! Cum e?", video that has had 36.608 views, by August, 1, 2019.



Examples of analysed sentences:

- Am toate *offăringurile* astea
- Nu am *whispers* pe el
- Am stat zece minute să mi se creeze *lobbyul* pe joc și tu dai *leave*...
- Nu e *fun*, frate, ... unde e *funul*?
- Capcanele astea dau *slow* la supraviețuitori.
- Capcanele fac ca *survivărul* să fie mai încet.
- Am *endurance*, sau cum se numește *perkul* ăla?
- *Survaivărșii* ăștia sunt chiar *mad.*

Pertaining to the most common instances of language (ab)use, in the third case study we examined, we meet occurrences of:

- retaining the trend of the rule regarding the definite article in Romanian, thus creating masculine gender nouns, in the singular: *funul*, *lobbyul, survivărul, perkul,* or plural (neutral nouns): *offăringurile, survaivărșii*;
- exploiting intact English words in Romanian sentences, while keeping the proper English meaning, another sign that the language user has the property of the English terms used: Nu am *whispers* pe el, … și tu dai *leave,* Nu e *fun*, frate, Capcanele astea dau *slow,* Am *endurance, ...*ăștia sunt chiar *mad.*

Amongst the conclusions that I reached after having analysed these videos, the ones that stand out are, on the one hand socio-psychological, which prove once more that the Romanian hipster gamers have good knowledge of English language, understand the Internet-game language, but, in order not to lose touch with their Romanian viewers, they only adapt that language, i.e. make it fit into Romanian, and on the other hand, linguistic, which lead to the emergence of new vocabulary. One can argue that this emergence of new terms in the use of

Romanian language could be considered as an external means of vocabulary enrichment.

Another sure thing about this type of gaming language, this forced language, abused language, *YoutubeEnglish** poured into Romanian (in our case), is definitely not characterised by durability. Actually, all linguists ever have regarded language as a living, everchanging entity, as the contextualised product of its users, prone to absorb and reflect the socio-linguistic phases that all languages go through, some more (often) than others.

In his book *Language and the Internet* David Crystal (2006: 257) makes us aware of the reality that the different fields of communication (be it gaming, chat groups, www pages, emails, blogs, vlogs, etc.)

> *will not remain as they are for long, given that the technological developments upon which they rely are constantly evolving, putting users under constant pressure to adapt their language to the demands of new contexts, and giving them fresh opportunities to interact in novel ways. The readiness with which people do adapt language to meet the needs of new situations, which is at the heart of linguistic evolution [...] is going to be fully exploited in the next few decades, with the emergence of yet more sophisticated forms of digitally mediated communication. Nor is the population using it any more stable.*

This only makes us aware that this is just a mere glimpse in time, that languages are perpetually mirroring and reflecting social realities felt, lived and experienced by their users. There is no way one could foresee how languages could or might develop, but by all means, they will. As language users, and analysts, we need to understand that this tendency of coining new contextual terms is a normal one, representing the natural path languages take. At some level, it seems to be better to witness such a trend, than it would be to see a language die. As, just as David Crystal warned us in his book *Language Death*, (2000: ix), "Language death is real. Does it matter? Should we care?". Crystal dedicated an entire book (and to a certain extent, some that followed) to the matter, making people aware of the seriousness and precariousness of the situation. He insists that we need to care, because languages express who we are, who we were, how we evolve(d), because languages help add to the human knowledge, not to mention that they are interesting in themselves.

Keeping the light on interesting linguistic items, this article benefited from the input of one young gamer (Fodor Laura, Master student in Anglo American

Studies, UMPhST), who kindly shared a list of the gaming terms (explanation, examples and Romanian version) that seem to be used by Romanian players of Internet games. The terms we encounter here follow the path of the ones we debated upon in the previous case studies in this article, in that they add to the already observed linguistic categories. Thus, after having analysed and completed the list with Internet gaming terms used by Romanian gamers, some of the conclusions I reached, regard:

- English nouns, which are preserved as such, in Romanian sentences (team has *hack* - echipa are *hack;* I have *lag* – Am *lag;* I have no *ping* – nu am *ping* deloc;
- English nouns, which are preserved as such, in Romanian sentences, but undergo Romanian syntactic rules, by means of articles, number, or even pronunciation: (I have many *frags* – am multe *fraguri;* let's kill the *boss* from this *level* – să omorâm *bosul* de la *levelul* ăsta; I need some *buffs* – am nevoie de niște *bufuri;* that guy is a *hacker* – tipul ăla e un *hacker;* he is such a *noob* – ce *nub* e; Let's do these *quests* – haideți să facem *questurile* astea; Valorant is my favourite *shooter* - Valoran teste *shooterul* meu preferat; Ahri is my *main* in League of Legends - *Main-ul* meu în League of Legends este Ahri);
- English verbs, conjugated according to Romanian language rules (*to ban him – să îl banăm;* John is *boosting* - John *boostează;* player is *feeding* – jucătorul *fideazǎ*; He *tilted* me so much – m-a *tiltat* atât de tare);
- newly formed collocations:
  - she *rooted* me - mi-a dat *root*
  - they *rushed* us – ne-au dat *rush*
  - I couldn't *heal* you - n-am putut să îți dau *heal*
  - I have to *upgrade* my items - trebuie să îmi fac un *upgrade* la iteme.

On the other hand, I also observed that gamers (according to our reference gamer, F.L.) use certain linguistic items or collocations with a new meaning that is often only derived, if not significantly altered, compared to the one in any language dictionary; therefore, we see how

- one of the most frequently used terms in gaming, the term *(to) hack*, meaning *to break, to cut violently* is usually used as a noun: "a cheat code that makes one instantly shoot the enemy's head, instantly kill them";
- the term *boss*, meaning *chief, leader* takes, in gaming, a new hue: "an enemy, non-playable character, at the end of a level or a game, more difficult than the rest of the enemies";

- the term *buff*, meaning *fan, passionate of* takes, in gaming, the hint to: "an effect that enhances the stats of a character in a game";
- the term *feeding*, meaning *nourishment* becomes in gaming: "an effect that enhances the stats of a character in a game";
- the term *ping* meaning *signal, impulse* becomes in gaming: "the network latency between the client and server (related to lag; a high ping produces lag);
- the term *quest* meaning *search, aim* in gaming is rendered as: "an objective-based activity created in-game for the purpose of either story or character-level advancement";
- the term *root*, meaning *base, origin* in gaming is: "an ability that locks a target in place";
- the term *tilt*, meaning *move into a sloping position* takes, in gaming, a new hue: "getting angry at someone or something, often resulting in reduced quality of play".

Some other specific terms used by gamers are:

- *noob* (*newbie*), which refers to inexperienced player, and is usually used as an insult)" (F.L.); "someone who has just started doing something, especially playing a computer game, and does not know much about it (as presented in a Cambridge Dictionary) or, as presented in the article "Gamers' paradise" (Hill, 2020: 58) one who is unschooled in the game, and thus deserves mercy, or mockery;
- *frag (not found in the dictionary)* – "to successfully annihilate another player" (idem);
- *gank (not found in the dictionary)* – "to sneak up on an unwary foe, usually a noob and merrily frag them" (idem);
- *nerf (not found in the dictionary)* = "a change intended to weaken a particular item, tactic, ability, or character, ostensibly for balancing purposes" They are nerfing my favourite character* - Îi *dau nerf* la caracterul* meu preferat. (F.L.) (*another *furculision*-type of translation, similar case to the term *map* (en.) - *mapă* (ro.) presented above).

Acronyms are also a good source of linguistic instances used by gamers. Amongst the most frequent acronyms indicated by F.L., we can refer to:

- *cd*, coming from *cooldown* = after using an ability in a game you usually have to wait for a few seconds/minutes before using that ability again (ex. I couldn't heal you. It was on *cd.* - Nu am putut să îți dau *heal*, era pe *cd*;
- *dlc*, coming from *downloadable content* (extra content) (ex. I like this game so much I bought the *dlc* as well - Îmi place jocul ăsta atat de mult încât am cumpărat și *dlc*-ul);
- *fps*, coming from *frames per seconds* (how smoothly a given game runs on your PC, the more fps the better) (ex. I have low *fps* in this game - Am *fps-uri* mici în jocul ăsta);
- *gg*, coming from *good game* (ex. It's nice to say '*gg*' after the match - E frumos să spui "*gg*" după meci);
- *ks,* coming from *kill steal* (ex. Why did you *ks*!? - De ce ai facut *ks*?);
- *(low) hp,* coming from *(low) health points* (ex. I'm *low hp*, heal me, please!- Sunt *low hp* (am viață puțină), te rog, dă-mi *heal*);
- *MMORPG,* coming from *massively multiplayer online role-playing game* (ex. World of Warcraft is the most known *MMORPG*. - World of Warcraft este cel mai cunoscut *MMORPG*);
- *MOBA,* coming from *multiplayer online battle arena* (ex. League of Legends is the biggest *MOBA* ever. - League of Legends este cel mai renumit *MOBA*);
- *xp,* coming from *game experience* (ex. How much *xp* do you have? - Cât *xp* ai?).

