

DUBLIN CITY UNIVERSITY

# *A User-Oriented Study of Metadata in focal.ie*

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PhD

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Thesis submitted for the qualification of PhD

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### Buíochas

Ní tharlódh an staidéar taighde seo ach an maoiniú flaithiúil a chuir Foras na Gaeilge ar fáil do chomhaltacht taighde trí bliana chun athstruchtúrú a dhéanamh ar ordlathas réimsí *focal.ie*. Bhí tacaíocht agus cúnamh ann ar feadh an ama ón gCoiste Téarmaíochta, agus tá buíochas ar leith ag dul d’Fhidelma Ní Ghallchobhair a chuidigh liom ordlathas réimsí DANTERM a aimsiú, a roghnú agus a chur i bhfeidhm in *focal.ie*.

Chuidigh foireann Fiontar liom an obair a chur i gcrích. Mo bhuíochas ó chroí leis an Dr Úna Bhreathnach agus leis an Dr Gearóid Ó Cleircín a chuir comhairle orm ó thaobh na téarmaíochta de, leis an Dr Brian Ó Raghallaigh a rinne an obair theicniúil a bhain le hath-innealtóireacht a dhéanamh ar an suíomh le go nglacfadh sé leis na réimsí nua agus leis an Dr Caoilfhionn Nic Pháidín a raibh an tionscadal faoina stiúir.

Táim thar a bheith buíoch de na rannpháirtithe uile a ghlac páirt sna grúpaí fócais (foireann Fiontar ina measc) agus de na haistritheoirí gairmiúla go léir a lig dom teacht chuig a láithreacha oibre agus breathnú orthu i mbun aistriúcháin.

Thar aon duine eile, tá mé go mór faoi chomaoin ag mo stiúrthóir An Dr Dorothy Kenny. Duine cumasach, gairmiúil, foighneach, spreagúil.

Agus gan amhras m’fhear céile, a bhí ann chun tacaíocht leanúnach a chur ar fáil i gcónaí.

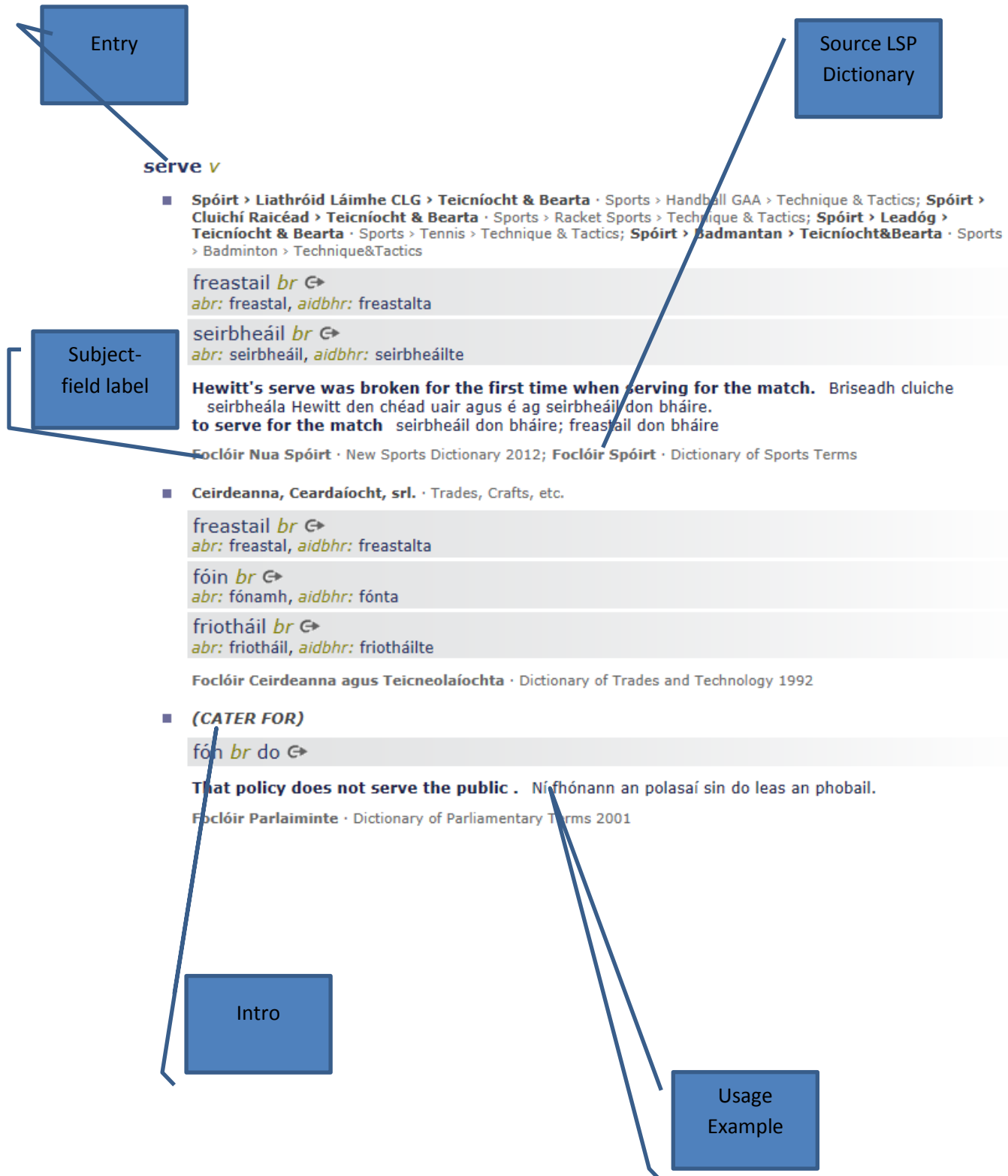
## Abstract

Subject-field classification systems are implemented in every major termbank to facilitate the internal management of terminographic work, and this study begins with an account of how the DANTERM subject-field classification system was selected to meet such needs in the bilingual Irish-English termbank *focal.ie*. Little is known, however, about how subject-field labels and other metadata are actually used by users of termbanks. The current study thus also sets out to investigate users' beliefs and opinions about how the presentation of metadata, and especially subject-field labels, affects user behaviour and success in the context of English-Irish translation, including use of the bilingual Irish-English termbank *focal.ie*.

Users' opinions and beliefs are investigated in a series of five focus groups involving nineteen users of *focal.ie*. Actual use of the termbank is subsequently observed in a contextual inquiry, involving observation of and interviews with nine professional translators in their workplaces. Findings from the focus groups suggest that users believe that 'no information is too much information' and they prefer collapsible items to be revealed rather than concealed by default. Although all metadata is considered useful, metadata items that put terms into context (examples of usage, related terms) are considered most useful. The contextual inquiry interviews and observation on the other hand suggest that translators work at speeds that mean that they cannot scrutinise metadata in great detail, but that their use of terminological resources is guided by the overarching theme of trust. Translators' trust in the data and metadata, in the source of the metadata (creator of the metadata), in their client/employer and in themselves had more of a bearing on how they used the metadata than did the amount or the presentation of the metadata.

# Metadata on the *focal.ie* User Interface

Figure 1 – Metadata on the *focal.ie* public user interface



# Chapter 1: Introduction

## 1.1 Background

This thesis has its origins in a study commissioned in 2008 by Foras na Gaeilge, the cross-border body responsible for the development of the Irish language. At the time, Foras na Gaeilge wished to sponsor research that would ultimately lead to the overhaul of the subject-field classification system used in the bilingual Irish-English online termbank *focal.ie*. *Focal.ie* was developed and is maintained by Fiontar, Dublin City University, but its contents come mainly from a number of glossaries produced over the years by An Coiste Téarmaíochta (the Terminology Committee),<sup>1</sup> often for use in Irish-medium schools. These contents tended to be labelled by the name of the glossary from which they came (science, business, home economics, etc.), rather than on the basis of a more systematic classification of the kind adopted in other termbanks of national or international significance. While the labelling of terms with such metadata was helpful, it did not fully meet the needs of An Coiste Téarmaíochta. The lack of an overarching classification scheme meant that some terms remained unassigned to subject fields, while others were assigned to a large number of fields.

Although the need for an overhaul of the classification scheme was clear from An Coiste Téarmaíochta's point of view, little was known about what difference metadata such as subject-field labels made to end-users of the termbase. Therefore the current study involved two distinct phases: firstly, finding a solution to classification in *focal.ie* that was acceptable to An Coiste Téarmaíochta and implementing that solution; and secondly, ascertaining the ways in which users' experience of a termbase are influenced by the presence and presentation of metadata such as subject-field labels.

The first phase of the research was based on the following research question:

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<sup>1</sup> An Coise Téarmaíochta was previously a branch of the Department of Education in the Republic of Ireland; it now functions under the auspices of Foras na Gaeilge (see <http://www.gaeilge.ie>).

1. *What type of subject-field classification scheme would be appropriate for restructuring the contents of the bilingual termbank focal.ie and what is the best approach for implementing that scheme?*

After carrying out a review of the literature on electronic dictionary use and website user experience the research areas for the second phase of the study were narrowed down to the following questions:

2. *What is the optimum level of metadata components that should be provided in an online bilingual termbank?*
3. *How should this information be presented on the user interface?*

## 1.2 Methodology

### 1.2.1 A New Subject-field Classification for *focal.ie*

Classification, as familiar from the major bibliographic classifications (Dewey Decimal Classification (DDC), Universal Decimal Classification (UDC), etc.) is a complex area that is informed by a very long history of scholarship in epistemology. The first phase of the current study involved investigating major philosophical and cognitive science approaches to classification, and how these have (or have not) impinged upon contemporary approaches to classification in termbanks.

During that investigation I made contact with a number of major European and North American termbanks, and with other experts in the field of classification, to generate primary data on their approaches to classification in an attempt to establish which classification schemes, if any, they used to organize their terminological data. This revealed that there is no universal approach used in the industry. Mindful of the practical application to which my research would eventually be put, I also liaised very closely with An Coiste Téarmaíochta and the staff at *focal.ie*, based in Fiontar, Dublin City University, who would be responsible for implementing any changes to the structuring of such data in *focal.ie*, in the development of a proposal on the future use of classification metadata in *focal.ie*. I presented this proposal - which draws (with permission) on the approach adopted by the Danish termbank DANTERM, to Foras na Gaeilge in August 2009.

Foras na Gaeilge accepted the proposal and work began on the implementation of the DANTERM classification in September 2009. A discussion document (de Barra-Cusack 2009) was drawn up outlining some of the issues that came to light in the initial stages of the implementation and was submitted to An Coiste Téarmaíochta. They in turn made some policy decisions relating to issues such as the maximum number of subject-field labels that should be attached to a single concept, the labelling of adjectives and multi-word terms and the labelling of general technical terms. The first phase of the current research therefore relied on a kind of action research. Action research as defined by Koshy (2011) is

a method used for improving practice. It involves action, evaluation, and critical reflection and – based on evidence gathered – changes in practice are then implemented...it is participative and collaborative...situation-based and context specific...Knowledge is created through action...Action research can involve problem solving, if the solution to the problem leads to the improvement of practice (ibid.:1).

### 1.2.2 Users and Metadata

The second phase of the study focussed on user-oriented research, especially dictionary users' appreciation of metadata. Research on dictionary use started to become popular in the 1980s (Bogaards 2003) at which point it was conducted mainly using questionnaires and asking users general questions about their dictionary use. The 1990s saw the area of dictionary use research developing to include more investigative data gathering techniques such as think-aloud protocols and translation tasks. Dictionary-use researchers have moved gradually towards more empirically-based approaches and have become more interested in the needs and desires of the user. In recent years researchers have started looking more closely at the microstructure of the dictionary, for example signposts and menus, and at the layout and presentation of information on the user interface. The current study builds on this trend.

After reviewing data gathering methods in the areas of electronic dictionary use and user experience (UX) I decided to begin the investigation into *focal.ie* users' use of metadata with a series of focus groups. Generally focus groups are used to generate some initial thoughts on a how a product is used and to elicit users' POBAs (perceptions, opinions, beliefs and

attitudes) (Puchta & Potter 2004). This method was chosen as very little is known about how users use metadata in a dictionary, and nothing was known about how users of *focal.ie* use its metadata. Focus group participants were self-selected from a group invited to participate through an email invitation to a list of *focal.ie* users. In total nineteen people took part in the focus groups, and they included both internal (i.e. based in Fiontar) and external users of *focal.ie*. The focus groups were audio-recorded and subsequently transcribed. Translators emerged in the focus groups as a group of external users that had consistent views on what termbanks are for and on that basis, and because they use *focal.ie* on a regular basis in their work, it was decided to conduct further research with that group of users, employing an ethnographic method known as contextual inquiry.

Contextual inquiry involves visiting participants in their workplace, watching them as they work and asking questions from time to time to uncover unarticulated work practices. The researcher takes contemporaneous field notes during the session, noting observed behaviour and resources used. I visited nine professional translators in their workplaces, including freelancers, translators working for organizations in Ireland and translators working in Luxembourg for the European Parliament. Themes that had emerged during the focus groups informed my observations during the contextual inquiry.

## 1.3 Results

### 1.3.1 Phase 1

The contents of the *focal.ie* bilingual termbank were sorted and reassigned if necessary using the DANTERM subject-field classification scheme as follows: Where a subject field in *focal.ie* was not in the DANTERM classification all of the concepts in that subject field were sorted into DANTERM subject fields and then when the old *focal.ie* subject field was empty that subject field was deleted from the system. I sorted approximately 70,000 concepts in this fashion. I assigned subject-field labels to a further 29,000 concepts that previously had no subject field assigned to them at all in *focal.ie*, but could be accommodated in the DANTERM classification. From the point of view of the internal users (i.e. the terminologists) the implementation of the new subject-field classification was a success, as it increased coverage (seeing as some concepts had no subject-field label assigned to them) and that it ‘cleaned up’ other contents (terms that had numerous subject-field labels assigned to

them). The new subject-field classification will also serve as a useful tool in the future when new terms are created for the termbank by An Coiste Téarmaíochta.

### **1.3.2 Phase 2**

Data from the focus groups were analysed using an emergent approach inspired by grounded theory. A qualitative data analysis tool, NVivo, was used for the purposes of coding the data. As already indicated, themes emerging from the focus groups informed the second phase of research, which was based on contextual inquiry. Themes emerging from the contextual inquiry were then compared and contrasted with those from the focus groups.

The focus groups suggested that users preferred to have more rather than less information available to them (that ‘no information is too much information’); that certain items of metadata (e.g. subject-field labels, examples of usage) are more valued than others (e.g. definitions); that there is a tendency for users to remain oblivious to new options that are added to the termbank interface; and that users preferred collapsible interface elements to be expanded as a default.

Focus group participants tended to generalise however, and to talk about hypothetical situations and hypothetical others, whereas translators participating in the contextual inquiry interviews tended to talk very much about the task in hand, without generalizing, and their dialogue was rooted in what they were doing.

The main theme emerging from the contextual inquiry was trust. Most of the decisions translators made in terms of how they used metadata was based on trust – trust in resources, trust in clients, trust in sources (who created the information), trust in past experiences (what they learned in school or at home) and trust in their own linguistic preferences and abilities.

## **1.4 Contributions and Limitations of the Research**

The first major contribution of the research reported on in this thesis is the selection, adaptation and implementation of a new classification system for *focal.ie*. This part of the research is firmly rooted in the philosophical tradition of pragmatism, in that it eschews ideas of universal truth (in classification as elsewhere) and focuses instead on “what works” (Tashakkori & Teddlie 2003: 713) and the “possibilities of action” (Dewey 1931: 32 ) that



arise from the research. By the end of the first phase, the research reported on here had already acted on the world, changing practice in the classification of terms in arguably the most important termbank for Irish.

The second major contribution of the research lies in its direct, face-to-face engagement with the userbase of *focal.ie*. Previous research (Mac Lochlainn 2009) had elicited primarily quantitative data from *focal.ie* users using a questionnaire. The qualitative methods used in the current research have different strengths to the method used by Mac Lochlainn, and provide a more complete and nuanced picture of users' priorities and how translators in particular actually use *focal.ie*. To my knowledge, no other study to date has elicited data directly from users of *focal.ie* through direct, face-to-face methods, and such studies are rare enough among users of other termbanks or translation aids.

This thesis also stands to contribute, more generally, to the growing body of workplace-based research in translation studies. To my knowledge it represents the first contextual inquiry to be conducted involving Irish-language translators. As already indicated, the theme of trust proved to be central in the analysis of contextual inquiry data. Trust is a theme that is growing in importance in translation studies, especially where the focus is on collaborative workplace practices (Abdallah and Koskinen 2007, Abdallah 2010, Karamanis et al. 2011). There is an increasing realisation that even when translators are working 'alone' (Risku & Windhager 2013), they are still drawing on resources created by others, and that the single most important criterion in selecting a translation solution may not be what the solution is, but where it came from, and whether that source is trusted. It is hoped that this thesis will provide useful input into further studies of trust in translation studies.

However, the research reported on in this study is qualitative in nature and is culture and context specific and thus any conclusions drawn cannot be used to generalise about other termbanks or other languages, or indeed about metadata in termbanks.

## 1.5 Structure of the Thesis

By way of introduction, Chapter 2 contains an overview of the Irish language context in which this research was conducted, with particular emphasis on the fact that Irish is a minority language and that *focal.ie* is a valued resource for the Irish language community, especially Irish language translators. The rest of the thesis is structured based on the two

phases of the research. In Chapter 3 I review the literature on classification and include a discussion of what other major termbanks have chosen as their subject-field classification schemes. Chapter 3 concludes with a description of the implementation of the subject-field classification scheme ultimately chosen for *focal.ie*. Chapter 4 includes a review of the literature on electronic dictionary use and Chapter 5 includes a review on user experience (UX). Methodologies chosen for empirical data gathering among *focal.ie* users are discussed in Chapter 6. In Chapter 7 I present an analysis of data generated through focus groups while Chapter 8 contains an analysis of data generated through contextual inquiry interviews. Chapter 9 contains the conclusions of the research and outlines areas for future research.

# Chapter 2: Terminology and Terminological Resources for the Irish Language

## 2.1 Introduction

In this chapter I outline the terminological provision for Irish over the past one hundred and fifty years - from the time of Irish Language Revival, which began in the latter half of the nineteenth century (Williams & Ní Mhuiríosa 1985), to the present day. This sets the scene for the use of the Irish-English online termbank *focal.ie*. During that period, issues such as which institution should have overall responsibility for term creation and how terms should be disseminated were debated, and the outcome of decisions made have a bearing on how current users of *focal.ie* use its contents and on how terminologists creating *focal.ie*'s contents view their role and approach their task.

Firstly, I outline the ad hoc attempts of Conradh na Gaeilge (The Gaelic League) to gather and publish terms during the Revival and the Conradh's attempts to found an Academy for the Irish language (Mac Eacháin 2014). Secondly, I describe the role of different institutions under the new Irish state, founded in 1922, in term creation and dissemination. I refer to the strengths and weaknesses of the current term creation institutions and structures (as seen by the institutions themselves), outlined by Bhreathnach (2010), and how they may be of relevance to my study. Lastly I give an overview of the key digital terminological Irish language resources which have been made publicly available over the past ten years, including *focal.ie*.

## 2.2 The Irish Language Revival and Conradh na Gaeilge

In 1537 the Parliament in Dublin passed the Act for the English Order, Habit and Language which demanded that the Irish 'to the utmost of their power, cunning and knowledge' shall 'use and speake commonly the English Tongue and Language'. Irish speakers were in effect being asked to translate themselves into another language (Cronin 1996:48).

The 1537 Act was the just one of many blows for the Irish language. Cronin (ibid.:xi-xiv) lists further important dates in the history of Ireland, such as the Act of Union (1800), whereby

the Irish Parliament was abolished and Ireland became part of the United Kingdom, and the Great Famine (1845-52), during which about one million people died of starvation and one million people emigrated (ibid.). These events, and successive policies implemented by the British in Ireland, cumulatively eroded the Irish language and left it with a minority language status (O'Connell 2000). By 1876, the year in which *The Society for the Preservation of the Irish Language* was founded, Irish was in serious decline (Williams & Ní Mhuiríosa 1985). This heralded the beginning of what is known as the Irish Language Revival movement.

Conradh na Gaeilge was founded in 1893 (Ní Ghallchobhair 2014) with two broad goals – firstly to strengthen the Irish language in Irish speaking regions (called ‘Gaeltacht’ areas) and to promote a wider usage of the Irish language in regions where English was the main language spoken (Mac Eacháin 2014).

In this context Conradh na Gaeilge founded a festival called ‘An tOireachtas’ (which is hosted yearly to this day) to inspire Irish language authors to write prose, poetry, songs, etc. in Irish. There was also a dedicated competition in the Oireachtas for the creation of terms; the first one in 1899 aimed to create “liosta téarmaí teicniúla a bhaineann le gnó le ceard ar bith – ábhar, uirlisí etc’ (“a list of technical terms relating to business or any craft – materials, tools etc.”) (Ní Ghallchobhair 2014: 59). This category was included in the Oireachtas competitions until the late 1940s (ibid.). Each year the name of the target topic/domain changed. For example in 1900 it was “ainmneacha éisc agus téarmaí a bhaineann le tionscal na hiascaireachta” (“names of fish and terms related to the fishing industry”) and in 1903 “na baill bheatha, na galair a thagann orthu agus na rudaí a dhéanfaidh na galair úd a leigheas” (“the human organs, the diseases of those organs and the things that will cure those diseases”) (ibid.: 59). The Conradh started publishing some of that material and founded a publishing house called An Cló-Chumann in 1908 (ibid.).

There were two important publications, *Irishleabhar na Gaeilge* and *An Claidheamh Solais* which were central in the activities of the Revival and the dissemination of terminology. They were also used as vehicles for debating issues, such as the founding of what was being called the Irish Language Academy.

Many people lobbied for the founding of such an Irish Language Academy. In 1876 Daithí Coimín wrote a letter to *The Irishman*, calling for the founding of an Academy (Mac Eacháin

2014: 28). In 1892 William O'Brien did the same in an address to Cumann Náisiúnta Chorcaí (ibid.:29). Dubhghlas de hÍde advised the Conradh that they should set up a subcommittee to create new terms (ibid.:30). Daithí Ua hIarfhatha, in 1902, wrote a letter to *An Claidheamh Solais* outlining what an Irish Academy would be about and that it “would deal with questions of spelling, grammar usage etc.” (ibid.:30).

Finally, following a presentation by the German scholar Kuno Meyer, at the Liverpool branch of Conradh na Gaeilge, where he spoke of the Hungarian language revival (ibid.: 32) Conradh na Gaeilge tabled a motion to found an Academy for the Irish language, somewhat akin to the *Académie Française* which would focus on issues such as orthography, standardization and term creation. Meyer argued that this had worked well in the case of Hungarian and would be beneficial in the case of Irish (ibid.).

A long protracted heated debate ensued, mainly by means of letters to publications such as *Irisleabhar na Gaeilge*, *An Claidheamh Solais* and *The Irish Independent* with many strong supporters but with an equally strong opposition. Those who supported the founding of an Academy did so for the reasons stated above and were of the opinion that membership of the Academy would be comprised of academics. In opposition there were those who argued that only native Irish speakers would be qualified to make sound decisions about the language (ibid.).

The Conradh finally retracted the motion due to the reluctance of leading Irish writers to accept the founding of an Academy which would have responsibility for setting standards for the Irish language (ibid.:38).

In 1907 a subcommittee of Conradh na Gaeilge, called An Coiste Gnó, founded a terminology committee ‘Coiste na dTéarmaí’ which would present any terminology to the public before approving it. Mac Eacháin (ibid.:40) notes:

Ní raibh díospóireacht ná toghchán ann ach gealladh ‘ná déanfaidh an Coiste seo aon fhocal do cheapadh agus do chur ag gluaiseacht gan é chur fá bhreath na tíre uile ar dtúis.’ Sa dóigh sin, thiocfadh le léitheoirí a dtuairimí a thabhairt go háirithe má bhí focal le fáil sa Ghaeltacht a d’fhóirfeadh don choincheap/rud nua. Ina éagmuis, rachaidís i gcomhairle le ‘lucht na cruaidh-Ghaedhilge’, agus mura

mbeadh focal acusan, rachaidís i gcomhairle le scoláirí na Sean-Ghaeilge. Mura mbeidís in ann focal a sholáthar, rachaidís i gcomhairle le lucht na dteangacha iasachta.

(It wasn't debated and there was no ballot, but the Coiste promised not to create any word or disseminate it without first putting it to the people of the country. By doing so, readers could form their own opinion, especially if there was a word available in the Gaeltacht already that would suit the new concept/thing. If not, they would consult avid Gaelgeoirí, and if they didn't have a word, they would consult Old-Irish scholars. If they couldn't come up with a word, they would consult foreign language scholars.)

Accountancy was the first domain chosen, and the Coiste collected terms from the public and published them in *An Claidheamh Solais* (ibid.:41). The activity of Coiste na dTearmaí seemed to dwindle thereafter (ibid.: 43).

One individual who was very active in term creation at the time (ibid., Ní Ghallchobhair 2014) was Liam Gógan. He initiated a series of letters in *An Claidheamh Solais* in 1917 where he asked members of the public to supply lists of architectural, construction and related terms. After compiling his terms he published them in various different newspapers in 1922 (*Misneach, Waterford News, An Glór* and *Feasta*) (Ní Ghallchobhair 2014: 61).

Although Conradh na Gaeilge continued publishing terms until the 1940s (for example the terms collected from Oireachtas competitions, as already mentioned), with the founding of the State in 1922 the Irish government became active in term creation activity and took responsibility for this in an 'official' capacity (Ní Ghallchobhair 2014).

## 2.3 The New Irish State

When the first Dáil (Irish Parliament) was convened in 1919, its proceedings were conducted entirely through the medium of Irish, and an Irish Language Ministry (Aireacht Oideachais) was also founded that year (Mac Eacháin 2014). When new Irish State was founded in 1922 Article 4 of the *Acht um Bun-Reacht Shaorstáit Éireann, 1922* stated that Irish would be the national language, and that English would also be recognised as an official language (Ní Ghallchobhair 2014). The new Minister for Education, Micheál Ó hAodha suggested that

each Ministry should have a committee which would create terms for that Ministry so that they could conduct their business through the medium of Irish (Mac Eacháin 2014: 49).

Interestingly Ó hAodha also founded an 'Irish language Academy', however there was no further reference to the Academy after its founding (ibid.:50).

Ní Ghallchobhair (2014) discusses the efforts of the Department of Education to revive the Irish language through the medium of education. Irish was to be a compulsory subject in schools and schools were to teach a curriculum which included extensive reading in the Irish language (ibid.:67).

A specialised translation department was also founded for the new State – Rannóg an Aistriúcháin (Translation Section) which would supply translations of statutory instruments (Daltún 1965). Apart from providing translations of legislation Rannóg an Aistriúcháin was also involved in language planning and standardisation activities (O'Connell 2000: 44). The Rannóg published a memo in 1931 entitled *Spelling of Irish in Official Documents* and in 1945 *Litriú na Gaeilge: Lámhleabhar an Chaighdeáin Oifigiúil* (Irish Spelling: Handbook of the Official Standard) was published (Ní Ghallchobhair 2014: 71-72). The latter publication laid down rules for Irish language spelling and grammar which have been accepted as the 'standard' since then. A revised version of the Caighdeán was published in 2012 (Rannóg an Aistriúcháin 2012). Rannóg an Aistriúcháin also published lists of terms before a new terminology committee, founded in 1927, took responsibility for term creation (Ní Ghallchobhair 2014). However, in relation to the creation of legal terms, Rannóg an Aistriúcháin was given legislative authority, with the passing of an tAcht Téarmaí Dlíthiúla 1945 (Legal Terms Act) (Daltún 1965).

In 1926 An Gúm (an Irish language publishing house) was founded under the auspices of the Department of Education in order to provide Irish language textbooks so that school subjects could be taught through the medium of Irish (Ní Ghallchobhair 2014).

In 1927 the first official Coiste Téarmaíochta (Terminology Committee) was founded, also under the Department of Education, to provide scientific and technical terminology for the teaching of subjects through the medium of Irish in secondary schools (ibid.). The Coiste operated on an ad hoc basis from that point onwards, mostly drawing on the expertise of subject-field experts who participated, on a voluntary basis, in subcommittees of the Coiste,

until a 'permanent' Coiste, 'An Buanchóiste', was founded by the Minister of Education in 1968 (Foras na Gaeilge 2014a).

In 1958 the government founded An Coimisiún um Athbheochan na Gaeilge (Irish Revival Commission) with the following mission:

Ag féachaint don chéim atá sroichte faoi láthair leis an iarracht chun an Ghaeilge a athbheochan, breithniú a dhéanamh agus comhairle a thabhairt faoi na bearta ba cheart don phobal is don stát a dhéanamh anois d'fhonn go rachfar ar aghaidh níos tapúla chun an chuspóra sin (Ní Ghallhobhair 2014: 73).

(Seeking to review the progress thus far in the efforts to revive Irish and to advise on the measures that the public and the state should undertake to ensure a quicker achievement of that goal).

The Irish government published a white paper the following year *Athbheochan na Gaeilge* (Revival of Irish), which outlined policies regarding the progress of the language within and outside the education system. Comhairle na Gaeilge was founded in 1969 to review language policy and to advise on the progress of the language and in 1972 Bord na Gaeilge was founded to promote the Irish language with the passing of *An tAcht um Bord na Gaeilge, 1978* (Ní Ghallchobhair 2014: 74).

Under the British-Irish Agreement 1999, Foras na Gaeilge was founded with a cross-border remit (Bhreathnach 2010), and took over responsibility for the promotion of Irish in the Republic of Ireland from Bord na Gaeilge (Ní Ghallchobhair 2014). All of the activities of An Gúm and An Coiste Téarmaíochta were transferred to the new body (Foras na Gaeilge 2014b).

In 2003, The Official Language Act 2003 came into force in the Republic of Ireland, requiring all public bodies to supply services and documents in both official languages (Irish and English), such as publications (annual reports, strategy documents, etc.), signage, advertisements and stationery (Bhreathnach 2010). This would require a large body of translators (freelance and private companies included) as there are more than 600 public bodies in Ireland (Rialtas na hÉireann, 2003). On that basis Foras na Gaeilge decided to start an exam-based accreditation scheme for translators into Irish. The scheme whereby



professional Irish language translators could gain an 'official' accreditation thus making them eligible to tender for translation work with government departments was initiated in 2006 (Forass na Gaeilge 2014c). The aim was to set a high standard for official translations *a priori* as it would be difficult to monitor the quality of these translations. The increased translation activity arising from the requirements of the Official Languages Act meant that there would be a greater need to have up-to-date terminology in a broad range of specialist subjects and that those terms would have to be easily available to translators and to the public bodies themselves.

When Ireland joined the European Community in 1973 Irish was included as one of the Treaty languages. This meant that all primary legislation had to be translated to Irish, such as treaties (O'Connell 2000:42). However, it was not until 2007 that Irish was finally made an official working language of the EU, which means that now all European legislation and some important documents are to be translated to Irish (Ní Ghallchobhair 2014). The Institutions for which the translations are carried out are the European Commission, the European Council and the European Parliament (ibid.). This extra European translation activity in Irish also meant that new terminology would be required. Each of the major European institutions had their own termbase. However, between 1999 and 2004, all of their collective terminology was compiled and entered into one single termbank, called IATE (Inter-Active Terminology for Europe). IATE was launched internally for the European institutions in 2004 and for public use in 2007 (ibid.). A project was commenced in 2007 to provide Irish language terminology for IATE in 2007 (Bhreathnach 2010).

Bhreathnach (2010) in a case study of the Irish term planning context draws some interesting conclusions, in particular regarding the strengths and weaknesses of the organisations that are currently involved in term creation. Strengths as identified by Bhreathnach include

goodwill and institutional support, back up by legal status and structures; cooperation among institutions; tradition and expertise; efficient working methods; and technical innovation (ibid.:145).

The weaknesses identified related to

problems with the structures for term creation, such as the Terminology Committee's methodology, structure and staffing levels, with associated problems of neglected domains and gaps in provision.

...there are issues of strategic planning and reflection, with particular questions about the lexicographic deficit. Institutional structures and jealousies are also problematic, and there is a larger question of the usefulness of current work for language maintenance on a long-term basis.

...there are questions about term implantation in the media and generally, questions which rest in part at least on matters of language awareness and education; the lack of corpus research or enquiry into term use is also related to this problem (ibid.:151).

Lastly, one of the crucial factors that needs to be included in the discussion of term provision is the target audience. Irish speakers are broadly divided into two distinct groups: native speakers, generally from Gaeltacht regions, and Irish speakers who have learned the language as a second (or even a third) language, generally through the education system. According to the last census there are 485,000 people who claim to speak Irish on a daily basis, but of those only 36,500 live in Gaeltacht regions (Bhreathnach 2010). Therefore, native Irish speakers are a minority group within a minority.

Provision has also been made by the government for the Gaeltacht since the founding of the state. In 1925 Coimisiún na Gaeltachta (the Gaeltacht Commission) was set up and then in 1956 a dedicated government department, Roinn na Gaeltachta (Department of the Gaeltacht), was added to the list of departments. Údarás na Gaeltachta (the Gaeltacht Authority) was founded in 1980, as the government agency which would be responsible for the economic, social and cultural affairs of the Gaeltacht. A national Irish language radio station, Raidió na Gaeltachta, began broadcasting in 1972 and an Irish language television station, Teilifís na Gaeilge (now TG4) in 1996 (Ó Gallchobhair 2014).

## 2.4 Digital Irish Terminology Resources

When Irish was proclaimed an official working language of the EU in 2007, the Irish government announced the GA IATE project, to provide Irish language terms for the IATE termbank. By 2014, more than 50,000 Irish terms had been created for IATE (Ní Ghallchobhair 2014). This work was undertaken by Fiontar, an academic department in Dublin City University, with funding from the Department of Community, Rural and Gaeltacht Affairs (now the Department of Arts, Heritage and the Gaeltacht) (Bhreathnach 2010). Under this project terms are chosen by terminologists in the European institutions and are researched by staff in Fiontar. Irish equivalents are then supplied by Fiontar, approved by an Coiste Téarmaíochta or are reviewed by the translators in the European institutions themselves, and are sent back for inputting (Gearóid Ó Cleircín, personal communication). IATE terms are available at <http://iate.europa.eu>.

In 2005 Fiontar, DCU, undertook another project to digitise the contents of the LSP dictionaries produced by An Coiste Téarmaíochta (and published by An Gúm) in specific subject areas (e.g. Business Studies, Science, Astronomy), as well as other ad hoc lists produced over the years. A team of terminologists, technical experts and editorial assistants were employed to create the website [www.focal.ie](http://www.focal.ie) and input all of An Coiste Téarmaíochta's contents. The site was launched in 2006 (Bhreathnach 2010). An Coiste Téarmaíochta continues to create lists and operate subcommittees in specific domains, and the resulting terms are added to *focal.ie* on an ongoing basis. Fiontar continues to provide a supporting editorial function, whereas An Coiste Téarmaíochta approve all new terms added to the contents of *focal.ie*. The termbank at present (September 2014) contains 169,774 Irish terms, 168,538 English terms and 6,868 terms in other languages. Current usage exceeds 2 million visits per year (Clare Coughlan, personal communication).

Other official online lexicographical resources in Irish include a digital version of the main *English-Irish Dictionary* (de Bhaldraithe 1959) and the main Irish-English Dictionary *Foclóir Gaeilge-Béarla* (Ó Dónaill 1977), and Foras na Gaeilge are currently developing a new English-Irish dictionary (as de Bhaldraithe *English-Irish Dictionary* is quite outdated at this stage). Although the *foclóir.ie* is not complete yet, the work to date is available online at <http://www.foclóir.ie/>. There is still no comprehensive Irish-Irish dictionary, although An

Gúm did publish An Foclóir Beag (An Gúm 1991) - a small monolingual Irish pocket dictionary.

## 2.5 Conclusion

In this chapter I outlined the history of term provision activity for the Irish language from the time of the Irish language revival, around the turn of the last century, to the present day. Before the founding of the state, much of that activity was done on a voluntary basis, and Conradh na Gaeilge was at the forefront of that effort. After 1922 the state was in a position to grant official status to the Irish language and in an attempt to revive and reinforce the language various different policies were implemented, largely through the education system. Responsibility for term provision was granted to both An Coiste Téarmaíochta and in the specific legal domain to Rannóg an Aistriúcháin. Both organisations have played an important role in publishing LSP (Language for Special Purposes) dictionaries and providing a 'standard' for learners of the language and for official documents. Irish was also made an official working language of the EU in 2007, thus creating a need for term provision in that area, which has been undertaken by Fiontar, Dublin City University in conjunction with An Coiste Téarmaíochta and the European Institutions themselves.

According to Bhreathnach (2010) these legislative and structural supports are strengths of term planning for the Irish language. However, some of the weaknesses she mentions include the low staffing levels in An Coiste Téarmaíochta (two at present) (Gearóid Ó Cleircín, personal communication) and term implantation. This term implantation has been particularly troublesome in Gaeltacht areas (Bhreathnach 2010:167), as native speakers have been resistant to new terms, often preferring to use English equivalents instead.

Irish language translation is a growth area. With the enactment of the Official Languages Act, 2003 and the extra provision in Europe, translation activity requires extra terminological and lexicographical supports. Technological innovation in this area is considered a strength (Bhreathnach 2010) (e.g. *focal.ie*, IATE's termbank, *foclóir.ie* etc.), however there is an over-reliance on *focal.ie* for LGP (Language for General Purposes) words as the new English-Irish dictionary *foclóir.ie* is not complete yet and will contain only c40,000 headwords when complete (ibid.:10). This is compounded by the fact that 'focal' means 'word' and not 'term' (ibid.).

The abovementioned factors have implications for the current study:

Firstly, any study which relates to the use of the Irish language cannot disregard the fact that Irish is a minority language, with resource deficits. The vast majority of activity thus involves production (of Irish) rather than reception and *focal.ie* is used very much like an English-Irish dictionary, rather than a termbank in the strictest sense of the word (Bhreathnach 2010). This pressure to function as a hybrid LSP-LGP resource is also evidenced in the types of ad hoc terms An Coiste Téarmaíochta produce. Therefore, this must be factored into any analysis of the use of metadata in *focal.ie*.

Secondly, most terms are created very much *in vitro*, and even the most well-researched newly-coined terms tend to be rejected by native Irish speakers (ibid.). This means that on the one hand native speakers reject the new terms altogether, and on the other hand users of *focal.ie*, such as Irish language translators, tend to accept the terms almost without question because they have been produced by An Coiste Téarmaíochta, even though the Coiste is under enormous pressure in terms of staffing levels, and their subcommittees function on a voluntary basis.

These factors become relevant at various points in the current research and I return to them in later chapters.

## Chapter 3: A New Subject-field Classification for *focal.ie*

Subject-field classification systems are implemented in major termbanks to facilitate the internal management of terminographic work. This chapter looks at traditional and contemporary theories of categorization and classification and reports on practices in other termbanks in order to select and develop a subject-field classification scheme for the bilingual termbank *focal.ie*.

### 3.1 Introduction

Before embarking on a description of traditional and contemporary theories of categorization and classification it should be noted that there is an important distinction which should be made between them. Jacob (2004) points out that this distinction is not always apparent in the literature, where the two terms are often treated as synonymous.

Jacob defines categorization as

the process of dividing the world into groups of entities whose members are in some way similar to each other (ibid.: 518).

whereas a classification scheme is defined as

an arbitrary system of mutually exclusive and nonoverlapping classes arranged within a hierarchical structure reflecting a predetermined ordering of reality (ibid.: 524).

To highlight the distinction she compares categorization and classification under the following headings:

- Process: in terms of the process, categorization can be seen as creative whereas classification is systematic;
- Boundaries and membership: in comparing boundaries and class/category membership Jacob asserts that in categorization membership and boundaries are flexible whereas in classification membership of a class is all-or-nothing;

- Criteria for assignment: in categorization criteria for assignment are based on the context, while in classification assignment is carried out using a set of guiding criteria;
- Typicality: typicality effects can be accommodated in categorization whereas in classification no member is more typical than another;
- Structure: the structure is clustered in categorization but hierarchical in classification (ibid.).

Using Jacob's definition, categorization deals with groupings which are based on similarity. This activity is crucial if we are to discover order in our infinitely complex surroundings (ibid.), and indeed according to Langridge (1992) we learn through categorization. However, Medin (1989) argues that similarity is too general a basis for categorization "to give an account of conceptual coherence" (ibid.: 1469). Category membership depends on which attributes are included or the relative weighting one gives each attribute. He argues that what counts is the structure that binds the various attributes together *plus* the attributes themselves. He proposes a theory-based approach where similarity needs to be linked to other factors including levels of abstraction and overall structure. Again on the topic of similarity Medin asks whether similarity is an effect produced by things being in the same category or whether category membership comes about because things are similar. Lakoff (1987) too questions similarity as the only basis for categorization, although he does concede that it is part of an overall, albeit extremely complex process.

Although mutually exclusive concepts, Jacob explains how classification evolves from categorization. Specialized knowledge is accumulated using categorization and different disciplines slowly evolve as a result of communities of practice. Subsequently, to ensure consistency across people categories solidify, become less flexible and finally become classes. This is done so knowledge will not be lost as it is shared.

Bailey (1994) discusses what makes a good classification. He refers to the importance of the weightings that characteristics are given. He gives an example of how a trivial classification could occur: grouping objects based on the fact that they have four legs could yield a class consisting of "a giraffe, a dining-room table, and a dancing couple" (ibid: 2).

Some of the characteristic features of a classification scheme according to Jacob (2004) are artificiality and arbitrariness. Bowker & Star (1999) see classifications as primarily historically and politically motivated, again taking up the point made by Jacob that they are a vehicle for the safe movement of information as “information must reside in more than one context” (ibid.: 290). They also discuss ‘boundary objects’ – objects that exist in various different communities of practice. Scientists cooperate regarding these boundary objects to find workable solutions to their classification without “naturalizing categories from one community” (ibid.: 297).

Why do classifications matter? According to Bowker & Star (ibid.) they become part of working technologies as organizational tools, invisible to a certain extent, but interwoven with infrastructure espousing ethical, political and other values and conferring order.

In this context, most authors agree that there is no absolute classification (Langridge 1992, Bowker & Star 1999) and that “the only good classification is a living classification” (ibid.: 326).

## **3.2 Classical and Contemporary Theories of Classification**

### **3.2.1 Classical Theories of Categorization**

Categorization has intrigued philosophers throughout the ages. According to Aristotle in his treatise *Categories* things could be divided into ten categories: Quantity, Quality, Relation, Place, Date, Posture, Possession, Action, Passivity and Substance. In subsequent works he referred to his own categories almost as if they were doctrine (Ross 1995). According to Immanuel Kant (Hacking 2001) there are twelve categories and according to others there are hundreds (ibid.). However, philosophers’ categories are much narrower than the categories that cognitive psychologists speak of today (ibid.). The approach taken by philosophers is often referred to as the ‘classical view’ of categorization.

According to this view, there are naturally occurring categories, existing outside of human cognition, that are there for us to discover (Lakoff 1987). As Jacob (2004) puts it (referring to Rosch 1973, 1975) categorization, according to the classical view, used to be studied “not as a process of creation but as a process of recognition” (Jacob 2004: 520). In the classical view a thing belongs to a given category if it meets the so-called “necessary and sufficient conditions” for membership of that category (Sneath & Sokal, 1973: 20). Lakoff (1987) calls



the objectivist paradigm on which this form of categorization is based an 'idealization'. He asserts that objectivist metaphysics and essentialism, the view that things have an essence which can be discovered using scientific investigation, gave birth to the classical view. He argues, however, that the problem with this approach is that it could only be true if the human mind were to accurately reflect nature.

### **3.2.2 Contemporary Theories of Categorization and Classification**

Lakoff (ibid.) speaks of a 'major crack' in the classical view articulated by Wittgenstein (1958). Wittgenstein uses the example of what he called 'family resemblances' to argue against the classical view:

Consider for example the proceedings that we call "games".

I mean board-games, card-games, ball-games....What is common to them all? Don't say: "There must be something common, or they would not be called "games" – but look and see whether there is anything in common to all...Are they all 'amusing'? Compare chess with noughts and crosses. Or is there always winning and losing, or competition between players? Think of patience....Think now of games like 'ring-a-ring-a-roses'; here is the element of amusement, but how many other characteristic features have disappeared! ....I can think of no better expression to characterize these similarities than "family resemblances" (ibid: 65-67).

What he is arguing here is that all of these activities are called games but none have to have the same necessary and sufficient conditions to belong to the category. Some of the games have rules, some are fun, some involve competition and some do not. All that they have in common is a 'family resemblance.' What this implies is that the boundary of the category is extendable. 'There is no single set of features they all have, and thus there's no Aristotelian definition of "game."' (Weinberger 2007: 185).

Eleanor Rosch (Rosch & Lloyd 1978) proposed the prototype theory of categorization. According to this theory different members of a category could have varying degrees of 'representativeness'. For example robin is more representative for the category bird than owl. Such prototype effects are also inconsistent with the classical theory. However, the depth of the prototypical effect has been called into question (Lakoff 1987, Medin 1989),

some authors arguing that it may be a purely superficial effect. Medin (ibid.) asserts that it all depends on the context.

For example, tea is judged to be a more typical beverage than milk in the context of secretaries taking a break, but this ordering reverses for the context of truck drivers taking a break (ibid: 1471).

Rosch (Rosch & Lloyd 1978) also discusses the basic level at which categorization takes place, which has been shown to be at the genus level. She argues that “categories within taxonomies of concrete objects are structured such that there is generally one level of abstraction at which the most basic category cuts can be made” (ibid.:30). For example the basic level is ‘table’ and not the superordinate ‘piece of furniture’ or the subordinate ‘desk’.

Lakoff (1987) elaborates on this point and goes on to describe what makes basic-level categories basic, for example overall shape combined with function. In other words, Lakoff argues that we categorize on the basis of gestalts.

Our knowledge, according to Lakoff (ibid.) is organized in what he terms ‘idealized cognitive models’ or ICMs. He argues that effects such as prototype effects are purely a spin-off of that organization. ICMs are gestalts based on four principles which he lists as propositional, image-schematic, metaphoric and metonymic. Vervaeke & Green (1997) disagree with Lakoff’s basis for ICMs, especially how Lakoff attempts to defend his removal of prototypes from his explanation of prototype effects. They argue that their removal is tantamount to conceding that other explanations from the objectivist paradigm (the very paradigm Lakoff disagrees with) may suffice to explain prototype effects. They also argue that according to Lakoff structure alone can not confer meaning, and yet his ‘image-schemata’ seemed to be doing just this.

Despite the debate about prototypical effects, however, the main contribution of the new, ‘sociocognitive’ theories of categorization is to highlight the need to move beyond the classical theories of essentialism, natural kinds and the God’s eye view. It is generally accepted now that there is more to categorization than assigning category membership based purely on similarity, that context is paramount and that categories are flexible.

Barsalou (1982, 1983) demonstrates the effect of context on categories. He describes how there are features of categories which are both context-dependent and context-independent and also how we can create ad hoc categories when the need arises, such as “things to take on a camping trip” and “possible costumes to wear to a Halloween party” (ibid.:211). The fact that we create our own categories also contradicts the traditional view that categories are there for us to discover. Ad hoc categories prove that categories are there for us to *create*.

Weinberger (2007) introduces a further, digital dimension to the debate on classification. He speaks of the different ‘orders of order’. Firstly there is the first order of order (also known as primary classification) - how we order information itself. An example of this would be a primary classification such as one used in biology to describe and organize information about the natural world. The second order of order (also known as secondary classification) is information about the primary information, such as a catalogue in a library, ordering the books which contain the primary information. This type of organization has as much to do with the physical ordering of the books as anything else, so physical geography was one of the main considerations when creating such organisational structures. Those types of classifications were useful, Weinberger argues, when space was an issue and when using classifications helped us be efficient in our use of space.

However, now that information can be digitized many of the arguments for strict hierarchical classifications are moot.

Weinberger (ibid.) speaks of a third order of order, an order which changes everything.

But now we have bits. Content is digitized into bits, and the information about the content consists of bits as well. This is the third order of order and it’s hitting us – to use a completely inappropriate metaphor – like a ton of bricks. The third order removes the limitations we’ve assumed were inevitable in how we organize information (ibid.:19).

Boundless space is not the only advantage in this third order of order - metadata can also be *big*. What Weinberger means by this is that metadata (data about data), as a label for other information, had to be smaller than the main information in the physical world. For

example, a library catalogue card is restricted to a certain size; a label on a painting cannot obscure the work of art. However, in order to search for a literary work in the digital world, one can use large chunks of text from that work.

This 'third order of order', he argues, has created a messy world containing miscellaneous items, which can be pulled together into categories on an ad hoc basis, using multifaceted metadata items. However, not just any category can be 'pulled together':

As Umberto Eco says, there are many ways to carve a cow but none of them include serving a segment that features the snout connected to the tail (ibid.: 46).

It all depends on where we decide to 'bend nature.' It also depends on our point of view. Weinberger also argues that during the Enlightenment the task was to build knowledge. Now that we have a digitized miscellaneous world we are tasked with building meaning (ibid.: 222).

Rigid classification schemes and traditional ways of organizing (and hoarding!) information had much to do with experts or others in power. Now that information is freely available people are free to come to a consensus and build this meaning together.

Weinberger's (ibid.) ideas hark back to those of S.R. Ranganathan who, many years before the digital revolution, developed the 'Colon Classification' (Ranganathan 1933). This is a bibliographic classification scheme in which items are classified in a number of ways, based on their different 'facets', so that the item is searchable in a number of ways. The approach was known as a faceted classification and the different facets separated using a colon (hence the alternative name 'Colon Classification').

Although useful at the time this approach to classification suits the digital environment particularly well. Items are 'tagged' or 'labelled' according to their different facets and therefore can be pulled up by a computerised system if any of those 'facets' are included in different searches. Ultimately, it means users can create categories (with the help of the search engine) on the fly.

### 3.3 Categorization and Classification in Terminology

#### 3.3.1 Fuzziness, Multidimensionality and Prototype Theory in Terminology

Weissenhofer (1995) discusses the idea of prototype structure, the ‘fuzziness’ phenomenon and its implications for terminology. Terminologists have traditionally had the aim of making terms as unambiguous as possible whereas the idea of ‘fuzziness’ is accepted in language for general purposes. In light of this Weissenhofer describes terminology as “an outstanding field of application for a checklist semantics” (ibid.: 41).

Weissenhofer explains that although this is the ultimate goal, the elimination of polysemy and fuzziness can never be achieved fully in any subject field. Another consideration is that some subject fields are more or less fuzzy than others – for example scientific fields tend to be less fuzzy than other fields. In areas such as administration, however, there is a deliberate vagueness built in so that people come to their own conclusions based on the context in which the term is being used (ibid.).

Bowker (1996) too describes how terminologists would be better served by a more flexible approach to classification because of the multidimensional nature of terminological classification “when more than one characteristic can be used to distinguish between things” (ibid.: 784).

Temmerman (2000) also discusses terminology in light of the contemporary sociocognitive theories of categorization, especially prototype theory and ICMs. She claims that in many cases “terminology has become dogma” (ibid.: 17) and that terminologists continue with the traditional approach to categorizing terms without even questioning their approach. She questions some of the principles of traditional terminology and proposes other theories based on the sociocognitive approach. She includes in the traditional principles of terminology ideas such the following:

1. Terminology starts from concepts which can be clearly delineated.
2. Clear-cut concepts can be attributed a place in a logical (i.e. x is a type of y) or ontological (x is part of y) concept structure.

3. A concept can be defined in an intensional definition (superordinate concept and differentiating characteristics) and/or extensional definition.
4. A term is assigned permanently to a concept. It is believed that ideally one term only should be assigned to one concept.
5. Concepts and terms are studied synchronically and the relationship between concept and term is arbitrary (ibid.: 223).

Based on an empirical study, Temmerman challenges all of these principles. She demonstrates that the idea of the 'concept' existing before it has been assigned a term is not to be taken for granted, and proposes the idea of 'units of understanding' rather than concepts. These units of understanding often show a prototype structure. Because of this prototype structure the concept would be better referred to as a 'category'.

Secondly she challenges the idea that clear-cut concepts can be attributed a place in a logical concept structure on the grounds that understanding is a structured event. She argues that a unit of understanding has intracategorical structure. She also demonstrates that the essential characteristics associated with a unit of understanding will vary depending on the person giving or receiving the information and that polysemy has its place in terminology. She describes the role that ICMs play in the evolution of new ideas and shows that terms are motivated. Finally, she asserts that describing terminology in a synchronic way is not sufficient and that it is important to analyse the history of categories; categories evolve with time (ibid.: 223).

Temmerman (ibid.: 229) contrasts traditional terminology, which she describes as a 'componential analysis' that uses taxonomies to represent concept structures, with her new approach to terminology description which, in this particular empirical study, involved collecting data on the life sciences and using three different methods of data analysis: prototype structure analysis, cognitive model analysis and diachronic analysis.

### 3.3.2 Bibliographic Classification Schemes in Terminology

Temmerman's new approach could work well for specific domains: terminologists very often operate in restricted or specific subject fields and therefore taxonomies for different subject fields are not linked by an overall structure.

When creating termbanks that encompass 'all knowledge' however, the terminologist has traditionally needed to decide on an overall classification structure. Sager (1990: 37-38) indicates that while second-order subject classifications such as bibliographic classifications (for example DDC and UDC) on the face of it are useful tools, they have only limited usefulness in terminology collection, description and management. The reason for this is that in these classification schemes the structure may go quite deep, but even so the end result is "categories of topics or subject areas and not concepts of separate entities, activities, properties and relations" and "these classifications do not pursue the conceptual analysis to the level of the individual term" (ibid.: 38). In theory a top-down approach, as is used in classification schemes, could reach the same degree of detail as the bottom-up approach used in terminology, but this is only achievable if the top-down scheme is exhaustive.

A thesaurus is mentioned as a good middle ground for the systematic ordering of terms (ibid.). Indeed Termcat, the bilingual termbank for the Catalan and Spanish languages, uses the Universal Decimal Classification (UDC) for its overall superordinate structure, and the Root Thesaurus for associative relationships (Colomer i Artigas, personal communication).

Even though Sager (1990) rules out a complete reliance on bibliographic classification schemes based on the fact that even an exhaustive one would not show the relationship between individual concepts and their assigned terms, he does indicate that there is not necessarily a conflict between subject-field classifications and terminological analysis.

Sager's work has now been somewhat superseded by digital organization, which offers endless other possibilities, by allowing terms to be pulled into different categories or domains depending on the metadata attached to them, using a faceted approach to classification. But, faceted schemes depend on the individual items being cleverly tagged or labelled (with 'smart leaves' (Weinberber 2007) on the different branches) and this all takes time. In the digital world, individuals tag items that they then upload, and the search engine

just pulls those items together. For a faceted scheme to work in a termbank, each term would still have to be labelled first with some sort of metadata to make it searchable and therefore classifiable.

### 3.4 A New Subject-field Classification scheme for *focal.ie*

This section explores the needs of the termbank *focal.ie* and how to source a subject-field classification structure to meet those needs.

We thus move from a more theoretical discussion to one that must contend with a number of pragmatic issues, and in which the aims and desires of relevant stakeholders have to be taken into account, consistent with the general approach of action research.

It is important to note that there were very limited resources available for this work. There are currently only two fulltime employees working for An Coiste Téarmaíochta, and the implementation of any new classification scheme in the *focal.ie* database would have to be carried out as part of the PhD scholarship awarded to support the current research. There was also no clear indication at the outset that extra funds would be available to fund extra human or technical resources to create or retrofit a newly sourced subject-field classification scheme.

The first step in choosing a classification scheme for *focal.ie* was to get a general overview of what other multilingual termbanks of international importance had decided upon for their subject-field classifications in order to outline the different choices available to An Coiste Téarmaíochta. An Coiste Téarmaíochta were mainly interested in finding out whether there was a best practice or a ‘universal’ subject-field classification for termbanks.

There are a number of multilingual termbanks which are comparable to *focal.ie* (in terms of size and activity), including Termium Plus®, TERMCAT, TEPA, EuroTermBank, Riskstermbanken and IATE. I was particularly interested in getting an overview of the types of solutions chosen by large termbanks. For example, did they create their own bespoke subject-field classifications or is there a ‘universal’ subject-field classification which they are all using? Or do they rely on subject-field classifications such as DDC or UDC?

In order to do this, some leading international terminologists were consulted regarding subject-field classification in termbanks. This primary research confirmed that subject field



classifications are often “purpose-/company-/application-specific” and “there is no real standard” for classification in termbanks (Klaus-Dirk Schmitz, personal communication). The diversity of approaches is evidenced by some of the information provided by the terminologists consulted. For example, a subject-field classification was created for Eurodicatom (the EU Commission termbank) by Dr. Lenocho several decades ago which covered typical EU subject areas but is regarded now as quite limited in fields such as information technology (ibid.). A thesaurus, called the Eurovoc thesaurus, was chosen for EuroTermBank ([www.eurotermbank.com](http://www.eurotermbank.com)) (ibid.). Termium Plus® uses a hierarchical classification that was developed specifically for its database. It was created when TERMIUM® was originally developed and is continuously updated by terminologists to reflect advances in science and technology. (Termium Plus® member of staff, personal communication). Meanwhile, the classification TERMCAT applied at its inception was a version of the UDC (Colomer i Artigas, personal communication).

It was clear from the primary research that classifications are subject to revision and that they are neither universal nor immutable. In subsequent research the focus was thus on decisions made in the early planning stages of the termbanks as the work proposed for *focal.ie* would be similar to that undertaken at those planning stages. I use Termium (Dubuc 1972), now known as Termium Plus®, as an example of a multilingual termbank that created its own classification at the outset. This was established by the Government of Canada to distribute and standardize the terminology used in the country and thus to promote bilingualism in Canada (Hutcheson 1997). It is operated by the Terminology and Standardization Directorate (TSD) of the Canadian Translation Bureau. It uses a hierarchical classification (Pavel & Nolet 2001) that was developed specifically for its database at its inception and is continuously updated by terminologists to reflect advances in different subject fields (ibid.). When the database was being developed the bank had a three level logical structure with 26 classes forming the skeleton of each level – i.e. 26 classes each comprise 26 divisions which are in turn subdivided into 26 sections (Dubuc 1972). Dubuc (ibid.) suggests that the advantage of this system over a subject classification such as DDC or UDC is that it is designed exclusively for terminological use and that it is more flexible. Pavel & Nolet (2001), when describing the Termium Plus® subject-field classification, noted that there were 24 broad subject fields, which in turn were divided into 10 or 12 subject fields,

and although I am interested in the structure of the termbank at its inception, it is interesting to note that the general structure had remained the same over some 30 years.

This represents the first solution available to An Coiste Téarmaíochta – to create a bespoke subject-field classification for *focal.ie* with the help of terminologists and subject-field experts.

The second solution open to An Coiste Téarmaíochta is exemplified by TERMCAT for which a hybrid approach was chosen at inception, using the UDC for the overall hierarchical structure of the termbank and the root thesaurus (Colimar i Artigas, personal communication) for internal conceptual relations. Sager's model had thus been chosen for the structuring TERMCAT's subject fields.

Both of the solutions above were discussed with An Coiste Téarmaíochta and rejected for the following reasons. Firstly, the solution chosen by Termium Plus® seems desirable from a best-practice perspective, in that subject-field classifications tend to be context-specific. However, the classification for Termium Plus® involved a number of terminologists and subject-field experts (Hutchenson 1997) – resources which An Coiste Téarmaíochta did not have. Secondly, the solution chosen by TERMCAT, although more manageable from a resourcing perspective, had already been tried by the staff in An Coiste Téarmaíochta (Fidelma Ní Ghallchobhair, personal communication) and had been rejected on the basis that they found the UDC to be too granular for the terminological contents of *focal.ie*.

The last solution available to An Coiste Téarmaíochta was to 'borrow' a bespoke subject-field classification which had been created by another termbank. While discussing this last solution with An Coiste Téarmaíochta the terminologists indicated that, although they were interested in borrowing a scheme that had been developed by a termbank, they wanted one which had some philosophical underpinnings (in the way a bibliographic classification scheme might have) (ibid.).

After contacting other terminologists to source such a classification scheme, finally I (in conjunction with An Coiste Téarmaíochta) sourced a scheme developed by DANTERMcentre, Denmark's national centre for terminology. They had created their own classification scheme in 1993 after a detailed study of existing classifications, including bibliographic classification schemes and the Lench Classification. The project started out as an attempt

to create a European subject-field classification scheme, but lack of consensus narrowed the project to an attempt to create a classification for the Nordic countries. Similar problems were encountered at this level and it ended up as a Danish Classification System (Bodil Nistrup Madsen, personal communication). This underlines how difficult it is to create a 'universal' classification.

The DANTERM classification has two levels. The upper level contains what are called 'macro units' - eighteen in total in the original classification - which can be expanded as the need arises. The lower level consists of 'micro-units' which are characterized by alphanumeric codes (see Appendix F).

Permission was sought and granted (Nistrup Madsen, personal communication) from DANTERMcentre to use this classification for the overall structuring of *focal.ie*'s subject-fields.

### 3.5 Discussion

The aim of this literature review was firstly to explore categorization and classification and their implications for subject-field classification in general and in termbanks in particular. It also sought to review classification practices in major termbanks in order to help the researcher in selecting a new classification scheme for the *focal.ie* termbank.

Jacob's (2004) distinction between categorization and classification turns out to be particularly important as it puts into relief the differences between the creative, flexible process of categorization and the rather more rigid, systematic process of classification and explains how categories solidify into classes over time, allowing information to be shared between different communities of practice.

Notwithstanding the sociocognitive critique of classical categorization, contemporary *classifications*, whether first-order or second-order, remain important organizational tools in the natural sciences and information and library science (LIS) respectively. And even if the general theory of terminology has itself come under sociocognitive fire in recent years, and terminological practice has begun to change as a result, terminologists still rely on second-order classifications in particular to help structure holdings and organize their own work in large termbanks. But just as there can be no universally applicable classification (first-order or second-order) of knowledge in general, there is no single classification scheme that is

universally applicable to termbanks, and it even proved impossible to find a consensus solution just for the Nordic region. We have seen that Sager (1990) suggests that bibliographic classifications are sufficient for the overall hierarchical structure of termbanks but that more work needs to be done on internal relations between concepts. TERMCAT followed the formula proposed by Sager, Termium Plus created a bespoke subject-field classification, while DANTERMcentre originally attempted to create a universal classification scheme. It is evident then, that there is no clear consensus on how subject fields/terms should be classified in the termbanks. The best one can hope for it seems is to find a workable solution that may or may not involve the reuse or customization of an existing classification scheme.

In light of current trends in terminology management and new theories being proposed by terminologists, it was decided that a flexible subject-field classification would be the most appropriate for the termbank *focal.ie* – one that could accommodate both first-order and second-order classifications. In the next section I describe how An Coiste Téarmaíochta decided to adopt the DANTERM classification for its overall subject-field classification in *focal.ie* - a classification scheme which would allow them the flexibility to work at specific subject-field level, using existing first-order classifications where desirable, which would in turn slot into the overall superordinate hierarchy (second-order classification) without upsetting that superordinate structure.

### **3.6 Implementation of the DANTERM Subject-field Classification in *focal.ie***

In this section I describe the reasons for choosing the DANTERM classification for implementation in the bilingual termbank *focal.ie*. I also describe the implementation process itself, including the challenges associated with this process.

The first part of this section includes an account of the different choices regarding subject-field classifications available to the project sponsors, Foras na Gaeilge, including solutions being used by other major bilingual termbanks around the world. It focuses in particular on the subject-field classification eventually chosen for *focal.ie*, which was created by the Danish national terminology centre DANTERM. In the second part I discuss work done on

*focal.ie* in specific domains such as sports and the arts and how the new subject-field classification can accommodate such work. The section concludes with a description of the implementation of the new subject-field classification in *focal.ie*.

As outlined in the introduction to this thesis, this work on *focal.ie* was commissioned by Foras na Gaeilge. An Coiste Téarmaíochta (the Irish language Terminology Committee) is a branch of Foras na Gaeilge and therefore the work was carried out in consultation with the Coiste. Although ad hoc subject-field labels had been assigned to the terms in *focal.ie* when the termbank was being created (Bhreathnach 2007) An Coiste Téarmaíochta wanted an overall hierarchical subject-field classification for the internal organization of their work.

I included a brief account of the solutions chosen by other major termbanks for their subject-field classifications. On that basis there appeared to be three different choices available to *focal.ie*. Firstly, to create a bespoke subject-field classification as Termium have done. The second choice was to choose a traditional classification, such as a bibliographic classification, as TermCat have done. The third possible solution was to adopt and customise with permission, a classification created by another termbank.

Although Termium Plus®'s approach is probably the most suitable for purpose, in that its subject-field classification was created specifically to cope with the contents of a particular termbank, An Coiste Téarmaíochta did not have the resources to create such a new classification. The use of a bibliographic classification seemed at first like the best option for *focal.ie*. However, An Coiste Téarmaíochta had tried to implement the UDC previously (personal communication, Fidelma Ní Ghallchobhair) and had found it to be too granular at the micro-level (consistent with Sager's (1990:38) comments). However the idea of using a classification that had traditional philosophical underpinnings was attractive to An Coiste Téarmaíochta. During the course of their work with other terminologists in Europe, An Coiste Téarmaíochta had heard about the DANTERM subject-field classification and were interested in it for a number of reasons.

As already indicated, the DANTERM subject-field classification was created by the Danish terminology centre in 1993. The classification was the result of the work of a committee established to develop a 'universal' classification for termbanks. That work was informed by attempts to structure world knowledge and took into account classification schemes such as

bibliographical schemes (DDC, UDC) and other classification schemes used in termbanks, such as the Lench classification. The DANTERM classification (a copy of which is available in Appendix F) was published in 1993 although it was never accepted ‘universally’ (Bodil Nistrup Madsen, personal communication). The fact that it was not accepted universally reflects the difference in local needs and the different importance certain domains have in different countries (ibid.).

As already mentioned, the DANTERM classification has two levels in its hierarchy– macro-units and micro-units.

Table 1 illustrates part of the DANTERM classification. There the macro-unit ‘social science’ is broken down into micro-units such as ‘sociology’, ‘social system’, ‘education research’, etc. Macro-units are labelled using letters of the alphabet, while micro-units use decimal notation allowing for subdivisions.

This two-level hierarchy is a suitable arrangement for *focal.ie* as it provides a definite structure at the macro-level, but leaves the detail of the micro-level to the terminologists in An Coiste Téarmaíochta, work which is described in the next part of this section.

Permission was received from DANTERM to implement an amended version of the scheme in *focal.ie* (Bodil Nistrup Madsen, personal communication: see Appendix A).

**Table 1: Macro-units and micro-units in the DANTERM classification, exemplified by ‘Social Science’**

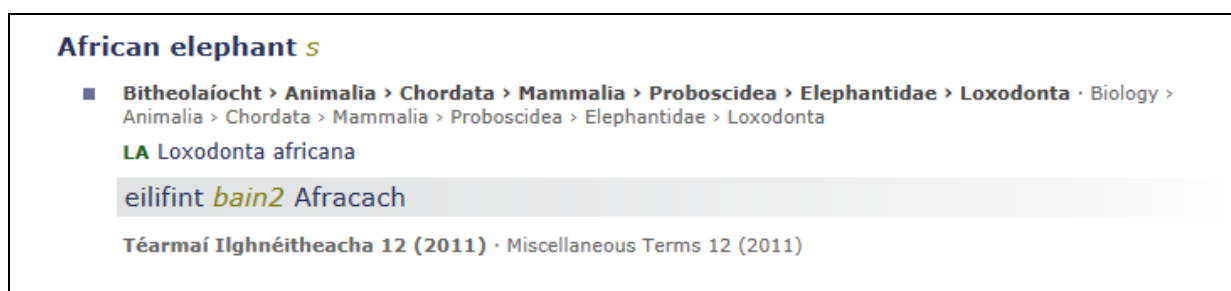
<b>A</b>	<b>Social science</b>
A0000	sociology
A2000	social system
A3000	education research
A4000	media
A5000	linguistics
A6000	psychology
A7000	history
A8000	philosophy
A9000	religion

### 3.6.1 Other Domain-specific Work in *focal.ie*

As indicated earlier in this chapter termbanks use second-order classifications at higher levels of abstraction, but first-order classifications can be accommodated at lower levels of abstraction. This is illustrated in *focal.ie* by classification work in the area of biology.

