A terminological database for the translation of systemic functional linguisticsterms in English and Spanish

Una base de datos terminológica para la traducción de términos de la lingüística sistémico-funcional en inglés y en español

Daniel Rodríguez-Vergara
Universidad Nacional Autónoma de México, México
danielrv@unam.mx

Abstract

Systemic functional linguistics (SFL) uses terms originally coined in English, and non-Anglophone specialists often need to translate them into other languages. Because of the large number of specialized terms used in this theory, their translation is not always consistent in languages such as Spanish. A terminological database containing glossaries from different disciplines, including SFL, was created as a possible solution to address this issue. The database was designed in an editable online platform that will allow the addition of new entries, the revision of specialists, and the validation of researchers. Our first interest was to create a glossary of SFL terms in English and Spanish to pilot test the platform. Each entry will include a file with conceptual, linguistic, and contextual information. With this information, non-English speakers will be able to make the most appropriate lexical choices when translating specialized texts.

Keywords: entries, glossary, platform.

Resumen

La lingüística sistémico-funcional (LSF) utiliza términos que originalmente son acuñados en inglés, y muchas veces los especialistas no angloparlantes necesitan traducirlos a otras lenguas. Debido al gran número de términos especializados utilizados en esta teoría, su traducción no siempre es consistente en una lengua como el español. Como una posible solución, se creó una base de datos terminológica que contiene glosarios de diversas disciplinas, incluyendo la LSF. La base de datos se diseñó en una plataforma en línea editable que permitirá la añadidura de nuevas entradas, la revisión de

especialistas, y la validación de investigadores. Nuestro primer interés fue la creación de un glosario de términos de la LSF en inglés y en español para pilotear la plataforma. Cada entrada incluirá una ficha con información conceptual, lingüística y contextual. Con esta información, los no angloparlantes podrán realizar las elecciones léxicas más apropiadas al momento de traducir textos especializados.
Palabras clave*: entradas, glosario, plataforma.*

Introduction

In the last few decades, terminological resources have become essential for translation and interpreting purposes. Because of their advantages in terms of immediacy and flexibility, translators and interpreters expect to have those resources in electronic web-based format (Durán, 2012). Although more traditional resources such as paper dictionaries and glossaries are still useful, they pose some difficulties that modern and sophisticated tools are likely to overcome (Tarp, 2010). For example, digital dictionaries and glossaries can easily be updated and quickly be accessed through computers, and although the content in digital dictionaries might change in unspecified and undocumented ways, as Ferrett and Dollinger put it, "the convenience of mobile online accessibility currently already outweighs the general public's concern with the reliability and quality of online content" (2020, p. 22).

In linguistics, as in many other disciplines, researchers often need to translate terms that are originally coined in a foreign language--most of the time, in English, for its status as a lingua franca in academic and professional settings (Jenkins, 2014). When most of the information available in a discipline such as linguistics is in English, researchers that speak other languages often need to find equivalent terms in their first language. This task might be especially challenging when researchers work within theoretical approaches that are eccentric, in the sense that they use terms in a way that deviates from the conventional perspectives. One such theory is Systemic Functional Linguistics (SFL), a socio-semiotic theory that treats language as a resource for construing meaning and whose main purpose is to describe the relationship between text and context (Halliday & Matthiessen, 2014).

Within the field of SFL, new terms are constantly being coined in English, and non-native speakers of English face the difficulty of searching for equivalents in their native language for teaching and research purposes. For this reason, at the National Autonomous University of Mexico, we decided to create a terminological database of SFL terms in English and Spanish. The database is part

of a platform called ENALLTerm (Cornea, 2021), whose main purpose is the creation of translation-oriented terminological entries that can guide students, teachers, and researchers in their lexical selections (Prieto & Orozco, 2015). This database is an example of how recent technological developments have substantially accelerated the process of retrieving accurate equivalents as quickly as possible (Biel, 2008).