The present article would not make a point in debating upon the profile of the Internet gamer, as it does not constitute the core of the topic. However, few things on the matter ought to be outlined, to ensure a more wholesome image of who the gamer is, regardless of the language they use while playing. Empirically speaking, the gamer is rather young, he/she starts playing as an entertaining activity, to bond with virtual or real peers, even as a distraction from age-implicit issues. Dedicated surveys (for instance: https://www.forbes.com/sites/kevinanderton/2019/03/21/research-report-shows-how-much-time-we-spend-gaming-infographic/#6e2419723e07) have proved that he/she spend a rather increased time online, which bring about sensitive issues related to physical and psychical health, ethics, even money. There is an entire industry that has been developing around Internet gaming, which has definitely and irreversibly changed people's lives, from the way they interact to one another, to how they choose to spend their time and money, or engage in leisure activities, that have slightly shifted to the online, virtual environment. To support this

affirmation, we only mention the newly coined term *esport*, which according to Wikipedia, refers to "a form of sport competition using video games". There are many Internet sites dedicated to this activity, that host high profile championships.

> *Online competitive video gaming, or esports (electronic sport) is an increasingly mainstream section of the sporting world. […] The global sports market was worth around a billion euros in 2019. […] Big finals can attract larger viewing figures than the SuperBowl (around 100 million) and star players can earn north of a million euros a year in prise winnings.* (Hill, 2020: 56)

The point that we are trying to support here is that society is continuously evolving, and all the important life aspects display this reality. Language is strongly interconnected to all human activities, especially to interhuman connections, so that it cannot be eluded from the phenomena of evolution. It is a natural process that language undertakes, as it is the language that represents the red thread that keeps them all bonded tightly. It is true that this process is being differently acknowledged, accepted or perceived by language users, since there are always going to be those who embrace the change as language improvement, opposing the others who see it as language disease. Irrespective of this reality, the English used in gaming, regardless of the players' mother tongue could be referred to as *YouTubEnglish*.

References

Crystal, D. (2006). *Language and the Internet*. Cambridge: Cambridge University Press.

Crystal, D. (2000). *Language Death*. Cambridge: Cambridge University Press.

Han, B. (2015). "On Language Peculiarities". *Studia Universitatis Petru Maior Philologia 18, pp.* 138-142.

http://old.upm.ro/cercetare/studia%20website/Studia18.2015.pdf

Hill, A. (2020) "Gamers' paradise" in *Wizz Magazine*, Feb-March 2020.

Howard, P. (1999). *The State of the Language. English Observed.* London: Hamish Hamilton Ltd.

https://www.englishhelper.com/resources/blog/english-language-changing-technology/

https://www.mediafax.ro/life-inedit/romanii-si-limba-engleza-pe-ce-loc-este-romania-in-topul-statelor-in-care-locuitorii-vorbesc-limba-lui-shakespeare-18658483

https://dictionary.cambridge.org/dictionary/english

https://www.forbes.com/sites/kevinanderton/2019/03/21/research-report-shows-how-much-time-we-spend-gaming-infographic/#6e2419723e07

Bianca HAN, Associate Professor at G.E. Palade UMPhST Târgu Mureș, PhD in Philology, specialist in linguistics and translation studies, communication techniques, 19 years of teaching experience in higher education system. Published more than 50 articles, has been part of the team in several projects. She is a TED translator, owns a SDL Trados Studio 2015 for Translators Certification. Collaboration with Didactic Corpus Institution projects.

Identity has often been labelled one of the most controversial concepts of our time, its complexity and elusiveness generating heated debate among identity theorists, researchers, enthusiasts, etc. The present volume is structured as a collection of articles focusing on this multifaceted phenomenon, offering various and challenging analysis lens that would zoom in on constructive or deconstructive identity journeys.
The authors of the papers are master's degree programme students (first year of study), specialising in Anglo-American Studies, and the papers reflect, to a certain extent, the research they conducted within several courses at George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Targu Mures (UMPhST), constituted as incipient studies that do not claim to exhaust the approaches they propose, but further them as the beginning of a scholarly journey.

The editors Dr. habil Ștefanovici, Dr. Cristina Nicolae, and Dr. Bianca Han teach English literature and linguistics within G. E. Palade UMPhST of Targu Mures, Romania. Their fields of research are: British and American Literature and Civilisation, Translation Studies, Applied Linguistics, Communication Techniques.

9 786203 197433

LINGUISTIC AND LITERARY IDENTITY

Cristina NICOLAE
Bianca HAN
Smaranda ȘTEFANOVICI

LINGUISTIC AND LITERARY IDENTITY

Student Perspectives

LAP LAMBERT Academic Publishing

NICOLAE, HAN, ȘTEFANOVICI

Imprint

Cover image: www.ingimage.com

Publisher:
LAP LAMBERT Academic Publishing
is a trademark of
International Book Market Service Ltd., member of OmniScriptum Publishing Group
17 Meldrum Street, Beau Bassin 71504, Mauritius
Printed at: see last page
ISBN: 978-620-3-19743-3

ON TRANSLATING *GARDEN-PATH SENTENCES*

Dr. Bianca HAN

Language, this continually evolving and spectacular living entity is fascinating, regardless of the people it belongs to. Language is, without doubt, the cradle of history and culture, that embeds the dreams of the past and hopes for a better future of the speakers of that language. In a somewhat circumstantial, historical, or conventional manner, English has become the lingua franca. The topic has been highly debated upon, and the reasoning might belong to a large variety of pertinent (some more than others) motives, which do not constitute the aim of this paper. Be it a reason or a result of this, English appears to be a very intuitive language, on the one hand, due to the exposure it entails (it is being used by speakers around the world, it is heard and read in the media), and on the other hand, due to a musicality that makes it (more) easily approachable by a foreign language user. In this light, we believe that even the inherent language ambiguities seem to generate less difficulty in comprehension.

In regard to language ambiguities, we refer to the broad palette of "linguistic treats", i.e. the controversial linguistic items, ranging from euphemisms, slangs, idioms, puns, to tongue twisters, to name just a few. *Garden path sentences* can be viewed as a viable candidate to be added on this uncomprehensive list, since they may be perceived as fascinating linguistic events since their comprehension requires semantic, stylistic and even psycholinguistic skills on the part of the language user.

According to Harley (2001: 420), quoted by Shi and Xie in an article *Viewpoint in Garden Path Sentence: A Functional Approach*[11] (2017) a *garden path sentence* is a type of sentence where "the syntactic structure leads you to expect a different conclusion from that which it actually has." Moreover, "the reader initially assumes a particular meaning of a clause or sentence, but discovers later that the assumption is incorrect, forcing him to backtrack and reinterpret the sentence."

[11] https://www.scirp.org/html/3-1640545_73982.htm

Therefore, a garden path sentence is that kind of a sentence, which is prone to develop confusing meaning, from lexical, syntactical and stylistic points of view, to such an extent to which it may take the reader "down a garden path", implying an erroneous linguistically inaccurate or false comprehension. The readers expect the sentence they start reading to lead to an obvious destination, predictable and unambiguous until they realise that what seemed to be an exact sentence turns out to be broken, incomplete, interrupted, illogical, so much so that they feel the need to stop, parse the sentence and analyse and re-process the situation, and start again from the beginning.

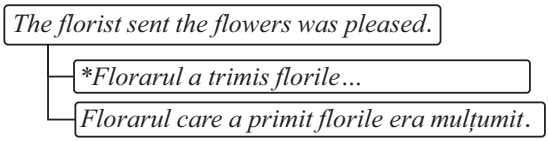
Li and Sheng (2017: 1190) quote from the specialised literature on the subject, from Bever (1970) with his *Hierarchy of Canonical Schemas*, to Kimball (1973, 1975) and the *Seven Principles of Syntactic Analysis*, to *The Sausage Machine of Frazier&Fodor* (1978) to conclude with Carol, Hu or Jay,

> Carroll (2000) argues that we interpret a sentence in a particular way only to find out near the end that we misinterpreted it. The subjective impression is that of being led down a garden path until discovering at the end, we took the wrong path and have to retrace our efforts. It is called the garden path effect. Hu (2001) holds that garden path sentences are sentences that are initially interpreted with a different structure than they actually have. Jay (2004) thinks that a garden path sentence is a metaphor for being led down a linguistic path that takes us to the wrong meaning.

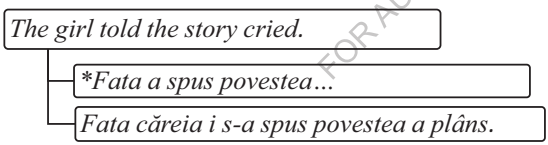
Thus, linguists have been indeed fascinated by this phenomenon, and have tried various, even controversial approaches in trying to explain it, from generative grammar to cognitive linguistics and psycholinguistics.