Figure 2 shows how second-order and first-order classifications are integrated in the user interface to *focal.ie*

**Figure 2: Entry for ‘African elephant’ in *focal.ie***



As can be seen from Figure 2 the concept ‘African elephant’ belongs to the domain ‘biology’. The domain ‘biology’ is a micro-unit in the DANTERM classification structure. (‘Natural Science and Mathematics (G)> Biology (G7000)). However, the subdomain hierarchy Animalia>Chordata>Mammalia>Proboscidea>Eliphantidae>Loxondonta is a first-order classification in biology, which can be easily inserted into the DANTERM second-order classification adopted by *focal.ie*. Indeed, the expansion of the DANTERM hierarchy in this way has been completed for the domain of biology in *focal.ie*.

Other subdomains do not need such a fine-grained classification. Figure 3 shows an example of work being done on the domain ‘sports’ in *focal.ie*.

**Figure 3: Entry for ‘ace’ in *focal.ie***



Figure 3 shows the first entry for the term ‘ace’, which is classified under the DANTERM micro-unit ‘sports’. Further subdomains include only two more levels in the hierarchy ‘team sports’ and ‘rules and refereeing’ (Sports>Team Sports>Rules & Refereeing), or alternatively Sports>Volleyball>Rules & Refereeing.

Both of the above examples demonstrate that the overall structure of the DANTERM subject-field classification can accommodate work at various levels of granularity in the specific domains. The second example also shows how a concept can be situated in more than one position in the hierarchy.



### 3.6.2 Implementation of the DANTERM Subject-field Classification in *focal.ie*

Phase 1 of the implementation of the DANTERM subject-field classification involved re-engineering the subject fields in *focal.ie* so that they could accept the numerical codes associated with the DANTERM subject-field classification (See Appendix F). Phase 1 also involved the creation of some new subject fields in *focal.ie*. This was carried out in 2009.

Phase 2 of the implementation process involved linking the concepts in *focal.ie* with the new DANTERM subject fields. Where *focal.ie* already had a subject field that was equivalent to or the same as a subject field in the DANTERM classification (e.g. 'education', 'music', 'biology') there was no need to change the name of that subject field and no need to do anything to the concepts attached to that subject field. Where a subject field in *focal.ie* was not in the DANTERM classification all of the concepts in that subject field were sorted into DANTERM subject fields and then when the old *focal.ie* subject field was empty that subject field was deleted from the system. There were approximately 70,000 concepts to sort in this fashion. A further 29,000 concepts had no subject field assigned to them at all in *focal.ie*, but could be accommodated in the DANTERM classification. Phase 2 was carried out between 2010 and 2013. Both phases were designed and implemented by the current author, as part of the action research for this thesis.

Before carrying out the sorting process, a handbook was created listing all of the new subject fields giving definitions of same. Examples were given of the kind of term to be included in each subject field (de Barra-Cusack, 2010). This handbook served as a basis for the sorting process and will continue to serve as a guide for An Coiste Téarmaíochta after the completion of the current project in 2013 as An Coiste Téarmaíochta create new terms and assign them to subject fields.

Based on initial feedback from the users of *focal.ie* during the implementation process, it was decided that once all the concepts had been sorted into the DANTERM subject fields, the 'macro-units', e.g. 'Social Science' (see Table 1), would be hidden from view on the public interface, but would be retained on the private interface to keep the original DANTERM hierarchy in the system. This was done after some users indicated in their feedback to *focal.ie* that this information was superfluous.

As already mentioned, this sorting process was carried out during the period 2010-2013 and some technical changes were then scheduled for the end of 2013 when the project was completed.

### 3.6.3 New Structure, Old Contents – Some Challenges

The main challenge with the implementation of the new scheme was the subjectivity involved in mapping a new structure onto old contents. In some cases there was no source information regarding the terms in *focal.ie*, as they had been created over the years by An Coiste Téarmaíochta and placed in LSP dictionaries without any further information regarding the individual terms. Many of those LSP dictionaries had been created for school subjects and included many general terms. Thus it was not always evident whether a term was a specific term in a given domain or whether it was a general term included in the dictionary to help students with their Irish-medium writing skills. This will no longer be an issue now that the new classification scheme is in place, as An Coiste Téarmaíochta will be creating new terms and will know the specific context when assigning subject-field labels.

Another issue was that some of the titles of DANTERM subject fields were too long. For example the DANTERM classification included subject fields such as ‘Pulpwood and paper industry, graphic industry and duplicating techniques’. Such a subject-field name would be too cumbersome for *focal.ie*’s online interface and in many cases a shortening of the label was required.

We also needed to amend some of the micro-units in certain domains, for example subdomains in ‘Law’ to reflect the Irish legal system.

Other issues included decisions regarding how many subject fields to assign. There were many terms already in *focal.ie* which had up to five or six subject fields assigned to them and it was agreed that there should be an upper limit, especially if a term is very general and is used in many different domains. After consulting with An Coiste Téarmaíochta, it was decided that an upper limit of three subject fields was sufficient for a very general concept.

Despite these initial challenges, even at the early stage of this project, internal users of *focal.ie* at An Coiste Téarmaíochta and Fiontar, Dublin City University (who are responsible for the development of the termbank), expressed satisfaction with the DANTERM classification, and it continues to serve internal needs well at these two institutions.

### 3.7 Conclusion

In this Chapter I surveyed relevant literature on categorization and classification. I also reported on classification solutions adopted by a number of major termbanks and argued for the usefulness in termbanks of flexible schemes that allow for superordinate second-order classifications into which first-order classifications can be inserted if desired. I described the process whereby a suitable classification scheme, namely that developed by DANTERM, was selected and implemented in the *focal.ie* termbank. From the outset the classification appeared to be serving internal users of *focal.ie* well, but very little was known about what difference (if any) the new subject-field labels made to external users of the termbank. A study was therefore conceived in which the use of subject-field information as well as other metadata among external users — the ‘real’ end-users — of the termbank would be investigated. Before embarking on this study, however, a review of previous work carried out on the use of *focal.ie* and other termbanks was necessary. Given the dearth of research in the area, the focus was widened to include dictionary use in general, and electronic dictionary use in particular. Given that *focal.ie* and other termbanks are actually web-based resources, a review of relevant literature on user experience was also called for. We turn to these areas in the next two Chapters.

# Chapter 4: Dictionary and Termbank Users – An Overview of Empirical Research on Dictionary and Termbank Use

## 4.1 Introduction

The aim of this chapter is to look at research done on how users use dictionaries, in particular electronic dictionaries, and to consider the methodologies employed in that research. This will inform the methodological approach in my study on how users use metadata in the termbank *focal.ie*.

In the first section of the chapter I give an overview of research on dictionary use carried out to date. The second section deals with meta-analyses of dictionary use with a particular focus on electronic dictionaries. I then go on to review a number of individual studies, organised according to the methodology used. Indeed, these studies have been selected for particular attention because they are good examples of key methodologies. Before discussing individual studies of dictionary use, I briefly outline the methodology in question. The discussion below also focusses in particular on studies of electronic dictionary use and termbank use, because of their relevance to the current research project. While most of the studies referenced refer to dictionary use, some are more concerned with the broader activity of translation and how selected methodologies are used to investigate translators' use of resources such as termbanks, dictionaries, and translation memories. Given that it was ultimately decided to conduct a contextual inquiry of translators' use of *focal.ie* in the current research, these studies were considered particularly instructive.

In conclusion I summarize the advantages and disadvantages of the different methodologies in that research. I also summarize some of the findings that are pertinent to my study as well as areas that require further exploration.

## 4.2 Dictionary Use – A Brief Overview

Although empirical study of dictionary use is almost one hundred years old (Lew 2011), most of the empirical studies done in this area have been carried out in the past twenty years.

According to Bogaards (2003) lexicographers had been aware since the 1960s that the user should be central in the dictionary design process and that specific user groups should be consulted regarding specific dictionary types. However, the needs of the user were ignored for many years (Josselin-Leray and Roberts 2005, Lew 2011, Bowker 2012). When research amongst users began in the 1980s most of the information about dictionary use was gathered by asking users to evaluate their own dictionary usage. Very often users were given questionnaires and asked how they used the dictionary and what their level of satisfaction was. This early research also focussed mainly on L2 learners (Welker 2010).

Crystal (1986: 27), remarking in the 1980s on the kind of research that should be done into the ideal dictionary, lexicographer and user, stated that “the notion of convenience of the user is often cited, but rarely if ever tested”. His ideal lexicographer would be someone who would “supplement his descriptive, naturalistic leanings with a rigorous experimental method” (ibid.: 78). Crystal’s conclusion was that lexicographic practice should be based on a more empirically tested foundation and that this would supplant the more descriptive practices of the time. Research carried out in the 1990s would see some of his hopes realised: much of this research was carried out using participant observation techniques and protocols (written and spoken) (Welker 2010).

With the advent of electronic dictionaries many lexicographic constraints that had to do with macrostructure and space have been overcome, and as a result there are few limits on the amount of metadata and other information that can be made available to the user. However, as has been pointed out by certain authors (Hulstijn & Atkins 1998, Bergenholtz & Tarp 2010, Bowker 2012), too much information is not necessarily beneficial to the user. Future research might seek to quantify the level of information saturation at which the user starts to experience diminishing returns and also to identify the best format for facilitating the display of varying degrees of detail, especially for advanced users (Hulstijn & Atkins 1998).

### **4.3 Meta-Analyses of Dictionary Use**

Hulstijn & Atkins (1998) reviewed approximately fifty investigations into dictionary use and classified the studies under seven broad headings:

- o The attitudes, needs, habits, and preferences of dictionary users;

- o Text or word comprehension;
- o Text or word production;
- o Vocabulary learning;
- o Dictionary-related performance in testing;
- o Teaching dictionary skills;
- o Critical comparisons and reviews of dictionaries.

The review concludes with a brief discussion about the types of research that could be done to increase our knowledge of the cognitive processes at work when someone is using a dictionary. Hulstijn and Atkins also include a checklist of factors that could be used in dictionary use research in the future.

One of the main points emerging from the discussion in Hulstijn & Atkins (*ibid.*) is that the dictionary is losing its independence in the age of information technology. People are confronted with large masses of information and as a result have to make decisions regarding which information is relevant and which to discard. Because space is no longer an issue with electronic dictionaries it is tempting for lexicographers to keep adding to entries. Hulstijn and Atkins raise the following questions in their review: should the user have access to all the information at once or should the user be offered access to all the information, but only on a 'need-to-know' basis?

This same point is also raised by Bowker (2012) and by Bergenholtz & Tarp (2010).

One interesting possibility could be to allow users to define a profile that would determine the nature of the information presented to them, or to allow them to select particular categories of information for display (Bowker 2012: 387).

Welker's (2010) general survey of empirical studies on dictionary use gives a comprehensive overview of most studies since Barnhart's (1962) questionnaire survey, which was conducted in 1955 and published in 1962. Welker divides the studies into the following categories: surveys of dictionary use, studies of actual dictionary use, studies of the effects

of dictionary use, studies of specific dictionary features and of specific dictionaries, research on the use of electronic dictionaries and the teaching of dictionary use.

Welker's 2010 publication is an English translation of his 2006 Portuguese book. Tarp (2009), remarking on Welker's original 2006 version, suggested that Welker could have been more critical of the specific studies reviewed, especially regarding the methods used.

According to Tarp

it seems that almost no qualitative progress has been made. Of course there are positive aspects, but it is not difficult to reach the conclusion that the majority of the previous user research is a tragic waste of time and resources. This holds especially true for the quantitative research projects (Tarp 2009: 19).

Welker in his 2010 publication refers to Tarp's criticism and defends his original review explaining that adding any more to it would have made the publication too long and somewhat repetitive. However, he does include a new section in the introduction to his 2010 book with reviews from other authors. He mentions in particular Nesi's (2000) subchapters 'observation-based investigations' and 'test-based research' which outline some of the weaknesses in the research done to date on the use of lexicographical resources. Some of those weaknesses are addressed in the following sections of this chapter.

A 2011 edition of the *International Journal of Lexicography* (IJL) was dedicated to empirical user studies done over the past ten years. This edition of IJL includes an introductory article by Lew (2011) in which he indicates that there has been an increase in research in this area in recent years. However, he goes on to mention that although experts refer again and again to the need for empirical research amongst dictionary users, the number of studies in this area is still quite low. He mentions De Schryver & Prinsloo's (2011) study as a model for such investigations.

#### **4.4 Questionnaire-based Research in Dictionary Use**

Lazar, Feng & Hochheiser (2010: 100) define the questionnaire as "a well-defined and well-written set of questions to which an individual is asked to respond". One of the strengths of the questionnaire is that researchers can get a relatively quick response from a large

population of users that is geographically dispersed. Questionnaires are also relatively inexpensive and relatively unobtrusive, and they give an overview of the user population.

Kuniavsky (2003) outlines the reason for using a questionnaire survey (in website user surveys), as opposed to using qualitative data-gathering techniques such as think-aloud protocols, contextual inquiry and focus groups. Whereas the latter qualitative techniques can shed some light on why people do things, they do not provide quantitative details about the characteristics and profiles of users.

But if one of the strengths of the questionnaire survey is that it allows more participants than studies that involve direct observation, questionnaire-based studies of dictionary use that involve a small number of participants can come in for particular criticism (Welker 2010).

Studies listed by Welker (2010) which involved more than 1,000 participants, and thus cannot be criticised on the basis of sample size, include Hernández (1989) with c1,000 participants, Atkins & Varantola (1998) with 1,140 participants, Azorín Fernández (2000, 2000a) with 1,789 participants, Fan (2000) with 1,076 participants, Tall & Hurman (2000) with 1,601 participants and Boonmoh & Nesi (2007) with 1,241 participants.

Most of the early studies using questionnaires were conducted among students and teachers. The number of questions in the questionnaires ranged from twelve items (Benbow et al. 1990) to 54 items (Iqbal 1987) and research foci included the following: ownership of dictionaries, frequency of use, information needed, complaints about dictionaries, types of dictionaries used, advantages of electronic versions of dictionaries, the most sought after information, the manner of consultation, successful versus unsuccessful look-ups, teaching of dictionary skills, which students were most linguistically proficient, suggested improvements, most popular dictionaries, reasons for purchase of a dictionary, understanding of abbreviations and symbols, and what users expect from dictionaries.

One drawback of the questionnaire is that it reflects reported rather than actual use. As Hatherhall puts it:



Are subjects saying here what they do, or what they think they do, or what they think they ought to do, or indeed a mixture of the three? (Hatherhall 1984:184)

Others are critical of the questionnaire survey as researchers often ask participants to recall facts about their dictionary use *after* utilization, a method that can only reveal what users think they generally do as opposed to what they actually do.

Welker (2010) has further criticized survey results because they are presented in averages even though their participants belong to different categories.

Tarp (2009: 11) concludes that in spite of all the problems researchers “still unconcernedly carry out user research by means of questionnaires and arrive at conclusions which even a modest knowledge of sociology would show that they have no scientific warrant to draw”.

In this study I am interested in the use of electronic dictionaries. Questionnaire-based studies of electronic dictionary use were few and far between and included studies such as Taylor & Chan (2004), Hass (2005) and (2008). I include these as a snapshot of the types of issues being reported on in those studies on electronic dictionary use.

Taylor & Chan (2004) report on the use of English and Chinese pocket electronic dictionaries. Findings indicate that the participants of this study found the pocket dictionary to be very convenient as it was portable and user friendly. Amongst the disadvantages participants mentioned that the equipment tended to break down a lot and that the dictionaries were expensive to buy.

Hass's (2005) study deals with the use of an electronic German dictionary. Hass was interested in finding out how the users used the dictionary in three different situations: reception, production and vocabulary learning. Many of the respondents did not see a distinction between a dictionary and an encyclopaedia.

Scherer (2008) used a questionnaire survey to research the use of an online vocabulary information system for German. This study compared four different dictionaries included in the online information system and specifically asked whether or not the headword list in the online information system had examples from all four sources.

The only study from those listed above which may provide a useful model for my study is that of Hass (2005). The fact that participants did not see any difference between a dictionary and an encyclopaedia suggests a preference for integrated resources when using electronic lexicographical resources.

#### 4.4.1 Questionnaires Used in Termbank Research

Mac Lochlainn (2009) conducted an online survey amongst the users of *focal.ie* which was the first empirical study done on the termbank. The aim of the study was to gather information about the profile of *focal.ie* users and about their preferences. Questions were also included to elicit suggestions about ways in which to improve the interface and the content of the termbank. Mac Lochlainn chose a questionnaire survey as a quick and efficient method of gathering data for an MA dissertation.

The questionnaire was uploaded to the *focal.ie* website and respondents were offered an incentive in the form of being entered for a draw. The survey was divided into four main categories: the profile and profession of the user, use of the site, opinions and suggestions and the future of *focal.ie*. After consulting members of the team of terminologists working on *focal.ie* Mac Lochlainn compiled a list of areas in which information was sought from users, such as language features, grammar and terminology issues, and technological and design features.

A total of 38 questions were included in the questionnaire based on the categories listed above. Both quantitative and qualitative results were needed from this study and on that basis both open-ended and closed questions were included. In total 130 responses were received and out of that number 109 respondents answered every question.

Mac Lochlainn's findings are addressed here under the headings already specified:

- *Profile and profession of the user*: there are mixed age groups using *focal.ie* with those in the groups 19-25 and 26-35 being the largest. However, Mac Lochlainn points out that younger age groups (under eighteen) did not participate - this may have been due to a coverage error as the survey was conducted during the summer months when younger potential users may have been on holidays. A large number of users of the termbank, as anticipated, were translators and educators (teachers, lecturers, etc.) or students as evidenced by the fact that 46.1% of respondents fell

into the educational/translation categories. Other professions mentioned included interpreters, doctors, engineers, mathematicians, clerical workers and managers in the public service.

- *Use of the termbank*: most searches are for Irish language equivalents of English terms with 85.2% of respondents using the termbank for this purpose “regularly”. 47.3% of respondents reported using *focal.ie* to check grammar and genitive forms. Only 32.3% of respondents said they use the definitions provided. However, there is a marked difference between the habits of different age groups. For example, younger age groups use certain features more frequently than older age groups (e.g. a much higher percentage of users in the younger age groups reported looking up English terms in order to retrieve the Irish equivalents and a high percentage (58.3%) in this age groups also reported looking for grammatical information ‘very often’). 41.4% of respondents said they use the subject-field labels indicating which domain the terms belong to, especially for sense selection in polysemous entries. Only a small percentage of the respondents (6.0%) consult other resources, which would suggest they have a lot of confidence in the contents of *focal.ie*.
- *Opinions and suggestions*: there were six main aspects which users liked about *focal.ie*: speed, handiness, authority, ease of use, richness of terms and modernity. Suggested improvements included the following: inclusion of LGP dictionaries such as Ó Dónaill (1978) and de Bhaldraithe (1959); inclusion of more usage examples, grammatical examples, elimination of inconsistencies, rectifications of gaps in the terminology of specific subject fields, and inclusion of collocations. Some users requested better search performance in the case of misspelt words, and links to other Irish language resources such as *achtanna.ie*, etc. Others requested the publication of *focal.ie* on CD so that the user could work offline.
- *Focal.ie in the future*: some users suggested there should be a forum or blog on focal to discuss terminological issues.

Rodríguez et al. (2012) also used a questionnaire in their study of users of a terminological knowledge base called EcoLexicon. The participants in this study were third year students at the University of Granada. The aims of the study were to evaluate EcoLexicon and to get some feedback on its usefulness and usability in order to make improvements. Initially, a

pilot questionnaire was distributed to get some feedback about how useful EcoLexicon was compared to other online resources. This was used as a basis to refine the questions. The final questionnaire was distributed among 44 third year students and the variables measured were the usefulness of EcoLexicon in translation, the usefulness of EcoLexicon in acquiring expert knowledge and the usability of the interface.

The first section of the questionnaire yielded quantitative results such as user profiles. Other sections revealed that users were satisfied with the way conceptual relations are given special importance in EcoLexicon in that, compared to other resources, the information in the knowledge base is systematized, there is a good frame for making comparisons between the extensions of concepts and there is easy access to information about subject fields. Almost every respondent said they would use EcoLexicon in conjunction with other resources. Results regarding the interface were also positive, respondents saying it is visually attractive, intuitive and user-friendly.

On the subject of improving the interface, the researchers noted that

Most of the students were overwhelmed by the display of all the relations, and thus they suggested that only the most basic relations should be visible (ibid.: 71).

Students also proposed that different colours and fonts be used for better discrimination of conceptual relations, and one student suggested searching by subject field.

In conclusion Rodríguez et al. summarize areas for improvement, which include enhancement of the structure of domains (ibid.: 72).

#### **4.5 Direct Observation in Dictionary Use Research**

In light of some of the criticisms of survey research, Hatherhall (1984) is of the opinion that the only reliable way of collecting data about dictionary usage is by using direct observation techniques. Nesi (2000: 33) makes the following claims regarding observation techniques:

...whereas the data regarding user behaviour obtained by questionnaire may be suspect, because subjects misunderstand questions, fail to recall, or falsely claim to behave in ways they perceive to be desirable, observation-based research avoids these

problems by setting observable tasks, and collecting data either during the task itself, or immediately following the completion.

Direct observation techniques are also subject to criticism however. They may affect user performance and behaviour, for example by “making users highly nervous” (Josselin-Leray & Roberts 2005: 257). They are also time-consuming techniques, which limits the number of participants (*ibid.*).

User observation techniques include ethnographic research in the workplace and experiments in which users are observed while performing tasks set for them.

In recent years an ethnographic method called contextual inquiry (CI), made popular in the area of human computer interaction (Beyer & Holtzblatt 1998), has been used by researchers observing translators and their use of resources, including lexicographical resources (Désilets et al. 2008, Karamanis et al. 2011, Risku & Windhager 2013) . This method involves the researcher watching translators at work in their own workplace, asking questions from time to time to clarify work practices and taking notes or recording the session. It is described in more detail in Chapter 6.

Désilets et al. (2008) used contextual inquiry to investigate how translators use tools and resources to resolve translation problems. In this study the researchers went to the workplace of eleven professional translators, in a range of work environments and observed them while carrying out two translation tasks.

Désilets et al.’s research revealed hidden work structures to which the translators themselves may not have admitted in either a focussed interview or a survey. For example, although well-trained and professional, these translators had no qualms about looking for solutions in material that would generally be frowned upon in their fields. This included already translated material and resources which were multidomain and moderately controlled. On the other hand, reputable resources such as Termium were not blindly trusted either. This revealed that the translators were confident in their own ability to judge the quality of the resources and to decide which ones to use and which to reject. Their main concern was that they would have a broad range of resources from which to choose and that they could navigate quickly between them. Désilets et al. (*ibid.*) argue, therefore, that

product developers should err on the side of coverage as opposed to precision when developing tools for translators.

Karamanis et al. (2011) carried out a contextual inquiry into localisation activities performed by translators. Their study included thirteen CI interviews with translators working for two different language service providers. Each interview lasted between one and two and a half hours and participants were observed doing some localisation tasks. Interviews were recorded using audio equipment and the researchers also took notes. Some observations from this study suggest that although the translation process is collaborative in nature, translators tend to be quite isolated from remote contributors.

Risku & Windhager (2013) conducted research using a contextual inquiry approach to model the cognitive processes in authentic translator actions and thus establish a deeper understanding of how translations are produced. The research thus focussed on the process itself rather than the resulting translation. Risku argues that the translating environment has changed radically over the past few years, due to development of new tools and work practices. As a result the translation process has moved substantially from the individual to the network level, which is where Risku's main interest lies. In her contextual inquiry each session lasted two hours and twenty five minutes. Risku visited just two participants: a translator and his/her client. They were observed over a period of two participant field observation days.

#### **4.6 Indirect Observation in Dictionary Use Research**

Log-file analysis is a form of indirect observation. Kuniavsky (2003: 403) defines a log file as "a raw record of everything that the programmers [or researchers] felt warranted being recorded" about the activity of a user using an online product or software.

Web servers can capture different information about how users interact with a particular software or interface. There are various different types of log files that capture for example login details, searches performed, items purchased and internal software errors. Using 'access logs' a researcher can view all of the items the user has requested from the server. Access logs can contain items such as date and time of request, type of request and cookies sent by the client. Statistics can be compiled from log-file analysis in relation to certain

sessions. A researcher can also glean data such as the total number of visits to a site and time spent on a particular site (ibid.).

De Schryver (2003a, 2003b) used log-file analysis in his studies on innovations in recently developed online dictionaries for the African language Sesotho sa Leboa. One of the novel features of this dictionary is Fuzzy Simultaneous Feedback (FSF) in which log-file components are used to get personalised user feedback and this in turn informs the system of the user's preferences. The system then customises the user's dictionary accordingly. This means the dictionary users guide the dictionary makers on a continual basis.

Other studies on dictionary use in which log-file analysis was used are De Schryver et al. (2006), Bergenholtz & Johnsen (2005, 2007) and Almind (2008).

A related form of indirect observation is based on user activity data captured in concordance search logs. Valli (2013) conducted an empirical study using such logs from the European Institutions and in which translation problems across multiple language pairs were investigated. Given the novelty of this research, Valli endeavoured in particular to develop an appropriate methodology for the study of concordance search logs.

#### **4.7 Written and Think-Aloud Protocols in Dictionary Use Research**

Direct observation techniques are often coupled with the use of written or think-aloud protocols (TAPs). A written protocol involves participants writing down what they are doing while they are performing a task, for example a translation task. A think-aloud protocol is similar in that the participant articulates the process as they perform the task. Generally, this is recorded by the researcher using audio equipment.

Studies based on written and think-aloud protocols have brought to light translators' difficulties using bilingual dictionaries, among other things. Very often the incorrect solution was chosen by the user even though the dictionary entry contained the correct solution. Some studies revealed that dictionary users were dissatisfied as a result of inconsistencies between dictionaries. One particular study, (Duvå & Laursen 1994), revealed that users would have liked to have extra information available to them in dictionary entries, such as encyclopaedic information, usage examples, subject-field labels, collocations and definitions. Other studies (Müllich 1990, Mackintosh 1998) revealed that findings can be culture-specific.

Think-aloud protocols have been the subject of much criticism, however. Bernardini (2001) questions the validity of this particular research method in translation studies. The method originated in the area of cognitive science and was imported into translation studies without much thought as to its appropriateness for the latter's research framework.

Li (2004) also questions the trustworthiness of TAPs in the area of translation studies providing a list of safeguards which could be used in further TAP research to make results more reliable. These include the provisions that: participation should be voluntary, anonymity should be guaranteed, sampling should be purposeful, triangulation would be useful, situations should be as close to the natural setting as possible and results should not be used for generalizations.

Hansen (2005) asks whether the verbalization process in TAPs affects the target (i.e. translation) process itself and also asks what we really learn from introspection. There is a suggestion that it is not only spontaneous thoughts that are included in the verbalization process, but a mixture of memories, reflections, spontaneous thoughts, etc.

Sun (2011) argues that many of the criticisms levelled at TAPs are not necessarily founded in empirical research. Sun argues against many of the criticisms such as that verbalization affects the translation process and that it can slow down the translation. In the area of completeness where authors have argued that cognitive processes are more automatized if the participant is more proficient (e.g. in the case of professional translators working almost automatically) Sun argues that some studies have shown that it is novice translators who draw on automatic processes, quoting Alves and Gonçalves 2007.

Regarding TAPs, although heavily criticised by many authors over the years, Sun (2011) makes some good arguments in favour of the methodology. In light of this, I considered this methodology for the empirical data gathering phase of my research. However, based on trends in human computer interaction research and translation studies, another more ethnographic method was finally chosen – the contextual inquiry. The contextual inquiry has elements of the think-aloud protocol in that translators often describe their thought processes as they do their work. The advantage the CI interview has over a controlled laboratory TAP, however, is that it has a higher ecological validity in that translators are



more likely to act and think as they normally do because they are working in their natural environment.

#### 4.8 Tests and Experiments in Dictionary Use Research

Welker (2010) makes a distinction between actual dictionary use and the *effect* of dictionary use and therefore between tests and experiments. He defines tests in the context of dictionary use as methods used to verify the degree to which look-ups in a dictionary influence a certain linguistic activity. Experiments on the other hand, are described as having to fulfil certain criteria, objectivity of measurement and interpretation being key. Studies in which tests or experiments were used include Tono (2000), Loucky (2002) and Selva & Verlinde (2002).

More recent empirical studies that involved the use of tests and experiments are relevant to my own study in that they look at how metadata (e.g. definitions, collocations etc.) and layout can have an effect on user performance.

Such recent studies include Tono (2011), Nesi & Tan (2011) and De Schryver & Prinsloo (2011).

Tono's (2011) experiment uses eye-tracking technology to analyse the process of dictionary look-up by learners of English as a foreign language. Eye-tracking equipment allows the researcher to track the gaze of the participant during the experiment in order to identify the paths of the gaze and also to identify items which the participant spent more time viewing. Tono's experiment involved examining look-ups in the microstructure of a dictionary. Certain variables were controlled, e.g. the location of the metadata on the screen, in order to see how this might change the look-up behaviour in both monolingual and bilingual dictionary interfaces.

Tono finds that look-up processes within a microstructure are very complex. There are interactive effects among positions of target information within the microstructure, functions of supporting devices and users' proficiency levels.

Nesi & Tan (2011) carried out an experiment to ascertain whether supporting information, such as signposts or menus, in polysemous electronic dictionary entries have an effect on the speed and accuracy of sense selection. The effect of the layout of menus on the screen

was also investigated. One hundred and twenty four university students participated in this study and findings indicate that entries with shortcuts benefitted the users more than entries with signposts. One of the new findings in this study was that the first and last entry for a polysemous headword were more salient, and that users tended to disregard the entries in between.

De Schryver & Prinsloo (2011) carried out a test designed to ascertain whether graded dictionaries with definitions created for different age groups were in fact suitable for those age groups. Eighteen participants took part in the study and were divided into three groups of six participants, each of those groups in turn representing a different age group. Findings indicate that the definitions in the graded dictionaries are systematically too difficult for the intended age group and each group indicated that they would prefer to use the definitions for the age group just below theirs. In conclusion De Schryver & Prinsloo indicated that lexicographers would do well to take stock of their current practices, even if this level of difficulty is in fact a design feature, i.e. intended to challenge the dictionary user. Lew (2011) uses De Schryver & Prinsloo's (2011) study as an example of good practice on which other empirical studies on dictionary users' needs could be modelled.

#### **4.9 Discussion**

In the forty or so years of research on dictionary use methodologies have changed and researchers have moved towards more empirically-based approaches. Researchers have become more interested in the needs and desires of the user. This signifies a shift in the balance of power. Traditional lexicographers and terminologists with prescriptive views have given way to dictionary creators who value the feedback of the user. De Schryver's (2003) description of simultaneous feedback and how this feeds into dictionary creation is particularly relevant in this discussion. Is it possible that this shift in power mirrors the cultural movement brought about by the world wide web whereby information is a shared resource and also a resource that is created by the experts and users alike. Dictionaries are thus evolving into a combination of linguistic and encyclopaedic resources.

Recent studies such as Tono (2011) and Nesi & Tan (2011) empirically investigate elements in the microstructure of the dictionaries, for example how users use signposts and menus to choose the correct term in a polysemous entry. This is particularly relevant to my study in

that I am interested is studying how users of a bilingual termbank use its metadata, which is an element of its microstructure.

#### **4.10 Conclusion**

In this chapter empirical research on dictionary use was discussed through the lens of the methods employed by researchers while collecting their data. Those methods included: questionnaire surveys: direct and indirect observation techniques such as contextual inquiry, think-aloud and written protocols, log-file analysis and concordance search logs; and experiments using technologies such as eye tracking. Advantages and disadvantages of each method were explored with a view to choosing an appropriate method for my study of the use of the termbank *focal.ie*. Chapter 6 outlines the methods finally chosen for my study and outlines the reasons for doing so.

# Chapter 5: User Experience (UX)

## 5.1 Introduction

In Chapter 4 I discussed research on how users use dictionaries, electronic dictionaries in particular. A recurring theme in the recent literature on electronic dictionary use is the layout of the content on the user interface (Hulstijn & Atkins 1998, Bergenholtz & Tarp 2010, Tono 2011, Nesi and Tan 2011, Bowker 2012). In light of that theme, and as *focal.ie* is an online termbank, in this chapter I explore user experience, with a view to ascertaining whether this field can offer any insights into the optimal level of information on web interfaces (online products) and preferred layouts of the content of those online products.

In the first section of this chapter I briefly discuss the more recent definition of user experience, which is a branch of HCI that is more focussed on the hedonic aspects of user experience, rather than on usability issues (Bargas-Avila & Hornbaek 2011).

In the second section I discuss selected studies that investigate user experience elements which are grouped thematically based on a literature review on the topic.

The chapter concludes with a brief discussion on a methodology not covered in Chapter 4, but which is relevant to user experience research, and which was ultimately chosen for one of the data gathering phases of this study - the focus group interview. The reasoning for that choice is also outlined.

## 5.2 User Experience

According to Bargas-Avila & Hornbaek (2011) “User Experience (UX) has emerged as an umbrella phrase for new ways of understanding and studying the quality-in-use of interactive products” (ibid.: 2689). Traditional usability research in the area of Human-Computer Interaction (HCI) used to be focussed on ascertaining task efficiency, whereas UX is more focussed on quality and hedonic qualities of use (i.e. aesthetics, self-actualization or the positive emotions associated with using a product) (ibid.).

Bargas-Avila & Hornbaek (ibid.) go on to describe some of the features which set UX studies apart from traditional HCI usability studies. Firstly UX takes a more holistic view of the way

users interact with interactive products, including experiences which would not have been included before, such as anticipated use and experiences after use. A particular emphasis is put on emotions. Secondly, UX studies tend to focus more on the positive aspects of the way users interact with interactive products, as opposed to the more error-corrective goals of usability studies. This includes aspects such as aesthetics, beauty, joy-of-use, stimulation, personal growth and surprise (ibid.). This would suggest that UX is more focussed on users' values. Thirdly UX places more importance on the context of use. Fourthly, UX focusses on various different dimensions, and not just on how a task can be accomplished. For example symbolic and aesthetic values are included. Lastly, there is a need for new methodologies, namely qualitative methods, to achieve the aforementioned goals, as usability studies tended to be more quantitative and experimental in nature (ibid.).

However, one cannot disregard the effect *tasks* have (such as those used in usability studies) on the user experience, as demonstrated by Hassenzahl et al. (2008) and Hassenzahl & Ulrich (2007). Hassenzahl et al. (2008) attempts to extend findings in previous studies which demonstrate that a user's overall evaluation of an interactive product is influenced heavily by factors such as actual situation, and whether the user is to perform a specific task or not.

The following sections describe selected studies which focus on the effects of different variables on the user experience, in order to ascertain whether there are any universals which would be relevant to my study or whether the user experience has been shown to be too context-specific.

### **5.3 Effect of Product Colour on the User Experience**

Cyr et al. (2010) investigated the effects of a website's colour scheme on users' emotions, on their trust of the website and on their behaviour while using the website. Few studies had previously been done on the effects of colour on user behaviour (ibid.). Eye-tracking, a survey and interviews were used to gather the data from 90 participants from three countries (30 each from Canada, Germany and Japan). The participants browsed an e-commerce site in a controlled laboratory environment. The website was made available in three different colours. Each participant was allowed to view all three different colour schemes for their own local country website. Culturally-specific moderating effects were

taken into account. All three cultures, Canadian, German and Japanese, tended to dislike the colour yellow on the website interface. The researchers point out that this is despite the fact that the Japanese associate yellow with nobility and grace. Colour was shown to have a significant effect on both website trust and satisfaction. Although all cultures disliked yellow there were culturally-specific preferences, the Canadians preferring a grey colour scheme for an e-commerce website and the Germans preferring blue.

In summary, colour does matter but can be culture-specific, although there do seem to be universals in terms of what people do *not* like (i.e. the use of yellow for an e-commerce website).

#### **5.4 Effect of Gender and Layout on User Experience**

Tuch et al. (2010) studied how webpage symmetry can affect the user experience, using sex as an independent variable. This experiment was conducted in a laboratory setting and included 60 participants, 30 men and 30 women, all having experience using the web. Each participant was asked to rate website start pages in terms of their symmetry, intuitive beauty, classical and expressive aesthetics. The researchers used real web pages in order to increase the ecological validity of the experiment. Interestingly vertical asymmetry only affected the men, i.e. the women in the study did not look unfavourably on asymmetry whereas the men regarded symmetry as an important aesthetic of a webpage.

Results among male participants showed that symmetry was rated as being very important and Tuch et al. (ibid.) argue that this has to do with reducing structural complexity by providing a redundancy of visual information, hence making such visual information less visually complex.

Cyr & Head (2013) conducted a study to investigate not only how gender can have an effect on website design preferences, but also to consider this in various different countries, in particular countries typically considered higher in masculinity. 955 participants from six different countries (United States, Germany, Canada, Mexico, Chile and China) took part in an online survey created for the study. The countries grouped under the heading 'higher in masculinity' were Mexico, Germany and the United States, and the countries grouped under the heading 'lower in masculinity' were Chile, China and Canada.

Results show that countries higher in masculinity did in fact show greater differences between the sexes in terms of website design preferences.

In summary, gender can have a significant impact on web design preferences and on confidence in website usage. However, this gap closes and even reverses if women have good experience and if they are in a country which is considered lower in masculinity.

## **5.5 Effect of Culture on User Experience**

Cyr (2013) conducted an eight country investigation of users' experience using a website in order to compare reactions to design in different countries, with particular reference to the country's economic and technological conditions. The study involved 1156 participants, located in the USA, Germany, Japan, Mexico, Chile, Canada, India, and China. The participants were asked firstly to view the home page of a local website and then to complete an online questionnaire. An interesting finding from this study is that overall culture is a stronger predictor of users' preferences than is the country's economic or technological status. Some of these specific cultural preferences include the following. Japanese users indicated that they had a preference for navigation design which was effective and efficient. Regarding navigation design the Chinese prefer websites which are transparent and clear due to the fact that navigation for them is connected to trust. In terms of visual design, aesthetics of the website are very important for the Japanese and the Chinese and colour is especially relevant for the Indian users.

## **5.6 Trust and User Experience**

Flanagin & Metzger (2007) conducted a study to assess sponsor credibility for four different genres of websites (news organization, e-commerce, special interest and personal sites). 574 people took part in this study and were selected randomly from a comprehensive list of c.94,000 registered voters in the USA. The same news story was reported on each of the different genres of websites used in the study, but the story was stripped of references and made to seem like it had been written for that website. The participants were instructed to visit the URL assigned to them (in the letter inviting them to participate in the research), and were told which genre of website they were looking at (i.e. news organization or e-commerce website etc.).

Results of this study indicate that news organizations were rated highest in terms of credibility and personal websites were rated lowest. This assessment seems to have been influenced by website attributes such as design features, depth of content and site complexity.

Beldad et al. (2010) carried out a literature review on online trust in commercial and non-commercial online services. From this review of empirical studies on online trust it became apparent to the researchers that many of the studies done in this area have contradictory results. Beldad et al. suggest that these disparities point to the fact that online trustworthiness maybe heavily dependent on context.

In summary, trustworthiness of websites depends to a certain extent on the sponsors, but like the other topics discussed above it can also be context and culture-dependent.

## **5.7 Effect of Fulfilment of Universal Psychological Needs on User Experience**

Hassenzahl et al. (2010) conducted a study which demonstrates that there is a clear relationship between fulfilment of needs and a positive experience using an interactive product. In this study a questionnaire was completed by 688 participants via email. Each questionnaire had four sections: a report on positive experience, needs, affect, product perception/evaluation scales, and demographic details. Fulfilment of seven different needs was assessed – competence, relatedness, popularity, stimulation, meaning, security and autonomy. A PANAS (*Positive Affect Negative Affect Schedule*) was used to assess affective experience. Among the most salient needs emerging from an analysis of the results were relatedness, stimulation and competence.

Results show that experiences can be categorized by the need they fulfil. And finally “as expected, need fulfilment was related to hedonic and not to pragmatic quality perceptions” (ibid.: 361). The use of the questionnaire turned out to be particularly appropriate. The reasoning for this, according to the authors, is that product-oriented evaluation often raises questions on the participant’s side, whereas the questionnaire gives the participant an opportunity to describe product use after the fact. Therefore, the questionnaire functions in this instance as a somewhat qualitative tool (whereas the questionnaire is often used as a quantitative data gathering tool), which is in keeping with the arguments made for more



qualitative work in the area of UX. One interesting result from the study, which may be of relevance to my study, is the following observation by Hassenzahl et al.

The present study lent further support to the idea of hedonic quality being a “motivator”, capturing the product’s perceived ability to create positive experiences through need fulfilment and pragmatic quality being a “hygiene factor”, enabling the fulfilment of needs through removing barriers but not being a source of positive experience in itself. This evidence defies any model that assigns value to pragmatic quality or usability in itself (ibid.: 361).

## **5.8 User Experience Over Time**

Karapanos et al. (2009) conducted a study in an area largely neglected in UX at the time of writing – the question of how users’ experience develops over time. The study followed participants over a period of five weeks from the time they purchased an Apple iPhone to the end of the five week period. Results revealed that although initial experiences were motivated by hedonic aspects of using the product, with prolonged usage the experience was tied more to the ways in which the product was meaningful in users’ lives. The authors suggested that designers should take this into account and design for meaningful mediation, for daily rituals and for self.

## **5.9 Methodologies Used to Study User Experience**

As indicated in the specific studies outlined above, UX research is carried out using similar methods to other research areas. A study conducted by Vermeeren et al. (2010) on user experience evaluation methods revealed that one third of the methods used in UX studies were quantitative, one third were qualitative and one third were both. Methods commonly used include questionnaires, user tasks and think-aloud protocols, interaction logging, eye tracking, interviews, and focus groups (Lazar et al. 2010).

The advantages and disadvantages of many of those methods, e.g. questionnaires, think-aloud protocols, experiments, direct observation techniques etc., have been discussed in Chapter 4. There is one other method I would like to discuss here in the context of UX that was not covered in Chapter 4 – the focus group (which I will describe in more detail in Chapter 6). The focus group is particularly useful to gain insight into peoples’ perception and opinions as is in keeping with the goals of the UX movement.

### 5.9.1 Focus Groups

The use of focus groups in the area of UX and HCI is described by Barbour (2007), Kvale (2007) Kuniavsky (2003) and Wixon (1995).

Focus groups are appropriate for finding out about users' desires, motivations, and first-hand experience of a product (Kuniavsky 2003). Focus groups are primarily designed to elicit people's attitudes and opinions. Kuniavsky suggests that focus groups can be coupled with contextual inquiry interviews to get a picture of how people firstly feel about a product, and then secondly (during the CI session) interact with that product.

Kuniavsky (ibid.) lists four types of focus groups:

1. Exploratory focus groups which gather initial data regarding people's attitude towards a product or topic;
2. Feature prioritization focus groups which focus on particular features of a product and get the group's opinions about why those features are more or less attractive;
3. Competitive analysis focus groups which assess a competitor's product;
4. Trend explanation focus groups which assess trend behaviour based on the user's motivations and expectations.

The focus group is thus an ideal data collection method for UX studies in that the goal is to gather users' perceptions and opinions, after or before using a product.

### 5.10 Discussion

In this chapter I outlined what is meant by website user experience and discussed the main themes that emerged from a review of the literature in this area. For example, issues such as the colour of a website, users' gender and culture, their trust in and the credibility of a given website, fulfilment of needs and prolonged usage all have a bearing on the user experience. As *focal.ie* is an online, web-based termbank, these issues will also inevitably influence how users use this resource.

Specific studies discussed in this chapter have revealed that colour and symmetry can have an effect not only on how aesthetically pleasing a website is to users but also on how much those users trust the website. On these precise issues, *focal.ie* presents an interesting example: in 2009 the layout and colour of the *focal.ie* site were changed. A prominent

colour on the new version of the site was pink. The new design only lasted a couple of days as the feedback from users was so negative the developers had to revert to a version of the old design (Brian O'Raghallaigh, personal communication) The current design of *focal.ie* is very close to its original version, which was created in 2004.

Another area explored in this chapter is the issue of whether or not gender influences user preferences regarding the use of a website. Preferences and gender issues have also been shown to be culture-specific. Given the user base of *focal.ie*, one might expect there not to be significant cultural differences between users (although gender effects could be present), but some of the preferences of the group as a whole (if such preferences are discerned) could, of course, be influenced by culture. Given such issues, and the fact that cultural influence lies beyond the scope of the current research in any case, culture is not investigated as an independent variable in this thesis. Having said that, the researcher must always bear in mind that findings from this research could be culture specific, and generalizations to other user groups of other termbanks, for example, should not be attempted.

Of particular interest in my study is the influence on the user experience of a website of layout features (as indicated in the introduction to this chapter). In this context, Karapanos et al.'s (2009) study of one product's use over time is interesting in that *focal.ie* has become part of life for many Irish language translators. The fact that *focal.ie* is a permanent fixture could mean that any changes to its layout might be met with resistance (as was evidenced with the change of colour), including changes to metadata presented on the interface.

### 5.11 Conclusion

In conclusion, although some of the studies outlined in this chapter point to possible universals in terms of what users *dislike* (i.e. the colour yellow was broadly rejected by users from different cultures in one study) many of the studies reveal that other preferences tend to be culture-specific and also gender related. Issues such as layout, gender and culture, and trust and credibility will all be taken into account when analysing the empirical data gathered in the current study.

Kuniavsky (2003) suggests the focus group-contextual inquiry combination as a good hybrid approach to getting at firstly the feelings of the user about a product and then secondly the

user's interaction with the product. On that basis I decided to begin my empirical data gathering in this study with focus groups among users of the termbank *focal.ie* with a view to possibly using contextual inquiry interviews thereafter depending on the outcome of the focus groups. My own research design is outlined in detail in Chapter 6.

## Chapter 6: Research Design

### 6.1 Introduction

Discussed in Chapters 4 and 5 are the merits of various different methods used to gather qualitative data in the areas of dictionary use and user experience research. For reasons indicated already in previous chapters I decided on two methods - the focus group and the contextual inquiry field interview to gather information about how metadata is used by users of the termbank *focal.ie*.

The focus group is widely used in the area of user experience to generate initial data and ideas about a product. The focus group is suitable for this study as very little research has been done to date on how users use metadata in termbanks and no research has been carried out on how users of *focal.ie* use its metadata, so an initial stage of data gathering was needed to generate themes for further study. As advocated by Kuniavsky (2003), contextual inquiry interviews were conducted after focus group data had been analysed: to complement focus group research by revealing actual usage, as opposed to reported or hypothesized usage; to draw out some of the themes generated in the analysis of the focus groups data; and to generate new themes for further research.

The first part of this chapter contains a description of focus groups, how they were used in this study, how participants were selected and how data was gathered. These focus groups were conducted amongst users of *focal.ie*. Those users included people from different professions and backgrounds.

The second part of the chapter describes the contextual inquiry interview, how it was used in this study, how participants were selected and how data was gathered. These CI interviews were conducted amongst Irish language translators who use *focal.ie* on a daily basis in their translation work.

The main focus of this study was to gather data about how users of *focal.ie* – including general users and professional translators - use the metadata in the termbank.

## 6.2 Focus Groups

According to Barbour (2007:2) “Any group discussion may be called a focus group as long as the researcher is actively encouraging the group interaction”. Other ways to describe the focus group are as ‘group interviews’ or ‘focus group discussions’ (ibid.). Barbour (ibid.) and Kreuger (1998) date focus groups back to the 1940s when they were first used to investigate people’s reactions to propaganda. Barbour (2007) also lists other historical antecedents in the areas of broadcasting, marketing and public relations. More recently the focus group has been used in the area of Human Computer Interaction (Kuniavsky 2003, Wixon 2003, Kvale 2007).

### 6.2.1 Advantages and Disadvantages of Focus Groups

Kreuger (1998) points out that the focus group is an effective tool to generate qualitative ideas and generate hypotheses that can be submitted to further research. It can also be used to create concepts, stimulate ideas, isolate problems with a new product and get the views of the participants about a new phenomenon of interest. In short the focus group is a good exploratory starting point, used before the researcher moves on to other data gathering methods.

The focus group has many advantages over the focussed interview (ibid.). For example it reduces the cost of interviewing and can be assembled on shorter notice than larger, more systematic surveys. It can also give the researcher the opportunity to interact directly with participants. The researcher can also ask follow-up questions, probe responses and observe non-verbal behaviour. One of the drawbacks of the focus group is that due to the small numbers involved the researcher cannot generalize results to the larger population. Another drawback is the effect that the researcher has on the participants and the effect the participants have on one another.

### 6.2.2 Focus Groups in UX and Dictionary Use Research

Focus groups are used regularly in UX studies. Normally three to ten people are involved and participants are selected to provide a representative sample of typical users; they normally share certain characteristics. Kuniavsky (2003) talks about using focus groups in UX research to find out about users’ desires, motivation and first-hand experience. Other authors describing focus groups in UX include Wixon (1995), Barbour (2007) and Kvale (2007).

In my review of the literature on dictionary use in Chapter 4 it became evident that the focus group was rarely used in that area to collect empirical data. White and Matteson (2007) did use focus groups in a study to gain more understanding about the information behaviour of professional translators. Their study included nineteen professional translators split into two groups, one composed of more senior translators; the other of more junior translators. Senior and junior status was based on the number of years participants had spent translating. The focus group lasted one and a half hours and the approach taken was to stimulate free-flowing conversation. The researchers state that the project was both qualitative and exploratory and the results were presented as a narrative. This narrative drew on both results from the focus groups themselves and references to the appropriate literature. One point raised by the authors in their discussion was the possibility of translators benefitting from an information system that would allow them to make changes to it, ensuring a two-directional information stream between the resources and the translators.

Koskinen (2008) conducted a study among Finnish language translators in the European Commission, using focus groups and participant observation, among other methods. Koskinen conducted three tape-recorded focus groups lasting one and a half hours each, the first with two trainees, the second with four participants, and the third with seven participants. Although initially she was not hoping for much from the focus groups, merely conducting them as an auxiliary method, useful for triangulation purposes only, it turned out that the transcriptions were a source of valuable data (*ibid.*). Koskinen's study is relevant to my current study as she used focus groups as a way of gathering data from translators. Because of the relaxed nature of the focus group, participants in Koskinen's study were willing to articulate opinions and attitudes that they would not necessarily have revealed in a questionnaire or a more formal task-driven experiment, for example opinions about their employer (a European Institution), their status as a translator within that organization (challenges associated with how other officials view translators and how the translators view themselves) and the cultural challenges associated with living in a foreign country and integrating with that society. This study is a good example of the elicitation power of the focus group's informality. To demonstrate this I include the following quote from a participant in one of Koskinen's focus groups:

...the translator doesn't have any other business, that is, nothing to do with the production of these texts other than, than, just translating so that in that sense, we are not really, we have the status of an official but in reality we are translators just as any other translator in the word (ibid.: 92)

### 6.2.3 Participants

Morgan (1998) states that compatibility is of major concern in the ideal composition of the focus group. To achieve compatibility the researcher must bring together groups of homogeneous participants, and that involves bringing together people with common characteristics such as gender, occupation, or education level. Seeing each other as fundamentally compatible the participants will spend less time getting to know each other and will focus on the issues at hand. Morgan points out however, that homogeneity is only a means to increase compatibility and should not be seen as an end in itself.

Generally a typical focus group will have anything between six and twelve participants (Kreuger 1998, Morgan 1998, Kuniavsky 2003). Barbour (2007) argues that it would be perfectly acceptable to hold a focus group with only three or four participants. Her rationale is that the yard stick for group size is the number of people who can be readily accorded an equal voice, and this is dependent on the skill of the moderator. In social science research the researcher is exploring meanings and perceptions and therefore each voice in the group should be heard (ibid.).

The number of focus groups conducted depends on when the researcher is satisfied that saturation has been reached, i.e. that there are no new ideas being generated (Stewart & Shamdasani 1990).

### 6.2.4 Setting

Moderator behaviour and physical setting help produce the informality required in a focus group (Puchta and Potter 2004). A living room style setting is ideal, with refreshments being served before the group starts (ibid.). It is important that the moderator makes it clear that the group will be in the style of a 'chat' or a friendly discussion. Informality can also be displayed by the moderator using a lower register and colloquial phrases, and by including



pauses and hesitations to suggest adlibbing. Typically, focus groups are between one and two hours long.

### **6.2.5 Approaches to Questioning**

Morgan (1998) talks of two approaches to questioning in the focus group: a more structured and a less structured approach. In the less structured approach the emphasis is on the group's interests. This type of focus group is generally used for exploratory purposes and listening to the participants talking in this less structured environment reveals their perspective on a certain topic. It involves the researcher and the questions emphasizing learning from the participants and finding out what is important to them. In the less structured approach the questions should not only interest the participants but should also prompt them to speak about the topics that interest the researcher. Therefore, the questions should be broad and open-ended.

One of the drawbacks of the less structured approach is that it can be unproductive and sometimes it is difficult to tell whether the discussion is going off track or whether it is leading up to a great insight. Another drawback is the difficulty in analysing results as it is hard to make comparisons across groups. However, this is not really problematic if the main goal is to generate new ideas (ibid.).

If the goal is to make direct comparisons between groups, the more structured approach would be suitable. This approach generally involves more questions and the questions are more narrowly focussed (ibid.).

### **6.2.6 The Role of Interaction**

Bloor et al. (2001) stress the fact that although a set of predetermined questions may be used in a focus group the objective is very different to that of a group interview. Group interviews are conducted to elicit answers but in focus groups the moderator's main goal is to produce interaction.

Although questions can be used to stimulate discussion, focussing exercises can also be used. A focussing exercise could take the form of a ranking task, or draw on a hypothetical scenario or a photograph that the participants are asked to react to (ibid.).

Creating and analysing this interaction is central to Puchta & Potter's (2004) approach. Informality is key to interaction and its production is dealt with in detail by Puchta & Potter (ibid.). Informality is not just the absence of formality or a state you settle into when in a relaxed setting, but a carefully choreographed atmosphere created by the moderator using a combination of physical, verbal and non-verbal factors.

Firstly, the introduction is crucial. This sets the scene and also gives the moderator a chance to state not only what the focus group is but also what it is not. For example, the moderator will not be looking for exam type answers to questions, but rather for perceptions, opinions, beliefs and attitudes (POBAs) – participants are experts when it comes to their own opinions and therefore their opinions regarding a given product or topic have some status. This creates an environment in which the participants are not so concerned with the possible inadequacy of their contribution and also reduces what the authors describe as 'account clutter'. Account clutter is created when participants are anxious about 'going on the record' which results in them qualifying their statements with needless phrases such as 'it seems to me' or 'I'm not sure but' (ibid.)

Once the scene is set, stimulating discussion and interaction is the goal, rather than eliciting direct short answers. Elaborate questions or focussing tasks are appropriate tools for this. An elaborate question is described as a long multifaceted statement, including the question, some candidate answers and the question restated at the end to recap. This unpacking of the question serves a few purposes. It helps participants understand the topic and the suggested answers point them in the right direction so they have something to say even if they have no strong feelings on the subject. Minimal questions can then be used as a follow up, once participants have started to respond and engage with the topic (ibid.).

## **6.2.7 Focus Groups in the Current Research**

### **6.2.7.1 Participants**

In the current study participant selection was based on the compatibility of participants. The group of interest, i.e. users of the bilingual termbank *focal.ie*, have many common attributes. However the most evident is that they are users of the termbank, and more often than not, they are Irish speakers. On this basis, by using personal contacts and a database of email addresses compiled by Fiontar, Dublin City University, where *focal.ie* is

hosted and managed, users were invited to attend focus groups. This database of users comprised people who regularly send feedback to Fiontar about the termbank, thus making them a group of stakeholders who already invest their time and effort to improve the quality of *focal.ie*. An email was sent via Fiontar to the people on this list inviting them to participate and offering to cover travel expenses and refreshments on the day. Their names would also be included in a draw for a cash prize of €100.

Five focus groups were included in this study. A total of nineteen users of the termbank *focal.ie* were included. Four of the groups consisted of four participants and the fifth group had three participants. (The no show rate was approximately one third. For most groups there were six confirmed participants.) The first two groups held were at Dublin City University with internal users of the termbank *focal.ie*, i.e. terminologists, a number of them having previous experience as translators. The last three groups were held in Dublin city centre, using the recruitment method stated above.

#### **6.2.7.2 Setting**

Given that informality is key to a successful focus group, the focus groups in this study were hosted in a room with armchairs, and refreshments were served. Each participant was given a plain language statement to read and an informed consent form to sign before the focus group (see Appendix B for a copy of each and for a copy of the approval received from the Dublin City University Ethics Committee). Each group lasted over an hour, and tended to conclude naturally with all participants indicating satisfaction at having participated as stakeholders. Most participants volunteered to participate in any further research on the topic.

#### **6.2.7.3 Encouraging Participation and Approaches to Questioning**

In the current study participation was produced as outlined by Puchta & Potter (2004) through elaborate questioning (see Focus Groups 3-5 in Appendix D) and by using focussing exercises (see Appendix G). The first focussing task was a ranking exercise where participants were asked to order the various different metadata elements in *focal.ie* in order of importance. This is in keeping with the advice to keep the focussing exercise as simple as possible, again to keep the informality of the group and so as not to intimidate participants with 'exam' questions. Rather, the intention is to help them visualise the metadata

elements of the termbank. The second focussing exercise was based on a print out of a screenshot from *focal.ie* which was handed out to the participants. They were asked to look at the extended ontologies which have been created in *focal.ie* in some subject fields (in this case biology) and discuss whether they thought the extra sub-fields were more useful than the subject field 'biology' by itself.

When conducting the focus groups with the internal users of the termbank shorter questions meant shorter answers and a reluctance to give a 'wrong' answer. Internal users were already familiar with metadata elements and had already considered how they use metadata. Therefore, there was no need for long elaborate questions, describing what metadata meant, etc.

Longer more elaborate questions were used in the other groups, which created a more informal atmosphere and helped the participants to feel that the researcher was not using scripted questions. This in turn prompted much more elaborate answers from the participants, and more interaction between them.

Discussions were audio-recorded and subsequently transcribed.

## 6.3 Contextual Inquiry

Like the focus group, the contextual inquiry (CI) interview is used in the area of UX. This ethnographic method of inquiry was developed by Karen Holtzblatt in the 1990s (Beyer & Holtzblatt 1999). It involves the researcher visiting the workplace of the participant and observing work practices in situ (Karamanis et al. 2011). The researcher takes the role of the 'apprentice' while the participant is in the role of the 'master' (Beyer & Holtzblatt 1999).

### 6.3.1 Advantages of Contextual Inquiry

One of the advantages of contextual inquiry in UX is that it reveals the details and motivations implicit in people's work.

The master-apprentice model means that the researcher does not need to think in advance about the structure of the work: the structure implicit in the work becomes apparent as both the researcher and the participant are paying attention to it. The apprenticeship model recognizes that the participants are the experts in their work and the researchers are not

necessarily experts (depending on the context), which creates a less intimidating context for the participant (ibid.).

### **6.3.2 Contextual Inquiry in Research on Translation Practices**

As outlined in Chapter 4 Désilets et al. (2008), Karamanis et al. (2011) and Risku & Windhager (2013) carried out contextual inquiry interviews to investigate how translators work. Désilets et al.'s research revealed hidden work structures that the translators themselves may not have reported in either a focussed interview or a survey. Work practices revealed by Karamanis et al. (2011) suggest that although the translation process is collaborative in nature, translators tend to be quite isolated from remote contributors.

### **6.3.3 Duration and Participants**

According to the literature each CI interview should be between one and three hours long and it is recommended that six to ten contextual inquiry interviews be conducted on any one particular topic (Beyer & Holtzblatt 1998, Karamanis et al. 2011.) if only a single role is being studied.

### **6.3.4 Approaches to Questioning**

Bayer and Holtzblatt (1998) have set out a number of principles on which the contextual inquiry interview is based. The four principles are labelled: context, partnership, interpretation and focus.

Context refers to the fact that the researcher must go to the workplace and watch the participants as they do their work. Partnership involves talking to the participants and engaging with them in uncovering unarticulated aspects of their work. Interpretation means that the researcher and the participants develop a shared understanding about the aspects of the work that matter. Focus means that there is a direct inquiry from a clear understanding of the researcher's own purpose (Beyer & Holtzblatt 1998).

Beyer & Holtzblatt (ibid.) describe the structure of the CI interview. The researcher goes to the place of work and begins with a brief introduction and then takes on the role of an apprentice, watching the master as he/she works and asking questions from time to time to clarify certain aspects of the work.

Silverman (2006) states that although much of the literature regarding ethnographic research assumes that one should avoid specifying definitions early on in the research, one should not go into an observational study totally unguided. Trying to describe things ‘as they are’ is surely doomed (ibid.). He argues that the researcher needs some kind of perspective – at least a set of ‘animating’ questions, or else there is nothing to report. “Contrary to the view of crude empiricists, the facts never speak for themselves.” (ibid.: 80)

In practice what this means is that the research problems needs to be defined and that a particular model needs to be used from which to draw concepts. It also means that one must limit the amount of data that is to be collected so that it will be analysable. The fact that an observer will almost always have an effect on the situation, just by their mere presence, also needs to be factored in, and therefore they need to think carefully about the role they are going to take (ibid.).

### 6.3.5 Contextual Inquiry in the Current Study

#### 6.3.5.1 Participants

The contextual inquiry in this study was to be conducted among practising Irish language translators as they use *focal.ie* on a daily basis. Translators emerged from the focus groups as the only group who used *focal.ie* in a comprehensive way in their workplace. Although *focal.ie* has many users, who work in diverse fields, a contextual inquiry interview would not be possible to assess their use of *focal.ie* in any meaningful way. Through a network of translators and personal contacts I compiled a list of possible participants and contacted them directly. One participant was recruited from one of the focus groups.

In total nine professional Irish language translators participated in this part of the study including six freelance translators, two translators working for the European Parliament and one person employed by an educational organisation as an in-house translator. Most of the translators who participated in these contextual inquiry interviews were fully accredited by Foras na Gaeilge, which means that they are eligible to tender for government translation contracts.

#### 6.3.5.2 Approaches to Questioning

In the current research, each CI interview started by the researcher explaining that the study was focussed on participants’ use of metadata and other resources during translation

tasks and that questions would pertain mainly to their approaches to using metadata and to their views about such metadata. In the current research the preliminary findings from the analysis of the focus group data provided certain themes (as discussed in Chapter 7) that could be investigated in vivo.

Contemporaneous field notes were taken on a laptop. These included notes about the type of text being translated, the type of translator (freelance, working for an organization or working for a European institution), and the tools and resources in use. Dialogue was also transcribed contemporaneously. Interactions with the participants were not audio-recorded as I wanted to create a relaxed environment. There were two main reasons for this: firstly, I am also an Irish language translator and the participants were aware of this. This might have led to a situation where participants felt that the quality of their translations was being judged. I made it very clear at the outset that the quality of the translation was not being assessed in any way. I was of the opinion that recording the session would lead to extra tension and the fear that translations could be evaluated after the event and wanted to avoid such concerns. Secondly, I wanted the setting to be as close to the natural setting as possible, in line with the tenets of CI according to which ecological validity is all-important.

Each CI interview in this study lasted between one and two hours, most being approximately one and a half hours long. As already indicated notes were typed by the researcher on a laptop during the interview. The researcher periodically asked questions, and translators also described what they were doing as they went along. The questions I asked were based on preliminary observations and emerging themes from the focus groups research, and related mostly to the use of metadata in *focal.ie* and the use of other online and offline resources.

As this part of the study was ethnographic, questions asked during the CI session were adapted depending on the context and work practices of the participant. These questions were often asked in response to observed behaviour.

#### 6.3.5.3 Setting

As already indicated CI interviews take place at the participants' normal place of work and the current study is no exception. All translators were visited in their workplace. Four of the freelance translators in this study were based in the Gaeltacht (the Irish-speaking area) in

the west of Ireland. Three of the freelance translators were based in other parts of Ireland. Six of those freelancers worked from home and one worked from rented office space. The two translators in the European Parliament were visited in their workplace in Luxembourg. Each translator was given a Plain Language Statement to read and an Informed Consent Form to sign before the CI interview (see Appendix B for a copy of each and for a copy of the approval received from Dublin City University Ethics Committee).

## **6.4 Data Analysis**

### **6.4.1 Grounded Theory – an Overview**

The approach chosen for the data analysis in this study is inspired by grounded theory, an emergent approach where the researcher is “generating new theory from data, as opposed to testing existing theory” (Birks & Mills 2011: 2). Grounded theory is appropriate for certain types of research. Birks and Mills (ibid.) lists those cases as follows:

- Little is known about the area of study
- The generation of theory with explanatory power is a desired outcome
- An inherent process is imbedded in the research situation that is likely to be explicated by grounded theory methods (ibid.:16).

Stern & Porr (2011) describe four core principles of grounded theory. Firstly, the aim is to discover rather than to verify. The theorist “embarks on an inductive generational pathway as opposed to a deductive verificational pathway” (ibid.: 39). The second principle is that the researcher aims to explain rather than just describe the phenomenon being studied and achieves this by creating and testing theories along the way. The third principle states that the researcher should allow themes to emerge rather than forcing the data. The fourth principle states that grounded theory is a matrix operation where everything is going on at once.

Data collection methods used in grounded theory research are similar to those used in other types of research (e.g. interviews, focus groups, field notes etc.). However, grounded theory differs slightly due to the “active nature of theoretical sampling” (Birks & Mills 2011: 74). This means that the researcher may modify each round of data collection, whether that is an interview or focus group, in order to further test emerging themes or theories along the way.



Analysis consists of cycles of 'coding' which are described in 5.4.2, with two distinct types outlined by Holton (2007) - 'substantive coding' and 'theoretical coding'. The ultimate aim is to allow a 'core category' to emerge.

#### 6.4.2 Coding

Holton (ibid.) describes the coding process used in grounded theory as follows:

The essential relationship between data and theory is a conceptual code. Coding gets the researcher off the empirical level by fracturing the data, then conceptualizing the underlying pattern of a set of empirical indicators within the data as a theory that explains what is happening in the data (ibid.: 266).

The first step in the coding process, known as substantive coding (ibid., Stern & Porr 2011) consists of open coding. During this phase the (first set of) data is 'fractured', and split open. Then labels are attached to the various different segments which have been broken apart using conceptual categories (ibid.). The data is analysed line by line and each segment is compared and contrasted with other segments by asking questions of the data (Holton 2007). Memos can then be written to describe each of those categories, and the researcher can start to uncover processes, patterns and emerging theories, which can be subjected to further analysis in new rounds of data gathering and coding (Stern & Porr 2011).

The more advanced stage of the coding process is known as 'theoretical coding'. During the theoretical coding phase the conceptual categories which were developed during the open coding phase are expanded and assembled into a theoretical framework (ibid.). Theoretical codes include 'coding families' such as "causes, context, contingencies, conditions, dimensions" etc. (Stern & Porr 2011.:71).

Therefore, an iterative process of coding yields categories, which in turn yield more abstract categories and so forth. Once a saturation point has been reached – a point at which there do not seem to be any new categories emerging from the data – the final coding should start to reveal a core category.

