Abstracts

Bordalejo, Bábara

**Born-Again Digital: Classic Texts for Multimedia Platforms**

This presentation analyzes the transformation that printed texts must undergo to achieve a new status in the digital literary world. I consider various aspects of born-digital literature and how these might have influenced the way in which we perceive medium and its potential. Using examples from iPoe and iPoe2, I discuss the importance of rethinking presentation for editions designed specifically for multimedia platforms, for which visual design, music and sound can be integrated to generate new versions of texts, and how the new media might influence the way in which we present scholarly editions. In collaboration with Richard North (University College London), Peter Robinson (University of Saskatchewan), Terry Jones (Independent Scholar), Claire Campbell (St Andrew’s University), Mari Volkosh (University College London), and James Robinson (OpenSignal.com), we are developing an application for mobile devices that will bring Chaucer’s Canterbury Tales to the 21st Century reader. The CantApp is the first application specifically designed for tablets and other mobile devices to present an authoritative edition of the Canterbury Tales. It targets students and non-academic readers encountering Chaucer for the first time, and it will include a new reader’s text of the Tales, based on the work of the Canterbury Tales Project, and will be designed to allow new readers to discover the Tales for themselves in the most original form now available.

Buelens, Gert (co-presenter: Jasper Schelstraete)

**Topic modeling: Possibilities for literary studies**

The authorship project at UGent traces the development of the concept of authorship in English from the Renaissance to the early twentieth century. In covering this broad span we turned to the corpus offered by Literature Online. We soon faced the limitations of a traditional approach based on close reading techniques: we knew what keyterms we should be looking for in recent texts (e.g. author, poet, writer), but we did not know what to look for prior to the Romantic Era. Who was regarded as involved in the creation of a literary text? Translators, editors, publishers may have been more important keywords than authors; in fact, the Author, back then, was more likely to be God. Topic modeling is much more suitable to the kind of distant reading we need to undertake. Instead of pre-selecting keywords to search, topic modeling generates clusters of words that regularly occur together within a corpus. E.g., Newman and Block, setting the number of topics to 40, found that the largest individual topic in the eighteenth-century Pennsylvania Gazette was runaway indentured servants. They derive this topic from the co-occurrence, at a rate of 5.6%, of “away reward servant old whoever named year feet jacket high paid hair pair secure coat run inches.” The second biggest topic was the formation of the United States: 5.1% co-occurrence of “state government constitution law united power citizen people public congress right legislation” (759). Not all of those keywords would have been thought to be relevant to each topic. In our paper we will explain how topic modeling works and what perspectives it opens for distant reading in literary studies.

**References**


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Cré, Marleen

‘Debe kalender el iper pe table’: Design and use of a database as a research tool (and more?) when researching compilation strategies in late Middle English devotional compilations

The FNS project ‘Late Medieval Religiosity in England: The Evidence of late 14th and 15th Century Devotional Compilations’ (University of Lausanne, Switzerland) focuses on ten late medieval devotional compilations in their manuscript context. The project aims to gain insight in the compilation strategies used by the compilers, so that compilation activity can fruitfully be described as an authorial activity that is more complex and diverse than a simple cut-and-paste of material from a source text into the compilation. My colleagues and I use a FileMakerPro database to record, among other things, our analyses of the compilation strategies found in the text (addition, omission, rewording), the structural and voice markers found in the compilations, and the description of the manuscripts in which the compilations occur. Central to my presentation at the BAAHE conference will be a discussion of the possibilities and challenges of working with a database for literary research that transcends the semantic and rests on the careful and detailed comparison of a text with its sources and in its various scribal or editorial versions. It will be a story of small successes and many challenges: a story of database design and the challenges of entering varied and pluriform information in a pre-designed format, of seeing emerging patterns, and of making the database available to the larger scholarly community. I look forward to discussing these challenges with non-medievalists and fellow digital humanities designers and users.