This article presents how the ENALLTerm platform was used to create a terminological database of SFL terms. Since SFL covers a wide range of interdisciplinary areas, we decided to create different databases for each of those areas. The first two SFL areas covered in this project were Appraisal Theory and Legitimation Code Theory. The structure of the paper is as follows. In the section "Systemic Functional Linguistics", we give a general account of the most important theoretical tenets of SFL and provide a brief panorama of the (lack of) SFL material published in Spanish. After that, in section "Appraisal Theory and Legitimation Code Theory", we present the sub theories from which we extracted the terms, and in the section "The ENALLTerm database", we introduce the platform. Then, in "Operation of the database" we explain how the platform is used. Finally, in section "Advantages of the ENALLTerm database for Systemic Functional Linguistics", we discuss some advantages of the platform, and in the "Conclusion", we wrap up with some final remarks.

Systemic Functional Linguistics

Systemic Functional Linguistics (SFL), created by British linguist M. A. K. Halliday (1925-2018), offers a unique way of thinking about language. The complex network of terms used in this theory reflects the abstractions with which the different levels and components of language are described. Halliday (2003) uses the word 'architecture' as a metaphor to explain the semiotic dimensions of language, characterized as a complex adaptive semiotic system, different from basic semiotic systems and non-semiotic ones (physical, biological, social). Although language is considered to belong to the semiotic order, it also inherits the properties of the lower orders: it has physical complexity in the production of phonetic and graphetic substance, biological complexity in the processing of cognitive content, and social complexity in the exchange of meanings among speakers (Matthiessen, 2009).

The most global terms used to describe language have to do with the semiotic dimensions that allow speakers to construe meaning: the hierarchy of stratification, the metafunctional spectrum, and the scale of instantiation (Halliday, 2003). Firstly, stratification refers to the different levels of analysis and synthesis of

language: 1) the semantic or meaning level; 2) the lexicogrammatical or wording level, and 3) the phonological or sounding level. Secondly, metafunctions refer to the different types of meanings: 1) ideational, which allows speakers to construe experience in terms of processes, events, states, and actions; 2) interpersonal, which allows speakers to interact through the exchange of information, goods, and services; and 3) textual, which allows speakers to create cohesive and coherent discourse. Finally, instantiation refers to a scale that simultaneously depicts language as system and an instance. As a system, language is a meaning potential available to speakers; as an instance, language is a text created with such available resources. In other words, the system is what we can say, write, listen or speak, whereas an instance is what we actually say, write, listen or speak in a specific context.

Besides Halliday, other linguists have also contributed to the extension of SFL by developing theoretical models used for specific purposes. These linguists not only use the terminology created by Halliday, but they often coin new terms that fulfill their research needs within their specific research agendas. Some authors that stand out for their work are Ruqaiya Hasan (1985), in the area of verbal art; Christian Matthiessen (1995), in the design of lexicogrammatical systems; James Martin and Peter White (2005), proponents of Appraisal Theory; David Rose and James Martin (2012), creators of Genre Pedagogy; Gunther Kress and Theo van Leeuwen (1996), proponents of the grammar of visual design; Robin Fawcett (2008), creator of the Cardiff Grammar; and Karl Maton (2014), the main proponent of Legitimation Code Theory. This article will concentrate on the terminological issues related to Martin and White's (2005) appraisal model for the analysis of evaluations, attitudes, and emotions in discourse, and Karl Maton's (2014) code theory for the study of knowledge construction, but before describing those models, we will give a brief account of the existing SFL-related literature in Spanish.

Although there has been widespread dissemination of SFL theory in the last decade, the great majority of the developments have been in and about English. For example, currently, it is possible to find several systemic functional grammars of English (such as Halliday, 1985; Matthiessen, 1995; Morley, 2000; Bloor & Bloor, 2013; Fontaine, 2013; Thompson, 2014; Banks, 2019), but when it comes to other well-known languages, one or at best two grammars are available, all of which are written in English: e.g., Spanish (Lavid, Arús & Zamorano-Mansilla, 2010), Chinese (Li, 2007), Japanese (Teruya, 2007) and French (Caffarel, 2006; Banks 2017).

Speaking about Spanish in particular, of the more than twenty books written by M. A. K. Halliday, only two have been translated into this language (*Explorations in the functions of language*, 1973, and *Language as social semiotic*, 1978), along the

fundamental book written by Suzanne Eggins (*An introduction to systemic functional linguistics*, 1994). This is in sharp contrast with the linguistics books written by Noam Chomsky (proponent of generative grammar), almost all of which have been translated into Spanish. Consequently, it is virtually impossible for linguists to become familiarized with SFL without reading the respective literature in English, a literature in which the large number of new terms being coined has led to the creation of a glossary made available by Matthiessen, Teruya, and Lam (2010). Although the glossary is of significant help to those studying or using the theory, it is restricted because it does not contain terms from the already mentioned models or 'sub theories' such as Martin and White's (2005) Appraisal Theory or Maton's (2014) Legitimation Code Theory. In addition, the included terms are defined only in English.