This article aims at observing the challenges triggered by the process of translating garden path sentences into Romanian, to determine if the impact they contain is preserved into the target language if the target language identity is able to re-code the same effect. The English language appears to be quite generous in such fascinating linguistic instances as the garden path sentences. For our case study on the translation into Romanian of such sentences, we have made a selection from some

lists put together by Caroline Biggs[12] (2018), Brandon Spektor[13] (2019) and Richard Nordquist[14] (2020).



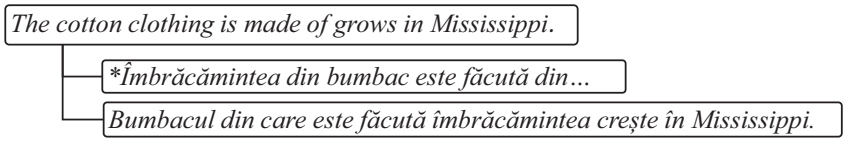
In a first attempt of translation into Romanian, we would go with: *The florist sent the flowers = Florarul a trimis florile*…but here, the sense of the sentence seems to break, meaning that we have been led down the garden path, that took us nowhere, thus we go back and approach the translation differently: *Florarul care a primit florile era mulțumit*. We observe that, if the source language sentence had been more complex, i.e. if, after the subject (*florist*), it had contained a relative pronoun (who) + the auxiliary for the passive voice (was): *The florist who was sent the flowers was pleased*., then the translation into the target language would not have turned out to be ambiguous. This appears to be one way to solve such language phenomena, as garden-path sentences.



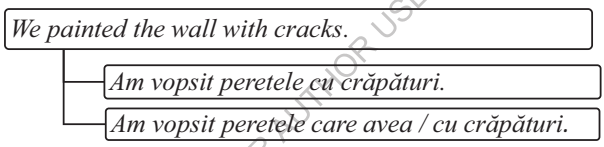
The same formula might be applied in the following example *The girl told the story cried*, as we might believe that a proper translation would be *The girl told the story = Fata a spus povestea*, but since our sentence ends with the verb *cried,* which we discover to be the actual predicate of the sentence, we are made aware that we reached a garden path, which means we need to start all fresh. Again, if the sentence in the source language had been more generous, i.e. if it had given the information on the passive voice instance, to complete the relative subordinate clause, as: *The*

[12] https://www.apartmenttherapy.com/garden-sentences-262915
[13] https://www.rd.com/list/garden-path-sentences/
[14] https://www.thoughtco.com/garden-path-sentence-1690886

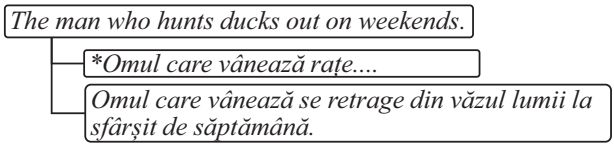
girl (who was) told the story cried, then the translation in a target language would not have constituted a problem. But then again, where would the fun be?



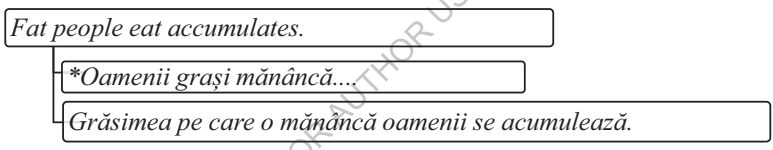
Stating to translate this sentence into Romanian, we would read: *The cotton clothing is made of = Îmbrăcămintea din bumbac este făcută din*…but, then the encounter of the predicate *grows* knocks down the entire meaning that we believed we made of this sentence. Therefore, we re-process and start again, figure out that the predicate is expressed by a prepositional verb, in the passive voice (*to be made of*) and thus, we obtain *Bumbacul din care este făcută îmbrăcămintea crește în Mississippi*.



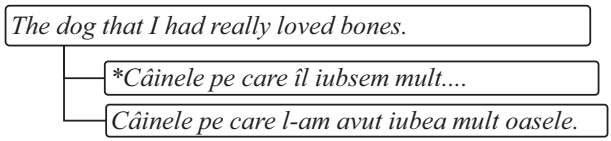
The example above is interesting from the point of view of the way in which the ambiguity is served: the point is that the meaning of the collocation noun+preposition+noun: *wall with cracks* is clear enough, as it means: *peretele cu crăpături*. But, once it becomes the Direct Object in the sentence, to the predicate: *painted*, it tends to develop the ambiguity, expressed here as a nonsensical sentence: *Am vopsit peretele cu crăpături*. The non-sense of the sentence is induced by the understanding that *we painted the wall and we used cracks as paint.* Thus, to avoid the switch in meaning, the original ought to offer more information: *We painted the wall that had crackers (in it). = Am vopsit peretele care avea crăpături.* However, the Romanian translation *Am vopsit peretele cu crăpături*. does not entirely elude the correct understanding of the original, which makes the instance of the garden path sentences even more noteworthy.



This instance qualifies as an example of garden path sentence as it plays with the mind of the reader, implicitly, of the translator, starting from the confusion caused by the term *ducks*, which could be rendered as the plural form of the common noun *duck*, hence the translation: *The man who hunts ducks… = Omul care vânează rațe…,* but the fact that the term in discussion turns out to be the verb *to duck,* followed by the preposition *out*: *ducks out* (a prepositional verb), consequently followed by the inherent dead-end we reach in understanding the sentence, sends us back to reconsider the sentence. Moreover, since the preposition we meet next to the verb alters its initial meaning, we dive into a new interpretation of the sentence: *Omul care vânează se retrage din văzul lumii la sfârșit de săptămână.*



The case above is somewhat puzzling, and it captures our attention due to the fact that in translation, there seems to be a difference between the initial attempt, which leads down a garden path, actually: *Fat people eat… = Oamenii grași mănâncă ...* and the correct translation, which becomes clear once we realise that *accumulates* is the predicate of the main clause, since our sentence is actually a complex sentence: *Fat (that) people eat accumulates.* Thus, the correct translation is *Grăsimea pe care o mănâncă oamenii se acumulează.* We observe how the garden path effect affected the entire perspective of the original sentence.



The example above exploits the fact that in English (just like in Romanian, for that matter), the auxiliary verb used when building compound (perfect) tenses is the verb *to have*. This appears to be the detail that triggers the confusion and generates a garden path sentence. Thus, we might understand that *The dog that I had really loved… = Câinele pe care îl iubisem mult…*, but the rest of the sentence does not fit the beginning, therefore we need to reconsider the entire thing. We notice that we need to render the predicate *had*, in the Simple Past Tense and that *loved* is another Simple Past Tense verb, unlike the initial misunderstanding of the Past Perfect Tense illustrated by the *had (really) loved*, thus the translation in Romanian reads: *Câinele pe care l-am avut iubea mult oasele.*

Dealing with garden path sentences is already challenging enough, let alone translating them, especially if the translation does not manage to capture the intended language pun meant by the original. This may lead us to ponder upon the initial intent behind a garden path sentence, if there is indeed one, besides the savour, it brings to the text. Irrespective of this, this linguistic phenomenon is genuinely exciting, as it encompasses the identity of a language that, due to its exposure, appears to be available to a broad public, but still encapsulates large doses of distinctiveness.

References

Biggs, C., (2018). "20 Grammatically-Correct Sentences You Won't Read Right the First Time", https://www.apartmenttherapy.com/garden-sentences-262915

Harley, T.A. (2001). "The Psychology of Language: From Data to Theory", Hove: Psychology Press Ltd. https://doi.org/10.4324/9780203345979

Li, H., Sheng, X. (2017). "Study on the Garden Path Phenomenon from the Perspective of Generative Grammar" in *Journal of Language Teaching and Research*, Vol. 8, No. 6, pp. 1190-1194.

