

Importance of Localisation in the Didactics of A 'Comparative Language': A Study of Corpora Composed of Localised and Non- Localised Websites

Djamel BOUACHE- Algiers 2 University, Algeria

Abstract

- The exponential development of NICTs has made intercultural contacts frequent and inevitable.
- Internet-based technologies have highlighted the differences between communities and have had a negative impact on mutual understanding, even between users who speak the same language.
- Internet users have realised that the same language is used differently in different countries.
- In business world, major companies use Localisation (L10n) of websites to overcome this situation.
- The education sector doesn't yet grasped the importance of localisation in language teaching classrooms.
- Localisation allow to language teaching to discover the different standard forms of the same language.
- This study attempt to demonstrate the importance of opting for kind of 'Comparative Language Didactics' by taking advantage of the achievements of localisation.
- Given as localisation has its limitations, non-localised websites can fill in the gaps.
- This study is based on the analysis of a number of localised and non localised websites.

1. Introduction

- Language learning is the main basis to acquiring any type of knowledge.
- This importance has made the language the subject of endless study and research in order to develop efficient and effective learning/teaching methods.
- The emergence of NICTs has boosted this importance.
- Internet users discovered that **the same language is used differently** when it spoken in **other countries**.
- These differences lead to misunderstandings that require middle-of-the-road solutions to bridge the gap.
- Teaching the language in its different forms in different countries, using a **comparative method**, could be one of the solutions.
- This method is inspired by the **experience of website localisation**.

Question

- How important and useful could localisation be in Comparative Language teaching?

2. Notion of 'Comparative Language'

- The notion of Comparative Language used in this study was inspired by other disciplines such as comparative literature, comparative law or comparative grammar.
- **Comparative Language** is conceived, in this context, as a model for language learning/teaching by **comparing** the different 'standard' **forms of a 'same language'**.
- For example, French in France compared with French in Canada and Belgium, American English compared with British and/or Canadian English.
- In classrooms, we can speak of **Comparative French** in French courses and **Comparative English** in English courses.
- This is **not** the same thing with **contrastive linguistics**.

3. Localisation- Definition and presentation

- **Adaptation** of the content of the **user interface** of a **digital text** to the culture and different standards of **the target audience**.
- It is part of a GILT process (Globalisation, Internationalisation, Localisation, Translation).
- Localisation, as part of this process, involves a number of aspects that need to be **adapted to the culture, customs and tastes of the target audience**.
- These aspects are generally: **images, colours, date and time formats, units of measurement, currencies, digital formats** and **others** (Sandrini, 2008).
- These aspects must be **adapted** to the culture and uses of the **target user**, so that the latter **does not** realise that the site has already been **designed in another language** and under the umbrella of another culture (Corte, 2002).

4. Corpora

- **Localised websites** dealing with fields such as electronics and fashion.
- They are generally the websites of **great companies** in the world.
- These websites are **localised for France and Canada** in French, **UK and USA** in English.
- **Non-localised websites** in fields such as sports and real estate of the **same countries**.

