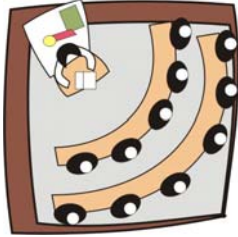



## 1. SPECIFIC DETAILS: LESSON 3

<b>LESSON 3</b>	<b>Bilingual Terminography: Corpus-based Work and Terminology Management Systems.</b>	
No. of sessions	8	
Hours	11	
Teaching method	Lecture (2h)	
	Practical exercises (9h)	
Teaching location		Normal classroom
		Computer lab.

## 2. OBJECTIVES

As a result of this lesson the students will be able to:

- Identify and collect suitable texts for inclusion in a corpus.
- Apply quality criteria regarding the building of the *ad hoc* extraction corpus to get a corpus representative of the studied area.
- Establish a preference order on the reference materials to be consulted.
- Determine what constitutes pertinent information for the purpose of terminology research.
- Design and make terminology records suitable for different situations.
- Assess, from a terminological point of view, the suitability of including certain information in a given terminology record.

## 2. ACTIVITIES

**Exercise 1** Give an example for each of the following methods of terminology research, specifying the speciality, the subject and the objectives:

1. Systematic and monolingual research: \_\_\_\_\_
2. Systematic and plurilingual research: \_\_\_\_\_
3. *Ad hoc* monolingual research: \_\_\_\_\_
4. *Ad hoc* plurilingual research: \_\_\_\_\_

**Exercise 2** Assess the quality of the following Spanish texts according to the criteria listed in the tables.

**Corpus compilation: scenario.**

We have got a collection of electronic texts retrieved from the Internet. Their subject is 'alimentos transgénicos'. We want to compile a bilingual corpus with the aim of building a terminology database. The following sources would be, if appropriate, the texts selected to form part of the Spanish corpus.

### Source 1:

Available at: [http://www.bcn.cl/carpeta\\_temas/temas\\_portada.2005-10-20.6359648402/documentos\\_pdf.2005-10-20.0953712051/archivos\\_pdf.2005-10-20.5745658679/archivo1/baja\\_archivo](http://www.bcn.cl/carpeta_temas/temas_portada.2005-10-20.6359648402/documentos_pdf.2005-10-20.0953712051/archivos_pdf.2005-10-20.5745658679/archivo1/baja_archivo)

**Short description:** chapter of the book called *Alimentos transgénicos*, by Amelia Marti, Iciar Astiasaran and Diana Ansorena, Departament of Bromatology and Nutrition, Facultad de Farmacia, Universidad de Navarra.

Evaluation criteria	Remarks	Assessment (from 0 to 3)
Publication date		
Prestige of the author(s)		
Degree of text systematization		
Updating of bibliography		
Does the text belong to the domain?		

Linguistic quality		
Original language		
Text type	<input type="checkbox"/> Specialized, written by an expert and addressed to experts <input type="checkbox"/> Semi- specialized, written by an expert and addressed to students, experts of related areas, etc. <input type="checkbox"/> Not specialized (addressed to general public)	
Value:		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

**Source 2:**

Available at: <ftp://ftp.fao.org/docrep/fao/003/x9602s/x9602s00.pdf>

**Short description:** E-book: *Los Organismos Modificados Genéticamente, los consumidores, la inocuidad de los alimentos y el medio ambiente*, by FAO, 2001.

Evaluation criteria	Remarks	Assessment (from 0 to 3)
Publication date		
Prestige of the author(s)		
Degree of text systematization		
Updating of bibliography		
Does the text belong to the domain?		
Linguistic quality		
Original language		
Text type	<input type="checkbox"/> Specialized, written by an expert and addressed to experts <input type="checkbox"/> Semi- specialized, written by an expert and addressed to students, experts of related areas, etc. <input type="checkbox"/> Not specialized (addressed to general public)	
Value:		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

**Source 3:**

Available at: <http://www.rimisp.cl/boletines/bol19/doc4.zip>

**Short description:** Document created by "Amigos de la Tierra", *España: Riesgos Potenciales de los Organismos Modificados Genéticamente en la Agricultura y la Alimentación. El estado de la cuestión*

