













# Insights into data acquisition and data preparation for an online resource on COVID-19 terminology

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### **OBJECTIVES**

- TermiKnowledge is an international course in creating terminological resources which took place between October 2021 and June 2022.
- Participants were BA and MA students in translation, (corpus) linguistics, language and literature
- The goal of TermiKnowledge was to teach students how to create a corpus, extract terms manually and using software, identify their equivalents in other languages, design a multilingual knowledge base and create terminological entries.
- The **4EU+ shared competencies** acquired during the course were:
  - o data literacy corpus work teaches students how to cope with specific terminological problems, use corpus tools and verify data;
  - o multilingualism the project offered an opportunity to compare concept systems and terminology across languages;
  - o critical thinking the students were involved in taking decisions during the entire lexicographic process (extent of the domain, headwords, access structure, entry structure etc.).
- The multilingual knowledge base has been published on-line for public use: https://terminology.mimuw.edu.pl/.

### **ORGANISATION**

- TermiKnowledge was run under the 4EU+ Alliance by an international team of experts in terminology, corpus linguistics, translation and knowledge representation from four European universities (University of Warsaw – UW, Heidelberg University – HU, Charles University in Prague – CU, and Milan University – MU):
  - o Mariusz Górnicz (PI, UW), Weronika Szemińska (UW), Laura Giacomini (HU), Bogdan Babych (HU), Dominika Kováříková (CU), Carolina Flinz (MU), Jerzy Tyszkiewicz (UW)
  - o student assistants: Weronika Stefańska (UW), Pia Kruse (HU), Petr Louda (CU), Rita Luppi (MU)
- The project included **two courses**:
  - Semester I from mid-October 2021 to March 2022
  - Semester II from March 2022 to June 2022
- Each course consisted in
  - on-line lectures and research-based classes,
  - o collaborative practical tasks on the creation of terminological resources as well as
  - o short mobilities involving final works towards publication.
- Assessment was based on portfolios.

c) ABSTRACT MICROSTRUCTURE



## THE LEXICOGRAPHIC PROCESS (SEMESTER I)

### a) CORPUS COMPILATION

- four corpora per language: o Normative – legal regulations such as EU directives, national
  - regulations, and medical guidelines

• five languages: English, Czech, Italian, German, and Polish

- **Research** published research papers • **Press** – general press articles
- Comments texts in online comments sections under press articles



\* The already existing *Covid-19* corpus available on SketchEngine served as the English Research corpus. With its 224,061,570 words, it was by far the largest corpus in the project and had to be omitted in the chart.

# Keyword extraction

- Keyword analysis and validation
- Contrastive analysis of keywords
- Headword selection (similar across corpora)

b) TERMINOLOGY WORK

- Data preparation:
  - o decision on the form of the headword o search for synonyms and variants
  - collocation extraction
  - o search for definitions and encyclopaedic information
  - search for examples preparation of notes

### **Contents**

**TERM** 

#### Related terms **NORMATIVE:**

- Synonyms and variants
- Definition
- **Encyclopaedic information**
- Examples Collocations
- Keyness