Thus, whenever a Spanish speaker neeeds to write about the theory, finding the Spanish equivalents of the English terms is often problematic. One example is presented by Montemayor-Borsinger (2016), viz. the terms **mode** and MOOD, both of which are normally translated as *modo* in Spanish. Matthiessen *et al.* (2010, p. 144) define **mode** as "One of the components of context, the other being **field,** and **tenor**: mode is concerned with the role played by language in the context in which it operates." On the other hand, MOOD is a grammatical system that determines whether a clause is declarative, interrogative, or imperative. One possible solution for the Spanish translation of the terms is following the systemic functional convention that dictates that names of grammatical systems are always written in small caps, whereas theoretical terms are always in bold. Another solution could be collocating the Spanish word *modo* with the respective modifier: *modo del discurso* (**mode of discourse**); *modo gramatical* (GRAMMATICAL MOOD). Unfortunately, whereas some Spanish-speaking linguists follow the former solution, others follow the latter. Yet others use the word *modo* without any clue as to whether they refer to the theoretical term, the grammatical one, or even to the conventional word as used outside linguistics. For this reason, after the creation of the ENALLTerm platform, which allowed us to create terminological databases, we decided to make SFL terms our primary focus of study. In the following section, we give a short description of the SFL branches from which we extracted the terms.

Appraisal Theory and Legitimation Code Theory
As stated before, one fact that poses a problem for translation is the constant coining of new terms, especially the ones used in branches or 'sub theories' of SFL, which are not included in Matthiessen *et al.*'s (2010) glossary of key terms.

One of them is Martin and White's (2005) Appraisal Theory, an important development in the study of Halliday's interpersonal metafunction for the analysis of discourse. According to this theory, all subjective meanings can be classified into three systems: ATTITUDE, ENGAGEMENT, and GRADUATION. ATTITUDE refers to the expressions of emotion, esteem, sanction, and appreciation; ENGAGEMENT refers to how writers present themselves and their information to readers, and GRADUATION refers to the amplification or hedging of attitudinal meanings. To epitomize the problems that arise when translating English terms into Spanish, we will focus on the ENGAGEMENT system. This system divides into monoglossia (bare assertions) and heteroglossia (the presence of different voices to express viewpoints). Figure 1, taken from Pascual and Unger (2010), presents the options included within the system of HETEROGLOSSIA.
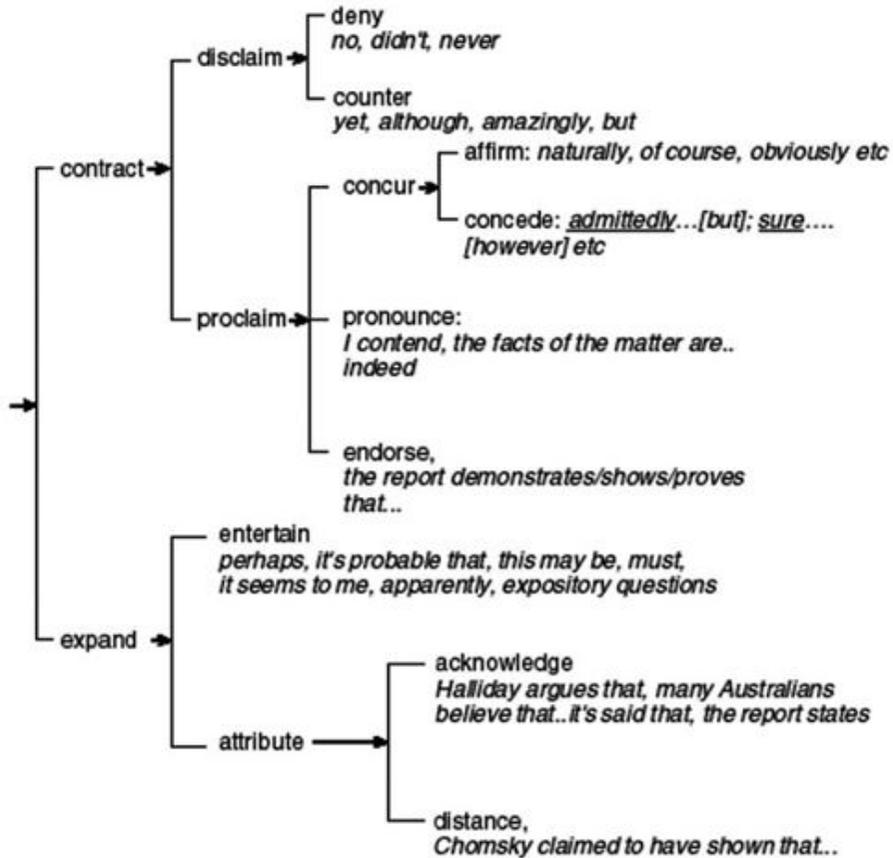