Evaluation criteria	Remarks	Assessment (from 0 to 3)
Publication date		
Prestige of the author(s)		
Degree of text systematization		
Updating of bibliography		
Does the text belong to the domain?		
Linguistic quality		
Original language		
Text type	<input type="checkbox"/> Specialized, written by an expert and addressed to experts <input type="checkbox"/> Semi- specialized, written by an expert and addressed to students, experts of related areas, etc. <input type="checkbox"/> Not specialized (addressed to general public)	
Value:		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

**Source 4:**

**Short description:** Website of an ecologist organization. The web pages deal with different issues related to the transgenic food. Observe all the information sections of this website:

[http://www.ecologistasenaccion.org/rubrique.php?id\\_rubrique=184](http://www.ecologistasenaccion.org/rubrique.php?id_rubrique=184)

Evaluation criteria	Remarks	Assessment (from 0 to 3)
Publication date		
Prestige of the author(s)		
Degree of text systematization		
Updating of bibliography		
Does the text belong to the domain?		
Linguistic quality		
Original language		
Text type	<input type="checkbox"/> Specialized, written by an expert and addressed to experts <input type="checkbox"/> Semi- specialized, written by an expert and addressed to students, experts of related areas, etc. <input type="checkbox"/> Not specialized (addressed to general	

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: public) :

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Value:  High  
 Medium  
 Low

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**Exercise 3 | Establish a preference order for the reference corpus:**

1. Multilingual terminology database belonging to international institutions.
2. Normative terminology lists (made by ISO, AENOR, etc.).
3. Ideological dictionary (Spanish and/or English).
4. Monolingual specialized dictionary (Spanish and/or English).
5. Multilingual specialized dictionary.
6. Visual specialized dictionary (Spanish and/or English).
7. Neologism dictionary of general language (Spanish and/or English).
8. Neologism dictionary of the specific subject field (Spanish and/or English).
9. Encyclopedic dictionary of the specific subject field (Spanish and/or English).
10. Monolingual dictionary of general language (Spanish and/or English).
11. Encyclopedias (Spanish and/or English).
12. Monolingual indexes whose terms come alphabetically ordered (Spanish and/or English).
13. Monolingual indexes whose terms come thematically ordered (Spanish and/or English).
14. Bilingual vocabulary of the subject field (Spanish-English).
15. Multilingual vocabulary of the subject field.

<b>Exercise 4</b>	<p>Given the following data categories, design two terminological records for translators who do:</p> <ol style="list-style-type: none"> <li>1. <i>ad hoc</i> terminology work</li> <li>2. systematic terminology work</li> </ol> <p>Justify your decisions about including or rejecting certain fields.</p>
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Data categories <sup>1</sup>		
Administrative Data Categories	Reasons:	
record number	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
Project name	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	

Domain	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
Inputter	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
Input date	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
Checker	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	

Term-related Data Categories	Reasons:	
Entry source	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
Part of speech	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
Grammatical gender	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
Grammatical number	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
Context	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
Context source	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
Variant	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
Variant source	<input type="checkbox"/> Yes	

<sup>1</sup> To do this exercise, look at the photocopy of the data categories listed in the standard ISO 12620:1999

	<input type="checkbox"/>	No	
Abbreviation	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Abbreviation source	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Remarks	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Data Categories related to concept description		Reasons	
Definition	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Definition source	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Figure/Image	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Figure/Image source	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
related concepts	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Remarks	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Data categories related to equivalent term in L2		Reasons:	
Source	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Part of speech	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Grammatical gender	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Grammatical number	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Context	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Context source	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Variant	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Variant source	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Abbreviation	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Abbreviation source	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	
Remarks	<input type="checkbox"/>	Yes	
	<input type="checkbox"/>	No	

**Exercise 5**

Read the following definitions and decide whether they are good or inadequate.