#### RESEARCH: Synonyms and variants

- Definition/description
- Examples Collocations
- Keyness

### PRESS:

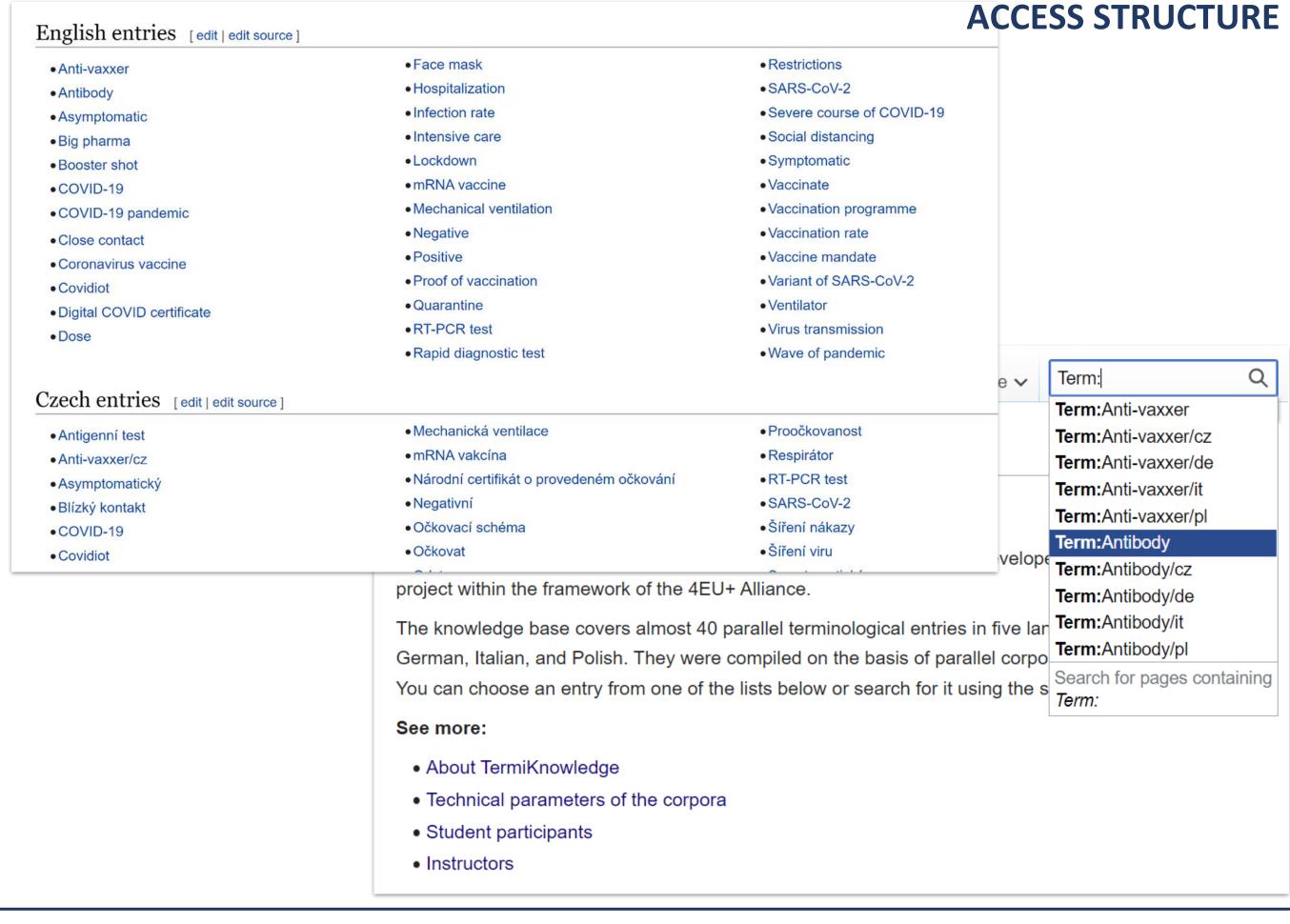
- Synonyms and variants
- Description
- Examples Collocations
- Keyness