5. Results of the Study

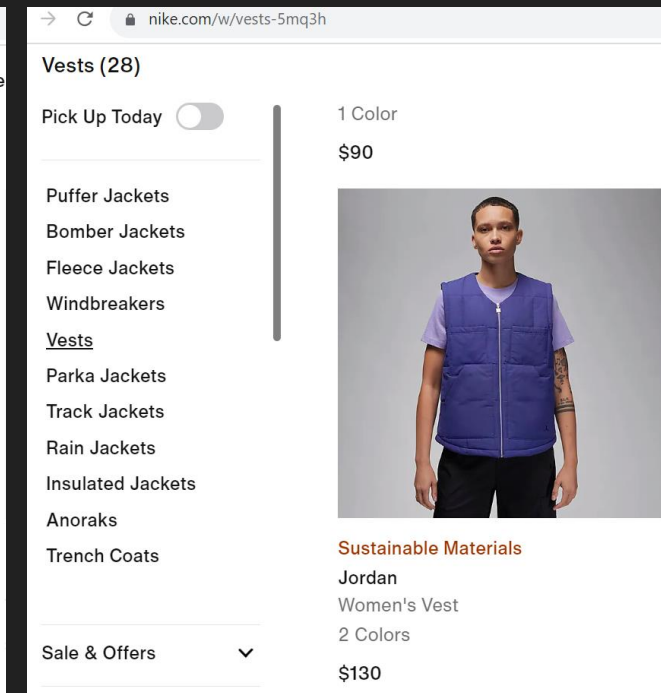
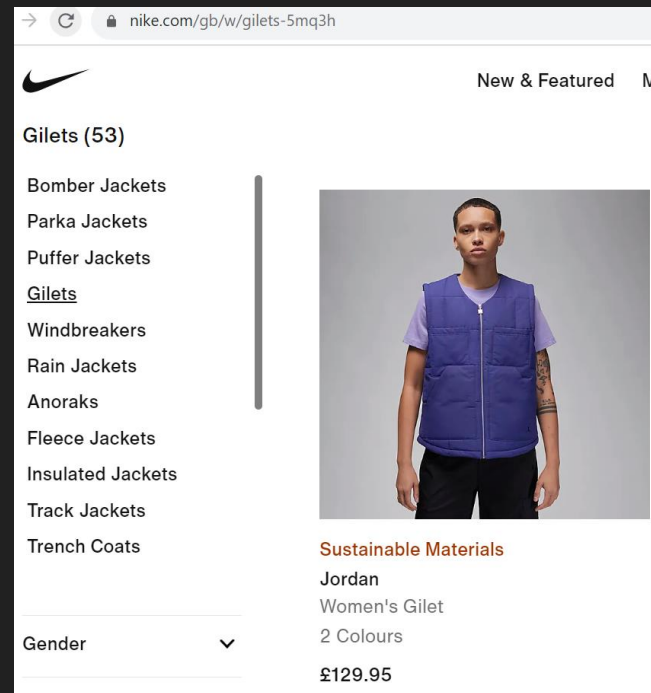
- World's **leads companies** attach **great importance** to the **specific uses** of the same language in the countries they target.
- These companies **not only** dedicate a **version for each language**, **but** one for **each target country**, even those using the **same language**.
- Localised websites give us information about **Linguistic Aspects** and **Non-Linguistic Aspects**.

5. Results of the Study

○ 5.1. Localised Websites

Example 1 (website 1):

- **Gilet** (UK) vs **Vest** (USA) (see Fig.1 and 2)
- **Jumper** (UK) vs **Sweater** (USA)
- **Colour** (UK) vs **Color** (USA)



5. Results of the Study

○ 5.1. Localised Websites

Example 2 (website 2):

- **Maillot de foot** (France) vs **Chandail soccer** (Canada) (see Fig.3 and 4)

The screenshot shows the Adidas France website. The navigation bar includes 'HOMMES', 'FEMMES', 'ENFANTS', 'NOUVEAUTÉ', 'SPORTS', 'COLLECTIONS', and 'PROMOS'. The main content area features a large promotional banner on the left with the text 'L'ORIGINALITÉ RÉINVENTÉE' and 'Inspirée de l'iconique Ozweego 2. Découvre l'adidas Ozmillen.' To the right, there is a 'SUGGESTIONS' section with a table of products:

PRODUITS	
MAILLOT DE FOOT	471
MAILLOT REAL	39
MAILLOT DE FOOT ALLEMAGNE	17
MAILLOT	595
MAILLOT DE FOOT JUVENTUS	36

The screenshot shows the Adidas Canada website. The navigation bar includes 'HOMMES', 'FEMMES', 'ENFANTS', 'CADEAUX', 'OUTLET', and 'SPORT'. The main content area features a large promotional banner on the left with the text 'LE CADEAU DU STYLE' and 'Trouve les cadeaux parfaits pour tous tes proches parmi nos ensembles et survêtements assortis, disponibles dans des coloris audacieux.' To the right, there is a 'SUGGESTIONS' section with a table of products:

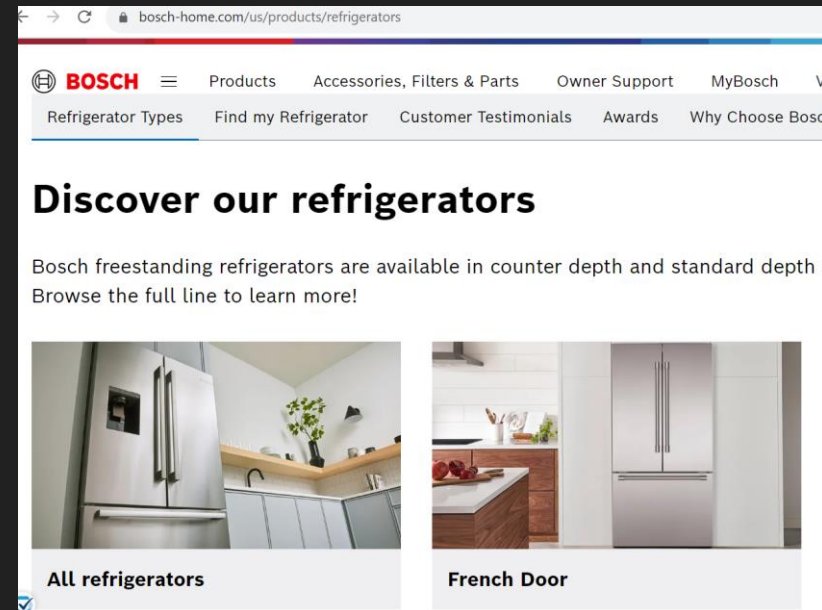
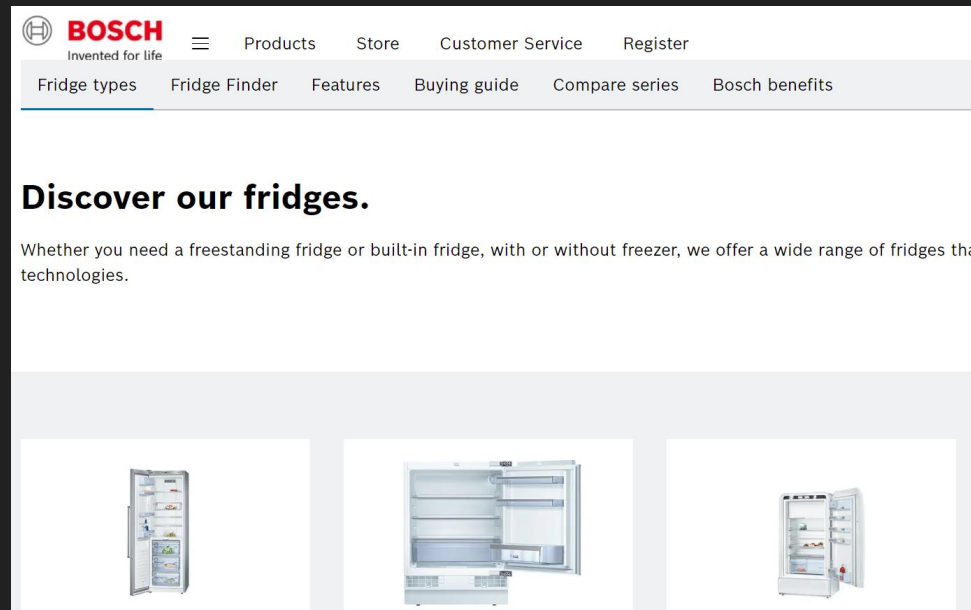
CHANDAIL SOCCER	726
CHANDAIL FEMME	5504

5. Results of the Study

○ 5.1. Localised Websites

Example 3 (website 3):

- **Gilet** (UK) vs **Vest** (USA) (see Fig.1 and 2)