Nordquist, R. (2020). "Garden-path Sentence, Glossary of Grammatical and Rhetorical Terms", https://www.thoughtco.com/garden-path-sentence-1690886

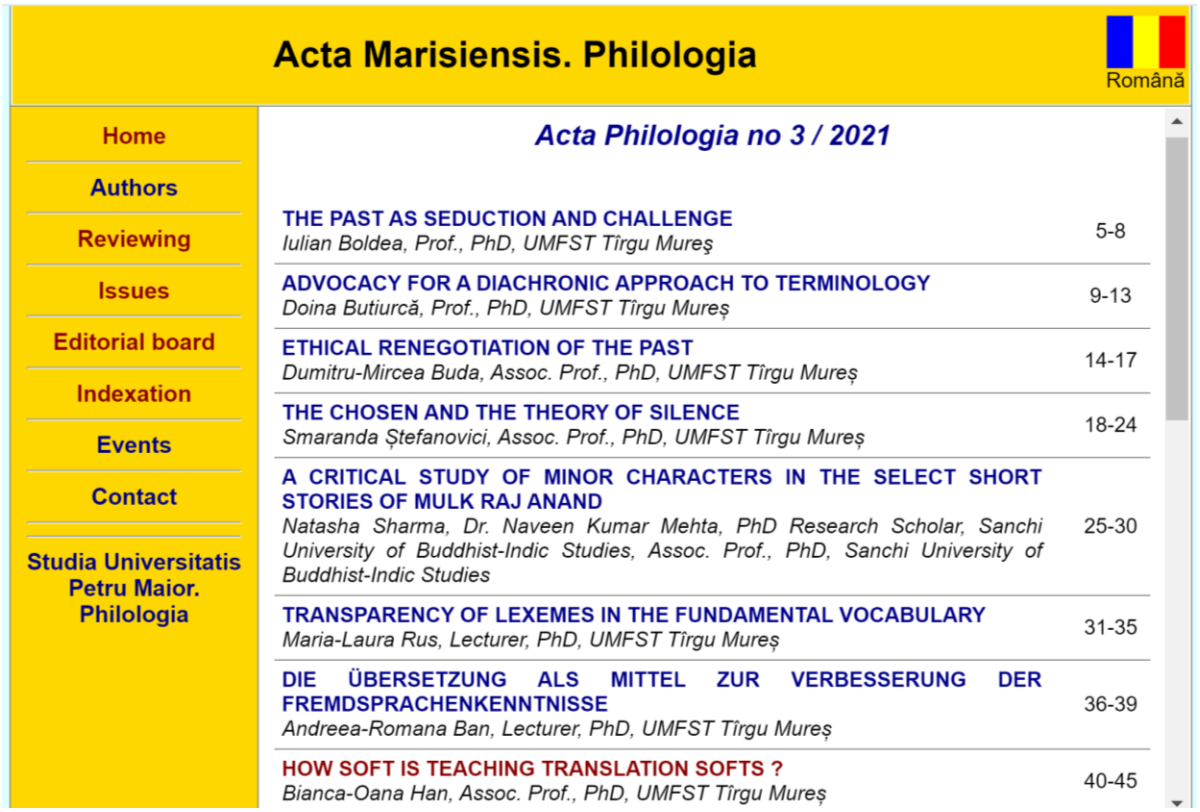
Shi, Y. F., & Xie, Y. H. (2017). "Viewpoint in Garden Path Sentence: A Functional Approach" *Open Journal of Modern Linguistics*, 7, 33-40. https://doi.org/10.4236/ojml.2017.71003

Spektor, B., (2019). "7 Simple Sentences That Drive English Speakers Crazy", https://www.rd.com/list/garden-path-sentences/

Bianca HAN, Associate Professor at G.E. Palade UMPhST Targu Mures, PhD in Philology, a specialist in linguistics and translation studies, communication techniques, twenty years of teaching experience in higher education system. Published two books and more than 55 articles, has been team member in several projects. She is a member in Erasmus projects, a TED translator, owns an SDL Trados Studio 2015 for Translators Certification. Collaboration with Didactic Corpus Institution projects.

B. Han, *How Soft Is Teaching Translation Softs,* in vol. Acta Marisiensis. Philologia 3, University Press, Tg.-Mureș, ISSN 2668-9537 (print), 2668-9596 (online), 2021
https://actaphilologia.umfst.ro/?pag=Philo-03/vol03-Philo

https://actaphilologia.umfst.ro/Philo-03/Philo%2003%2008.pdf



HOW SOFT IS TEACHING TRANSLATION SOFTS?

Bianca-Oana Han
Assoc. Prof., PhD, UMFST Târgu Mureș

Abstract: Since technology has become an organic part of our lives, new skills are in order, and continuous updating is a must. The field of translation could not be left out of this evolution; therefore, the future translator needs to be trained to acquire new digital skills, in order to meet the market requirements. The paper focuses on the Course on translation software, freshly taught within the Master's degree programme of Multimodal translation within our university.

Keywords: translation technology, applied linguistics, higher education, adaptability

The speed with which things are developing, the speed that appears to be imprinted in our lifestyles nowadays, imposes certain adaptability on our part. No section of human life has been left unaffected by this truism. An old game we used to play when we were kids said: '…ready or not, here I come…', words later used even in songs. This only proves how timeless the quick the passing of time really is. Regardless of how ready (or not) we may find ourselves in front of the inherent changes that occur in life, change has always been constant, the one that never changes.

This idea has been among my preoccupations for some time, therefore it was developed in previous articles as well, as I consider that there is a particular fascination that derives from this belief. In an article (Han 2016: 323), I wrote "One cannot fight or stop change. We daresay one shouldn't even try. We believe that trying to embrace it and to make the most of it might work better for us, the subjects it affects." With the same conviction, I aim to underline the necessity to adapt the teaching curricula of the linguistic study programmes in higher education to such an extent that it contains courses that support adaptation to change. The case we are interested in here is that of translation courses, which can no longer be conceived without the inclusion of technology employed to applied linguistics. That is to say, our students need to benefit from the advantages proposed by such an updated and modern approach of technology upon the education process. This leads us to the aim of this article, which focuses upon the use of translation technology tools, tools that support the work of translators in the translation process.

Sometimes perceived with a certain degree of reluctance, if not even disdain, in some cases, these tools have already proven their efficiency and usefulness among translators who were ready to open-mindedly embrace the organic shift to the new approach. The waves of fear that these tools might endanger, or even replace altogether, the job of the human translator were little by little overcome by the realisation that the tools work only in the hands of the human translator, and that AI algorithms that support them have not (yet, anyway) managed to eliminate the human touch. Translators have, therefore, come to understand that these CAT tools are to be perceived as the next logical step towards professional improvement, and that having digital skills and being able to perform the translation job employing applied technology is a must, in order to resist on the market. In a globalised world, the translation market has become genuinely competitive, thus, adaptation to technology-enhanced tools is no longer an option, but a sheer necessity. In her book, Martinuzzi reminds us that adaptability is a crucial skill to master: "There is a well-known Chinese proverb that says that the wise adapt themselves to circumstances, as

water moulds itself to the pitcher. Perhaps at no other time in recent history has adaptability been more important than it is now. Adaptability – the ability to change (or be changed) to fit new circumstances – is a crucial skill […] and an important competency in emotional intelligence." (2009: online)

In another more recent article (Han 2020: online), I also observed how "the translation software market is already fairly dense and judging by the way technology evolves, it is prone to become more populated. This is a natural process, and we need to adopt it and adapt to it. From the perspective of the translation teacher, this is 'translated' -pun intended- into the effort of presenting this technology-enhanced reality to our students, the future translators, who need to be made aware of the tools they can use as professionals. Clearly, we ought to understand the benefits and the drawbacks that may result from using such tools. Still, it goes without saying that the future translators would be incomplete in their professional formation if deprived of the knowledge and implicit competencies that back such technology-supported tools." Translators, just like all professionals, need to be alert and ready to embrace the novelty brought about by the CAT tools. At the same time, they ought to keep in mind that "a growing number of adaptive competitors are using an array of new approaches and technologies, especially in virtual environments" (Reeves, M., Deimler, M. 2011: online), so that keeping up-to-date and continuously improving one's skills is imperative.

Today, maybe more than ever, due to the Covid 19 pandemics, teaching became strongly touched by the use of technology: "No matter the type of channel used (radio, TV, mobile, online platforms, etc.), teachers need to adapt their practices and be creative to keep students engaged as every household has become a classroom -more often than not- without an environment that supports learning", opinate the authors of a study performed by the Worldbank.org. (Barron et al., 2021: online) And teachers, indeed, adapted to the use of technology in the classroom, proving once more that education is of paramount importance for the evolution of humankind. The focus here lies in the idea that technology has become an organic part of our lives, thus new skills are in order, and continuous updating is a must. The field of translation could not be left out of this evolution; therefore, the future translator needs to be trained to acquire new digital skills, in order to meet the market requirements.

In this respect, I found Titela Vîlceanu's idea rather interesting (2017: 137): "The building and development of translation competence become a matter of *where, how* and *when*. Without a shadow of doubt, translator training programmes are most adequately developed by universities or other academic entities at the Bachelor's and Master's levels. Although, theoretically and not only, such programmes offer a competitive advantage to translators, employers (even large international organisations) hire or entrust translation tasks to people who have not specialised in translation. One of the most reasonable justifications is that the mastery of a range of powerful CAT tools can enable a non-specialist translator to perform different tasks in semi-specialised domains." That is to say that training in the use of the CAT tools could provide the working kit to a linguist, be it a student or not. Nevertheless, I trust that the best way to train into developing digital skills applied to translation is by taking on undergraduate or master's degree courses.

One of the degree programmes within our university offers the students a *Course in Translation software*, in which they are presented with the most recent approaches of the matter, and are taught the know-how of some of the most used such CAT (Computer-assisted/aided translation) tools. The declared aim of the Course is to raise awareness upon the fact that translation technology marks the future of the pragmatic approach of the translation market and

also to guide the students' way in learning how to use the tools smartly and make them work for them.

