This collected volume brings together the contributions of several humanities scholars who focus on the evolution of language in the digital era. The eighteen contributions are divided into three thematic parts, which explore general aspects of humanities and linguistics in the digital environment, the evolution of language and translation in today’s digitized society, and the changes, challenges and perspectives of language teaching and learning in the age of technology.

**Part I, *Humanities Gone Digital*, explores general aspects of humanities and linguistics in the digital environment.**

In the opening chapter, *Recent Trends in Digital Humanities Scholarship*, Mary P. Sheridan highlights the increasing role of digital media within higher education. The author claims that digital technologies are changing the ways we learn and teach, as well as the ways we compose and research. According to her, these changes are occurring throughout the academy, including the humanities—a set of disciplines less associated with technology. Mary P. Sheridan describes the rise of the Digital Humanities (DH) in the United States, defines and illustrates DH projects from many countries, and offers suggestions for incorporating DH projects in our work.

In the second chapter, *Theme-Rheme Analysis of English and Romanian Tourism Websites*, Claudia Elena Stoian and Daniel Dejica present the results of a contrastive Theme-Rheme analysis performed on a corpus of commercial websites from Great Britain and Romania, meant to promote these countries and some of their heritage sites internationally via the Internet. Using a framework provided by Systemic Functional Linguistics, the authors identify, analyze and compare the Themes and the Thematic structures prevalent in these websites.

In the third chapter, *Necessary and Luxury English Loanwords in Some Romanian Online Newspapers and Magazines*, Simona Șimon claims that the socio-economic and political context of contemporary Romania favours the private and professional communication between the local people and other nationalities. Since English is the most frequently taught language in the Romanian public schools, it is no wonder that it is often used in private and professional exchanges. The author claims that an expected consequence of this situation is the borrowing of English words into the Romanian language. In her study, she identifies the necessary and luxury English loanwords used in some Romanian online newspapers and magazines, and presents her own conclusion in this respect.

*Corpus Linguistics Outcomes and Applications in the Digital Era* by Diana Oţăt is the last chapter of the first part of this book. The author addresses specific aspects with regard to current trends and applications in corpora design and corpora compiling in the digital era. She focuses on novel interdisciplinary approaches to language study via corpora investigation and applied computer-assisted analysis tools. Corpus
linguistics is approached in her study in relation to real-life communicative contexts, i.e. authentic language inputs that facilitate descriptive and functional language research, and, more particularly specialised languages in an attempt to provide reliable solutions in compliance with the dynamics of contemporary linguistics. The author pays special attention to quantitative corpora investigation methods and modern information-extracting technologies as applied to different dimensions of language study. The state-of-the-art outline of corpus linguistics that she provides aims at highlighting further research directions in interconnected fields such as contrastive linguistics, sociolinguistics, lexicography, translation studies and foreign language teaching.

Part II focuses on language and translation and includes topics that discuss the digital translation policy, new technologies and specialised translation, online resources for terminology management, translation of online advertising, or subtitling.

In Towards a Digital Translation Policy, Peter Sandrini, purports that translation policy represents a core component of an efficient language policy, and that intrinsically, it guarantees that multilingual communication works as intended within a company, organization or institution. The author looks at the contents of such a translation policy and outlines the effects of a general digitalization and globalization of the translation industry. By describing these changes, he stresses the necessity of a sensible translation technology policy – in the sense of what kind of translation technology should be deployed, used by whom and when, on what kind of texts, etc. Finally yet importantly, Peter Sandrini addresses the need for an overall strategy with regard to translation data and language resources in general, and integrates it into the concept of an overall translation technology policy.

In the second chapter of this part, The Impact of New Technologies on Specialised Translation, Mariana Pitar claims that new technologies have become a useful tool for all science fields, whether they are exact sciences or humanistic sciences. The author highlights the contribution of technology on specialized translation and presents an overview of the translation tools used during various stages of the translation process, which include text analysers, online specialised dictionaries, specialised terminological resources, translation memories, or translation verifying tools.

The Transfer of Signs between Heterogeneous Systems: Incongruent Equivalences is the title of the next challenging chapter, in which Felix Nicolau tries to provide answers to some daring questions. The author discusses about the stance of Translation Studies today, wonders whether it has passed the linguistic limits still proclaimed by a semiotician like Umberto Eco, and asks himself whether it would not be the time to access more courageously the intersemiotic interregnum with its heterogeneous transfer of signs, as it happens in advertising, concrete poetry and stage or filmed version of famous texts. Other provoking insights focus on the role of translation and translators in a post-industrial society, which blends globalized edutainment and corporatist efficiency, prejudice, reverse colonialism and anti-
establishment movements, and on the types of equivalence are we supposed to choose in order to persuade today.

In chapter four, *Evaluating Online Resources for Terminology Management in Legal Translation*, Titela Vîlceanu focuses on the evaluation, both quantitative and qualitative, of relevant and reliable online resources – bilingual and multilingual glossaries, multilingual databases, monolingual and bilingual dictionaries – from a twofold perspective: to enhance internal and external coherence with respect to terminology management, and to secure error-free legal translation. The language pair envisaged by the author is English-Romanian since the Romanian legal translation market has developed considerably after 2007. The author claims that this market is characterised by variability with respect to the use of legal terminology, even within the same text type, she aims to identify the causes of this variability and she suggests ways of improving/Securing the quality of legal translation via a criterion-referenced evaluation of available online resources.

