INTERNATIONALISATION AND TERMINOLOGY MANAGEMENT IN HIGHER EDUCATION

Esther Castillo Pérez

Silvia Montero Martínez

INDEX

Introduction

- **Terminology management** and **internationalisation** in higher education institutions are **on the rise** in European universities.

- **Internationalisation** involves the **adaptation of curricula**, the **homogenisation of administrative management systems** and the **creation of degrees taught in languages** other than the official languages of an institution.

- It implies the emergence of **new terminology**, which has to be managed and offered in different languages, and the **need to agree on the meaning of existing concepts and terms**, as a common reference is required in view of the different conceptions of different education systems.

Source: Earto.eu

Terminology

First of all, it is essential to understand the meaning of the word terminology which can be differentiated between **three meanings** (Nkwenti-Azeh 1998: 157):

- ➢ **Theory** explaining relationships between concepts and terms

- ➢ **Work** of compiling, describing and presenting the terms

- ➢ **Vocabulary** specific to a domain of expertise

Source: Freepik.com

General Terminology Theory	Communicative Theory of Terminology	Sociocognitive Terminology	Frame-based Terminology
• Eugen Wüster	• Mª Teresa Cabré	• Rita Temmerman	• Pamela Faber

The specific model to be adopted in the context of internationalisation of a higher education institution will have to be:

➢ **of a normative-harmonising nature due to the multicultural nature of the concepts** and the **multilingualism of the terms**.

Terminology management

Terminography or terminology management

- Set of activities, including the **collection, documentation and dissemination of terms**, the **elimination of inconsistencies** and the development of **terminological resources** as reference material for writers and translators.

- In the EU, **standardising terminology management** is paramount due to its **multilingual nature** and its **volume of documents**, to ensure the consistent and correct use of terms.

- In **higher education institutions**, **academic globalisation** and the **use of English** as a lingua franca often imply the **need to manage terminology** at least bilingually. However, very few universities do so. Some exceptions are:

  ➤ the **University of Groningen** with Uniterms

  ➤ the **University of Granada** with an institutional terminology management system (TMS), integrated in its International Strategy (IS) and centralised in the UGRTerm resource (Montero Martínez & Caballero Navas, 2019).

Internationalisation

Internationalisation in education

- The process by which an **international, intercultural or global dimension** is **integrated into the aims, functions and delivery of higher education** (Knight, 2008:21).

- It has become increasingly important in recent years, as it is seen as an **indicator of quality and excellence** and has thus become one of the main objectives of universities worldwide (Maringe & Foskett, 2010).

- **Terminology management** work is **essential in the internationalisation** process of any **academic institution** (Kremer, Kolbe & Brenner, 2005).

- Due to this intercultural and multilingual nature, the development of **internal language policies** in academic institutions has become an **indispensable factor in promoting the use of one or more languages** within an institution and facilitating communication.

- According to the UGR's International Strategy (IS), the internationalisation process is a political priority of this institution in order to:

  ➢ **seek solutions to major social challenges** at international level;

  ➢ **address** the **objectives of sustainable development,** the **globalisation** of the economy, the **multicultural nature** of today's society and the **relevance of knowledge**.

- In support of its IS, the Language Policy document (PLUGR) was presented in 2017, which is based on two main ideas:

  - ➢ **the promotion of the Spanish language**

  - ➢ **the learning and use of foreign languages**.

- **Language policies** are **essential** to **promote** the use of **one or more languages** and **facilitate communication**.

- To this end, the UGR promotes agreements, conventions and the creation of alliances.

- One of them is the **Arqus European University Alliance**, whose aim is **to pool experience in international cooperation** and **achieve better coordination** in policies and action plans.

- The **AA** includes the universities of **Granada, Lyon, Padova, Graz, Leipzig, Vilnius and Bergen**.