Figure 1. Options of heteroglossia (Pascual & Unger, 2010).

In only a fraction of this system, can we find 15 terms, annotated as verbs, so one would expect these concepts to be translated into Spanish in the same way. Indeed, some authors, such as Navarro (2014), use verbs in Spanish, but others, such as Kaplan (2004, 2007), use nouns. We will compare the translation of terms by those two authors, who provide two of the most recognized accounts of Appraisal Theory in Spanish within Latin America (see Table 1).

Table 1. Translation of heteroglossia terms by Navarro (2014) and Kaplan (2004, 2007).

English	Navarro (2014)	Kaplan (2004, 2007)
contract	*contraer*	*contracción*
expand	*expandir*	*expansión*
disclaim	**rechazar**	**refutación**
proclaim	*proclamar*	*proclamación*
entertain	entretener	consideración
attribute	*atribuir*	*atribución*
deny	negar	negación
counter	**oponerse**	**contraexpectativa**
concur	coincidir	coincidencia
pronounce	*pronunciarse*	*pronunciamiento*
endorse	**avalar**	**respaldo**
acknowledge	reconocer	reconocimiento
distance	*distanciarse*	*distanciamiento*
affirm	*afirmar*	?
concede	*conceder*	?

When we compare the translated terms, there are several important observations to be considered: six of the 15 terms are translated with their respective Spanish cognate by both authors (marked in italics); there are three terms ('deny,' 'concur' and 'acknowledge') that are translated with non-cognates by both authors; there are two other terms that are translated with their cognates ('affirm' and 'concede') by Navarro (2014), but that are not translated by Kaplan (2004, 2007); there is one more term that is translated with its cognate ('entertain') by Navarro, but with a non-cognate by Kaplan; and most remarkably, there are three terms that are translated with completely different words by the authors (marked in bold). We will not discuss whether one translation is better than the other, but for this

study, it will suffice to observe the potential disagreement that arises when it comes to finding the Spanish equivalents of those terms.

Another important development that has emerged within SFL is Legitimation Code Theory (Maton, 2014). This (sub)theory integrates the methodological tools provided by SFL, Basil Bernstein's (1990) sociology of education (specifically, the idea of elaborated and restricted codes), and Pierre Bourdieu's (1984) cultural sociology to explore the principles behind the contextualization and recontextualization of the production and reproduction of knowledge. Maton (2014) proposes studying how knowledge construal is enabled in academic and pedagogical contexts by means of different conceptual dimensions such as Specialization, Semantics, Autonomy, Temporality, and Density. These dimensions create the circumstances that legitimize the use of the different types of codes (specialization codes, semantic codes, autonomy codes, etc.) in educational practices. The relationship between dimensions and codes is summarized in Table 2 (taken from Maton, 2016).

TABLE 2. CONCEPTS WITHIN THE SPECIALIZATION AND SEMANTICS DIMENSIONS (MATON, 2016).