Exercise from:

[http://www.termiplus.gc.ca/didacticiel\\_tutorial/english/lesson3/page\\_3\\_5\\_5\\_e.html](http://www.termiplus.gc.ca/didacticiel_tutorial/english/lesson3/page_3_5_5_e.html)

definition 1	<b>Bachelor:</b> Unmarried male	<input type="checkbox"/>	Good	<input type="checkbox"/>	Inadequate
definition 2	<b>Bouncy-ball:</b> Invented in 1980 by Albin Herzog, a bouncy-ball is a small, round ball that bounces very high.	<input type="checkbox"/>	Good	<input type="checkbox"/>	Inadequate
definition 3	<b>Migraine:</b> A moderate to severe throbbing pain, usually on just one side of the head often accompanied by nausea, cold hands, vomiting and sensitivity to light and sound.	<input type="checkbox"/>	Good	<input type="checkbox"/>	Inadequate
definition 4	<b>Verbosity:</b> To engage in being verbose, or the act of being verbose.	<input type="checkbox"/>	Good	<input type="checkbox"/>	Inadequate
definition 5	<b>Bouncy-ball:</b> A toy belonging to the ball category, it is a spherical object, generally between 2 and 4 centimeters in diameter, made of a specially treated rubber that, when the ball is thrown against a hard surface, displays the property of bouncing twice the distance that a traditional rubber ball would under the same conditions.	<input type="checkbox"/>	Good	<input type="checkbox"/>	Inadequate
definition 6	<b>African jumping tree frog:</b> A type of frog that likes to jump	<input type="checkbox"/>	Good	<input type="checkbox"/>	Inadequate



	found in Africa whose sole habitat is trees.
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definition 7	<b>Health:</b> The absence of disease or injury.	<input type="checkbox"/> <input type="checkbox"/>	Good Inadequate
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definition 8	<b>Bachelor:</b> A living unmarried human male of marriageable age that has never been married.	<input type="checkbox"/> <input type="checkbox"/>	Good Inadequate
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definition 9	<b>Microwave oven:</b> Thing that when you put food in it and press buttons and turn it on it emits microwaves. Comes in different sizes and colours, but is mostly cubically rectangular. Must be plugged in to work.	<input type="checkbox"/> <input type="checkbox"/>	Good Inadequate
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definition 10	<b>Tree frog:</b> A frog belonging to the Hylidae family. Adult frogs of this group generally inhabit trees and show several adaptations for arboreal life, such as claws or adhesive pads on the tips of the toes and coloration resembling tree bark.	<input type="checkbox"/> <input type="checkbox"/>	Good Inadequate
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<b>Exercise 6</b>	Read the following paragraph, then select the characteristics that should be included in the definition of the term "set-top box"
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Set-top boxes are commonly used to receive and decode digital television broadcasts and to interface with the Internet through the user's television instead of a PC. Set-top boxes fall into several categories, from the simplest that receive and unscramble incoming television signals to the more complex that will also function as multimedia desktop computers that can run a variety of advanced

services such as videoconferencing, home networking, IP telephony, video-on-demand (VoD) and high-speed Internet TV services.

- user's television
- fall into several categories
- to receive and decode digital television broadcasts
- interface with Internet
- receive and unscramble incoming television signals
- function as multimedia desktop

**Exercise 7**

Select the most appropriate context for the following terms bearing in mind that it should be useful for a translator. Be ready to give reasons of your selections for the class discussion.

**CEFALEA:** Dolor que afecta a la zona craneal o cerebral.

1. La \*cefalea\* es consecuencia de la activación de los receptores nociceptivos craneales
2. La \*cefalea\* es el síntoma neurológico más frecuente y el principal motivo neurológico de consulta.
3. Las \*cefaleas\* pueden clasificarse en: primarias y secundarias.
4. Aunque la anamnesis es la pieza clave para el diagnóstico de una \*cefalea\*, es necesario confirmar la sospecha diagnóstica con la exploración física.
5. La tos, la postura, el ejercicio físico, o la actividad sexual pueden desencadenar una \*cefalea\*.

**HEADACHE:** Pain affecting the head or brain area.

1. A \*headache\* involves pain in the head which can arise from many disorders or may be a disorder in and of itself.
2. Characteristics of the \*headache\* include its frequency, duration, location, severity, and associated symptoms.
3. A \*headache\* that occurs suddenly and that is more severe than any others the person has experienced suggests a subarachnoid hemorrhage—often due to a ruptured aneurysm.
4. After the attack, the eyelid on the same side as the \*headache\* may droop, and the pupil often constricts

5. A migraine attack often involves more than a \*headache\*. It may include a prodrome, an aura, and a postdrome.

**ÁCIDO ACETILSALICÍLICO:** Fármaco de libre dispensación empleado para aliviar el dolor, reducir la inflamación y evitar la formación de coágulos sanguíneos.