Dillen, Wout (co-presenters: Vincent Neyt, Dirk Van Hulle)

Creative undoing and digital genetic editing: Beckett as a reader, writer, and self-translator

The proposed paper presents the work of the ERC project called ‘Creative Undoing and Textual Scholarship’ (CUTS), which comprises a digital genetic edition of all the manuscripts of six important works by Samuel Beckett: three novels (Molloy; Malone meurt / Malone Dies; L’Innommable / The Unnamable) and three plays (En attendant Godot / Waiting for Godot; Fin de partie / Endgame; Krapp’s Last Tape / La dernière bande). Within the digital infrastructure of the Beckett Digital Manuscript Project (www.beckettarchive.org), our research endeavours to map the dialectics between composition and de-composition in the genesis of Beckett’s works, making use of Raymonde Debray Genette’s terms ‘exogenesis’ and ‘endogenesis’, and suggesting a third one, ‘epigenesis’. To study the exogenesis (the external source texts), we zoom in on Beckett as a reader by incorporating his personal library in the digital edition. Because writing often starts with a form of ‘de-composing’ other authors’ texts by taking notes and excerpting fragments, our genetic edition provides access to Beckett’s reading traces (marginalia, reading notes) and establishes connections between these exogenetic traces and the drafts (the endogenesis). To examine the endogenesis, we focus especially on the revisions. The research hypothesis is that ‘undoing’ is often creatively more important than adding. The effects of this creative undoing can also be traced in the epigenesis (the genesis after publication), notably in Beckett’s self-translations. The proposed paper investigates how digital scholarly editing can be of help in examining forms of creative undoing in all the stages of the writing process.
Contrastive relations in English and French editorials: A focus on the position of adverbial connectors of contrast

The research reported in this presentation is an extension of the work carried out within the framework of my MA thesis, which aimed to compare the use of connectors of contrast in English and French. After a brief overview of the main results obtained in the MA thesis, I will present a follow-up study on one of the aspects investigated in the thesis, viz. the position of adverbial connectors of contrast, studied in a Systemic Functional perspective. Relying on the notions of Theme and Rheme, the study compares the word order patterns of English and French adverbial connectors of contrast in a comparable bilingual corpus of quality paper editorials. The results highlight that, while the two languages offer the same set of possibilities for the placement of adverbial connectors of contrast, they display significant differences in terms of their preferred positions. These differences appear to be determined by three types of factors: syntactic, rhetorical and lexical.

A corpus-based analysis of lexical text coverage of the discipline-specific textbooks for English majors

Corpora have been used extensively to provide more accurate descriptions of language use, as well as to look critically at existing textbooks and teaching materials in terms of providing data, especially frequency data, which may further alter the input to be taught. Hence, this study aims to create a corpus of discipline-specific textbooks for second-year English majors at Azerbaijan University of Languages (AUL) to form the basis of an analysis. Coxhead’s (2000) Academic Word List (AWL) containing 570 word families, Xue and Nation’s (1984) University Word List (UWL) which contains a list of 836 words and the British National Corpus (BNC) 14,000 high-frequency word list will be chosen as the base word lists and measured by the newest version of VocabProfile which is a computer program that performs lexical text analysis. First, a corpus of discipline-specific textbooks for the courses (‘Study skills’, ‘Critical reading and effective writing’, ‘Teaching English to young learners’, ‘Teaching conversation and social interaction’) taught at AUL in the second course will be gathered and analysed in terms of vocabulary size, vocabulary level and text coverage in order to understand the lexical characteristics of the input that English majors at AUL receive. Secondly, the findings will be useful as an important step towards developing a university word list that targets the academic words, terms and notions that are frequently used in these discipline-specific textbooks taught at AUL.
Hanouelle, Sabien

**The efficacy of terminology-extraction software for the translation of documentaries**

This research investigates whether the terminology used in documentaries is specific enough to be detected accurately by automatic terminology-extraction systems. Furthermore, it aims to determine whether the integration of the resulting bilingual glossaries into the translation process reduces the translator’s workload, while contributing to a qualitatively appropriate product. The first part of the paper examines the results of two tests aiming to check the reliability of the automatic terminology-extraction systems. In test 1 three annotators manually labelled the terminology while test 2 concerned the automatic terminology extraction by three systems: TradosMultitermextract 2011, Similis (both commercial systems) and TExSIS, being developed at the University of Ghent. The output of both tests were compared using F-score. The second part of the paper describes the set-up and results of a proof of concept experiment conducted with master students in translation at the University of Antwerp and those of the final experiment with professional translators. For each experiment, the candidates translated a selection of documentary texts from English into Dutch. In a first session they worked without terminology support and in a second session with a bilingual glossary; part of them translated with a manually labelled glossary while the other part performed the task with the automatically extracted glossary. The translation process was monitored with Inputlog, a research tool for logging and analysing writing processes: http://www.inputlog.net/. Both a quantitative and a qualitative analysis of the results will be presented and compared, focusing on pause time before terms, process time, research behaviour and terminology errors.