SPECIALIZATION	SEMANTICS
explores practices in terms of	
knowledge-knower structures	*semantic structures*
whose organizing principles are given by	
specialization codes	*semantic codes*
comprising strengths of	
epistemic and social relations	*semantic gravity and density*
which are mapped on the	
specialization plane	*semantic plane*
and traced over time on	
specialization profiles	*semantic profiles*
to explore the workings of the	
epistemic-pedagogic device	*semantic device*
which is an aspect of the Legitimation Device	

As can be observed in Table 2, the dimensions are connected with the codes in terms of structures, and, at the same time, the composition of codes entails relations, densities, planes, profiles, and devices. All those terms have specific meanings that have little or nothing to do with the same terms used in the broader framework of SFL or general linguistics. For example, in general

linguistics, 'semantics' is defined as encompassing "the meaning of words (lexical semantics) and the meaning of sentences. The meaning of texts and discourses is sometimes taken to be part of semantics, as well; but this is where semantics and pragmatics largely overlap" (Jackson, 2007, p. 59). In turn, in SFL, 'semantics' is defined as "The upper of the two strata within the content plane of language: the stratum of meaning, located between context (outside language) and the stratum of wording, lexicogrammar" (Matthiessen *et al.*, 2010, p. 189). In contrast, in LCT, the same term (only capitalized) is defined by Maton (2016) as follows:

> **Semantics** (capitalized) is a **dimension** of LCT which explores practices in terms of their **semantic structures** whose organizing principles are given by **semantic codes** that comprise strengths of **semantic gravity** and **semantic density**. These are mapped on the **semantic plane** and traced over time on **semantic profiles** to explore the workings of the **semantic device**, one **aspect** of the **Legitimation Device**. (p. 242)

In consequence, for someone unfamiliar with the theory, a definition like this would not be helpful since it contains other specialized terms (the ones in bold) whose meanings would also need to be looked up. This represents a twofold problem for a Spanish speaker since, in addition to looking up definitions of several terms, they would need to come up with an appropriate translation of those terms if the theory is to be used or communicated in Spanish. Although a bilingual (English-Spanish) glossary of LCT terms (Quiroz, 2017) already exists, it does not contain their definitions. This is what motivated us to create a terminological database that includes translation-oriented terminological entries of both Appraisal Theory and LCT available for anyone to draw on. In the following section, we describe how we created this system.

The ENALLTerm[1] database

The creation of a terminological database for the translation of SFL terms is part of the wider project "Lexis and technology: Creation of

---

[1] The name ENALLTerm is a combination of our school's name, ENALLT (Escuela Nacional de Lenguas, Lingüística y Traducción, or National School for Languages, Linguistics and Translation) and the word *term*.

the ENALLTerm terminological database" developed at the National Autonomous University of Mexico (Cornea, 2021). The main goal of this project is the development of a digital platform where 1) users can create translation-oriented terminological entries that include foreign language terms and their suggested Spanish translations, and where 2) the general public can consult those entries when they want to know how specific terms in English or French are translated into Spanish. Besides suggested Spanish translations, the entries include further information such as source language, definition, knowledge area, discipline, topic, context, etc. As an example, in Table 3, we provide the information contained in the entry of the LCT term 'code shift.'

TABLE 3. TRANSLATION-ORIENTED TERMINOLOGICAL ENTRY OF THE TERM 'CODE SHIFT'.

TERM	CODE SHIFT
Language	English
Knowledge area	Humanities and Arts
Discipline	Applied Linguistics
Topic	Legitimation Code Theory
Definition	Code shift refers to change in the **legitimation code**, such as from a knowledge code to a knower code (**Specialization**) or from a prosaic code to a rhizomatic code (**Semantics**).
Source of definition	Maton, K. (2016). Starting points: resources and architectural glossary. In K. Maton, S. Hood & S. Shay (Eds.), Knowledge- building: Educational studies in Legitimation Code Theory. London: Routledge.
Context	They identify a further **code shift** in upper secondary school towards an élite code, where students are required to demonstrate both musical knowledge and musical dispositions.
Source of context	Martin, J. L. (2016). Musicality and musicianship: Specialization in jazz studies. In K. Maton, S. Hood & S. Shay (Eds.), Knowledge- building: Educational studies in Legitimation Code Theory. London: Routledge.
Spanish equivalent	Cambio de código
Grammatical category	Noun
Referral	**Legitimation code**, **Specialization**, **Semantics**
Non-recommended options	Variación de código
Comments	Do not confuse with **code drift** (desviación de código).