One of the most important phases in the teaching process dedicated to translation technology was to clarify the specific terminology of the field since some of the terms and concepts are prone to cause confusion. Therefore, the students found that CAT tools are not to be confused for MT (Machine translation); they were also made aware of the importance of learning how to deal with a TM (Translation Memory) and a TB (Termbase); they practiced corpora and glossary building, concordance, matching and performed guided translations, soon to realise the usefulness of the tools, if used appropriately.

In line with the leitmotif of the theme that places the use of technology in teaching in the foreground, I opted to use an online questionnaire to gather feedback regarding the Course. The experimentation group consisted of 20 students, 15 of which answered the questions in the questionnaire. Since the number of the focus group cannot be considered as a reference, I reckon that a disclaimer would be fitting, thus the results of this questionnaire are only considered significant to assess the feedback of the Course in question.

Mainly, this survey was based on the answers to the following questions: Have you ever heard of Machine Translation before you took the Course in Translation software? Have you ever heard of CAT Tools before you took the Course in Translation software? Have you ever used Machine Translation before you took the Course in Translation software? Have you ever used CAT tools before you took the Course in Translation software? Were you aware of the difference between MT and CAT tools? Do you consider the use of Translation software useful? Do you believe that the traditional pen-and-paper translation is taken over by the modern technology-based approach, i.e. Translation software? Would you rather stick to your own pen-and-paper approach to translation to the detriment of the technology-based approach, i.e., translation software? Do you consider that it is easy to learn how to use CAT tools in translation? Do you consider that it is difficult to learn how to use CAT tools in translation? Do you believe that the use of CAT tools will cast a shadow over the job of a human translator? How efficient was the Translation software course for you? What was the percentage of new info delivered during the Course? 0-25%, 26-50%, 51-75%, 76-100% What is your overall opinion of the Translation software course? What would you advise the new translator?

It would be essential to mention from the very beginning that that group of students consulted is rather heterogeneous in what concerns their educational backgrounds and translation experiences. Part of them was already initiated (up to a certain extent) in the translation technology issues, but a slight majority was at the initial stage in the matter. In regard to their experience in translation (in a generic sense), the first question of the questionnaire discovered that only 2 (13.3%) had not had any before the Course. In comparison, the largest majority had already dealt with translation in school (11 students: 73.3%), while 2 students (13.3%) have already received a translator's certificate.

The next question aimed at checking familiarity towards the tool MT (Machine translation), prior to the Course, only to discover quite a balanced situation: 4 students (26.7%) declared not to have heard about the tool, other 4 had already heard about it, but had not known what it referred to, and the same number of students had heard about it and had also used it in their translation activities, leaving the 3 students who had heard of the tool, without ever using it. Interestingly enough, when checking familiarity towards CAT Tools (Computer Assisted Translation), the answers were anything but balanced, meaning that most of the students had either never heard of such tools (5 students: 33.3%) or, even if they had, they had never used

them in their translation activities (6 students: 40%). On the other hand, the same number of students had either heard of the tools but had not known what they implied, or had heard of them and even used them (2 students: 13.3%).

As I have already anticipated, one of the aspects that required attention was that regarding the difference and relation between MT and CAT tools, as, just as the questionnaire revealed, almost half the students (40%) had not been aware that there are differences between the two types of tools, while more than half of the students (53.7%) admitted having vague ideas on the matter, leaving us with a crushing 13% of students actually in-the-know.

Another significant result of the survey shows that, by the end of the Course, almost all students were convinced that the translation process would definitely benefit from the use of applied technology (93.3%), while only 1 student (6,7%) was still not sure, yet had not answered negatively. The answers to the question regarding suitable approaches for translation presented 20% of the students who believed that the modern (technology-enhanced) approaches were the most suitable. In comparison, the majority of the students (80%) believed that a mixture between modern and traditional (the so-called *pen-and-paper*) approach would have better results.

Besides its proven, undeniable efficiency, learning and handling translation software is not an easy process, not necessarily because of the technical aspect itself, but rather because of the adaptability facets it entails. This might also be linked to the fact that most of the professionals working today started translating in a period in which the field of translation had not yet been so amply affected by technology. They are at a period in their lives in which adapting to something new might still be perceived as energy-consuming or even difficult to some extent.

Nevertheless, the largest majority of respondents (80%) agreed that modern methods of translation (CAT) should be used together with the traditional ones (pen-and-paper), while only 20% considered that CAT tools should replace the old ones completely, as the traditional ones are obsolete, leaving 0 respondents to believe that using modern methods should not be the case. In the same light, 73.3% agree to the fact that learning new methods of translation is something that can be rendered fairly easy, and only 26.7% admitted that more practice is required to decide if acquiring the new skill is easy; yet, no respondent confessed it being a difficult task, meaning that future translators are open to keep an open mind and understand the necessity to be up-to-date regarding the latest approaches of this activity.

In one of my articles quoted above (Han 2016: 327), I concluded that "translators […] should […] learn how to use [the CAT tools] properly" in order to help the translation process run smoothly, especially when used in the case of texts with a certain degree of specific terminology or texts that use repetitive terminology. It does not entail that the translation process is completely (or even partially, for that matter) taken over by the CAT tool but that the translator has an organised assistant that can operate segments of translation, under the careful supervision of the translator. Continuing the same idea, "We reason that anyone believing that a translator can [completely] rely only on such tools to get the job done, is far from utterly understanding their need and meaning. A translator's job cannot be performed by such tools with a 100% accuracy." And that is because that is not the point of using the tools.

Keeping this in mind, it was interesting to observe how the master students responded to the question about the status of the human translator, viewed from the perspective of possible negative effects that might be brought about by the use of translation technology upon the human translator. Only a little over half of the respondents (60%) declared that they did not believe translation technology negatively impacted the human translator, while 20% still fear that this

might be an issue. The same percentage declared that they were still undecided, which might imply that they had not had enough and relevant experience with the tools to understand their role entirely. At least, the question on the efficiency of the Course revealed that it was a good opportunity to raise awareness upon the matter at hand and introduce students to translation aided by modern tools, as all the answers were painted in favourable colours: 46.7% of students found the Course very efficient, and 53.3% considered it to have been efficient. As it turned out, 93.3% of the students considered that the Course shed new light upon the translation process, and 73.3% consider themselves ready to apply and practice the information received within the Course.

This entitles us to hope that future translators taking this Course will approach the translation process with more confidence and will be able to adapt to the updated working techniques imprinted by the translation technology. This became even clearer with the answers to the last but one question in the questionnaire, which aimed at finding out the general opinion of the master students regarding the Course on CAT tools. All the respondents considered that the information received was certainly useful, well-organised, relevant, and easy to follow; most of them declared that they were anxious to start applying the newly received info and practice translating using the CAT tools. Almost all of them admitted that most of the information received was rather new and seemed difficult, especially at the beginning, yet they became aware soon enough about the necessity of learning how to use the tools and need to adapt to the new approach in the practice of translation, to fulfil the expectations of the market.

The last question in the above-mentioned questionnaire summoned the respondents to offer advice to a new translator preparing for today labour market. All pieces of advice revolved around the ideas that the future translators should become aware of the novelty in translation technology, should practice as often and as much as possible working with the translation software, should be patient with themselves and with the tools, should keep up-to-date with the tools' development, but also, with their working languages, should continue their education and training, by investing in themselves and in translation technology and, most important, always be assured that the tools are not doing the translation job instead of them, and that the tools are not going to leave them jobless, but, on the contrary.

Teaching translation technology requires a high degree of adaptability and awareness of the matter, both on the part of the teacher, who needs to adjust to the needs and expectations of the students while performing the educational act, and on the part of the students, who need to keep an open mind and be ready to apply and practice the information received. But, above all, educators and educated alike, need to trust that this is a 'round-trip' type of process, as "`Whoever teaches, learns in the act of teaching and whoever learns, teaches in the act of learning" wrote the Brazilian pedagogue Paulo Freire." (qtd in Barron et al., 2021: online).

