

**Daniel Dejica, Gyde Hansen, Peter Sandrini,
Iulia Para (eds),
*Language in the Digital Era. Challenges and
Perspectives*
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Review by

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The Digital Revolution is characterized by unprecedented technological development, which has increased the speed and breadth of knowledge turnover within the economy and society and it has had a dramatic impact on the way we communicate and think about the language. The volume *Language in the digital era. Challenges and perspectives* brings together eighteen contributions of humanities scholars who focus on the evolution of language as well as on language teaching and learning in the digital era. These contributions are divided into three thematic parts, which explore general aspects of linguistics and humanities in the digital medium, the changes undergone by language and translation techniques in our digitized society, and the challenges and perspectives of language teaching and learning. Each contribution is divided into several sections that present the state of the art and the methodology used, and discuss the research outcomes and perspectives of the authors. The volume also includes a section of detailed notes on contributors.

The first part of the volume, *Humanities gone digital*, analyses general aspects of humanities and linguistics in the digital space. In the opening chapter, *Recent trends in digital humanities scholarship*, Mary P. Sheridan discusses the increasingly important role of digital media in higher education, focusing on the prominence of Digital Humanities in the United States and offering suggestions for incorporating Digital Humanities projects in our work.

In the second chapter, *Theme-reme analysis of English and Romanian tourism websites*, Claudia Elena Stoian and Daniel Dejica present the outcomes of a thorough analysis performed on a corpus of commercial websites from Great

Britain and Romania, meant to promote these countries. Drawing on Systemic Functional Linguistics, the authors identify, compare, and contrast the themes which are predominant on these websites.

In the third chapter, *Necessary and luxury English loanwords in some Romanian online newspapers and magazines*, Simona Șimon introduces the reader to the socio-economic factors which favour the borrowing of words from English language, and provides examples of loanwords used in Romanian online newspapers and magazines. The corpus on which her research was carried out was made of two hundred and five loanwords from thirty Romanian online newspapers and magazines.

The last chapter of this first part of the book is *Corpus linguistic outcomes and applications in the digital era* by Diana Oțăt, where the author depicts current trends and applications in corpora design and compiling, focusing particularly on innovative interdisciplinary approaches to language study through corpora investigation and applied computer-assisted analysis tools. She concludes that by means of computer-assisted tools corpus linguistics has considerably diversified its research directions, facilitating new language explorations and theories.

The second part of the volume concentrates on language and translation, and it includes topics ranging from the digital translation policy, new technologies, and specialized translation to online resources for terminology management, translation of online advertising, or subtitling. In his study *Towards a digital translation policy*, Peter Sandrini argues that translation policy represents a core component of an efficient language policy, ensuring that multilingual communication works as intended within a company or institution. The author highlights the effects on such a policy of the digitalization and globalization of the translation industry, concluding that “once in place, translation technology must be monitored and evaluated periodically” (p. 58).

In the second chapter of this part, *The impact of new technologies on specialised translation*, Mariana Pitar provides an overview of translation tools deployed during the different stages of the translation process, which “are time-saving, contributing to the profitability and increase in quality of the translation” (p. 69). Moreover, the author emphasizes the contribution of technology on specialized translation and encourages students to discover these new tools, test them, establish a value list, and include them in their translation activity.

In the next chapter, *The transfer of signs between heterogeneous systems: incongruent equivalences*, Felix Nicolau discusses the status of translation studies nowadays, the role of translations and translators in a post-industrial society, analysing how various methods of translation are applicable in the case of incongruous systems of signs. He reaches the conclusion that “whether we translate texts into other texts or images into texts, sounds into images, films into texts and so on, the principles of translation are the same” (p. 93) and

it is the expertise of the translator that becomes crucial as the range of signs becomes broader.

In the fourth chapter, *Evaluating online resources for terminology management in legal translation*, Titela Vilceanu focuses on the quantitative and qualitative evaluation of reliable online resources such as bilingual and multilingual glossaries, multilingual databases, monolingual and bilingual dictionaries. The aim of this evaluation is twofold: to enhance internal and external coherence with respect to terminology management and to secure error-free legal translation.

In *To delete or to add? Omissions and additions in two Romanian translations of Jack and the beanstalk*, Loredana Pungă carefully investigates cases of omissions and additions in two Romanian variants of the English tale (a printed and an electronic text), highlighting the effect that these translation/adaptation techniques may have on their readers. After a thorough analysis, the author concludes that, as there are much more numerous online variants of this tale, “the electronic medium favours the production of such deviations from the traditional tale genre pattern, and, as a result, its degradation” (p. 119).

In the sixth chapter, *A standards-based contrastive analysis of online and printed technical translations in Romanian*, Daniel Dejica creates a standards-based grid which he uses to analyse the formal and content-specific aspects of forty-five interdependent translations in printed and electronic formats. His research outcomes confirm that the field of technical translation offers numerous opportunities for future research, “particularly in the context of its development and evolution in the digital era” (p. 134), and raise a series of challenging questions for translation researchers and scholars.