The core category pulls together all of the strands in the data and has the power to explain the phenomenon being studied. “Its primary function is to integrate the theory and render it dense and saturated” (Holton 2007:279).

#### 6.4.3 Data Analysis in This Study

The choice of a grounded theory-inspired data analysis for this study was based on the fact that little is known about how users use online terminological resources, and nothing is known about how users of *focal.ie* use its metadata. Therefore, an emergent approach was chosen. The data from the different phases of the research (focus groups and contextual inquiry interviews) were analysed using the NVivo software which is appropriate for coding. As described in subsequent chapters, the emergent process allowed a core category to emerge in the data analysis of the Contextual Inquiry interviews.

### 6.5 Conclusion

In this chapter I described the methodologies chosen for the data gathering phase of my research, and the reasons for doing so. A combination of focus groups and contextual inquiry interviews was chosen in order to firstly elicit POBAs (perceptions, opinions, beliefs and attitudes) – i.e. what the users of *focal.ie* think they do. Contextual inquiry interviews were chosen as a follow up to the focus groups to try to uncover unarticulated practices among the users of *focal.ie* – i.e. what they actually do when they are using the term bank.

I also briefly outlined the choice of method for the analysis of the data gathered. An emergent approach, inspired by grounded theory, was chosen because it is known to be appropriate in situations when little is known about the area of study.

# Chapter 7: Qualitative Analysis of Focus Group Data

## 7.1 Introduction

This chapter presents an analysis of the data generated by focus groups conducted to gather information about how users of *focal.ie* use its metadata. As outlined in Chapter 6 of this thesis, focus groups are used to generate initial ideas (POBAs – perceptions, opinions, beliefs and attitudes) which can be subjected to further analysis using other methods. The approach to data analysis in this thesis is inspired by a grounded theory approach (which is outlined in Chapter 6), whereby themes are allowed to emerge from the data as they are analysed. The focus groups were used to generate initial themes. These themes coincided to a certain extent with the questions asked. The themes were further explored in the Contextual Inquiry phase of this study.

The main themes that emerged from the focus group analysis were the following:

- understanding of metadata and terminology;
- user preferences;
- challenges for the user;
- layout of the user interface.

The analysis for each theme draws on comparisons between internal and external users, and between translators and non-translators. Themes are also discussed in the terms of the causes and consequences of users' actions, cultural influences and implications for the termbank.

The chapter concludes with a discussion of all emergent themes and their possible implications for the presentation and use of metadata in a bilingual termbank.

In the following, quotes from the focus groups are presented in tables, and occasionally in the running text, both in the language in which the focus groups were conducted (Irish) and their English language translation. The English translation is displayed in italics after the Irish

version. Participants were assigned the letters A-T and the moderator was assigned the letter E.

Some tables contain data elicited by a specific question (in which case this is indicated in the running text), but in general the tables unite comments that address a particular theme and that may have been made in response to any question or other intervention during the focus group. As already indicated in Chapter 6, focussing exercises and elaborate questions used in the research reported on here are reproduced in Appendices D and G.

## **7.2 Understanding of Metadata and Terminology**

### **7.2.1 Introduction**

In order to use a piece of metadata the user must first understand what metadata actually are and also what they are used for. In this section I explore this issue of understanding metadata and make comparisons between different types of users of *focal.ie*. I also discuss possible reasons for misunderstanding and consequences of such misunderstanding.

### **7.2.2 Comparisons: External v Internal Users and Translators v Other Users**

In this section comparisons are made between internal and external users and between translators and other users of *focal.ie*. An internal user is understood here as a terminologist working for *focal.ie*. The first two focus groups were conducted internally in *focal.ie* offices with internal users. Many of the internal users had worked as translators or linguists in the Irish-language sector before working for *focal.ie*. External users are those who participated in the other focus groups and were recruited via email. They are members of the public and include both translators and others who use *focal.ie* on a regular basis for purposes other than translation. I also make comparisons between translators and other types of users. This is relevant in the context of the next phase of the research which involved gathering data from practising translators through contextual inquiry interviews in the workplace (the motivation for this is discussed in the final section of this chapter).

Generally speaking, the internal users of *focal.ie* had a good grasp of what metadata are. Table 2 outlines some of the answers given when internal users were asked to define a subject-field label:

**Table 2 Internal Users' Definitions of Subject-field Label**

Participant	Quotes from Internal <i>focal.ie</i> Users
<b>A</b>	<p>Réimse. Is dócha go mbaineann focal áirithe le réimse amháin nó le réimse eile agus má tá tú in ann a dhéanamh amach cén réimse lena mbaineann focal – mar shampla cúrsaí airgid seachas cúrsaí míleata, is dócha gur féidir leat an focal sin a roghnú. Ní fheadair an mbaineann rudaí eile le réimse chomh maith. Focal atá á úsáid agus focal nach bhfuil á úsáid, nílím róchinnte faoi sin. Yeah is dócha go mbaineann sé sin le réimse chomh maith. Ní fheadair an bhfuil rud ann agus ard-réimse agus íseal-réimse. Sin tuairim ach i bhfoirm ceiste is dócha.</p> <p><i>Domain. I guess it has to do with a word being in one domain or another, if you can make out which domain a word belongs to – for example finance as opposed to military - I guess you can then choose that word. I wonder if other things relate to the domain as well. A word in usage and a word not in usage, I'm not so sure about that. Yes I suppose that has something to do with the domain as well. I wonder if there is such a thing as a higher register domain and a lower register domain. That's an opinion, but in the form of a question</i></p>
<b>C</b>	<p>Is dócha go dtagaim leis an méid a dúirt A chomh maith. Is cineál lipéid eolais an réimse. Mar shampla baineann tú úsáid as focal amháin i réimse amháin, mar shampla an dlí reachtúil – úsáidtear focail áirithe nach mbaintear úsáid astu sa ghnáthchaint.</p> <p><i>I suppose I agree with what A has to say. The domain name is a kind of label, you use one word in one domain, for example in constitutional law. Certain words are used that you wouldn't use in normal conversation.</i></p>
<b>B</b>	<p>Cuidíonn sé le soiléireacht, chun imdhealú a dhéanamh. 'Child' mar shampla – duine faoi ocht déag nó an gnáthpháiste atá i gceist? I gcás go mbeadh 'dlí reachtúil' leis...</p> <p><i>Is helps with clarification, for sense disambiguation. 'Child' for example – does this mean someone under eighteen or a regular child? If you had 'constitutional law' as a subject-field label with this word...</i></p>
<b>A</b>	<p>Ón eolas atá ginearálta go dtí eolas atá sainiúil agus cuidíonn an réimse leat a roghnú cén focal a úsáid sa chomhthéacs áirithe sin. Bíim ag scríobh faoi chúrsaí spóirt agus aon uair a bhíonn téarma ag teastáil uaim féachaim i gcónaí ar an réimse spóirt go háirithe an mbaineann sé leis an spórt áirithe lena bhfuilim ag</p>

	<p>scríobh agus maidir le mo chuid oibre ar IATE. Ach le rudaí ginearálta is dócha nach gá dom bheith chomh cúramach faoin réimse agus bíonn <i>focal.ie</i> mar thaca agam de ghnáth bíonn an t-eolas soiléir.</p> <p><i>Going from the general to the specific. The domain helps me to choose a word in a particular context. I write about sports and anytime I need a term I always look at the sports domain name especially if it relates to the particular sport I'm writing about and also when I'm doing my work for IATE. But with general things I suppose I don't need to be that careful and I have focal.ie for support agus usually the information is clear.</i></p>
<b>F</b>	<p>Bheadh mise ag ceapadh gur cineál catagóir é, so go mbíonn téarmaí faoi... go mbíonn coincheap ar leith agus go mbaineann siad le catagóirí éagsúla nó réimsí saoil éagsúla agus gurb é sin an rud atá i gceist, chun idirdhealú a dhéanamh, an coincheap a idirdhealú ó réimse amháin go réimse eile.</p> <p><i>I would think it's a kind of category, so a term or a concept are in different categories or different spheres and that's what they are, to distinguish between different domains.</i></p>
<b>G</b>	<p>Idirdhealú agus chun na coincheapa a réimniú is dócha. Uaireanta bíonn an téarma céanna...ionas go mbeidh tú in ann idirdhealú agus réimniú a dhéanamh chun go mbeadh tuiscint cheart agat ar na réimsí áirithe.</p> <p><i>Distinguishing and to categorise concepts I suppose. Sometimes the same term is there, so that you can distinguish and categorise it and have the correct understanding.</i></p>
<b>H</b>	<p>Briseann sé suas eolas ina chodanna éagsúla, struchtúr.</p> <p><i>It breaks up knowledge into different parts, structure.</i></p>

During the discussion of other metadata (i.e. usage examples, definitions, intros and source dictionaries) the internal users displayed as good an understanding. However, they did not all have experience of actually *using* the metadata, unless they had worked as translators before.

External users, on the other hand, displayed quite a varied understanding of metadata. In many cases they needed to be given a definition and shown what the various different types of metadata were. In other cases they were aware what the metadata were for but were not aware of what they were called (e.g. subject-field label, definition).

**Table 3 External Users' Understanding of Metadata and Terminology**

Participant	Quotes from External <i>focal.ie</i> Users
<b>L</b>	An mbaineann inscne le meiteashonraí? <i>Does gender have anything to do with metadata?</i>
<b>M</b>	Tá fhios agam go bhfuil na rudaí éagsúla ann, an rud idir lúibíní, an t-aistriúchán agus an abairt ach níor thuigeas go díreach céard atá i gceist leo abair, nó an rangú. B'fhéidir gur chóir go mbeadh sé intuigthe, ach cén difríocht idir an rud idir lúibíní, an t-aistriúchán agus an abairt iomlán aistrithe ...an sampla úsáide?  <i>I know the different things are there, the thing in brackets, the translation and the example sentence, but I didn't know what they all meant, say classification, maybe it's supposed to be implied. What's the difference between the thing in brackets, the translation and the full sentence translated. The usage example?</i>
<b>O</b>	Cad é an intreoir arís?  <i>What's an intro again?</i>

Some of the external users were translators. Generally those translators had a good grasp of what the metadata meant and what they were used for. Those who were not translators did not have the same understanding as the translators about what terminology is and regarded *focal.ie* as an online dictionary. They expressed a desire for language for general purposes to be included with the other contents of *focal.ie*. 'Ba bhreá liomsa dá mbeadh na gnáthfhocail ann' (*I would love to see general terms in it* (Participant J) and "agus na gnáth-abairtí" (*and general sentences* (Participant L)).

In most cases, participants who were not translators said they used *focal.ie* to get general information, for example gender or other grammatical information. One participant (who was not a translator) gave an extended example of a way she had recently used *focal.ie* when writing a piece for a conference:

**Table 4**      **Quote from an External *focal.ie* User Regarding the Use of *focal.ie* for Different Reasons**

Participant	Quotes from External <i>focal.ie</i> Users
P	<p>Bhíos ag úsáid cúpla oíche ó shin agus bhíos ag iarraidh rún a scríobh don X mar beidh an Ard-Chomhdháil ar siúl ag am Cásca agus bhí mé ag iarraidh rud a scríobh agus an focal ceart a fháil agus scríobh mé síos na focail a bhí mé ag lorg agus cén fáth ar fhéach mé ar <i>focal.ie</i> agus seo iad: ar ‘Rúnaí’ bhíos ag lorg an tuiseal ginideach, ‘suíomh idirlíon’ ní raibh mé cinnte, so bhí litriú i gceist ...ansin an inscne i gcás focal eile, ‘district’ an t-aistriúchán ceart a bhí á lorg agam dó sin ...leibhéal – tuiseal ginideach....ansin aistriúchán .....aistriúchán....úsáid – ‘neamhaird’ bhíos ag iarraidh neamhaird a chur i gcomhthéacs.</p> <p><i>A few nights ago I was trying to write something for the X because they will have their AGM and I was trying to write something and was searching for the correct words and I wrote down the words I was looking for and brought them with me today as an example, so here they are. For the word ‘Rúnaí’ I was looking for the genitive, ‘suíomh idirlín’ I wasn’t sure about that, so I was looking for the correct spelling for that one. In the case of another word, ‘district’ I was looking for the translation. Leibhéal – the genitive, and then the translation. I was looking for the usage in the case of ‘neamhaird’ trying to put it into context.</i></p>

### 7.2.3 Discussion

Although *focal.ie* is the product of An Coiste Téarmaíochta’s terminology work over the years, its online presence has attracted those who would never have used the hard-copy LSP dictionaries of An Coiste Téarmaíochta in the past. *Focal.ie* has become a hugely popular resource for Irish speakers, or for those learning Irish, but it seems the general view of the public is that it is a dictionary and not a termbank, as there is not yet an equivalent LGP dictionary (although [focloir.ie](http://focloir.ie) is being developed – an Irish-English online dictionary). The participants who were not translators did use metadata, but in a subconscious way; they were not always aware that they were using them, what they were and what they were called.



Translators on the other hand were aware of the uses of termbanks and they had a good understanding of how metadata should be used. In some cases they also used metadata in a subconscious, albeit goal-oriented way.

The effect of this hybrid user base is that there is more and more pressure on *focal.ie* to become a hybrid LSP – LGP dictionary. Even though the new dictionary [focloir.ie](http://focloir.ie) will be finished in a few years time, it is possible that the public will have become so used to using *focal.ie* that they may not change over that easily. A drawback of any dilution of the termbank with LGP words and phrases is that it could have an impact on how translators distinguish terms from LGP words and on the limits imposed by terminologists on the number of synonyms allowed for a term. Irish language translators may eventually not make the distinction that they currently make between a dictionary and a termbank and this could have implications for the translations they produce.

## 7.3 User Preferences

### 7.3.1 Introduction

In one of the focussing tasks the users were asked to rate metadata in *focal.ie* in order of importance (see Appendix G for the focussing tasks). Those metadata included the subject-field label, the usage example, the definition, the source dictionary and the intro. The moderator asked the participants which items of metadata they would choose if they had access only to one or two items. The users were also asked about their preference regarding the *amount* of metadata displayed on the user interface.

### 7.3.2 User Preferences – Which Metadata are Most Useful?

No two participants ranked metadata items in the same order, and there were no discernible differences between translators and general users of *focal.ie* when it came to preferences for certain items of metadata. In each example an indication is given of whether the participant was an internal or external user of *focal.ie* and also whether or not she/he was a translator.

**Table 5 Internal Users' Preferences – Most sought after Metadata**

Participant	Quotes from Internal <i>focal.ie</i> Users
<b>A</b> (Translator)	<p>Ceapaim go bhfuil an sampla úsáide an-tábhachtach ar fad mar uaireanta bímid ag déileáil le focail atá neamhchoitianta go maith agus teastaíonn uainn a fháil amach cén chaoi é chur in abairt.</p> <p><i>In my opinion the usage example is extremely important because sometimes we are dealing with an unusual word and you want to find out how to use it in a sentence.</i></p>
<b>D</b> (Translator)	<p>Nílím rógthugtha do na sainmhínithe mar uaireanta bheadh 'beartas' sa sainmhíniú ach deirtear leat polasaí a úsáid</p> <p><i>I'm not all that fond of definitions because sometimes you might have 'beartas' in the definition, but then focal tells you to use 'polasaí'.</i></p>
<b>F</b> (Not a translator)	<p>Sula dtéim ag na réimsí, téim chuig an ghluais bhreise.</p> <p><i>Before I go to the subject-field labels I always go to the extra glossary.</i></p>
<b>H</b> (Not a translator)	<p>Intreoir, réimse.</p> <p><i>Intro, subject-field label.</i></p>
<b>G</b> (Translator)	<p>Réimse agus sampla úsáide</p> <p><i>Subject-field label and usage example</i></p>

**Table 6 External Users' Preferences – Most sought after Metadata**

Participant	Quotes from External <i>focal.ie</i> Users
<b>L</b> (Not a translator)	<p>Ceapaim go bhfuil na samplaí úsáide iontach, mar bíonn siad i gcomhthéacs.</p> <p><i>I think the usage example is extremely useful, because it is in context.</i></p>
<b>M</b> (Not a translator)	<p>Dar liom, caithfidh go bhfuil an réimse eolais ar an rud is tábhachtaí mar mura bhfuil siad ann gheobhaidh tú rud éigin atá iomlán contráilte.</p> <p><i>In my opinion, the subject-field label has to be the most important, if it wasn't there you would chose something completely incorrect.</i></p>
<b>O</b> (Translator)	<p>Dar liomsa, dá mbeadh sé ar fáil...b'fhearr liomsa go mbeadh sé ar fáil i gcónaí ....ach tá fhios agam gur ana-chuid oibre a bheadh i gceist....ach sampla úsáide.</p> <p><i>In my opinion, if it were available, and I would prefer if it were always available, but I know it's a lot of work, the usage example is the most important.</i></p>
<b>Q</b> (Translator)	<p>Is mise a dúirt é sin, gur mór an chabhair an réimse eolais. Saghas leath na hoibre é má tá fhios agat cén t-ábhar lena mbaineann sé, cúrsaí spóirt nó pé rud.</p> <p><i>I was the one who said it, the subject-field label is a huge help. It's kind of half the work if you know what subject field it belongs to, sports or whatever.</i></p>
<b>N</b> (Not a translator)	<p>Thug mise uimhir a sé nó a cúig don sainmhíniú mar de ghnáth bíonn an focal ar eolas agam, ach uaireanta bíim ag lorg cúnaimh ó thaobh cúrsaí gramadaí.</p> <p><i>I put the definition down at number six or five because I generally know what the word means but sometimes I need help in terms of grammar.</i></p>
<b>R</b> (Translator)	<p>Tá intreoracha fíor-thábhachtach. Chun an focal a aimsiú.</p> <p><i>Intros are extremely important. To find a word.</i></p>
<b>T</b> (Not a translator)	<p>Na hintreoracha ar dtús agus na samplaí úsáide tá siad fíorthábhachtach, go bhfeicfidh tú an comhthéacs ina bhfuil siad in úsáid.</p> <p><i>The intros first and then the usage examples – they're very important – so you see the context in which they're used.</i></p>

From the comments above it seems that there are no particular trends amongst given groups (i.e. translators versus non-translators, internal versus external users). However, although everyone had a different list of preferences, there was a tendency for usage examples, subject-field labels and intros to be on top and for definitions to be at the end of the list. However, in this focussing task participants were asked to assess metadata outside of the context of *actual* use. So, although one can not draw any real conclusion from this ranking task as a result, it is worth remembering that focus groups are only a means of getting participants talking about their opinions and questions are as much about breaking the ice as eliciting ideas.

### 7.3.3 User Preferences – Subject-field Hierarchies

Users were given a focussing task (see Appendix G) and asked, among other things, whether subdomains (or a hierarchy of subject-field labels) were either helpful or cumbersome on the user interface, i.e. did the extra information add any extra value for the user. For example:

- sports>ball>handball>techniques and tactics
- biology>phaeophyta>phaeophyceae>dictyotales>dictyotaceae>phaeophyceae>fucales>fucaceae>fucus

**Table 7 Internal Users' Opinions regarding Subject-field Hierarchies**

Participant	Quotes from Internal <i>focal.ie</i> Users
<b>A</b> (Translator)	<p>Braitheann sé ar cé chomh feiceálach is atá sé ar an scáileán. Níl fhios agam an dtéim ag lorg na bhforéimsí.</p> <p><i>It depends on how prominent it is on the screen. I don't know that I actually go looking for the subdomains.</i></p>
<b>D</b> (Translator)	<p>Tá an iomarca foréimsí in focal. Mar shampla san fhoclóir spóirt – spórt&gt;liathróid&gt;liathróid láimhe&gt;bearta agus teicnící.</p> <p><i>There are too many subdomains in focal. For example the sports dictionary–spórt&gt;liathróid&gt;liathróid láimhe&gt;bearta agus teicnící (sports&gt;ball&gt;handball&gt;techniques and tactics).</i></p>
<b>F</b> (This person dealt with the public)	<p>Níl fhios agam an cóir é a lua ach tá sé molta ag go leor daoine ón bpobal gur chóir eolas a chur faoi cheilt,.....sna ceistneoirí a tháinig ar ais chuig focal...toisc go bhfuil gach rud ar an scáileán céanna, seachas bheith in ann rudaí a oscailt ....go bhféadfaí rudaí a oscailt.</p> <p><i>I don't know whether I should mention this but a lot of the public have contacted us here in focal and suggested that we hide some of this extra information...in a questionnaire that came back about focal...seeing as everything is on the same screen instead of the user being able to open things. So that things could be opened.</i></p>

**Table 8 External Users' Opinions regarding Subject-field Hierarchies**

Participant	Quotes from External <i>focal.ie</i> Users
<b>M</b> (Not a translator)	<p>Don cheann sin faoi 'sheirbheáil' (<i>ag tagairt don chéad leathanach</i>) is dócha go dtuigfí céard atá i gceist leis sin ach cabhraíonn sé i bhfad níos mó nuair nach dtuigeann. Ní thuigeann an chuid is mó de dhaoine cad is 'fucus' ann (<i>ag tagairt don dara leathanach</i>). Chabhródh sé go mór le daoine ar an gcaoi sin mura bhféadfá teacht ar céard is ciall leis an bhfocal chuirfeadh sé ar an treo ceart tú measaim.</p> <p><i>For that one 'serve' (referring to the first handout) I suppose you would know what is meant with that but it does help much more if you don't know what's meant. Most people don't know what 'fucus' means (referring to the second handout).It would really help you if you couldn't find out what is meant by a word, it would put you on the right track I suppose.</i></p>

<p><b>K</b> (Translator)</p>	<p>Agus braitheann sé chomh maith ar an rud atá á dhéanamh agat leis. Dá mbeinn díreach á aistriú ní bheadh na rudaí sin uaim (<i>ag tagairt do na foréimsí</i>) ach dá mbeadh tionscnamh éigin á dhéanamh agam as Gaeilge ag baint le feamainn, braitheann sé ar an rud atá uait. Don ghnáthúsáideoir ní bheadh uait ach a fháil amach an bhfuil sé bainteach go hachomair leis na rudaí sin ach más go domhain a bhí tú ag iarraidh é a dhéanamh bheadh sé úsáideach.</p> <p><i>And it also depends on what you are doing with it. If I were just translating I wouldn't need those things (referring to the subdomains) but if I were involved in some specific project in Irish involving seaweed. It depends on what you need. For the general user all you would need to know is whether or not it is related, even loosely, to something. But if you're looking for in-depth information it would be helpful.</i></p>
<p><b>L</b> (Not a translator)</p>	<p>don ghnáthúsáideoir, mar mise, ní dóigh liom go mbeadh na duine sin ag dul isteach go domhain sna rudaí sin ach dá mbeadh siad ag teastáil is dócha go mbeadh sin an-úsáideach ....ach ní dóigh liom go mbeinn ag cur obair orm féin.</p> <p><i>For the general user like me, I don't think that person would be going into any great detail with things like that. And if I needed to know that stuff I suppose it would be helpful. But I don't think I would add to my workload.</i></p>
<p><b>O</b> (Translator)</p>	<p>Táid ana-úsáideach ach de ghnáth féachaim ar an rud deireanach, ní fhéachaim ar na rudaí a tháinig roimhe. Dá mbeinn á lorg ar bhonn proifisiúnta, mar shampla dá mbeinn ag scríobh leabhar bitheolaíochta bheadh sé úsáideach dom. Ach más aistriúchán díreach, nach bhfuil aon ghá sainmhíniú ceart a thabhairt ar an rud, d'fhéachfainn ar an rud deireanach. Ní déarfainn go bhfuil sé iomarcach. Ní chuireann sé isteach orm riamh. Dá mbeadh fiche téarma ní chuirfeadh sé isteach orm, ach is ar an gceann deireanach de ghnáth a fhéachaim.</p> <p><i>They are very useful, but normally I only look at the last one and not at what came before it. If I were looking for it on a professional basis, for example if I were writing a biology book it would be very useful. But if it were just a straight translation, for which you didn't need to give a definition of the term, I would just look at the last thing. I wouldn't say it's too much. It doesn't bother me ever. If there were twenty words (referring to the metadata) it wouldn't bother me, but it's the last one I look at.</i></p>
<p><b>Q</b> (Translator)</p>	<p>D'aontóinn leat. D'úsáidfeá é dá mbeadh ábhar bitheolaíochta nó rud éigin á scríobh agat ach de ghnáth ní bheadh aon ghá agat úsáid a bhaint as ach ag an am céanna is maith an rud go bhfuil sé ann i dtreo is gur féidir leat dul chuige dá mbeadh ort más gá.</p> <p><i>I would agree with you. You'd use it if you were writing something about biology or something but normally you wouldn't have to use it but at the same time it's good that it's there so that you could use it if you needed to.</i></p>

<b>O</b> <b>(Translator)</b>	<p>Agus dá mbeifeá ag déanamh rud éigin, fiú mura mbeifeá ag aistriú, agus mura mbeadh na rialacha ar eolas agat faoi leadóg nó pé rud é. Dá mbeifeá ag cruthú ruda bheadh na sonraí sin úsáideach.</p> <p><i>And if you were doing something, even if you weren't translating, and if you didn't know the rules of tennis or whatever. If you were writing something those extra details would be useful.</i></p>
<b>T</b> <b>(Not a translator)</b>	<p>I gcás na feamainne ansin, dá mbeadh mise ag aistriú leabhar scoile eolaíochta, tá sé ann dom i líne amháin an t-eolas go léir, ní gá dom scrolláil siar nó suas nó síos.</p> <p><i>In the case of the seaweed 'fucus' you mentioned, if I were translating a science schoolbook, it's there for me in one line, all of the information, I don't need to scroll up or down.</i></p>

### 7.3.4 Discussion

It seems to me from the quotes in Table 7 that internal users are not completely convinced of the merits of detailed subject-field hierarchies. External users are also sceptical about the usefulness of such hierarchies in run-of-the-mill scenarios, but they do see merit in them in very specialised scenarios, e.g. “if I were involved in some specific project in Irish involving seaweed”, or in hypothetical situations often involving other users.

Regarding users' ranking of metadata items, no user trend emerged: no particular item of metadata was considered absolutely the most important, although usage examples were very popular. The feedback points towards the need for collocational information and the fact that translators and general users alike feel more confident when they see terms used in context. A subject-field label, although given prominence in the preference lists, was insufficient to give the users full confidence to use a term.

This has some good implications for the termbank. It means that although metadata are not consistently applied throughout the termbank (i.e. some terms have only a subject-field label, others only have an intro, and others have all the various different metadata – usage example, definition, subject-field label and intro) users will tend to just use whatever is available and switch back and forth between metadata. In fact, this very lack of consistency may have forced the users to be flexible. This means that *focal.ie* will not be under pressure to supply all of this extra information for every term.

Regarding subject-field hierarchies there was a difference between the opinions of internal users and external users. Some internal users expressed the opinion that these subject-field hierarchies can be cumbersome on the interface, and one internal user had actually had contact with the public (that particular participant dealt with correspondence, marketing and communications for *focal.ie*) and had heard the complaint from a number of people. However, not one of the participants in the external user focus groups seemed to be dissatisfied (although they do seem sceptical) with the lists of subject-field hierarchies. Table 8 shows a consistent attitude among them, regardless of whether they were translators or not. This may be more a representative attitude than the attitude of the users who contact *focal.ie*.

However, as with the first ranking task, the participants were asked to rate these outside of an actual usage context. Therefore the conclusions drawn can only be seen in that light.

## 7.4 Challenges for the User

### 7.4.1 Introduction

Another theme that emerged from the data was that of the challenges posed by the metadata for the translators and general users of *focal.ie*. Those challenges were varied and did not pertain to any one aspect of *focal.ie*. Like preferences, challenges did not seem to be grouped by user type. Challenges included lack of clarity and lack of consistency. Each quote includes the user type and whether or not they were a translator.

### 7.4.2 Challenges for the User

One problem with the *focal.ie* resource over the years was that there were approximately 27,000 terms which had no subject-field label, dating back to when the termbank was created in 2004. This created the following type of problem for the user:



**Table 9** Quotes from Users of *focal.ie* Regarding Terms with No Subject-field Label

Participant	Quotes from a <i>focal.ie</i> User
<b>C</b>	<p>Téarma an lae inniu ná Sat Nav. Cé go raibh loingseoireacht satailíte ann, toisc nach raibh réimse ní raibh sé soiléir an an ghníomhaíocht nó an gléas (fearas) a bhí i gceist - ní raibh aon réimse leis. Intreoir fiú. Nuair a bhí mé ag breithniú an fhocail d'fhoclóir atá á thiomsú againn faoi láthair bhí sé de nós agam breathnú ar an réimse. Mura raibh réimse leis bhí cineál drogall orm é úsáid. (e.g. ceardaíocht).</p> <p><i>For example, today's 'term of the day' was Sat Nav. Although the Irish equivalent 'loingseoireacht satailíte' was there it wasn't clear from the Irish whether it was a verb or a device – a noun, seeing as there was no subject-field label with it. No intro even. When I'm reviewing a term for an LSP dictionary we're compiling at the moment I very often look at the subject-field label. If it wasn't there I would be reluctant to use it. (e.g. ceardaíocht).</i></p>

Without the subject-field label the only other information the user had about the provenance of the term could only be sourced from the name of the LSP dictionary from which the term came. However that posed its own problems:

**Table 10** Users' Comments Regarding LSP Source Dictionaries

Participant	Quote from <i>focal.ie</i> User
<b>B</b>	<p>Maidir leis na hiontrálacha gan réimse ní chabhraíonn na sainfhoclóirí mar go minic bíonn a lán foclóirí luaite leo.</p> <p><i>Regarding entries without a subject-field label the LSP dictionaries from which they came don't help because there are too many dictionaries listed for each term unfortunately.</i></p>

Other challenges regarding the subject-field labels included the following: sometimes a term has four or five subject-field labels attached to it; other times it may only have one, even

though it is obvious that the term could be used in more general domains, or in domains other than the one indicated by the subject-field label.

**Table 11** Quote from a *focal.ie* User Regarding Challenges with Subject-field Labels

Participant	Quote from <i>focal.ie</i> User
A	<p>Bhí téarma agam ar maidin ‘configuration’ agus ba léir ón téarma gur cúrsaí airgid a bhí i gceist leis nó thuig mé gur cúrsaí airgid a bhí i gceist. Tá ‘cumraíocht’ air ar focal ach na réimsí ‘ríomheolaíocht’ agus ‘réalteolaíocht’ luaite agus ar nós x níos luaithe, an bhfuil cead agam ‘cumraíocht’ a úsáid mar go raibh réimsí chomh sainiúil leis. An raibh cead agam é úsáid i réimse an airgeadais. Tá sé luaite go sonrach in focal. An rud a rinne mé ná gur fhág mé ‘cumraíocht’ mar a bhí sé. Ach chuas chuig an gCoiste Téarmaíochta chun faomhadh a fháil</p> <p><i>I had the term ‘configuration’ this morning and it was obvious from the term that it had to do with finance or I understood it to be from that domain. ‘Cumraíocht’ is the term for it in focal.ie but the domains assigned to that term are ‘computing’ and ‘astronomy’ and as X said earlier, can one use ‘cumraíocht’ in other domains as well if the domain linked to it is that specific. Was I allowed to use it in the finance domain? It is mentioned specifically in focal.ie. What I did was to leave ‘cumraíocht’ as it was. But I did send a query to An Coiste Téarmaíochta to get approval for its use in this domain.</i></p>

When asked whether there was too much information (too much metadata) in the termbank participant B said that the metadata were not excessive so long as they were consistent. However, sometimes the metadata can contradict each other according to that participant.

Participant M mentioned that the general public were using *focal.ie* as a dictionary and that it was obvious when a term was plucked out of the termbank and used for general language purposes. The example given was in relation to signage the participant had seen around his university. He said it was obvious that people had used *focal.ie* to find the translations of some words and had obviously disregarded

the subject-field labels or any other indicators showing how that term should be used.

Another issue mentioned was that there are gaps in the information on *focal.ie*. One participant stated that they would go searching somewhere else for a term if it was not on *focal.ie* and that there was a danger if that happened too often they would not return to *focal.ie*.

Participant N mentioned that the usage examples in *focal.ie* are very often taken from official state documents.

Participant T asserted that there were no definitions on *focal.ie*. Although there are, they are not consistently applied. Another issue mentioned was that terms sometimes have the label ‘le faomhadh’ (*to be approved*) and as a result Participant T is never sure whether or not to use the term.

### 7.4.3 Discussion

From the discussion regarding the challenges posed by the metadata on *focal.ie* (or lack of metadata) it is clear that these issues affect both internal and external users, translators and general users alike. They are varied and do not affect the overall functioning of *focal.ie* or of its use as a termbank.

The issue of terms with no subject-field label has been addressed during the DANTERM classification implementation phase of this study (all terms will have been assigned subject-fields labels by the end of 2013). The issue of source text for the usage examples remains a problem as the sources in Irish are limited to certain domains. For example a parallel Irish-English corpus (which has a link to it from *focal.ie*) has been developed, but much of the information in that corpus hails from a small number of domains, such as media, official documents or literature (as stated by participant N).

## 7.5 Layout of the User Interface

### 7.5.1 Introduction

This theme emerged from the data and has links to all of the other themes; therefore this could be seen as the central theme. Layout includes subthemes such as the amount of metadata presented on the user interface, the amount of any *one* type of metadata

attached to a term, the general layout of the *focal.ie* interface, including fonts, colour, tabs and the layering of metadata.

### 7.5.2 Amount of Metadata

Participants were asked whether the amount of metadata presented on the user interface was too little, just right, or too much, i.e. whether it created a clutter effect and therefore impeded the flow or efficiency of their use of *focal.ie* or whether it added extra value.

According to the literature there are indications that extra information should be provided to the user on a need-to-know basis, or at least that users could have the option to hide or reveal extra details (Hulstijn & Atkins 1998, Bowker 2012, Bergenholtz & Tarp 2010).

Internal users of *focal.ie* were of the opinion that the public did not want too much extra information (participant G). Based on this kind of feedback and suggestions from the public, *focal.ie* decided to include an option on the site giving the user the opportunity to set their own user interface using the tabs ‘compact version’ or ‘more details’ as shown in Figure 4, here ‘compact version’ is selected.

**Figure 4** *focal.ie* Interface Showing the Tabs ‘Compact Layout’ and ‘More Details’



When ‘compact layout’ is selected subject-field labels and intros are still displayed on the screen. Using the ‘more details’ setting reveals extra information such as the source LSP dictionary from which the terms came, definitions and usage examples if available (although as stated earlier there are not very many of those on *focal.ie* and they are not consistently applied). Figure 5 below shows the same entry as Figure 3, but with ‘more details’ selected.

**Figure 5** *focal.ie* Interface Showing the User Interface on the Setting ‘more details’



Tables 12 and 13 include some of the comments regarding the amount of metadata displayed on the *focal.ie* user interface. Most of the external users did not realise that the extra tab was available, translators included. Of those who did realise it was there it was only by accident that they discovered the option and quite recently at that (as the option had not been there when *focal.ie* was created). When discussing the merits of that option all of the external users who participated in the focus groups expressed the opinion that all of the extra information should be displayed at the outset and that the user could choose

the option to hide information if they wanted to. The current default setting is the ‘compact layout’.

**Table 12 Internal Users’ Opinions of the *Amount* of Metadata on the User Interface**

Participant	Quote from Internal <i>focal.ie</i> User
<b>G</b>	Bíonn aistritheoirí ag gearán, tá sé iomarcach.  <i>Translators do complain to us, that it is too much information.</i>

**Table 13 External Users’ Opinions of the *Amount* of Metadata on the User Interface**

Participant	Quotes from External <i>focal.ie</i> Users
<b>J</b>	Nuair bhuail mise an pointe sin. No níor cheap mise ar aon nós.  <i>I haven’t hit that point yet. Or I don’t think so anyway.</i>
<b>P</b>	Ní chuireann sé as dom go bhfuil sé ann. Sracfhéachaim air sin agus leanaim ar aghaidh agus piocaim amach an rud atá uaim.  <i>No it doesn’t bother me that it’s there. I glance at it and then I just continue with what I was doing and I just pick out what I need.</i>
<b>N</b>	Ní chuireann sé isteach ormsa ar chor ar bith.  <i>It doesn’t bother me at all.</i>
<b>O</b>	Ná mise.  <i>Nor me.</i>
<b>Q</b>	Ná mise.  <i>Nor me .</i>
<b>N</b>	Ní chuireann ar chor ar bith agus is dóigh liom go bhfuil sé ana-thábhachtach go mbeadh sé ann mar má tá tú ag féachaint ar ‘serve’ arís agus má tá tusa ag féachaint ar abair ‘freastal’ agus ‘seirbheáil’ agus go bhfuil ‘freastal in úsáid agatsa in áit ‘seirbheáil’ ...mura bhfeiceann tú ach ‘seirbheáil’ ansin is gá duit dul ag tochailt le haghaidh ‘freastal’ seachas má tá siad ansin in aice lena chéile ....so tá tú ag cur tuilleadh stró ort féin ...breis oibre.  <i>They don’t bother me at all and I think it’s very important that it’s there because you’re looking at ‘serve’ and you’re looking at say ‘freastal’ and ‘seirbheáil’ and if ‘freastal’ is in use instead of ‘seirbheáil’. If you only see ‘seirbheáil’ there you need to go rooting around for ‘freastal’ where they should be side by side. So you’re making work for yourself.</i>
<b>N</b>	Ag teacht ar ais go dtí do phointe b’fhearr liomsa an liosta ar fad a fheiceáil agus dul tríd gach aon cheann acu go dtí go bhfuilim tagtha ar mo cheann féin

	<p>ionas go mbeinn in ann na cinn eile a chur as an áireamh agus ansin bíonn fhios agam go bhfuil an ceann sin ceart ...sin mo mhodh oibre féin.</p> <p><i>Getting back to your point I would prefer to see the whole list and go down through each choice on that list so that I could exclude the other ones and then I know I've chosen the right one. That's my own method anyway.</i></p>
<b>Q</b>	<p>Bhuel sin just mo phointe féin toisc nach raibh fhios agam go raibh an rogha sin ann ach trí thionóisc agus gur bhrúas é agus toisc go mbainim úsáid as focal go minic ar bhonn aistriúcháin ceapaim go bhfuil geall leis gach rud atá ann úsáideach ar shlí amháin nó ar shlí eile ach b'fhéidir i gcomhair mac léinn ag scríobh aiste nach bhfuil rótheicniúil nó duine éigin atá díreach ag iarraidh focal cainte a fháil ní bheadh siad in úsáid acusan.</p> <p><i>Well that's just my point seeing as I didn't know that choice was available (the 'compact version' versus 'more details' tabs), I only stumbled upon it and when I did click on it, seeing as I use it very often for translations I think all available information is useful one way or another but maybe for students writing an essay, someone who's not using it for anything technical, or someone who is only trying to find a word, they wouldn't have any need for the extra information.</i></p>
<b>N</b>	<p>Is dócha go dtreisióinn sé sin an pointe faoi na breis mionsonraí, má tá an t-eolas go léir os do chomhair úsáidfídh tú é. Más gá duit dul ag tochailt agus níos mó oibre a dhéanamh ...má tá tú faoi bhrú, úsáidfídh tú an rud is éasca a úsáid.</p> <p><i>I suppose that supports the point about 'more details' – if all of the information is there in front of you you'll use it. If you have to go looking for it that's more work, and if you're under pressure, you'll use whatever is the easiest.</i></p>
<b>T</b>	<p>Ní tada iomarcach.</p> <p><i>Nothing is too much.</i></p>
<b>S</b>	<p>Níl aon rud iomarcach. Bíonn sé sin agat agus bíonn foclóir x agat agus bíonn foclóir y agat agus bíonn tú ag...</p> <p><i>Nothing is too much. You have it there and you have dictionary x and you have dictionary y and you are...</i></p>
<b>T</b>	<p>Is é ceird an aistritheora ná focal ceart a fháil agus tá rogha b'fhéidir cúig nó sé fhocal a úsáid ach bíonn tú ag cuardach an ceann is fearr agus is cruinne, mar sin dá mhéid eolais atá ann is ea is fearr.</p> <p><i>It's the translator's job to find the right term and you may have the choice of about five or six words and sometimes you have to go searching for the best and most accurate one, so the more information the better.</i></p>
<b>R</b>	<p>Chomh maith leis sin, ní bhíonn ach rud nó dhó le fáil nuair atá focal á lorg agat agus uaireanta eile bíonn leathanaigh i ndiaidh leathanaigh ann, mar sin braitheann sé ar an méid eolais atá ann agus chomh maith leis sin agus cad a sheasann amach an uair sin.</p>

	<i>Also, sometimes when you search for a term there are only one or two words, but sometimes there are pages and pages, so it depends on the amount of information on a particular term and also what stands out.</i>
<b>T</b>	<p>No, ní féidir an iomarca a bheith ann. Tá sé i bhfad níos measa nuair nach bhfuil ach rogha nó dhó ann agus níl tú róchinnte faoi cheann acu agus b'fhearr liom go mór.</p> <p><i>No, you can't have too much information. It's much worse if there's only one or two choices and you're not entirely sure about one of them and I would really prefer...</i></p>
<b>R</b>	<p>Uaireanta tar éis na leathanaigh go léir a léamh agus tar éis féachaint ar na doiciméid as a dtáinig siad, fós táim ag lorg níos mó eolais agus bíonn na príomhrudaí ag an tús, agus más mian leat glacadh leo tá sin alright, ach más mian leat is féidir leat dul ar aghaidh. Ní gá duit an t-eolas go léir a úsáid mura bhfuil sé ag teastáil uait.</p> <p><i>Sometimes after reading all of the pages on it and after looking at the source information, I still look for more information and the main things are at the start, and if you are happy to accept that, alright, but if you want you can go on. You don't have to use all of the information if you don't need it .</i></p>
<b>S</b>	<p>Yeah do na daoine seo a bhíonn á úsáid díreach mar fhoclóir chun focal amháin, má thugtar an iomarca dóibh beidh sé ina rí-rá ceart, ina mishmash ceart mar a deirimid.</p> <p><i>Yeah, for the people who use it just as a dictionary to search for a single word, if you give them too much information it would be a disaster, a right mishmash.</i></p>

### 7.5.2.1 Discussion

There is a clear difference between the view the internal users of *focal.ie* have of the amount of metadata on the user interface, even though this view is informed by feedback from some members of the public, and that of the external user. All of the focus group participants expressed a desire to have all of the information (metadata) displayed as a default setting. They were not particularly bothered whether there was an extra option to conceal information, although they were of the opinion that given that the option is available, 'conceal' should not be the default setting. Although participants were self-selected and constituted a homogenous group, there was a good cross-section of different types of users of *focal.ie* and no obvious source of bias within this group. Therefore, the question arises as to whether the opinions expressed by the users who contacted *focal.ie* regarding the interface are more or less representative than the opinions expressed in the



focus groups; and whether internal users were influenced by a handful of complaints from one or two external users. These are questions which could be explored while observing translators in their workplace.

### 7.5.3 General Layout

In this section I discuss some of the general opinions expressed by *focal.ie* users in relation to the user interface. Some of the opinions of the external users regarding general layout are included in Table 14.

**Table 14 External Users' General Opinions of the *focal.ie* User Interface**

Participant	Quotes from External <i>focal.ie</i> Users
<b>M</b>	<p>No, baineann daoine úsáid as <i>focal.ie</i>, cuireann siad téarma isteach, breathnaíonn siad ar an gcéad rud a thagann aníos.</p> <p><i>No. People use focal.ie, they look up a word, they look at the first thing that comes up and they use it.</i></p>
<b>J</b>	<p>Ach an t-aon rud ná tá ceathrar anseo a úsáideann <i>focal.ie</i> go minic agus níor thugamar sin faoi deara (<i>an cnaipe breis mionsonraí</i>) ...mar sin an bhfuilimid chun sin a thabhairt faoi deara (<i>an foclóir nua G-B</i>).</p> <p><i>But the only thing is that there are four people here who use focal.ie on a regular basis and we didn't notice it (the tab 'more details'). Therefore, will we notice that (the new English-Irish dictionary by Foras na Gaeilge)?</i></p>
<b>K</b>	<p>Bhuel má tá rud nua á chur isteach acu ná habair just lá éigin tá foclóir nua ag teacht air agus ansin leanúint ar aghaidh le <i>focal.ie</i> mar atá ...athraigh an suíomh le go dtreoraíonn sé tú.</p> <p><i>Well if you're going to include something new don't just announce one day that there is now a new dictionary available and continue as before. You need to change the site so that you are directed to the new dictionary.</i></p>
<b>K</b>	<p>Bhuel ar shlí nach gcuirfeadh isteach ar dhaoine.</p> <p><i>Well, yes in a way that wouldn't bother people too much.</i></p>
<b>K</b>	<p>Mar a dúirt tusa (<i>ag labhairt le L</i>) ní thugann tú faoi deara an réimse eolais nuair atá tú ag lorg ruda ...so is dócha just dá mbeadh sé ann ....dath éagsúil atá sa scríbhneoireacht do na téarmaí féin, b'fhéidir go bhféachfá air sin nuair nach bhfuil eolas eile uait.</p> <p><i>As you said (speaking to L) you don't notice the subject-field label when you're looking for something, so I suppose if it were there in another colour and font to the term, maybe you'd look at it when you needed extra information.</i></p>
<b>L</b>	<p>Go háirithe leis na scáileáin bheaga bheadh an-chuid scrollála i gceist.</p>

	<i>Especially with small screen, there is a lot of scrolling.</i>
<b>L</b>	<p>Bheadh sé cosúil le Google - na cinn ag an tús...bheadh daoine ag féachaint ar an gcéad chúpla ceann.</p> <p><i>It would be like Google – the ones at the top. People would be looking at the first few.</i></p>
<b>O</b>	<p>Cúig bliana ag úsáid an tsuímh agus ní raibh fhios agam.</p> <p><i>Five years using the site and I didn't know it was there (the tabs 'compact version' versus 'more details') .</i></p>
<b>O</b>	<p>Agus is dócha an fáth atá leis sin ná go bhfuil sé ar barr agus an rud atá ar siúl ag aistritheoir nó pé duine a bheadh á úsáid ná scrolláil síos go hana-thapaidh agus dar liomsa d'fhéadfá gach rud a cheilt agus cros éigin a bheith ann agus é a bhrú agus go dtiocfadh gach rud aníos ach bheadh ana-chuid oibre i gceist ansin. Is dócha an rud is cóir a bheith i gcónaí ann, ar a laghad, ná an rud idir lúibíní ag rá leat cén réimse lena mbaineann sé.</p> <p><i>I suppose that's because it's at the top of the page and translators or whoever tend to scroll down very quickly and in my opinion you could hide everything and have a small 'x' next to the term that you could press and reveal everything. I suppose what should always be there is the thing in brackets and the subject-field label.</i></p>
<b>P</b>	<p>An bhfuilimid ag labhairt ar an gcnaipe sin, breis mionsonraí? Ní fhaca mé é sin riamh. Ní raibh fhios agam go raibh sé ann. (<i>ag baint trialach as, ag féachaint air le rannpháirtí eile</i>).</p> <p><i>Are we talking about that tab 'more details'? I never noticed that. I didn't know it was there (giving it a try, looking at it with another participant).</i></p>
<b>T</b>	<p>Níl sé an-fheiceálach. Dá mbeadh rud a dhúiseadh tú chun go ndéanfa an rogha. Tá sé níos fearr go mbeadh sé ar bhreis eolais duit ón tús. Rud éigin a mheabhródh duit an rogha a dhéanamh.</p> <p><i>It's not very prominent. If there were something there to draw your attention to the option. I think it would be better if it were set to show 'more details' from the outset. Something to remind you to choose the option.</i></p>

#### 7.5.3.1 Discussion

Some opinions expressed are about general layout issues regarding font etc. The fact that most of the external users had not noticed the 'more details' tab on the user interface has some implications for general website layout. If a new feature is introduced, unless users *have* to use it they may just continue as before and ignore that feature.

### 7.5.4 Layering of Information

In this section I include the opinions of *focal.ie* users specifically regarding the layering (or concealing/revealing of metadata) on the user interface. Most of the external users' comments relate to the 'more details' tab, already discussed.

**Table 15 Internal Users' Opinions of the Layering of Metadata on *focal.ie***

Participant	Quotes from Internal <i>focal.ie</i> Users
I	Dá bhféadfá clibeáil agus breathnú ar an eolas.  <i>Maybe if you could tab and look at more information.</i>
F	Níl fhios agam an cóir é a lua ach tá sé molta ag go leor daoine ón bpobal gur chóir eolas a chur faoi cheilt, sna ceistneoirí a tháinig ar ais chuig focal toisc go bhfuil gach rud ar an scáileán céanna, seachas bheith in ann rudaí a oscailt , go bhféadfaí rudaí a oscailt.  <i>I don't know whether I should mention this but a lot of the public have contacted us here in focal and suggested that we hide some of this extra information, in questionnaires that came back to focal, seeing as everything is on the same screen instead of the users being able to open things. So that things could be opened.</i>

**Table 16 External Users' Opinions of the Layering of Metadata on *focal.ie***

Participant	Quotes from External <i>focal.ie</i> Users
K	Yeah níor thuigeadh ach le déanaí conas ....níor bhrúas riamh é go dtí le.  <i>Yeah I didn't know until recently about that. I didn't click on it until recently.</i>
L	Ní fhaca mé riamh é - tá sin go huafásach.  <i>I never spotted that – isn't that terrible.</i>
K	Dá mbeifeá á úsáid bheadh sin ina thraenáil duit. Níl sé ina rud a bhfuil rún mór ag baint leis, nuair a lorgaíonn tú rud feiceann tú ann é, ach mar a dúras ní fhaca mé an rud sin ( <i>breis mionsonraí</i> ). Níor úsáideas é, b'fhéidir go bhféadfadh sin a bheith níos mó nó...  <i>If you were using it – that would be training enough. It's not rocket science, when you search for something you find it, but as I said before I didn't see that feature before ('more details'). I never used it. Maybe it could be larger on the screen...</i>
L	Má smaoiníonn tú bíonn an suíomh seo ar oscailt gach lá agam agus níor bhrúigh mé ar an gcnaipe sin agus sé mhí ó shin thug mé faoi deara.

	<i>If you think about it I have the site open everyday and I never clicked on that button until six months ago when I first noticed it.</i>
<b>K</b>	<p>Táimse imithe i dtaithí air, sin an fáth nach n-aontóinn leis sin ...táimse imithe i dtaithí ar fhéachaint ar an rud ...ar an introir agus mar a dúirt x, thabharfá faoi deara mura mbeadh sé ann.....go huathoibríoch féachaint tríd an rud....dá mbeadh orm rud a bhrú bheadh níos mó oibre i gceist agus tú i mbun aistriúcháin ...b'fhearr liom just é a bheith ann...b'fhéidir clóite i ndath éadrom.</p> <p><i>We've gotten used to it. The reason I don't agree with that is that I've become used to looking at a thing, an intro as X said, you would notice if it weren't there. Automatically looking through something. If I had to click on something this would add to the workload, especially if I were in the middle of a translation. I would just prefer if it were there at the start. Maybe in a lighter colour.</i></p>
<b>L</b>	<p>Sea – is féidir brú air má tá sé ag teastáil uait, ach mura bhfuil is féidir brú ar an gcnaipe eile.</p> <p><i>Yeah. You can click on that if you need it, but if you don't you can just click on the other tab.</i></p>
<b>K</b>	<p>Na rudaí a threoródh tú b'fhéidir. Dá mbeadh siad buartha an iomarca a bheith ar an suíomh, nó sorry an iomarca a bheith os comhair duine b'fhéidir rud beag faoi bhun gach téarma ...cros éigin b'fhéidir, in áit é a bheith ag an mbarr...má fheiceann tú cros just buaileann tú é.</p> <p><i>The things that might direct you maybe. If they were worried about there being too much information on the site, or sorry too much information on the screen for a person to choose from, maybe you could put an x next to the term that people could click on, somewhere on top, if you see an x all you'd have to do is click on it.</i></p>
<b>N</b>	<p>B'fhearr liom go mbeadh an méid is mó eolais ann mar ansin tá sé go léir ann an chéad uair agus mé tar éis dul isteach ann agus mar sin ní gá dom tuilleadh cuardaigh a dhéanamh agus tá sé go léir ar an scáileán amháin agus ní gá dom fanacht go n-íoslódálfaidh an chéad phíos eile bhfuil fhios agat.</p> <p><i>I would prefer all the information to be there at the start and then I wouldn't have to do any more searching, and it's all there on the screen and I don't have to wait until I open the next page, you know what I mean.</i></p>
<b>Q</b>	<p>Tá's agat an tslí ina mbíonn an leagan achomair ann nuair a osclaíonn tú an suíomh agus caitheann tú an cnaipe eile a bhrú, b'fhearr liom féin dá mbeadh sé an tslí eile timpeall. Dá bhfaighfeá na mionsonraí go léir ar dtús agus ansin dá mbeadh sé de rogha agat ....bhuel no níl an stuif sin go léir ag teastáil uaim. Ach ansin braitheann sé ar an gcomhthéacs atá agat féin agus tú á úsáid...más aistritheoir tú nó más mac léinn tú nó más duine éigin atá ag lorg focail ar a son féin nó ach b'fhearr liom féin ...dúraíos féin (<i>ag labhairt le O</i>) nach raibh fhios agat go raibh an cnaipe sin ann.</p> <p><i>You know the way you have the 'compact version' when you open the site and</i></p>

	<i>then you need to click on 'more details' to see the extra details. I'd prefer if it were the other way around. If you got all the extra details when you open the site and had the option to hide some of those if you chose. Well , no I don't need all the extra stuff. But then again it depends on the context when you're using it. If you're a translator or a student or if you're someone looking for a word for yourself I would prefer – you said (speaking to participant O) you didn't know that tab was there.</i>
<b>T</b>	<p>Mar déanaimse dearmad breis mionsonraí a bhrú.</p> <p><i>Because sometimes I forget to click on 'more details'.</i></p>
<b>T</b>	<p>Yeah ach go mbeadh an rogha ag daoine, you know 'preferences' go mbeadh tú in ann socrú duit féin, gur mhaith liomsa an t-úsáideoir seo go n-osclódh sé ag breis mionsonraí agus go mbeadh tú in ann é a chasadh air nó a chasadh as mar 'default'. Because ní cuimhin liomsa ...déanaim dearmad go bhfuil an rogha ann.</p> <p><i>Yeah, but that people would have the choice, you know preferences, that you could be free to make that decision. I'd like if the user were able to have 'more details' open when they log on and not have to click on it. Because I don't remember, I forget that that option is there.</i></p>
<b>R</b>	<p>Gur féidir leat an rogha a dhéanamh tú féin agus go sábhálfadh do ríomhaire é.</p> <p><i>That you could make that choice and that the computer would save that setting for you.</i></p>

#### 7.5.4.1 Discussion

What the Tables 15 and 16 suggest is that while internal users may assume that the default position for metadata that can be clicked on or off (in other words that can be revealed or concealed) should be 'off' or 'concealed', external users mostly believe that such options should default to 'on' or 'revealed'.

### 7.6 Discussion

As anticipated, the focus groups yielded valuable data about participants' POBAs (perceptions, opinions, beliefs and attitudes). One particularly interesting aspect of the focus groups was the way in which participants reported beliefs about their own actual behaviour (what they normally do) and their own hypothetical behaviour (what they would do, in such and such scenario) as well as speculating about the needs and opinions of other, hypothetical users. In many cases, there was more discussion of such hypothetical others than there was of the participants themselves. Consistent perhaps with their use as an

instrument intended to elicit POBAs, the focus groups turned out to be a rich source of data on reported rather than observed, and hypothetical rather than actual use.

Participants' willingness to speculate, to imagine scenarios that they themselves seemed unlikely to face any time soon (e.g. 'If I were involved in some specific project in Irish involving seaweed') suggests that the focus group method worked well: informality was established and participants felt at ease in offering expansive, speculative opinions. To progress the research, however, what was now needed was a method that would reveal observed rather than reported behaviour and real rather than hypothetical use of termbanks. The method selected was Contextual Inquiry (CI). As outlined in Chapter 6, CI involves the researcher learning from real users in real workplaces. CI thus complements focus groups as a methodology and at the same time ensures a high level of ecological validity of research findings. The decision was made at this point to conduct CI interviews with external users rather than internal users and — among the former group — with translators rather than other users of *focal.ie* encountered in the focus groups, for the reasons outlined below.

The starting position of this research was that subject-field classifications serve the needs of internal users of termbanks, facilitating, for example, the division of labour among terminologists and the efficient management of terminological resources (the assignment of terms and concepts to particular subject fields is an important step in ascertaining how good the coverage of a termbank is in those fields, for example). Little was known, however, about the needs of external users of termbanks, and it was thus considered worthwhile to concentrate further efforts on this group.

Translators had emerged in the focus group sessions as a group of external users that often had consistent views on what termbanks were for. As a subset of *focal.ie* users they are even more homogenous than the already fairly homogeneous group of participants gathered for the focus groups: translators typically use *focal.ie* for *production* in Irish and in the execution of relatively well-defined translation tasks. Consistent with the modus operandi of CI, there is no need to create artificial experimental environments, involving artificial tasks, in which to observe multiple uses, by this user group, of *focal.ie* over a

relatively short period of time, as translators might be expected to interact frequently with *focal.ie* and other terminological resources as a matter of course in the normal execution of their work. There is also a small but growing body of work based on ethnographic investigations of translators at work (Désilets et al. 2008, Koskinen 2008, Leblanc 2013, Ehrensberger-Dow & Massey 2012, Karamanis et al. 2011, Risku (in preparation)), much of which is related to translators' use of tools and resources (Alcina 2008), and some of which uses CI as its main methodology. It was hoped that the current study could contribute to this still emerging body of ethnographic workplace-based research.

The design of the CI phase of this research has already been described in Chapter 6. In Chapter 8 we turn to the findings of the nine CI interviews that were ultimately conducted. Although CI is an inductive, observational approach in which the researcher does not come pre-armed with formal hypotheses that are subsequently tested using the method, it is generally acknowledged that researchers cannot approach their object of inquiry with no prior beliefs about the area or without specific ideas or questions they would like to address in the CI. Karamanis et al. (2011), for example, draw on a review of relevant literature on computer-assisted translation (CAT) to generate ideas that can later be assessed in the light of data uncovered in CI interviews with translators who use CAT tools. Risku (in preparation) uses CI to generate data specifically on translation networks. In the current research, I approached the CI interviews with prior knowledge and beliefs established, *inter alia*, on the basis of a review of the (sometimes sparse) literature on electronic dictionary use and human computer interaction. I also come armed with ideas and questions that emerged from the focus groups, which were specifically created with their idea-generating potential in mind. The 'take-away' ideas from the focus groups that would inform my observation of translators at work in CI interviews were the following:

- External participants consistently claim that no information is too much information;
- There is a declared preference for certain metadata, but speculation that other types of metadata might be appropriate for other hypothetical users;
- Users need to be actively directed towards a new feature on the user interface of an online termbank, otherwise they may just ignore the new feature;

- Layered or concealed information should not be the default setting on the user interface.

## 7.7 Conclusion

In this Chapter I have presented an analysis of focus group data, drawing on themes that emerged during the coding of the data. The analysis resulted in a number of ideas that would be further investigated in the next phase of research. The case was made for using CI interviews as a data elicitation technique that complements the focus groups. Data generated in the CI interviews are analysed in the next Chapter.



# Chapter 8: Qualitative Analysis of Contextual Inquiry Data

## 8.1 Introduction

As discussed in Chapter 7, interesting differences emerged in the analysis of focus group discussions, between internal and external users of *focal.ie* on the one hand, and translators and non-translators on the other. These differences related to how users used metadata and how they viewed terminology in termbanks. For reasons outlined in Chapter 7 it was decided to conduct a contextual inquiry to build on the insights from the focus group research. Nine translators were subsequently observed in their workplaces, and the contextual inquiry interviews were conducted as outlined in Chapter 6, with the researcher taking the role of an apprentice, watching the ‘master’ (the translator) at work, and asking questions from time to time. This approach revealed hidden thought processes, as the translators articulated to the apprentice what they were doing.

As with the analysis of the focus groups data, the contextual inquiry interviews were analysed using an emergent approach. The main recurring theme which emerged from the data was that of trust. Subthemes included the following :

- Translators’ trust in metadata;
- Translators’ trust in the client/in certain organizations;
- Translators’ trust in past experiences;
- Translators’ trust in themselves.

Although ethnographic research is generally carried out without testing a particular hypothesis, as stated in Chapter 6 one cannot enter into ethnographic field work without having some kind of guiding principle. In my case I was interested in finding out how translators used the metadata in the termbank *focal.ie*. I was also interested in finding out how they used other resources and metadata in those other resources. Their interaction with individuals, organizations and stakeholders also seemingly had an effect on how they used both *focal.ie* and other resources. Therefore cultural and trust issues were central to

the final decisions and choices made by the translators. Some of the assertions by users of *focal.ie* during the focus groups also informed my observations (e.g., I was interested in finding out whether translators *actually* do what other translators say they do).

In the Tables containing quotes from the contextual inquiry interviews and reproduced below, participants are numbered I to IX. The contextual inquiry interviews were conducted through Irish; as in Chapter 7, English translations are displayed in italics after the quotes from the contextual inquiry transcripts. In the Irish language quotes, A refers to Aistritheoir (translator), C to Ceist (question) and T to Tráchtairacht (narration). In the English translation T refers to Translator, Q to question asked by the researcher, and N to narration.

The chapter concludes with a summary of the findings and a discussion of how trust influences the decisions made by translators regarding the use of metadata and lexicographical resources.

## **8.2 Translators' Trust in Metadata**

In this section I look at the issue of translators' trust in metadata and in resources, especially *focal.ie*. In Table 17 participant I was very confident that if a term was not on *focal.ie* then it was not 'a term', where the domain of interest was 'education'. The translator's reasoning was that the domain 'education' is well developed on *focal.ie*, in that, according to the translator, that particular domain has a large *volume* of terms.

**Table 17** Translator I's Trust in Metadata on *focal.ie* – Education Domain

Participant	Quotes from Translators During the Contextual Inquiry Interview
I	<p>A: Níl sé soiléir faoi cad is brí le 'recount writing' .</p> <p>T: Féachann an t-aistritheoir ar <i>focal.ie</i>. chun a fháil amach an 'téarma' é.</p> <p>A: Mura bhfuil sé ar <i>focal.ie</i> is dócha nach téarma ann féin atá ann. Tá 'recount' ann ach níl aon réimse ann.</p> <p><i>T: It's not clear what 'recount writing' means.</i></p> <p><i>N: The translator searches for this as a term on focal.ie. to find out whether it is a term.</i></p> <p><i>T: If it's not on focal.ie I suppose it's not a term that's been created yet. 'Recount' is there but there is no subject-field label.</i></p>
I	<p>A: Ach rachainn go focal ar dtús i gcónaí i réimse an oideachais mar go mbeadh na téacsleabhair i bhfad éagsúil lena raibh 20 bliain ó shin. Mura bhfuil sé ar focal mar théarma deir sin liom nach bhfuil sé sna leabhair ar fad.</p> <p><i>T: But I'd go to focal.ie first if I were translating something in the education domain because the current textbooks would be very different to those that were around twenty years ago. If it's not on focal.ie it tells me it's not in any of the books.</i></p>
I	<p>A: Ach ní chuirfinn isteach rud nach mbeinn ach leathshásta ina thaobh, ach fuaimníonn 'bobaide' maith go leor agus tá an-chuid ar an suíomh bainteach leis an oideachas. Caithfidh mé smaoineamh air sin. Tá muinín agam as an suíomh téarma a thabhairt dom a bheadh in úsáid i leabhair theagaisc.</p> <p><i>T: Although, I wouldn't put in something that I wasn't very happy with. But in this case 'bobaide' sounds good enough and there's a lot on the site in the domain 'education'. I need to think about it. I do trust the site to give me a term that would be used in an educational book.</i></p>

However, the same participant (participant I) was not that confident about using terms in the domain 'sports' on *focal.ie*. There were a couple of reasons given by the translator for this. Firstly, according to participant I there can be a number of synonyms in the sports dictionary, which makes term selection complicated for the translator. Secondly, in the opinion of this translator the sports domain contains a higher number of terms '*le faomhadh*' (to be approved), making them less reliable.

**Table 18** Participant I's Trust in Metadata on *focal.ie* in the Sports Domain

Participant	Quotes from Translators During the Contextual Inquiry Interview
I	<p>C: Tá réimsí ar leith a cheapann tú atá níos forbartha ar <i>focal.ie</i>?</p> <p>A: Ní bheadh muinín agam as a lán de na rudaí atá in úsáid acu sa spórt. Na háiteanna a mbeadh téarmaí cruthaithe acu, ach tá rudaí eile in úsáid. Bheadh ceithre nó cúig théarma ann ar an rud céanna.</p> <p>C: Tá tú ag rá nach bhfuil an mhuinín chéanna agat as an bhfoclóir spóirt.</p> <p>A: Chuireas isteach 'serve'. Ach tá 'freastal' ann. Ach tá seirbheáil 'le faomhadh'. Ní bheadh muinín agam as mar go bhfuil sé le faomhadh, ach faoina bhun tá seirbheáil le faomhadh ach níl an ceann eile le faomhadh. Má tá freastail ok ní gá seirbheáil a thabhairt isteach in aon chor. Caithfidh go raibh smaoineamh déanta acu ar cad a bheadh ceadaithe. Tá rudaí eile sa spórt. Agus níl cur amach agam ar an spórt, ach tuigim bunrudaí faoin spórt agus bheadh fhios agam nach bhfuil siad ceart.</p> <p><i>Q: Are there certain domains or subject fields that are more developed on focal.ie in your opinion?</i></p> <p><i>T: I wouldn't be all that confident using terms in the domain 'sports'. Places where they have created terms where there are other words already in use. There can be five or six terms for the same thing.</i></p> <p><i>Q: So you're saying that you don't have that much confidence in the sports dictionary on focal.ie?</i></p> <p><i>T: I put in 'serve'. But 'freastail' is there, and 'seirbheáil' is 'to be approved'. I wouldn't trust that because it is to be approved and the other one does not need 'to be approved'. They must have been contemplating what was allowed. There are other things in the domain 'sports'. I'm not a sports expert, but I do know some basic things about sports and I would know that they're not correct.</i></p>

Participant V was quite interested in the source LSP dictionaries as a guideline for term selection. As outlined in Chapter 2, the terminological contents of *focal.ie* are the culmination of the work of An Coiste Téarmaíochta (Irish language Terminology Committee) which had been published in hard copy dictionaries over the years. The metadata in *focal.ie* give the source LSP dictionaries from which a particular term came (see Figure 6). In this case participant V is discussing the Irish equivalents listed on *focal.ie* for the term 'battery'.

**Figure 6** *focal.ie* User Interface with the Entry ‘battery’, Showing LSP Source Dictionaries

<p><b>battery</b> <i>s</i></p> <ul style="list-style-type: none"> <li>■ <b>(ELECTRICAL)</b> Leictreachas, Leictreonaic · Electricity, Electronics</li> </ul> <p>ceallra <i>fir4</i> ➞ <i>gu:</i> ceallra, <i>ai:</i> ceallraí, <i>gi:</i> ceallraí</p> <p>cadhnra <i>fir4</i> ➞ <i>gu:</i> cadhnra, <i>ai:</i> cadhnraí, <i>gi:</i> cadhnraí</p> <p>bataire <i>fir4</i> ➞ <i>gu:</i> bataire, <i>ai:</i> batairí, <i>gi:</i> batairí</p> <p>Lámhleabhar Miondíola · Handbook of Retailing Terms 2003; <b>Foclóir Tíreolaíochta agus Pleanála mar aon le Téarmaí Seandálaíochta</b> · Dictionary of Geography and Planning incorporating Archaeological Terms 1981; <b>Téarmaí Teilifíse agus Raidió</b> · Television and Radio Terms 1996; <b>Foclóir Talmhaíochta agus Déiríochta</b> · Dictionary of Agriculture and Dairying 1987; <b>Foclóir Seandálaíochta</b> · Dictionary of Archaeology Terms (<i>dréacht</i> · draft); <b>Téarmaí Seandálaíochta</b> · Archaeology Terms; <b>Foclóir Ríomhaireachta is Teicneolaíocht Faisnéise</b> · Dictionary of Computing and Information Technology 2004; <b>Foclóir Fiontar</b> · Fiontar Dictionary of Terminology 2004; <b>Foclóir Eolaíochta</b> · Dictionary of Science 1994; <b>Foclóir Ceirdeanna agus Teicneolaíochta</b> · Dictionary of Trades and Technology 1992; <b>Foclóir Talmhaíochta</b> · Dictionary of Agriculture (<i>eagrán 1</i> · edition 1) 1987</p>
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Participant V’s trust in the source LSP dictionaries on *focal.ie* is evident in the quotes reproduced in Table 19.