BIBLIOGRAPHY

Barron, M., Cobo, C., Munoz-Najar, A., Sanchez Ciarrusta, I., (2021) *The changing role of teachers and technologies amidst the COVID 19 pandemic: key findings from a cross-country study*

https://blogs.worldbank.org/education/changing-role-teachers-and-technologies-amidst-covid-19-pandemic-key-findings-cross

Han., B. (2016) *In defence of the human-made translation*, in vol. Contemporary Perspectives on European Integration between Tradition and Modernity, EITM 6

Han., B., (2020) *Translation, from pen-and-paper to computer-assisted tools (CAT Tools) and machine translation (MT)* in vol. Proceedings, Basel, MDPI
https://www.mdpi.com/2504-3900/63/1/56

Martinuzzi, B. (2009) *The leader as a Mensch. Become the kind of person others want to follow,* Six Seconds Emotional Intelligence Press, San Francisco, California https://www.mindtools.com/pages/article/newLDR_49.htm

Patiniotaki, E. (2020) *Trends & reality in translation technology*, Centre for Translation Studies at UCL University City London

Reeves, M., Deimler, M., (2011) *Managing Uncertainty. Adaptability: The New Competitive Advantage*, Harvard Business Review Magazine
https://hbr.org/2011/07/adaptability-the-new-competitive-advantage#

Vîlceanu, T. (2017), *Dynamic Interfaces of Translation, Pragmatics and Intercultural Communication,* Craiova: Universitaria

UNIVERSITATEA DE MEDICINĂ,
FARMACIE, ȘTIINȚE ȘI TEHNOLOGIE
„GEORGE EMIL PALADE"
DIN TÂRGU MUREȘ

ACTA MARISIENSIS.
PHILOLOGIA

Issue no. 2/2020

ISSN 2268-9537 (print); 2268-9596 (on-line)Nr. 2/2020
Published by **University Press,** Târgu Mureş, România, 2019
Str. Gh. Marinescu, nr. 38, Târgu Mureş, Mureş, România. 540139.
Tel. 0040 265 215 551, int. 126
Email: editura@umfst.ro

CONTENTS

WHAT ELSE IS NEW IN TEACHING LINGUISTICS?-ON THE USE OF ELSE METHODS AND TOOLS

Bianca-Oana Han

Assoc. Prof., PhD, UMFST Târgu Mureș

Abstract: The article aims at presenting an insight into the implementation at the G.E. Palade UMFST of Tg. Mureș of, on the one hand, the flipped classroom innovative teaching method and, on the other hand, a tool that was developed within the ELSE Erasmus + Project by the Politecnico di Milano (Partner 5 in the ELSE Consortium) - the E-voli tool, applied to the field of linguistics, with special focus on the teaching of foreign languages.

Keywords: innovation in higher education, teaching methods and tools, student centred approach

The ELSE Erasmus + Project, has, by now, proven to be one of those ambitious projects that truly believes in the necessity to keep an open mind when it comes to teaching, to stay in touch with the pragmatic reality, thus allow, or better yet, invite innovative methods and tools to support and become a part in the teaching process and to value (to be read 'place under the spotlight') the beneficiary of the educational process, i.e. the student. It was these two aspects, i.e. innovation in teaching and the student in the centre of the teaching process, that mainly triggered the application[1] of the ELSE project:

"… two fundamental principles of Bologna […] remain unrealised: 1. students continue to be peripheral to the process of knowledge co-construction; and 2. the potential for true pedagogical innovation through new technologies that can enhance the learning experience is underexplored."

The George Emil Palade UMFST Târgu Mureș, Romania is one of the partners of the ELSE Project, next to universities from Italy, Cyprus, Spain, UK, Portugal, North Macedonia, Romania and a software company from Italy. Regarding the objectives aimed at within the project, the target is towards the "need to permanently and continuously embrace change in all fields of human development, adopt technology-induced novelty and learn (how) to adapt to all the changes that occur in life. Thus, the objectives of the project include: innovating pedagogies at tertiary level: a hypertext of good practices, flipping the academic classroom: the eco-system, learning through simulation: technology enhanced environments for university, personalising competence e-assessment: a digital tool, making change happen: the ELSE university teacher's manual for teaching the humanities in the digital age, making self-reflection feasible: the ELSE university student's guidelines to self-

[1] Application form of the ELSE Erasmus + project – Key action: Cooperation for innovation and the exchange of good practices, Action - Strategic Partnerships

assessment.(https://internacional.uca.es/proyectos/proyectos-en-ejecucion/)", as presented in an article published in 2019, with LAP Lambert[2]. The same article also reads „This partnership is meant to find and design appropriate solutions to support and implement innovative teaching methods, to meet the expectations of the students directly involved to the teaching-learning process, and of the external beneficiaries, i.e. the hiring companies on the labour market."[3]

For that to be achieved, the partners have been working on implementing new teaching methods and using the tools developed within ELSE. Therefore, our contribution, up to this stage of the project, was to adapt and apply an innovative learning method, i.e. the flipped classroom, along with an ELSE developed tool, i.e. E-voli tool, designed by the Politecnico di Milano, member of the ELSE consortium. The purpose of this article is to present the situation regarding the application and adaptation of the method and tool mentioned above, in the field of linguistics, at our university.

Flipped classroom is "a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers."[4] This merely implies that the students are invited to become familiarised with a certain topic beforehand, in their own, free time, prepare the possible questions, raise probable queries, to such an extent that, by the time they meet the professor for the class, they would have already become aware of the topic in question, of the issues that are clear or those they still need explanation to. This method appears to have a number of advantages, since it shifts focus upon the students, it makes them become more involved in the educational process, be an important piece in the puzzle.

The implementation of the flipped classroom method at our university, in the field of linguistics (more precisely, foreign languages) was applied to MA students in Anglo American Studies and was first supported by a questionnaire-based survey, meant to establish the students' opinion and experience on certain aspects, aimed at designing the most efficient strategy to be applied. Thus, at this first stage, the questionnaire intended to get answers regarding the student' interest in linguistics; in case their interest was a fading one, they were asked to name any demotivating aspects/elements/agent; students were also asked to have an opinion regarding the importance of linguistics as a communicative and pragmatic way of life, or even enumerate/name and describe the methods through which they have been taught linguistics (language) in middle school, high school and university. They were also required to go as far as to have opinions and arguments on the effectiveness and ineffectiveness of the methods used by their former teachers. Last, but not least, they were invited to imagine what approach they would use, if they were to teach linguistics (language) themselves, with special focus on innovative methods.

Pertaining to the findings of this first stage of the survey, the answers regarded as the demotivating aspects the following issues: length of the topic being taught, uselessness

---

[2] *Somethings ELSE in Teaching Strategies in Higher Education. Insights into an Erasmus+ Project (I)*, in Humanities in the Spotlight. L. Chiorean, C. Nicolae, C. Lakó (coord.) Editura Lambert LAP, 2019, p. 196

3 idem

[4] https://www.heacademy.ac.uk/knowledge-hub/flipped-learning-0

-social media today supports bad grammar-, linguistics -not a popular field, considered boring or not so interesting-, information gap, lack of practice, lack of understanding of the info taught. Another interesting and not at all surprising idea was the one referring to the differences between teaching methods (Romanian vs. English). Therefore, in teaching Romanian, it used to be quite often for the teacher to dictate and give examples, without insisting too much upon them, analysis of literary excerpt, grammar issues -theory, dictation, big volume exercises-, grammatical text analysis + learning the theory by heart, not many interactive activities.

On the other hand, in the case of teaching English language, the teacher appeared to be more inclined to give the definitions, then gives examples, thus engaging the inductive method of teaching, always made sure that students understood the new concepts and analysed everyday situations, used different types of funny, interactive exercises, focusing on basic info not on exceptions, offering several language formulae, many practical exercises, translations, while theory was explained and supported by examples, analysis of real-life situations, debates, video materials, dialogues, group and individual work.

To continue with differences, another one that was signalled by the students' answers was that between middle school and high-school, on the one hand (where lessons were rather learnt word by word, were usually written on the black/white board, language was taught through dictation, exercises, dictation, explanation, schemes, exercises) and, on the other hand, university (where language was taught by practical courses, really interesting and useful exercises, accompanied and supported by power point presentations, explanation, schemes, exercises.

The last, but not least aspect dealt with at this stage of the questionnaire also discussed to the effectiveness and ineffectiveness in the teaching methods, and the situation that ensued refers to the appreciation that the effective methods were those interactive methods, diverse exercises, debates, deductive ways of learning, exploring rules through examples to improve logical thinking, use of worksheets, power point presentations, active learning exercises, creative exercises, text analysis, practical exercises, theory taught in 'small pills', stress on communication skills and gradual increase in the level of difficulty, whereas amongst the ineffective methods, we can find dictation, theory learning, too long explanations and too few and unclear exercises.

The second stage of the adapted flipped classroom* method entailed the application to the course: Language and Discourse Contexts, for MA students in Anglo American Studies. Thus, the MA students were suggested to watch certain videos from *Youtube*, on topics related to the theme they had chosen (from the course bibliography) to present and then, when in class, play the role of the teacher, under the course teacher's supervision (*thus, the term *adapted flipped classroom*). They were expected to use as methods for the theoretical approach, lectures along with inductive/deductive learning, brainstorming or Q&A sessions, and for the practical approach, they analysed videos from a wide cultural range, with different audience and speech contexts, with different speech purposes, with focus upon varying media techniques involved in creating a successful speech.