Ingelbien, Raphaël

**Doing cultural history with the Irish Newspaper Archives digital database**

This paper will discuss several methodological issues that arose during the research for a project on Irish travel writers. The project itself would have been unthinkable but for the availability of the online digital database Irish Newspaper Archives, which makes it possible to map and search vast swathes of nineteenth-century Irish print culture. The actual research did however highlight several pitfalls in the use of the database. One was the nature of Victorian Irish print culture, with its strategic use of font types which the database remains ill-equipped to deal with. A more important issue was the tension between breadth and depth: while generating a wealth of documents, the digital database inevitably tended to isolate them from ‘thick’ contexts whose relevance would only be grasped by ‘deep’ readings. Experience with the project thus suggests that digital databases, while revolutionising cultural historical work, do not as yet quite supersede more traditional methods for archival work that require ‘lower tech’ skills – at the same time, however, libraries are unfortunately disinvesting from those more rudimentary, ‘old-fashioned’ technologies.
Towards an effective online mentoring model for language practitioners based on blended learning

Since the 1990s, practices and technology have been changing in the publishing and communications industries and transforming the way they operate, in these circumstances, the majority of language practitioners worldwide now operate as freelances. This deprives them of the ability to benefit from the experience of lifelong learning that full-time, in-house employees enjoy. In-house, new practitioners can always call on more experienced colleagues to answer queries, make suggestions, and generally guide them through difficult texts face to face, in mentor–mentee relationships (Alleman, 1986; Clawson, 1980; Cohen, 1999; Ensher & Murphy, 2005; Levinson et al 1978; Murphy, 1986; Phillips-Jones, 2011; Zey, 1984). As a result, many trained but isolated newcomers to language practice (applied linguistics) experience difficulty in transitioning from novice to fee-earner. A possible distance-learning solution is made possible through the development of Internet and Web technologies. The present research investigates the question: ‘Can online mentoring via MS Office, email, Skype, and the Web provide a blended learning experience for language practitioners that is either equal to or more effective than the office-based, face-to-face arrangement?’ That is, would a mentee-driven process of online mentoring enable a mentee to gain knowledge, develop skills, obtain practice and build their confidence to the same extent as a non-digital arrangement. 

Sontag (2010) provides a definition of mentoring as a ‘developmental relationship [...] mentee-driven and mentor-guided’, one more aligned to the needs of freelances. Emelo (2011) brings mentoring right up to date by painting a scenario of changing practice that combines Internet technology with blended mentoring. With practitioners who are qualified to mentor being in short supply and physical distance now separating mentors and mentees globally, a solution needs to be found that addresses this problem. This research investigates the factors contributing to effective online, blended-learning in mentor–mentee partnerships in Australia, South Africa, the United Kingdom and also in Belgium.

References


**Ludwig, Christian**

**Lopes Lourenço Hanes, Vanessa**

When there are no (comprehensive) national bibliographies: Using internet resources for corpus building

According to Wyler (2003), approximately 80% of all books sold in Brazil are translations, most of them from English source texts. Thus, it goes without saying that an immense Brazilian literary corpus awaits consideration by Translation Studies, which may be partly responsible for the discipline’s recent upsurge there. However, this same vast corpus also poses a great challenge due to a lack of systematic record keeping. For reasons not to be dealt with here, the Brazilian National Library’s data on translated works are quite limited. The question is, therefore, how can researchers build comprehensive and accurate corpora on Brazilian translation, synchronically and diachronically speaking, particularly in the case of prolific authors who have been translated and retranslated many times? How can one be sure he has found everything that there is to be found? This presentation will illustrate how, in the case of Brazil, internet resources in various countries and languages were used to compile a comprehensive list of Agatha Christie translations into Brazilian Portuguese that includes 93 titles, 15 publishing houses and 81 translators. The best sources of information were, surprisingly, not obvious scholarly channels.