**Table 19** Participant V’s Trust in Metadata on *focal.ie* – Source LSP Dictionaries

Participant	Quotes from Translators During the Contextual Inquiry Interview
V	<p>C: Cad é do mheas faoi na foclóirí foinseacha?</p> <p>A: Má tá ceann amháin ann tá sin úsáideach. Nó mura bhfuil ach téarma amháin ann agus é in úsáid i ndeich bhfoclóir. Maidir le ‘battery’ is léir go bhfuil an Coiste sásta leis an 3 cinn.</p> <p><i>Q: What’s your view of the source dictionaries?</i></p> <p><i>T: If there’s only one mentioned for a term, that’s useful. Or if there is only one term to choose from and that term comes from ten dictionaries that’s useful too. However, in the case of ‘battery’ it seems the Coiste Téarmaíochta are happy enough with all three Irish equivalents.</i></p>
V	<p>A: Ceallra leis an ríomheolaíocht, ach sin arís leis an dá fhoclóir chéanna an t-am ar fad. Mar sin ní chabhraíonn sé liom. Bataire agus cadhnra sa chnuasach céanna. Is léir go bhfuil siad ar comhchéim.</p> <p><i>T: I’m looking down through the options here on focal.ie and I see ‘ceallra’ is used in the domain ‘computing’. But still, that’s from the same two source dictionaries in all of those examples. So, that doesn’t help me. They have ‘bataire’ and ‘cadhnra’ in the same dictionary. This suggests they are both</i></p>

	<i>equally correct.</i>
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Following on from the discussion in the focus groups regarding translators' preferences (i.e. which piece of metadata is most important), the answers given by the participants in the contextual inquiry are consistent with the opinions expressed by both translators and other *focal.ie* users in the focus groups – that is, there is no one particular item of metadata that came out on top. In some cases the intro was the most important, in others the subject-field label. Some translators relied more on the source of the information (e.g. they expressed trust in the information if it came from the legislation) and others used the source dictionaries as an indicator of the reliability of the term (as with participant V). Table 20 illustrates some of these points.

**Table 20 Translators' Opinions Regarding the Relative Importance of Different Items of Metadata**

Participant	Quotes from Translators During the Contextual Inquiry Interview
II	<p>C: Cad é an chéad mheiteashonra?</p> <p>A: An réimse is tábhachtaí agus an ghluais bhreise ag Rannóg an Aistriúcháin. Téarmaí gaolmhara.</p> <p><i>Q: What are your preferences when it comes to the metadata?</i></p> <p><i>T: For me the subject-field heading is the most important and then the extra glossary from Rannóg an Aistriúcháin (Rannóg an Aistriúcháin is the department that translates legislation to Irish).</i></p>
III	<p>A: Ní fhéachaim ar na réimsí mórán a thuilleadh.</p> <p><i>T: I don't look at the subject-field labels much anymore.</i></p>
VIII	<p>C: Dá mbeadh introir agus réimse ann cé acu is fearr? Cén ceann a dtugann tú tús áite dó?</p> <p>A: Is dócha go dtugaim tús áite don introir. Feicim na réimsí ach is cuma cén réimse mar go bhfuil fhios agam gur 'association' nó 'organization' nó a leithéidí atá i gceist.</p> <p><i>Q: If you had an intro and a subject-field label which one would you trust more? Which would be more important?</i></p> <p><i>T: I suppose I rely more on the intro. I do notice the subject-field label but it doesn't matter which subject-field label is there because I know it's 'association' or 'organization' for example.</i></p>
VI	<p>C: Dá mbeadh ort sainmhíniú a lorg sa Bhéarla cá rachfá?</p> <p>A: Má tá rud an-teicniúil ní gá dom é a thuiscint go hiomlán. Má théim go <i>focal.ie</i> ní bheinn ag súil go dtiocfainn ar níos mó ná focal amháin. Ní gá dom i ndáiríre tuiscint a bheith agam air. Má tá níos mó ná rogha amháin ansin</p>

	<p>féachfaidh mé go géar ar an réimse eolais nó an foclóir ina n-úsáidtear é. Mar shampla leis na hiniúchtaí a rinne mé bhí foclóir ar leith i gceist ach ní gá dom. Cloífidh mé leis an leagan Béarla chomh maith. Ní gá dom é a thuiscint go hiomlán. Mar shampla tá go leor foclóireachta agam maidir le cúrsaí ríomhaireachta ach ní gá dom an rud taobh thiar de a thuiscint.</p> <p><i>Q: If you needed to find a definition in English, where would you go?</i></p> <p><i>T: If the text is very technical I don't really need to understand it. If I find the term on focal.ie and there is only one term, and I wouldn't be expecting to find more than one term for it, then I'll use that. If there is more than one choice on focal.ie then I'll have a look at the subject-field labels and also the source LSP dictionary. I have to stick to the English version too. I don't really need to understand all the terms. For example if you're looking up a term about something in computing, you don't need to know the theory behind how that thing works.</i></p>
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Looking at the quotes in Table 20, it appears that some translators always trust the subject-field label, others disregard it completely, and others do look at it, but give precedence to other metadata, such as intros. As with the opinions expressed in the focus groups, there was no particular order of importance with the metadata, although many of the translators in the contextual inquiry interviews did express a preference for any form of usage example (be that a 'related term', which gives the term collocated with another word, or a usage example in the parallel corpus). Also consistent with the results from the focus groups data analysis was that none of the translators expressed a reliance on definitions (in Irish or English). This may have to do with the fact that *focal.ie* is mostly used for production, participant VII suggesting that a translator does not really need to know the essence of what a technical term means, as long as there is an equivalent given on *focal.ie* which has some kind of metadata to support its use in that domain.

### 8.2.1 Discussion

One of the goals of the contextual inquiry was to ascertain whether the opinions expressed in the focus groups regarding the hypothetical use of metadata were in keeping with *actual* use. It turned out that translators did differ when it came to their preferred item of metadata, which was consistent with opinions expressed in the focus groups. Trust in the metadata seems to be the guiding factor. For example, as outlined above participant I trusted the 'education' domain due to the sheer volume of terms in that domain on *focal.ie*, but expressed a lack of trust in the 'sports' domain based on a personal subjective

evaluation. In other cases translators were more trusting of a term if they could see it in context, and in those cases (e.g. participant VIII) they preferred using the parallel corpus or the related terms as a domain indicator (as opposed to relying on a subject-field label). Another factor influencing trust in metadata was the source of the term. For example, participant IX trusted terms that had the subject-field label 'law' *and* that came from the legislation. Therefore that translator relied on material translated by the Irish government (Rannóg an Aistriúcháin) or the European Institutions. This issue of trust in the client or in the organizations who created the terms is discussed in section 8.3

### 8.3 Translators' Trust in the Client/in Certain Organizations

Very often the 'source' of the terminology served as a kind of metadata. This affected how much the translator trusted the term. One example of this was participant II's trust in terminology produced by the Department of Education. This translator was an in-house translator employed by a higher education teacher training college. Therefore, materials being translated would need to be consistent in their terminology with other resources produced for teachers (e.g. the primary school curriculum or other material from the Department of Education). Table 21 outlines this translator's thinking in relation to using that terminology. Not only does this translator trust the source (a Department of Education senior inspector), but also the probable reasoning used by that inspector when coming up with this 'new' term that would be more appropriate for that given context.

**Table 21 Translators' Trust in Terms from a Particular Organization**

Participant	Quotes from Translators During the Contextual Inquiry Interview
II	<p>A: Tá ard-chigire sa Roinn agus baineann seisean úsáid as bainisteoireacht ranga – seachas bainistiú nó bainistíocht. An rud céanna le ceannasóireacht nó ceannasaíocht. Bíonn rudaí mar sin ann. Tá i bhfad níos mó i gceist le bainisteoireacht. Braithim bainistiú gur rud é sa nóiméad. Teacht orthu le linn. Coincheap níos teibí.</p> <p><i>T: There's a senior inspector in the Department of Education and he uses 'bainisteoireacht ranga' so 'bainisteoireacht' instead of 'bainistiú' or 'bainistíocht'. The same goes for 'ceannasóireacht' instead of 'ceannasaíocht'... There's way more involved with 'bainisteoireacht'. In my opinion 'bainistiú' has to do with whatever you're doing in the moment. 'Bainisteoireacht' is a more abstract concept.</i></p>



In some cases the translators felt obliged to use terminology either because the client insisted on it or because that was the common practice in-house (for example in the European Parliament). Table 22 illustrates the translator's frustration with having to accept the client's preferred term on the one hand, in the case of a freelance translator (participant VI), in contrast to the acceptance of any precedents by the translator in the European Parliament (participant VII) on the other hand.

**Table 22 Translators' Trust in the Client**

Participant	Quotes from Translators During the Contextual Inquiry Interview
VI	<p>A: Dúirt an client gur chuma leo agus gur theastaigh uathu go n-úsáidfí an rud a bhí acusan air. Consultancy, 'comhairleoireacht' toisc go raibh sé in úsáid acu cheana theastaigh uathu leanúint leis sin. Toisc go bhfuil sé in úsáid i ngach áit ag na coimisinéirí 'cáin mhaoine áitiúil', ar chóir an aidiacht a chur ar lorg an ainmfhocail, ach caithfear é a úsáid anois mar go bhfuil sé i ngach áit acu.</p> <p><i>T: Sometimes the client decides on a term. For example when I was translating something recently the client insisted on 'comhairleoireacht' for 'consultancy'. Even though I disagreed with them I had to go with their suggestion. Another example is 'cáin mhaoine áitiúil'. Because they're using that everywhere now I had to go with their version.</i></p>
VII	<p>A: 'Custody' nó 'Guardianship', dá mbeadh an cheist ag teacht aníos bheadh orthu tagairt siar do reachtaíocht na hÉireann, tá tábhacht leis na téarmaí i reachtaíocht na hÉireann – ní féidir bheith ag dul trasna ar reachtaíocht na hÉireann.</p> <p><i>T: 'Custody v Guardianship'. If the question arose we'd have to refer back to the Irish legislation, the terms in the Irish legislation take precedence. You cannot supersede the terms in the Irish legislation.</i></p>

Other translators were very confident about terms that came from the legislation. For example participant IX stated that she used the legislation more than any other source for terminology, that she 'trusted' this source.

**Table 23 Translators' Trust in the Legislation**

Participant	Quotes from Translators During the Contextual Inquiry Interview
IX	<p>C: Cén chúis as an reachtaíocht?</p> <p>A: Mar sílim go gcaithfear na pleananna a dhéanamh de réir na n-achtanna agus deirtear ann go bhfuil sé á dhéanamh de réir achta ar leith. Tá níos mó céille leis má úsáideann tú na téarmaí sin.</p> <p><i>Q: Why would you choose the legislation?</i></p> <p><i>T: Because I think these plans are drafted according to the legislation. You'll see when translating these plans that they say they've been compiled according to x or y act. So it makes more sense to use the terms from the legislation. For example the Planning and Development Act, that would be in the TM already.</i></p>
IX	<p>A: Rinne mé cúrsa aistriúcháin agus dúradh liom dul síos go dtí an ghluais bhreise.</p> <p><i>T: When I was on my translation course they advised us to use the extra glossary (This glossary contains terms and phrases from the legislation).</i></p>
IX	<p>C: An bhfuil foinsí ar leith a mbeifeá ag brath orthu níos mó ná cinn eile?</p> <p>A: Na hAchtanna.</p> <p><i>Q: Are there sources of information you rely on more than others?</i></p> <p><i>T: The Acts.</i></p>

### 8.3.1 Discussion

Regardless of how much translators trusted this or that item of metadata, it seems that the *source* of that term (if known) took precedence over the metadata item. In the case of participant IX, the legislation was the most reliable source of information for a few reasons. First of all, this translator had been advised, during her translation course, to use the extra glossary (this contains terminology and phrases from the legislation, Irish and European). Secondly this translator translates mostly official documents and, according to her, this source of terminology was the most appropriate. In the case of participant II the translator was relying on the *expertise* of the person who coined the term 'bainisteoireacht'. This took precedence over a term that one may find on *focal.ie*.

## 8.4 Translators' Trust in Past Experiences

There were some instances during the contextual inquiry interviews when translators paused to reflect on linguistic issues and on information they had acquired through previous experiences, for example in school or at home. That information influenced their decision-

making process when choosing terms for the translation. It also created a certain amount of conflict which the translators had to resolve before they could continue with the task. In those cases the translators were drawing on their long-term memory, almost automatically. These memories served as a tool to question what they were being prescribed on *focal.ie* and although it took up some of their mental energy and time, the process brought the translators on a journey of terminological understanding.

Participant I needed to find an equivalent for the term ‘clown’ for an educational resource being translated. Table 24 illustrates this participant’s thought process as he tries to resolve why the term ‘fear grinn’, which he had used for ‘clown’ when he was growing up and which seemed perfectly acceptable, was not the term given by *focal.ie* for ‘clown’.

**Table 24      Conflict Resolution 1**

Participant	Quotes from Translators During the Contextual Inquiry Interview
I	<p>Fear grinn a bhíodh agamsa i gcónaí ar clown and mé ag fás aníos, ach anois ‘bobaide’ atá ann. Is dócha go mbíodh fearr grinn ach nach bhfuil sé ar aon dul leis an gciall atá ann sa Bhéarla...ach ag bualadh bob ar dhuine tá sin go deas. Más féidir nach bhfuil sé bainteach leis an ngníomh a bheadh ar siúl, mura bhfuil ann go lom nocht ach aistriú –traslitríthe - ní bheadh muinín agam as ach ós rud é go bhfuil téarma acu...agus níl ‘le faomhadh’ scríofa taobh leis.</p> <p><i>‘Fear grinn’ is what I always used for ‘clown’ when I was growing up, but now they have ‘bobaide’. I suppose they used to use ‘fear grinn’ but that it wasn’t exactly the same concept as the English. A person is relying on focal.ie instead of using another word. I suppose ‘ag bualadh bob’ is there, maybe that’s where they got ‘bobaide’. But then again, maybe it’s not related to the action, it could be just a direct translation, transliterated, and in that case I wouldn’t trust it but seeing as they have a term now, and it’s not ‘le faomhadh’ (‘le faomhadh’ is a label on focal.ie meaning ‘to be approved’ )...</i></p>

This translator had to move through the following sequential process:

1. Questioning why a 'perfectly acceptable' equivalent was not being used.
2. Questioning whether it was in fact a perfectly acceptable equivalent (i.e. was it in fact a different concept?)
3. Accepting that a new term had to be created.
4. Questioning that new term on a linguistic basis.
5. Accepting the new term.

Participant III went through a similar process when faced with the equivalent 'sú' given on *focal.ie* for the term 'juice' (in the context 'orange juice'). This translator had used 'súlach' and not 'sú' for this concept when he was growing up, whereas *focal.ie* had 'sú'.

**Table 25 Conflict Resolution 2**

Participant	Quotes from Translators During the Contextual Inquiry Interview
III	<p>A: 'The juice'.  T: Ansin téann an t-aistritheoir síos tríd na roghanna  A: Féach anois tá súlach agus sú an.  T: Ag féachaint ar na téarmaí gaolmhara láithreach.  Bhuel is dóigh liom go bhfuil siad ag idirdhealú idir sú agus súlach. Nuair a bhí mise ag fás aníos is súlach a bhí sa teach againne. Tá siad seo ag rá gur na súlaigh inmheánacha sa chorp é súlach dóibh siúd agus is sú atá ann ar juice, sú atá in úsáid do thorthaí nó a leithéidí... Go minic téim tríd na téarmaí sin go dtí go dtagaim ar théarmaí a bhí ar aithne agam. Níor tháinig mé riamh ar an bhfocal sú seachas sú talún agus sú craobh. Bhí daoine á úsáid san áit a n-úsáidfinn súlach. Ach sú atá anseo agus níl aon dul as.</p> <p><i>T: 'Fruit juice', let's see what focal.ie has to say. It has 'sú torthaí' here.  T' The juice'. I'm going to go to focal.ie again. Now look they have both 'súlach' and 'sú'.</i>  <i>N: The translator then skips straight down to the related terms.</i>  <i>T: Well, I think they're making a distinction between 'súlach' and 'sú'. When I was growing up we had 'súlach' in our house for juice. But they're saying about 'súlach' that it relates here to the internal juices of the body and they have 'sú' for the juices. 'Sú' is what's being used here for 'juice of a fruit'.</i>  <i>T: I never came across the word 'sú' except for 'sú talún' or 'sú craobh'. People were using it where I'd use 'súlach'. But they have 'sú' here so I've no choice.</i></p>

This translator (participant III), like participant I, had to go through a process of resolving the conflict between what he had used when growing up for a certain concept and accepting that that may have been dialectical and that based on a decision made by An Coiste Téarmaíochta regarding a particular term for a particular concept he would have to choose the new term. So participant III went through the following process to resolve this conflict.

1. Questioning the term on *focal.ie*.
2. Checking the related terms in a process of elimination (making sure ‘súlach’ was not in fact given in any similar context).
3. Realising that he either had to accept the new term or not.
4. Accepting a term that was new to him for this concept.

#### 8.4.1 Discussion

In this section I looked at how past experiences had an effect on the flow of the translation process. This came about because some of the translators in this study needed to resolve conflicts between words they had learned before, when they were growing up (and therefore probably deeply ingrained) and terms they were faced with during the look-up process on *focal.ie*. This healthy scepticism led the translators to think about the basis for the ‘new’ term. For example, did the word they had learned correspond to the correct concept? Also, if their own term was not correct in terms of corresponding to the correct concept, was the new term a ‘good’ equivalent (i.e. was it linguistically sound)?

#### 8.5 Translators’ Trust in Themselves

Finally, I would like to discuss the idea of translators making decisions based on their trust in themselves, for example basing their final term selection on a linguistic point or on their assessment of the resource or on their knowledge of the language. Participant VI had to make a choice regarding which phrase to use, ‘de réir’ or ‘i gcomhréir le’, for the English ‘according to’. The translator was pondering the consequences of using one phrase over another. For example, ‘de réir’ will take the genitive after it, whereas ‘i gcomhréir le’ will not. In Irish, in contrast to English, the genitive involves inflecting the noun. Depending on the context, the genitive can obscure the meaning, which one may want to avoid by preserving the nominative for the sake of clarity.

**Table 26**      **Choosing Terms Based on their Ease of Use**

Participant	Quotes from Translators During the Contextual Inquiry Interview
VI	<p>A: Braitheann sé uaireanta cé chomh héasca is atá an focal le húsáid sa ghinideach ach sa chás seo tá sé alright.</p> <p><i>T: It depends sometimes on how easy it is to use a word in a particular context. For example will I have to use the genitive form? But in this case it's alright.</i></p>
VI	<p>A: Chomh maith leis sin, uaireanta má fhaighim amach mar shampla sa chás seo go bhfuil rogha ann, 'in accordance with' toisc go bhfuil doiciméid oifigiúla ag úsáid an tuisil ghinidigh, má tá frása mar seo ann agus nach bhfuil gá an tuisleal ginideach a úsáid mar tá sé níos éasca agus níos nádúrtha...</p> <p><i>T: Also, sometimes if I find out, like in this case, that there is a choice, 'in accordance with', if one phrase is easier to use in the genitive and you need...</i></p>

Participants VI and II were also more inclined to use terms if they sounded more 'natural' in Irish.

**Table 27**      **Choosing Terms Based on their 'Naturalness' in the Language**

Participant	Quotes from Translators During the Contextual Inquiry Interview
VI	<p>A: Mar chlaonadh atá agam is fearr liom focal cosúil le beartas ná polasaí mar go bhfuil polasaí bunaithe ar an mBéarla. Má tá rogha agam téim leis an gceann a mheasaim atá níos fearr ó thaobh cúrsaí Gaeilge de.</p> <p><i>T: My inclination is to prefer words like 'beartas' because 'polasaí' seems too close to the English. When faced with a choice I go with the one that's more natural in Irish.</i></p>
II	<p>C: Má sé 'le faomhadh' an mbainfeá úsáid as?</p> <p>A: Bhainfinn mura gceapaim go bhfuil sé ina Bhéarlachas.</p> <p><i>Q: If the label 'le faomhadh' were there would you use the term?</i></p> <p><i>T: I would if I thought it sounded natural in Irish.</i></p>

Participants VI and II in the examples in Tables 26 and 27 show a clear confidence in their choices based on linguistic preferences. Participant IX (Table 28) was also ready to hazard a guess when faced with an ambiguous situation. It was not clear from the English source text whether an adjective qualified all of the nouns following it in the phrase 'sympathetic retention, reuse and rehabilitation' or just the first noun.

**Table 28 Making Linguistic Decisions Regarding the Use of Adjectives**

Participant	Quotes from Translators During the Contextual Inquiry Interview
IX	<p>A: Bíom i gcónaí ag breathnú ar na haidiachtaí sa Bhéarla – ní bhím cinnte an mbaineann an aidiacht leis an gcéad ainmfhocal nó leis an tsraith ainmfhocal. Thabharfainn buille faoi thuairim. Féachaim an bhfuil aon chiall ann leis na haidiachtaí eile agus déanaim iad a sheiceáil ar Google.</p> <p>A: Déarfainn go mbaineann sé leis na trí cinn (sympathetic retention, reuse and rehabilitation). Bheadh ort breathnú ar rehabilitation i gcomhthéacs foirgnimh agus a leithéidí sin.</p> <p><i>T: I always check the adjectives in English. I'm never sure if the adjective relates to the first noun in the list of nouns. I would hazard a guess. I see whether another adjective fits and then I check it on Google.</i></p> <p><i>T: I'd say this adjective relates to all three nouns - sympathetic retention, reuse and rehabilitation. You'd have to search for 'rehabilitation' in the context of buildings and that kind of thing.</i></p>

In other cases, however, translators displayed a lack of confidence, and this was dealt with in the following way: the translator used a temporary translation as a stopgap and continued with the rest of the translation in order to keep the flow.

**Table 29 The Use of Temporary Translations**

Participant	Quotes from Translators During the Contextual Inquiry Interview
I	<p>A: Tá téarma amháin uathu agus is léir ón mBéarla go bhfuil téarma gonta uathu. Bheadh cur in iúl rófhada is dócha don rud atá uathu. Scríbhneoireacht a chur in iúl mar. Táim chun teacht ar ais chuige.</p> <p>T: Aibhsíonn an t-aistritheoir é agus tá sé chun teacht ar ais chuige.</p> <p><i>T: They're looking for a single term for it and it's clear from the English that they want something concise. A description would be too longwinded for this document. I'm going to come back to it.</i></p> <p><i>N: The translator highlights 'recount writing'. The translator then moves on to the next term.</i></p>
I	<p>A: Ag deireadh an ghiota rachaidh mé ar ais agus aistreoidh mé an rud go sásúil dom féin, aistriúchán sealadach atá anseo.</p> <p><i>T: At the end of this section I'll go back and translate it again to my own satisfaction. This is a temporary translation.</i></p>
II	<p>A: Ní bhím i gcónaí cinnte maidir le réamhfhocal roimh ainmfhocal. Déanfaidh mé an rud a aistriú ar dtús ansin tiocfaidh mé air ais chuige sin.</p>

	<i>T: I'm not always sure about the preposition which is collocated with the noun. I'll translate the whole thing first and then come back to that.</i>
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### 8.5.1 Discussion

In this section I discussed the issue of translators' trust in themselves and in their own linguistic ability when making final decisions regarding term and phrase selection during the translation process. In some cases the translators were willing to choose a phrase based on its ease of use in a particular context (i.e. in the genitive), and in other cases they were quite happy to choose a term based on the fact that it sounded more 'natural' in Irish.

In other cases where translators were not confident about a decision made, they simply put off the final decision until later on. This had the advantage of not breaking the flow of the translation, allowing them to read more of the context as they went down through the source text, and giving the idea time to percolate (in the hope, perhaps, that a solution would spring to mind in the meantime).

## 8.6 Metadata - General Discussion

Chapter 7 concludes with some 'take-away' ideas from the focus groups that were to inform my observation in the contextual inquiry interviews. The following is a comparison between each of those ideas and the situation as it transpired *in vivo*.

1. "External participants consistently claim that no information is too much information": Although this occurred to the participants in the focus groups (which included professional translators) while speaking about their own experiences and that of hypothetical others, the reality (as noted while observing professional translators at work) seemed to suggest otherwise. While participants of the CI interviews made little reference to the *amount* of metadata presented to them on the user interface (of *focal.ie* for example) as they were going about their translation tasks, participants were anxious to find information *quickly*. Metadata and other supporting information were being *scanned* rather than studied (contrary to the claims made in the focus groups), sometimes in a process of elimination, sometimes as a springboard to more 'reliable' sources. This leads me to conclude that although translators want access to as much information as possible, which is in keeping with



the opinions expressed in the focus groups regarding the amount of metadata displayed (and consistent with the Désilets et al.'s (2008) findings that translators want access to as much information as possible so that *they* can decide which to discard), there must be a point at which it becomes impossible for translators to filter all of that information, in light of the speed at which that information is scanned. Quantifying that point would require a more experimental setup than is possible with contextual inquiry methods.

2. “There is a declared preference for certain metadata, but speculation that other types of metadata might be appropriate for other hypothetical users”: Usage examples and subject-field labels were consistently named in both the focus groups and in the CI interviews as the most important items of metadata, and definitions the least important. However, although extended ontologies such as those in biology were applauded by focus group participants, there was no evidence while watching translators in action that they made much use, if any, of those ontologies. Indeed, participant VI already quoted in Table 20, cast doubt on the necessity for translators to have in-depth theoretical knowledge of all concepts/terms they encounter, casting doubt in turn on the need for such detailed ontologies.

This leads me to conclude that generally speaking translators use metadata in a quick, cursory way to make a general distinction in polysemous entries, and that if there is only one entry and the term is highly technical they are willing to accept that term.

3. “Users need to be actively directed towards a new feature on the user interface of an online termbank, otherwise they may just ignore the new feature”: It was not possible to observe this during the contextual inquiry interviews, as it would have involved creating an experimental situation whereby a new feature was deliberately added to the user interface to see whether or not the translators noticed it. However, it was reported across the board in the focus groups that the new feature ‘compact layout’ v ‘more details’ (which is described in Chapter 7) had not been noticed by the participants. Such reports are reliable in that focus group participants were reporting what *actually* happened (not what might hypothetically

happen in the future). Having watched translators using the *focal.ie* interface in a quick, almost automatic fashion in their workplaces, my conclusion is that users probably become so familiar with interfaces and so comfortable in their patterns of use of these interfaces that they are unlikely to notice a new feature (even a prominent one), unless forced to use it.

4. “Layered or concealed information should not be the default setting on the user interface”: Although there were conflicting opinions expressed about this (internal *focal.ie* users arguing for concealment as the default setting, and external *focal.ie* users arguing the opposite) this may have to do with translators wanting to be in control of the information presented to them. This ties in with point number one above - that translators want access to as much information as possible, so they can make the decision which to discard. In the case of this option on *focal.ie* once the setting has been changed, it does not need to be opted for every time a translator searches for a term (this only needs to be done at the outset). Therefore, selecting ‘more details’ is not a time consuming task. What is an issue, however, is that very few of the focus group participants had noticed the setting *at all*. The call for ‘all information’ to be the default setting could be a reaction to the fact that information was in a sense concealed from users (albeit not intentionally).

Points one to four above compare the opinions expressed in the focus groups with actual practices of translators as observed in the workplace.

Referring back to the question of website layout and the presentation of metadata there seemed to be little evidence, during my observation of the participants in the contextual inquiry, of the *focal.ie* interface causing any particular problems for the translators. Consistent with the revelation from the focus groups regarding the options ‘compact version’ and ‘more details’ on the user interface, none of the translators who participated in this study seemed to spend any time contemplating this option. They did not refer to it and they did not overtly ‘choose’ the option of ‘more details’ when they logged onto *focal.ie*. This does not mean they were not aware of the extra information available. For example participant IV professed to making good use of the LSP dictionaries during term

selection (and the names of LSP dictionaries are only visible when the ‘more details’ tab is clicked).

However, inconsistent with the hypothetical notion expressed during the focus groups of there never being ‘too much information’ on the user interface, there did seem to be a pressure on all of the translators to find information quickly. Entries were scanned much quicker than users suggested during the focus groups. Consistent with the findings from Nesi & Tan (2011) users tended to look at entries at the start and at the end of the list of options.

## 8.7 Trust – A New Theme

As stated in the introduction to this chapter, an analysis of the contextual inquiry data using an emergent coding process revealed trust as a central theme in the translation process – translators’ trust in resources, translators’ trust in clients and organizations (stakeholders in general), translators’ trust in past experiences and translators’ trust in themselves. Taking each in turn revealed that translators make use of metadata in a way that always relates to how much they rate the reliability of that item of metadata over another item of metadata, perhaps because of their personal experiences, their personal subjective judgements, their interests (or who they work for) and based on who created the term.

In general translators all had different preferences and reasons for having those preferences. For example one translator (participant I) trusted a certain subject field on *focal.ie* simply based on the fact that there was a good coverage of terms in that subject field (education) although he did not trust the subject field ‘sports’ based on a personal assessment of the types of terms he had encountered in that domain on *focal.ie*. Another translator was very fond of anything from the legislation (participant IX), regardless of the subject field. Participant II used *focal.ie* only as ‘a hint’ – a springboard into more ‘reliable’ sources from the curriculum. Participant XIII relied on seeing the term in context as a subject-field indicator, and hence used the parallel corpus more than *focal.ie*. Translators in the European Parliament were bound by precedents, in that terminology already created in previous treaties had to be used without alteration. However, they were in a position to create new terms if such an occasion arose. Participant VII (a translator in the European

Parliament) gave the example of a new term he had to create in-house recently for 'Celtic Seas' (as opposed to 'Celtic Sea'). According to this participant the most useful items of metadata are usage examples or items indicating the context.

Trust can therefore be seen as fundamental to choices made regarding metadata. That is, it is not really a question of which is the most reliable or useful item of metadata, where that item of metadata is located on the user interface or how it is presented that matters. It is more a question of where that item of metadata came from, who created it, how much the translator trusts that source, and how much is at stake if translators do not adhere to their clients' terminology, etc.

The findings presented here are consistent with those in the study conducted by Karamanis et al. (2011), who were more explicitly concerned with collaboration in translation work practices, especially when those work practices are mediated by electronic tools and resources such as translation memory (TM) and machine translation. Karamanis et al. (ibid.) investigate practices in multilingual language service providers based in Ireland and whose work involves localising English-language software into various target languages. They view in-house translation memories as collaborative resources which store translation solutions provided by trusted team mates. Remote contributors to such translation memories are less trusted, not because of 'an arbitrary bias towards other professionals', but because they do not have access to the same training and resources as in-house team members (ibid.: 42). The translation memories considered by Karamanis et al. (ibid.) are obvious sources of terminological information, and the translators they interviewed refer to the resolution of terminological problems on several occasions. One quote from Karamanis et al.'s study is particularly instructive, and the views it expresses appear familiar from my own study. The translator in question says:

In most cases the translator is not really stuck as in they don't have a clue about what a terms means. I can easily find what 'stacking' means, e.g. with a dictionary or online, so it would be more helpful for me to know what he [team leader] thinks or what my team agrees with, rather than starting a debate with a freelancer whom I have never worked with. (Karamanis et al. 2011: 40)

Another translator remarks that:

In most cases if there is a difficult term someone researches it and it goes into the TM. After the review it stays in the TM and this is the final decision about it. If I am a new translator and I come across this term I trust the TM. (ibid.: 41)

What these quotes reinforce is the idea that translators often do not need definitions or explanations of source language terms, but they do need criteria for selecting a target-language equivalent, and these criteria are primarily based on trust in colleagues who have already done relevant terminological research or who can express an authoritative (e.g. a team leader) or consensual (e.g. a team) opinion. It is not 'what' the answer is that matters, but 'who' supports the answer that counts.

An important part of Karamanis et al.'s analysis is the focus on in-house vs. remote contributors. In general, relationships with remote contributors tend to 'more strained' (ibid.: 42) than relationships between members of the same translation team, with trust diminishing as the gap grows wider between contributors. Such effects have also been studied by scholars in Finland: Abdallah (2010) and Abdallah & Koskinen (2007) investigate the issue of trust in translation networks. Abdallah & Koskinen (ibid.) speak of the undermining of the translator in the vertically organized network economy, in which translators work for other subcontractors who in turn work for larger translation agencies, and which is becoming the norm as the world becomes more and more globalized. Such vertical networks contrast with the traditional horizontal structure of the translator-client model. While the latter structure cultivates trust, Abdallah and Koskinen (ibid.) argue that the vertical network economy erodes trust:

Translators in the network economy are very far removed from the client and in an effort to make a profit, larger agencies employing translators are not always as concerned with the quality of the product (the translation produced) as they are with the efficiency and efficacy of the translation process. This causes a moral dilemma for translators, in that they are often forced to compromise their own ethical standards (regarding the quality of their work) in order to be flexible and compliant. They have two choices, comply or leave (ibid.).

With increasing pressures such as those outlined by Abdallah & Koskinen (ibid.) on translators to gain satisfaction from their work and feel respected and trusted, the translators push back. They want to trust their employer (an agency, a direct employer, or a client) and be loyal to that employer and in turn, they want to be trusted by their employer. This is impossible, however, if that trust is not earned or cultivated by the employer (ibid.).

The current study offers interesting points of comparison with both Karamanis et al.'s (ibid.) study and that of Abdallah & Koskinen (ibid.). While many of the translators I interviewed tend to work individually, and so cannot draw on in-house collaborative resources like the translation memories discussed by Karamanis et al. (ibid.), many of the decisions the translators interviewed in this study made during their daily translation work were still based on trust: trust in resources, including 'remote' resources such as *focal.ie*; by extension, trust in the people who created those resources; trust in their employer/client; trust in themselves. The same types of trust that Karamanis et al. (ibid.) observed within translation teams is evident in the current study; but in the current study trust extends more obviously beyond in-house teams and is vested in other contributors, who while they may be external contributors, do not seem remote. (The exception here is, of course, the Irish-language translators who work at the European Parliament, and thus in teams. In this case, the in-house bonds of trust in existing resources, precedent, colleagues, etc., are very strong.)

Unlike the translators interviewed by Abdallah & Koskinen (ibid.), the Irish-language translators interviewed in the current research were not demoralised by the effects of elaborate vertical networks. The Irish-language translation market is a small niche market, with work being generated mainly by the public sector. Therefore, very often translators work directly for clients (public bodies), or at least are only one step away from them. There is a very strong culture of trust in this industry in comparison to other more globalised languages. Being afforded this luxury, Irish-language translators and their clients cultivate trust, which is to them mutually beneficial.

Like Abdallah & Koskinen's (ibid.) translators, however, the translators who participated in my CI study also displayed a desire to be *trusted*. That is, they wanted to be trusted with

resources, trusted that they were capable of choosing correct information given a broad range of sources. They tended to resist any form of prescription in terms of what information they should trust, or what information should be made available to them, although they did verbalise their appreciation of information being made available.

## **8.8 Conclusion**

Based on the findings from this contextual inquiry it could be argued that there is no 'optimum' amount of metadata and that the layout on the user interface is not really that crucial, which is good news for termbank creators. What matters is trust in the sources of that metadata. However, it could also be argued that this makes it almost impossible to create a 'best practice' user interface in a termbank.

What might be more beneficial for termbank creators is to use an example of good practice in the area of trust, rather than focussing on the actual metadata itself. As the Irish-language translation industry is still reliant on the horizontal translator-client model it could serve as a case-study of good practice in the area of trust cultivation, which could serve as a 'good practice' model for other languages.

## Chapter 9: Conclusions

### 9.1 Research Aims and Phases

There were two phases in this research project. In the first phase, the main aim was to decide on the best course of action in choosing a subject-field classification for the overall structuring of the terminological contents of the bilingual termbank *focal.ie*. The research question associated with that first phase was as follows:

- What type of subject-field classification scheme would be appropriate for restructuring the contents of the bilingual termbank *focal.ie* and what is the best approach for implementing that scheme?

Once a subject-field classification had been chosen for the termbank, the next step was to ensure its smooth implementation. As outlined in Chapter 3 of this thesis, a modified version of the DANTERM subject-field classification was selected for *focal.ie* and the contents of the termbank were subsequently classified or re-classified accordingly. The DANTERM classification was chosen, *inter alia*, because of its appropriateness as an overarching secondary classification which could accommodate more specific primary classifications at the micro-level. Such primary classifications could, in turn, be integrated into the overarching classification by terminologists in *focal.ie*. The fact that the DANTERM classification has been in use at An Coiste Téarmaíochta and Fiontar since 2009, that it has been welcomed by terminologists in both bodies, and that it has been shown to be able to accommodate primary classifications such as those from the field of biology, all speak to the successful completion of the first phase of this project. As mentioned in the introduction to this thesis, the desire that research should lead to potential for action in the world is very much consistent with the tenets of philosophical pragmatism. Judging by pragmatic criteria, the first phase of this project has been a success, but from the very outset it was clear to me that the intervention I had made in *focal.ie* was one that served the needs of internal users, i.e., terminographers and administrators at Fiontar and An Coiste Téarmaíochta.

This insight gave rise to the second phase of research reported on in this thesis, and which focussed on external users of the termbank. In this second phase I set out to explore two other research questions, as outlined in Chapter 1, namely:



- What is the optimum level of metadata components that should be provided in an online bilingual termbank?
- How should this information be presented on the user interface?

Research methodologies were chosen based on a review of the literature in the areas of both electronic dictionary use and website use. I was particularly interested in methodologies that could generate ideas and hypotheses, given the relative dearth of research already conducted in the area of termbank use. The first data gathering method selected was the focus group, utilised to generate POBA's (perceptions, opinions, beliefs and attitudes). Participants were given focussing tasks and asked a series of elaborate questions regarding the metadata in *focal.ie* to direct the conversation and encourage participation and interaction. The informality of the focus groups worked well to elicit opinions from *focal.ie* users, who gave expansive answers and often theorised about hypothetical others and hypothetical situations.

Ideas about hypothetical use, generated in the focus groups, were further explored among Irish-language translators, in their workplaces, using an ethnographic method known as contextual inquiry. Actual use was observed with the researching focussing, inter alia, on themes that emerged from the focus groups. In section 9.2 below research question 1 is explored (What is the optimum level of metadata components that should be provided in an online bilingual termbank?). Section 9.3 explores research question 2 (How should this information be presented on the user interface?). Due to the emergent nature of the data analysis a specific theme, trust, emerged from the contextual inquiry data analysis. Trust had an effect on the majority of translators' decisions when it came to metadata selection and is discussed in 9.4 below in the context of this study and in a broader context. This chapter concludes with a discussion of avenues of further research.

## 9.2 Amount of Metadata

Research Question: What is the optimum level of metadata components that should be provided in an online bilingual termbank?

On comparing and contrasting the results of the focus group data analysis with the results from the contextual inquiry data analysis, a discrepancy emerged between what users (including translators) say they do and what they (translators) actually do while translating.

Participants in the focus groups consistently asserted that ‘no information is too much information’ on the user interface and that they diligently work through entries in order to find the correct term. From observation of translators in the workplace, however, it transpired that metadata and other data are scanned. Scanning involves a filtering process, which surely must have limits, especially when translators are under time pressure. Translators had a tendency to skip directly to particular items of metadata which they personally trusted and which varied from translator to translator.

This suggests that although translators want access to as much information about the terms as can possibly be made available, the amount of metadata displayed may have consequences for term selection. However, to quantify this one would have to use more experimental methods than the contextual inquiry interview (and the focus group).

Reflecting on the findings in this study, Research Question 1 may, indeed, have been more appropriate in the context of a more quantitative study (using tests/experiments). The question itself was based on themes emerging from the review of literature and on the face of it seemed like a good starting point to investigate metadata, seeing as there was very little information about the way users use metadata. Although the question was put to the participants of the focus groups, as already stated, focus groups mainly elicit opinions from the participants and although the contextual inquiry revealed what users actually do, it was not possible to quantify any of their actions.

The relative merits of using more experimental methods to investigate my research questions are expanded upon in Section 9.4 below. But even if it was not possible to identify precise thresholds above or below which user opinions or performance changed because of changing amounts of metadata on screen, the current research was able to elicit qualitative information on users’ general preferences regarding metadata in *focal.ie*. From both the focus groups and the contextual inquiry interviews, it seemed that, in general, users prefer metadata that show terms in context, whether these are examples of usages, or lists of related terms, over definitions. This may be related to the fact that most users of *focal.ie* consulted use it for production in Irish: their main concerns revolve around the selection of appropriate terms in Irish (and the appropriate rendition of those terms in Irish), rather than understanding the concept as expressed in English.

### 9.3 Presentation of Metadata

Research Question: How should [metadata components] be presented on the user interface?

Chalmers (2003) claims that users cannot form a schema when approaching a webpage for the first time, in that it is difficult for them to visualise where the webpage fits into the ‘overall picture’ (the web being so vast). This would suggest that presentation of information on websites does not alter the schema a user would have of a particular domain. There is no reason to believe that this would be any different for a bilingual online termbank.

During the focus groups in this study, *focal.ie* users were asked various different questions regarding the amount and presentation of different items of metadata. Reiterated many times was the opinion that ‘every piece’ of extra information is helpful. Focus group participants spoke of ‘ignoring’ information they did not require, and they also spoke of being able to do this almost automatically (it did not ‘bother’ them). This is good news for the creators of online termbanks, as it suggests great flexibility in users, who profess to being more concerned with the information itself than with its presentation.

However, a collapsible option, which allowed users to reveal or conceal ‘more details’ regarding a term, had not been noticed by most of the *focal.ie* users who participated in the focus groups. During the discussion regarding this option, users were anxious to point out that ‘more details’ should be the default setting: users wanted to take control of the information presented to them.

In conclusion, the users of *focal.ie* who participated in this research appreciate information supplied to them, and will use whatever is available, without being too concerned with what is not available, with what is inconsistent and with how it is laid out. However, change seems to go unnoticed (as when the ‘compact version’ vs. ‘more details’ tab was introduced in *focal.ie*) or to be unwelcome (in the case of the aborted change of colour in the *focal.ie* interface in 2010).

### 9.4 Trust

Although there were two general research questions guiding the data gathering and analysis in this study, as outlined in sections 9.2 and 9.3, an emergent approach inspired by

grounded theory was also taken, as research on termbank/dictionary metadata use brings us to relatively uncharted waters, and a research design that would allow unanticipated insights to emerge from elicited data was considered most promising.

The overarching theme that emerged from the analysis of the contextual inquiry transcripts was Trust, which unified many aspects of the translators' motivations when using a termbank and indeed its metadata. Trust in metadata, in sources of metadata, and in stakeholders, turned out to be more important to the translators who participated in the contextual inquiry than the amount and layout of metadata presented on the *focal.ie* interface. This conclusion, along with the contextual inquiry method used in the second phase of this research, situates the current thesis in a small body of research that is increasingly concerned with workplace research and how trust operates in situations involving distributed and situated cognition, and especially in collaborative, networked translation work practices (see, especially, Abdallah & Koskinen 2007, Abdallah 2010, and Karamanis et al. 2011).

## 9.5 Future Avenues of Research

As already mentioned, if one wanted to investigate whether a point exists at which the amount of metadata on the screen starts to slow down the translator, for example, or whether there is a point at which translators start to ignore a particular type of metadata on the basis that it cannot be scanned easily, then one would have to use more experimental methods than focus groups and contextual inquiry interviews allow. Such experimental methods would involve the creation of artificially controlled research environments, with tasks and termbank interfaces controlled by the researcher. The advantage would be that the research could focus on a single independent variable (e.g. the amount of a particular type of metadata provided for a particular term) and its effect on a dependent variable (e.g. time spent searching for a solution, time spent fixating on particular areas of the screen, etc.). The disadvantage would be that such research would lose in ecological validity what it gains in internal validity and reliability. In some ways such experimental research would have been premature in the absence of more general, investigative research of the type conducted in this thesis. Without knowing about the role of trust in translators' use of metadata, for example, a researcher could create an experimental setup that is ostensibly 'the same' for all participants, but that does not take into account the fact that the source of

metadata presented on screen may be trusted implicitly by some participants, but not at all by other participants. In other words, in order to design useful experiments, the researcher needs to be aware of as many of the independent variables as possible that could affect the outcome of the experiment. In the case mentioned here, trust in sources needs to be controlled for, and this would not have been obvious before the research reported on in this thesis was conducted. Such considerations support the conduct of more open, hypothesis-generating research as conducted in the present thesis before the research moves on to more experimental designs. In fact, the research reported on in this thesis (and related research, for example, by Karamanis et al. 2011), provides a useful backdrop against which more focussed experiments using eye-tracking and other technologies that capture User Activity Data can be designed.

As is clear from Chapter 8 of this thesis, research by scholars such as Abdallah & Koskinen (2007), Abdallah (2010), and Karamanis et al. (2011) was central to the analysis of data gathered in my contextual inquiry, but interesting contrasts emerged between the translators who participated in their research, and the Irish-language translators who participated in the current research. The latter typically work by themselves, but enjoy good morale, and easy contact and high levels of trust with clients. They work, it seems, in a context that has not been subject to the same pressures of globalisation or to the pernicious effects of vertical networks experienced by translators interviewed by Abdallah & Koskinen (2007), for example. The specificity Irish as a target language was touched upon to a certain extent in Chapters 7 and 8 of this thesis, where users of *focal.ie* made frequent mention of the kind of linguistic challenges that arise in the case of Irish, the genitive case providing a good example here. The specificity of the Irish-language translation economy writ large appears to merit further investigation however, and ethnographic methods (following Koskinen 2008) would appear to open up promising avenues here.

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## Appendix A: Personal Communications

### 1. Personal Communication from Klaus Schmitz regarding Subject-field Classifications for termbanks (General Query)

I try to answer your question from Turkey (my vacation) without having any material with me.

Subject field classification are very often purpose-/company-/application-specific and there is no real standard for this.

- The Lenocho-Classification (we are using for our terminological theses und for our Webterm: [www.iim.fh-koeln.de/webterm](http://www.iim.fh-koeln.de/webterm)) was developed by Dr. Lenocho several decades ago for Eurodicautom, the EU Commission termbank; it covers typical EU subject areas and is very limited (not detailed enough) in modern fields such as information technology.

- For EuroTermBank ([www.eurotermbank.com](http://www.eurotermbank.com)), we decided to use the upper classification of the Eurovoc thesaurus.

- And for terminology standards ISO (and the national standard bodies) are using ICS, the International Classification of Standards.

May be, Christian Galinski from Infoterm Vienna (mail see Cc.) can help you more.

Best regards

Klaus Schmitz

## **2. Personal Communication from Termium regarding their Subject-field Classification**

Ms. de Barra-Cusack,

TERMIUM® uses a hierarchical classification that was developed specifically for its database. It was created when TERMIUM® was originally developed and is continuously updated by terminologists to reflect advances in science and technology.

I am not aware of any classification system that would be available commercially or of any model that could be used in terminology.

Wishing you luck in your research,

Termium member of staff

## **3. Personal Communication from TermCat (Colomer i Artigas) regarding their Subject-field Classification**

Dear Fionnuala,

The classification TERMCAT used to apply was an ad hoc classification using as reference the following ones:

- Universal Decimal Classification: <http://www.udcc.org/>

- Root Thesaurus:

BRITISH STANDARDS INSTITUTION, BSI. Root thesaurus. Vol. 1. Subject display. 3rd ed. Milton Keynes, UK: British Standards Institution, 1988. ISBN 0-580-16991-X

BRITISH STANDARDS INSTITUTION, BSI. Root thesaurus. Vol. 2. Alphabetical list. 3rd ed. Milton Keynes, UK: British Standards Institution, 1988. ISBN 0-580-16991-X

We are currently revising this internal classification, whose basis is, apart from the already mentioned, the EUROVOC thesaurus (<http://europa.eu/eurovoc/>).

Should you need any other information, do not hesitate to contact us.

Yours sincerely,

Colomer i Artigas

#### **4. Personal Communication from Bodil Nistrup Madsen regarding the Use of the DANTERM Subject-field Classification for *focal.ie***

Dear Fionnuala,

Sorry, that it took so long to come back to you, but I have had a lot of guests in our summer house since we talked together.

I attach the Danish version of the DANTERM Classification. In this you find some extra micros, especially in F.

I tried to find an English paper about the classification that was set up by one of the Danish Companies (Krüger A/S), but I did not succeed. If I find something I will send it to you.

As mentioned during our telephone conversation, you may feel free to use the DANTERM Classification as a basis for your work.

As promised, I have created a login for you in the online demo version of i-Term, which can be accessed at [www.demo.i-term.dk](http://www.demo.i-term.dk) using the below login details:

Login: fd

Password: fd

Please note that other demo users of the database may change or delete the data you enter and that DANTERM does not check or validate the data in the database. We have entered some example data, but they may have been changed by other users. Also, you may find it helpful to watch the self-running demo of i-Term (<http://www.i-term.dk/demoen/en-i-term.html>) and consult the built-in help function of i-Term.

If you have any questions or queries, please do not hesitate to contact me.

All the best,  
Bodil Nistrup Madsen

## **Appendix B: Ethical Approval, Plain Language Statements & Informed Consent Forms**

## Ethical Approval from Dublin City University for Research Using Focus Groups and Contextual Inquiry Interviews

Ollscoil Chathair Bhaile Átha Cliath  
Dublin City University



Ms. Fionnuala de Barra-Cusack

SALIS

31<sup>st</sup> July 2012

**REC Reference:** DCUREC/2012/138

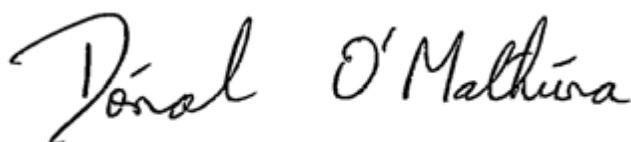
**Proposal Title:** What is the optimum level of metadata components that should be provided in an online bilingual term bank and how does the presentation of those components affect user performance?

**Applicants:** Ms. Fionnuala de Barra-Cusack, Dr. Dorothy Kenny

Dear Fionnuala,

This research proposal qualifies under our Notification Procedure, as a low risk social research project. Therefore, the DCU Research Ethics Committee approves this research proposal. Materials used to recruit participants should note that ethical approval for this project has been obtained from the Dublin City University Research Ethics Committee. Should substantial modifications to the research protocol be required at a later stage, a further submission should be made to the REC.

Yours sincerely,

A handwritten signature in black ink that reads 'Donal O'Mathuna'.

Dr. Donal O'Mathuna

Chairperson

DCU Research Ethics Committee

Ms. Fionnuala de Barra-Cusack

SALIS

8<sup>th</sup> April 2013

**REC Reference:** DCUREC/2013/016

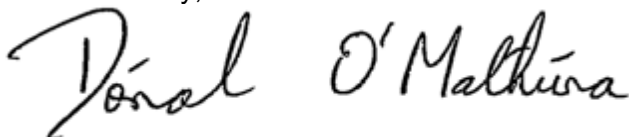
**Proposal Title:** What is the optimum level of metadata components that should be provided in an online bilingual term bank and how does the presentation of those components affect user performance?

**Applicants:** Ms. Fionnuala de Barra-Cusack, Dr. Dorothy Kenny

Dear Fionnuala,

Further to expedited review, the DCU Research Ethics Committee approves this research proposal. Materials used to recruit participants should note that ethical approval for this project has been obtained from the Dublin City University Research Ethics Committee. Should substantial modifications to the research protocol be required at a later stage, a further submission should be made to the REC.

Yours sincerely,

A handwritten signature in black ink that reads 'Donal O'Mathuna'.

Dr. Donal O'Mathuna



## Plain Language Statements & Informed Consent Forms

### I. Teideal an Staidéir Taighde & Eolas Eile

Conas a úsáideann úsáideoirí [www.focal.ie](http://www.focal.ie) meiteashonraí (i.e. réimsí eolais, inteoracha, sainmhínithe, samplaí úsáide) agus cad é an leibhéal is úsáidí de mheiteashonraí?

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### II. Cuspóir an Taighde

Sa staidéar tá taighde ar bun maidir le húsáid na meiteashonraí a bhaineann le téarmaí sa bhunachar téarmaíochta [www.focal.ie](http://www.focal.ie). Is éard atá i gceist leis sin ná conas a úsáideann úsáideoirí an bhunachair ábhar tacaíochta amhail réimsí eolais, sainmhínithe, samplaí úsáide, inteoracha etc. chun an téarma cuí a roghnú.

### III. Mar rannpháirtí – cuir ciorcal mar is cuí

Léigh mé an Ráiteas Gnáthfhiotail (nó léigh duine é dom)	Léigh/Níor Léigh
Thuig mé an t-eolas ann	Thuig/Níor thuig
Bhí an deis agam ceisteanna a chur agus an staidéar a phlé	Bhí/Ní raibh
Freagraíodh mo cheisteanna go léir go sásúil	Freagraíodh/Níor freagraíodh
Tuigim go ndéanfar an grúpa fócais a thaifeadán ar théipthaifeadán	Tuigim/Ní thuigim

### IV. Staidéar Deonach

Tuigim gur féidir liom tarraingt siar ag aon phointe. Staidéar deonach é seo agus fiú má aontaím bheith páirteach is féidir liom tarraingt siar

### V. Rúndacht

Tuigim nach n-ainmneofar mé i dtrascríbhinní na ngrúpaí fócais agus nach gcuirfear sonraí eile isteach trína bhféadfaí mé a aithint, e.g. ainm na heagraíochta nó na cuideachta lena bhfuilim ag obair.

### VII. Síniú:

Léigh mé agus thuig mé an t-eolas ar an bhfoirm seo. D'fhreagair na taighdeoirí mo cheisteanna agus mo chúiseanna imní, agus tá cóip den fhoirm seo i ndáil le toiliú agam. Mar sin, leis seo táim ag toiliú páirt a ghlacadh sa tionscadal taighde seo.

Síniú ar Rannpháirtí: \_\_\_\_\_

Ainm i mBloclitreacha: \_\_\_\_\_

Finné: \_\_\_\_\_

Dáta: \_\_\_\_\_

## **I. Eolas faoin Staidéar Taighde**

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## **II. Sonraí na modheolaíochta arna húsáid sa Staidéar Taighde**

*Reáchtálfar grúpaí fócais i lár na cathrach, Baile Átha Cliath. Beidh idir 6 agus 10 rannpháirtí i ngach grúpa fócais agus beidh tuairim is 10 gceist le cur sna grúpaí sin. Leanfaidh an grúpa fócas ar aghaidh ar feadh tuairim is uair an chloig agus is féidir leis na rannpháirtithe a dtuairimí a chur in iúl go saor.*

## **III. Níl aon rioscaí bainteach leis an staidéar taighde seo ach amháin na gnáthrioscaí a bhainfeadh le taisteal chuig an láthair. Beidh na ceisteanna neamhphearsanta agus bainfidh siad le húsáid meiteashonraí agus ní chuirfear ceisteanna pearsanta.**

## **IV. Cúiteamh as páirt a ghlacadh sa staidéar taighde seo.**

Íocfar costais taistil leis na rannpháirtithe. Beidh sólaiste/lón ar fáil ar an lá. Cuirfear ainmneacha na rannpháirtithe isteach i gcrannchur chun x a bhuachan.

## **V. Rúndacht**

Ní ainmneofar na rannpháirtithe i dtrascríbhinní na ngrúpaí fócais agus ní chuirfear sonraí eile isteach trína bhféadfaí na rannpháirtithe a aithint, e.g. ainm na heagraíochta nó na cuideachta lena bhfuil siad ag obair.

## **VI. Tréimhse coinnithe na sonraí**

Ní choinneofar na sonraí (ainmneacha na rannpháirtithe etc.) ar feadh tréimhse níos faide ná 2 bhliain. Beidh na torthaí trascríofa le fáil sa tráchtas ach ní bheidh ainmneacha na rannpháirtithe san áireamh.

## **VII. Staidéar Deonach**

*Féadfaidh na rannpháirtithe tarraingt siar ag aon phointe. Staidéar deonach é seo agus fiú má aontaíonn duine bheith páirteach féadfaidh sé/sí beartú gan páirt a ghlacadh.*

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Léigh mé an Ráiteas Gnáthfhríotail (nó léigh duine é dom)

Thuig mé an t-eolas ann

Bhí an deis agam ceisteanna a chur agus an staidéar a phlé

Freagraíodh mo cheisteanna go léir go sásúil

Tuigim go ndéanfar an grúpa fócais a thaifeadán ar théipthaifeadán

Léigh/Níor Léigh

Thuig/Níor thuig

Bhí/Ní raibh

Freagraíodh/Níor freagraíodh

Tuigim/Ní thuigim

## IV. Staidéar Deonach

Tuigim gur féidir liom tarraingt siar ag aon phointe.

## V. Rúndacht

Tá mé ar an eolas nach n-ainmneofar na rannpháirtithe sa tráchtas agus nach gcuirfear sonraí eile isteach trína bhféadfaí na rannpháirtithe a aithint, e.g. ainm na heagraíochta nó na cuideachta lena bhfuil siad ag obair. É sin ráite, seans go luafar gur aistritheoir neamhspleách, cuideachta phríobháideach aistriúcháin, nó Institiúid Eorpach atá i gceist, sa mhéid go bhfuil sé beartaithe breathnú ar aistritheoirí sna comhthéacsanna éagsúla sin

## VII. Síniú:

Léigh mé agus thuig mé an t-eolas ar an bhfoirm seo. D'fhreagair na taighdeoirí mo cheisteanna agus mo chúiseanna imní, agus tá cóip den fhoirm seo i ndáil le toiliú agam. Mar sin, leis seo táim ag toiliú páirt a ghlacadh sa tionscadal taighde seo.

Síniú ar Rannpháirtí: \_\_\_\_\_

Ainm i mBloclitreacha: \_\_\_\_\_

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## **II. Sonraí na modheolaíochta arna húsáid sa Staidéar Taighde**

*Sa staidéar taighde seo beidh modheolaíocht in úsáid ina mbeidh an taighdeoir ag déanamh breathnóireacht sa láthair oibre ar an rannpháirtí. ‘Fiosrú i gComhthéacs’ atá i gceist agus an rud atá i gceist leis ná go mbíonn an taighdeoir ag suí isteach agus ag breathnú ar an rannpháirtí agus é nó í ag déanamh a gnáthoibre, ar feadh 2-3 huaire. Ag tús an tseisiúin tabharfaidh an taighdeoir breac-chuntas ar céard a bheidh i gceist.*

## **III. Níl aon rioscaí bainteach leis an staidéar taighde. Tabharfaidh an taighdeoir cuairt ar an rannpháirtí sa láthair oibre agus iad ag gabháil dá ngnáthobair. Ní iarrfar ar na rannpháirtithe aon tascanna a dhéanamh ach amháin na tascanna a bheadh ar bun acu le linn an gnáthlae oibre.**

## **IV. Cúiteamh as páirt a ghlacadh sa staidéar taighde seo.**

Seans go mbeidh suim ag na rannpháirtithe go soiléireofaí dóibh roinnt de na cleachtais go sainráite a bhíonn ar bun acu go neamhchomhfhiúrach.

Cuirfear ainmneacha na rannpháirtithe isteach i gcrannchur chun €100 a bhuachan.

## **V. Rúndacht**

Ní ainmneofar na rannpháirtithe sa tráchtas agus ní chuirfear sonraí eile isteach trína bhféadfaí na rannpháirtithe a aithint, e.g. ainm na heagraíochta nó na cuideachta lena bhfuil siad ag obair. É sin ráite, seans go luafar gur aistritheoir neamhspleách, cuideachta phríobháideach aistriúcháin, nó Institiúid Eorpach atá i gceist, sa mhéid go bhfuil sé beartaithe breathnú ar aistritheoirí sna comhthéacsanna éagsúla sin.

## **VI. Tréimhse coinnithe na sonraí**

*Ní choinneofar na sonraí (ainmneacha na rannpháirtithe etc.) ar feadh tréimhse níos faide ná 2 bhliain. Cuirfear na torthaí san áireamh sa tráchtas PhD ach ní ainmneofar aistritheoirí aonair ná eagraíochtaí, ach amháin Institiúidí Eorpacha.*

## **VII. Staidéar Deonach**

*Féadfaidh na rannpháirtithe tarraingt siar ag aon phointe.*

## Appendix C: Focus Group Transcripts

### Grúpa Fócais 1

A

Réimse. Is dócha go mbaineann focal áirithe le réimse amháin nó le réimse eile agus má tá tú in ann a dhéanamh amach cén réimse lena mbaineann focal – mar shampla cúrsaí airgid seachas cúrsaí míleata, is dócha gur féidir leat an focal sin a roghnú. Ní fheadair an mbaineann rudaí eile le réimse chomh maith. Focal atá á úsáid agus focal nach bhfuil á úsáid, nílim róchinnte faoi sin. Yeah is dócha go mbaineann sé sin le réimse chomh maith. Ní fheadair an bhfuil rud ann agus ard-réimse agus íseal-réimse. Sin tuairim ach i bhfoirm ceiste is dócha.

C

Is dócha go dtagaim leis an méid a dúirt PJ chomh maith. Is cineál lipéid eolais an réimse mar shampla baineann tú úsáid as focal amháin i réimse amháin, mar shampla an dlí reachtúil – úsáidtear focail áirithe nach mbaintear úsáid astu sa ghnáthchaint.

B

Cuidíonn sé le soiléireacht – Chun imdhealú a dhéanamh. ‘Child’ mar shampla – duine faoi 18 nó an gnáthpháiste atá i gceist. I gcás go mbeadh ‘dlí reachtúil’ leis....

A

Ón eolas atá ginearálta go dtí eolas atá sainiúil agus cuidíonn an réimse leat a roghnú cén focal a úsáid sa chomhthéacs áirithe sin. Bím ag scríobh faoi chúrsaí spóirt agus aon uair a bhíonn téarma ag teastáil uaim féachaim i gcónaí ar an réimse spóirt go háirithe an mbaineann sé leis an spórt áirithe lena bhfuilim ag scríobh agus maidir le mo chuid oibre ar IATE. Ach le rudaí ginearálta is dócha nach gá dom bheith chomh cúramach faoin réimse agus bíonn focal mar thaca agam de ghnáth bíonn an t-eolas soiléir.

E

Caitheann tú 2 hata?

A

Uaireanta ní thugaim aon suntas don réimse agus úsáidim focal agus mé ag obair go ginearálta ach nuair atáim ag obair go sainiúil bainim úsáid as an réimse.

E

Mar shaineolaí an mbeifeá i bhfad níos cúramaí? Cabhraíonn an réimse

A

Má roghnaím scríobh faoi ábhar áirithe bíodh cúrsaí spóirt i gceist nó ná bíodh, ‘daoine ag lorg tearmainn’ mar shampla mar bhí mé ag obair air sin le déanaí, is cinnte go dtugaim suntas don réimse ach nuair is dom féin an t-eolas ní thugaim mórán suntais.

B

Agus mé ag teagasc bíonn orm a rá leo féachaint ar an réimse mar go minic roghnaíonn siad an chéad téarma agus ní fhéachann siad ar an réimse in aon chor.

Bíonn amhras orm focal a úsáid má tá réimse amháin luaite (sainiúil) leis – bíonn drogall orm é úsáid i sainréimse eile.

B

Tagaim le Ciara.

E

Ar chuir réimse amú tú?

C

Téarma an lae inniu ná Sat Nav. Cé go raibh loingseoireacht satailíte ann, toisc nach raibh réimse ní raibh sé soiléir an an ghníomhaíocht nó an gléas (fearas) a bhí i gceist (ní raibh aon réimse leis). Intreoir fiú. Nuair a bhí mé ag breithniú an fhocail don fhoclóir ealaíon bhí sé de nós agam breathnú ar an réimse. Mura raibh réimse leis bhí cineál drogall orm é úsáid. (i.e. ceardaíocht).

Sampla eile ‘normal’ an difríocht idir normalach agus gnáth – bhí mé ag ceapadh gur bhain normalach le réimse na matamaitice. Le rudaí áirithe bheadh sé an-soiléir cosúil le focail mar teileafón.

B

Maidir leis na hiontrálacha gan réimse ní chabhraíonn na sainfhoclóirí mar go minic bíonn a lán foclóirí luaite leo.

E

Ceist 3: Cé chomh húsáideach is atá réimsí a bhfuil foréimsí leo? Am gcabhródh an t-eolas leat m.sh. (a) mar shaineolaí (b) mar ghnáth-úsáideoir

A

Braitheann sé ar cé chomh feiceálach is atá sé ar an scáileán. Níl fhios agam an dtéim ag lorg na bhforéimsí.

E

Mar shaineolaí spóirt mar shampla?

A

Ceann de na focail is deacra ar fad a úsáidtear le cúrsaí spóirt ná ‘tackle’. I gcás mar sin bíim i gcónaí ag iarraidh dul orlach níos faide. Rinne sé ‘tackle’ mhaith leis sin, cé go mbaineann an Ghaeilge ‘taicil’ go sonrach le cúrsaí iascaireachta. Ach tá sé feicthe agus cloiste agam á úsáid i réimse an chluiche pheile mar shampla. So is dócha má tá géarghá le bheith cruinn go rachainn. Ach i gcás ‘consairtín’ an gá go mbeadh ceol traidisiúnta seachas ceol go ginearálta leis – an bhfuil difríocht idir fidil agus veidhlín. An seineann duine fidil nó veidhlín. Nach bhfuil an tuiscint ann sa Bhéarla go mbaineann an ‘veidhlín’ le ceol clasaiceach agus an veidhlín le ceol traidisiúnta. Níl an difríocht sin le sonrú sa Ghaeilge?

D

Déarfainn go rachainn féin chuig foinse eile.

B

Rachainn féin go google

A

Bhí téarma agam ar maidin ‘configuration’ agus ba léir ón téarma gur cúrsaí airgid a bhí i gceist leis nó thuig mé gur cúrsaí airgid a bhí i gceist. Tá ‘cumraíocht’ air ar focal ach na réimsí ‘ríomheolaíocht’ agus ‘réalteolaíocht’ luaite agus ar nós Ciara níos luaithe, an bhfuil cead agam ‘cumraíocht’ a úsáid mar go raibh réimsí chomh saineuile leis. An raibh cead agam é úsáid i réimse an airgeadais. Tá sé luaite go sonrach in focal. An rud a rinne mé ná gur fhág mé ‘cumraíocht’ mar a bhí sé. Ach chuas chuig an gCoiste Téarmaíochta chun faomhadh a fháil.

Ar mhiste leat intreoir a mhíniú: (mhínigh mise Intreoir)

E

Ceist 6: Mura mbeadh ach ceann díobh seo a leanas ag gabháil le téarma cén t-ord ina gcuirfeá iad. Sainmhíniú. Intreoir, réimse, sampla úsáide agus mura mbeadh réimse cén ceann eile is tábhachtaí. (Sna freagraí bhí ord tosaíochta éagsúil ag gach uile dhuine!)

Ceist 7: Dá mbeadh péire agat.