The third stage encompasses the findings that resulted from the questionnaire and application of the (adapted) flipped classroom method to teaching language. Thus, amongst the methods that were rendered as effective, we can pick interactive presentations and

speech analysis, humorous remarks, wordplays, puns, jokes, discourse analysis, debates, crosswords, games, brainstorming, visual aids, worksheets/handouts (containing the new info), feedback from peers and teacher - constructive criticism.

As a conclusion, flipped classes are perceived as a good opportunity to learn, not only about the subject at hand, but also about each other, and about new styles and techniques of teaching. Regarding the ineffective method issue, the conclusion was that there were no ineffective methods, only ineffective approaches or capacity of transmitting the information.

The next part of this article regards the use of a tool developed under ELSE, the E-voli tool, designed by the team of specialists in IT, bioengineering, philosophy and education of Politecnico di Milano, Italy. This tool proved to be easy to use, allowing uncomplicated access both on the part of the students, as well as the teacher (instructor). Therefore, the experimentation of this ELSE promoted tool at the UMFST, in the field of linguistics, was applied to Bachelor's degree programme: BA students in Applied Modern Languages AML (Applied Modern Languages, 2nd and 3rd years of study) and GM in English (General Medicine in English, 2nd year of study).

The activity taken as an example here presents a video applied to medical students that prepared an extra activity as a part of a multicultural event. As we can see in the figure below, the tool is designed in a very user-friendly manner, to such an extent that both teachers (instructors) and students would encounter no difficulty in using it. Once they accessed the site of the tool, they were invited to log in. The students were asked by the instructor to register and use a certain code, generated on the instructor's page. This code sent the students to watch a certain video and invited them to react with 'I got it', 'I did not' get it' or add 'comments/questions'. Then, they could see their reactions and comments and even watch the video material again. After all these phases, the students were asked to submit the feedback, which would be visible on the instructor's page. The instructor could, thus, check on all the reactions and feeds offered by the students, and, consequently become aware of possible shortcomings of the topic/task presented by the video or issues that still needed further attention and even the timeframes in which the problems appeared.

The alfa variant that we used in our experiment could only show the time (minute and second) of the video, but not send us directly to the video, to visualise the problem, but the ulterior version, presented within the ISP Intensive Study Programme week hosted by the Politecnico di Milano (3-7 February 2020) solved this weakness.[5] This implies that the instructor can go directly to the problematic section in the video and see clearly what triggered that feedback.

[5] https://moodle.unitus.it/progetti/course/view.php?id=87

The conclusion of this experimentation leads us to consider that the E-voli tool is, indeed, a useful teaching alternative, a method which engages interactivity in the attempt to make the most out of using technology in the classroom. Last, but not least, it allows and supports adaptation of the teaching and learning process according to the students' feedback and needs, since the instructor easily becomes aware with the possible problems that may appear during the educational process. Another advantage of such a tool would also be the fact that it is not time-consuming and that it can use both ready-made video materials or tailor-made (by the instructor) materials.

Such methods and tools that ensure interactivity and students' participation can nothing but help and support the teaching and learning process, and they should constitute not the exception, but the rule at the basis of the methodology of any subject matter.

Acknowledgement

This paper ensues from the implementation of the Erasmus+ project *Eco/Logical Learning and Simulation Environments in Higher Education (ELSE)*, 2018-1-IT02-KA203-048006 - Programme KA2: Cooperation for Innovation and the Exchange of Good Practices, Strategic Partnerships for Higher Education, project duration: September 2018 – March 2021.

BIBLIOGRAPHY

- *Application form of the ELSE Erasmus + project – Key action: Cooperation for innovation and the exchange of good practices, Action - Strategic Partnerships*
- *Assessment Sheet of the ELSE project*, the information can also be found on https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-b/three-key-actions/key-action-2/strategic-partnerships-field-education-training-youth_en
- https://www.heacademy.ac.uk/knowledge-hub/flipped-learning-0
- https://moodle.unitus.it/progetti/course/view.php?id=87
- https://www.youtube.com/watch?v=gtohCp9Rks4&t=85s

Iulian Boldea, Cornel Sigmirean (Editors)

MULTICULTURAL REPRESENTATIONS.

Literature and Discourse as Forms of Dialogue

LANGUAGE AND DISCOURSE

Arhipelag XXI Press

MULTICULTURAL REPRESENTATIONS. Literature and Discourse as Forms of Dialogue
ISBN: 978-606-8624-16-7

Section: Language and Discourse

Edited by:
The Alpha Institute for Multicultural Studies
Moldovei Street, 8
540522, Tîrgu Mureș, România
Tel./fax: +40-744-511546
Email: iulian.boldea@gmail.com

Published by:
"Arhipelag XXI" Press, Tîrgu Mureş, 2016
Tîrgu Mureş, România
Email: tehnoredactare.cci@gmail.com

Contents

Iulian Boldea, Cornel Sigmirean (Editors)
MULTICULTURAL REPRESENTATIONS. Literature and Discourse as Forms of Dialogue
Arhipelag XXI Press, Tîrgu Mureș, 2016
ISBN: 978-606-8624-16-7
Section: Language and Discourse

CHALLENGES UPON TRANSLATING CULTURE-CARRIER LITERARY WORKS. CASE STUDY – TRANSLATING BUBICO, BY I.L. CARAGIALE

Bianca-Oana Han

Assist. Prof., PhD, "Petru Maior" University of Tîrgu Mureș

Abstract: No wonder that the most difficult to translate literary works are the ones considered to embrace the cultural essence of a people. Together with the Master students in Anglo-American Studies of the Masters Programme within the "Petru Maior" University of Tg. Mureș, we will try to render a fair transdaptation of a very difficult to translate literary work, i.e. "Bubico", by I.L. Caragiale (excerpts), in order to underline the challenges found upon translation.

Keywords: culture specific items, humour, language, difficulty in translation

The idea to translate excerpts from *Bubico* by I.L. Caragiale was triggered, on the one hand, by the idea that Caragiale is already acknowledged to be difficult (if not impossible) to render in translation and, on the other hand, by two facts: first, the fact that more than a decade ago, Maria Bucur[1] declared in the online issue of the *Observator cultural* that "There is no good English translation of the most important modern Romanian playwright I.L. Caragiale!", and second, the fact that a certain professor Eric D. Tappe, had already tried almost four decades ago and, to some extent considered to have succeeded such an endeavour, with the slight exception of *Bubico* and *Două Loturi*, according to an article written by Rodica Pioariu[2]. "The general impression spawned from reading these translations is that of a notable accomplishment. The British translator (E.D. Tappe) offers a good selection of texts and correct transposition in the target language, in spite of the inevitable 'losses' arising from filtering through his own soul of the conception of the Romanian author. However, the prerequisite was fulfilled: the original spirit and form can certainly be found within the translations - Eric D. Tappe managed to merge equally, both the atmosphere and spirit of the Romanian stories, adapting them to the specificity of the receiving culture and spirit. Sometimes, the language overflown with diminutives, exaggeration, or even swearing or inappropriate nicknames - specific to a particular social and ethnic segment - has not always found the happiest expression in English. In our opinion, the language register selected by translator was not always the best for the characters outlined in *Bubico* or *Două Loturi*, for example. Slang rudimentary shade does not seem to have been pinned well enough consequently; its English equivalent appears to be poor. In some cases, much of the comic of the language, its rich semantics, its equivoque, ambiguity of expression that gives

[1] http://www.observatorcultural.ro/articol/scriitura-romaneasca-in-traducere-un-vis-de-20-de-ani-2/
[2] R. Pioariu, *Despre o traducere a lui Caragiale în limba engleză*, http://www.diacronia.ro/ro/indexing/details/A4850

unparalleled flavour to the language of Caragiale - so appreciated by the Romanian reader - is hardly found in its English rendering, or moreover, it loses its value."

Considering this line of events, together with the Masters students in Anglo-American Studies of the Masters Programme within the "Petru Maior" University of Tg. Mures, we embarked in the challenging journey of rendering a fair 'transdaptation' of two short excerpts of the difficult to translate literary work, *Bubico*, by I.L. Caragiale, in an attempt to underline the challenges found upon translation. The exercise of translation benefited from the input translation variants of nine master students and it was developed within the seminars of the *Translation and Interculturality* master degree course. The original Romanian texts, excerpts from *Bubico*, by I.L. Caragiale[3], that required translation were the following 2 fragments, from the volume "Momente și schițe" (rendered by the students as "On-the-spot Stories, Sketches and Memories").