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"That’s the second biggest monkey head I’ve ever seen!" – Video game mechanics and their implications for foreign language learning

Motivation and engagement are key elements of successful language learning. Learners should be engaged in meaningful learning tasks with provide authentic input and opportunities for students to produce target language output. Apart from the traditional approaches to ‘exploiting’ social media for language learning, digital games have gained increasing attention (Gee 2008; Pensky 2013). Just to mention but a few arguments, digital games are part of our students’ daily lives and offer many opportunities for target language use. Apart from many others, video games present one of the media for Digital Game-Based Learning. While many researchers and teachers try to ban the video game experience from the (language) classroom, in this talk I will argue that, to a certain extent, we should embrace them as an opportunity for learning. However, this talk will go beyond the approaches of Digital Game-Based Learning (DGBL) and shed light upon the relatively new concept of gamification which suggests that video game mechanics should be applied to other contexts in order to make non-gaming tasks more successful. By using examples from a variety of video games, the added value of video games mechanics for language learning will be discussed. Among others, issues such as goal setting, achievement, feedback, visualisation and differentiation will be touched upon.

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**References**


Noël, Dirk (co-presenter: Johan van der Auwera)

Recent changes in the spread of verbal modal expressions in the Hong Kong and Singapore printed press, in contrast with the British and American ones: Exploring the potential of Factiva® for the diachronic investigation of World Englishes

Against the backdrop of developing views on the relative importance of language-as-a-whole vs. genre-specific data for the investigation of grammatical change, specifically in New Englishes, this paper examines very recent evolution in the frequency of use of the modal auxiliaries and a set of “quasi-modal” expressions in the Hong Kong newspaper South China Morning Post and the Singaporean daily The Straits Times. Previous research based on the Brown corpora family has established that the frequency of the modals is decreasing in both British and American English when considered in their entirety, but increasing within the pages of the American news publication TIME Magazine. Research on (recent change in) the use of modals and quasi-modals in newer Englishes employing various components of the International Corpus of English, on the other hand, has so far almost exclusively only considered frequency differences between the spoken and the written language, and has used these as a basis for speculations about diachronic evolution in various national varieties considered in their entirety, in the absence of balanced and representative historical or Brown family-like corpora for (most) non-metropolitan varieties of English. The compilation of such corpora is only starting to get underway. If genre is a relevant factor, however, and if empirical historical evidence could be sourced from databases other than those specifically compiled for linguistic research, we could already start our historical investigation of the grammar of New Englishes with those genres these alternative sources make accessible. This paper will explore the extent to which the commercial information tool Factiva® can be useful in this way.

Peeters, Ward (co-presenter: Christine Fourie)

Facebook friends and foreign languages - the impact of online peer-to-peer communication on academic acculturation and second language learning

Research has shown that social network sites (SNSs) have an increasing impact on the dynamics of peer-to-peer communication within local online communities (Henkel & Block 2013). The potential of integrating SNSs in foreign language learning with the purpose of optimising peer-to-peer communication was studied in two case studies with first year students, one targeting English majors at the University of Antwerp, Belgium, and another targeting medical students at the University of Stellenbosch, South Africa. The Antwerp case study, which was part of a four-month writing programme for students of English as a foreign language, focused on how learners' language use evolved and how they perceived their own metacognitive strategies (Schraw 1998). As an integrated part of their out-of-class writing assignments participants were invited to discuss aspects of academic writing on a closed-group peer-to-peer Facebook discussion forum without the presence of a teacher. A quantitative analysis on participants' language use and overall communication patterns showed how their educationally-generated interaction evolved in the informal online environment of Facebook. In South Africa the blended learning platform Medics on the Move (MoM) was utilized as a basis for the communication course taken by medical students studying Afrikaans for Specific Purposes. A closed Facebook group was created in order to lower the threshold of online learning (Van de Poel & Fourie 2013; Van de Poel, Fourie & Seberechts 2013) and to demystify the new MoM online platform. Quantitative and qualitative data show that participants were engaged with their respective online communities and language learning.
Introducing corpus analysis into audio description research
Globalisation and the advent of new technologies does not only create new types of media services that require translation, but it also produces new, promising methods for studying these services. This paper presents a PhD project that illustrates both these trends: a corpus-based analysis of the linguistic features of Audio Descriptions for the blind and visually impaired. The project aims to describe the linguistic features of ADs through the use of digital instruments from Corpus Linguistics (CL). The challenge resides in the need to develop tools for multimodal corpus analysis, since the texts analysed, combine dialogue, sound effects and music. This paper will discuss the technical and theoretical challenges related to the collection, design and annotation of such a multimodal corpus, in particular for small-scale projects with limited human and software resources such as the one discussed here. Next, it will illustrate how the open-source tools XML and Python were used to create a flexible and accessible digital environment for audio visual corpus exploitation. We aim to illustrate the possibilities and opportunities of such tools for individual researchers dealing with multimodal texts, but also to point out the limits of such methods. The examples used in the presentation are taken from a corpus of Dutch audio descriptions, but the linguistic issues discussed are relevant for other languages as well, including English, and the digital tools discussed are language-independent.