The last two chapters of Part 2 focus on subtitling. In *Extratextual elements in subtitle – the battle of linguistic and cultural codes*, Violeta Tănase elaborates on the importance of extratextual markers in the translation of audiovisual texts, as they “give the source-language text its full meaning, which can be completely altered if they are neglected in translation” (p. 147). Such elements which have an impact upon the subtitler’s choices include objects, settings, costumes, gestures, music and noise tracks, background conversation, television commercials, intertitles and written materials such as posters, billboards, or newspapers.

In her contribution, *Subtitling in Romania and Spain: a contrastive analysis*, Elena Laura Vulpoi points to the scarcity of monographs and studies on the subtitling process, and she considers necessary to create some rules and guidelines to be followed in this type of audiovisual translation. The author investigates, compares, and contrasts the practice and characteristics of subtitling in Romania to subtitling in Spain, based on empirical data provided by a translator of the Romanian national television (TVR 1).

The third part of the volume, *Language teaching and learning in the age of technology*, focuses on language teaching and learning and addresses the

changes, challenges, and perspectives of didactics in the age of technology. In his study *Digital literacy and the challenges of digital technologies for learning*, László Komlósi summarizes his findings in his research in the fields of cognitive linguistics and cognitive anthropology, indicating that unprecedented development in information and communication technologies exerts unforeseen impact on social cognition, information processing, and human learning. The study also calls attention to “the undesirable phenomenon of the ‘digital gap in education and socio-economic status’, which is a consequence of exclusion and marginalization of certain social groups in society” (p. 171).

In the second chapter of this part, *On the use of hypermediality in teaching culture in German as a foreign language context*, Karla Lupșan points to the importance of hypermedia, defined as the combination of text elements, graphics, video, and audio in teaching culture in German as a foreign language context and to how the use of hypermediality can lead to the development of important transdisciplinary competencies, “enhanced by the active, autonomous involvement of the students and by the fact that the teacher only rarely takes on the role of source of knowledge” (p. 178).

In the third chapter, *Online Communication – Netspeak. The Internet as a facilitator for new ways of communication and the impact on our language*, Iulia Para thoroughly analyses online communication and the language of the Internet. She identifies the main features of *netspeak*, which “may not influence our language, but they can provide a firm starting point for taking into consideration netspeak as an authentic language variety” (p. 198), and she explains what makes it different from standard language.

In her contribution, *Young English learners in the digital age*, Alexandra Jic discusses the importance as well as the challenges of using modern technologies to enhance the English learning process of young learners. Based on a survey carried out in several Romanian schools, the study focuses on teachers’ perceptions of the way in which digital books were introduced, emphasizing the problems that teachers have to overcome in order to use them successfully. Moreover, the author also illustrates children’s attitudes towards English classes that incorporate digital books in the teaching and learning process.

In the fifth chapter, *Training and development in the digital era*, Simona Olaru-Poșiar examines the steps of the training cycle and the management of training and development in the digital era. The author claims that “the ability to develop and exploit software opportunities is critical for self-progress and such new software means the need for training” (p. 226). However, technology and the Internet also provide new techniques for trainers to use in the process of training itself.

In the last chapter of the book, *Developing communication skills in Romania in the digital era*, Valentina Mureșan explores different problematic aspects of postmodern teaching in Romania and stresses the need for teachers to adapt

to the requirements of a postmodern pedagogy, to adjust to the digital learner's individual needs, and to design relevant, engaging classes, "where collaborative learning is encouraged, where technology is truly part of everyday learning and teaching, and where learning is continued outside the classroom" (p. 241). The author claims that there is still a faulty understanding of the concept of communicative competence in Romania and a certain resistance to it is persistent as language proficiency remains the focus of many EFL teachers.

The volume *Language in the digital era. Challenges and perspectives* is unique in its state-of-the-art, broad-based coverage of current knowledge and research on the evolution of language, translation processes, as well as language teaching and learning in the digital era. The editors have succeeded in selecting and arranging the articles in a manner that gives coherence to the volume and offers a highly informative reading experience. The articles offer insights into or analyses of the current state and future directions of many key concepts regarding language and translations in the age of technology, and they present fundamental research on major techniques, strategies, and methodologies that are currently the focus of international research projects. The contributions are carefully documented, built upon up-to-date theoretical frameworks as well as many relevant examples, and they provide clear explanations and very useful suggestions not only for translation scholars but also for translators or translation students. Therefore, this important book is recommended to scholars, professionals, students, and anyone interested in the changes within the humanities in conjunction with technological innovation or in the ways language is adapting to the challenges of today's digitized world.