- Action Line 4 **Multilingual and Multicultural University.**

Multilingual & Multicultural University

This Action Line is coordinated by the **Multilingualism Board**, chaired by **Leipzig University**, and has the following main objectives:

- Ensuring that students and instructors have the language proficiency and cultural competence they need for their studies and future professional activities.
- Ensuring that subject-specific and language learning go hand in hand
- Promoting multilingualism and multiculturalism in university programmes, academic discourses and administration.
- Promoting the use of inclusive and non-discriminatory language

Overview of planned activities

1. Arqus Charter on Language Policy: a joint policy document on the role of language and the promotion of multilingualism in Higher Education
2. Symposium on language policy: a symposium on language policy with participants from the consortium and beyond
3. Joint strategy for staff development: defining standards for multilingual and cross-cultural competence for academic and administrative staff

Link: https://www.arqus-alliance.eu/action-lines/multilingual-multicultural

- **Language policies** are one of the **most important support tools** in the **internationalisation** process (Caballero, 2016).

- In such **multilingual contexts**, **proactive terminology management** is **paramount**.

- For this reason, we are working on the **development and implementation of a terminological database** within the **Arqus Alliance.**

for Languages

5. Workshop series in language and cross-cultural competence: a joint workshop series through the Arqus Academy for staff at partner universities in order to increase their language and cross-cultural competence and to ensure inclusive and gender-appropriate language

6. Sharing language and cross-cultural preparatory courses for academic mobility: sharing existing and new courses tailored to the demands of academic mobility; certifying respective competences attained

7. Volunteer language and culture programme: establishing a service-learning programme for language teaching assistantships of mobile Arqus students at localhost schools

8. Exchange of language assistants for partner universities: postgraduate students or ESRs from partner universities on long-term mobility in the field of language and culture

9. Online terminological database for terms in Higher Education: building online terminological resources in all languages of the partners in order to facilitate effective multilingual communication

10. Joint Arqus Translating and Interpreting Programmes: building on existing joint standards to enhance student and staff mobility and to establish joint Master's programmes

Highlights

- The Arqus Café
- The Arqus Lounge
- Online terminological data base

Action Line Board Chair and contact person: Olaf Bärenfänger (baerenf@uni-leipzig.de)

Terminological databases

- **Arqus Termbase**

- Work Package 4.9 **Online terminological data base for terms in Higher Education**

- It involves more than **17,000 members of the administrative and support staff,** more than **24,000 members of the teaching and research staff** and more than **300,000 students.**

- It can be extrapolated **to other institutions**, **for institutional and corporate terminologists** and for **terminology students**.

- **Lack of terminology resources** and **language policies** in **AA** universities.

Online terminological data-base for terms in Higher Education (WP 4.9)

Coord. by the University of Granada

As recognised by all major international organisations and networks, terminological consistency is the basis for strong and efficient communication. Based on the state-of-the-art bilingual terminology management tool UGRTerm, developed by terminologists and language policy and internationalisation experts at the University of Granada (https://ugrterm.ugr.es/about-ugrterm/), Arqus Work Package 4.9 will examine the feasibility of upscaling the content and functionality of the database to include the Arqus partners' languages.

The expected output includes the analysis of existing terminological resources at each partner institution and a feasibility study on the upscaling of UGRTerm, which will study the interoperability of the data. Thereafter, a Work Plan will be laid out for the gradual development of specific terminology collections in the partners' languages. Finally, by 2025, a fully multilingual termbase containing the compiled terms will be made available.

On this page, deliverables from WP 4.9 will be disseminated as will terminology collections produced by the 4.9 work team or in collaboration with other Arqus action lines. Glossaries will be updated on a regular basis. In addition, publicly available terminology resources related to higher education at the partner institutions will be listed.

Link: https://www.arqus-alliance.eu/multilinguism/terminological-data-base

Arqus Terminology Collections

① **Arqus Official Multilingual Terminology:** This glossary contains the official names in English and translations into the partners' languages of Arqus work packages; action lines; mission and goals; governance, coordination and advisory structures, etc.
- ✅ Arqus Official Multilingual Terminology (en, no, es, de, fr, it, It)

② **Bilingual Partner's Institutional Terminology:** These glossaries provide the most relevant terminology for the seven institutions in Arqus in the partners' official languages together with their official English translations. The terms relate to government and academic structures, student services, representative bodies, etc.