Audiovisual translation in teaching foreign languages: The use of re-voicing to improve fluency and pronunciation in spontaneous conversations
The active use of techniques traditionally employed in audiovisual translation, such as subtitling or dubbing, constitutes a recent practice in the field of teaching foreign languages (L2). In this paper, re-voicing is seen as a didactic resource consisting of replacing original voices in 2-3 minute long clips in L2. This paper primary looks at the interface between the use of direct re-voicing in L2 Spanish (although this could be applied to any other language) and oral expression in non-prepared conversations, with an emphasis on fluency and pronunciation. To this end, 17 English students aged 16-17 with an intermediate level of Spanish took part in the study. It is mainly a qualitative observational based study and the results have been validated by triangulating the data using individual interviews, questionnaires and teacher’s notes. At the same time, this data has been obtained through three different sources: the students, the teacher as observer and three native Spanish assessors. The results cannot present universal validity but they provide promising information for future experimental research. The most important finding is that in the short period of six weeks, students have significantly improved the speed of their speech by an average of 22 words per minute. However, pronunciation needs to be practised more explicitly for a longer period of time to get objective conclusions. Students also reported an increase in their confidence and they feel more relaxed, fluent and comfortable when speaking the L2. According to the qualitative data, other learning areas, such as listening comprehension and vocabulary acquisition, improved notably.
Smeuninx, Nils (co-presenters: Bernard De Clerck, Véronique Hoste, Walter Aerts)

Sustainability report readability and its impact on stakeholders’ comprehension

While the financially-oriented corporate annual report is directed at a fairly specialised readership of shareholders, the sustainability reporting potentially targets the much wider audience of stakeholders in the company’s operations in general (Sacconi 2004; Sheikh Abu Bakar & Ameer 2010). As previous research has frequently described the average reading ease score for financial reporting as too difficult for its intended audience (see Courtis 1998, Li 2008 and Bayerlein 2010 inter alia), the question of how accessible sustainability reporting is becomes doubly important given how its similarity in genre to the former contrasts with their potential disparity in intended audience. The sparse research already conducted on the readability of sustainability reporting marks it, like the financial report, as a relatively inaccessible genre using computer-assisted automated readability analysis (Farewell 2014). In this presentation, I will further explore the field by applying a wide range of readability formulae to a diverse corpus of sustainability reports and both financially- and sustainability-oriented CEO and Chairman’s letters. The analysis will not only focus on general readability, it will also examine the impact of variables such as industry and variety of English on reading ease and estimate the effect of these reports’ readability on comprehensibility for stakeholders via a comparison with informant-based readability scores.

References
Academic reading awareness: Translating data into an online learning programme

Blended learning – combining face-to-face and computer mediated experiences – found its application in different learning environments as the most effective model for acquiring knowledge, skills and expertise (Bersin, 2004; Bonk & Graham, 2006; Garrison & Vaughan, 2008). Language learning in Higher Education is now intensively engaging with this trend relying on applied linguists who routinely draw on computer technology as an integral part of language learning (Chapelle, 2005). In order to help first year students become literate in English, teachers put emphasis on their writing proficiency (Brunfaut, 2008; Weideman, 2013), while academic reading skills are often taken as a given (Van Dyk, Van de Poel & Van der Slik, 2013). However, reading is one of the most important skills for acquiring language, and access knowledge and wealth of information (Eskey, 2005). Data on the academic reading of newly-arrived students gathered at the University of Antwerp (2013) indicate that the students overestimate their academic reading preparedness and are not fully aware of their academic reading level and skills. Based on the reading profile of these students, a dedicated academic reading programme is developed. The programme aims to raise beginner students’ academic reading awareness through support of efficient, effective and critical reading in the foreign language. This study reports on the implementation of the above mentioned academic reading programme in the curriculum, as the online component of a blended approach to students’ academic literacy development.

References