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Abstract

Title

Military Terminology Management and Its Application to Military Language Teaching
(Micro) Terminological Project – TP for a Multilingual Text - IT/EN/FR: Video Snippet of
and link to a Learning Object – LO.

In line with my professional and educational background as a translator, teacher of English and developer of Learning Objects - LOs, the presentation analyzes some of the challenges met to manage terminology and especially military terminology in the translation of multilingual texts related to military contexts. It additionally provides an example of a Learning Object to show some possible applications of terminological cards to military language teaching.

More specifically, the “Micro Terminological Project” illustrates the terminology management of two expressions extracted from a short text translated from Italian into English and French, from a translator’s perspective, i.e. text-oriented, with the two additional aspects of human translation and translation from my mother tongue, Italian: a *modus operandi* rather common also in international organizations and corporations where it is mandatory to “function” in one or two work languages. Obviously, translations are subsequently subject to quality control and assessment. It should be said that in my work context, the Italian Army Foreign Language School, based in Perugia, Italy, translating texts is not the main activity, as the mission of the School is to teach languages to Army personnel and currently we are not equipped with TMs and CAT tools, or not yet. However, since the establishment of the School in Perugia, over 30 years ago, we have also worked at multilingual glossary projects, with the earliest ones now mature enough to be revised and updated.

More in detail, the presentation

- explores text analysis, term extraction and part-of-speech tagging tools to show how they ease and speed up human translation too;
- illustrates how terminology management should always start from conceptual analysis, especially when the terms to be rendered have no equivalent concepts and thus terms, into the target language/s

contrary to what often happens when non-linguists, (usually the general public), resort to machine translation without expert or professional pre-editing/post-editing of texts and with no knowledge of

- what lexical analysis entails;
- in what phase of terminology management lexical analysis comes into play;
- the fact that words in a given source language rarely share more than a synonym or two in the target language/languages;
- how simple and especially multi-word terms consisting of words from the general language that have thus undergone terminologization can be “tricky” to render.

Bottom line:

1. Terminologists and “language operators” with a specific interest in terminology, like interpreters and translators alongside teachers of technical languages and, in our case, of military jargons in various languages, should also contribute to raising awareness on terminology on the part of “end users”, i.e. military personnel;
2. Terminological cards can be effectively used to develop learning material and Learning Objects to teach military terminology to them, in order to prompt communication standardization and interoperability.