In *To Delete or to Add? Omissions and Additions in Two Romanian Translations of Jack and the Beanstalk*, Loredana Pungă investigates the effect that omissions and additions have on the propositional, expressive and evoked meaning in two Romanian translations of the classical English fairy tale *Jack and the Beanstalk* (a printed and an electronic text) and highlights the consequences of these translation/adaptation techniques on how the Romanian texts are received by their readers.

In chapter six, *A Standards-Based Contrastive Analysis of Online and Printed Technical Translations in Romanian*, Daniel Dejica creates a standards-based grid, which he uses to analyse the formal and content-specific aspects of 45 interdependent translations in printed and electronic formats. His research offered the opportunity to reach several conclusions useful to translation professionals and relevant for the bodies responsible with the maintenance of translation standards, and to raise a series of challenging questions for translation researchers or scholars.

The last two chapters of Part 2 focus on subtitling. In *Extratextual Elements in Subtitling – The Battle of Linguistic and Cultural Codes*, Violeta Tănase points out the constraints and challenges brought up by extratextual elements, especially when it comes to the translation of culture-bound terms. Such elements which add up to the ‘foreignness’ of an audiovisual product and have an impact upon the subtitler’s choices include objects, settings, physiognomies, gestures, costumes, music and noise tracks, background conversation, radio announcements and television commercials, intertitles, canned laughter and written materials such as posters, billboards or newspapers.

Elena Laura Vulpoiu claims there are few monographs and studies on the realization of the subtitling process, and she considers necessary to bring to light some rules and guidelines used in this type of audiovisual translation. In her contribution, *Subtitling in Romania and Spain: A Contrastive Analysis*, the author investigates and describes the practice and characteristics of subtitling in Romania and compares
them with the standards used in Spain. Her study is based on empirical data provided by a translator of the Romanian national television (TVR 1).

The six chapters in **Part III, Language Teaching and Learning in the Age of Technology**, focus on language teaching and learning and address the changes, challenges and perspectives of didactics in the age of technology.

László Komlósi’s research findings, presented in *Digital Literacy and the Challenges of Digital Technologies for Learning*, indicate that unprecedented development and innovation in information and communication technologies exert unforeseen impact on social cognition, information processing and human learning. The author acknowledges a paradigm change from linear information processing based on narrative mental structures and cultural conceptualizations to parallel and connected network-based information processing making use of fragmented, encapsulated information chunks provided by a plethora of information sources. In opposition to traditional learning conditions which have been constituted by a hierarchically-determined accumulation and distribution of knowledge and information with norm-based behavior patterns, new digital cognition and information management involve greater complexities and fragmented narratives connected in a non-linear, non-deterministic distribution design in the environment of augmented realities. László Komlósi points out the innovative drive which resides in interactive informational frameworks that consist of a multitude of connections of the Connected Cognitive Entities (CCEs) to other cognitive entities and create novel patterns of learning styles and learning habits.

In the second chapter of this part, *On the Use of Hypermediality in Teaching Culture in a German as a Foreign Language Context*, Karla Lupșan shows the importance of the use of hypermedia (i.e. the combination of text elements, graphics, video and audio) in teaching culture in a German as a foreign language context and presents a didactical concept of an innovative use of parallel texts as tools for self-directed knowledge acquisition.

In her contribution, *Online Communication – Netspeak. The Internet as a Facilitator for New ways of Communication and the Impact on Our Language*, Iulia Para analyses online communication and the language of the Internet. She identifies the main features of *netspeak* and describes what makes it different from standard language. She also presents some of the most commonly used abbreviations, especially in texting, a very popular means of online communication nowadays.

The aim of Alexandra Jic’s chapter, *Young English Learners in the Digital Age*, is to discuss the importance of employing modern technologies to support English language learning of young learners. The author starts from outlining the need to reform teaching styles in order to meet the needs of the 21st century young learners who have grown up in a digital world. Then, she moves on to examine the need for a reformed educational system in Romania within the context of the newly introduced digital books for the 1st and 2nd grades. The author also presents some of the problems that might occur when using technologies and makes some suggestions that may
enable teachers to overcome these possible issues and be able to use technology to the benefit of the learners. Alexandra Jic bases her claims and suggestions on the findings of a survey carried out in several Romanian schools at the end of January 2015 among teachers and young learners regarding their opinion on the use of technology in classroom and the biggest challenges to use digital books in school.

In the next chapter, Training and Development in the Digital Era, Simona Olaru-Poșiar looks at the steps of the training cycle and examines the management of training and development in the digital era. The author claims that in today’s digital era, we develop better with the help of smart devices, meant to ease our path towards knowledge and that our continuous education or continuous training is the purpose for our development as human beings. We develop with the help of smart devices and are influenced by them whether we like it or not, because our environment is today conditioned by the World Wide Web. The author concludes that this “web of information” marks our development and the way we communicate.

In the last chapter of the book, Developing Communication Skills in Romania in the Digital Era, Valentina Mureșan explores different problematic issues of postmodern teaching in Romania, starting from a necessary change of the local teachers’ mindset in order to meet the expectations of the new generation of digital learners in order to “engage” them and help them develop as good communicators. In this context she discusses the faulty understanding of the concept of communicative competence as a unique skill, rather than a multifaceted one, a fact that can be explained by looking at co-existing patterns of old and new methodologies, approaches and techniques. The author claims that although the demands of post-modern language teaching in Romania seem to have changed, there is still a certain resistance to it, linguistic proficiency still being the focus of many EFL teachers.

The book is recommended to scholars, professionals, students and anyone interested in the changes within the humanities in conjunction with technological innovation or in the ways language is adapting to the challenges of today’s digitized world.