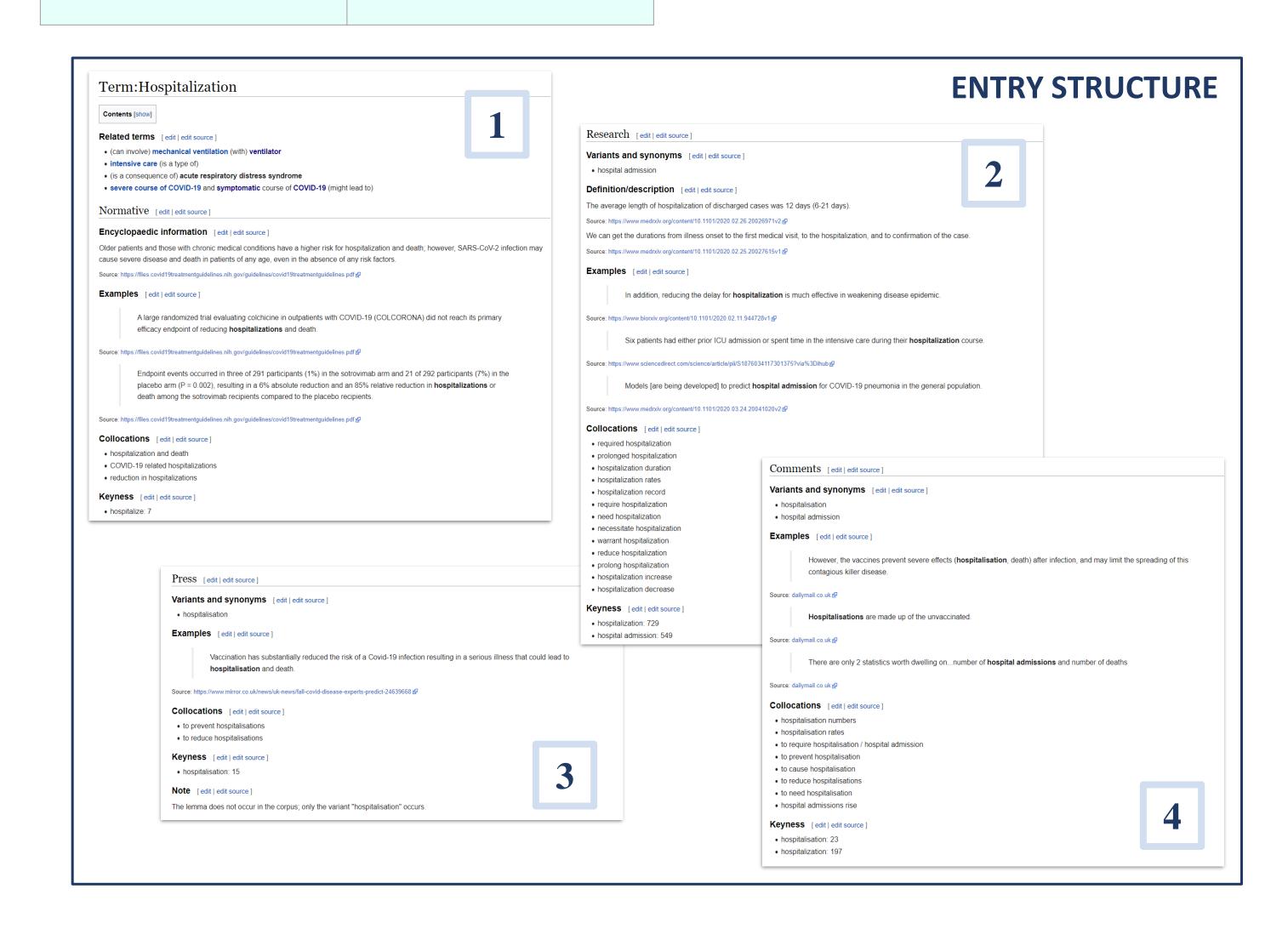
### **COMMENTS:**

- Synonyms and variants
- Description Examples Collocations
  - Keyness
- The entries were compiled and stored in a dedicated application designed by a team of IT students from

d) ENTRY COMPILATION

- The app was based on the familiar MediaWiki engine.
- All entries are subject to the CC-BY licence.
- The students worked on specific entry sections corresponding to the working group they belonged to / the type of corpus they worked on, i.e. Normative, Research, Press, or Comments.
- All students could propose related terms, which were then verified and added by the instructors or student assistants.





#### How to create a corpus How to analyse a corpus how to organise an entry working with SketchEngine Saving sources is crucial How to extract terms Better at analysing different types of texts How to work under time pressure and not More language awareness better IT skills Multitasking To discern good ratio between solo work To ask for help if needed and group work What to write my thesis about Recognizing the fact that frustration is Knowledge: collocations, working with what the job of a terminograph is like natural SketchEngineSkills: define term time management **Patience** What a knowledge database looks like How to work with circa 30 tabs open Language skills How to properly copy and paste More practical skills than i'm used to Extraction of language data that are

relevant when it comes to creating

definitions and entries.

how to look up others' work

Presentation skills

How to wait and how to rush

not be afraid

To ask when I don't know something and

The beauty of sharing ideas even if you are

What competences have you acquired during the

TermiKnowledge project?

Communication within a group

Nothing is Perfect and never will be

How to save data after they have

apparently been deleted

### CHALLENGES AND DISCOVERIES

### REFLECTIONS AFTER SEMESTER I

• MentiMeter survey during mid-term meeting in Heidelberg

student portfolios



### CHANGES IN SEMESTER II

- organisation
- more workshops no working groups
- primary data
- one corpus per language
- only normative and press texts
- access structure
- separate entry lists for each language
- o list of all English entries with equivalent other language entries o links to all equivalent entries at the top of
- each article
- no entry sections

microstructure

implementation o more refined term relations