A

Leis an intreoir uaireanta bíonn sé deacair ciall a bhaint as agus cuireann sé olc orm uaireanta go gcaithfidh mé idirdhealú idir bainistiú agus bainistíocht. ‘Ag bainistiú’ agus ‘ag bainistíocht’ I mean i ndeireadh na dála! Ní bhíonn sé i gcónaí soiléir dom céard a bhíonn an intreoir ag iarraidh a rá liom.

E

Ceist 8 An bhfuil pointe ag a bhfuil an iomarca eolais ann?

A

Ní sé iomarcach. Bheadh sé go hiontach dá mbeadh gach eolas breise ann.

B

Ag aontú leis sin

A

Ceapaim go bhfuil an sampla úsáide an-tábhachtach ar fad mar uaireanta bímid ag déileáil le focail atá neamhchoitianta go maith agus teastaíonn uainn a fháil amach cén chaoi é chur in abairt. Cén briathar a ghabhann leis uaireanta. Uaireanta ní bhíonn an t-eolas sin le fáil in EID agus FGB sin an fáth go bhfuil an-mheas agam ar an reachtaíocht mar go bhfeictear ann focail in abairt/in úsáid in abairt níos mó ná uair amháin. Ar shlí tá tú ana-chruálach iarraidh orainn 2 cheann a roghnú as 4 cinn. Mar ceapaim go bhfuil an t-eolas seo ar fad ag teastáil uainn.

....Ach is dócha go gcruthaíonn sé an t-uafás ceisteanna chomh maith.

D

Sílim gur féidir leis moill a chur ort. Nílim rógthugtha do na sainmhínithe mar uaireanta bheadh ‘beartas’ sa sainmhíniú ach deirtear leat polasaí a úsáid.

B

Bheadh an iomarca eolais go breá dá mbeadh sé de réir a chéile.

D

Tá an –iomarca foréimsí in focal. Mar shampla san fhoclóir spóirt – spórt>liathróid>liathróid láimhe>bearta agus teicníní



## Grúpa Fócais 2

E

Cad é an tuiscint atá agat ar cad is réimse ann?

F

Bheadh mise ag ceapadh gur cineál catagóir é, so go mbíonn téarmaí faoi / go mbíonn coincheap ar leith agus go mbaineann siad le catagóirí éagsúla nó réimsí saoil éagsúla agus gurb é sin an rud atá i gceist – chun idirdhealú a dhéanamh – an coincheap a idirdhealú ó réimse amháin go réimse eile.

G

Idirdhealú agus chun na coincheap a réimniú is dócha. Uaireanta bíonn an téarma céanna...ionas go mbeidh tú in ann idirdhealú agus réimniú a dhéanamh chun go mbeadh tuiscint ceart agat ar na réimsí áirithe. `

H

Briseann sé suas eolas ina chuideanna éagsúla, struchtúr

E

Ceist 2: Mar úsáideoirí réimsí, cad é an taithí atá agat ar úsáid réimsí agus cén úsáid is mó a d'úsáid tú astu?

F

chun a chinntiú go bhfuil an téarma ceart agam nó chun a dheimhniú gurb é an rud a bhí ar intinn agam an ceann ceart...abair nuair a bhí mé ag scríobh mo thráchtas bhí orm téarmaí a bhain le réimsí ar leith a fháil. So bhí siad an-chabhrach nuair a bhíodh téama ar leith, toisc go raibh na téarmaí go léir réimnithe nó rangaithe le chéile – sin úsáid eile a bhain mé astu. Ach go príomha chun a chinntiú gur an coincheap ceart a bhí roghnaithe agam.

I

Níor úsáid mé na réimsí in aon chor agus mé ag déanamh mo mháistreachta ach anois úsáidim na réimsí

E

tá sé suimiúil nuair a thosaigh tú ag obair in áit, go raibh gá oiliúint a fháil iad a úsáid. Mar sin b'fhéidir go bhfuil roinnt mhaith den phobal nach n-úsáideann iad in aon chor

F

tuigim gur bunachar téarmaíochta é focal ach nach mbíonn an rud céanna ag tarlú i bhfoclóir chomh maith. Bíonn noda san fhoclóir.

G

nuair a bhí aistriúchán dlí ar siúl agam d'úsáid mé na réimsí, ach nuair a bhí gnáthaistriúchán ar siúl agam ní dheachaigh mé chuig na réimsí ach chuig na téarmaí gaolmhara -do ghnáth-théarmaí.

E

Mar sin, mar shaineolaí d'úsáid tú na réimsí cé gurb saineolaí tú sa réimsí sin cheana féin.....ach nuair a bhain réimsí le téarmaí eile ar shlí ní raibh tú sásta dul i muinín an réimse.....bhí tú ag úsáid an réimse chun rud a bhí ar eolas agat cheana féin a dheimhniú

E

Ceist 4: Cé chomh húsáideach is atá na foréimsí?

F

is dócha dá mbeadh go leor téarmaí sa réimse céanna...dá mbeadh cáipéis i réimse ar leith á aistriú bheidís cabhrach ansin.

E

cinnte níl aon amhras ach dá mhéid eolais is ea is fearr dá mbeadh saineolas i gceist, ach ní fheadair cé chomh húsáideach is atá na foréimsí don ghnáthúsáideoir . An rachfá ag lorg eolais ar an idirlíon?

F

téarmaí gaolmhara – cén sórt liathróide atá i gceist

E

an dóigh leat an chúis go bhfuil sé iomarcach duit, go bhfuil an iomarca ar an scáileán.

G

cad ina thaobh go bhfuil siad scartha acu (cineálacha éagsúla liathróide mar shampla) Tá na foréimsí san fhoclóir spóirt iomarcach.

F

B'fhéidir gur toisc gur réimse é an spórt a bhfuil cur amach ag daoine air ar aon nós

E

Cé chomh húsáideach is atá na meiteashonraí eile...dá mbeadh ort cúpla ceann a roghnú, cén ord ina gcuirfeadh sibh iad?

F

sula dtéim ag na réimsí, téim chuig an ghluais bhreise

H

Intreoir, réimse

F

réimse agus intreoir

G

réimse agus sampla úsáide

E

An bhfuil pointe ag a n-éiríonn an t-eolas breise iomarcach? Nó an é go n-éiríonn sé níos cabhraí?

An rachadh sibh i muinín na sainfhoclóirí?

H

Bíonn sé cabhrach.

G

Má tá an iomarca sainmhínithe etc. agus dá mbeadh a lán coincheap le himdhealú bheadh sé deacair teacht ar an gceann ceart ar an toirt ...an iomarca eolais agus mé ag aistriú (sainmhíniú Béarla agus Gaeilge). Tá an sampla úsáide níos úsáidí ná sainmhíniú etc. Mar bíonn an sainmhíniú i mBéarla agus i nGaeilge.

E

tá tú a rá gur féidir leis an iomarca eolais moill a chur.....mura mbeadh duine faoi dheifir?

I

Dá bhféadfá clibeáil agus breathnú ar an eolas

E

dá mbeadh cisil?

F

Níl fhios agam an cóir é a lua ach tá sé molta ag go leor daoine ón bpobal gur chóir eolas a chur faoi cheilt,.....sna ceistneoirí a tháinig ar ais chuig focal...toisc go bhfuil gach rud ar an scáileán céanna, seachas bheith in ann rudaí a oscailt ....go bhféadfaí rudaí a oscailt.

G

Bíonn aistritheoirí ag gearán ...tá sé iomarcach

F

ach is dócha arís go mbraitheann sé ar an réimse, má tá sé éasca tá an t-eolas go léir iomarcach ach dá mbeadh an réimse thar a bheith teicniúil....dá mhéid eolais is ea is fearr

E

Ar shlí tá an coincheap ann cheana féin

F

b'fhéidir go mbraitheann sé níos mó ar leagan amach an tsuímh ar an leathanach.

E

Ar chuir réimse riamh amú tú....? Ná raibh réimse le téarma, nó go raibh an réimse róshainiúil?

F

Is dócha má tharlaíonn sé sin go dtéim go Google nó má tá an réimse féin róshainiúil déanaim taighde ar an réimse féin

E

agus an gcuireann sé as daoibh mura bhfuil réimse ann in aon chor

H

Má tá réimse róshainiúil bíonn drogall ar dhaoine é a úsáid i réimse eile (e.g. tíreolaíocht) mar bhíodh 7 nó 9 réimse le rudaí cheana agus anois níl ach cúla ceann agus mar sin bhíodh ríomhaireacht agus reiligiún le rudaí, ach nuair nach bhfuil ach ceann amháin bíonn drogall ar dhaoine úsáid a bhaint as.

E

An Foclóir Taibhealaíon. Roinnt de na fadhbanna a luaigh Ciara. Foréimsí: 3 leibhéal ann.

Cá mhead foréimse a bheadh úsáideach? Amharcealaíon – Péinteoireacht – Urilísí – Péint. Sampla: Action painting. An rachadh sibh níos sia ná 3 leibhéal Dá mbeadh ort aistriú faoi chúrsaí ealaíon, an leor amharcealaíon agus péinteoireacht nó an gcabhródh an 3ú leibhéal agus an ceathrú leibhéal.

F

Mura mbeadh an sainmhíniú sin agat ach dá mbeadh teicníní bheadh sé cabhrach. D'fhéadfainn dul isteach agus 'teicníní' a sheiceáil

F

Bheadh 'péinteoireacht' rógheinearálta.

E

An mbeadh intreoir níos úsáidí ná an 3ú leibhéal de réimse.

H

Tá inteoir go breá má tá cúpla téarma ann, ach i gcás nach mbeadh ach téarma amháin is é ‘teicníc’ a bheadh mar intreoir agat.

F

Dá mbeadh an 3ú leibhéal ann ‘teicníní’ d’fhéadfá liostaí a chruthú agus ansin b’fhéidir ansin seachas an 4ú réimse a chur leis go bhféadfaí intreoir a chur leis.

E

Mar sin tá na 3 leibhéal go maith.

E

Cé chomh hoiriúnach is a bheadh na foréimsí sin faoi na mór-réimsí eile.

F

chomh húsáideach céanna

G

Aontaím leis sin

H

Mise chomh maith

## Grúpa Fócais 3

E

Ar dtús báire ba mhaith liom iarraidh oraibh cad é an taithí atá agaibh ar úsáid na meiteashonraí in *focal.ie*. Chun é sin a léiriú daoibh táim chun na leathanaigh seo a thabhairt daoibh agus (leathanaigh á dtabhairt amach). An rud atá i gceist agam le meiteashonraí ná an t-eolas mar gheall ar an eolas, na sonraí a thugann eolas breise duit mar gheall ar an téarma. Mar shampla tá réimse eolais, má fhéachann sibh leathshlí síos an leathanach tá an iontráil ‘freastail’ agus os a chionn tá ‘spóirt’ scríofa. Sin an réimse eolais ..an réimse saoil lena mbaineann an téarma. Sin réimse eolais. Agus ansin tá intreoracha, na rudaí idir lúibíní, mar shampla ‘(be a soldier), (deliver legal document)’ is saghas sainmhíniú gairid é. An tríú cineál meiteashonraí ná an sampla úsáide – sample d’abairt i gcomhthéacs ..má fhéachann sibh ansin ‘the police officer served a summons, sheirbheáil an póilín toghairm’ agus ansin uaireanta bíonn sainmhíniú ar fáil, tugann sé sainmhíniú beacht ar cad is brí leis an téarma. Meiteashonraí eile atá ann ná an foclóir as a dtáinig an téarma. Go minic bíonn aistritheoirí ar an eolas faoi na foclóirí éagsúla agus tá foclóirí áirithe

K

a aithníonn daoine yeah

E

tá daoine ar an eolas mar shampla ‘bhí an foclóir Fiontar ana-mhaith’ ach i gcás foclóirí eile chaitheadar gnáthfhocail isteach. Má fhéachann sibh ar an suíomh anseo tá ‘leagan achomair’ agus ansin tá ‘breis mionsonraí’ (á léiriú do na rannpháirtithe ar an ríomhaire) – faoi breis mionsonraí tá sainmhíniú agus an foclóir as a dtáinig an téarma....sa chás seo ‘Foclóir Gnó’

K

..yeah níor thuigeas ach le déanaí conas ....níor bhrúas riamh é go dtí le déanaí.

L

Ní fhaca mé riamh é...tá sin go huafásach

E

Tá saghas neadú déanta ar an eolas breise

L

so tá níos mó eolais le fáil ann

K

cad as go dtáinig sé

(mearbhall ar dhuine amháin ag ceapadh gur é an réimse eolais an foclóir as a dtáinig sé

E

Nuair a bhí na téarmaí ar *focal.ie* á n-ionchur go minic an foclóir as an dtáinig an téarma sin an réimse, ach i gcásanna eile ní hea. Mar shampla an foclóir eolaíochta rinneadh scagadh sa bhreis agus cuireadh i réimse na ceimice nó na bitheolaíochta an téarma. Mar sin ní gá go mbeadh sé ag teacht leis an bhfoclóir as a dtáinig sé.

E

Mar sin, an chéad cheist ná nuair a bhíonn sibh ag úsáid *focal.ie* an úsáideann sibh na meiteashonraí chun idirdhealú a dhéanamh mar shampla má tá cúpla rogha ann, an úsáideann sibh na meiteashonraí chun an ceann ceart a roghnú. An úsáideann sibh na réimsí nó na sainmhínithe, nó an mbíonn sibh ag brath ar go mbraitheann sibh gurb é sin an téarma ceart nó an ndéanann sibh neamhairde de na meiteashonraí.

K

Úsáidimse go minic iad caithfidh mé a rá go háirithe nuair atá cúpla aistriú difriúil ar na rud. Má tá sé bainteach ar shlí éigin leis an rud lena bhfuilim ag plé mar shampla seoltóireacht nó whatever, más fear a bhí ag déileáil le báid a bhí i gceist d'úsáidfinn an rud céanna. Yeah úsáidim go minic iad Féachaim i gcónaí ar na sonraí idir lúibíní

E

An intreoir

K

Yeah an intreoir, yeah úsáidim sin go minic alright.

E

agus an úsáideann tú an réimse chun idirdhealú a dhéanamh

K

é acu réimse atá i gceist agat?

E

spóirt nó ealaín

K

oh yeah, gan dabht i gcónaí ach mar a dúras ní raibh fhios agam go raibh an rogha breise sin ann a thaispeáin tú dúinn ansin. D'úsáidfinn sin amach anseo agus mé ag déanamh aistriúcháin mar thabharfadh sé rud i bhfad níos soiléire dom, in áit rud éigin teibí

E

agus an dóigh leat go bhfuil siad úsáideach

K

ana-úsáideach yeah. Cuireann sé sa bhosca ceart mé

J

tá gá leo

K

tá gá leo gan dabht

M

rud amháin atá tugtha faoi deara agam tá sé an-soiléir nuair nach dtugann siad an t-eolas. Tá sé an-soiléir a aithint nuair a d'úsáid duine *focal.ie* chun rud a aistriú mar bíonn téarma iomlán as alt in úsáid

E

cá bhfeiceann tú iad?

M

stuif atá aistrithe ag mic léinn nó stuif timpeall na háite, ach is minic atá feicthe agam go mbíonn téarma in úsáid sa spórt agus ní le polaitíocht agus d'fhéadfá a aithin céard atá i gceist...agus lorgófaí an téarma ar *focal.ie* agus ansin d'fheicfeá gur rud eile atá i gceist.

K

Rud amháin a dúirt tú

E

An é go bhfuil fadhb nuair nach bhfuil réimse curtha le téarma

M

No, baineann daoine úsáid as *focal.ie*, cuireann siad téarma isteach, breathnaíonn siad ar an gcéad rud a thagann aníos

E

...an chéad rud

M

gan aon aird ar an réimse atá leis ....agus bíonn sé soiléir, ó sin *focal.ie*

L

An mbaineann inscne le meiteashonraí?



E

Is dócha go bhféadfá meiteashonraí a thabhairt air ach sa taighde seo níl ní hé nach bhfuil suim agam sna hinscíní ach an sprioc atá leis ná conas a chabhraíonn na meiteashonraí eile le duine idirdhealú a dhéanamh ....conas an téarma ceart a roghnú sa chomhthéacs atá i gceist

K

tá sé úsáideach, bheadh sé úsáideach é i gcónaí a bheith in abairt ..Now tá fhios agam go bhfuil sin ana-dheacair a dhéanamh agus ana-chuid oibre i gceist ach nuair a fheiceann tú é úsáidte sa bhfoirm cheart bíonn tú i bhfad níos muiníní é a úsáid tú féin.

E

An bhfuil gné de gur chóir go mbeadh traenáil ar dhaoine chun *focal.ie* a úsáid, ar shlí mar nach n-úsáideann siad na meiteashonraí

K

Dá mbeifeá á úsáid bheadh sin ina thraenáil duit. Níl sé ina rud a bhfuil rún mór ag baint leis, nuair a lorgaíonn tú rud feiceann tú ann é, ach mar a dúras ní fhaca mé an rud sin (breis mionsonraí) ...níor úsáideas é ...b'fhéidir go bhféadfadh sin a bheith níos mó nó

L

Má smaoiníonn tú bíonn an suíomh seo ar oscailt gach lá agam agus níor bhrúigh mé ar an gcnaipe sin agus sé mhí ó shin thug mé faoi deara gur féidir cóipeáil a dhéanamh agus dúirt mé le mo chairde agus ní raibh a fhios acu go raibh an rud sin ann chun cóipeáil a dhéanamh

M

Dá mbeadh rang teagaisc idirlín ann

L

Bhuel tá cúrsa ann anseo (ag léiriú cén áit ar an suíomh)

M

tá fhios agam go bhfuil na rudaí éagsúla ann, an rud idir lúibíní, an t-aistriúchán agus an abairt ach níor thuigeas go díreach céard atá i gceist leo abair, nó an rangú ...b'fhéidir gur chóir go mbeadh sé intuigthe ...ach cén difríocht idir an rud idir lúibíní, an t-aistriúchán agus an abairt iomlán aistrithe ....an sampla úsáide

E

(ag léiriú go bhfuil difríocht idir intreoir agus sainmhíniú) ....sin intreoir is saghas sainmhíniú beag atá ann agus nuair a bhrúnn tú ar an gcnaipe 'breis mionsonraí' tá sainmhínithe iomlána i roinnt cásanna, ach níl sé de réir a chéile .....ní raibh an t-am agus na hacmhainní ag an gCoiste Téarmaíochta sainmhíniú a chur ar fáil do gach uile rud. Mar sin tá tusa ag rá go gcuireann an t-eolas breise go léir seo saghas meabhaill ar an úsáideoir

M

Dá lorgófá focal mar 'set' bheadh ort a bheith i do shaineolaí teanga chun teacht ar an rud atá uait

E

yeah ...tacar sa mhatamaitic ...Is dócha go n-ardaíonn sé sin ceist tá an neadú seo 'breis mionsonraí'

L

Dá mbeadh dath eile ar an gceann sin

E

Ar chóir go mbeadh an t-eolas breise go léir faoi cheilt ar dtús agus ansin go mbeadh ar dhuine na réimsí a roghnú de réir a chéile

K

Táimse imithe i dtaithí air, sin an fáth nach n-aontóinn leis sin ...táimse imithe i dtaithí ar fhéachaint ar an rud ...ar an intreoir agus mar a dúirt Eoin, thabharfá faoi deara mura mbeadh sé ann.....go huathoibríoch féachaint tríd an rud....dá mbeadh orm rud a bhrú bheadh níos mó oibre i gceist agus tú i mbun aistriúcháin ...b'fhearr liom just é a bheith ann...b'fhéidir clóite i ndath éadtrom

M

Dá bhféadfá rogha níos simplí a dhéanamh b'fhéidir ....ach is gá na hidirdhealaithe sin a bheith ann...is é sin an rud a léiríonn duit cén frása a bheidh uait ....spóirt nó polaitíocht

E

tá gá leo ....ach tá tusa ag rá go ndéanann daoine neamhaird díobhsan fiú amháin

M

déanann ...an t-am go léir. Úsáideann daoine mar fhoclóir é

E

agus sin ceist eile ar fad mar is bunachar téarmaíocht atá ann

J

Ba bhreá liomsa dá mbeadh na gnáthfhocail ann

L

agus na gnáth-abairtí

J

baininsceach nó firinsceach sin an fáth a n-úsáidim é go minic ....agus ba mhaith liom go mbeadh na gnáthfhocail ann, ach tuigim nach é sin an fáth a bhfuil sé an

E

tá daoine á úsáid mar fhoclóir sa mhéid go bhfuil sé ar an idirlíon...níl aon dul as.

J

nach bhfuil spéis agaibh é a dhéanamh mar ghnáthfhoclóir

E

Is leis an gcoiste téarmaíochta an t-ábhar agus dá bhrí sin sin an jab atá acu – téarmaíocht a sholáthar ...tá Foras na Gaeilge ag gabháil don bhfoclóir nua agus is dócha go mbeidh sin ar líne, ach tá sé deacair a léiriú don phobal go bhfuil difríocht idir téarmaíocht agus gnáthfhocail

E

Dá mbeadh easpa acmhainní ann agus dá mbeadh ar an gCoiste Téarmaíochta roinnt de na meiteashonraí seo a roghnú cad iad na cinn is tábhachtaí dar libh? Tabharfaidh mé liosta daoibh agus dá bhféadfadh sibh iad a chur in ord tosaíochta agus ansin is féidir linn iad a phlé. Táim tar éis iad go léir a liostú ansin (ag tagairt don tasc a tugadh do na rannpháirtithe – an sainmhíniú, an sampla úsáide, an réimse eolais (mar shampla spóirt nó gnó), an intreoir (an rud idir lúibíní) , téarmaí gaolmhara ...ní fheadair an bhfaca sibh riamh ar an suíomh, ag bun an leathanaigh ....deireann roinnt daoine go gcabhraíonn seo leo an bhrí a idirdhealú mar bíonn dhá fhocal agus go minic cabhraíonn an dara focal leat cad é an réimse

K

yeah – nuair a bhíonn focal á lorg agamsa déanaim find...control F ....leigheas nó riarachán agus ansin téim tríd na freagraí

L

cad is brí le hintreoir ansin

E

An intreoir ná an sainmhíniú gairid idir lúibíní ....is soiléiriú ar chun an téarma a idirdhealú ...(sampla á léiriú agam ón leathanach a tugadh do na rannpháirtithe ‘bí a soldier)

L

..cad é an focal atá i gceist agat

E

(léiriú don rannpháirtí seo cad atá i gceist) ....tugann sé an comhthéacs duit .....mar shampla seo an iontráil le haghaidh location ..sin an Béarla agus ansin tá an réimse spóirt agus idir lúibíní tá ‘place’ ach i gcás eile tá ‘placement of shares’ chun idirdhealú a dhéanamh

K

sin b'fhéidir an idirdhealú nuair atá dhá théarma ann agus nuair a thuigeann tú .....(ag labhairt le rannpháirtí eile – nuair a thuigeann tú nach bhfuil ceann amháin ceart

J

Tá cara liom ag dul sall go dtí an Bhruiséil agus í ag aistriú ó Ghaeilge go Béarla agus go Fraincis freisin agus ba bhreá leo dá mbeadh sin á dhéanamh i dteanga eile freisin

K

O focal a bheith nasctha

L

cosúil leis an gcorpus parallel nó cibé ainm atá ar an rud ....agus na cuardaigh casta agus gach rud ...tá sé chomh maith le haghaidh duine atá san Eoraip

E

dá mbeadh an tríú teanga ..

M

Bíonn an Fhraincis san Eoraip thíos ag an mbun sa stuif a thagann ó Rannóg an Aistriúcháin....rudaí a bhaineann leis an Eoraip is dócha

J

Mar tá sé chomh maith sin.....le haghaidh na bhfocal a úsáidtear sa reachtaíocht ...focail a úsáideann sibhse ar an suíomh...tá an téarmaíocht agaibhse

E

Bheadh sé go deas do na daoine a bhíonn ag aistriú ó Fhraincis go Gaeilge

K

Mar gheall ar an rud seo.

E

Yeah – cad a cheapann sibh. Cad é an t-ord tosaíochta, nó an bhfuil sibh go léir chomh tábhachtach céanna

K

Na freagraí atá agamsa táid bunaithe ar an suíomh mar atá anois agus mo thaithí air mar dá mbeadh sainmhíniú ann seans go mbraithfinn air sin níos mó in áit an cnaipe a bhrú agus dul agus féachaint air ach táim imithe i dtaithí ar gan é a úsáid sin an fáth nach bhfuil sé ag an mbarr i m'ord tosaíochta. Mar sin sampla úsáide is ea uimhir a haon domsa i gcónaí, má tá sé ann. Mura bhfuil sé ann ní féidir é a úsáid, agus uimhir a dó ansin ná an intreoir, úsáidim find ansin chun é sin a fháil ar dtús agus féachaint tríd na rudaí agus a fheiscint .

E

an intreoir sin an ceann idir lúibíní (ag cinntiú leis gurb é sin a bhí i gceist aige) ..riarachán nó spóirt nó a leithéidí

K

an réimse sorry. Sin an réimse mo leithscéal ....brón orm sin uimhir a dó mar sin.

J

‘be a soldier’ – sin an intreoir ...Na cinn idir lúibíní sin an intreoir

E

sin an intreoir

L

Cá bhfuil an sainmhíniú?

E

Ní féidir an sainmhíniú a fheiscint ach amháin má brúnn tú ar an gcnaipe breis mionsonraí

K

Ba chóir b’fhéidir ós rud é go bhfuil sé sin ...

L

ó sin an sainmhíniú

E

Yeah ach níl sainmhíniú ann i gcás gach téarma

K

Ba chóir go mbeadh teacht ar an sainmhíniú faoi bhun an fhocail, rud opaque b’fhéidir faoina bhun, in áit a bheith a...dá mbrúfá air leathnódh sé amach chun an sainmhíniú a léiriú b’fhéidir

E

bhuel sin atá ann . breis mionsonraí

K

an bhféadfainn féachaint air soicind

E

(á thaispeáint)

E

tá an réimse agus an intreoir ann agus nuair a bhrúnn tú breis mionsonraí tá sainmhíniú sa chás áirithe seo

K

an fáth go ndeirim faoina bhun ná dá mbeadh liosta mór fada ann mar shampla ‘set’ chaithfeadh an rud a bheith faoina bhun ionas go mbeadh d’aghaidh ag féachaint air, sin an fáth nach bhfeicim é (an cnaipe breis mionsonraí) mar go mbím ag féachaint ar an mbun

E

An bhfuil éinne eile a déarfadh go bhfuil ceann eile ar an gceann is tábhachtaí

J

Dá mbeadh an suíomh á úsáid i gceart agam bheadh sainmhíniú mar uimhir a haon , an intreoir mar uimhir a dó

L

Ceapaim go bhfuil na samplaí úsáide iontach, mar bíonn siad i gcomhthéacs

K

yeah agus feiceann tú an focal a thagann ina dhiaidh, ‘greamaigh de’ mar shampla

E

an réamhfhocal

K

an réamhfhocal yeah

M

Dar liom, caithfidh go bhfuil an réimse eolais ar an rud is tábhachtaí mar mura bhfuil siad ann gheobhaidh tú rud éigin atá iomlán contráilte

J

Ach tá siad seo go léir gaolta lena chéile, réimse eolais agus intreoir

M

tá

J

mar an rud idir lúibíní is ionann sin agus an réimse eolais

L

nach é an réimse eolais ‘spóirt’ agus

M

‘be a soldier’ d’fhéadfadh sin a bheith ‘ah be a soldier’ nó ‘be a soldier’ bí i do dhuine maith , abair más gnáthchaint atá ann nó

E

an chúis le hintreoir ná chun ciall a idirdhealú i gcás go bhfuil coincheap ...i gcás go bhfuil sé caolchúiseach cad é an difríocht atá idir an dá cheann, ach mar a dúirt tú d’fhéadfadh sé a bheith in dhá réimse éagsúla. Mar shampla tá an focal ‘work’ in úsáid sa cheol ach is an focal ‘saothar’ sa cheol atá i gceist ní ‘obair’ bheadh ort ceol a bheith luaite leis sin, ach d’fhéadfadh ‘saothar ealaíne’ a bheith i gceist chomh maith so, tá na réimsí tábhachtach nó d’fhéadfadh focal eile a bheith in úsáid san ealaín chun an coincheap sin a chur in iúl ....mar sin d’fhéadfadh an intreoir céanna a bheith in úsáid i réimsí éagsúla, ach nuair atá an réimse ann cinntítear an comhthéacs.

L

nuair a bhíonn abairt ann bheadh fhios agat cén réimse

M

yeah

K

yeah

K

agus chabhródh sé leat dá gcuirfí frása isteach, mar shampla ‘in light of’ nó ‘in view of’ dá mbeadh sampla úsáide faoina bhun is dócha go mbeadh nasc aige sin leis na gcuardach a dhéanfása ..gheofa do fhreagra níos tapúla dá mbeadh sampla úsáide i gceist. Tá ana-chuid oibre i gceist le hana-chuid de na rudaí sin a chur isteach agus is dócha gur chóir tosaíocht a dhéanamh den sampla úsáide

E

Deireann roinnt daoine sampla úsáide agus deireann daoine eile sainmhíniú ....an comhthéacs a bheith le feiscint

L

Níor bhain mé úsáid as sainmhíniú riamh agus sin an fáth nach bhfuil aon rud ar eolas agam faoi i ndáiríre.

M

An dóigh libh dá mbeadh sibh ag aistriú nó a leithéidí go lorgódh sibh an sainmhíniú ar aon nós i mBéarla ar Wikepeida nó a leithéidí

L

Níor bheadh an t-am agam dá mbeinn faoi bhrú

M

Frása nach mbeadh ar eolas agat, nach dtuigfeá cad é an chiall atá leis ...lorgóinn an Béarla yeah, mura dtuigfinn é yeah

E

ar dtús

M

yeah

K

agus ansin déanaim googling mar is féidir liom é a fheiscint i gcomhthéacs ag duine eile. Bhíos ag aistriú rud do Fheidhmeannacht na Seirbhíse Sláinte agus níor thuigeas ‘health service group of votes’ agus níor thuigeas cad é an saghas vóta a bhí i gceist in aon chor agus bhí orm glaoch ar mo dheartháir chun iarraidh air cad ba chiall leis ní raibh cliú da laghad agam sa Bhéarla ....d’fhéadfainn rud a chur isteach ach fhios agam an mbeadh sé ceart nó ná beadh

E

Seo an chéad cheist eile – i gcás roinnt de na réimsí tá obair déanta ag saineolaithe, bith eolaí a dhein an ceann seo (ag tabhairt amach an leathanaigh) agus tá na foréimsí curtha isteach. Seo mar a fheiceann sibh ansin sa sampla seo sa bhitheolaíocht, tá chordate nó pé rud agus mar sin de síos ...an réimse, an foréimse, an fo-foréimse agus mar sin de. Tá foclóir spóirt chomh maith ag focal agus feiceann sibh sa leathanach eile a thug mé daoibh an réimse sin spóirt, tá foréimse ‘liathróid láimhe’ agus ansin fo-foréimse ‘teicníc agus bearta’. Tugann sé sin le fios duit go bhfuil sé sa réimse spóirt gurb é liathróid láimhe an cluiche agus gur teicníc nó bearta atá i gceist, nach trealamh nó a leithéid atá ann. Tá forbairt mar sin déanta ar roinnt de na hointeolaíochtaí ar focal. An cheist atá agam oraibh, in bhur dtuairim, agus níl uaim ach tuairimí sa ghrúpa seo, an gcabhraíonn siad san. Táimid tar éis aontú go pointe áirithe go gcabhraíonn na réimsí go pointe áirithe idirdhealú a dhéanamh idir na téarmaí, ach má tá foréimsí agus fo-foréimsí le téarma an gcabhraíonn sé sin níos mó leis an idirdhealú go háirithe don ghnáthúsáideoir nó nach gcabhraíonn.

M

don cheann sin faoi ‘sheirbheáil’ (ag tagairt don chéad leathanach) is dócha go dtuigfí céard atá i gceist leis sin ach cabhraíonn sé i bhfad níos mó nuair nach dtuigeann. Ní thuigeann an chuid is mó de dhaoine cad is fucus ann (ag tagairt don dara leathanach) . Chabhródh sé go mór le daoine ar an gcaoi sin mura bhféadfá teacht ar céard is ciall leis an bhfocal chuirfeadh sé ar an treo ceart tú measaim

K



agus braitheann sé chomh maith ar an rud atá á dhéanamh agat leis. Dá mbeinn díreach á aistriú ní bheadh na rudaí sin uaim (ag tagairt do na foréimsí) ach dá mbeadh tionscnamh éigin á dhéanamh agam as Gaeilge ag baint le feamainn don duine, braitheann sé ar an rud atá uait. Don ghnáthúsáideoir ní bheadh uait ach a fháil amach an bhfuil sé bainteach go hachomair leis na rudaí sin ach más go domhain a bhí tú ag iarraidh é a dhéanamh bheadh sé úsáideach.

E

Right ..(ag dul siar) so dá mbeifeá ag iarraidh idirdhealú ...tá seans nach sampla maith fucus mar is dócha nach bhfuil aon fhocal eile fucus ann ach dá mbeadh iontráil ann mar sin agus dá mbeadh iontráil ann leis an réimse bitheolaíocht leis, móide na foréimsí – chabhródh sé le duine ar saineolaí é nó í atá ag iarraidh aistriúchán domhain ...

K

yeah leabhar nó rud éigin

E

ach an dóigh libh go gcabhraíonn sé san idirdhealú idir na téarmaí

M

cabhraíonn. Le téarmaí teicniúla is minic a bhíonn cúpla téarma atá ana-ghairid dá chéile .....níl fhios agam caonach agus cuanach ....tá siad an-ghar dá chéile agus chabhródh sé go mór dá mbeadh a leithéidí de mhionsonraí , chuirfeadh sé i ranganna agus i ngrúpaí iad. ach i ngnáthfhoclóir bíonn trí nó ceithre fhrása agus seasamh d'fhocal amháin sa Bhéarla agus bheadh roinnt de na rudaí sin ag clúdach cineál cialla éagsúla

L

don ghnáthúsáideoir , mar mise, ní dóigh liom go mbeadh na duine sin ag dul isteach go domhain sna rudaí sin ach dá mbeadh siad ag teastáil is dócha go mbeadh sin an-úsáideach ....ach ní dóigh liom go mbeinn ag cur obair orm féin

K

sin pointe maith más gnáthúsáideoirí tromlach na ndaoine a bheadh á úsáid seans nár chóir an obair sin go léir a dhéanamh in áit sampla úsáide nó pé rud a bheith mar thosaíocht . An rud a dhéanaimse nuair a fhéachaim ar an réimse eolais, féachaim ar an gcéad fhocal agus ar an bhfocal deireanach. Dé ghnáth ní fhéachaim tríd an rud go léir. Ní féidir liom ceann de na rudaí sin (ag tagairt do na foréimsí sa bhitheolaíocht) a fhoghrú fiú.

E

Agus cad é an pointe ag a stopann sé a bheith níos úsáidí. An bhfuil pointe ann ag a bhfuil sé iomarcach ...na fo-foréimsí agus an t-eolas breise go léir a bheith os do chomhair agus an bhfuil saturation point ann

J

Nuair bhuail mise an pointe sin. No níor cheap mise ar aon nós

L

mise ach oiread, agus ní gá dul isteach sna rudaí sin ach amháin má tá siad ag teastáil uait. Ach níl siad ag cur isteach orm.

K

yeah yeah

E

an cnaipe do na mionsonraí?

L

sea – is féidir brú air má tá sé ag teastáil uait, ach mura bhfuil is féidir brú ar an gcnaipe eile

K

má tá focal á lorg agat níl tú ag féachaint ar an eolas ach amháin má tá tú éiginnte an úsáideann tú an rud agus ní chuirfeadh sé isteach ort, bheadh tú ag iarraidh é a fheiscint

E

An bhfuil míbhuntáiste ag baint leis na meiteashonraí nó an bhfuil aon taithí agaibh nó aon sampla den uair a chuir réimse nó rud mar sin tú amú? Mar shampla an raibh réimse le téarma agus an raibh sé róshonrach agus dá bhrí sin nár theastaigh uait an téarma a úsáid i gcomhthéacs níos ginearálta nó nach raibh aon réimse le téarma agus ar chuir sin amú tú nó an raibh an iomarca réimsí le téarma agus dá bhrí sin níor theastaigh uait é a úsáid i gcomhthéacs áirithe. An raibh aon mhíbhuntáiste ag baint leis an eolas seo...in bhur dtaithí nó in bhur dtuairim?

K

Ní dóigh liom gur chuir sé amú mé riamh no.

J

Bheadh a fhios agat go raibh *focal.ie* in úsáid ag duine.

E

Nuair a fhéachann tú ar an rud atá scríofa acu?

J

Nuair atá dhá fhocal ann agus nuair atá ceann amháin níos foirmeálta.

K

Mar shampla foirmeálta mar a dúirt tú ach foirmiúil a bheadh acu siúd ar an suíomh.

M

sin é. Bheinn ana-chúramach faoi rudaí a úsáid d'úsáid neamhfhoirmiúil. Mar an stuif ar *focal.ie* níl i gceist leis an gcuid is mó den stuif ach stuif fhoirmiúil agus stuif nach dtuigfí ana-chuid de bharr go bhfuil sé chomh foirmiúil sin. Mar sin má tá tú ag aistriú do rud neamhfhoirmiúil, rud atá cineál comónta nó cairdiúil mar théacs sheachnóinn stuif ó *focal.ie* fiú dá ndéarfadh sé spóirt, abair dá lorgófaí 'bouncing castle' ana-mhinic ní bheinn sásta glacadh le téarma *focal.ie* ...'teach inséidte preabúil' a bheadh in úsáid acu ...ach b'fhearr i bhfad 'teach aeir'

K

rud fileata a úsáid

M

rud fileata a úsáid

E

Mar sin tá míthuiscint ag an bpobal ar cad is téarmaíocht ann.

M

Sin é. Ach is minic a fheicfeá rud abair tar go dtí t-aonach, nó téigh ar an teach aeir

E

Ní fheadair nuair a bheidh an foclóir nua críochnaithe ag Foras na Gaeilge agus go mbeidh leagan leictreonach de an dóigh libh go gcabhródh sé dá mbeadh sé ceangailte le *focal.ie* ...dá mbeadh sé ar an suíomh agus dá dtabharfaí treoir do dhaoine ...seo gnáthfhoclóir agus seo foclóir téarmaíochta

M

Caithfidh sé a bheith ar an suíomh creidim

E

Glacaim leis go mbeidh ach an dóigh libh go gcabhróidh sé leis an bhfadhb sin?

M

Cabhróidh go mór.

L

Cén fhadhb?

E

Go n-úsáideann daoine *focal.ie* mar ghnáthfhoclóir

J

Ach an t-aon rud ná tá ceathrar anseo a úsáideann *focal.ie* go minic agus níor thugamar sin faoi deara (an cnaipe breis mionsonraí) ...mar sin an bhfuilimid chun sin a thabhairt faoi deara (an foclóir nua G-B)

E

ach ar thug sibh faoi deara go raibh logainm.ie curtha leis an suíomh

Gach duine: yeah...thug..yeah

E

mar sin má tá clib eile ann

K

bhuel arís sin rud a bheadh uait agus tú ag dul ann, mura dtuigfeá go raibh rud ann agus slite eile agat teacht ar an eolas dheinfeá iarracht é sin a dhéanamh ar an tslí a bhí agat cheana ...dá mbeadh foclóir ann agus dá mbeadh sé in úsáid ar an suíomh ní bheadh sé go maith dá gcuirfí isteach é mar rogha thuas mar tá daoine tar éis dul i dtaithí ar é a úsáid ar shlí éigin (*focal.ie*), so mura dtuigfidís go raibh rud eile ann dóibh, ní rachaidís ann chun é sin a dhéanamh.

E

mar sin tá fadhb stairiúil ann anois toisc nár imigh na foclóirí beo ag an am céanna?

K

Bhuel má thá rud nua á chur isteach acu ná habair just lá éigin tá foclóir nua ag teach air agus ansin leanúint ar aghaidh le *focal.ie* mar atá ...athraigh an suíomh le go dtreoraíonn sé tú

E

O athraigh an comhéadan?

K

yeah

E

chun go mbeidh ar dhaoine é a athfhoghlaim

K

bhuel ar shlí nach gcuirfeadh isteach ar dhaoine

E

uair a d'athraíodar an suíomh cheana bhí sé ina raic...ní raibh daoine sásta leis an gcomhéadan nua. Bhí orthu é a athrú ar ais

K

Mar a dhéanadh facebook mar shampla...ní dhéanann siad athruithe móra, mionathruithe ach ar shlí sofheicthe ...ba chóir go mbeadh sé sin ar fáil in áit é a bheith i bhfolach thuas in aice le rogha eile.

E

tuigim cad atá i gceist agat agus seans le logainm go raibh daoine sásta é sin a úsáid mar gur rud eile ar fad a bhí ann ach dá mbeadh foclóir eile ann

M

ar logainm.ie tá liosta foilseachán acu agus nascanna le pdfanna ach ana-chuid de na logainmneacha sna pdfanna sin níl siad inchuadaithe ar an suíomh agus ba cheart go mbeadh gach rud inchuadaithe ar *focal.ie* ...tá fhios agam gur téarmaeolaíocht agus téarmaíocht atá ann ach baineann téarmaíocht le gnáthchúrsaí an lae chomh maith le stuif fhoirmiúil

E

yeah bhuel éalaíonn an téarmaíocht ó shainréimsí isteach sa ghnáthchaint

E

An neadú seo – leagan achomair + breis mionsonraí – an dóigh libh go bhfuil sin cabhrach, bhuel tá sibh tar éis a chur in iúl nár thug sibh faoi deara é, ach an bhfuil sé sin cabhrach nó ....an bhfuil sé níos cabhraí go mbeadh an t-eolas go léir ar taispeáint?

J

Cén fáth nach bhfuil sé go léir ann?

L

B'fhéidir go mbeadh sé iomarcach ann, nó?

K

Mar a dúirt tusa (ag labhair le L) ní thugann tú faoi deara an réimse eolais nuair atá tú ag lorg ruda ...so is dócha just dá mbeadh sé ann ....dath éagsúil atá sa scríbhneoireacht do na téarmaí féin, b'fhéidir go bhféachfá air sin nuair nach bhfuil eolas eile uait

J

Ach dúirt tú nach bhfuil mórán dóibh air?

E

Níl an foclóir as a dtáinig sé agus an sainmhíniú i roinnt cásanna

J

Dá rachainn air agus dá lorgóinn rud agus mura mbeadh sé ann ní bhacainn dul ar ais agus é a úsáid arís ....mar sin mura bhfuil sainmhíniú ann

K

Is dócha gurb é sin an fáth a bhfuil *focal.ie* níos úsáidte ná *acmhainn.ie* mar shampla. Bhí acmhainn á úsáid agam. Ar úsáid sibh riamh é? (yeah ó chúpla duine). D'úsáid mé é nuair nach raibh mé in ann rud a fháil ar *focal.ie* ach sin an fáth nach bhfuil sé chomh maith le *focal.ie* toisc nach bhfuil na sainmhínithe ann agus go dtugann sé muinín duit an téarma áirithe sin a úsáid

M

An bhfuil cead agam breathnú air, nílim cinnte go díreach cad atá i gceist.

M

(ag taispeáint an tsuímh)

M

an bosca sin an ea (breis mionsonraí) ?

K

Na rudaí a threoródh tú b'fhéidir. Dá mbeadh siad buartha an iomarca a bheith ar an suíomh, nó sorry an iomarca a bheith os comhair duine b'fhéidir rud beag faoi bhun gach téarma ...cros éigin b'fhéidir, in áit é a bheith ag an mbarr...má fheiceann tú cros just buaileann tú é

E

Is siombail é sin a aithníonn daoine ó shuíomhanna eile...mar is rud uilíoch atá ann. An fhadhb measaim, nuair atá an iomarca, tá ana-chuid meiteashonraí i roinnt cásanna ...mar shampla tá an iliomad foclóirí as a dtáinig siad, tá a lán réimsí , tá sainmhínithe, tá samplaí úsáide tá an scáileán to léir tógtha suas le hiontráil amháin agus an baol atá ann nach rachaidh daoine níos sia ná an chéad iontráil ...nílim ag rá gurb é sin an cleachtas is fearr ach má tá daoine faoi dheifir. So tá an chothromaíocht seo idir na téarmeolaithe a cheapann bhuel ba chóir go dtuigfeadh daoine gur foclóir téarmaíochta é agus ba chóir dóibh é a úsáid i gceart agus a bheith praiticiúil ina thaobh agus a rá bhuel ...chun cabhrú leis an úsáideoir. B'fhéidir gur chóir do na hiontrálacha a bheith níos giorra...mar rachaidh siad síos agus roghnóidh siad an téarma ceart.

L

Go háirithe leis na scáileáin bheaga bheadh an-chuid scrollála i gceist.

K

yeah

L

bheadh sé cosúil le google na cinn ag an tús...bheadh daoine ag féachaint ar an gcéad chúpla ceann

K

yeah yeah 'l'

E

Braitheann sé ar an úsáideoir is dócha, cé chomh

J

an ionann an stuif seo agus an foclóir as a dtáinig an téarma ? (ag tagairt don sample ón mbitheolaíocht)

E

No, sin an réimse ansin agus an foclóir as a dtáinig an téarma ná ‘breis mionsonraí’ (á léiriú)

J

Má tá sibh ag iarraidh fáil réidh le rud éigin ar an suíomh an bhfuil aon ghá leis sin (ag tagairt don sampla ón mbitheolaíocht)

E

Bhuel sin a bhí á iarraidh agam níos luaithe an bhfuil gá leis na foréimsí?

J

No, níl gá leis sin

E

Ní dóigh leat go bhfuil gá leis

J

No ní dóigh liom.

L

Bhuel b’fhéidir é ....b’fhéidir nach don ghnáthúsáideoir ach ...nach mbeadh gá leis ach tá taithí againn air sin agus sin an rud

K

sin an rud ...sin an fáth is dócha....an ceart ar fad agat

E

(ag míniú na foclóirí as a dtáinig na téarmaí ....mar gur iarr rannpháirtí seo) Bhí foclóirí crua ag an gCoiste Téarmaíochta, cóipeanna crua bhí tuairim is 20 foclóir ag an CT

M

Talmhaíochta agus ,,

E

agus cuireadh an t-eolas sin isteach ar *focal.ie*

K

Bronntanas Nollag deas do dhuine éigin

L

Cad eile sa bhreis atá ann (faoi breis mionsonraí)

E

So tá na foclóirí as a dtáinig na téarmaí agus tá na sainmhínithe sa bhreis.

M

Bheadh sé spéisiúil cad a cheapfadh duine ag breathnú ar an suíomh den chéad uair dá bhfeicfidís liostaí móra fada den ranganna agus aicmí ...bheadh sé spéisiúil a fheicint céard a cheapfaidís ....tá Cuma ana-theicniúil ar an rud ar fad agus tá Cuma ar an rud go bhfuil an-chuid eolais ann agus is dócha nach don ghnáthúsáideoir

K

Ní don duine gan Ghaeilge an suíomh

J

Rinne mise staidéar ar an nGaeilge ar an gcoláiste díreach ansin agus níl fhios agam cén fáth ar úsáid mé *focal.ie*. Bhí Wingléacht ar na ríomhairí agus tá a fhios agam go bhfuil acmhainn.ie agus na rudaí eile ann ach measaim just gur fearr leis an léachtóir é (*focal.ie*) ....níor cheart domsa really a bheith á úsáid ....mar nach mbímse ag lorg téarmaíochta

E

So is gnáthfhoclóir a bhíonn ag teastáil uaitse

J

yeah

M

Bhuel tá sé i bhfad níos nua-aimseartha ná wingléacht

J

is fearr liom é, níl fhios agam cén fáth

L

Is fearr le gach duine é sílim

M



Tá sé an-tapaidh

E

agus tá sé ana-chuimsitheach ...tá ana-chuid réimsí clúdaithe ann...bhí ana-chuid oibre déanta ag an gcoiste téarmaíocht leis na blianta fada agus is dócha tá toradh a gcuid oibre le feiscint anois

K

uaireanta bíonn an server síos ag focal.i nó DCU nó pé rud é agus ansin téim go acmhainn.ie agus feicim an tábhacht a bhaineann leis na meiteashonraí áirithe mar dá lorgóinn focal agus ansin dá ndéarfadh sé foclóir eolaíochta thabharfadh sin muinín dom...déanann tú talamh slán den rud ansin ar *focal.ie* toisc go mbíonn an t-eolas sin ann ach bíonn ort é a lorg ar shlí eile ar acmhainn.ie ...chíeann tú an tábhacht ansin dá bharr.

## Grúpa Fócais 4

M

An chéad cheist ná cad é an taithí atá agat ar meiteashonraí a úsáid ar *focal.ie* agus míneoidh mé cad atá i gceist agam le meiteashonraí ar dtús mar seans nach bhfuil cliú agaibh cad is brí leis an bhfocal sin. Má fhéachann sibh ar an leathanach sin an iontráil i gcomhair an fhocail serve sa Bhéarla. An bhfeiceann sibh faoi bhun na dtéarmaí Gaeilge tá ...bhuel os a gcionn b'fhéidir tá an réimse eolais nó idir lúibíní tá rudaí ar nós 'be a soldier' nó 'deliver a legal document' agus s leithéidí...so an rud atá i gceist le meiteashonraí ná eolas mar gheall ar an eolas. Mar sin tá an téarma agat ....tá an leagan Béarla agus an leagan Gaeilge den téarma, ach ansin tá eolas eile tugtha mar gheall ar an téarma sin. So, an réimse eolais, sin an réimse saoil lena mbaineann an téarma sin, mar shampla spórt nó dlí nó eolaíocht nó ealaín. Sin an réimse. Idir lúibíní tá rud ar a dtugtar intreoir ...tugaimid intreoir air sin agus an sprioc atá leis an intreoir ná feidhmiú mar a bheadh sainmhíniú gairid. Ansin uaireanta cuirtear sainmhínithe ar fáil ...tá fios agaibh cad is brí le sainmhíniú agus uaireanta bíonn samplaí úsáide ar fáil, mar shampla bheadh an focal in úsáid i gcomhthéacs, so chuirfí an focal ar fáil agus é in úsáid i gcomhthéacs. Mar shampla 'the ratio of something' so 'an cóimheas x le y' ...cuireann siad an abairt iomlán ar fáil chun go mbeidh fhios agat conas é a úsáid agus an comhthéacs agus cad é an réamhfocal a théann leis an ainmfhocal. Má theastaíonn uaibh féachaint ar an scáileán anseo tá dhá chnaipe ag barr anseo, leagan achomair agus breis mionsonraí agus má bhrúim ar an gcnaipe breis mionsonraí osclaítear eolas sa bhreis, so cuirtear ar fáil duit an foclóir as a dtáinig an téarma . Bhí foclóirí i gcóip chrua nuair a tháinig na téarmaí seo ar an bhfód ar dtús agus uaireanta bíonn sampla úsáide ...ná fheiceann sibh an sampla úsáide ansin 'that policy does not serve the public . Tá - na téarma in úsáid i gcomhthéacs ansin. Sin sampla úsáid. So, tá an-chuid meiteashonraí le fáil ar *focal.ie* mar gheall ar na téarmaí. An chéad cheist ná an úsáideann sibh na meiteashonraí nuair a bhíonn sibh ag úsáid *focal.ie* d'fhéidir chun idirdhealú idir na téarmaí. Mar shampla má tá tú ag scríobh mar gheall ar réimse spóirt an úsáideann tú an t-eolas a thugann an réimse duit go bhfuil sé i réimse an spóirt nó i réimse an dlí chun idirdhealú. An úsáideann sibh na samplaí úsáide? An bhféachann sibh orthu fiú amháin? So cad é an taithí atá agaibh ar úsáid meiteashonraí agus cad é an tuairim atá agaibh ina leith go ginearálta agus rachaimid beagán níos mine isteach sa scéal níos déanaí. ....Mar sin aon tuairimí mar gheall orthu?

O

Úsáidimse i gcónaí iad, go háirithe d'fhocail nach raibh ar eolas agam cheana féin. ...focail nua nuachumtha. Níl fhios agam cén suíomh ina bhfuil sé nó an bhfuil sé seanbhunaithe mar fhocal ach in úsáid arís mar fhocal nua. Ach úsáidim iad, úsáidim gach cuid den eolas sin. Níor thuig mé go raibh an cnaipe breis mionsonraí ann ar fáil níl fhios agam ar thuig sibhse (leis na rannpháirtithe eile) go raibh sé ar fáil.

N

Bheadh mise ar an gcaoi chéanna. Le haghaidh focal b'fhéidir neamhghnách nó rud nach mbeadh in úsáid ag gach éinne nó nach bhfuil cloiste agam cheana bheinn mar an gcéanna bheinn ag féachaint

síos tríd an liosta féachaint an bhféadfainn é a fheiscint i gcomhthéacs agus ansin . Ceapaim go bhfuil sé iontach má tá liosta cuimsitheach ann ...ansin is féidir liom an focal atá á lorg agamsa a fheiscint i gcomhthéacs agus ansin , so úsáidim sa tslí sin é.

Q

Caithfidh tú úsáid a bhaint astu is dóigh liom féin ....ní haon mhaitheas é an ceann ar barr a phiocadh just for the sake of it. Cabhraíonn sé go mór...fiú na samplaí atá tugtha ansin agat leis an bhfocal serve, tá ana-dhifríocht idir na comhthéacsanna.

N

Is dócha gurb é sin an fhadhb atá le Google translate agus nuair atá muid ag gabháil do rud éigin, mar tuigimid cad atá i gceist. Google translate gobedldy gook ar fad ...tógann sé an chéad fhocal ar liosta gan é chur i gcomhthéacs ar chor ar bith

E

Ní bheidh an ríomhaire riamh in ann bheith ina aistritheoir ní dóigh liom, buíochas le Dia.

N

B'fhéidir go bhfuil sé i bhfad níos éasca ó thMaobh an Bhéarla de...ach ó thaobh na Gaeilge toisc

Q

Tá an teanga chomh leathan

E

Agus tá infhilleach nach bhfuil sa Bhéarla....an tuiséal ginideach is araile. Ní bhíonn an ginideach le feiscint sa Bhéarla. So úsáideann sibh na réimsí ..sin go hiontach agus an chéad tasc ná iarraidh oraibh ...dá mbeadh oraibh na meiteashronaí seo in ord tosaíochta. Dá mbeadh oraibh a roghnú ...mura mbeadh cead agaibh ach ceann díobh seo a fheiscint chun idirdhealú a dhéanamh idir téarma amháin agus téarma eile, cad é an ceann is tábhachtaí...so cuir iad in ord tosaíochta. (Ag tabhairt amach na mbileog agus treoracha á dtabhairt).

O

Cad é an intreoir arís.

E

An rud idir lúibíní

E

Is dócha nár mhiste é a phlé...cad é an rud is tábhachtaí ar an liosta?

O

Dar liomsa, dá mbeadh sé ar fáil...b'fhearr liomsa go mbeadh sé ar fáil i gcónaí ....ach tá fhios agam gur ana-chuid oibre a bheadh i gceist....ach sampla úsáide. I mo thuairimse, go háirithe rudaí a mbeadh amhras orm fúthu. Mar shampla nuair a bhíonn sampla úsáide ar fáil, tuigim ansin go díreach cad atá i gceist agus ní gá dom dul ar thóir aon rud eile agus buille faoi thuairim a thabhairt faoin rud go ginearálta. Bheadh sé deacair an sampla úsáide a bheith ann i gcónaí,

P

Níl sé ann i gcónaí an bhfuil.

E

Níl

P

Pota focal ...tá sé sin go maith chun samplaí a úsáid ach níl sé de réir a chéile

N

De réir mar a fheicim pé scéal é is dóigh liom, nó feictear dom, go mbíonn na samplaí úsáide in focal bunaithe ar cháipéisí stáit ana-chuid...cáipéisí rialtais.

E

yeah, bheadh sé oifigiúil go minic mar abairt.

N

yeah. agus ansin má chuireann tú isteach i bpota focal é bíonn sé difriúil ...ach má tá tú ag iarraidh eolas a fháil faoi fhocal áirithe, braitheann sé ar cé chomh dílis nó cé chomh maith atá an léitheoir profaí atá ag pé dream as a dtagann ...nó pé áit as a dtagann an rud.

E

So, tá duine éigin tar éis a rá gurb é an réimse eolais an ceann is tábhachtaí

Q

Is mise a dúirt é sin, gur mór an chabhair an réimse eolais. Saghas leath na hoibre é má tá fhios agat cén ábhar lena mbaineann sé, cúrsaí spóirt nó pé rud.

O

Yeah, is annamh a bhíonn déchiall leis más as réimse amháin é.

Q

Is féidir é dhíriú isteach níos mó b'fhéidir.

E

Mar sin dá dtabharfá sracfhéachaint ar an leathanach is é an réimse eolais a chabhródh leat níos tapúla ná aon rud eile.

Q

Dom féin léimim chuig an rud sin ar dtús mar a dúirt tú féin ní i gcónaí a bhíonn an sampla úsáide ann agus gan dabht bheadh sampla úsáide go hiontach ach toisc nach mbíonn sé ann i gcónaí ní féidir brath air sin go hiomlán.

O

Sin an fáth go bhfuil réimse ar an dara ceann is tábhachtaí ar mo liosta. Más riarachán atá i gceist ní dócha go mbeadh dhá chiall ag baint leis. Serve with an audit b'fhéidir.

E

Ansin tá duine éigin eile tar éis a rá gurb é an sainmhíniú an ceann is tábhachtaí ...

P

An chéad rud a bheadh agamsa. Bíonn tú ag seiceáil an bhfuil sé ceart, an é sin an rud a cheap tú a bhí ann.

N

Is dócha go mbraitheann sé ar an sprioc atá agat agus tú ag féachaint air. Thug mise uimhir a 6 nó a 5 don sainmhíniú mar de ghnáth bíonn an focal ar eolas agam, ach uaireanta bíim ag lorg cúnaimh ó thaobh cúrsaí gramadaí agus ó thaobh na ndíchlaontaí agus mar sin ...ansin bíonn tú lorg samplaí dá úsáid ...an sampla úsáide ansin. ...Mar sin braitheann sé ar an sprioc

E

Agus luaigh tú go n-úsáideann tú an inscne agus na díchlaontaí mar sin úsáideann tú é mar a bheadh foclóir ...Is dócha go bhféadfaí meiteashonraí a thabhairt ar na sonraí sin freisin, inscne agus uimhir, cé nach bhfuil siad san áireamh i mo thaighde.

P

Yeah, tá siadsan go hiontach

O

Tá

P

Is minic a úsáidim *focal.ie* chun inscne a fháil.

E

Tá sé níos tapúla ná dul go dtí an foclóir

O

Déanaim go minic é sin, ach uaireanta cuireann sé mearbhall ort. Uaireanta bíonn an focal baininsceach agus firinsceach. An focal ‘méid’ mar shampla níor thuigeas go raibh an dá inscne ag an bhfocal sin go dtí le déanaí. Bhí an focal méid baininsceach ar focal. Tá dhá chiall ag baint leis. Ach ansin d’fhéachas san fhoclóir agus tá ciall éigin eile leis, ach chuirfeadh sé mearbhall ort uaireanta.

P

Bhí fhios agam go raibh cúpla ceann le dhá inscne ach níor thuig mé faoin gceann sin. Tá ‘loch’

Q

‘Coláiste’ sin ceann eile. Chífeá é firinsceach agus baininsceach

E

agus ‘talamh’

P

Bhíos ag úsáid cúpla oíche ó shin bhíos ag iarraidh rún a scríobh don INTO mar beidh an Ard-Chomhdháil ar siúl ag am Cásca agus bhí mé ag iarraidh rud a scríobh agus an focal ceart a fháil agus scíobh mé síos na focail a bhí mé ag lorg agus cén fáth ar fhéach mé ar *focal.ie* agus seo iad: ar ‘Rúnaí’ bhíos ag lorg an tuiseal ginideach, ‘suíomh idirlíon’ ní raibh mé cinnte, so bhí litriú i gceist ...ansin an inscne i gcás focal eile, ‘district’ an t-aistriúchán ceart a bhí á lorg agam dó sin ...leibhéal – tuiseal ginideach....ansin aistriúchán .....aistriúchán....úsáid – ‘neamhaird’ bhíos ag iarraidh neamhaird a chur i gcomhthéacs.

E

Tá sin ana-shuimiúil – na húsáidí go léir a bhaintear as focal

P

Uaireanta bíonn na rudaí sin ar eolas agat...

N

Ach ansin cuireann tú an dara ceist ort féin

P

Nuair a bhím ag déanamh cáca nó amhrán nó rud éigin....tá fhios agam conas é a dhéanamh ach i gcónaí bíonn orm féachaint ar an ....cad a thugann tú ar an rud sin

E

oideas?

P

yeah oideas.

O

Déanaimse go minic é chomh maith...tá an ceart ar fad agat. I gcónaí go háirithe nuair a bhíonn sé in úsáid agat chomh minic sin, bíonn tú ag brath air. Is dócha go bhfuil ana-chuid brú ar fhocal

N

Chomh luath is a thosaíonn tú ag smaoineamh ar chor ar bith

O

Go háirithe le leathanbhanda againn anois

Q

Ar an bhfón nó aon rud is féidir féachaint air

P

Tá sé ana-áisiúil agus an-tapaidh

O

Tá sé ana-mhaith mar shuíomh, ach amháin nuair nach mbíonn sé ar siúl

N

Ní tharlaíonn sé sin rómhinic.

E

An chéad cheist eile ...ag féachaint ar an dara leathanach anseo. Beimid ag trácht ar na foréimsí. Tá bitheolaíocht ar an mór-réimse agus an sin bheadh na foréimsí seo go léir....feiceann sibh má fhéachann sibh siar ar an leathanach eile feicfidh sibh go bhfuil foréimsí spóirt ...an tríú rud ón mbun ansin. tá spóirt agus foréimse cluichí agus fo-foréimse teicníní agus bearta. Mar sin an cheist atá agam oraibh ná an dóigh libh go bhfuil na foréimsí úsáideach. An dóigh libh go n-úsáideann sibh iad nuair a bhíonn sibh ag iarraidh idirdhealú idir na téarmaí. An gcuireann siad eolas sa bhreis ar fáil ó thaobh úsáid an téarma san aistriúchán nó pé úsáid eile a bheadh agaibh dóibh nó an bhfuil siad níos maisiúla ná aon rud, cé go bhfuil eolas á chur ar fáil, an gcuidíonn siad libh? Sin an cheist atá agam. Agus an dara cuid den cheist sin ...feiceann sibh ansin sa bhitheolaíocht tá tuairim is 5 foréimse ...sa spórt níl ach trí cinn, má cheapann go bhfuil siad úsáideach, an bhfuil leibhéal ag a n-éiríonn siad saghas iomarcach. So, na tuairimí atá agaibh, is cuma cad iad na tuairimí ach ba mhaith liom a fháil amach an úsáideann sibh iad agus an bhfuil siad úsáideach.

O

Táid ana-úsáideach ach de ghnáth féachaim ar an rud deireanach, ní fhéachaim ar na rudaí a tháinig roimhe. Dá mbeinn á lorg ar bhonn proifisiúnta, mar shampla dá mbeinn ag scríobh leabhar bitheolaíochta bheadh sé úsáideach dom. Ach más aistriúchán díreach, nach bhfuil aon ghá

sainmhíniú ceart a thabhairt ar an rud, d'fhéachfainn ar an rud deireanach. Ní déarfainn go bhfuil sé iomarcach. Ní chuireann sé isteach orm riamh. Dá mbeadh fiche téarma ní chuirfeadh sé isteach orm, ach is ar an gceann deireanach de ghnáth a fhéachaim.

Q

D'aontóinn leat. D'úsáidfeá é dá mbeadh ábhar bitheolaíochta nó rud éigin á scríobh agat ach de ghnáth ní bheadh aon ghá agat úsáid a bhaint as ach ag an am céanna is maith an rud go bhfuil sé ann i dtreo is gur féidir leat dul chuige dá mbeadh ort más gá.

N

agus mura mbeifeá ar an eolas faoin ábhar...is dóigh liom go bhfuil sé ana-thábhachtach mar anois 'serve' ansin cúrsaí spóirt 'freastail' muna raibh aon eolas agamsa ar chúrsaí spóirt agus mura raibh eolas agam ar chúrsaí leadóige nó sin nó liathróid láimhe...déarfadh sé sin liom gur féidir é a úsáid sa chás sin gur serve atá ...gur féidir liom é a úsáid sa chomhthéacs sin.

O

agus dá mbeifeá ag déanamh rud éigin, fiú mura mbeifeá ag aistriú, agus mura mbeadh na rialacha ar eolas agat faoi leadóg nó pé rud é. Dá mbeifeá ag cruthú ruda bheadh na sonraí sin úsáideach.

E

Agus abair má chuirimid an sampla spóirt sin i gcomparáid leis an sampla bitheolaíochta sa mhéid go bhfuil an ceann bitheolaíochta sa Laidin, now is eisceacht an bhitheolaíocht mar go bhfuil a rangú féin ag an mbitheolaíocht agus ní bheadh sin i gceist le formhór na n-ábhar, ach an dóigh libh go bhfuil na foréimsí sin úsáideach, nó an mbeadh sé níos úsáidí dá mbeadh a leithéidí ar fáil is atá ar fáil sa spórt ar fáil sa bhitheolaíocht, cad é an comhthéacs ina n-úsáidtear an focal, seachas an rangú bitheolaíochta seo.

N

Bhuel is dócha don té atá eolach ar na cúrsaí seo tá ciall leis agus bheidís in ann a rá bhuel is féidir liom é a úsáid sa chomhthéacs seo so is dócha go bhfuil.

Q

Dá mbeifeá eolach faoin mbitheolaíocht is dócha go dtuigfeá na foréimsí ar fad, chomh maith is a thuigimse nó a thuigfeá na rudaí atá le spórt.

P

Feictear domsa go bhfuil ana-chuid athrá ansin, so ní thuigim cén fáth a bhfuil an méid sin focal (foréimsí) faoin téarma. Tuigim cén fáth a bhfuil siad ann, ach tá an méid sin athrá.

E

So an bhfuil sé níos maisiúla ná aon rud. Tá rangú sa bhitheolaíocht agus sin mar a rangáíonn siad ...family, genus agus tá ciall leo sa bhitheolaíocht



N

agus tá siad ana-mhaith don té atá in iúl ar na cúrsaí sin.

E

Tuigim do phointe do dhuine a bheadh ag plé leis an nGaeilge nach bhfuil aon saghas ghnó agat a bheith ag plé leis an mbitheolaíocht. Nach mbeadh aon úsáid agat as na foréimsí sin. An dóigh leat go bhfuil sé iomarcach go bhfuil an méid sin eolais ar an scáileán?

P

Ní bheinn in ann an cheist sin a fhreagairt, mar i mo chás ní bheadh sé úsáideach, ach seans go mbeadh sé úsáideach do dhuine eile.

E

Ach an gcuireann sé as duit go bhfuil sé ann?

P

Ní chuireann sé as dom go bhfuil sé ann. Sracfhéachaim air sin agus leanaim ar aghaidh agus piocaim amach aon rud.

O

Rud amháin eile mar gheall ar na foréimsí, uaireanta chonac rud, ‘urchin’ measaim, bhí an leagan céanna Gaeilge aige le rud eile ...ní cuimhin liom an urchin a bhí ann , ach ní dhearnadh idirdhealú idir dhá rud a bhí ana-chosúil lena chéile sa Ghaeilge, ach éagsúil ó thaobh speicis nó rud éigin sa bhitheolaíochta, so sa tslí sin táid úsáideach mar bheadh ort ansin a fheiscint cén difríocht atá eatarthu agus d’úsáidfeá. Rudaí nach ndearnadh idirdhealú ceart eatarthu sa Ghaeilge féin. Sin slí ina mbeidís úsáideach. Rudaí nach raibh sainithe i gceart cheana ach a bhfuil idirdhealú eatarthu anois sa bhitheolaíocht toisc go bhfuil an eolaíocht tar éis dul ar aghaidh agus nach bhfuil an Ghaeilge i ndáiríre, tá sé ag iarraidh dul ar aghaidh ach...