- ✅ University of Bergen Bilingual Terminology (no, en)

- ✅ University of Granada Bilingual Terminology (es, en)

- ✅ University of Graz Bilingual Terminology (de, en)

- ✅ Leipzig University Bilingual Terminology (de, en)

- ✅ University of Lyon Bilingual Terminology (fr, en)

- ✅ University of Padova Bilingual Terminology (it, en)

- ✅ Vilnius University Bilingual Terminology (lt, en)

③ **Joint Programme Development English Glossary (WP 3.5):** This glossary defines the main terms used in the context of Arqus Alliance activities related to the development of joint programmes. It should be understood as a common ground for joint and flexible curricula initiatives that aim at fostering student-centred and research-based learning. The glossary will thus help Arqus to innovate in joint programme development in a wide variety of academic disciplines and interdisciplinary areas, building in a step-by-step fashion on existing academic partnerships and the mobility of students and staff.
- ✅ JSD glossary (en)

- **UGRTerm** is a bilingual (Spanish-English) database of academic and institutional terms used in the University of Granada.

- Its main objective is **to facilitate communication** in the UGR and make it **more effective and consistent**, both internally and externally.

- This means **eliminating** possible **ambiguities**, **controlling** the **proliferation of new terms**, **identifying obsolete terms**, and generally **improving the national and international image** of the UGR.

- UGRTerm aims at standardization and harmonization to create the foundations for the **official nomenclature of the UGR**.

Link: https://ugrterm.ugr.es/en/

Conclusions

- A **standardising terminological management** work is **essential** in any international **academic institution** due to their **multicultural and multilingual nature**.

- **Language policies** help to **implement terminological resources**, to **promote languages** and to **facilitate communication**.

- However, **not many higher education institutions** have identified these **needs** and only a **few** have developed **terminological resources** or **language policies** in order **to ensure a more coherent and successful internationalisation** process.

References

- Knight, J. (2008). *Higher education in turmoil. The changing world of internationalisation*. Sense Publishers.

- Kremer, S., Kolbe, L. M., & Brenner, W. (2005). Towards a procedure model in terminology management. *Journal of Documentation, 61*(2), 281-295.

- Maringe, F., & Foskett, N. (2010). *Globalization and internationalization in higher education: Theoretical, strategic and management perspectives*. Continuum International Publishing Group.

- Montero Martínez, S., & Caballero Navas, C. (2019). UGRTerm: Un recurso terminológico para la comunidad universitaria. *La Madraza,* (2), 35.

- Universidad de Granada. (2017). *UGR International Strategy. Document submitted for approval to the Governing Council - 31 January 2017*. https://internacional.ugr.es/pages/politica-linguistica/languagepolicya4/!

- Caballero Navas, C. (2016). Aspectos internacionales de la política lingüística [Conference session]. Jornadas CRUE Internacionalización y cooperación en Universitat Jaume I, Castellón.

- Universidad de Granada. (2019). *UGRTerm: Recurso en línea de terminología académica e institucional de la UGR (español-inglés)*. https://ugrterm.ugr.es/

- Arqus European University Alliance. (2019). https://www.arqus-alliance.eu

- Wüster, E. (1998). *Introducción a la Teoría General de la Terminología y a la Lexicografía Terminográfica*. Barcelona: Instituto de Lingüística Aplicada.

- Cabré, T. (1999). *La Terminología: Representación y Comunicación. Elementos para una Teoría de Base Comunicativa y otros Artículos*. Barcelona: University Pompeu Fabra.

- Temmerman, R. (1997). Questioning the univocity ideal. The difference between Sociocognitive Terminology and traditional Terminology. *Hermes. Journal of Linguistics 18*: 51-91.

- Faber, P. (2012). Introduction. En P. Faber, (Ed.). *A Cognitive Linguistics View of Terminology and Specialized Language*, 1-5. Berlin, Boston: De Gruyter Mouton.

- Nkwenti-Azeh, B. (1998). Information Mediation. The Interface between Terminology and Translation. En A. Kent (Ed.). *Encyclopaedia of Library and Information Science*. Vol. 62 (Supplement 25). Nueva York: Marcel Dekker, Inc.

Thanks for your attention!

esthercaspe@ugr.es
smontero@ugr.es