> *"Nouă ceasuri şi nouă minute... Peste şase minute pleacă trenul. Un minut încă şi se-nchide casa. Repede-mi iau biletul, ies pe peron, alerg la tren, sunt în vagon... Trec de colo până colo prin coridor, să văz în care compartiment aş găsi un loc mai comod... Aci. O damă singură, şi-fumează, atât mai bine! Intru şi salut, când auz o mârâitură şi văz apărând dintr-un paneraş de lângă cocoană capul unui căţel lăţos, plin de funde de panglici roşii şi albastre, care-ncepe să mă latre ca pe un făcător de rele intrat noaptea în iatacul stăpânii-şi.*
> *- Bubico! zice cocoana... şezi mumos, mamă!*
> *"Norocul meu, gândesc eu, să trăiesc bine!... Lua-te-ar dracul de javră!"*
> ***
> *"- Să te mănânce Bismarck... craiule!*
> *- Ham! ham!*
> *Şi sare de pe bancă jos în vagon şi apucă spre mine.*
> *- Cocoană! strig eu, ridicându-mi picioarele; eu sunt nevricos, să nu se dea la mine, că...*
> *- Nu, frate! zice cocoana, nu vezi că vrea să se-mprietinească? Aşa e el: numaidecât simte pe cine-l iubeşte...*
> *- A! zic eu, având o inspiraţie infernală; a! simte pe cine-l iubeşte... vrea să ne-mprietenim!... Bravo!*
> *Şi pe când căţelul se apropie să mă miroasă, iau un pacheţel de bonboane, pe cari le duc în provincie, la un prietin; îl deschid, scot un bonbon şi, întinzându-l în jos, cu multă blândeţe:*
> *- Cuţu, cuţu! Bubico băiatul! Bubi!*
> *Bubico, dând din coadă, se apropie mai întâi cu oarecare sfială şi îndoinţă, apoi, încurajat de blândeţea mea, apucă frumos bombonul şi-ncepe să-l cleţăie.*
> *- Vezi că v-aţi împrietinit! zice cocoana cu multă satisfacţie de această apropiere."*

From the very beginning of our analysis, we acknowledge the types of humour exploited with such talent by Caragiale. The author of *Bubico* is famous for his multi-folded sources and resources of humour: situational humour, humour of vices, of characters, of names or language humour. We daresay that even these short excerpts we chose for our analysis envelop, to a bigger or lesser extent, shades of each type of humour: the situation,

[3] Ion Luca Caragiale, *Momente și schițe* (1908)

even if it might appear quite a common one, becomes a hilarious, thus zestful one; the characters are undoubtedly entertaining and the name of the poor spoiled mutt, Bubico, (even if not captured by the variants suggested by the students) may be derived from the Romanian *bubă*, which is a sore spot, a blotch, something annoying, one desperately wishes to get rid of, just like the mutt eventually becomes.

The analysis we performed brought into the light the idea that the degree of difficulty was increased by the linguistic items which support the orality and language humour which is so specific and characteristic to Caragiale's works. The instances that triggered the most diverse variants were the ones rendering the following linguistic items:

Original text	**Instances from the students' variants of translation**
cocoana	lady/ dame/ madam/ misses
şezi mumos, mamă!	sit nicely, dear!/sit tight, darling!/sit quietly, you mommy's boy!/ be nice, darling!/ sit nicely, love!/ sit down nicely, honey!/ sit gently, dear!
"Norocul meu, gândesc eu, să trăiesc bine!... Lua-te-ar dracul de javră!"	Lucky me, I say to myself, hope to live well! Damn you, you stupid mutt!/ What a luck (I have)` I think. `Damn you, mutt!/ A hack of luck, I think! Comfortable living…! Damn you cur!/ Just my luck, I thought, cheers!... Go to hell you mutt!/ Lucky me, thinking I, living well!.. The hell with you mutt!/ "My luck, I say to myself, is to live well! To hell with you, you mangy mutt!/ Just my luck, I say to myself, I hope to live well!… To hell with you, stupid mutt!/My great luck, thought I, hope to live well! To hell with you, stupid mutt!/ Just my luck- I thought to myself-Should the devil have its way with you mutt!
craiule!	womaniser/ prince/ beau/ your highness/ wolf/ waif
eu sunt nevricos, să nu se dea la mine, că…	I'm jittery, he'd better not hit on me, or else…/ I'm neurotic if this comes closer…/ I am a feeble person, don't let him get me, or I…/ I'm nervy, so don't let it get me, or else…/ I'm nervous, so stay away from me, or else.../ I'm "scarious", don't let it get near me, or.../ I'm sorehead, don't let him get me, 'cause…/ I'm craven, don't let it reach me/ I suffer from hysteria should it not approach me or else…
Nu, frate!	No, dear!/ Don't worry, bro'!/ No, my brother/ No, brother!/ No, lad!/ No, chap!/ Oh, no brother dear!
Bravo!	Good dog!/ Great…!/ Well done!/ Good!/ Whoop!/ Good doggy!/ Good for you!
Cuţu, cuţu! Bubico băiatul! Bubi!	Here, doggie, doggie! Good boy! Bubi! Doggy-doggy! Boy Bubico, Bubi!/ "Hey doggy dog, Bubico…good boy…! Bubi!/ Here doggy, doggy! Here Bubico boy! Bubi!/ Here puppydog! Bubico boy! Bubi!/

As the terms taken into discussion stand to prove, the master degree students who took part in the translation exercise managed, more often than not, to render the difficult

instances they came across in the source text. Most of them were able, to a certain extent, to capture the humour and savour that hides within the words and behind the images so artfully designed by Caragiale, and thus, render the meaning quite appropriately. Moreover, the orality effect was also seriously considered by the translators, being aware of the fact that half of the fun lies in the oral communication of the humour-endowed expressions.

There were other instances that couldn't be rendered as appropriately as desired, due to the difficulty they imposed: they stand for the Romanian intended misspellings: *bonboane* instead of *bomboane (*meaning *candies)*, *pe cari* instead of *pe care (*meaning *which)*, *să văz* instead of *să văd (*meaning *to see)*, *să se-mprietinească* instead of *să se-mprietenească (*meaning *to become friends)*, *prietin* instead of *prieten (*meaning *friend)*, instances which could hardly be rendered in any way, without spoiling the intended meaning.

The original contains a multitude of linguistic instances that can, under no circumstance, be rendered in any language, since they carry the cultural heritage of the Romanian people of that particular historical period from the beginning of the XXth century and of that particular social stratum, which was the new aristocracy. On the other hand, one ought to observe that even if it had not been for the historical and social contextual framing, still the work of Caragiale could be enjoyed and savoured, since it has that special something-else-ness that lures the reader. It is just that this particular quality is the one that triggers the difficulty in translation.

The translator is not only the one who needs to 'solve' a mystery found in a certain language, the one who decodes the message, but the one who knows and who is able to re-code the message for the receiver to understand. This is possible, but very difficult to be achieved most of the times, without 'tampering with' the content of the message, sometimes, unfortunately, not in the favour of the message. Therefore, we find translation to be like 'food already chewed, to be served to the one who cannot chew by himself. Still, such a food does not taste the same as the original one.'[4] Keeping this in mind, we can only imagine how difficult, yet, rewarding, *transdaptation* from Caragiale might have been for anyone endeavouring to de-code and re-code the message. The message is to be considered, from the very beginning, one filled with a multitude and pluri-faceted intralingual meanings, which only adds to the difficulty of the de-coding and re-coding process.

It goes without saying that, the work of a translator requires knowledge and continuous effort, and the high degree of difficulty within the act of translation stems primarily from the imperious necessity that the translator not only seeks appropriate equivalent of a certain situational or cultural context, but also achieves transfer in the target language of the whole universe of ideas and feelings illustrated by the original. This can only be achieved as a result of a careful analysis and interpretation of the original work, aiming to facilitate the discovery of particular attributes specific to the source culture, preconditions which are absolutely indispensable to support a fair transposition in the cultural context of the Other. In other words, the translator ought to find ways and methods best suited to express the same reality to the target culture, thus becoming a true mediator not only between two different languages, but also between two different cultures.[5]

[4] Kumarajiva, translator of Budist texts in Chinese, quoted by Andrei Bantaș, Elena Croitoru, *Didactica Traducerii,* Teora Publishing House, Bucharest 1999, pg. 7
[5] acc. to . Pioariu, in *idem* (our translation)

BIBLIOGRAPHY

- Bantaș, A., Croitoru E., *Didactica Traducerii*, Ed. Teora, Bucharest, 1999
- Badea, G.L., *Teoria culturemelor, teoria traducerii*, Ed. Univ. de Vest, Timișoara, 2004
- Baker, M. *In other words*, Routledge, 2011
- Bell, T. Roger, *Translation and translating. Theory and practice*, Longman Ltd. UK, 1991
- Caragiale, I.L., *Momente și schițe, 1901*
- Dimitriu, R., *Theories and practices of translation*, Institutul European, Iași, 2002
- http://www.diacronia.ro/ro/indexing/details/A4850
- http://www.observatorcultural.ro/articol/scriitura-romaneasca-in-traducere-un-vis-de-20-de-ani-2/

(Translation exercise performed with the input of AAS Master degree students of the ”Petru Maior” Univ. of Tg.Mureș: Cristea Andreea, Friciu Adina, Fulop Katalin, Lenard Patricia, Őrsi Melinda, Someșan Bianca, Șonfălean Dan, Vinitor Orsolya, Zongor Ingrid)