N

So dá mbeadh duine nach raibh ar an eolas faoi chúrsaí eolaíochta....seans go mbeidís measctha.

E

Mar tá difríocht idir an dá rud.

E

An chéad cheist eile atá agam ná an dóigh libh go bhfuil míbhuntáistí ag baint leis na meiteashronaí. Mar shampla ar chuir réimse riamh amú tú, nó uaireanta bíonn trí nó ceithre réimse luaite le téarma , an gcuireann sé sin amú tú? nó má tá réimse amháin luaite le téarma an mbíonn drogall ort é a úsáid i réimse eile. So an bhfuil aon fhadhbanna a thug sibh faoi deara le meiteashonraí nó ar chuir réimse amú tú riamh agus tú ag úsáid focal? Aon rud tugtha faoi deara.

O

Seans go ndearna ach nach ndúradh liom! Ní chuireadh sé isteach orm má tá cúpla rud os a chionn ag rá 'dlí' abair ...'spóirt' agus mar sin de ach mura raibh ann ach dlí ní úsáidfinn i gcúrsaí spóirt é, bhuel sheiceálfainn ar dtús é.

ní úsáidfinn i gcúrsaí spóirt é, bhuel sheiceálfainn ar dtús é.

N

Bíonn ort dul go dtí an dara ....

O

Sin an fáth go mbeadh samplaí úsáide go maith.

E

Nó abair mura mbeadh réimse? Tá tuairim is 10,000 téarma sa bhunachar nach bhfuil réimse curtha leo go fóill. An mbíonn drogall ort iad a úsáid mura mbíonn aon réimse leo?

Q

yeah is dócha go gcaithfeá é a sheiceáil áit éigin eile chun a bheith cinnte.

N

An dara foinse a aimsiú agus féachaint i bhfoclóir eile

E

Agus an rud deireanach a theastaíonn uaim a iarraidh oraibh. An neadú atá ann ....tá breis mionsonraí agus leagan achomair ...taispeánann sé níos mó eolais...taispeánann sé na foclóirí as ar tháinig na téarmaí, taispeánann sé na samplaí úsáide nó na sainmhínithe agus má bhrúnn tú ar an leagan achomair cuirtear iadsan faoi cheilt. An maith libh an ghné sin? An dóigh libh go bhfuil sé go deas go bhfuil an comhéadan níos néata agus gur féidir breis eolais a lorg? An dóigh libh gur chóir dul céim níos faide agus an t-eolas go léir a chur faoi cheilt agus go mbeadh rudaí ar fáil de réir a chéile, de réir mar a bheadh sé ag teastáil? An dóigh libh nár chóir aon rud a bheith faoi cheilt agus gur chóir gach rud a bheith ar taispeáint ag an tús? Nó an bhfuil optamam éigin ann, de na meiteashonraí atá i gceist agam, maidir le spás ar an scáileán? An mbraitheann sibh riamh go bhfuil an t-eolas iomarcach ...tá sé go hiontach ó thaobh eolais de....ach an bhfuil sé iomarcach ar saghas agus tú ag féachaint ar an scáileán.

N

Ní chuireann sé isteach ormsa ar chor ar bith.

O

Ná mise

Q

Ná mise

N

B'fhearr liom go mbeadh an méid is mó eolais ann mar ansin tá sé go léir ann an chéad uair agus mé tar éis dul isteach ann agus mar sin ní gá dom tuileadh cuardaigh a dhéanamh ...agus tá sé go léir ar an scáileán amháin agus ní gá dom fanacht go n-íoslódálfaidh an chéad phíosa eile bhfuil fhios agat..

Q

Tá's agat an tslí ina mbíonn an leagan achomair ann nuair a osclaíonn tú an suíomh agus caitheann tú an cnaipe eile a bhrú, b'fhearr liom féin dá mbeadh sé an tslí eile timpeall. Dá bhfaighfeá na mionsonraí go léir ar dtús agus ansin dá mbeadh sé de rogha agat ....bhuel no níl an stuif sin go léir ag teastáil uaim. Ach ansin braitheann sé ar an gcomhthéacs atá agat féin agus tú á úsáid...más aistritheoir tú nó más mac léinn tú nó 4: más duine éigin atá ag lorg focail ar a son féin nó ach b'fhearr liom féin ....dúraíos féin (ag labhar le O) nach raibh fhios agat go raibh an cnaipe sin ann

O

Cúig bliana ag úsáid an tsuímh agus ní raibh fhios agam

Q

Níor thugas féin faoi deara é ach go dtí anuraidh agus is trí thionóisc ...bhíos ag scrollaí agus bhrúas ar an gcnaipe trí thionóisc agus ní raibh fhios agam in aon chor go raibh sé ann in aon chor

O

Agus is dócha an fáth atá leis sin ná go bhfuil sé ar barr agus an rud atá ar siúl ag aistritheoir nó pé duine a bheadh á úsáid ná scrolláil síos go hana-thapaidh agus dar liomsa d'fhéadfá gach rud a cheilt agus cros éigin a bheith ann agus é a bhrú agus go dtiocfadh gach rud aníos ach bheadh ana-chuid oibre i gceist ansin. Is dócha an rud is cóir a bheith i gcónaí ann, ar a laghad, ná rud idir lúibíní ag rá leat cén réimse lena mbaineann sé.

E

An é an intreoir atá i gceist agat, an rud idir lúibíní

O

Intreoir gabh mo leithscéal

E

So an dóigh leat gur chóir an réimse a bheith ann i gcónaí nó an intreoir a bheith ann i gcónaí.

O

Sorry an intreoir a bheith ann i gcónaí, má thá sé úsáideach, bhuel ní bhíonn sé ann le hana-chuid rudaí. Is cuma cén ceann atá ann ...má tá sé sa réimse ceart. An t-aon fáth nach raibh fhios agam go

raibh an rud sin ann (ag tagairt don leagan achomair) má toisc go raibh sé ag barr an leathanaigh. Dá mbeadh sé ann ag baint le gach aon bhriathar nó gach aon fhocal bheadh sé

Q

Dá mbeadh sé in aice le gach ceann?

O

Yeah

N

Ní bhíonn na breis mionsonraí sin ann i gcónaí? Ní dóigh liom go mbíonn..

E

Ar a laghad bíonn an foclóir ann

P

Cheap mise go mbíodh Béarla Gaeilge Fraincis ann....cheap mise gurb é sin a bhíodh ansin..san áit sin

E

Ní cuimhin liom....bhuel tá roinnt téarmaí Fraincise ann sa bhunachar

P

An bhfuilimid ag labhairt ar an gcnaipe sin, breis mionsonraí? Ní fhaca mé é sin rianmh....ní raibh fhios agam go raibh sé ann. (ag baint trialach as....ag féachaint air le rannpháirtí eile.....)

N

Bíonn tú faoi bhrú...téann tú isteach agus aimsíonn tú an rud a bhí á lorg agat

E

So dá mbeadh ort gach rud a bhrú chuirfeadh sé cúpla soicind leis an gcuardach?

N

yeah

E

Ach cad faoi dá mbeadh an réimse eolais le gach téarma agus ansin dá

E

So an t-aon chúis nach mbeidís ar an scáileán ná go mbeidís ag cur isteach ar dhaoine agus go bhféadfaidís a roghnú gan iad a úsáid ach má deireann sibh nach gcuireann siad isteach oraibh

N

Ní chuireann ar chor ar bith agus is dóigh liom go bhfuil sé ana-tábhachtach go mbeadh sé ann mar má tá tú ag féachaint ar ‘serve’ arís agus má tá tusa ag féachaint ar abair ‘freastal’ agus ‘seirbheáil’ agus go bhfuil ‘freastal in úsáid agatsa in áit ‘seirbheáil’ .....mura bhfeiceann tú ach ‘seirbheáil’ ansin is gá duit dul ag tochailt le haghaidh ‘freastal’ seachas má tá siad ansin in aice lena chéile ....so tá tú ag cur tuilleadh stró ort féin ...breis oibre

E

bíonn daoine faoi bhrú sa lá atá inniu ann

N

so is dócha in aon fhéachaint amháin tá tú ag fáil do chuid eolais agus

E

Cad faoi seo....abair go bhfuil 10 nó 15 théarma ag gabháil leis an bhfocal Béarla agus go mbíonn ort scroláil síos agus cuireann na breis mionsonraí seo leis an méid atá ar an scáileán ....b’fhéidir go bhfuil sibhse ana-dhiógraiseach ach an dóigh leat go mb’fhéidir go stopfá toisc go bhfuil roinnt mhaith scrolála déanta, nó an bhfuil saghas cás ann le go mbeadh níos lú mionsonraí ar an scáileán chun go mbeadh daoine tar éis na roghanna éagsúla d’fheiscint agus ansin an rogha ceart a dhéanamh. Níl ann ach ceist

O

Bhuel i mo thuairim ní chuireann na meiteashonraí isteach orm. Chuirfeadh an rogha isteach orm. Mar shampla ‘tweet’ tá 8 nó 9 rogha ann sa Ghaeilge don fhocal amháin sa Bhéarla. Tá ‘bíog’ ‘tbhaoit’ so ní thuigeann tú cad atá caighdeánach agus mar sin ....gan dabht táid á dtógaint ón teanga Gaeilge agus na fuaimeanna ach ní hionann na fuaimeanna agus an rud atá ar siúl anois. Ar chóir, mar shampla freastal agus seirbheáil níl fhios agam cén fáth a ndearnadh idirdhealú eatarthu más rud é go bhfuil freastal le húsáid ...níl fhios agam cad ina thaobh gur tógadh isteach seirbheáil .....so an t-aon rud a chuireadh isteach orm....ní chuirfeadh na meiteashonraí isteach orm riamh. An t-aon rud a chuirfeadh isteach orm ná d’fhéachfá ar na focail agus ní ar na meiteashonraí go dtí go bhfuil an rud faighte agat nó go dtí go bhfuil tú bhfuil tú beagnach ann.

N

Ag teacht ar ais go dtí do phointe b’fhearr liomsa an liosta ar fad a fheiceáil agus dul tríd gach aon cheann acu go dtí go bhfuilim tagtha ar mo cheann féin ionas go mbeinn in ann na cinn eile a chur as an áireamh agus ansin bíonn fhios agam go bhfuil an ceann sin ceart ...sin mo mhodh oibre féin

E

agus bhí tusa ag rá (ag labhair le Q) go mbeadh sé níos fearr iad a iompú thart ....na mionsonraí go léir a fheiscint ar dtús agus ansin roinnt a chur faoi cheilt

Q

Bhuel sin just mo phointe féin toisc nach raibh fhios agam go raibh an rogha sin ann ach trí thionóisc agus gur bhrúas é agus toisc go mbainim úsáid as focal go minic ar bhonn aistriúcháin ceapaim go bhfuil geall leis gach rud atá ann úsáideach ar shlí amháin nó ar shlí le ach b'fhéidir i gcomhair mac léinn ag scríobh aiste nach bhfuil rótheicniúil nó duine éigin atá díreach ag iarraidh focal cainte a fháil ní bheadh siad in úsáid acusan.

O

D'fhéadfadh daoine an t-eolas a bhaint mura mbeadh sé uathu.

E

Bheadh an rogha an bealach eile timpeall

E

An raibh aon tuairimí eile agaibh faoi na meiteashonraí , ar thug sibh aon rud eile faoi deara, aon rud aisteach faoin suíomh nó b'fhéidir comparáid idir focal agus foclóirí eile ar líne. . An bhfuil aon rud eile a rith libh faoi na meiteashonraí ar focal i gcomparáid le suíomhanna eile?

O

Bíonn daoine ag féachaint air mar fhoclóir ...so dá mbeifeá á chur i gcomparáid le foclóirí eile tá rudaí nach bhfuil ann.....mar shampla stair an fhocail agus cathain ar cruthaíodh é ...cheapas nach raibh ann ach an foclóir as ar tháinig sé....so más mar fhoclóir a bheidh sé amach anseo bheadh sin úsáideach ach más foclóir téarmaíochta amháin a bheidh ann...bhuel níl uait ach an téarma

O

Is maith liom uaireanta é seo a bheith ar eolas ....nuair a bhíonn rud leadránach bíonn sé sin spéisiúil. Inniu d'fhéachas ar an difríocht idir whinge agus whine

P

Ní féidir liom féachaint ar shampla anois ....ach uaireanta ní bhíonn an focal ann mar gur gnáth-theanga nó teanga neamhfhoirmiúil atá ann agus níl sé ann....so níl gach rud ann agus bíonn ort é sin a chuardach in áit eile

E

Ach déarfadh an Coiste Téarmaíochta....bhuel is bunachar téarmaíochta é agus níl aon ghnó ag gnáth-chaint a bheith ann...ach tuigim go bhfuil an pobal á úsáid mar ghnáthfhoclóir ach an dóigh libh nuair a bheidh an foclóir nua Béarla Gaeilge ann, agus glacaim leis go mbeidh sé ar líne, mar chaithfeadh sé a bheith, an gcuirfidh sé sin stop le daoine *focal.ie* a úsáid mar fhoclóir ...

O

Má tá sampla úsáid do gach focal san fhoclóir nua chuirfeadh sé stop liomsa dul go dtí *focal.ie*. Mar más féidir a fheiscint.....

N

Uaireanta fiú san fhoclóir bíonn sé sin luaite i ngnáthfhoclóir....dá mba rud é go raibh sé sin. Is dócha go mbraithfidh sé ar cé chomh héasca is a bheidh sé an ceann nua a úsáid

O

An cuardach atá aige...má aibhsíonn sé an rud faoina bhun ní bheadh aon ghá agamsa dul go dtí *focal.ie* arís

E

Ach b'fhéidir do chúrsaí téarmaíochta do bheadh

O

Bhuel dá mbeadh gach rud curtha san áireamh acu sa bhfoclóir ní bheadh

N

Cad atá i gceist agat le cúrsaí téarmaíochta ..nach mbeadh sé sin i bhfoclóir?

E

Bhuel an rud atá i gceist le téarmaíocht ná go bhfuil a théarmaíocht féin ag baint le sainréimsí so do bheadh ciall eile iomlán ag focal éigin i réimse an dlí is a bheadh i réimse na healaíne ach is dócha sa ghnáthfhoclóir seans nach mbeadh le fáil ach gnáthfhocal atá sa ghnáthchúrsaíochta agus seans nach mbeadh

N

Ní cinn bheaga ní bhíonn mórán iontu siúd ach sna cinn mhóra ....bíonn gach rud

E

So tá tusa ag rá abair sa bhfoclóir nua dá luafaidís an réimse in aice ....dá mbeadh b'fhéidir focal agus réimsí luaite sa ghnáthfhoclóir bheadh sé sin dóthanach?

N

An t-aon difríocht a fheicfinn idir gnáthfhoclóir agus *focal.ie* ná go bhfuil sampla úsáide anseo

Q

Ach ana-chuid foclóirí tugann siad sampla úsáide chom maith, so braitheann sé ar an tslí a bhfuil an ceann nua á chur le chéile acu

N

agus is dócha go mbeadh teorainn leis an méid go bhfeadfá a chur i leabhar ach ní bheidh mórán teorann leis an méid is féidir a chur ar líne

E

agus is dócha nach mbeidh drogall ar dhaoine cur leis mar gur gnáthfhoclóir atá ann agus ní bheidh an smacht sin .....mar sa Choiste Téarmaíochta ní ach tríú nó ceathrar ag obair, ach dá mbeadh cead ag daoine saghas moltaí a chur faoi bhráid Fhoras na Gaeilge ,,,,seans go bhfásfaidh an foclóir nua

O

Is pointe ana-mhaith é a luaigh P níos luaithe mar gheall ar théarmaí a bheadh in úsáid sa ghnáthchaint i gcomparáid le rud a bheadh in úsáid in ábhar coimpléascach is dócha gur chóir go mbeidís sin ann, bhuel roinnt acu ar aon nós mar chéann tú go minic litríocht scríofa idir lúibíní agus bheadh sé úsáideach iadsan a bheith ann ar a laghad chun stop a chur leat dul sa treo san in áit é a lorg ...mearbhall a bheith ort dá bhféachfá ar an bhfoclóir agus mura mbeadh scríofa ach...ní thuigeann tú an comhthéacs .Ba chóir é a chur isteach chun a chinntiú nach féidir é sin a úsáid ach sa chomhthéacs sin.

N

Is dócha go dtreisiónn sé sin an pointe faoi na breis mionsonraí, má tá an t-eolas go léir os do chomhair úsáidfidh tú é. Más gá duit dul ag tochailt agus níos mó oibre a dhéanamh .....má tá tú faoi bhrú, úsáidfidh tú an rud is éasca a úsáid

O

Go háirithe má bhíonn an obair leadránach....

N

Más gá duit dul ag tochailt le haghaidh gach aon fhocal

O

yeah ...cupán tae eile



## Grúpa Fócais 5

E

An chéad cheist ná cad é an taithí atá agaibh ar na meiteashonraí in focal a úsáid. So chun é sin a léiriú tabharfaidh mé amach an sampla é seo d'iontráil ar focal agus b'fhéidir nach bhfuil sé chomh soiléir sin ach na meiteashonraí atá i gceist agam ná na píosaí eolais mar gheall ar an eolas, so mar shampla réimse eolais, spórt nó ceirdeanna nó abairmís do bheadh stair nó reiligiún. So sin an réimse eolais. An intreoir – feiceann sibh ar barr ansin tá 'ball' idir lúibíní, so an intreoir is saghas sainmhíniú atá ann, mar shampla leathshlí síos ansin tá 'cater for' idir lúibíní, an sainmhíniú má tá sé ann, mar ní gá go mbeadh sainmhíniú ann i gcónaí, nó an sampla úsáide agus ...yeah sin iad na meiteashonraí. An cheist arís ná cad é an taithí atá agaibh ar úsáid meiteashonraí agus an úsáideann sibh iad chun an bhrí a idirdhealú.

R

Níl aon sainmhíniú ann. Níl aon sainmhíniú i bhfocal, like. Ní bhíonn sainmhíniú ceart mar atáí bhfoclóir Béarla céard atá i gceist le seirbheáil agus feicfidh tú cur síos ar an rud atá i gceist. So ní dhéanann *focal.ie* sainmhíniú a chur ar fáil ar chor ar bith. Agus is tríd na meiteashonraí a fhaigheann tú amach an focal.

E

Bhuel uaireanta bíonn sainmhíniú ann. An bhfeiceann tú anseo tá dhá chnaipe leagan achomair agus breis mionsonraí. So má bhrúnn tú breis mionsonraí tugann sé ansin eolas breise ansin (á thaispeáint) – tugann sé sin an foclóir as a dtáinig an téarma agus sampla úsáide.

T

Ach ní sainmhíniú iadsan

E

Ní hea agus níl an iomarca díobh ann, ach tá roinnt sainmhínithe ann.

T

Ní foclóir atá ann. Is bunachar téarmaíochta atá ann. Sin an rud atá i gceist le *focal.ie*. Ní foclóir atá ann, is bunachar téarmaíochta atá ann.

R

Is foclóir é sa chaoi go dtugann sé an Ghaeilge ar an mBéarla.

T

Ach foclóir ceart míníonn sé céard atá i gceist ar focal. Má bhreathnaíonn tú focal suas i bhFraincis gheobhaidh tú cur síos ar an bhfocal agus céard atá i gceist leis.

R

Ach má fhéachann tú ar cheann Gaeilge Béarla nó Béarla Gaeilge, mar shampla an rud a tharlaíonn arís feicfidh tú 'jur' – má fhéachann tú mar shampla ar breitheamh tugann sé 'jur' agus tugann sé an briathar.

T

Ach ní thugann siad sainmníniú. Sainmhíniú is ea cur síos ar céard atá i gceist leis an bhfocal.

R

Ach má tá tú ag féachaint ar rud faoi leith, as Gaeilge, beidh sainmhíniú ag teastáil ach tá tú fós sa teanga chéanna. Ach i gcás go bhfuil téarma á lorg agat is aistriúchán atá á lorg agat níos mó ná sainmhínithe.

M

Bhuel bíonn sainmhínithe ann uaireanta, tá sainmníniú agus bíonn an sainmhíniú Béarla agus Gaeilge ach níl sé de réir a chéile

T

Agus faigheann tú saghas sainmhíniú ón gcomhthéacs. Má tá fhios agatsa go dtagann sé ó chomhthéacs faoi leith ansin tugann sé sainmhíniú níos fearr duit.

R

Tá intreoracha fíor-thábhachtach. Chun an focal a aimsiú.

E

An mbaineann sibh úsáid astu chun idirdhealú a dhéanamh? An dtugann sibh faoi deara go bhfuil sibh á n-úsáid?

T

Na hintreoracha ar dtús agus na samplaí úsáide tá siad fíorthábhachtach, go bhfeicfidh tú an comhthéacs ina bhfuil siad in úsáid.

R

Fiú má tá an focal ar eolas agam féachaim i gcónaí ar na rudaí sin le cinntiú go bhfuilim i gceart agus nach bhfuilim ag cur an fhocail mhícheart isteach. Yeah.

R

Sin é an fáth go bhfuil sé go maith mar toisc gur foclóir teicniúil atá i gceist agus den chuid is mó nuair atá aistriúchán á dhéanamh agamsa is doiciméid theicniúla atá á n-aistriú agus dá bhrí sin tá an comhthéacs an-tábhachtach agus is minic go háirithe más dlí atá i gceist, ní dlíodóir mé so tá mé ag brath ar na rudaí sin le cinntiú go bhfuilim i gceart agus b'fhéidir nach bhfuil na téarmaí ar eolas agam as Béarla fiú. Tá úsáid faoi leith i mBéarla agus is dócha go bhfuil úsáid faoi leith i nGaeilge, so

tá siad fíorthábhachtach, domsa ar aon nós. Bhuel is breá liom iad a léamh chomh maith mar tá siad an-spéisiúil. Tagaim ar rudaí agus bainim taitneamh as iad a léamh agus caillim go leor ama ag léamh go dtí deireadh an liosta.

E

So, téann tú go dtí deireadh an liosta an dtéann?

R

Téim

E

An dtéann gach éinne go dtí deireadh an liosta?

D'aonghuth: Ó téann (gach duine ag aontú).

E

Tá sibh ana-chríochnúil.

R

Bhuel is breá liom foclóirí a léamh ar aon nós, b'fhéidir go bhfuilim ait.

E

Seo sampla eile ón mbitheolaíocht. (á dtabhairt amach) ag trácht go sonrach anois ar na réimsí. An réimse – an bhitheolaíocht agus na foréimsí. Feiceann sibh ansin an t-ordlathas bitheolaíochta atá ann, fucus an ceann deireanach. Tugann sé sin na foréimsí agus na fo-foréimsí don mhór-réimse bitheolaíocht. Ach an cheist atá agam oraibhse. So tá sibh ag rá go ginearálta na réimsí, mar shampla spórt nó dlí go ndéanann sin idirdhealú ar na téarmaí daoibh agus tá sin intuigthe agus go breá, ach abair an t-eolas breise seo, mar sin dá dtabharfaí an réimse bitheolaíocht duit agus abairmís go raibh focal eile fucus i réimse an dlí mar shampla, an dtugann sé níos mó cúnaím daoibh go bhfuil na foréimsí seo sa bhreis ann nó nach dtugann. An leor b'fhéidir bitheolaíocht nó an dóigh libh go bhfuil na foréimsí, an t-ordlathas atá anseo mar shampla, úsáideach. Mar shampla ar an leathanach eile tá an iontráil 'serve' agus ansin tá an dara ceann ansin 'spórt >liathróid láimhe>teicníc agus bearta' sin ordlathas spóirt ansin. Mar sin, an rud céanna, an gcabhraíonn sé libh go bhfuil na foréimsí breise sin ann nó an leor spórt don obair a bhíonn ar siúl agaibhse.

T

Tá sé ina chabhair, na réimsí sin domsa anyway.

E

An dóigh libh go bhfuil sé iomarcach mar eolas?

T

Ní tada iomarcach.

S

Níl aon rud iomarcach. Bíonn sé sin agat agus bíonn foclóir x agat agus bíonn foclóir y agat agus bíonn tú ag ...

T

Is é ceird an aistritheora ná focal ceart a fháil agus tá rogha b'fhéidir 5 nó 6 fhocal a úsáid ach bíonn tú ag cuardach an ceann is fearr agus is cruinne , mar sin dá mhéid eolais atá ann is ea is fearr.

R

Ní úsáidfinn na cinn sin i gcónaí, ach uaireanta má rud an-teicniúil ag teastáil bheadh siad sin úsáideach. Sa ghnáthúsáid, no ní úsáidfinn iad ach táim sásta go bhfuil siad ann mar uaireanta tá gá leo.

E

Agus an cheist eile atá bainteach leis sin ná an gcuireann sé as daoibh go mbeadh an t-eolas go léir seo ar an scáileán. Tuigim go bhfuil sibh ag rá nach bhfuil aon rud iomarcach mar dá mhéid eolais is ea is fearr, ach an bhfuil pointe ag a n-éiríonn an t-eolas iomarcach sa mhéid go gcaithfear scrolláil anuas ar an scáileán.

S

Ní déarfainn é.

T

I gcás na feamainne ansin, dá mbeadh mise ag aistriú leabhar scoile eolaíochta, tá sé ann dom i líne amháin an t-eolas go léir, ní gá dom scrolláil siar nó suas nó síos.

R

Tá aithne agam ar dhaoine agus úsáideann siad *focal.ie* agus deireann siad go bhfuil an t-eolas iomarcach ach ní bhíonn siad ach ag lorg rud tapa agus níl siad ag obair mar aistritheoirí mar sin tá siad ag úsáid *focal.ie* mar fhoclóir.

S

Ach tá sé i bhfad níos fusa tosú agus dul le *focal.ie* ná tosú le foclóir agus níl tú cinnte an bhfuil an litríú ceart agat agus ansin caitheann tú ...tá sé i bhfad níos fusa dul isteach agus cnaipe a bhrú agus tá sé agat.

T

Ach ní foclóir é.

S

O yeah, tá's agam ach an dtuigeann tú

R

Agus chomh maith leis sin tá sé dírithe ar dhaoine le Gaeilge, so mura bhfuil Gaeilge agatsa ansin b'fhéidir go gcuirfeadh sé mearbhall ort leis an méid eolais atá ann.

S

Faigheann daoine gan Ghaeilge an-deacair é é a úsáid.

R

Cinnte.

E

Úsáideann siad focail sa chomhthéacs mícheart, an ea. Ní fhéachann siad fiú amháin ar an réimse.

R

Ach déanann siad é sin le gnáthfhoclóirí. Tarlóidh sé sin. Ach ní chiallaíonn sé sin gur cheart duitse eolas a bhaint amach as *focal.ie* Tá sé níos deacra mura bhfuil caighdeán líofachta réasúnta maith agat.

E

Go háirithe is le haghaidh aistritheoirí é nó a leithéidí mar go bhfuil téarmaíocht i gceist. Bíonn daoine ag gearán go bhfeiceann siad aistriúcháin timpeall na háite agus gur léir gur ó *focal.ie* iad. Mar go n-úsáideann daoine téarma i ngnáthchomhthéacs nár chóir.

R

Is dócha go roghnaíonn siad an chéad rud agus go gcuireann siad isteach é.

T

Ní bhreathnaíonn siad ar na leideanna nó na teoracha.

R

An ceann is fearr dá bhfaca mé riamh ná 'the criminal justice system' agus 'an córas breitheamh cóiriúil' nó rud éigin mar sin. Bhí mé ag smaoineamh cén fáth a ndearna siad é sin agus d'fhéach mé ar an bhfoclóir agus an chéad cheann ann ná 'the chief justice' so 'breitheamh' ach a mhalairt a bhí i gceist, bhuail braitheann sé cén tuairim atá agatsa ar dlí. Má chuireann tú an chéad cheann isteach bheul yea, ach níl tú freagrach as an úsáid a bhaintear as.

E

An chéad tasc eile (ag tabhairt amach na bileoga) cuir na meiteashonraí seo in ord tosaíochta/tábhacha, cuir 1-6 ansin taobh leo. Dá mbeadh oraibh, chun a bhrí a idirdhealú ó théarmaí eile, cad a bheadh níos úsáidí an réimse nó an intreoir nó an sampla úsáide agus mar sin de.

T

Agus nuair a deir tú sainmhíniú an mbíonn an sainmhíniú sin i mBéarla nó i nGaeilge.

E

Bíonn sé dátheangach nuair a bhíonn siad ann, níl mórán díobh ann. Ach cuireann siad isteach iad uaireanta agus bíonn Béarla agus Gaeilge ann.

T

Bheadh sé ar fheabhas dá mbeidís ann i nGaeilge. Sin a bhíonn á lorg agamsa i gcónaí míniú Gaeilge ar fhocal Gaeilge.

E

Tá géarghá le foclóir Gaeilge-Gaeilge.

E

(tar éis dóibh an tasc a dhéanamh). So cad é an ceann is tábhachtaí? De ghnáth bíonn gach éinne éagsúil maidir leis an gceann seo. Tá sé ana-shuimiúil ní bhíonn sé de réir a chéile.

S

Déarfainnse an réimse eolais agus na téarmaí gaolmhara.

E

Téarmaí gaolmhara – yeah – mar go bhfuil focal eile ag gabháil leis agus cuireann sé sin i gcomhthéacs é.

S

Cuireann sé an ceann ag imeacht.

E

Ní smaoiníonn daoine i gcónaí ar na téarmaí gaolmhara mar áis chun idirdhealú a dhéanamh.

T

Sainmníniú dá mbeadh sé ann. Uimhir a dó téarmaí gaolmhara, réimse eolais uimhir a trí, intreoir uimhir a ceathair, agus foclóir as a dtáinig ar deireadh.

R

Úsáidim foclóir as a dtáinig mar an chéad cheann. Bhaineas an-fheidhm as na foclóirí crua nuair a bhí mé ag obair ar dtús sular raibh *focal.ie* ar fáil agus mar sin bhí sé de nós agam...

E

Tá na foclóirí go léir agam sa bhaile. Tá cinn áirithe níos fearr ná cinn eile.

R

O yeah tá tá

E

Bheadh fhios agat dá dtiocfaidís as an bhfoclóir eolaíochta tá sin go maith

R

Tá sin go maith

E

Ach foclóirí eile bíonn focail aisteacha iontu agus ní bhaineann siad go sonrach leis an réimse sin.

R

No agus just samplaí úsáide uimhir a dó, réimse eolais uimhir a trí agus téarmaí gaolmhara uimhir a ceathair.

E

Fiú amháin i measc triúir tá siad éagsúil.

R

Braitheann sé uaireanta ..bíonn an t-eolas difriúil chomh maith. Bíonn sé leagtha amach go difriúil ag brath ar an bhfocal féin agus uaireanta seasann rud amháin amach agus níl sé mar an gcéanna i gcónaí. So uaireanta tá an réimse eolais níos tábhachtaí ná an foclóir as a dtáinig sé so braitheann sé.

E

Mar sin tá tusa ag brath ar do thaithí go pointe áirithe mar go bhfuil taithí agat ar an bhfoclóir sin.

R

Chomh maith leis sin, ní bhíonn ach rud nó dhó le fáil nuair atá focal á lorg agat agus uaireanta eile bíonn leathanaigh i ndiaidh leathanaigh ann, mar sin braitheann sé ar an méid eolais atá ann agus chomh maith leis sin agus cad a sheasann amach an uair sin. Níl fhios agam an bhfuil modh oibre amháin agam leis sin i ndáiríre. Agus má tá teideal á aistriú agam nó má tá focal aonair nó má nath cainte bím ag lorg rudaí difriúla ansin mar má tá sampla úsáide ann má tá teideal i gceist mar go bhfuil seans go bhfuil sé aistrithe cheana féin, so sin atá á lorg agam. Agus mura bhfuil go leor eolais agam ar an réimse é féin, bíonn an réimse eolais agus an foclóir an-chabhrach mar ciallaíonn sé sin go bhfuil sé i gceart agus go bhfuil an comhthéacs ceart agam. Mar sin braitheann sé ar an eolas atá agam féin agus an rud atá á aistriú.

E

Ceist eile ná ar chuir meiteashonraí riamh amú tú nó an bhfuil aon rud a bhaineann leis na meiteashonraí a chuireann as duit ar focal., mar shampla, samplaí dá mbeadh an iomarca réimsí le

téarma, abairmís go raibh ceithre réimse, dá mbeadh spórt, gnó, leigheas, ceol, nó mura bhfuil aon réimse le téarma.

T

Níl sampla agam, ach uaireanta táim cinnte ní aontaím ..tá focal curtha isteach i réimse áirithe agus táim ag rá liom féin an bhfuil sin ceart nó níor chuala mé riamh an focal sin sa chomhthéacs sin, so nílím cinnte an bhfuil siad i gcónaí ceart.

E

cad faoi coincheapa nach bhfuil aon réimse leo, an mbíonn drogall oraibh iad a úsáid?

T

Yeah – is dócha go dtugaim údarás do *focal.ie*, má tá sé in *focal.ie* glacaim go bhfuil údarás leis agus mura bhfuil réimse eolais leis nílím cinnte agus rachadh mé áit éigin eile, sa chorpas bainim an-úsáid as sin corpas comthreomar Gaeilge Béarla le go bhfeicfidh mé an bhfuil an focal seo in úsáid sa chomhthéacs seo.

E

So, abair má tá réimse seans nach rachfá go foclóir eile, ach má tá réimse leis ghlacfa ok tá sin i réimse an dlí abair ach mura bhfuil aon réimse bheadh ort dul in áit éigin eile.

T

Yeah chun seiceáil.

E

Ach do bheifeá sásta glacadh leis an rud a déarfadh focal go ginearálta

T

I suppose go bhfuil muinín agam ag an am seo, go bhfuil muinín ag go leor daoine in *focal.ie* go bhfuil na réimsí ceart.

R

Is féidir an milleán a chur ar *focal.ie* má thagann aon duine ar ais chugat agus a rá níl sin an focal sin ar eolas agam....ach fuair mé é ó *focal.ie*

T

Ach uaireanta tá tú ag plé le rudaí agus déanann tú aistriúchán ar rud....Níl sé foirfe tá

R

Agus níl gach focal ann ach oiread ...an-chuid focal nach bhfuil ar fáil, ach leis na samplaí agus leis na doiciméid óna dtagann siad agus a leithéid you know de ghnáth bíonn tú in ann rud éigin a bhaint as



agus b'fhéidir nach bhfuil tú céad faoin gcéad faoi ach tá tú fós nócha faoin gcéad agus bíonn ort é bheith déanta faoin spriocdháta.

E

Sin cuid den chúis gur iarras an bhfuil an iomarca eolais ann mar bíonn ort scrolláil síos agus go mb'fhéidir má tá tú faoi dheifir.

T

No, ní féidir an iomarca a bheith ann. Tá sé i bhfad níos measa nuair nach bhfuil ach rogha nó dhó ann agus níl tú róchinnte faoi cheann acu agus b'fhearr liom go mór

R

Uaireanta tar éis na leathanaigh go léir a léamh agus tar éis féachaint ar na doiciméid as a dtáinig siad ,fós táim ag lorg níos mó eolais agus bíonn na príomhrudaí ag an tús, agus más mian leat glacadh leo tá sin alright, ach más mian leat is féidir leat dul ar aghaidh. Ní gá duit an t-eolas go léir a úsáid mura bhfuil sé ag teastáil uait.

T

Agus tá sé cruthaithe má tá go leor leor roghanna síos tá sé in ord aibítire agus mar shampla má tá dhá fhocal agus sa ghinideach i bhfrása amháin agus san ainmneach i bhfrása eile, tá tú in ann na samplaí a fháil éasca go leor.

E

Mar sin tá an comhéadan éasca a úsáid?

R

Control find a dhéanamh. Úsáidim é sin agus ansin tugann sé na roghanna agus téann sé tríd gach ceann so tá sé sin an-chabhrach . Má tá rud eile ag dul leis an bhfocal sin, cuireann tú an dara focal isteach agus laghdaíonn sé sin an obair mar sin agus léimeann sé go dtí gach rogha agus ní gá duit iad go léir a léamh.

T

Agus uaireanta faigheann tú amach rud nua nach raibh fhios agat cheana agus léann tú rud agus deireann tú ó ní raibh sin ar eolas agam cheana.

R

Sin an phríomhfhadhb go bhfuil tú ag léamh an méid sin agus ag baint taitnimh as

S

Ó sea cur amú ama agus cuireann

E

An bhfuil an t-am agat é sin a dhéanamh?

R

Bhuel níl ach fós bíonn tú ag ligean ort go bhfuil tú ag obair.

T

Ná gearr amach aon rud

E

Agus an cheist dheireanach – baineann sé leis sin, leis an méid eolais atá le feiscint. Na cnaipí sin ag an mbarr leagan achoimre agus breis mionsonraí. Má bhrúnn tú breis mionsonraí léiríonn sé eolas sa bhreis. Féachaimid air seo go tapa. (á oscailte ar an ríomhaire).

T

Cad é an default – compact version an ea?

E

Sea ....(á thaispeáint dóibh).

T

An féidir socrú a dhéanamh ar do ríomhaire pearsanta go n-osclódh sé ar bhreis mionsonraí i gcónaí agus d'aistritheoirí eile.

E

Ní fheadair.

T

Mar déanaimse dearmad breis mionsonraí a bhrú

R

Is dócha go gcuireann sé sin as go mór do dhaoine

T

Yeah ach go mbeadh an rogha ag daoine, you know preferences go mbeadh tú in ann socrú duit féin , gur mhaith liomsa an t-úsáideoir seo go n-osclódh sé ag breis mionsonraí agus go mbeadh tú in ann é a chasadh air nó a chasadh as mar default. Because ní cuimhin liomsa ...déanaim dearmad go bhfuil an rogha ann.

E

So, in bhur dtuairim ar chóir gurb é an default breis mionsonraí?

R

Gur féidir leat an rogha a dhéanamh tú féin agus go sábhálfadh do ríomhaire é.

T

Yeah mar preference

E

Ach an dóigh libh don phobal

T

No, chuirfeadh sé as dóibh

S

Yeah do na daoine seo a bhíonn á úsáid díreach mar fhoclóir chun focal amháin , má thugra an iomarca dóibh beidh sé ina rí-rá ceart, ina mishmash ceart mar a deirimid

T

Níl sé an-feiceálach, Dá mbeadh rud a dhúiseodh tú chun go ndéanfá an rogha. Tá sé níos fearr go mbeadh sé ar bhreis eolais duit ón tús. Rud éigin a mheabhródh duit an rogha a dhéanamh

R

Ní úsáidim breis mionsonraí in aon chor, just leagan achomair an t-am go léir

E

Cad faoi na foclóirí as a dtagann sé, ní thaispeántear sin sa leagan achomhair.

R

An ea?

E

(á thaispeáint) Ní fheada

R

B'fhéidir go bhfuil sé ar siúl agam

T

Ach sa bhunachar féin an bhfuil an t-ordlathas sin sa bhunachar , (ag tagairt don ordlathas bitheolaíochta sa tasc a thug mé dóibh) an bhfuil áit sa bhunachar don ordlathas sin?

E

Sa chomhéadan príobháideach tá. Dhein bitheolaí obair ar na ordlathas áirithe sin bhíodh sé ina mhúinteoir scoile agus bhí na téarmaí go léir cheana féin sa bhunachar bhí siad go léir cumtha cheana féin ag an gcoiste ach chuir seisean iad isteach san ordlathas.

R

Cad as a dtagann na focail, an coiste téarmaíochta is mó?

E

Is ón gcoiste téarmaíochta a thagann gach rud. Baineann an t-ábhar leo, ach amháin an ghluais ag an deireadh a bhaineann le tithe an oireachtais, le rannóg an aistriúcháin. So nuair a bhí an bunachar á chruthú cuireadh isteach na téarmaí go léir as na foclóirí agus as aon dréachliostaí a bhí déanta ag na fochoistí – na fochoistí teicniúla.

T

Agus focail nua

E

Nuair a chuirtear fiosrúchán isteach go dtí an coiste téarmaíochta cuireann siad freagra agus bíonn cruinnithe ag an gcoiste téarmaíochta gach sé seachtaine nó rud éigin agus bíonn liosta acu agus bíonn orthu an liosta sin a cheadú ..é a phlé nó é a cheadú.

R

So nuair atá le faomhadh scríofa an bhfuil tú ag rá go bhfuil freagra air sin tar éis sé seachtaine.

E

Bhuel níl fhios agam, tá easpa foirne ar na gcoiste agus bíonn na fochoistí ag obair go deonach . Is saineolaithe i réimsí eile iad agus bíonn Gaeilge acu. Ach le faomhadh, seans go mbeadh sé le faomhadh ar feadh bliana. Ach an sórt sin ruda a bheadh i gceist, beidh sé le cur faoi bhráid na bhfochoistí nó pé rud. Ach baineann an t-ábhar go léir leis an gcoiste. Ní bhíonn éinne eile ag cumadh téarmaí.

T

ach nach mbíonn líne chabhrach ann i mbun aistriúcháin tá tú in ann ríomhphost a chur chucu agus faigheann tú freagra ar ais laistigh de lá.

E

Bíonn Fiontar ag plé le heagarthóireacht, má bhíonn an litriú mícheart nó má bhíonn an inscne mícheart nó rud éigin mar sin, ach an téarma féin chun téarma chruthú is an coiste téarmaíochta a dhéanann é sin. Tá dualgas dlíthiúil go pointe orthu é sin a dhéanamh

T

Agus an rud a chuireann as dom le faomhadh, níl tú cinnte an ceart dom an focal sin a úsáid.

E

Bhuel má tá sé curtha in airde acu in aon chor caithfidh go bhfuil siad sásta go leor ach go gcaithfear an tic a chur leis.

T

Ach don aistritheoir dá mbeifeá ag plé le téacs dlí.

E

Má tá rogha ann, ná roghnaigh an ceann le faomhadh.

Sin é bhfuil aon rud eile le rá agaibh mar gheall ar na meiteashonraí. An bhfuil aon smaointe agaibh féin faoi úsáid na meiteashonraí?

R

Bhíos ag smaoineamh ar fhoghraíocht. Ceann de na deacrachtaí atá ag daoine atá ag iarraidh dul i dtaithí ar theanga ná an fhoghraíocht agus fiú daoine le Gaeilge an-mhaith má thagann siad ar fhocal nua amach is amach agus mura bhfuil siad an-féinmhuiníneach as na rialacha foghraíochta b'fheidir nach mbeadh siad sásta focal nua a úsáid agus bhíos ag smaoineamh an bhfuil aon b'fhéidir go mbeadh sé go maith dá mbeadh foghraíocht ar fáil do chuid de na focail.

E

Mar eolas breise

T

Nó céard faoi san fhoclóir nua tá comhaid fuaime leis. Agus in abair.ie tá sé déanta ag meaisín.

R

Fiú International phonetics

E

Gan amhras baineann sé le hacmhainní a bheith ar fáil

R

ach is rud ana-mhór é chomh maith.

E

Ar shlí ba mhaith linn dá mbeadh an téarmaíocht sa chúrsaíocht mar bheadh sé go deas dá mbeadh mar atá lucht an Bhéarla in iúl ar théarmaíocht mar gur cuid den ghnáthchaint a lán den téarmaíocht ach bheadh sé go deas...

R

Tá na canúintí ann, ach is féidir foghraíocht chaighdeánach a dhéanamh

E

Yeah tá an 'ch' nó pé rud

R

Yeah, ach fiú tá sé déanta leis an bhfoclóir an ceann ....an foclóir beag, ach sin an t-aon cheann. Ach go háirithe do dhaoine atá ag foghlaim agus an téarmaíocht atá acu a leathnú amach. Agus déanann tú dearmad mura bhfuil an riail agatsa, tá sé just agat ar an gcluas agus nuair a thagann tú ar fhocal eile atá cosúil leis, uaireanta ní aithníonn tú go bhfuil siad mar an gcéanna ó thaobh foghraíochta de. So 'dh' i lár focail nó rudaí mar sin.

E

Is smaoineamh é mar ní bhíonn daoine ag smaoineamh ar an téarmaíocht mar fhíorthanga, ach is ea agus ba chóir go mbeadh sé in úsáid i réimsí ar leith

T

Bheadh sé conspóideach ó thaobh canúintí de, bheadh ort na trí

R

D'éirigh leo é a dhéanamh sa bhfoclóir sin so bheifeá in úsáid bunús a bheith agat

S

Ach i measc muintir na Gaeltachta má thagann téarma aníos ní thabharfaidh siad siúd ...úsáidfídh siad as Béarla é agus sin sin

R

Yeah tá aithne agam ar fhear sa Spidéal agus bíonn na comharsana ag magadh faoi mar deir sé .....úsáideann sé na téarmaí cearta agus bíonn gach duine ag magadh faoi ...

E

Bheadh cúpla tráchtas PhD i gceist chun foghraíocht a chur leo

S

Agus cúpla bliain agus cúpla duine ag obair leo

R

N'fheadar an fiú é a bheith mar áis just na rialacha foghraíochta a chur in áit éigin leis ní gá duit é a chur le gach focal ach go mbeadh sé ar fáil ann

E

Na deirí nó na réimíreanna nó

R

Just rudaí cosúil le aghaidh tá sé sin an-ait go bhfuil an ‘dh’ ann agus go bhfuil ....

E

Smaointe maithe iad seo a mbeadh

R

Fadhb eile atá agam ainm.ie is foclóir daoine atá ann, seachas foclóir d’ainmneacha agus téann a lán daoine ann chun ainm a aistriú

S

Caithfidh mé a admháil nár úsáideas riamh é

E

An dóigh leat go gcuireann sé amú daoine

R

Yeah ceapann siad gur féidir ainmneacha daoine a aistriú gur féidir leat

R

Agus leis na logainmneacha arís téann daoine chuig an suíomh sin ag lorg an Béarla atá ar rud, faigheann tú samplaí de na logainmneacha ach ní bhfaigheann tú cad is brí leo, más mian leat fiú rud a aistriú go Gaeilge ní fhaigheann tú an t-aistriú uaireanta.

T

Maidir le téarmaí gaolmhara, an bhfuil an bunachar in ann nasc a dhéanamh le synonyms nó chomhchiallaigh

E

Tá an áis sin sa bhunachar ach níl an obair déanta. Bheadh obair phraiticiúil le déanamh ag éinne chun iad a cheangal.

# Appendix D: Focus Group Transcript

## Translations

### Focus Group 1

A

Domain. I guess it has to do with a word being in one domain or another, if you can make out which domain a word belongs to – for example finance as opposed to military, I guess you can then choose that word. I wonder do other things relate to the domain as well. A word in usage and a word not in usage, I'm not so sure about that. Yes I suppose that has something to do with the domain as well. I wonder is there such a thing as a higher register domain and a lower register domain. That's an opinion, but in the form of a question.

C

I suppose I agree with what x has to say. The domain name is a kind of label, you use one word in one domain, for example in constitutional law. Certain words are used that you wouldn't use in normal conversation.

B

Is helps with clarification – for sense disambiguation. 'Child' for example – does this mean someone under 18 or a regular child. If you had 'constitutional law' (as a domain label) with this word....

A

Going from the general to the specific. The domain helps me to choose a word in that particular context. I write about sports and anytime I need a term I always look at the sports' domain name especially if it relates to the particular sport I'm writing about agus also when I'm doing my work for IATE. But with general things I suppose I don't need to be that careful and I have focal for support and usually the information is clear.

E

You wear 2 hats?

A

Sometimes I don't bother with the domain and I use focal when I'm working in general terms and when I'm working on some specific area I use the domain.

E

As an expert would you be much more careful ?

A



If I choose to write about a particular topic, be that in sports or not, 'refugees' for example, just giving you an example I was working on recently, I definitely refer to the domain name but when it's for myself I'm looking for the information I don't heed the domain name.

B

When I'm teaching I need to tell the students to look at the domain name as they often just choose the first term in the entry and they don't look at the domain name at all.

I'm reluctant to use a word if there is only one (very specific) domain name assigned to it. I am reluctant to use it in another specific domain.

B

I agree with x.

E

Has a domain name ever led you astray?

C

For example, today's 'term of the day' Sat Nav. Although the Irish equivalent 'loingseoireacht satailíte' was there it wasn't clear from the Irish whether it was a verb or a device seeing as there was no domain name with it. No intro even. When I'm reviewing a term for the arts dictionary I very often look at the domain name. If the domain name wasn't there I would be reluctant to use it.

Another example is 'normal' the difference between 'normalach' and 'gnáth' – I was guessing that it would be 'normalach' in the case of mathematics. With other things it would be very obvious, words like telephone.

B

Regarding entries without a subject-field label the LSP dictionaries from which they came don't help because there are too many dictionaries listed unfortunately.

E

Question 3: How useful are the domains which have subdomains listed with them? Does this information help you e.g. (a) as an expert (b) as a regular user ?

A

It depends on how prominent it is on the screen. I don't know that I actually go looking for the subdomains.

E

As a sports expert for example?

A

One of the most difficult words used in relation to sports is the word 'tackle'. In a case like that I'm always trying to go that bit farther. 'Rinne sé 'taicil' mhaith leis sin' although the word taicil in Irish has to do with fishing. But I have seen and heard it used in the context of a football game for example. So I suppose if I need to be very accurate I would look at the subdomain. But in the case of 'concertina' does it have the subdomain 'traditional Irish music' assigned to it rather than just 'music' as a domain label. Is there a difference between fiddle and violin. Does one play the fiddle or the violin? Isn't there an understanding in English that 'violin' is associated with classical music and 'fiddle' is associated with traditional music? This difference isn't as evident in Irish.

D

I'd say I would go to another source.

B

I'd go to Google.

A

I had the term 'configuration' this morning and it was obvious from the term that it had to do with finance or I understood it to be from that domain. 'Cumraíocht' is the term for it in focal but the domains assigned to that are 'computing' and 'astronomy' and as X said earlier, can one use 'cumraíocht' in other domains as well if the domains linked to it are that specific. Was I allowed to use it in the finance domain? It is mentioned specifically in focal. What I did was to leave 'cumraíocht' as it was. But I did send a query to An Coiste Téarmaíochta to get approval for its use in this domain.

Would you mind explaining 'intreoir. (*The researcher then explained Intreoir*).

E

Question 6: If there were only one of the following with a term which order of importance would you put them in? Definition. Intro, domain label, usage example and if you didn't have domain label which is the next most important in your opinion.

Question 7: If you had to choose two.

A

With the intro sometimes it's hard to make out the meaning and this upsets me sometimes because I have to distinguish between 'bainistiú' and 'bainistíocht'. 'Ag bainistiú' and 'ag bainistíocht' I mean really! It's not always clear what the intro is trying to tell me.

E

Question 8. Is there a point at which there is too much extra information available about the terms?

A

It's never too much. It would be great if every type of extra information were available.

B

I agree with that.

A

In my opinion the usage example is extremely important because sometimes we are dealing with an unusual word agus you want to find out how to use that in a sentence. Which verb goes with that word? Sometimes that information is available in EID and FGB, that's why I have so much respect for the legislation because you can see how a word is used in a sentence or used in a sentence more than once. In a way you are very cruel asking us to choose 2 out of 4. Because I think that we need all this kind of information...but I guess it creates a lot of questions too.

D

I think all this extra information can slow you down. I'm not all that fond of definitions because sometimes you might have 'beartas' in the definition, but then focal is telling you to use 'polasaí'.

B

Too much information would be great if it were all consistent.

D

There are too many subdomains in focal. For example the sports dictionary:

spórt>liathróid>liathróid láimhe>bearta agus teicníní (sports>ball>handball>techniques and tactics).

## Focus Group 2

E

What understanding do you have of what a subject-field label is?

F

I would think it's a kind of category, so terms or concepts are in different categories or different spheres and that's what they are – to distinguish between different domains.

G

Distinguishing and to categorise it I suppose. Sometimes the same term is there so that you can distinguish and have the correct understanding.

H

It breaks up knowledge into different parts, structure.

E

Question 2: As a user of subject-field labels, what experience do you have of using subject-field labels and how do you mostly use them?

F

To confirm that I have chosen the correct term or to confirm that it is in fact what I had in mind, the correct one. Say when I was writing my thesis I had to search for terms in a particular domain. So the subject-field labels were very useful when I was searching for a particular term, since all the terms were categorised or grouped together – that's another use I had for them. But mostly I use them to confirm that I have chosen the correct concept.

I

I never used the subject-field labels when I was doing my masters but I use them now.

E

This is interesting, when you started working in a certain place, you needed some training about how to use them. Maybe then a lot of the public users of focal don't use them at all.

F

I know focal is a termbank but isn't the same thing happening with other dictionaries too? Dictionaries have subject-field labels too.

G

When I was doing legal translations I used the subject-field labels, but when I was doing general translations I didn't go to the subject-field labels, I went to the related terms – for general terms.

E

So then, as an expert you used the subject-field labels although you were an expert in that field already (this translator/terminologist had a legal training background). But when you used terms in another you didn't consult the subject-field label, you were using the subject-field label to confirm what you already knew?

E

Question 4: How useful are the subdomains?

F

I suppose there would be quite a few terms in the same domain. If I were translating a document in a particular domain they would be useful .

E

Sure. There is no doubt that the more information the better in a specific subject area, but how useful do you think these subdomains are for the general user? Would you go searching for information on the internet?

F

Related terms – what kind of ball is it, for example .

E

Do you think the reason this is too much for you is that there is too much on the screen?

G

Why have they been separated, different types of balls for example, in the sports dictionary. There are too many subdomains in the sports dictionary.

F

Maybe it's because sports is an area that people would be familiar with anyway.

E

How useful are the other metadata? If you had to choose a few, in what order of importance would you place them?

F

Before I go to the subject-field labels I always go to the extra glossary from Rannóg an Aistriúcháin.

H

Intro, subject-field label.

F

Subject-field label and intro.

G

Subject-field label and usage example.

E

Is there a point at which the information displayed is too much? Or does it become more helpful?

Would you consult the LPS ?

H

That can be helpful .

G

If there are too many definitions etcetera and if there are a lot of senses under the one entry to disambiguate it would be difficult to choose the correct one immediately. Too much information while I am translating. Definition in English and in Irish etcetera. The usage example is more useful than the definition, because the definition is given in English and in Irish too.

E

So you're saying that too much information can slow you down. If someone weren't in a rush maybe?

I

Maybe if you could tab and look at more information.

E

If there the information were presented in layer, which had to be clicked on to reveal more information?

F

I don't know whether I should mention this but a lot of the public have contacted us here in focal and suggested that we hide some of this extra information. In questionnaires that came back about focal, seeing as everything in on the same screen instead of the user being able to open things. So that things could be opened.

G

Translators do complain to us, that it is too much information.

F

But I suppose it depends on the domain. If it's a straightforward domain the extra information is too much, but if the domain is very technical, the more information the better.

E

In a way the concept is there already.

F

Maybe it depends more on the layout of the website on the page.

E

Has a subject-field label every led you astray? Say, a concept having no subject-field label, or the subject-field label being too specific?

F

I suppose when that happens I go to Google or if the subject-field label is too specific I do some more research on the domain myself.

E

And does it bother you if there is no subject-field label ?

H

If a subject-field label is too specific people are reluctant to use it in another domain , for example geography because there used to be seven or even nine subject-field labels with some concepts and now there are only a few. For example you used to have 'computing' and 'religion' with a lot of concepts, but when there is only one I am reluctant to use the concept.

E

The arts dictionary. Some of the problems mentioned by x. Subdomains – you have decided on three levels.

How many subdomains would be useful? Visual Arts – Painting– Tools – Paint. Example: Action painting (*and reading out the definition*). Would you go further than the three levels of a hierarchy? If you had to translate something in the field of art, do you think amharcealaíon and péintéireacht 3<sup>rd</sup> level or 4<sup>th</sup> level would be useful too ?

F

If you didn't have that definition but if you had the third level of the hierarchy 'techniques' that would be helpful. Then I could go in and check techniques.

F

'Painting' would be too general .

E

Would an intro be more useful than a 3<sup>rd</sup> level of the hierarchy?

H

An intro is fine if you have a few terms. But when you have just the one term you would have 'technique' as an intro.

F

If you had a 3<sup>rd</sup> level 'techniques' you could create lists and then maybe instead of having the 4<sup>th</sup> level of the hierarchy you could add an intro at that stage.

E

So then three levels in a hierarchy is good?

E

How useful would those subfields be under other subject-field labels at a higher level in the hierarchy?

F

As useful, I think.

G

I would agree with that.

H

Me too.



### Focus Group 3

E

Firstly, I'd like to ask you what experience you have of using metadata in *focal.ie*. To show you what I mean by metadata I'll hand you out these (*handing out pages*). What I mean by metadata is the information about the data, the extra details on the interface that tell you about the term. For example, you have the subject-field label, if you look there halfway down this page you will see for the entry 'freastail' and above it is written 'spóirt'. That's the subject-field label – the domain that the term belongs to. That's the subject-field label. And then there's the intro, the word in brackets, for example 'be a soldier, 'deliver a legal document'. it's a kind of definition. The third type of metadata are the usage examples. A usage example is an example of the term in a sentence, in context. If you look at the sheet you will see 'the police officer served a summons, sheirbheáil an póilín toghairm' and then sometimes there is a definition. Other metadata include the source LSP dictionary. Very often translators have had previous experience using those dictionaries.

K

Yeah, people recognise them.

E

For example some people would be of the opinion that the Fiontar Dictionary is very good but in other dictionaries there were many general terms thrown in. Look here at the site. This button 'leagan achomair' and 'breis mionsonraí' (*showing the participants 'compact version' and 'more details'*). The 'extra details' button will show the definition and the source dictionary, in this case the 'business dictionary'

K

Yeah, I didn't know until recently about that. I didn't click on it until recently.

L

I never spotted that – isn't that terrible.

E

They have kind layered the extra information.

L

So there is more information available?

K

Where did it come from?

E

When the terms on *focal.ie* were being input very often the source LSP dictionary was used as the subject-field label, but in other cases that didn't happen. For example, with the Science Dictionary more work was done and some terms were placed in the domains 'chemistry' or 'biology' and not just 'science'.

E

So then, the first question I have is this, when looking at *focal.ie* do you use the metadata for sense disambiguation, for example if there is a choice do you use the metadata to choose the correct term. Do you use the subject-field labels or the definitions, or are you relying on your own intuition to decide whether it is the right term.?

K

I often use them I must say especially when there are a few translations of something. If it has to do in some way with the subject area that I am dealing with, for example sailing or whatever, if it's a man dealing with boards I would use the same thing. Yes I would often use them. I always look at the word in brackets.

E

The intro.

K

Yes the intro, yes I often use the intro.

E

And do you use the subject-field label for sense disambiguation?

K

What do you mean by subject-field label?

E

Sports or art.

K

Oh yeah, without a doubt I always use it, I didn't know I had the extra option that you showed us there. I will use that from now on when doing translation work because it would give me more clarification, instead of something abstract.

E

And do you think it's helpful ?

K

Yes very helpful. It puts me in the right box.

J

They're necessary.

K

That's for sure.

M

One thing I've noticed, it's very clear where they found the information. It's very clear when someone has used *focal.ie* to translate something because they use terms totally inappropriately.

E

Where did you spot that?

M

Things students have translated things, I've seen them about the place, and I've often seen a term used in the sports domain when it clearly belongs to the domain politics and you could guess what it means and you would look it up on *focal.ie* and you would see that it means something totally different.

K

One thing you said..

E

Is it that there is no subject-field label with a term?

M

No. People use *focal.ie*, they look up a word, they look at the first thing that comes up and they use it.

E

The first thing?

M

With no regard for the subject-field label, and it's clear, that came from *focal.ie*.

L

Does gender have anything to do with metadata?

E

I suppose you could call that metadata although I'm not including it in this study as metadata.

K

It is useful, it would be useful if it were always there in a sentence. Now I know that's very hard to do and that would involve so much work but when I see it used in the correct sense I'm so much more confident about using it.

Is there an argument for providing training for people so that they can use *focal.ie* in the way they use metadata?

K

If you were using it – that would be training enough. It's not rocket science, when you search for something you find it, but as I said before I didn't see that feature before. I never used it. Maybe it could be larger on the screen.

L

If you think about it I have the site open everyday and I never clicked on that button until six months ago when I first noticed it.

M

Maybe if there were an online tutorial.

L

Well there is an online help section here (*showing where this is available on the site*).

M

I know the different things are there, the thing in brackets, the translation and the example sentence, but I didn't know what they all meant, say classification, maybe it's supposed to be implied, what's the difference between the thing in brackets, the translation and the full sentence translated. The usage example.

E

(*Showing the difference between intro and definition*). That's the intro. it's a kind of mini-definition and when you click on 'breis mionsonraí' you get the full definition in some cases, but it's not always there. The Coiste Téarmaíochta didn't have the time or the resources to provide a definition for all of the terms. So then you're saying that all that extra information confuses the user?

M

If you searched for a term, say 'set', you'd have to be an expert to find the correct equivalent.

E

Yeah. 'Tacar' in mathematics. I suppose that raises the question about the layering of this extra information in 'breis mionsonraí'.

L

if that were another colour.

E

Do you think that all of this extra information should be hidden and then the user would have the option of looking for the extra metadata on a need-to-know basis?

K

We've gotten used to it. The reason I don't agree with that is that I've become used to looking at a thing, an intro as X said, you would notice if it weren't there. Automatically looking through something. If I had to click on something this would add to the workload, especially if I were doing some translations. I would just prefer if it were there at the start. Maybe in a lighter colour.

M

If you had a simpler choice. But the distinction is necessary. That's what tells you which phrase you need, sports or politics.

E

They are necessary. But you're saying that people often ignore them?

M

They do, all of the time. People use it like a dictionary.

E

But that's another issue altogether because it is a termbank.

J

I would love to see general terms on it.

L

And general sentences.

J

Feminine or masculine, that's why I use it. And I would love to see general usage words there. But I understand the reason they're not there.

E

People are using it like a dictionary because it's online. They're no way of avoiding that.

J

Are you not interested in turning it into a regular dictionary?

E

The Coiste Téarmaíochta own the contents of focal. Their job is to provide terms. Foras na Gaeilge are currently developing the new dictionary and I guess that will be online, but it's difficult to demonstrate to the public that there is a difference between terminology and language for general purposes.

E

If there were a lack of resources and if An Coiste Téarmaíochta had to choose which metadata to focus on, in order of importance, which ones would be most important, in your opinion? I will give you a list and will ask you to place them in the order of importance, in your opinion, and then we will discuss them. I've listed them all here (*referring to the task given to the participants*)– definition, usage example, subject-field label, for example sports or business, intro – the word between brackets, related terms. Have you ever seen, further down the page on *focal.ie*, the related terms? Some people say that they help them with sense disambiguation.

L

What does 'intro' mean again?

E

The intro is a kind of definition and you see it there between brackets. It clarifies a distinction between the terms for a particular entry (*showing an example 'be a soldier' from the handout*).

L

What word are we talking about?

E

(*Showing the participants what is meant*). It gives you a context. For example, here's the entry for 'location'. That's the English and then there's the subject-field label sports and between brackets you'll see 'place' and in another case you've got 'placement of shares' for the purposes of sense disambiguation.

K

That's maybe to distinguish between two terms, but when you know (*talking to another participant*) when you know that one is wrong.

J

A friend of mine is working in Brussels translating from Irish to English and to French as well, and I would love if the terms were available in another language.

K

Oh, words to be linked?

L

Like the parallel corpus or whatever. And the advanced searches and everything. It's as good for everyone in Europe.

E

If there were the third language?

M

The French is there at the bottom among the stuff that comes from Rannóg an Aistriúcháin. Stuff pertaining to Europe I suppose.

J

If it's that good then, for words from legislation, stuff you use on the site, you have the terms.

E

It would be useful for those translating from French to Irish.

K

Because of this thing.

E

Yes, what do you think? What's the order of preference, or would you think they are all as important as each other?

K

The answers I have, they are all based on the site as it is now and my experience of it. If there were a definition I would probably rely on that more in place of clicking on that button and looking at that, but I have got use to not using it and that's why the definition is at the top of my list of preferences. Therefore, usage example, that's my number one always, if it's available. If it's not there my second choice would be the intro, I use find and then I look through the results.

E

The intro, that's the thing between brackets (*making sure this was what was meant*) , administration or sports or the like.

K

The subject-field sorry. Sorry that's my second choice then.

J

'Be a soldier' – that's the intro. The thing between brackets that's the intro.

E

That's the intro.

L

Where is the definition?

E

The definition can't be seen unless you click on the button 'breis mionsonraí'.

K

Maybe seeing as the...

L

Oh, that's the definition.

E

Yes, but there isn't a definition for ever term.

K

The definition should be available below the word, something opaque below it, instead of being hidden unless you click on that button

E

Well, that's what it is, extra details.

K

Could I have a look at that for a second.

E

*(showing the participants)*

E

You can see the subject-filed label and intro and then when you click on 'breis mionsonraí' you can get the definition.

K

The reason I say underneath is that you could have a long list underneath for example 'set' the thing would have to be underneath so that you would be looking directly at it. That's why I don't see it because I am looking at the lower part.



E

Is there anyone else who would say that another piece of metadata is the most important?

J

If I were using the site properly I would say the definition is my number one, and I would have the intro in the second place.

L

I think the usage example is extremely useful, because it is in context.

K

Yeah see the word that follows it, 'greamaigh de' for example.

E

The preposition?

K

Yes, the preposition.

M

In my opinion, the subject-field label has to be the most important or else you would choose something completely incorrect.

J

But they are all related to each other, subject-field label and intro.

M

Yes they are.

J

Because the thing between brackets, that's the same as the subject-field label.

L

But isn't the subject-field label 'sports'?

M

'Be a soldier' that could be 'ah be a soldier' or 'be a soldier' be a brave person, say if in general usage.

E

The reason for the intro is for disambiguation if the difference between concepts is very subtle. But as you said that could be in two totally different domains. For example the word 'work' is used in the domain music

L

When you have a sentence you would know what domain it's in.

M

Yeah

K

Yeah

K

And it would help if the phrase were put in, for example 'in light of' or 'in view of'. If there were a usage example underneath it would probably be linked to the search you would do. You'd get the answer quicker if there were a usage example. There's a lot of work involved to input all of those items but I suppose the usage example should be given precedence.

E

Some people say usage example and others say definition. The context I suppose.

L

I never used the definition and that's why I don't know anything else I suppose.

M

Do you think if you were translating or something that you would search for the definition anyway in English on Wikipedia or something like that?

L

I wouldn't have the time if I were under pressure.

M

A phrase I didn't know, that I didn't know the meaning of, I would search for the English yeah, if I didn't know it.

E

Firstly.

M

Yeah.

K

And then I would Google it, because I would see it in context, someone else's work on the subject. I was translating something for the Health Service Executive recently and I didn't know what 'health service group of votes' meant. I didn't know what kind of vote that was and I had to phone my brother who works in the civil service to ask him what it meant in English. I could have just put something in but I wouldn't have been sure whether it was right or wrong.

E

Now for the next question. In some cases the subject-field labels are a result of work done by experts in that domain. A biologist did work on this particular domain in *focal.ie* (*handing out pages with an example of this*) and you can see that the subdomains have been included here on focal. So, as you see here in the example from 'biology', you have the subject-field hierarchy including 'biology' and 'chordate' and so on. The subject-field, the sub-subject field and so on. Focal also has a sports dictionary as you can see from the other handout I gave you earlier. If you look at that you will see the subject field 'sports' and then the subdomain 'handball' and the sub-subdomain 'techniques and tactics'. This tells you that the domain is sports, that it refers to handball and that it is some kind of technique or tactic in handball. Some other ontologies have been developed in focal. The question I have is this, in your opinion, and I am only looking for opinions from this group, do you find those subdomains helpful? We have agreed that subject-field labels are helpful for sense disambiguation to a certain point. But what about these subdomains and sub-subdomains, the hierarchy, does this help you choose the correct sense in a polysemous entry.. for the average *focal.ie* user?