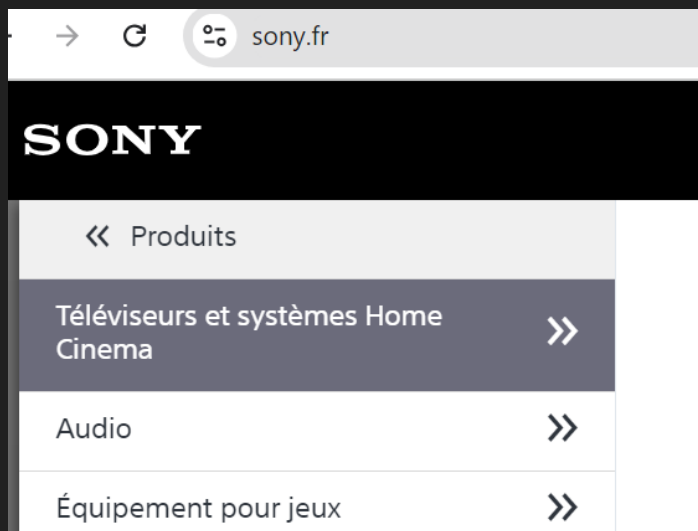


5. Results of the Study

○ 5.1. Localised Websites

Example 4 (website 4): (see Fig.3 and 4)

- **Home-cinéma** (France) vs **Cinéma-maison** (Canada)
- **Systèmes audio embarqués** (France) vs **Audio pour l'auto** (Canada)
- **Service Cloud** (France) vs **Service infonuagique** (Canada)



5. Results of the Study

○ 5.2. Non-Localised Websites

- **Numbers:**

Thousands separator can be a **space** or a **comma**, depending on the country.

Decimal separator can be **comma** or **point** depending on the country.

- **Currencies**

The **currency symbol** can be placed **before** the amount **without space** or **after** the amount **with space**.

5. Results of the Study

○ 5.2. *Non-Localised Websites*

○ Sport:

Examples:

- French:

Football (France) vs **Soccer** (Canada)

Supporter (France) vs **Partisan** (Canada)

Buteur (France) vs **Marqueur** (Canada)

- English:

Football (UK) vs **Soccer** (USA)

Pitch (UK) vs **Field** (USA)

5. Results of the Study

○ 5.2. Non-Localised Websites

○ Real estate:

Examples:

- French:

Premier étage (France) vs **Deuxième** étage (Canada)

- English:

First floor (UK) vs **Second** Floor (USA)

NB

- The major part of our examples are in French, because it is our language work, then the differences between French of France and Canadian French are more important, in the case of this study, than differences between British and American English.

6. Interests of This Model

- *6.1 Didactic interest*
- *6.2 Linguistic interest*
- *6.3 Non-linguistic interest*
- *6.4 Economic benefits*
- *6.5. Technological interest*
- *6.6. Intercultural interest*

7. Perspectives

- Derive maximum benefit from the achievement of localisation by:
 - Using localised websites as parallel corpus.
 - Using non localised websites as comparable corpus.
- Use of other sources such as books, magazines, videos,etc.

7. Perspectives

- Once this material has been assembled, the only thing left to do is to design textbooks and syllabuses in such a way that texts intended for teaching are available in two (or more) standard forms of the same language.

- Examples with short sentences:

- Example 1: French

Je t'invite à un **déjeuner** demain au **premier étage** (France) = Je t'invite à un **diner** demain au **deuxième étage** (Canada)

Diner (Canada)= the midday meal – Diner (France)= the meal of evening.

Deuxième étage (Canada)= The ground etage/ Deuxième étage (France)= The floor above ground level.

7. Perspectives

- Example 2: English

First floor of the **flat** with a view of a **football pitch** (UK)/ **Second floor** of the **apartment** with a view of **soccer field** (USA)

First floor vs **Second** floor (the same with France vs Canada)

Flat vs **apartment**

Football vs **Soccer** (**Football in USA = other sport**)

Pitch vs **Field**

8. Conclusion

- Localised and Non-Localised websites are useful in Comparative Language.
- They allow to discover different standard forms of the same languages.
- They offer many linguistic and non-linguistic useful informations.

- They have Limitations.
- Different pronunciations are one of this limitations.
- Use of other supports such as videos could overcome this limitation.

The background is split into two horizontal sections. The top section is teal with a fine, repeating pattern of small, light-colored lines. The bottom section is solid black. A white, irregular shape resembling a speech bubble or a torn piece of paper is positioned at the top left, overlapping the teal section and extending into the black section. The text "Thank you" is centered in the black section.

Thank you