1. El \*ácido acetilsalicílico\* se administra usualmente por vía oral, aunque puede ser administrado por vía rectal en forma de supositorios.

2. El \*ácido acetilsalicílico\* o AAS es un antiinflamatorio no esteroideo de la familia de los salicilatos, usado frecuentemente como analgésico, antipirético, antiagregante plaquetario y antiinflamatorio.

3. El \*ácido acetilsalicílico\* contiene no menos de 99,5% de  $C_9H_8O_4$ , calculado para la sustancia desecada

4. La aspirina o \*ácido acetilsalicílico\* fue sintetizado en 1897 por Félix Hoffman

5. Las farmacias dispensarán \*ácido acetilsalicílico\* para niños sólo con receta.

**ACETYLSALICYLIC ACID:** An over-the-counter anti-inflammatory and antipyretic drug.

1. \*Acetylsalicylic acid\* acts in a pain relieving, anti-inflammatory, antipyretic and anti-thrombotic manner.

2. The hydroxyl group reacts with acetic acid to form \*acetylsalicylic acid\* (called aspirin) which is the most widely common antiseptic and antipyretic agent.

3. Aspirin is the most widely used over-the-counter drug in the world. The average tablet contains about 325 milligrams of \*acetylsalicylic acid\* with an inert binding material such as starch.

4. In this laboratory exercise, you can prepare aspirin (\*acetylsalicylic acid\*) from salicylic acid and acetic anhydride using the following reaction

5. \*Acetylsalicylic acid\* is hydrolyzed in the stomach and in blood to salicylic acid and acetic acid; the biological half-life is therefore only 20 minutes.

**ACMÉ:** Punto más alto o de mayor intensidad del dolor

1. Tienen un nivel de eficacia más elevado que antiinflamatorios o ergotamínicos, pueden utilizarse por vía subcutánea, intranasal u oral y son eficaces en el \*acmé\* del dolor y frente las náuseas y los vómitos.

2. Este fármaco es eficaz también en el \*acmé\* de dolor.

3. El dolor es periorcular, estrictamente unilateral, no cambia de lado y alcanza su \*acmé\* aproximadamente en 5 min., haciéndose muy intenso y terebrante.

4. El reposo se aconseja durante el \*acmé\* del cuadro inflamatorio.

5. En una hora llega al \*acmé\* y se vuelve intolerable.

**FASTIGIUM:** The period of maximum severity or intensity of a disease.

1. What does \*fastigium\* mean?
2. The height of the fourth ventricle \*fastigium\* was calculated as the line drawn from the \*fastigium\* to the inner aspect of the occiput, close to the opisthion
3. \*Fastigium\* concave with upraised margins and bumps laterally on posterior
4. The steadiness of the fever for a week or longer after reaching the \*fastigium\* is an important point.
5. The lower cerebellum was extended downward to the foramen magnum, and protuberance of the nodulus was seen below the \*fastigium\* of the narrowed fourth ventricle.

**Exercise 8<sup>2</sup>** | Read the following extract and answer the questions.

Taken from: <http://www.jcaai.org/Param/Eczema/Criteria.htm>

The therapeutic goals of atopic dermatitis care are to control the skin disease and produce a better quality of life for the patient with minimal complications. Cooperation between the patient and/or the patient's guardian(s), the primary care physician and the allergist/immunologist or dermatologist is important to implement strategies necessary for the care of patients with chronic atopic dermatitis and ultimately fulfill the goals set forth in the treatment of atopic dermatitis. It is important that the primary physician recognize the contributions that can be made by the allergist/immunologist or dermatologist in the management of this chronic skin disease. This includes the ability to identify trigger factors, identify allergens, and to educate patients about how to manage their disease and how to manage allergenic triggers.

► Suppose that a terminology extractor takes the following term candidates out of the above extract:

- |                          |                          |                        |
|--------------------------|--------------------------|------------------------|
| * therapeutic goals      | * primary care physician | * management           |
| * atopic dermatitis care | * allergist              | * chronic skin disease |
| * control                | * immunologist           | * trigger factors      |

<sup>2</sup> This exercise has been adapted from the courses offered by lul@online:  
<http://www.iula.upf.edu/iulonlca.htm>.



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