M

For that one 'serve' (*referring to the first handout*) I suppose you would know what is meant with that but it does help much more if you don't know what's meant. Most people don't know what 'fucus' means . It would really help people if you couldn't find out what is meant by a word, it would put you on the right track I suppose.

K

And it also depends on what you are doing with it. If I were just translating I wouldn't need those things (*referring to the subdomains*) but if I were involved in some specific project in Irish involving seaweed. It depends on what you need. For the general user all you would need to know is whether or not it is related, even loosely, to something. But if you're looking for in-depth information it would be helpful.

E

Right so if you needed a subject-field label for sense disambiguation, 'fucus' may not be a good example seeing as there is no other word 'fucus' in *focal.ie*. But if there were an entry with two choices in the domain 'biology', plus the subdomains, it would help someone if they weren't a subject-field expert.

K

Yeah, a book or something.

E

Do you think it helps with sense disambiguation between the different terms?

M

Yes. With technical terms very often there are a few terms which are very close. I don't know maybe 'caonach' and 'cuanach'. They are very close and it would help me if there were very detailed metadata available. It would categorize them in groups. But in an LGP there are three or four phrases for one word in English and they cover a few different things with the same meaning.

L

For the general user like me, I don't think that person would be going into any great detail with things like that. And if I needed to know that stuff I suppose it would be helpful. But I don't think I would add to my workload.

K

Now there's a good point. If most of the users of focal are general users maybe there's no point in doing all that extra work. Instead of a usage example or whatever. What I do is when I see the subject-field label hierarchy is I look at the first word and at the last word. Normally I don't look through the whole thing. I can't even pronounce those.

E

And at what point does it stop being useful. Is there a point at which it becomes too much – the subdomains I mean? And all the extra information on the screen. Is there a saturation point?

J

I haven't hit that point yet. Or I don't think so anyway.

L

Me neither. And you don't need to go into those things unless you need them. And I don't need them.

K

Yeah, yeah.

E

The button 'more details'?

L

Yeah. You can click on that if you need it, but if you don't you can just click on the other tab.

K

If you're searching for a word and you're not looking at the details except if you're unsure whether or not you use that word in that context, that extra information won't bother you, you would want to see it.

E

Is there any disadvantage associated with the metadata or do you have any examples of when a subject-field label led you astray? For example was there a subject-field label attached to a term and that label was too specific and therefore you didn't want to use it in a context that was more general or was there a time when a term had no subject-field label agus that confused you or there were too many subject-field labels and you didn't want to use the term in a specific domain. Was there any disadvantage associated with this information, in your experience and opinion?

K

I don't think it ever led me astray.

J

You'd know someone was using *focal.ie*.

E

When you see what they've written?

J

When there are two words and one is more formal.

K

For example 'foirmeálta' as you said but 'foirmiúil' would be on focal.

M

That's it. I would be very careful about using things for informal purposes. Like the stuff on *focal.ie*. It mostly has to do with formal things, things you wouldn't really know that much about. So, if I'm translating for something informal, something general or friendly I would avoid using *focal.ie* even if it mentioned the subject-field label 'sports'. Say you were looking for 'bouncing castle' very often I wouldn't be happy to use a term from *focal.ie*. I suppose they'd have something like 'teach inséidte preabúil' but I would prefer to use something like 'teach aeir'.

K

Something poetic?

M

Yeah, use something poetic.

E

So then, the general user wouldn't have a proper understanding of what terminology is?

M

That's is. But very often you'd see 'tar go dtí t-aonach', or 'téigh ar an teach aeir'.

E

I wonder when Foras na Gaeilge have finished the new dictionary whether an electronic version of it will be helpful as a link to *focal.ie*. If it were on the site would it demonstrate to people that *focal.ie* is a termbank and that *foclóir.ie* is an LGP.

M

It will have to be on the site in my opinion.

E

I take it it will.

M

It would be really helpful.

L

What problem?

E

People use *focal.ie* as a general use dictionary.

J

But the only thing is that there are four people here who use *focal.ie* on a regular basis and we didn't notice the button 'more details'. Therefore, will we notice the new LGP dictionary by Foras na Gaeilge if it's linked to *focal.ie*?

E

But had you noticed that they had linked to the site to *logainm.ie*?

*(Everybody saying they had noticed logainm.ie)*

E

Therefore there's another tab.

K

Well again that's what you'd want if you were going there, if you didn't know that it was there and you had other ways of getting that information, you'd use the method you used before to get that information. If there were a dictionary and if it were used on the site it wouldn't be good to include it as a choice as people have got used to using focal in a certain way. So if they didn't know there was another choice there, they wouldn't go looking for it to use it.

E

So you're saying there's a historical problem here, seeing as the other dictionaries didn't go live at the same time as focal?

K

Well if you're going to include something new don't just announce one day that there is now a new dictionary available and continue as before. You need to change the site so that you are directed to the new dictionary.

E

So change the interface then?

K

Yeah.

E

So that people would have to relearn?

K

Well, yes in a way that wouldn't bother people too much.

E

They tried to change the interface before and it was chaos. People were very unhappy with the new interface. They had to change it back to the old version.

K

As Facebook do for example. They don't make big changes, they make small changes in a subtle way. That should be available up on top, hidden, up beside other choices.

E

I know what you mean and maybe with logainm people were happy to use it because it was something totally different, it wasn't another dictionary.

M

On *logainm.ie* there is a list of publications and links to pdfs but a lot of the placenames in those pdfs they're not searchable on the site and I think they should be searchable on *focal.ie*. I know it is terminology on *focal.ie* but terminology relates to general language too as well as less formal stuff.

E

Yes well terms make their way into language for general purposes, alright.

E

This layering – 'compact layout' or 'more details' – do you think this is helpful? Well, you have mentioned that you didn't notice this option, but do you think it's useful? Is it more useful to have the extra information displayed?

J

Why is it all there?

L

Maybe it's too much, or?

K

As you said (*speaking to L*) you don't notice the subject-field label when you're looking for something, so I suppose if it were there, another colour and font to the term, maybe you'd look at it when you needed extra information.

J

And you mentioned there aren't many of them there anyway?

E

Yeah the source dictionary and the definition in some cases aren't there.

J

If I went to *focal* and was looking for something and if it weren't there I wouldn't bother going back to use the facility again. Therefore, if a definition isn't there...

K

I suppose that's why *focal.ie* is more useful than *acmhainn.ie* for example. I used to use *acmhainn*. Has anyone else used that? (*a few people saying they had*). I used it when I couldn't find something on *focal.ie* but that's why it's not as good as *focal.ie* because it doesn't have definitions and it gives you confidence that the term is in use.

M

Could I have a look at it, I'm not sure what you're talking about.



M

*(showing the site)*

M

That box is it?

K

The things that might direct you maybe. If they were worried about there being too much information on the site, or sorry too much information on the screen for a person to choose from, maybe you could put an x next to the term that people could click on, somewhere on top, if you see an x all you'd have to do is click on it.

E

It's a symbol that people recognise from other sites, a universal symbol. The problem in my opinion, when there is too much information, there are a lot of metadata in some cases, for example the source dictionaries, sometimes there are a lot of subject-field labels, there are definitions, usage examples and so on associated with one entry. In that case there is a danger that the user will just go to the first term in the multiword entry. I'm not saying that it's the best practice, but if someone were in a hurry. So there needs to be a balance between the terminologists well thinking that people will realise this is a termbank and that it should be used properly and in context and the other side to help the user. Maybe the entries should be shorter, in that way the user would scroll down and choose the correct term.

L

Especially with a small screen, there is a lot of scrolling.

K

Yeah.

L

It would be like Google – the ones at the top. People would be looking at the first few.

K

Yeah, yeah.

E

It depends on the user I suppose, how much they ...

J

Is this the same as the source dictionary?

E

No, that's the subject-field label and the source dictionary can be seen if you click on 'more details' (*demonstrating this*).

J

If you're trying to remove something from the site, is there any need for that (*the example from 'biology'*).

E

Well, that's what I was asking earlier.

J

No, there's no need for that.

E

You think there's no need for them.

J

No.

L

Well, maybe. They're not for the regular user, who wouldn't need them. But we have got used to having that extra information there.

K

That's the thing. That's the reason I suppose, you're right.

E

(*Explaining what is meant by source dictionaries, because one of participant asked for an explanation*). An Coiste Téarmaíochta had published these hard copy dictionaries before this information was input on *focal.ie*. There were about twenty of them.

M

Agriculture and so on.

E

And that information was input on *focal.ie*.

K

A nice Christmas present for someone.

L

What other information is there?

E

The source dictionaries, and the definitions.

M

It would interesting to see what someone using the site for the first time would think if they saw long lists with categories and subject-field labels. It would be very interesting to see what they'd think. It looks very technical when all that extra information is included – for the general purpose user.

K

The site is definitely not for someone with no Irish.

J

I studied Irish at college, I just finished and I don't know why I used *focal.ie*. We had Wíngléacht on all the computers and I know *acmhainn.ie* is there and all the other resources. Maybe it's because my lecturer liked it (*focal.ie*). I shouldn't really have been using it, because generally I'm not searching for specific terminology.

E

So what you really needed was a general dictionary?

J

Yeah

M

Well it is more modern than wíngléacht.

J

I like it, I'm not sure why.

L

Everyone prefers it I think (*referring to focal.ie*).

M

It's very fast.

E

And it's very comprehensive. There are a lot of terms included. An Coiste Téarmaíochta had done a lot of work over the years and I suppose the result of all that work is *focal.ie*.

K

Sometimes the server is down in focal or DCU or wherever and I go to *acmhainn.ie* and I see then how important the metadata on *focal.ie* are because when I search for a term on the other resources that information isn't there. For example on focal when I search for a term and I see the subject-field label 'science' I then have confidence to use it. On acmhainn you have to go looking for that information. You see then the importance of the metadata.

## Focus Group 4

M

My first question is this – what experience do you have using metadata on *focal.ie* and I'll explain what I mean by metadata firstly because you may not have a clue what that word means. If you have a look at this page (*giving participants the first handout*) and look here at the entry for the word 'serve'. Do you see there under the Irish term, well just above that you see the subject-field label or between brackets you see something like 'be a soldier' or 'deliver a legal document'. So, what I mean by metadata is information about the information. So, you have the term, the English version and the Irish version, but then you have other information about that term. So, you have the subject-field label, the domain that the terms belongs to, for example sports or law or science or art. Between brackets you have what we call the intro. The intro is like a mini definition. Then sometimes a definition has been included, you know what a definition is, and sometimes there's a usage example, the word being used in context. For example 'the ratio of something to something' so 'an cóimheas x le y' including other elements in the sentence so you know which preposition to use with that noun. If you want to look here at the screen there are two tabs, 'leagan achomair' and 'breis mionsonraí' and if I click on 'breis mionsonraí' you see more details are revealed about the term. When these terms were first created they were compiled in hard copy dictionaries. Sometimes there is a usage example on *focal.ie* – see there 'that policy does not serve the public'. The term is being used in context there. That's a usage example. So, there are lots of metadata on *focal.ie* about the terms. So back to my first question – do you use these metadata when you're using *focal.ie*, maybe for sense disambiguation in order to choose the right term if you have a few choices. For example if you're writing something about sports do you use the information about that domain, that that term belongs to the sports domain to distinguish it from another term that has a subject-field label 'law' assigned to it? Do you use the usage example? Do you look at them even? So what experience do you have of using the metadata and what do you think of them in general and then I'll ask you more specific questions later?

O

I always use them, especially for words I didn't know before, newly coined words. Whether it's an old word that is being used in a new way or whatever but that it's on *focal.ie* now. But I do use them, I use all that extra information. I didn't know that button was there however (*more details*), did you know it was there (*asking the other participants*)?

N

I'd be the same, for a word maybe an unusual word, a word that wouldn't be in general use and that I hadn't heard before, I'd be the same I would look through the list to see whether I could see it in context and then... I think it's fantastic to have a comprehensive list like that, then I can look for the word I want and see it in context, and then I know I can use it.

Q

In my opinion you absolutely have to use them. There's no point just choosing the term at the top of the list just for the sake of it. It really helps, even those examples you just gave there for the word 'serve', there's a huge difference between the contexts.

N

I suppose that's the trouble with Google translate and when you're doing something, because we know what it means. Google translate total rubbish. It takes the first word in a list and uses that without heeding the context.

E

The computer will never be a translator I don't think.

N

Maybe it's much easier in the case of English, but in the case of Irish because...

Q

...the language is so wide-ranging.

E

And you have inflections you don't have in English, the genitive etcetera. So you use the subject-field labels, that's great and the first task I will be asking you to do, if you had to put the metadata in order of importance, if you had to choose, if you were only allowed to have one of these showing, to help you choose the correct term, to distinguish between one term and another term, which is the most important? So put them in order of importance. (*Handing out the sheet with a list of the metadata so they could put them in order of importance*).

O

What's an intro again?

E

The thing between brackets.

E

(*After the participants had completed the task*) I suppose we could discuss it now. What do you have at the top of your list?

O

In my opinion, if it were available, and I would prefer if it were always available, but I know it's a lot of work, but the usage example. In my opinion, especially things I'm not sure of. For example when there is a usage example available I know exactly what is meant and I don't need to go looking at anything else and guess about the thing in general. It would be hard to have the usage example there in every case.

P

It's not always available is it?

E

No.

P

Pota focal – that's very good for examples, but it's not consistent.

N

As I see it anyway, the usage examples in *focal.ie* are very often based on official state documents.

E

Yes, very often it would be quite an official sentence.

N

Yes, and then if you search for it on Pota Focal you get a very different result. But if you're trying to get information about a certain word, it depends on exactly or how good the proofreader is in whatever organisation it came from.

E

So, someone has just said there that the subject-field label is the most important one.

Q

I was the one who said it. It's a huge help the subject-field label. Kind of half the work if you know what I mean and what subject it belongs to, sports or whatever.

O

Yeah, you very seldom get two different meanings when it's in the same subject field.

Q

You can focus it in more I suppose.

E

So if you were to glance at an entry on focal you're saying that the subject-field label would be the most helpful piece of information, it would help you quicker than the other metadata?

Q

For me, I always jump to that first. As I said there isn't always a usage example and without any doubt a usage example would be great but because it's not always there you can't depend on that.

O

That's why I have the subject-field label in the second place there on my list. If the domain was administration for example I suppose it might have two meanings. 'Serve with an audit' maybe.

E

And then someone said that the definition is the most important.

P

The first thing I'd have. You go checking is it right, is it what you thought it was.

N

I suppose it depends on what goal you had when looking at it. I put the definition down at number six or five because I generally know what the word means but sometimes I need help in terms of grammar and that kind of thing. Then you go looking for usage examples. So then it depends on the goal you have.

E

And you mentioned that you use the gender and other grammatical information so you're using it as if it were a dictionary. I suppose you could call that information metadata too, gender, plural.

P

Yeah, they're very useful too.

O

They are.

P

Very often I use *focal.ie* to find the gender.

E

It's quicker than a hard copy dictionary.

O

I do that very often, but sometimes it confuses me. Sometimes the word is both feminine and masculine. The word 'méid' for example, I didn't know until recently that there were two genders for that word. There are two meanings too. But then I checked it in the dictionary and there are indeed two meanings, but it would confuse you sometimes.

P

I knew there were a few words with a couple of genders but I didn't know about that one. 'Loch' for example.



Q

‘Coláiste’ is another one. You’d see masculine and feminine.

E

And ‘talamh’.

P

A few nights ago I was trying to write something for the x because they will have their AGM and I was trying to write something and was searching for the correct words and I wrote down the words I looked up and brought them with me today as an example, so here they are: for the word ‘Rúnaí’ I was looking for the genitive, ‘suíomh idirlín’ I wasn’t sure about that, so I was looking for the correct spelling for that one. Then the gender, in the case of another word, ‘district’ I was looking for the translation. Leibhéal – the genitive, and then translation. I was looking for the usage in the case of ‘neamhaird’ trying to put it into context.

E

That’s very interesting – all the uses there are for focal.

P

Sometimes you would know those things.

N

And then you doubt yourself.

P

When I’m baking a cake or singing a song or something, I know how to do it, but I always like to check, where did that come from.

E

The recipe?

P

Yeah – the recipe.

O

I often do that too. You are absolutely right. Always, especially when you use it so often, you’re relying on it. I suppose *focal.ie* is under huge strain.

N

As soon as you start thinking at all.

O

Especially seeing as we have broadband now.

Q

On the phone or anything, you can browse anywhere.

P

It's very useful and very fast.

O

It's a very good as a site, except when it's offline.

N

That doesn't happen very often.

E

The next question, looking at the second page here. We'll be looking at the sub-subject field labels. 'Biology' is the subject-field and you see there all the subdomains listed under 'biology'. Also if you look here at the example from the domain 'sports' there are sub-subject field labels there too. You have 'sports' and then 'games' and then 'techniques and tactics'. So then my question is this do you think the subdomains are useful? Do you use them when trying to distinguish between the terms. Do they give you more information regarding how to use the term in a translation for example or whatever use you have for the word. Or do you think they are decorative more than anything else? Although there is extra information being supplied, do they help you and add value? That's my question. And the second part of the question is this. You see there in biology you have five subdomains. In sports you only have three levels in the hierarchy. Is there a point at which that extra information is too much? So, your opinions, it doesn't matter what those opinions are, but I'd like to hear them. What do you think of the subject-field hierarchies?

O

They are very useful, but normally I only look at the last one and not at what came before it. If I were looking for it on a professional basis, for example if I were writing a biology book it would be very useful. But if it were just a straight translation, for which you didn't need to give a definition of the term, I would just look at the last thing. I wouldn't say it's too much. It doesn't bother me ever. If there were twenty words (*referring to the metadata*) it wouldn't bother me, but it's the last one I look at.

Q

I would agree with you. You'd use it if you were writing something about biology or something but normally you wouldn't have to use it but at the same time it's good that it's there so that you could use it if you needed to.

N

And if you weren't familiar with the subject matter, I think it's very important because look at 'serve' there, that's in the sports domain, 'freastail', if you weren't in the know about sports and didn't know anything about tennis or about handball, that would tell me that I could use it – that I could use it in that context.

O

And if you were doing something, even if you weren't translating, and if you didn't know the rules of tennis or whatever. If you were writing something, those extra details would be useful.

E

And say if we were to compare that sports example with the biology example seeing as the biology example is in Latin, now I know biology is an exception because it has its own taxonomy and that wouldn't be the case in most subject fields, but what do you think of the subject-field hierarchy in biology for example compared to the one in sports?

N

Well I suppose for someone who is familiar with these things it would be useful because they would be able to say, yes I can use it in this context, I guess.

Q

If you knew something about biology I suppose you would understand all of those subdomains , just as well as you or I would understand the things attached to sports.

P

As I see it there's a lot of repetition there, so I don't know why there are so many subdomains under the term. I know why they're there, but all that repetition.

E

So would you say it's more decorative than anything? There's a taxonomy in biology, family, genus etcetera and they have a meaning in biology, so they have to stick to that.

N

And they're very good for the person who is not familiar with such things.

E

I understand your point for a person who is dealing with Irish and that would have no business with biology. You wouldn't have any use for those subdomains. What do you think of the amount of information available on the screen?

P

I wouldn't be able to answer that question, because in my case it wouldn't be useful, but maybe it would be useful for someone else.

E

Does it bother you that it's there or is it helpful?

P

It doesn't bother me that it's there. I glance at it and then I just continue with what I was doing and I just pick out what I need.

O

One other thing about the subdomains, sometimes I see things, for example , 'urchin' I think. It had the Irish word for something else, I can't remember was it 'urchin', but there was no distinction made between the two things in Irish that were very dissimilar in terms of species or something in biology, so in that way they are useful because you would have to go looking then for the difference between them and then you would use it. Things that weren't distinguished properly from each other in Irish. Things that hadn't been properly defined in Irish now have to be properly defined in biology because of science pushing ahead but Irish isn't.

N

So if you had someone who didn't know much about biology, maybe they might be a bit mixed up.

E

Because there's a difference between the two terms.

E

The next question I have is this, do you think there are any drawbacks associated with the metadata? For example, has a subject-field label ever led you astray, or sometimes there are three or four subject-field labels mentioned, do they every lead you astray? Or if there is one subject-field label assigned to a term are you reluctant to use it in another subject field. So, are there any problems you have come across with the metadata while using *focal.ie*? Anything you have noticed?

O

Maybe there was but I wasn't told. It wouldn't bother me if there were a couple of things over the word, 'law' say and 'sports' and so on but if it only said 'law' I wouldn't use it in the sports domain.

Well I would check it first.

N

You have to go to the second source of information.

O

That's why the usage example is very good.

E

Or say there was no subject-field label ? There are a number of terms in the termbank that have no subject-field label assigned to them yet. Would you be reluctant to use them if they had no subject-field label attached to them?

Q

Yes I suppose you'd have to check it somewhere else just to be sure.

N

Find a second source and then check in another dictionary.

E

And the last thing I want to ask you is about this layering of metadata. You have the 'compact version' and 'more details'. This shows more information about the term. It shows the source dictionaries, it reveals the usage examples or the definitions and if you press 'compact version' they are hidden again. What do you think of that feature? Do you think it's good that the interface is tidier and that you can go looking for that extra information? Do you think they should go one step further and hide all the information and you can reveal it on a need to know basis ? Or do you think they should do the opposite – have all of the information showing at the start? Or is there an optimum level of metadata that should be showing in proportion to the space available on the screen? Do you feel that this information is too much or adds extra value?

N

It doesn't bother me at all.

O

Nor me.

Q

Nor me.

N

I would prefer all the information to be there at the start and then I wouldn't have to do any more searching, and it's all there on the screen and I don't have to wait until I open the next page, you know what I mean.

Q

You know the way you have the 'compact version' when you open the site and then you need to click on 'more details' to see the extra details. I'd prefer if it were the other way around. If you got all the extra details when you open the site and had to hide some of those if you chose. Well, no I don't need all the extra stuff. But then again it depends on the context when you're using it. If you're a translator or a student or if you're someone looking for a word for yourself I would prefer – you said (*speaking to participant O*) you didn't know that tab was there?

O

Five years using the site and I didn't know it was there.

Q

I didn't notice it until last year and that was by accident, I was scrolling and I clicked on it by accident and I didn't know it was there at all.

O

I suppose that's because it's at the top of the page and translators or whoever tend to scroll down very quickly and in my opinion you could hide everything and let people choose to open up the extra information if they chose. I suppose what should always be there is the thing in brackets and the subject-field label.

E

Are you referring to the intro, the thing in brackets.

O

Intro yes.

E

So do you think the subject-field label should be there always or the intro should be there always.

O

Sorry – the intro should always be there, because it's very useful. Well it's there with most things. It doesn't matter which one is there, if the subject-field label is correct. The only reason I didn't know that thing was there (*referring to 'compact version'*) is because it's at the top of the page. If it was there next to every verb or every word it would be...

Q

If it were next to each one?

O

Yeah.

N

'More details' is not always there? I don't think so.

E

At least the source dictionary is there.

P

I thought there was English, Irish and French. I used to think that was what was there, in that place.

E

I don't remember, well there are some French terms in the termbank.

P

Are we talking about that tab 'more details'? I never noticed that. I didn't know it was there (*giving it a try, looking at it with another participant*).

N

One can be under pressure, you search and you find what you were looking for.

E

If you had to click on something it would add an extra few seconds to the search?

N

Yeah.

E

And what if every term had a subject-field label?

E

So the only reason they wouldn't be on the screen would be that they are bothering people and that they could choose to hide them – if you're saying that they don't bother you.

N

They don't bother me at all and I think it's very important that it be there because you're looking at 'serve' and you're looking at say 'freastal' and 'seirbheáil' and that 'freastal' is in use instead of 'seirbheáil'. If you only see 'seirbheáil' there you need to go rooting around for 'freastal' where they should be side by side. So you're making work for yourself.

E

People are under pressure these days.

N

So I suppose in one glance you're getting the information you need.

E

What about this scenario – say you have ten to fifteen choices in the entry and you have to scroll down through and these extra details add to the amount of scrolling you're doing down the screen. Maybe you're all very diligent, but do you think you may have to stop because you have done so much scrolling, or is there a kind of a case to be made for having less details on the screen so that

people could have seen all of the possible options quickly and then they can make a choice, or is the opposite true?

O

Well in my opinion the metadata don't bother me. Having the choice would bother me.

N

Getting back to your point I would prefer to see the whole list and go down through each choice on that list so that I could exclude the other ones and then I know I've chosen the right one. That's my own method anyway.

E

And you were saying (*speaking to Q*) that it would be better to switch them –have everything showing at the start and then you could hide some of the information.

Q

Well that's just my point seeing as I didn't know that choice was available, I only stumbled upon it and when I did click on it, seeing as I'm using it very often for translations I think every available information is useful one way or another but maybe for students writing an essay, someone who's not using it for anything technical, or someone who is only trying to find a word, they wouldn't have any need for the extra information.

O

People could remove that information if they didn't want it.

E

The choice would be the other way round?

E

Did you have any other opinions about the metadata, have you noticed anything else, anything strange about the site or maybe a comparison with other dictionaries? Is there anything that you noticed about the metadata on focal in comparison with other sites?

O

People use it like a dictionary. So, if you were comparing it to other dictionaries there are things that aren't there, for example the history of a word and when it was created. I thought it was only the source dictionary. So, if it's going to be used as a dictionary in the future...

O

I like sometimes to learn new things, because sometimes a text that I'm working on can be boring. Today I looked at the difference between 'whinge' and 'whine'.

P



I can't think of an example now, but sometimes a word isn't there because it's a general word or an informal word and it's not there. So, not everything is included on focal and you have to go looking for it somewhere else.

E

But the Coiste Téarmaíochta would say it's a termbank and general purpose words have no business being on it. But I know that the general public are using it as a regular dictionary. But do you think that when the new English-Irish dictionary is released, and I take it that will be online, because it would have to be, do you think it will stop people from using *focal.ie* as a regular dictionary?

O

For example for every word that is available in the new dictionary it would stop me from going to *focal.ie*.

N

I suppose it depends on how easy it would be to use the new one.

O

The search facility it would have. If it highlighted everything underneath I wouldn't need to go to *focal.ie* again.

E

But maybe for terminology you would?

O

Well if both were included in the new dictionary you wouldn't.

N

What do you mean when you say terminology. Wouldn't that be in the new dictionary?

E

Well what is meant by terminology is that every subject-field or domain has its own specific terminology. So it would have a totally different meaning in another domain, say the word 'work' in the domain 'art' as opposed to 'work' in an office. But I suppose in a regular dictionary all that would be available would be regular words that are used in everyday speech.

N

The small ones (*meaning dictionaries*) there's not much in them, but the large ones, they have everything.

E

So you're saying that in the new dictionary if they mentioned the subject-field label, if there were a word and maybe if it mentioned the subject-field label that would be enough in the regular dictionary?

N

The only difference I see between a regular dictionary and *focal.ie* is that focal has usage examples.

Q

But loads of dictionaries have usage examples too, so it depends on the way in which the new dictionary is being compiled.

N

And I suppose there's a limit to how much you can put in a book but there isn't much of a limit to how much you can put online.

E

And I suppose people wouldn't be reluctant to add to it because it is a regular dictionary. If people were allowed to send in suggestions to Foras na Gaeilge, maybe the new dictionary would grow in volume.

O

That's a very good point that P made about terms being used in everyday speech in comparison with something being used in a complex subject. I suppose they should be there. Well some of them anyway because sometimes you see 'literature' written in brackets agus it would be useful to have them there at least to point you in the right direction, to stop you from searching somewhere else. You'd be confused if you looked at the dictionary and if all that was written was...you don't know the context. You should put it in to ensure that it can only be used in that context.

N

I suppose that supports the point about 'more details' – if all of the information is there in front of you you'll use it. If you have to go looking for it that's more work, and if you're under pressure, you'll use whatever is the easiest.

O

Especially if the work is boring.

N

If you have to go searching for more information about each word.

O

Yeah ...another cup of tea.

## Focus Group 5

E

My first question is this – what experience do you have of using metadata on *focal.ie*? So, to demonstrate what I mean by this I'm going to show you this example (handing out task 1) for this entry on focal. What I mean by metadata is the information about the information, so for example subject-field label, sports or crafts, or maybe history or religion. So, that's the subject-field label. Then there's the intro – you see there over the word you have 'ball' in brackets, so the intro, it's a kind of mini-definition, for example halfway down the page you have 'cater for' in brackets, the definition if it's available, because they don't always have a definition, and then the usage example and... yeah they're the metadata. So the question I have again is what experience do you have of using metadata and do you use them to distinguish between the terms in order to choose the right term?

R

There's no definition. There are no definitions in focal, like. There are no proper definitions like in an English dictionary. What is meant by 'seirbheáil' and then you would have a description of what that means. So, focal doesn't include any definitions at all. And it's through the metadata that you find out in focal.

E

Well sometimes there is a definition. You see here there are two tabs 'compact version' and 'more details'. So if you click on 'more details' this gives you more information (*showing this to the participants*), when clicked this shows the source dictionary and also a usage example.

T

But they're not a definition.

E

No, and there aren't that many definitions, but in some cases there are definitions.

T

It's not a dictionary. It's a termbank. That's what *focal.ie* is. It's not a dictionary, it's a termbank.

R

It is a dictionary in that it gives the Irish equivalents for English words.

T

A proper dictionary it explains what is meant by a word. If you look up a word in French you'll get a description of what the word means.

R

And again if you look at an English-Irish or Irish-English dictionary you will see a label such as 'jur' – if you look at an entry for 'judge' you will get the label 'jur' and there will also be a verb.

T

But they don't include definitions. A definition is a description of what the word means.

R

But if you're looking for something specific in Irish, you'll need a definition but you're still in the same language. But if you're looking for a term you're looking for the translation and not the definition.

M

Well, there are definitions there sometimes, and when they are, the definition is given in Irish and in English, but it's not consistent.

T

And you get a kind of definition from the context. If you know it's in a particular context then that's kind of a definition.

R

Intros are extremely important. To find a word.

E

Do you use them to sense disambiguate? Do you realise that you're using them?

T

The intros first and then the usage examples – they're very important, so you see the context in which they're used.

R

Even if I know a word I always look at those things to make sure I'm not using the wrong word. Yeah.

R

That's why it's great, because it's a technical dictionary and most of the time I'm doing technical translations and therefore the context is very important. Very often, for example in the area of law, I'm not a lawyer so I'm relying on those things to confirm that I'm right and maybe I don't know what the terms mean in English even. There's a specific use in English and I guess there's also a specific use in Irish too, so they are very important, for me anyway. Well, I love reading them because they're so interesting. I find words that I think are very interesting and I get lost in thought and I spend a lot of time going right to the end of the list.

E

So, you go to the end of the list?

R

I do.

E

Does everyone go right to the end of the list?

*(Everyone together)* Oh yes we do.

E

You're all very diligent.

R

Well I love reading dictionaries anyway, maybe I'm strange.

E

Here's an example from biology (*giving participants the second handout*) referring specifically to the subject-field labels. The subject-field label – biology and its subdomains. You see there the biology ontology, focus being the last subdomain. This includes the subdomains under the subject-field label 'biology'. So, you're saying that generally speaking with the subject-field labels, for example sports or law, that you distinguish between the terms using those labels and that's understandable, but say this extra information. Say you were given the subject-field label 'biology' would this help you if the word 'focus' was also a word in the domain 'law'? Do you think it would be enough to have 'law' with one entry and 'biology' with the other. What do you think of this hierarchy of subdomains? For example, on that page with the entry 'serve' and then the second one 'sports>handball>techniques and tactics' that's the sports ontology. So then, the same question, is it helpful to have those extra subj-subject-field labels or would it be enough just to have sports?

T

It is helpful, those extra subject-field labels, for me anyway.

E

What do you think of the amount of extra information on the screen, is there ever too much of it?

T

Nothing is too much.

S

Nothing is too much. You have it there and you have dictionary x and you have dictionary y and you are.. .

T

It is the translators job to find the right term and you may have the choice of about five or six words and sometimes you have to go searching for the best and most accurate one, so the more information the better.

R

I wouldn't always use those ones, but sometimes if something is very technical it would be useful. In general usage, no I wouldn't use them but I'm happy they're there, because sometimes someone might need them.

E

And the other question, related to that one, how do you feel about all of that information being displayed on the screen? I know you're saying that nothing is too much and that the more information the better, but is there a point at which this information becomes too much in that you have to scroll down through the page?

S

I wouldn't say so.

T

In the case of the seaweed fucus you mentioned, if I were translating a science schoolbook, it's there for me in one line, all of the information, I don't need to scroll down.

R

I know some people who use *focal.ie* and they say that that information is too much but I suppose they're looking for something quick and easy to find and they're not working as translators, so they're using *focal.ie* as a dictionary.

S

But it's much easier to start with *focal.ie* than with a dictionary and you're not sure of the spelling and then you spend...it's much easier going to focal and click on that and then you have your answer.

T

But it's not a dictionary.

S

Oh yeah, I know, but you see what I'm saying?

R

And it's focussed on people with Irish, so if you don't have Irish maybe all that extra information would confuse you.

S

People who have no Irish find it hard to use.

R

That's true.

E

They use words in the wrong context, is that what you mean? They don't check the subject-field label?

R

But they do that with regular dictionaries too. That will happen. But it doesn't mean that information should be removed from *focal.ie*. It is more difficult if you don't have reasonably good fluency.

E

Especially for translators or the likes because it involves terminology. People use focal like a regular dictionary.

R

I suppose they choose the first thing they see and use that.

T

They don't look at the labels or the intros.

R

The best one I've ever seen is 'the criminal justice system' and the Irish version for it 'an córas breitheamh cóiriúil' or something like that. I was wondering why they did that and I looked at the dictionary and the first entry was 'the chief justice' so 'breitheamh' (*justice = judge in this case so the judge was criminal*). Well it depends what your opinion is on the matter. If you put in the first thing, yeah. You're not responsible for how people use it.

E

Now for the next task . Put these metadata in order of importance. Put one to six next to them. If you were to choose which is the most important for sense disambiguation, which would you choose, the subject-field label or the intro or the usage example and so on?

T

And when you say definition, is that definition in Irish or in English?

E

It's bilingual when it's there, although there aren't that many of them on *focal.ie*. But they do include them sometimes and when they do they're in English and Irish.

T

It would be great if they were in Irish. That's what I'm always looking for – the meaning written in Irish.

E

We really need an Irish-Irish dictionary.

E

*(After the participants had completed the task).* So which is the most important?

S

I'd say the subject-field label and the related terms.

E

Related terms – yeah – because there's a word related to it and that puts it into some kind of context.

S

It makes the head spin.

E

People don't always think of the related terms as a way of distinguishing between the terms.

T

Definition if it were available. Second on my list is related terms, then number three is the subject-field label, intro number four, and source dictionary at the bottom of the list.

R

I use the source dictionary as the first. I used the source LSP dictionaries a lot when I had them in hard copy before *focal.ie*. So I used to....

E

I have all those dictionaries at home. Some are better than others.

R

Oh yeah that's true.

E

You'd know, oh yeah if that was from the science dictionary or from the business dictionary.

R



That's a good one.

E

But other dictionaries?

R

Usage examples in second place, subject-field label at number three and related terms number four.

E

Even among three people they're very different.

R

It depends sometimes. The information is different too. It's laid out differently depending on the word itself and sometimes one thing stands out and it's not always the same. So sometimes the subject-field label is more important than the source dictionary, so it depends.

E

So you're relying on your experience to a certain extent because you have some experience using that dictionary.

R

Also, sometimes when you search for a term there are only one or two words, but sometimes there are pages and pages, so it depends on the amount of information on a particular term and also what stands out. I don't know whether there is one particular method that I use really. So when I'm looking for a title, or a single word, or a phrase, I'm looking for totally different things and therefore if there is a usage example and if it's a title I'm translating and it's translated already, so that's what I'm looking for. And if I don't have enough information about the subject-field itself the source dictionary is very helpful because it means I have the right context. So then it depends on the information I have and on what I'm translating.

E

Another question I have is this – have the metadata ever led you astray or is there anything about the metadata on *focal.ie* that bothers you? For example, when there are many subject-field labels, if there are too many subject-field labels with a term, say four subject-field labels, if you had sports, business, music, law or if there were no subject-field labels with it?

T

I don't have an example, but sometimes I'm sure I don't agree, a word is in a particular subject field and I don't agree it should be there and I'm saying to myself I'm sure I never heard that word being used in that domain.

E

What about concepts that have no subject-field label assigned to them, would you be reluctant to use them?

T

Yeah I suppose I trust *focal.ie*, if it's in *focal.ie* I accept that it has authority and if there is no subject-field label I'm not so sure about it and I go looking somewhere else, maybe in the corpus so I can see whether it's in use somewhere else in context.

E

So, say there is a subject-field label you're saying you wouldn't go looking in another dictionary, you'll accept that it's correct in that subject field, but if there were no subject-field label you might think about going somewhere else.

T

Yeah, to check.

E

But you'd be happy to accept what focal has to say in general.

T

I suppose I trust it at this stage, that most people trust *focal.ie* and trust that the subject-field labels are correct.

R

You can blame *focal.ie* if someone comes to you and complains about a word you've used – you can say you got it from *focal.ie*.

T

But sometimes you're dealing with things and translating things. It's not perfect.

R

And it doesn't include every word either, so many words are not on *focal.ie*. But with all the examples and the source documents and all that extra information given on focal you can get something from it. So maybe you're not a hundred per cent happy with it, but you're ninety nine per cent happy and you've got to get something in by the deadline.

E

That's why I asked what you thought of the amount of metadata displayed, because you have to scroll down and maybe you're under time pressure.

T

No, you can't have too much information. It's much worse if there's only one or two choices and you're not entirely sure about one of them and I would really prefer ..

R

Sometimes after reading all of the pages on it and after looking at the source information, still I'm looking for more information and the main things are at the start, and if you are happy to accept that alright, but if you want you can go on. You don't have to use all of the information if you don't need it.

T

And it's been developed in such a way as to have the choices in alphabetical order and for example if two words are in the genitive in one phrase and in the nominative in the other phrase, you're able to find the example without much hassle.

E

So you're saying the interface is easy to use?

R

Do a 'Control + Find' search. I use that and I can find the choices using a particular subject-field label. If there's another piece of information attached to that word, you search for the second word and it reduces the amount of work you have to do and it jumps to every choice and you don't have to read down through them all.

T

And sometimes you learn new things that you didn't know and you read something and you say, I didn't know that, that's interesting.

R

That's my main problem, I find myself reading through it and enjoying it.

S

Oh yeah, a waste of time, and it does you know.

E

Do you have the time to be doing that?

R

Well, no but you're pretending you're working.

T

Don't get rid of anything.

E

Now for my last question. It has to do with how much information is visible on the screen. This tab 'compact version' and 'more details'. When you click on 'more details' you see all this extra information. Let's look at it again quickly. (*displaying this on the screen*).

T

What's the default – 'compact version' is it?

E

Yes (*showing this*).

T

Can you optimise your personal setting so that it opens on the 'more details' setting all of the time and for other translators?

E

I don't know.

T

Because sometimes I forget to click on 'more details'.

R

I suppose that really bothers people.

T

Yeah, but that people would have the choice, you know preferences, that you could be free to make that decision. I'd like if the user were able to have 'more details' open when they log on and not have to click on it. Because I don't remember, I forget that that option is there.

E

So, in your opinion 'more details' should be the default setting?

R

That you could make that choice and that the computer would save that setting for you.

T

Yeah, as a preference.

E

Do you think the public in general would want that?

T

No, it would bother them.

S

Yeah, for the people who use it just as a dictionary to search for a single word, if you give them too much information it would be a disaster, a right mishmash.

T

It's not very prominent. If there were something there to draw your attention to the option. I think it would be better if it were set to show 'more details' from the outset. Something to remind you to choose the option.

R

I don't use 'more details' at all, I only use the compact version.

E

What about the source dictionaries, that's not shown in the 'compact version'.

R

Is that right?

E

(*Showing this*) I wonder if..

R

Maybe I do have it on.

T

But in the database itself, is that hierarchy in the database (*referring to the biology taxonomy*) is there a place for that hierarchy?

E

In the internal interface, yes there is. A biologist worked on this on behalf of focal.

R

Where do the words come from, An Coiste Téarmaíochta, is it?

E

An Coiste Téarmaíochta provide the contents of *focal.ie*. The content belongs to them, except for the extra glossary at the foot of the page. That contents came from Rannóg an Aistriúcháin. So when the database was being created they used all of the terms from an Coiste Téarmaíochta's LSP

dictionaries, lists of words and dictionaries that had been created by subcommittees and technical committees.

T

And new words?

E

When a member of the public submits a query the Coiste Téarmaíochta send them a reply and new terms are submitted to the committees for approval. They have these meetings periodically to discuss lists of new terms.

R

So when you see 'le faomhadh' (*to be approved*) written next to a term you're saying that term is awaiting the approval of one of those committees?

E

Well I'm not sure about that. There are only a few people working in An Coiste Téarmaíochta agus the subcommittees are working voluntarily. Experts in other fields, who are fluent Irish speakers, make up these committees. But 'le faomhadh' I'm not sure, that label could still be there in a year. But all of the information belongs to the Coiste Téarmaíochta. It's their job to create terms.

T

But isn't there a help facility for translators, you can send a query via email and they reply within a day or two.

E

Fiontar deal with editing the contents of focal. If there is an incorrect spelling or a wrong gender or something like that they can make the correction. But if a new term is being created An Coiste Téarmaíochta generally do that.

T

And the thing that bothers me about 'le faomhadh', you're not sure whether you should use the word or not.

E

Well if they've allowed it on the public interface they must be happy with it to a certain extent.

T

But for the translator, if you were dealing with a legal document.

E

If there's a choice, don't choose the one with the label 'le faomhadh'.

Do you have anything else to say about metadata on focal. Any more thoughts about the use of metadata?

R

I was thinking of pronunciation. One of the difficulties people have while trying to get to grips with a language is the pronunciation and even people with very good Irish if they come across a new word and if they're not that confident about the pronunciation rules of a language maybe they won't be happy to use that word so I was thinking it might be a good thing if you included pronunciation tips for words.

E

As extra information.

T

Or what about in the new dictionary, having sound files. And in *abair.ie* a machine is doing that.

R

Even International phonetics.

E

Of course it depends on the resources available.

R

But it's also a huge undertaking.

E

In a way we would like if terminology made its way into general language because in English this happens to terminology.

R

There are dialects, you could have the standardised phonetics for pronunciation.

E

Yeah for 'ch' or whatever.

R

Yeah, but still this is done with the dictionary, 'an foclóir beag' but that's the only one. Especially for people who are learning the language and trying to add to their vocabulary. And you forget if you don't know the rule, you only know it by ear and when another word is very similar, sometimes you don't realise that it's the same in terms of pronunciation or not. So for example 'dh' in the middle of a word or something.

E

That's an idea because people are not thinking of terminology as 'real language' but it is and it should also be used in the specific domains.

T

It would be controversial in terms of the dialects, you'd have to integrate the three.

R

They managed to do it in that dictionary so you could use that as a template.

S

But among the people in the Gaeltacht (*Irish speaking area*) if a new term comes on stream they're not going to use it. They'll use the English.

R

Yeah, I know a man living in An Spidéal and the neighbours slag him off because he says ...he uses the correct terms and people laugh at him.

E

It could take a couple of PhD Theses to do that work on pronunciation.

S

And a few years and a few people working with them.

R

Could you just have the rules in terms of phonetics somewhere and you don't have to attach them to every word, just have a general list?

E

The endings or the prefixes or ...?

R

Just things like 'aghaidh'. It is really strange that you have 'dh' in that word.

E

Great ideas here.

R

Another issue I have with *ainm.ie* it's a dictionary about people, and not a dictionary with surnames, names etcetera.



S

I have to admit, I've never used it.

E

Do you think it confuses people?

R

Yeah I think you could translate peoples names...

R

And with the placenames again people go to that site looking for the English for somewhere, they find examples of placenames but they don't find out what the placenames mean, and sometimes when you have to translate a placename to Irish you don't find a translation.

T

Regarding 'related terms', do you think the database is able to make links to synonyms ?

E

It does have that capability, but work hasn't been done on this yet. Someone would have to do some practical work to link the terms.

# Appendix E: Contextual Inquiry Field Notes

## Contextual Inquiry 1

**Resources being used by the translator:** *www.focal.ie*, Irish-English Dictionary and English-Irish Dictionary, [www.ncca.ie](http://www.ncca.ie) .

**Type of translation:** Educational Resource

**Translator:** Freelance

T: Translator (speaking)

N: Narrative written by researcher

Q: Question or statement by researcher

T: It's not clear what 'recount writing' means.

N: *The translator searches for this as a term on focal.ie. to find out whether it is a term.*

T: If it's not on *focal.ie* I suppose it's not a term that's been created yet. 'Recount' is there but there is no subject-field label.

N: *The translator reads the source text again.*

T: It's evident that it's got something to do with repetition.

N: *The translator searches for synonyms for the word 'recount' on the online resource www.thesaurus.com . Then the translator reads from that lexicographical resource.*

T: 'Give an account of.' That helped me to get a better understanding of what it meant. In the paragraph I'm translating I'm going to create a new term for it myself. They're looking for a single term for it and it's clear from the English that they want something concise. A description would be too longwinded for this document. I'm going to come back to it.

N: *The translator highlights 'recount writing'. The translator then moves on to the next term 'factual' and searches for an equivalent on focal.ie .*

T: I know to a certain extent what this means but I'm not sure which ending to use in the Irish adjective, 'ach' or 'úil'. The two exist. Since I have 'fíric' (fact) already I will use 'fíriciúil.' At the end of this section I'll go back and translate it again to my own satisfaction. This is a temporary translation.

N: *The translator then searches for an equivalent for the term ‘chronological’ on focal.ie, checking for spelling and the ending of the adjective.*

T: ‘Concluding’, is this a statement meaning that the point is being concluded or does it just mean the final point? I’m looking at the ‘related terms’ section on *focal.ie* to see whether there are any other words collocated with that or a subject-field label from the domain ‘education’. I would be more confident about using it if I saw the subject-field label ‘education’. Is it that the argument is being concluded? In this case he’s talking about editing something and giving a final statement. I’m more confident now that I see the subject-field label ‘law’ with it too, since it’s referring to one thing and you can continue with other things.

T: ‘Gluaiseacht’ or ‘gníomhaíocht’ (*movement or action*) – ‘action verb’, maybe it’s a term.

N: *The translator then looks at the ‘related terms’ section on focal.ie.*

T: I remember when I was in school they used to talk about ‘action verbs’, where action just related to the movements of the body.

N: *The translator chose ‘briathra gníomhaíochta’. (action verbs)*

T: I’ll go back again to ‘recount’. The criteria I’m looking for – I know they don’t want a literal translation seeing as this is very specific to English. I’m not sure whether this is some kind of buzzword in English. I know from now on that it will be in a box (*referring to the layout of the document. ‘Recount Writing’ was a heading in a box on several pages*). I’m trying to find an Irish equivalent that won’t be one hundred per cent literal but they would like for it to be one phrase, like the English. I’m probably going to use ‘athinsint’ (*literally ‘retelling’*).

Q: Could you explain what process went through your mind before you finally chose the Irish ‘athinsint’.

T: There’s nothing in particular but I suppose you can retell a story in word form or orally (*there were two types of ‘writing’ described in the source text*) is the feeling I got from the text. What they’re looking for is that one could tell the story again. The different types. It’s really just talking about telling a story and to demonstrate your understanding of it I suppose and I guess ‘athinsint’ encompasses that. So I’m going to translate all of those (*referring to all the instances of ‘recount writing’*).

N: *The translator replaces every ‘recount writing’ in the text with the Irish equivalent.*

T: *focal.ie* is telling me that ‘físiúil’ is actually a word. Am I to believe the dictionary and have no confidence in *focal.ie* because it doesn’t comply with the ‘caighdeán oifigiúil’ (*official standard*). The spellcheck tells me ‘físiúil’ is wrong. Especially seeing as I have been dealing with it for years. I know that words were created because there were gaps in Irish, ‘baol’ and ‘riosca’ (*both terms for the word ‘risk’*) for example. I suppose there was a need for ‘riosca’ because ‘boal pearsanta’ had to do with personal risk, maybe ‘riosca’ is a different concept. That’s what ‘físiúil’ is telling me, there must have been some gap or other in Irish. Sometimes there are no plurals, because they didn’t exist in the language for certain concepts. Feelings for example, you could see something like ‘leicsciúlacht’ - a new term, so that you have the same concept as in the English.

T: *The translator then moves onto the next term ‘tell your news’.*

T: ‘Tell your news’ . I could maybe use ‘cuir in iúl’ here. Now there’s something, for example I try to be faithful to the Irish, ‘in pairs’ – ‘i ngrúpaí beirte’, metadata that would be helpful in this case is if they wrote in ‘pairs’ so that the context would be displayed underneath. There would be a different word in the usage example. This is a gap in my opinion. For example ‘whole-class’. It’s very hard to translate something that’s a compound word in English. ‘Cur chuige sa rang iomlán’ is what they have in Irish for ‘whole-class’ but the two aren’t really equivalent. They want terms in English so that they can put things in boxes. I don’t think it’s all that perilous for Irish to have something like ‘uile-ranga’ for ‘whole-class’ but now I have to put something in that explains it in a roundabout way.

T: ‘Fear grinn’ is what I always used for ‘clown’ when I was growing up, but now they have ‘bobaide’. I suppose they used to use ‘fear grinn’ but that it wasn’t exactly the same concept as the English. A person is relying on *focal.ie* instead of using another word. I suppose ‘ag bualadh bob’ is there, maybe that’s where they got ‘bobaide’. Maybe it’s not related to the action, unless it’s just a direct translation, transliterated, and in that case I wouldn’t trust it but seeing as they have a term now, and it’s not ‘le faomhadh’ (*‘le faomhadh’ is a label on focal.ie meaning ‘to be approved’*). I also know seeing as I’ve probably encountered all of the subject-field labels, and there are lots in the domains ‘education’, ‘law’ and ‘business’ and if they’re approved then I suppose you can be confident that people have agreed that the term is accurate enough but at the end of the day it does depend on whether the translator is happy with it or not.

Q: Do you always trust *focal.ie* ?

T: It depends. It’s not all based on facts but I do know that ‘bobaide’ comes from ‘bob’, but I would put it into the translation and then let the editor, or somebody more qualified than me, make the decision. Although, I wouldn’t put in something that I wasn’t very happy with. But in this case ‘bobaide’ sounds good enough and there’s a lot on the site in the domain ‘education’. I need to think about it. I do trust the site to give me a term that would be used in a pedagogical book. If I were writing a book in Irish, I would rarely use *focal.ie* and I wouldn’t use *focal.ie* for anything literary. It’s another type of dialogue. However, it’s useful for this. But it wouldn’t be all that useful for other things.

Q: Could you give me an example of the other kinds of translations you do for which you don’t use *focal.ie*.

T: In terms of translating scripts for cartoons. In cartoons you’d have heroes, and there would be ‘diúracáin’ (*missiles*) coming towards you. I remember years ago what a ‘missile’ was in Irish. But that was a problem they had in X (*the name of the company which translates the cartoons*). There’s a series ‘Y’ and I was using ‘coimhthíoch’ for alien, but that’s not what ‘alien’ means. Finally they used ‘allúrach’. I was talking about trust as well. If I were translating something creative I wouldn’t use it (*focal.ie*) either. For example the difference is that I was translating something from English and I had to stick to the same number of syllables for the cartoon, or the same number of points that a ‘diúracán’ would be coming from a ‘mór-namhaid’. But if I weren’t restricted like that, if you weren’t used to this style of writing you wouldn’t use it because you’d want some kind of rhythm. *focal.ie* is useful for other kinds of translations. I know this current text is for the education sector, so *focal.ie* is useful for that.

Q: Are there certain domains or subject fields that are more developed on *focal.ie* in your opinion?

T: I wouldn't be all that confident using terms in the domain 'sports'. Places where they have created terms where there are other words already in use. There can be five or six terms for the same thing.

Q: So you're saying that you don't have that much confidence in the sports dictionary on *focal.ie*?

T: Some terms are 'to be approved'. I wouldn't trust that because it is to be approved and the other one does not need 'to be approved'. They must have been contemplating what was allowed. There are other things in the domain 'sports'. I'm not a sports expert, but I do know some basic things about sports and I would know that they're not correct

N: *The translator then moves on and searches for an equivalent for 'tape'.*

T: I'm looking for 'tape' for the spelling. Sometimes *focal.ie* is useful to get the spelling of a word.

N: *The translator then moves on the next term 'blowing bubbles'.*

T: 'Blowing bubbles'. Is this an activity (*class activity*) or is it being done on an individual basis? I'm going to look for the unit as a term on *focal.ie*.

N: *The translator then searches for 'blowing bubbles' as an activity on focal.ie*

T: Seeing as it's not there as a term on *focal.ie* I'll go now to the English-Irish dictionary agus look up 'bubble'. There's nothing here that tells me that it has anything to do with 'making' or 'blowing' bubbles. In terms of a translation, I'd be happy with 'séideadh bolgáin'.

Q: So then, do you think you're used to searching for phrases for which there are no equivalents available in Irish?

T: It all comes down to whether or not I trust a certain term or not.

N: *The translator looking up 'brainstorming' to demonstrate that that kind of thing can be found on focal.ie and that maybe 'blowing bubbles' is a type of activity that goes on in schools nowadays that would be in the education dictionary on focal.ie. The translator then decides to create a new term after looking in the English-Irish dictionary.*

T: The only reason I searched for it in de Bhaldraithe (*the English-Irish dictionary*) is that it's probably an activity that's been around for years, and just in case there was a nice term for it in de Bhaldraithe. But if it's not on *focal.ie* I suppose there hasn't been a new term created for it.

Q: So then, do you use *focal.ie* in a process of elimination?

T: Yeah, as one step. It would be different if I were looking for an expression or a saying in Irish – if you had one word and you were trying to see how you'd use it in a sentence. If it were a newly-coined word I'd say I'd go to *focal.ie*. But I'd go to *focal.ie* first if I were translating something in the education domain because the current textbooks would be very different to those that were around twenty years ago. They say that we know much more nowadays because there are so many more terms to learn. New words are coined because we have the concepts now. If it's not on *focal.ie* it tells me it's not in any of the books. Then I looked in de Bhaldraithe to see if it were an established

expression. Now I'll go to Ó Dónaill (*the Irish-English dictionary*) to see if there's anything there related to 'bolgáin', especially seeing as it's not on *focal.ie* and therefore not in any textbook and that I am safe enough composing a new term for it myself.

N: *In the end the translator decided on 'cruthú bolgáin'.*

T: Now here's something that happens in English, that wouldn't in Irish, 'teacher can scribe for children'. In English some words are used as verbs etcetera. But I will look up 'scribe' anyway to see if it's there as a verb, but I would prefer 'scríobhaí' (*'scribe' as a noun/person*) myself and to be closer to what's natural in Irish. Here's where I am – this website (*focal.ie*) is very much influenced by English in many cases. Everything related to this term on the site is related to 'inscribing'. They are really talking about something akin to 'embossing'.

N: *In the end the translator chooses 'scríobhaí' ('scribe' as a noun/person).*

T: Now, here's something, because I've done it. Here's a general term, but the word 'activity', I don't know why I have to distinguish between 'gníomhaíocht' and 'gníomhú' (*activity and 'activity' as a process*).

Q: What would you choose in that case?

T: Seeing as 'gníomhartha' is used in the domain 'education' – I know there's a difference between the two- but it is an action now. There are two things with the same meaning, almost the same thing, but 'partner work' is very similar to what's going on here.

Q: What is the translation unit that you translate in – at word level, sentence level, or paragraph level?

T: At the sentence level. When I'm working quickly I go to the first verb in English and then I can start thinking while I'm writing. When it's the imperative, the sentence begins with the verb. When you need to work quickly it's worth going to the verb first because you can put them together, for the sake of rhythm in Irish. The imperative is easy enough. If you had, for example, 'regarding each day's count on the wall' I would go to the verb and then I would start writing. That's the hardest thing, the syntax. How should I start? Sometimes I'm able to translate literally word for word but sometimes it's not very natural in Irish to do that.

N: *The translator then looks up 'collate'.*

T: Like so many things there are other meanings for 'sainscag'. (*One item in the entry had 'compare' as an intro, and the subject-field label 'computing'*). It's not really 'compare' because in computing it means 'bringing things together'. Gathering them all on the screen so you could compare them. But that's not really what it means in this case.

N: *The translator then tries to find an English synonym and searches in an online English language thesaurus.*

T: I like 'assemble'. That's basically what it means in English. You have 'cnuasaigh' or whatever in Irish. What does *focal.ie* have to say? 'Cnuasaigh' is used for 'cluster' in the education domain. So then I'll avoid that so I'm respecting the new terminology. To give it its place. I've decided to use

‘bailigh le chéile’, in keeping with the rhythm in the English version, it says ‘display on wall and collate on wall’. It’s universal in English, so for the sake of the rhythm and my gut feeling, seeing as it’s not trying to give the teacher direct instructions. Collate has such a depth of meaning in this sentence and I want to respect that. When I find it difficult I read the text aloud in English. And I try to do the same in the Irish so the stress is in the correct place.

N: *The translator then searches for ‘prop’ on focal.ie in terms of where it’s located on the focal.ie page.*

T: ‘Fearas’ is there too for ‘prop; but it’s used in a couple of contexts that I like. I don’t know whether they’re related to each other. ‘Fearas stáitse’ ‘broadcasting’ instead of ‘drama’, artificial things.

N: *The translator then looks up ‘microphone’.*

T: Here are some things that wouldn’t be acceptable in English. ‘Deliver’. The direct Irish translation wouldn’t be in keeping with the English. I’ve translated something here and I’ll come back to it. ‘Living chart’, I’ve put in ‘cairt mhaireachtála’. Syntax is the hardest thing to translate successfully.

## Contextual Inquiry 2

**Resources being used by the translator:** [www.focal.ie](http://www.focal.ie), primary school curriculum.

**Type of translation:** Educational resource & letter of recommendation.

**Translator:** Employed by on organisation.

T: Translator (speaking)

N: Narrative written by researcher

Q: Question or statement by researcher

T: I'm going to translate a letter of recommendation (*from a school*) for a person who's on teaching practice. Normally you would have to ask somebody from the Department of Education to write a letter of recommendation. And it has to be translated to Irish (*the student teacher involved was working in an Irish-medium primary school*).

Q: What are the issues you'd envisage with this kind of translation?

T: There are grade descriptors for the student teachers and she is very careful about whether to write 'good' or 'very good'. There's a chance that the external examiners won't know the difference. The terminology is extremely important. It's very important because say you were going to fail a person you couldn't say that she was 'good' because that would imply that her performance was satisfactory.

T: Since I have experience proofreading things in Irish I know what kind of layout this should have. She wants to change the layout. see here that they haven't used a 'fada' (*accent*) on the vowel. I know she doesn't use X in her name (*the translator knew this student teacher and that she didn't use her first name X*).

T: The first thing I'll do is to read through the whole letter and then I'll have a look at the dictionary. 'Placement tutor' – that's new terminology, but the person who wrote this letter of recommendation is more familiar with the old system. So instead of 'school placement' it should be 'teaching practice'. Look here, 'teaching practice' is used somewhere else. The letter is not consistent.

N: *The translator then reads through whole letter proofing the source text.*

T: I think this phrase 'for which she is qualified' is a bit awkward. I think 'for which she applies' is more appropriate in this context. (*referring to a job for which she applied*). I'm not always sure about the preposition which is collocated with the noun. I'll translate the whole thing first and then come back to that.



Q: So, regarding the translation process, you translate first and then you go back over it at the end?

T: Yes, I have a stab at it first so that I don't break my own rhythm. I'm going to break up the sentences in English, to break it into three parts. The person who wrote this letter used the word 'teacher' but she is still only a 'student teacher'. Possessive adjective, I'll omit that ('her preparation'). If I start too many sentences on 'tá' (*the verb 'to be'*) I'll change it and put the verb at the end. In the second sentence here 'the learning activities were pitched' I'm going to change that around to 'she pitched the learning activities' so that 'bhí' won't be at the beginning of the sentence (*bhí is the past tense in the verb 'to be'*). But I'm not going to use the word 'leibhéal' twice, I'm going to alternate 'caighdeán' (*standard*) with 'leibhéal' (*level*). There's a kind of a different meaning to 'leibhéal' and it's mentioned three times in the same sentence. So I'll use both 'caighdeán' and 'leibhéal'. It's not really a specific concept.

T: I'm not too sure about the English here 'illustrate the lessons'. I feel it's a bit strange. The English is unclear. I'll use 'cur leis na ceachtanna'. The tense is changing to the present tense. I would prefer to use the same tense throughout. I'll come back to that at the end and I'll ensure that all of the tenses are the same. In Irish I was taught to put a comma here between the adjectives.

T: 'Classroom management' will I use 'bainistiú' or 'bainisteoireacht'?

Q: What's your experience of those terms?

T: There's a senior inspector in the Department of Education and he uses 'bainisteoireacht ranga' so 'bainisteoireacht' instead of 'bainistiú' or 'bainistíocht'. The same goes for 'ceannasóireacht' instead of 'ceannasaíocht'. You'll find things like that. For example 'eagrú' or 'eagrúchán'? I prefer 'eagrúchán'.

Q: Would you see a difference between 'bainisteoireacht' and 'bainistiú', 'múinteoireacht' and 'múineadh'?

T: There's way more involved with 'bainisteoireacht'. In my opinion 'bainistiú' has to do with whatever you're doing in the moment. 'Bainisteoireacht' is a more abstract concept. Regarding correct terminology that's PC I don't think I'd use 'discipline' in the same sentence. I don't think I would say that 'classroom management and discipline skills'. I don't think both should be used together like that. When you create a good learning environment, I don't think you should then say something negative in the same sentence. But I'll translate it anyway and come back to it at the end.

T: For example you're not allowed to say 'dána' (*'bold' referring to the students*). You'd have to say something like 'a challenging environment'. Now there's another example 'iompar' and 'iompraíocht'. In the English I'm going to break up the sentence that has three nouns together, 'classroom management strategies'. I feel I should use the adverb earlier in the sentence. 'Ceachtanna don rang iomlán' and then I put 'easily' back at the start of the sentence.

T: I see the things the Department of Education issue 'grúp-obair' for 'group work' but you could use 'obair i ngrúpaí', but I suppose that's old fashioned.

T: I've noticed with 'Gaelspell' (*Irish language spell-checker*) sometimes it doesn't include a red line even if the word is the wrong one – 'ceathanna' instead of 'ceachtanna'. They're both words.

T: Another problem is the use of two adjectives in English that mean the same thing. For example, 'clear and unambiguous', but that's the same thing. 'Treoracha soiléire nach bhfuil doiléir' (*instructions that are clear and that are unambiguous*).

N: *The translator then changes the layout of the letter.*

T: 'Classroom performance'. On the report form you'd see 'scileanna teagaisc'. It's obvious that that's not a direct translation. But should I try to be consistent with the version we use here in the university or should I do this translation word for word.

T: (*Referring to what was said about the student teacher in the letter*). What's not said, they're the student's weaknesses. For example if it doesn't say she is punctual, then that's a weakness.

T: A word like 'fuinniúil'. You'd hear a lot of people saying 'fuinneamhach' these days. But I'm going to use the correct version in terms of what's the standard. I've made a decision not to use the version that would be more understandable. Again, I'm not going to use the possessive adjective in Irish. 'Léirigh sí muinín agus cumas' – 'her confidence in every subject area'. I'd be inclined to write 'every curriculum area' because that's what's normally used. Maybe I'll change that at the end.

T: 'Maths'. It should have been 'mathematics' in the English.

T: We've put together a style sheet here for translations. I've compiled that over the past year. We've decided to use lower case letters for the subjects, except English and Irish, and with IT I'm going to write that out fully (*instead of TF to write Teicneolaíocht Faisnéise (Information Technology)*). because I don't think people would understand TFC (ITC). And instead of 'these will no doubt', I feel the sentence is too long already. I'm going to change the noun, although it's only mentioned twice in the English. I'm not going to use a plural although it is used in the English. And I prefer 'amach anseo' instead of 'sa todhchaí' for 'in the future'.

T: In the next one I feel at the beginning of the paragraph that her name should be used and then should be referred back to in the body of the paragraph. Her name was not mentioned at all in the English version in that paragraph. 'She will be a very useful addition', whereas I'd prefer to use 'cur le' a couple of times, even though I know I used it a couple of times already. So then, I'll use something else. 'For which she is qualified', for any job she'd apply for?

T: Now I'll proofread the Irish translation to check the Irish and I'll read the English and I'll compare both. Now that I'm reading through it I feel it's too abrupt, so I'll insert 'léir gur' and a couple of expressions to make it more fluent. Looking at the paragraph I feel the past tense would be better. So, I'm going to change every verb now. For 'discipline' sometimes you'd see the Irish 'smacht', but it's not very PC anymore, 'control the kids'. I'm going to replace 'go héasca' with 'gan dua'.

T: The only thing I'm not that sure about is 'réimse curaclaim'. First of all I'll check it on *focal.ie* and then on *ncca.ie*. I see here that the word 'réimse' is masculine. Regarding checking something I go to *focal.ie* first and then to *ncca.ie*. I prefer having the books themselves in front of me (*the hard copies of the National Council of Curriculum and Assessment publications – the primary school curriculum*) so I can look through the units and strand-units of the curriculum. Sometimes I go to the *ncca.ie* website first to see what page it's on in the English version and then I go to the hard copy Irish version to around about the same page. It's easier to find in the English version because there is no

inflection in the noun. Then I compare the English version and Irish version of the curriculum. Is it 'do Eibhlín' or 'd' Eibhlín'? (*Not the actual name used*) I'll have a look to see what other people did in that instance.

Q: What are the other resources you use to check that kind of thing?

T: I use this book (*a book in Irish about another topic, not a dictionary*). It's a collection of academic essays. Now let's see did she write 'do' separated from the name?

Q: What are the other resources you have open when you're working?

T: *focal.ie*, *pota focal*, *ncca.ie* and material I've translated already. I use *focal.ie* but sometimes it's not always the word being used in Irish, 'design' or 'devise'. You have 'dearadh' in the curriculum although you have 'ceap' on *focal.ie*. I use the *ncca.ie* website and hard copies of the curriculum and material I've translated before. *Pota focal* can be useful. I check the website of the organization in question if I need something in particular. The little things – our blog.

T: 'Appropriate challenge' I would have a tendency to use 'cuí' here because I used the adjective 'oiriúnach' already. 'Illustrate' in English. I've put in 'cur in iúl'. It's not very clear in the English here. I'm going to change it here and assume that 'scileanna' relates to both 'bainisteoireacht' and 'discipline'. Although I removed the possessive adjective for this before, I'm going to do the opposite here. 'Tá sé chun dul i bhfeidhm orm' instead of 'rachadh sé i bhfeidhm orm'.

N: *The translator then finished the letter of recommendation and moved onto another text for translation – sample games for the classroom (3<sup>rd</sup> to 6<sup>th</sup> class in primary school).*

Q: What will you be translating now?

T: Sample games for the classroom for third to sixth class. For the senior classes so I'll be able to use the sports dictionary on *focal.ie*. I feel this is a dictionary for adults. It's not very suitable for translating materials for younger children. I'm used to using the sports dictionary. I'm also going to use the PE curriculum and that's divided into four parts, but I'll use the sections for fifth and sixth classes because that encompasses the terminology used for third and fourth class.

T: The first thing here 'gníomhaíocht', that's feminine. 'Individual pair group and activity'. I might just change around the word order there. I'm never sure if you use a capital letter in English should it be there or not. '3-6' – I'll write the words three to six out in Irish. There are a few expressions here that I haven't seen before. 'Ball work'. I'm not sure what that means in English. You could 'play' basketball. The children need to gain an understanding of the ball first. Like 'bullet point', is it 'pointí le hurchair' or 'pointí urchair'?

T: So I'll check *focal.ie* first and then I'll go to the curriculum. I think that maybe it means working with balls. I'll have to call an expert – my colleagues who lectures the students on PE for primary school.

T: 'Ball and stick' stick as in a 'hockey stick'. I'm thinking about this in Irish because usually in Irish you'd have something like 'camán'. I haven't a clue what the Irish is for unihoc so I'll definitely have to check that term.

T: I have a habit of putting ‘freisin’ in brackets.

N: *The translator then checked the x website to see whether that organisation had an official translation.*

T: This comes from a strand-unit ‘Sending, receiving, travelling’ maybe ‘seoladh, glacadh agus taisteal’. I’ll have to check the curriculum. I feel this is an adjective. ‘Individual’. I feel there is more involved than ‘indibhidiúil’. ‘Individual work’ or something like that.

N: *The translator then checked the curriculum.*

T: I don’t understand everything in the Irish ‘liathróid a phéarcádú’ but I see ‘maide’ here.

T: I said earlier that you could mean ‘dear’ (to design) but here you have ‘ceap’ for design. It’s not entirely consistent with the science curriculum.

T: ‘Ball awareness’ – in the Irish curriculum you have ‘feasacht’ but in the Geography curriculum you have ‘Tuiscint’.

N: *The translator then opened the PE curriculum to search for ‘body awareness’.*

T: I’m going to have a look at ‘body awareness’ here because it’s close to the meaning. ‘Spatial awareness’ is not appropriate because it comes from another part of the curriculum, from another subject. Ok so, ‘body awareness is not there’. I see ‘luail’ is used for ‘movement’. Here ‘body awareness’ is ‘feasacht coirp’. So I’ll use ‘feasacht liathróide’.

N: *The translator then looks up ‘fingertip’ on focal.ie to see if there’s a term for it. Then the translator creates a term.*

T: ‘Rotate’. I’ll see if that’s in the curriculum. In the curriculum it was translated so that the terms would be at an equal level of difficulty. But very often those terms end up being too difficult for the children in the Irish-medium schools. On *focal.ie* you have ‘rothlaigh’ and that is used in the maths curriculum.

Q: Is that from your experience of the curriculum?

T: Yes it is.

T: But I see here they are using ‘cas’ in the sports domain on *focal.ie*. I’m going to use ‘rothlaigh’ although they have ‘cas’ in the sports dictionary on *focal.ie*. I’m not going to use the genitive because I feel that would be too difficult for the children. I don’t know what’s meant by ‘refer to shelf-like hand position’ – does it mean trying to demonstrate this?

T: I’ll have a look at ‘static’. I’m going to use an expression there instead of an adjective. ‘Posture position’ I think. On *focal.ie* they have ‘position’ but I think they mean ‘posture’. ‘Posture’ is the first on the list here in the entry. Where did that come from. Then I choose ‘iompar an choirp’ but that would be too much. If I use ‘staidiúir’ I’ll add a glossary for the students. I’d prefer a shorter term.

Q: *If the label ‘le faomhadh’ were there would you use the term?*

T: I would if I thought it sounded natural in Irish.

T: I break up the list if there are a list of nouns one after the other in English.

T: 'Clockwise' we have 'ar tuathal' and 'ar deiseal' for clockwise and anticlockwise. I know the students in third class will have done the clock but we use 'leis an gclog' and 'gan leis an gclog' for clockwise and anticlockwise, 'ar tuathal' and 'ar deiseal' would not be appropriate for this class level.

T: I put in the correct term first and then at the end I make a decision about whether to change it or not.

T 'Leg and feet'. It will be difficult to translate this as you only have 'cos' for both 'leg' and 'foot' in Irish. 'Tornado rotation of ball'. I'd say this has to do with 'tornado' – that is the ball going very quickly.

N: *The translator then checks this on focal.ie and sees the subject-field label 'geography' with it.*

T: 'Head to toe'. I would like to use 'ó bhun go barr' or 'ó cheann go barraicín'.

T: If there is a common error in English it is even more evident in Irish. In that case I would send an email to whoever wrote the source text. For example number instead of numeral. In the visual arts for a structure in which you use a number of matches it is 'líon' and not 'uimhir' (*amount as opposed to a certain number*).

T: 'Plant foot down' that has a specific meaning in English. I'm not that sure.

N: *The translator then checks it on focal.ie.*

T: 'Plant', the first entry here is 'daingnigh' and it has the subject-field heading 'sports'.

N: *The translator looks at the fist entry and does not go down through the list. Is happy enough with the first entry because it has the subject-field label 'sports'.*

T: I'll have a look to see whether there's anything else on 'cas'

Q: On focal.ie when you're looking through a list what do you look at first?

T: I look at the subject-field label. And then I look at the term itself and I think of anything else I heard like that. I'd then have to look at other resources – the curriculum or other material I've saved on my computer.

T: I see here the subject-field heading 'sailing' but I think it means to 'turn around'. None of the entries have the subject-field heading 'sports'.

Q: What are your preferences when it comes to the metadata?

T: For me the subject-field heading is the most important and then the extra glossary from Rannóg an Aistriúcháin.

Q: Would you use the 'related terms'?

T: I use *focal.ie* more as a hint than anything else.

T: 'Hunkers'. I'll have a look first of all on *focal.ie* in the extra glossary. Look here we have 'on his hunkers', 'ar a ghogaide' That's nice, I'll use that. I feel it's quicker on *focal.ie*. I'd accept something from the extra glossary because you have the whole expression as opposed to the term in isolation.

## Contextual Inquiry 3

**Resources being used by the translator:** *www.focal.ie*.

**Type of translation:** Document regarding dietary information.

**Translator:** Freelance

T: Translator (speaking)

N: Narrative written by researcher

Q: Question or statement by researcher

N: *The first term the translator looks up is 'fibre' on focal.ie.*

T: 'Fibre' there is both 'snáithín' and 'gairbhseach'

N: *The translator then goes down through all the options in then entry on focal.ie and down through the 'related terms' further down the page.*

T: Ah, I see 'dietary fibre' here, and the Irish equivalent 'snáithín cothaithe'.

N: *The translator then goes back to the source text and finds 'gairbhseach' and replaces it with 'snáithín'.*

T: 'Nut content'. I don't like the word content here, in terms of an Irish equivalent. I'm going to go to *focal.ie* but I know I won't get anything there for 'content'. So I'm looking up 'content' now 'a bhfuil, a raibh í?' 'Don mhéid í' I suppose. I didn't want to use 'inneachar'. I suppose you could use 'don chion' in the sentence 'for the fruit, vegetable and nut content'. I don't like any of the others. I don't look at the subject-field labels anymore.

T: 'Nutrient model'. 'Cothaitheach' on *focal.ie* for nutrient, there's no other word I could find for that. I used 'samhail' for 'model'.

T: 'Points Allocation', 'leithdháileadh pointí' I suppose and then 'maidir le i dtaobh/le haghaidh' as well. I see the genitive being given there, but I think it's best to keep it in the nominative so as to avoid the inflection.

T: While I'm translating I keep the Irish version above the English version like this, and I highlight the English.

T: 'Dessicate coconut'. 'Coconut' – very often I search for words I know already. Here we are 'cnó cócó'. 'Fresh coconut flesh should be scored as fruit'. What should I use for flesh here, 'feoil' I suppose.

N: *The translator then checks on focal.ie for flesh.*

T: I'm going to check on *focal.ie* just in case there's another word for it. But I see here they've used 'bia'. There's nothing there in the related terms. Bia is in the entry. I'm going to use 'bia'.

Q: What's your understanding of 'bia' for 'flesh'?

T: You'll find 'bia an éisc' on *focal.ie*. It's still going around in my head.

T: They're making a distinction on *focal.ie* between 'coconut milk' and 'coconut flesh'. Let's see what it says about 'coconut milk', but I know it won't be there. But look it is there, they have 'bainne'. 'Bainne cnó cócóc'.

T: I'm going to use 'bia' instead of 'feoil', because the juice you squeeze from the food is milk. The context changed my decision, although it says there 'bia an éisc', I know myself I have heard 'feoil an éisc', even though *focal.ie* says 'bia an éisc'. I have to go with the Irish I was brought up with. I prefer 'bia' because it's not meat really in this context. Because it's a fruit (*the coconut*). The solid part of the fruit.

T: 'As fruit' maybe 'mar a bheadh torthaí', I don't know why I have the plural there now but..

T: 'The water in the centre of the coconut', 'an t-uisce mar a bheadh' I don't like 'mar' on its own.

T: 'Fruit juice', let's see what *focal.ie* has to say. It has 'sú torthaí' here.

N: *The translator chooses this without consulting the subject-field labels.*

T: 'Bia úr an chnó cócóc'

T: 'The juice'. I'm going to go to *focal.ie* again. Now look they have both 'súlach' and 'sú'.

N: *The translator then skips straight down to the related terms.*

T: Well, I think they're making a distinction between 'súlach' and 'sú'. When I was growing up we had 'súlach' in our house for juice. But they're saying about 'súlach' that it relates here to the internal juices of the body and they have 'sú' for the juices. 'Sú' is what's being used here for 'juice of a fruit or the likes. The juice that gets squeezed from the food, 'bainne cnó cócóc' or 'bainne an chnó cócóc'

N: *The translator checks this on focal.ie to see whether the article should be included or not.*

T: 'A scóráil' like you'd do with fruit juices.

T: If you were translating an official document you'd be happy enough to consult *focal.ie*. I do use the terms that have 'to be approved' with them. I use the extra glossary, I use them quite frequently but I don't use them if it's a term I didn't recognize. Very often I go through the terms until I get to terms that I recognize.

T: I never came across the word 'sú' except for 'sú talún' or 'sú craobh'. People were using it where I'd use 'súlach'. But they have 'sú' here so I've no choice.



T: 'Dessicated', 'triomaithe' is what comes to mind straight away. I try to imagine the concept first of all before I check on *focal.ie* so that I can compare my own suggestion with what they have on *focal.ie*. Even if it has the label 'le faomhadh' (*to be approved*) I don't mind that.

Q: *How do you assess how good a term is? Were there LSP dictionaries which you had more trust in than others?*

T: I seldom check them. I don't distinguish between the dictionaries or the sources. You have 'Pota Focal' and 'Collins Dictionary' online. If I can't find a word I go straight to Google.

Q: What would do if you were looking something up in Irish on Google, if the word is not on *focal.ie*?

T: Say the word 'puréed' wasn't on *focal.ie*. I would start with the English 'purée' and then find the Irish 'brúite'.

T: 'Dried fruit' and 'dessicated fruit' but you have 'triomaithe' for both of those adjective on *focal.ie*. There's no real way around that.

T: 'Section' I detest that word because you have paragraph, cross-section, part, division etcetera. I'm going to use 'cuid' (*part*). But it seems very bare like that. I think I'll use 'an chuid den doiciméad'.

T: 'Próiseáilte' the basic product, there's nothing especially technical about that.

T: 'Concentrated'. Let's see what they have on *focal.ie*. You see here they have 'dlúth' and it has the intro 'of fruit juice' but look they have 'comhdhlúite' which is so much nicer. 'Sú oráiste dlúth'. I prefer 'comhdhlúite' because there is a kind of a description in that. Whereas 'dlúth' (*dense*) conjures up a different image of the product. I'd say that 'sú oráiste comhdhlúite' would be a far better description of what's meant. I'm thinking of the reader, it's hard enough to read this stuff in English let alone the Irish translation.

T: 'Comhdhlúite'. 'Tiubhaithe' but I don't like that either.

N: *This other term 'tiubhaithe' was available in the extra glossary.*

T: I like 'comhdhlúite'. And then if a word doesn't work as a noun, 'made from concentrate', you could have 'déanta as sú comhdhlúite'. 'Freshly squeezed', 'úrbhrúite', 'déanta as sú comhdhlúite'. It's coming up again and again. You see 'not made from concentrate' on packaging.

T: This is a tricky term 'fruit juice leather'.

N: *The translator returns to Google for this, looking for 'fruit leather'.*

T: What does 'fruit leather' mean? Ok look here it is a kind of a fruit roll-up.

N: *The translator then goes to the online dictionary to search for 'fruit juice leather', where it says it is 'fruit preserved by drying'.*

T: It doesn't say dried fruit. Now let's see what *focal.ie* has to say.

N: *The translator then puts in 'fruit leather' and it isn't there.*

T: They have the word 'lána' for 'content' in the context of the media. You could use the word 'ábhar' but that creates some doubt. 'Lána' came directly from the Broadcasting Act, the word is great because it avoids 'ábhar' and everything else used for that word and all the ambiguity associated with them. Anyway, I digress. Getting back to 'leather'. Maybe *focal.ie* has something for that.

N: *The translator then searches for the word 'leather' on focal.ie. Then the translator returns to the document again, and reads out part of the sentence, 'sugars, powders or leathers'.*

T: What occurs to me is something like 'triomúcháin' because that's given as the definition, on Google they're saying that the fruit is dried. I suppose I'll use that. Something that's dried and I think that it would convey the meaning. I think I'll go with 'triomúchán' then.

Q: When you create a new term do you send that into the Coiste Téarmaíochta?

T: Sometimes. I'd be really tempted to send them my suggestions.

T: Ah but look they have 'triomúchán' on *focal.ie* for the word dessicant'.

N: *The translator finally decided on 'torthaí triomaithe' (literally 'dried fruit')*

T: If 'dessicant' is 'triomúchán', that's something that dries something else. You can't use the term then for the thing that has been dried.

## Contextual Inquiry 4

### Translator in the European Parliament (doing a French-Irish Translation)

This translator used to work in the Council.

T: I used a translation memory that was available on the intranet, the terms created every month. They input what they had.

Q: What resources do you normally have open when you're working?

T: 'Quest' is what I mostly use. I also use 'Google', to check the context. I use quotation marks. For example I go into 'Google' to see if it's available. A lot of people are thinking in English. You can use Quest in English too.

Q: So what's the process?

T: First of all I go to Quest. Then to Full Foc to see what the translation from Irish to English and English to Irish is. Quest first, it's a new thing. The things we're translating here, normally it's new material. Amendments to the regulations, totally new material.

Q: Do you use *focal.ie*?

T: Yes sometimes. I was a director helping ten others and I think terminology is very important. The syntax is the most important thing. One has to be constantly reading. There's no point having the terminology if you don't have the syntax right.

T: Sometimes we're translating internal material which is not for publication.

Q: Is there a difference between the translation you do from French to Irish and from English to Irish.?

T: I suppose there is. It's much harder.

T: It was published already.

T (*Referring to something translated on the screen*). I use 'ord toilteanais' for 'order of merit' instead of 'ord fiúntais' This was a term we discussed.

Q: You discussed it?

T: Any difficulties you'd have in terms of.....You couldn't say a person had achieved something. You'd say the person themselves merited the job. The second one in this case.

T: 'Triail' is used instead of 'tástáil'. There's a precedent so it was used for other things after that. The Commission had already published that precedent. 'Staidreamh' instead of 'staitisticí'.

T: A recent example of a process .‘Potential’, to do with fishing. ‘Acmhainn’ for resource or ‘acmhainneacht’ and ‘capacity’ and ‘tualaing’ for ‘potential’. But the Commission were using ‘acmhainn’ for ‘resource’ and ‘capacity’. ‘Capacity’, ‘toilleadh’. We discussed it seeing as I was reviewing two of the three. That person has more responsibility to fix things. Another example, if you have contribution, there are some problems with this. Does it mean a speech they gave, ‘aitheasc a thabhairt’ or something they did ‘a chion’. Sometimes they use ‘rannchuidiú’ seeing as there is nothing better than that available.

Q: How do you do your search on Google? Do you enter just the Irish word?

T: I enter the word with an asterisk if I don’t know what preposition to use with it.

Q: Is this based on your experience?

T: I can also do it the other way around, English to Irish. Quest belongs to the Commission. They had to make it available for all the institutions.

T: Of all the resources available to me the most important are IATE and the treaties.

N: *The translator searches in the treaties for something that had been translated recently.*

T: Something that came up recently. It had to do with capital letters for ‘Na Parlaimintí Náisiúnta’.

T: Sometimes you get sentences that have no real meaning, they’re not really terms. For example ‘with a view to in the medium-term the creation of a substantially reinforced economic and budgetary surveillance and control framework’.

T: For the word ‘comhpháirtíocht’ we use both ‘idirbheartaíocht’ and ‘idirchaibidlíocht’.

## Contextual Inquiry 5

**Resources being used by the translator:** [www.focal.ie](http://www.focal.ie), forum on [www.acmhainn.ie](http://www.acmhainn.ie), An Foclóir Beag, [www.logainm.ie](http://www.logainm.ie), An Caighdeán Oifigiúil (online version), documents translated before.

**Type of translation:** Educational science resource

**Translator:** Freelance

T: Translator (speaking)

N: Narrative written by researcher

Q: question or statement by researcher

Q: Is there any English language resource that you use?

T: I search for terms in some dictionaries, for example One Look, but for something like this I use Google 'define' to try to locate some glossaries. Sometimes the Irish language term itself gives you a clue as to the meaning.

Q: So in a way you're using the Irish language terms as a kind of metadata?

T: Yes.

T: The first term I see here is 'greener'. Maybe it's green in Irish, but in this context I'm not sure. I'll have to check that. First of all I'll have a look on *focal.ie*.

N: *The translator looks up 'green' on focal.ie to have a look at the adjective.*

T: 'Green' . I'm looking here at the adjective and trying to ascertain what adjective is used in Irish for 'green' in the context of the environment. Look here you have 'environment' as a subject-field label with the term 'green party'. I'm assuming then that it is 'glas' for my term.

N: *The translator then looks through the 'related terms'.*

T: Sometimes there's something very specific in the related terms to support my hunch.

Q: Do you use the 'related terms' then as a kind of a verification tool?

T: Yeah, as proof, as a support. Even if a term is there in Irish, maybe it's not really in use. The related terms collocate the term with another term or word.

Q: So you're saying the related terms are a kind of usage example?

T: Not really. More like they're a real decision made by the Coiste Téarmaíochta. They're not a mistake made on *focal.ie*.

Q: Is this your own experience of it?

T: I see here ‘green accounting’, ‘green agency’ and ‘green business’, all using ‘glas’.

T: The next term I need to look up is ‘battery’. I know from experience that there’s more than one term on *focal.ie* for battery, but I want to check which one the Coiste Téarmaíochta have approved.

N: *The translator then checks this on focal.ie and is given the three choices ‘ceallra’, ‘cadhnra’ and ‘bataire’.*

T: There doesn’t seem to be any distinction made between them in terms of which is approved or not. I’ll have a look now at the related terms to see which one is the most frequently used. I’ll also check on *focal.ie* which source dictionaries those terms came from.

Q: The most frequently use ones?

T: The most frequent in the subject field that I’m looking for.

Q: What about if there were three from the same dictionary?

T: Then that was only *one* decision that was made. The source LSP dictionaries are no use if they’re all in the same dictionary. The sources should be with every pair of terms.

Q: What’s your view of the source dictionaries?

T: If there’s only one mentioned for a term, that’s useful. Or if there is only one term to choose from and that term comes from ten dictionaries that useful too. However, in the case of ‘battery’ it seems the Coiste Téarmaíochta are happy enough with all three Irish equivalents.

Q: Which one will you choose?

T: I will probably go for ‘bataire’ because it’s easier. I don’t know whether one is more technical than the others. I don’t know whether ‘bataire’ or ‘cadhnra’ are more used in the spoken language. ‘Cadhnra’ has three subject-field labels. I suppose what I would do then is to go to the website of the scientific organisation who created this material to see whether they have any translated documents containing the Irish equivalent for the word ‘battery’. If I were under time pressure, I suppose I would be forced just to choose one.

T: I’m looking down through the options here on *focal.ie* and I see ‘ceallra’ is used in the domain ‘computing’. But still, that’s from the same two source dictionaries in all of those examples. So, that doesn’t help me. They have ‘bataire’ and ‘cadhnra’ in the same dictionary. This suggests they are both equally correct. IATE have ‘ceallra’ and ‘bataire’. I suppose I will go with ‘bataire’ though, as that’s what I’d use myself.

T: Now for the next term ‘nanolayer’.

N: *The translator checks on focal.ie and the term ‘nanolayer’ had no Irish equivalent. Then the translator looked up ‘nano’.*

T: Now I’ll have to look up ‘layer’. I’m assuming it’s some kind of ‘stratum’. I’ll have to find a definition in English for ‘nanolayer’.

Q: Where would you go searching for that?

T: The first thing I'd do is a Google 'define' and if I were still working in x I would have access to the OED online. So here I've found a definition on Wiktionary. It means a nanoscale layer. Sometimes I use Wikipedia itself. And then to One Look, but it's not there.

N: *The translator then returned to the source text to have a look at the context.*

T: So I see here, nanolayer and computing on Google. So it has something to do with computing. I'm going to have a look on *focal.ie* now to see whether anything in the computing domain has the word 'layer' in it (*looking through the results*), and there isn't. They're using 'ciseal' or 'sraith' in computing. Again, if I knew which of them was in the dictionary of computing. I think I probably would have gone with the word 'sraith'.

Q: Is there a particular reason you'd choose 'sraith'?

T: Because I associate 'sraith' with physical layers.

T: Then I'll go to *acmhainn.ie* to see what's in the dictionary of computing.

Q: Is *acmhainn.ie* clearer?

T: No. I can have a look at it when there is more than one dictionary mentioned on *focal.ie*. It's easier to make a decision between 'sraith' and 'ciseal'. The dictionary of computing is not here on *acmhainn.ie*. Do I have the hard copy of that dictionary around (*looking through the books on the shelf*). No I don't. I'll have a look now at '1000 Téarma Ríomhaireachta' (*1000 Computing Terms*).

N: *The translator then looks at the dictionary of computing on focal.ie looking for the term there.*

T: They have 'sraith' everywhere. So it will have to be 'sraith' then.

T: Now for 'nano'. I have a few nanos here in the text. 'Adaptive nanostructure'. I'll have a look at focal to see whether it's there. And it's not. Ok so I'll look up 'adaptive'. In computing again and it's there – 'oiriúnaitheach'. I would probably do a search for 'adaptive'. I will probably go with 'adaptive' even though I don't have a definition for it.

Q: Are you choosing it because it has the subject-field label 'computing'?

T: Yes, and it's easy enough as a concept and there are no other adjective even in the other subject-fields and therefore I assume that it's the same concept as that being used in other subject fields. 'Nanostructure' isn't there, but the prefix is there and I know the word 'structure' in there.

T: 'Nanodevice' isn't there but I know the prefixes are there and 'gléas' for device is used in the subject field 'computing'. It's not 'deis' or 'seift'. It's obvious it is some kind of equipment. It's close to 'gaireas'.

Q: So are you relying here on the subject-field label?

T: Yes. Seeing as there aren't many other subject fields mentioned, it seems clear to me.

T: The next term here is 'graphene'. It seems to be some kind of material. Yes, look it's here on *focal.ie* 'grapheme'. Now I'll search for a definition for that on the internet, and I'll use a prefix from *focal.ie*. I will highlight this and leave it up to the editor, although I'll say I suggest it and I'll also send that suggestion into the Coiste Téarmaíochta. I'm assuming it would have been in the English-Irish dictionary had it been there. So here we have the definition from the internet.

T: Now for the term 'atom-thick'. It's not on *focal.ie* but I guess I could use a kind of description for this.

T: The next term here is 'conduct electricity'. I'm assuming this is 'seol' in Irish. I'll look up 'seol' in the Irish-English dictionary to see whether 'seol' is there in this context. Yes, here it is 'seol' 'to conduct heat or electricity'.

T: My next term here is 'soapy solution'. I've seen the term 'solution' before on *focal.ie*. So I'll look up solution first. 'Tuaslagán' for solution. Now what about 'soapy'. There's nothing on *focal.ie*. Now I'll check in the English-Irish dictionary, maybe there's something there. The word for soap is here 'gallúnach' but I don't see the adjective 'soapy'. I might just use the genitive of the word soap in this case.

T: The next term in the text is 'cheap lumps of graphite'. Now I know 'graphite' is there.

T: 'Flakes'. I'll look this up. They have 'calóga'. Is there anything else there? Some of the intros mentioned here are 'of meal' and 'sleanntach' from the dictionary of archaeology. Maybe I can ignore that one because it's from the dictionary of archaeology and it's not metal or stone. They have 'scealpóg' here is the subject field 'trades, crafts' 'small splinter or chip'. That may be suitable.

Q: So are you using the Irish-English dictionary to verify what you've found on *focal.ie*?

T: Yes.

T: I think 'calóg' is the most neutral one. 'Calóg' is also the only one that appears in the related terms, but it has to do with food in those examples. I wonder whether 'scealpóg' would be better. I'm not sure. I'm going to have a look on IATE now in the extra glossary. The Irish-English dictionary has 'snowflakes, cornflakes'. Now I'll have a look at material that has been translated already. This is one of the words that I'll leave highlighted for the editor.

T: The next few terms here are 'electronics' and 'sensing'. 'Sensing', I don't know what they mean here. I'll have to check that on *focal.ie*. I'll have to find out what 'sensing' means. I'm going to use Google 'define'. I'll have a look on *focal.ie* to see if it has 'sensing' in that domain. 'Computing' excellent it's there. Now I'll have a look at 'brath' for 'sensing' It's there, fantastic I'll use that. I made that decision based on the subject-field label. There's nothing else there.



## Contextual Inquiry 6

**Resources being used by the translator:** *focal.ie*

**Type of translation:** Annual accounts

**Translator:** Freelance

T: Translator (speaking)

N: Narrative written by researcher

Q: Question or statement by researcher

T: 'Accounting policies'. I know there are two Irish equivalents for the term policy, 'beartas' and 'polasaí'. I'm not too sure which is the correct one to use in this instance. I'll go to *focal.ie* to see which they have. They have 'polasaí', 'beartas' and 'comhbheartas'. They say that 'beartas' has to do with law. So then I'm thinking maybe I should choose 'polasaí'. It depends sometimes on how easy it is to use a word in a particular context. For example will I have to use the genitive form? Sometimes if there are two words together like this I just put in one of the words, so for example in this case 'accounting'. So here you've got the word being used in Focal sa Chúirt (*an Irish LSP Legal dictionary*). There are seven matches.

Q: Which do give precedence to, *focal.ie* or the extra glossary at the end?

T: In *focal.ie* it said that 'beartas' is in the legal domain. But I'm going to check which source LSP dictionary the term came from. In the glossary they have 'beartas' everywhere. When I added the word 'accounting' there was no example with 'polasaí'.

Q: Are you looking at the frequency (*the number of times either 'beartas' or 'polasaí' appear*) ?

T: No. My inclination is to prefer words like 'beartas' because 'polasaí' seems too close to the English. When faced with a choice I go with the one that's more natural in Irish. I'm happy enough with that. Both are coming up as I go down through the list here. So it seems I have a choice. It looks like they're using 'beartas' in domains such as law or business and that 'polasaí' is being used in more general ways.

T: So in this case I'm going to use 'beartas'. So to verify this I'm going to look up 'accounting'. I then go to the Irish–English dictionary to check that I'm right. I knew this, but it's no harm just checking it. So I'm going to choose 'beartas.'

T: For grammar I use 'Cruinnscriobh na Gaeilge' by Ciarán Mac Murchaidh. Sometimes I use *focal.ie* for grammatical information, especially for headings or titles. Very often you'll see that headings or titles have been translated and are available on *focal.ie*.

T: 'Basis of preparation'. I'm going to use 'ullmhúchán' here. I'm going to look up 'basis' now. They're saying 'bonn' in the business domain. But I don't like 'bonn'. It's not as clear as 'bunús'. Now

I'm going to see whether I can use 'bunús' without confusing people. 'Basis adjustment'. That's not what I'm looking for. In the 'related terms' it's being used as an adjective. But in isolation I'm not sure. They're still using 'bonn'. Bonn has the subject-field label 'business>finance>accounting'.

Q: Do you use the related terms as a kind of usage example?

T: Absolutely.

Q: While scrolling down through the related terms would you look more at the subject-field label or the example itself?

T: At the subject-field label.

T: Now I'll go to the extra glossary. I see here when 'basis' is on its own they are using 'bunús'. In any example from the documents they are using 'bonn'. They're not using 'bunús' at all in those. 'Legal basis', 'bunús dlí'. So that's the first example of 'bunús' being used with another word. It's used in the same way. I'm going to accept their suggestion, 'bonn'. I love reading down through these. I'm going to choose 'bonn'. Just out of curiosity I'm going to look up 'basis of preparation'. No matches found. I put in one word first, I never assume the whole phrase will be there. But at the end, before I decide on the phrase, I double check to make sure they don't have the whole phrase on *focal.ie*. I'm going to change 'bunús' to 'bonn'.

T: Something else I do if I'm under time pressure is to translate and then come back and check it at the end.

T: 'In accordance' I use *focal.ie* for phrases and expressions like this. 'In accordance', I see here on *focal.ie* they have 'de réir dlí'. Now I'm going to check whether or not the word that I used is there. Although they have 'de réir' they also have 'i gcomhréir le'. I'm going to have a look and see whether that happens in the extra glossary too. In the extra glossary they're using 'i gcomhréir le'. They're also using 'faoi réir' agus it's in the list above. 'De réir', 'faoi réir' and 'i gcomhréir le' - are they all equally correct? I use 'de réir' when I'm translating 'according to' but for 'in accordance with the Act' I use 'i gcomhréir leis an Acht'

Q: If the metadata contradict each other, does that make you dubious about that particular entry?

T: No. It gives me an extra option. Also, sometimes if I find out, like in this case, that there is a choice, 'in accordance with', if one phrase is easier to use in the genitive and you need to use the genitive in what you're translating, then you can use that phrase. If I use 'de réir' I would have to say 'de réir na gCaihdéan Cuntasaíochta'. So in some cases it's easier to use one over the other. I'll look up 'comhréir' in the Irish-English dictionary. It's easier to use *focal.ie* because you can do a much quicker search.

T: I also use *foclóir.ie* now.

Q: Do you use Google or other resources like that?

T: Not really.

T: The word 'charge'. This word probably has a very specific meaning. I have some English language books I got from a Judge. I use *achtanna.ie* a lot too. I do use Google sometimes. I translated a legal website last year. I used the client's website to check any documents they had published themselves. When I was translating the bit about 'local property tax' I went to the Revenue Commissioner's website. I looked at their annual reports to see whether these terms had been translated already.

T: Sometimes the client decides on a term. For example when I was translating something recently the client insisted on 'comhairleoireacht' for 'consultancy'. Even though I disagreed with them I had to go with their suggestion. Another example is 'cáin mhaoine áitiúil'. Because they're using that everywhere now I had to go with that version.

T: Now, I'm going to go with 'i gcomhréir le'.

T: Now 'statute', 'reacht'. 'The statutes', 'na reachtanna'. 'Leabhar reachtanna'. Although it's 'statute book', you have 'leabhar na reachtaíochta' for 'book of statutes'. Although you have 'statutes' in English. They're using an adjective, although that's probably not what's meant here. 'The Irish Statue' - are we talking about 'reachtaíocht' or 'reachtanna'? I'm not looking for an adjective anyway. Do they have 'statute'? I see here they have 'reacht' with the subject-field label 'history'. No I don't want that one. And I'll look up 'Irish Statute' to see whether ...but that didn't help me at all. 'Irish Universities Act', no that's not helpful. Now I'm going to have a look in the extra glossary. I'm trying to ascertain whether I should use 'reacht', 'reachtanna' or 'reachtaíocht'.

T: When referring here to 'reacht' they have it in the singular. For example in 'Statute of the Council of Europe' they're using the singular. 'Irish Statute', they're not referring there to just one. I would be inclined to write something like 'Reachtaíocht na hÉireann'. 'Statute Book', that's not that helpful and anything else 'history' and 'law', but I'm looking for those examples. I'm doing here what I do with the Irish-English dictionary, going back to verify whether any other word exists for 'reachtaíocht' – legislation, legislative.

T: I'll look up 'reacht' and see what comes up. I'm saying that 'Leabhar na Reachtanna' is the same as 'Leabhar na Reachtaíochta', but they have 'statute' instead of 'legislation'. I'll have a look in Focal sa Chúirt. I'm not hoping to find anything extra but I'm of the understanding that those dictionaries contain all there is. So if it's not in those dictionaries it's not there. It's saying 'reacht' and I'll look up 'reachtaíocht'. They have another word here 'reachtas'. This complicates things. Now I'll check the Irish-English dictionary. I'm not happy with 'reacht' in this context. 'Reacht' they're giving 'laws' and 'legislation'.

T: When I was translating legal material recently I had access to legal experts to help me with the meaning. I needed the definition in English not in Irish. For example the word 'charge', 'muirear'. The expert would know that word because he/she had to do the legal exams in Irish. So they were able to help me with the translations too.

T: Now I'll move onto the next term 'compose'. I'm happy enough with the Irish 'cuimsigh' but I'll check it on *focal.ie* to see if there's a better word. They're saying here that it is in the literature domain. In the extra glossary they're using 'áirigh'. I like 'áirigh'.

T: For 'comprise' they have 'áireamh', 'cuimsiú'. I usually use 'áirigh' but 'cuimsigh' sprang to mind first in this case so I did an initial translation. So, 'lena gcuimsítear'. They're using 'cuimsigh' for more physical things. So I'll have another look at it. I'm going to go with 'ina n-áirítear'. I'm happy with that now. I might come back to it.

T: 'The Accounting Standards Generally Accepted in Ireland'

T: 'True and fair view'

T: 'Irish Institute of Chartered Accountants in Ireland'. I'll start with this one. I've seen this one before on *focal.ie*. I'll go down to the extra glossary first of all. Here it is 'Institiúid na gCuntasóirí Cairte in Éirinn'. I'm happy with that.

T: 'True and fair view', I'm not sure about that one.

T: Regarding the word 'opinion' in accounting I know it has a very specific meaning. I'll check the meaning in that case.

T: Is there a better word for 'view'. I know we have 'dearcadh' but I don't think it means 'dearcadh' or 'radharc' in this case. I'm going to go with 'tuairim'. It's not a physical thing, it's more of an abstract meaning.

T: I entered 'finance'. Maybe I should have entered 'business'. I'm looking down through all the examples here. 'Tuairim' is there and I think it's fine. I'm happy with 'cothrom', and 'true', 'fíoraigh', Because there are two adjectives I'll use them.

T: I'm happy enough with the translation. If anything else comes up as I translate the rest of it I'll go back and change those items in this part. Seeing as they're using capital letters for Accounting Standards I'll stick with that. I'll be proofreading it later three or four times.

T: I use Google to find documents that have been translated already. The documents that the clients themselves had translated. For example the Department of Education has a dictionary. If they're using 'eispéireas' for 'experience' instead of 'taithí' I'll use that. It doesn't happen very often but if the client has compiled a list of terms I'll use that. I use the client's website.

Q: If you needed to find a definition in English, where would you go?

T: If the text is very technical I don't really need to understand it. If I find the term on *focal.ie* and there is only one term (and I wouldn't be expecting to find more than one term for it), then I'll use that. If there is more than one choice on *focal.ie* then I'll have a look at the subject-field labels and also the source LSP dictionary. I have to stick to the English version too. I don't really need to understand all the terms. For example if you're looking up a term about something in computing, you don't need to know the theory behind how that thing works.

## Contextual Inquiry 7

**Type of translation:** European Treaties

**Translator:** European Institution

T: Translator (speaking)

N: Narrative written by researcher

Q: Question or statement by researcher

T: 'Custody v Guardianship'. If the question arose we'd have to refer back to the Irish legislation, the terms in the Irish legislation take precedence. You cannot supersede the terms in the Irish legislation. We do send some suggestions onto An Coiste Téarmaíochta, but sometimes we don't have time to wait for their approval. We just have to go ahead with our newly-coined term. The process starts with the Commission.

Q: What resources do you use on a daily basis?

T: Translated material. Articles in the treaties. All the regulations must be based on the primary legislation. Euralex treaties. Anything in the treaties you cannot disregard those. For example 'allmhairiú' and 'onnmhairiú' for 'import' and 'export', I couldn't use 'iompórtáil' and 'easpórtáil' seeing as you'll find 'allmhairiú' and 'onnmhairiú' in the treaties. Or 'dleachtanna custaim'. You couldn't use 'dleachtanna maidir le custaim'. Other examples include 'Togra ón gCoimisiún' – you'll find that term in the treaties for 'Commission proposal'. 'Iomlán nó páirteach' for 'full or partial' 'Táirgí ó thríú tír', 'Saorchúrsaíocht' for 'free circulation', 'Tobhaíodh' 'thairbhí siad de' and not 'thairbhí siad ó'.

T: The provisions in the treaties, you'll find them in the legislation. 'Comhbheartas tráchtála', so in this case 'beartas' is used for 'policy'. However you'd have 'polasaí' for 'insurance policy'.

T: Rannóg an Aistriúcháin are responsible for approving the Irish text of the treaties. If a new treaty is made, or any amendment is made to an existing treaty, the Rannóg is the State body responsible for approving the Irish text. The Council send material onto Rannóg an Aistriúcháin.

T: The second step then is to go to IATE.

T: An example I had recently was 'the Celtic seas', 'Na Farraigí Ceilteacha', as opposed to 'the Celtic Sea'. The Celtic Seas is a new term, so we had to create a new term at the European level for this.

T: We also have translation memories. Euramis, The Council's TM., Also Legis Juris, this contains everything that's been published in Iris Oifigiúil.

T: For example 'Fiscal Compact', 'comhshocrú fioscach' that's not published yet. If a term is there it's published in the legislation.

T: Another resource is Full Doc. This is the TM of the Parliament's translators. The translators in the Council don't necessarily have access to this.

N: *Looking up 'fiscal compact treaty'.*

T: Then I go to the Acts of the Oireachtas, the search function on that isn't quite as powerful.

T: The examples from the legislation on *focal.ie* are very important.

Q: If there was a discrepancy between a term on *focal.ie* and a term in the extra glossary on *focal.ie* which would you choose?

T: An Coiste Téarmaíochta have started including the label 'legislation' with words taken from the legislation. In the extra glossary, I would be inclined to choose those terms because they're in IATE.

T: There's also the parallel corpus.

T: In terms of metadata, what I'm most interested in is the context. In IATE they try to give the context of a definition of the term. Even if it's not there in every language it would be there in English. There may be a definition. For example I'll search here in IATE for 'veal'. There are two meanings 'calf' and 'meat'. I see here they have no definition. Going back to a directive from the 1960s, 'beef' meant the animal and not the meat.

T: You'll find that definitions in the statutes.

T: I'll look something up there 'Development Cooperation Instrument'. Regulation >Euralex

N: *This gave the document number and the translator can click on that particular regulation.*

T: The regulation would have definitions and contexts. You can access those documents. In a way they are both encyclopaedias and dictionaries. They put things in context.

T: They tend to keep terms in the legislation without changing them. For example 'An Roinn Dlí agus Cirt'. Where did that come from? It possibly used to be the Department of Law and Order back when the Irish Freestate was established. They kept the Irish term although the English changed.

T: We don't get to create that many new terms here in the Parliament.

T: 'Trade liberalisation', it's a term but it's not a technical term. 'Poverty reduction' I don't think that's in the legislation. It doesn't ring any bells anyway. 'Fuel poverty'. I'll look this up on *focal.ie*.

T: The usage example and the context are the most important pieces of information.

T: 'Trade driven development'. So I'll look this up. I'll start with the translation memories. Ok, it's not there. Now I'll try IATE. It's not in IATE either. It won't be in the Acts, because I don't think it is a term in the Irish legislation. This is from my experience. This is a term people could translate in a number of ways. I'm saying this because I don't remember it and I think it's more of a political concept than a legislative concept – kind of jargon. It's not really a term if you know what I mean. This is based on my feel for what's jargon and what's legislative terminology. It's an automatic

process. It's not something you'd have in the primary legislation. It's more to do with desires rather than facts.

T: So, the first step is to have a look through what's been translated before. If I find 'policy driven' I can change it to suit this new term. Then I'll add it to my own translation memory.

T: I've found 'policy driven activities' here in one document. The Irish for it is 'gníomhaíochtaí atá treoraithe ag beartais' . So here's a kind of a precedent although the sentence is too long.

T: There's another one here 'industry driven research' .

## Contextual Inquiry 8

**Resources being used by the translator:** *focal.ie*, Irish-language Corpus

**Type of translation:** Meteorological resource for primary school children

**Translator:** Freelance

T: Translator (speaking)

N: Narrative written by researcher

Q: Question or statement by researcher

T: 'Facts', 'fíricí' I suppose but 'fun', 'spraíúil' I suppose. I don't know whether I really like 'fíricí' in this context. Bite-size amounts of information or something like that. I'm going to use 'spéisiúil', I think it needs to be a more natural translation because it's for primary school children. 'Older' I'm not sure whether to say 'níos sine', I don't want to say 'seandaltaí' either. Maybe 'senior classes' or something like that.

T: The term 'atmosphere'. 'Atmaisféar', but just to be sure I'll check that on *focal.ie*. Ok, it has the subject-field label 'astronomy', so I know this is the right context.

T: 'Blanket of air'. Maybe 'bratach' or 'brat'. I don't know whether 'pluid' would be suitable. I don't like the word.

N: *The translator checks 'blanket' on focal.ie to get an accurate translation.*

T: I think I could use a looser translation here. I had the word 'pluid' but I see here that *focal.ie* has 'brat'.

Q: You're looking at the intro?

T: The subject-field label 'geology' verified what I had in mind already. I'm going to use 'brat'. 'Brat timpeall an domhain' (*a blanket around the world*).

N: *The translator is now looking up 'earth' on focal.ie.*

T: Yes, 'an domhan', and I don't need to check the intro or the subject-field label because I know I have the right one.

T: 'Burning sun'. I like using the parallel corpus because sometimes it has nice phrases and versions I prefer. I'm going to look up 'burning' in the corpus. 'Burning' is collocated here with 'match' ('*ar lasadh*'). I'm going to look up 'ar lasadh' in other places not, for example I'll search for 'burning' in the parallel corpus. I see here they have 'ambition' as a label (*the parallel corpus has metadata such as 'ambition' indicating what the phrase means*). I'm going to use 'ar lasadh'.

N: *The translator then looks up the phrase 'million times the size of '.*



T: Sometimes it's hard to find a precise match. I'm going to use a parallel corpus search here because *focal.ie* doesn't have that many examples. I like the parallel corpus because you can find the terms in context. The example they have here is 'twice as many' 'dhá oiread' . I don't think you could say 'a mhilliún oiread', though. Now I'm going to look up 'three times as' in the parallel corpus. 'Trí oiread'. Now I'm going to go to *focal.ie*. Sometimes *focal.ie* annoys me because you're looking for a phrase like 'twice as much' and it's not there. You look up the word 'twice' but you don't get the collocational information at the top of the page and you have to go searching down the page. So maybe in this case 'milliún uair níos mó' so then, 'atá milliún uair chomh mór leis an domhan'.

T: 'It is the main source'. I'm thinking now whether the word 'foinse' in masculine or feminine. Sometimes you're sure you know the gender, but it's always good to check. I'm going to look up 'foinse' now.

N: *The translator then checks the gender of the word 'foinse' on focal.ie.*

T: So the translation I'll use here is 'Is í an phríomhfhoinsé teasa agus eolais atá ann'.

T: 'Cloud', 'A visible body'. I think the word 'corp' would be ok here. But again I'll use *focal.ie*. It I'm looking up technical words I go to *focal.ie*. For expressions and phrases I tend to go to the parallel corpus, because it often contains examples from the literature. I see here they have 'body' on *focal.ie*. I'm looking at the subject-field labels . Here's one with the subject-field label 'talmhaíocht' and the intro 'of structure'.

Q: If you had an intro and a subject-field label which one would you trust more? Which would be more important?

T: I suppose I rely more on the intro. I do notice the subject-field labels but it doesn't matter which subject-field label is there if I know it's 'association' or 'organization' for example (*these are examples of intros*).

T: Personally I prefer 'corp' but I'm going to read back over the translations. I'm going to use 'corp'. The reason I'm using it is that it would be easier for primary school children to understand, so I don't need to be too technical. Although I still need to make sure they're learning some terms. But still I think I'll use 'corp'.

T: 'Visible'. 'infheicthe' but I'm not going to put in 'infheicthe' just yet. I'll tackle 'fine water particles' first. So 'fine'. I'll look that up on *focal.ie*.

N: *The translator then looks at the intros and then at the subject-field labels.*

T: I was thinking of maybe using 'mín' anyway. I'm going to translate that. 'Ice particle'. Again I'll look that up on *focal.ie*. 'Cáithníní', in the subject fields 'astronomy' and 'agriculture'. I'm going to use 'cáithnín' then.

T: 'Suspended in the atmosphere'. I don't know what that means in English.

N: *The translator then looks at the intro 'hanging' and then at the subject-field label 'natural sciences and mathematics'.*

T: Maybe ‘ar crochadh san atmaisféar’, where we can see them.

T: ‘Dangerous weather’. I don’t think I like ‘contúirteach’ in this context. I’m thinking maybe ‘baolach’. I’ll go to the parallel corpus to check that.

N: *The translator looks up ‘dangerous’ in the corpus.*

Q: I see you’re looking at the dates in the corpus.

T: If it’s written in a certain way in the corpus I know it’s quite old. It may have to do with an Act or something like that. ‘Dangerous lunatics’, no. ‘Dangerous structure’, no. I’ll go back to *focal.ie*. So ‘aimsir bhaolach mar thuilte’.

T: ‘Thunderstorm’, I’ll have to check that. ‘Stoirm thintrí’. This has the subject-field label ‘geography’ That’s the only example.

T: ‘Gales’ again I’ll go to *focal.ie* for that.

T: ‘Evaporation of water by the heat of the sun’. I’ll have to look that up. ‘Galú’. You imagine steam and I knew it was right and it has some examples there (*looking at the ‘related terms’*).

Q: How useful do you find the ‘related terms’.

T: They give a kind of context for the term. Let’s say they had ‘soil evaporation’ and there’s the subject-field label ‘geology’, I would go with that even if I weren’t one hundred per cent sure.

T: ‘Vapour’. I’ll have to look that up. ‘Gal’, that’s the same word. I know ‘gal’ is ok so I’ll choose that.

T: ‘With the heat of the sun’, ‘le teas na gréine’.

T: ‘Front’. I’ve heard that in the context of the weather forecast, but I don’t know what it actually means. Again I’ll have to check that on *focal.ie*. ‘Front of banknote’, that’s not relevant. I see here one with the subject-field label ‘meteorology’, ‘fronta’. So I’ll use ‘fronta’ then.

T: ‘The invisible line’. Whereas I was reluctant to use ‘sofheicthe’ earlier on I’ll use ‘dofheicthe’ here. ‘An líne dhofheicthe’.

T: ‘Cold air mass’. I think ‘mais’ is the translation for that. I’ll check that on *focal.ie*. I see here the subject-field label ‘geography’, and the Irish terms ‘bailc’ or ‘mais’. I’ll use Control + F and search for ‘air mass’ and I see here ‘aermhais’. I’ll use ‘aermhais fhuar’ then.

T: ‘When the wind speed is very strong and dangerous’. ‘Nuair a bhíonn luas na gaoithe an-láidir agus an-bhaolach’.

T: ‘Humidity’. I’ll look for that on *focal.ie*. ‘Bogthaise’. I know that’s right.

N: *The translator then goes down through the related terms looking for the subject-field label ‘meteorology’.*

T: I kind of scan the subject-field labels automatically.

T: I suppose ‘galuisce’ will suffice here. The two words are combined to ‘méid an ghaluisce san aer’.

T: 'Muggy days'. I know what 'muggy' means but I'll look it up in the corpus. 'Múscraí', 'múchta'. I'm going to use 'múchta' because I see 'weather' mentioned with it. Sometimes I prefer the sound of one word to the sound of another. 'Muggy days' when the weather is 'múchta'.

T: 'Freezing point of water'. I think that's 'pointe reoite', but I'll look it up on *focal.ie*. It's just as well I checked it because the Irish is 'reophointe'. I wasn't looking at the subject-field label because I knew it was right.

T: 'Jetstream'. I don't know the Irish for that. The subject-field label on *focal.ie* is 'aviation', but I know it's the same Jetstream they're talking about.

T: 'From west to east'. I don't know. There has to be a better way of saying that. Maybe I'll come back to that one.

T: 'Important influence', 'tionchar mór aige'.

T: 'Formation'. I'm looking for a verb here. I'm going to use 'cruthú'.

T: 'Khamsin'. I'm going to have to look that up. I'm thinking it will be the same in Irish, maybe with a different spelling. Look, it's here on *focal.ie*.

T: 'Dusty', 'deannach' I suppose. But I'll look this one up in the corpus. Look they have 'smúrach'. In the corpus they have the label 'uninteresting' with 'dusty'. I'm going to use 'deannachúil'. So, 'gaoth thirim dheannachúil the a shéideann thar an...'.

T: 'Red Sea'. I wouldn't be one hundred per cent about this. I'm going to look that up on *focal.ie*.

T: 'Sahara', I look that up on *focal.ie*. I don't remember now (*searching for 'desert'*). I'm going to have a look at 'Arabian Desert', 'Fásach na hAraibe'. Maybe I'll search for 'Sahara' here. Is 'Sahara' masculine or feminine? I'll have to check the spelling.

N: *The translator checks the spelling on focal.ie.*

T: 'Tintreach' for 'lightening'.

N: *The translator then checks 'cumulonimbus' on focal.ie.*

T: It's there with the subject-field label 'meteorology'.

Q: Do you look at the extra glossary?

T: If I were translating something for the European Union I would. I see there that IATE is mentioned so I would be inclined to use it. Even if it related to the European Legislation. I use it quite a lot.

Q: What other resources would you have open when doing other translations?

T: Well I have *focal.ie* of course and the parallel corpus and the termbank IATE.

Q: Do you use Google at all?

T: Yes. Sometimes if I'm thinking of a phrase in Irish and I'm not sure whether or not it's in use, or whether I have the correct spelling I go to Google too. Sometimes I look up the English term and the

Irish equivalent I'm thinking of. I also use [citizensinformation.ie](http://citizensinformation.ie) . And then if I had a document translated already, I would have that open too.

Q: Do you use a translation memory?

T: Some of my clients insist on the use of a TM and I have the software. So when I'm translating for those clients I use a TM. It also depends on how much is in the translation memory. If it has a lot of material and examples I use it. Otherwise I don't.

T: I often send emails to An Coiste Téarmaíochta. I really trust *focal.ie*.

## Contextual Inquiry 9

**Resources being used by the translator:** *focal.ie*, translation memory and concordance, Irish-language parallel corpus.

**Ty of translation:** County Development Plan

**Translator:** Freelance

T: Translator (speaking)

N: Narrative written by researcher

Q: Question or statement by researcher

T: I get the terms from the Acts and not from *focal.ie*. Sometimes they differ. For example this is an area plan. Local area plan. ‘Plean Ceantar Áitiúil’ on *focal.ie* but in the legislation you have ‘plean limistéir áitiúil’.

T: I have the parallel corpus linked to my translation memory. I can check in that what they’ve used for local area plan.

Q: Why would you choose the legislation?

T: Because I think these plans are drafted according to the legislation. You’ll see when translating these plans that they say they’ve been compiled according to x or y act. So it makes more sense to use the terms from the legislation. For example the Planning and Development Act, that would be in the TM already.

T: ‘Déanmhas is díol spéise ar leith.’ This translation has been imported from the corpus. When I was on my translation course they advised us to use the extra glossary. I aligned another County Development Plan from another county and that’s in my TM too. It has some of the terms. The previous translations won’t always necessarily be that good. Sometimes the client will supply you with the translation done last year and ask you keep this year’s translation consistent with last year’s.

T: There are a few TMs here.

T: ‘Taifead ar dhéanmhas cosanta’, That’s in the National Monuments Act. I know that one already. I was using the word ‘struchtúr’ for ‘structure’ and I was surprised when I saw ‘déanmhas’.

T: I use Google to search for terms. For example. ‘record of protected structures’.

T: ‘Ministerial’. I’m never quite sure about this one. I think it’s just ‘Aire’ (*the noun*).

T: So, first of all I go to *focal.ie*. I look at all the entries and down through the whole list, or sometimes I use Control + F to look for a particular word or subject-field label. I suppose this is ‘Aire’.

T: 'National Inventory of Architectural Heritage' this was in the TM already 'Fardal Náisiúnta ar Oidhreacht Seandálaíochta', but I'm going to check that.

T: I'm going to do a concordance search. I'm checking it in different sources, different TMs and a concordance search. I can check using Google too to help with the final decision.

Q: Are there sources of information you rely on more than others?

T: The Acts.

T: When I source translations done already, I read one or two sentences in that translation and I make a decision whether or not that was a good translation before I use it.

T: I use the Acts more than anything else.

T: I'd say this one is fine - 'Fardal Náisiúnta ar Oidhreacht Ailtireachta'. In the end this was the translation in the TM. You also start thinking is it published already. If nobody was complaining about it then the translation must have been good.

T: 'Functional area', 'limistéar feidhme', I know that one already.

T: For titles of publications you have to go searching on the internet. 'The Programme for Government' etcetera.

Q: Where did you go searching first?

T: The name of the report, and then the website where it was uploaded.

T: I found it here in English. I'm looking at the circular in which that publication was mentioned. They're using the word 'déanmhas' too. We were told not to translate the names of publications and to use the name in Irish if it was translated already. I don't think this was translated. But sometimes I translate them. If it were coming up again and again in the document because I don't like having that much English in a text. I suppose the main thing is to be consistent, if you left it in English here you couldn't have it translated elsewhere in the document.

T: For example I translated the title 'Retail Guidelines', as they were general monthly guidelines, so that this would be in Irish throughout the document. The draft-guidelines were translated but the guidelines weren't.

T: I see on *focal.ie* they have translated 'retail planning guidelines'. In the extra glossary they have 'treoirlínte miondíola', 'treoirlínte um pleanáil réigiúnach'. So, I'll use that. The other problem is that sometimes there are a few versions of the title. For example another translator doing their own translation.

T: 'Structure at risk fund', ah I just saw that a minute ago in the circular. I'll have another look at that circular. 'Ciste na ndéanmhas i mbaol', that was a stroke of luck. If that hadn't happened I would have gone to Google.

T: What I do with Google is I compose something myself and look it up on Google. Then I check it in the TM.

T: Sometimes you'll find that names of the Departments or of the Ministers are changing.

T: 'Sympathetic retention' . I'm going to look up 'retention' in the concordance. I'll look it up on *focal.ie* and I'll check the subject-field labels. So the entry here with the subject-field label 'government', the Irish is 'tuisceanach' or 'báúil', 'go comhbhách'.

T: I always check the adjectives in English. I'm never sure does the adjective relate to the first noun in the list of nouns. I would hazard a guess. I see whether another adjective fits and then I check it on Google.

T: I'd say this adjective relates to all three nouns (*sympathetic retention, reuse and rehabilitation*). You'd have to search for 'rehabilitation' in the context of buildings and that kind of thing. 'Athshlánú talún', 'Housing rehabilitation', with the subject-field heading 'geography'.

T: I'm looking at the subject-field labels as I go down through the list here as far as the extra glossary at the end. I'm using 'go comhbhách' which I found here in the extra glossary.

T: 'Impact assessment' , we had that already. I know many of these are not on *focal.ie* anyway. Although *focal.ie* does have 'environmental impact assessment', 'measúnacht tionchair timpeallachta'. So then I'll use 'measúnú tionchair ailtireachta'.

T: 'Country house estate', 'eastát teach mór', this is in the TM.

T: 'Architectural conservation area', this is on *focal.ie* although it's also in the TM already. Sometimes you just know that it's right. If I'm not too happy with it I'll have a look at a couple. If it were inconsistent with other versions or if I thought it was a bit strange. You can use the 'filtering' feature on the TM too.

T: The word 'sainghné' is used for character, because that's what's used in the Acts. They don't use 'carachtar'. I know I'm a bit strange but I love the Acts. I use them a lot. On *focal.ie* they use 'nádúr'. On *focal.ie* you'll see sainghné in the extra glossary. I got those terms from the National Monuments Act and from the Planning and Development Act.

## Appendix F: Original DANTERM Subject-field Classification

<b>A</b>	<b>Social science</b>
A0000	sociology
A2000	social system
A3000	education research
A4000	media
A5000	linguistics
A6000	psychology
A7000	history
A8000	philosophy
A9000	religion
<b>B</b>	<b>Art and literature</b>
B0000	art, general
B1000	architecture
B2000	visual arts
B3000	decorative art
B4000	music
B5000	dramatic art
B6000	cinematic art
B7000	literature
<b>C</b>	<b>Leisure &amp; Sports</b>
C0000	leisure time
C1000	sports, general
C4000	games
C5000	hobbies
<b>D</b>	<b>Government, public adainistration, international relations</b>
D0000	political science
D1000	Government structure
D2000	public administration
D4000	Government executive bodies
D5000	Government finances
D6000	organizations
D7000	international relations



**E**

E0000  
E1100  
E1250  
E1600  
E1700  
E2000  
E2300  
E2500  
E2700  
E3000  
E3100  
E3200  
E3500  
E4000  
E4100

E4500  
E5000  
E6000

**F**

F0000  
F1000  
F1500  
F1600  
F2000  
F3000  
F4000  
F5000  
F6000  
F7000  
F8000  
F9000

**G**

G0000  
G0100  
G0200  
G0300  
G0400  
G0500  
G0600  
G0700  
G0800

**Law**

law, general subjects  
international law  
EEC-law  
constitutional law  
administrative law  
criminal law  
law of legal procedure, administration of law  
social law  
transport regulations  
civil law  
law of capacity  
law of domestic relations  
right of inheritance  
law of contracts and torts  
the common part of the law of contracts and torts  
the special part of the law of contracts and torts  
law of property  
legal areas containing elements pertaining to public as well as civil law

**Economy and trade**

economy and trade, general conditions  
business economics  
commercial technique  
distribution  
transport  
insurance  
economics  
labour market  
money and credit  
stock exchange and securities  
foreign economics  
trade marks

**Natural science and mathematics**

mathematics  
logic and set theory  
algebra and theory of numbers  
mathematic analysis  
geometry  
topology  
calculation of probability  
statistics  
numeric analysis

G0900	operational analysis
G1000	physics
G1100	classical physics
G2000	modern physics
G2800	astronomy
G3000	chemistry
G3100	theoretic chemistry
G3200	inorganic chemistry
G4000	organic chemistry
G5000	physic chemistry
G5100	analytic chemistry
G5300	biochemistry
G5500	food chemistry
G5700	applied chemistry
G5900	law chemistry
G6000	geo-sciences
G6100	general geology
G6110	mineralogy
G6200	geochemistry
G6300	geophysics
G6400	volcanology
	tectonics
G6500	hydrology
G6600	meteorology
G6650	clíomeolaíocht
G6700	geodesy
G6800	oceanography
G6900	geography
G7000	bio-sciences, biology
G7400	microbiology
G7500	zoology
G8500	botany
G9400	anthropology

## **H**

H0000	human medicine, non-clinical disciplines
H1000	anatomy
H2000	physiology
H2500	diagnostic methods/means
H3000	pathology
H4000	surgery
H5000	gynaecology and obstetrics
H5100	paediatrics
H5200	geriatrics
H5300	psychiatry
H5400	therapy methods
H6000	hygiene
H6500	pharmacology
H7500	medical appliances

## **Medicine**

H8000	institutional nursing
H8100	hospital organization
H8200	odontology
H9000	veterinary medicine

## **I**

## **Technology, industry, crafts, various trades**

I0000	General problems in the fields of technology, industry etc., e.g.: technical training, financial, structural and organizational problem in industry and trade
I0700	Strength of materials
I0800	Material qualities and material testing
I1000	Metal industry, metal finishing
I1050	Economy, organization
I1100	Heat treatment of metals
I1120	Hardening
I1200	Welding of metals
I1300	Assembly
I1400	Road traffic means, technology and industry
I1500	Railway materiel, technology and industry
I1600	Ship technology and shipbuilding
I1700	Aeroplanes, technology and industry
I1800	Space travel
I1900	Fine mechanics, fine mechanics industry
I2000	Optical technology and industry
I3000	Wood industry, carpentry and joinery
I4000	Pulpwood and paper industry, graphic industry and duplicating techniques
I5000	Textile industry, clothing industry, leather industry, shoe industry
I6000	Rubber and plastics industry
I7000	Food, drink and tobacco industries
I7120	Kitchenware and Kitchen equipment
I8000	Ceramic industry, glass industry
I9000	Jewels industry
I9400	Military armament, weapons
I9500	Domestic appliances, domestic articles
I9600	Varnish and paint industry
I9700	Bookbinding

## **K**

## **Building technology**

K0000	Building technology
K0100	Building materials
K1000	Calculation of building constructions
K2000	Building parts, building physics
K3000	Steel constructions
K4000	Concrete constructions
K5000	Bridge construction

K6000	Soil analysis, digging, foundation, tunnelling, hydraulics
N7000	Road construction, railway construction
K8000	Water supply, drainage engineering, waste water heating, ventilation
treatment, K9000	Physical planning
<b>L</b>	<b>Raw material industry</b>
L0000	Search, extraction, general
L1000	Coal
L2000	Oil, gas
L2500	Minerals
L4000	Chemical industry
L6000	Electrochemical industry
L6500	Petrochemical industry
<b>M</b>	<b>Computer science and computer technology</b>
M0000	Computer science and computer technology,
general	
M0300	Data
M0500	Data operations, general
M1000	Computers
M1200	Memories and files
M1300	Input equipment
M1400	Output equipment
M1500	Communications equipment
M2000	Software
M2200	Translators, general
M2300	Service programme
M2400	Application programme
M2500	Programming language
M2600	Programming
M3000	Computer science and computer technology; operation, maintenance, control and safety
M4000	System development
M5000	Computer application, application programmes
<b>N</b>	<b>Energy technology</b>
N0000	Energy technology, general
N1000	Hydraulic power, hydro-electric energy
N1500	Wind power
N2000	Nuclear energy
N2300	Power-stations
N3000	Solar energy
N3300	Geothermic energy
N3500	Energy from biomass

## **O**

O0000	Machine elements
O0100	Axles and shaft couplings
O0200	Bearings
O0300	Lubricating
O0400	Gears, pinions, transmission parts
O0500	Fasteners
O0600	Pipes, containers and fittings
O1000	Driving engines
O1100	Steam power
O1200	Hot-air engines
O1300	Internal combustion engines
O2000	Machines
O2100	Pumps, ventilators, compressors
O2200	Refrigerators, cold storage plants
O2300	Machine tools and tools, mainly for metal; tooling machines
O2400	Wood machines
O2500	Rubber machines, plastics machines
O2600	Packaging machines
O3000	Conveyors
O3100	Cranes
O3200	Trucks, vans
O3300	Lifts
O3400	Escalators
O3500	General cargo carriers
O3600	Bulk cargo carriers
O3700	Pallets, containers (cargo carriers)
O4000	Construction machines contractors' supplies
O4100	Digging machines
O4200	Bulldozers, scrapers
O4400	Rollers, vibrators
O4500	Ramming materiel (for ramming down posts)
O4600	Pneumatic tools (hammers, chisels)
O4700	Concrete materiel
O5000	Diving equipment
O6000	Fire extinguishing materiel

## **P**

P0000	Telecommunication
P1000	Radio
P2000	Television technology
P4000	Telephony, telegraphy, telex
P5000	Audio technology, audio-visual technology
P6000	Automation
P7000	Radiolocating
P7500	Radio astronomy

## **Mechanical engineering**

## **Communication technology**

## **Q**

Q0000	Agriculture, fishing, general matters
Q0300	Agriculture, fishing, financial matters
Q0400	Agricultural machines and plants
Q1500	Agricultural machines
Q2000	Soil, soil analysis
Q2100	Soil preparation
Q2200	Fertilization/manuring
Q2500	Culture (plant)
Q3500	Horticulture, market gardening
Q3800	Fruit farming
Q4100	Viticulture
Q4200	The growing of special crops
Q4500	Forestry
Q4800	Plant diseases, pests, weeds; general
Q5000	Animal husbandry
Q6000	Fishing and fish-farming; general
Q6200	Hunting
Q6500	Agricultural produce
Q7000	Veterinary medicine (in so far as agriculture is concerned)

## **R**

R0000	Ecology, general
R1000	Pollution, pollution control
R2000	Air pollution
R3000	Water pollution
R4000	Soil pollution
R5000	Noise pollution
R6000	Environmental pollution

## **S**

S	Electric power, electrotechnics, electronics
S	Production of electricity
S	Transport and storage of electricity
S	Electric motors
S	Electric installations
S	Electronics

## **Agriculture, fishing**

## **Ecology and environment**

## **Electric power, electrotechnics, electronics**

# Appendix G: Focussing Tasks

## Focussing Task 1

Participants were asked to rank the following items of metadata in order of importance.

1. Subject-field label
2. Intro
3. Usage Example
4. Definition
5. Related Terms
6. Source LSP Dictionary

## Focussing Task 2

Participants were given this screenshot from *focal.ie* and were asked to comment on the extended ontology for 'fucus'

The screenshot shows the focal.ie website interface. At the top, there is a search bar with the text 'Cuardaigh · Search'. Below the search bar, there are navigation links: 'Cabhair · Help | Giorrúcháin · Abbreviations'. On the right side, there is a logo for 'm.focal.ie' and a printer icon with the text 'leagan furasta le priontáil printer-friendly version'. In the center, there are two buttons: 'leagan achomair compact layout' and 'breis mionsonraí more details'. Below these buttons, the main content area is titled 'Torthaí beachta · Exact matches (1)'. Under this title, the word 'Fucus' is displayed. Below 'Fucus', there is a list of taxonomic ranks: 'Phaeophyta > Phaeophyceae > Dictyotales > Dictyotaceae > Dictyota > > Phaeophyceae > Fucales > Fucaceae > Fucus'. Below this list, there is a section for 'wrack s' and 'feamainn bain2' with a link to 'gu: feamainne'. At the bottom, there is a footer with the text 'Ainmneacha Plandaí agus Ainmhithe · Flora and Fauna Nomenclature (eagrán 2 · edition 2) 2004'. Finally, at the very bottom, there is a section titled 'Téarmaí gaolmhara · Related terms (3)'.

### Focussing Task 3

Participants were given the following screenshot of the *focal.ie* user interface to demonstrate the different items of metadata available on the interface.

■ **Ceirdeanna, Ceardaíocht, srl.** · Trades, Crafts, etc.

freastail *br* ➞  
*abr:* freastal, *aidbhr:* freastalta

fóin *br* ➞  
*abr:* fónamh, *aidbhr:* fónta

friotháil *br* ➞  
*abr:* friotháil, *aidbhr:* friotháilte

Foclóir Ceirdeanna agus Teicneolaíochta · Dictionary of Trades and Technology 1992

■ **(CATER FOR)**

fón *br* do ➞

**That policy does not serve the public.** · Ní fhónann an polasaí sin do leas an phobail.

Foclóir Parlaiminte · Dictionary of Parliamentary Terms 2001

■ **(GO THROUGH A DUE PERIOD)**

cuir *br* isteach ➞

**She served her apprenticeship.** · Chuir sí a printíseacht isteach.

Foclóir Parlaiminte · Dictionary of Parliamentary Terms 2001

■ **(DELIVER A LEGAL DOCUMENT, SUMMONS)**

seirbheáil *br* ➞  
*abr:* seirbheáil, *aidbhr:* seirbheáilte

**The police officer served the summons.** · Sheirbheáil an póilín an toghairm.

**The garda served the summons.** · Sheirbheáil an garda an toghairm.

Foclóir Gnó · Dictionary of Business Terms (*dréacht* · draft); Foclóir Parlaiminte · Dictionary of Parliamentary Terms 2001