As can be seen, the definition of a term can include other terms (e.g. the definition of the term 'code shift' includes the bolded terms 'legitimation code,' 'Specialization,' and 'Semantics'). For that reason, the entry includes the field 'Referral,' where the user can type the associated terms, all of them having their own entries in the database. Another useful field in

the entry is 'Context,' which is intended to show how the corresponding term is used in a sentence. The main part of the entry is where the user includes the Spanish equivalent (e.g., the equivalent of 'code shift' is 'cambio de código'). Still, the entry also offers the possibility to include a non-recommended option. For example, translators are encouraged not to use the Spanish term 'variación de código' as an equivalent of 'code shift,' as it can be confused with the sociolinguistic concept of 'interspeaker variation' (Kiesling, 2011).

Since the database is not limited to the glossaries discussed in this paper, it also includes a multimedia section. Here, the user can upload images, sounds, and videos in case the corresponding term requires it. For instance, in the discipline of musicology, a translator might find it useful to have the Spanish equivalents of terms and their visual or aural representations. In general, the database is intended to fulfill as many translation needs as possible.

To ensure that the information contained in the database is reliable, it undergoes a process of revision before their publication. Thus, the process starts with users providing the information of the term (like the one in Table 3). After that, the information is received by the administrator of the system, who will forward it to two reviewers, one expert in linguistics and one expert in the discipline where the term belongs. For example, if the term belongs to the discipline of musicology, the information will be reviewed by both a linguist and a musician. In the case of linguistic terms like the ones discussed in this paper, they are reviewed just by one linguist. Once the information has been checked, the reviewer can recommend either immediate publication or a further revision by the user. If further revision is needed, the administrator will contact the user to request the corresponding changes.

If a user wishes to create a new entry in the database, they have to contact the system administrator by sending a message through the platform webpage (currently, only English and French terms can be included in the database). The user will then receive access to the platform, and they will have the possibility to work individually or in groups. The group work allows different people to create entries of terms that belong to the same topic. For example, translation teachers can form student groups and assign them the creation of entries by topic. In the platform, users are allowed to see the entries of the other group members. Once the administrator publishes the entries, the general public can consult the database without restrictions.

Concerning the development of the database of SFL terms, as already mentioned, the first two SFL branches that we included were Appraisal Theory and LCT. However, eventually, we will also cover terms from Genre Pedagogy (Rose & Martin, 2012) and Multimodality (Kress & van Leeuwen). The LCT terms and their definitions in English were taken from Maton's glossary, which contains 56 terms. In turn, the Appraisal Theory terms were taken mainly from Martin and White's (2005) foundational book and other sources such as White (2021) and Coffin (2006). Up to now, we have included 20 terms related to the system of ENGAGEMENT, but we are already working on the implementation of the ATTITUDE and GRADUATION terms. In total, there will be 50 appraisal terms on the platform.

Another important task was the extraction of the contexts where the terms appear, i.e., the sentences (or co-texts) where they are used. For this task, we consulted several SFL studies published in textbooks, monographs, edited books, and research articles. We were careful not to include sentences where the terms are defined since the purpose of providing contexts was to show how authors use the terms for empirical purposes. Indeed, many times authors define technical terms in the theoretical part of their papers, but in our terminological entries, it was important to treat definitional and contextual information as a different type of data (e.g., see the definition of the term 'code shift' and its context in Table 3).

The final step in the process was translating the terms, definitions, and contexts into Spanish. The definitions are necessarily translated by the user, but the contexts can be retrieved from sources originally written in Spanish. However, because of the lack of Appraisal and LCT literature in Spanish, we also translated the contexts into this language. Our selection of the terms in Spanish was guided mainly by Navarro (2014) and Kaplan's (2004, 2007) studies, as far as Appraisal is concerned, and by Quiroz's (2017) bilingual glossary of LCT terms.

Operation of the database

The database is already available for the public at the following URL: ced.enallt. unam.mx/enallterm. The home page (Figure 2) contains five sections: Home, About us, Consult entries, Advanced search, Sites of interest, and Contact. The section 'Consult entries' contains all the terminological entries that have been published in the platform, SFL and non-SFL related. However, if a user wishes to look up a specific term, the section 'Advanced search' provides three options to do so: by term, by language, and by area.

Figure 2. ENALLTerm home page.

The first option, "Search by term", allows users to type a term (e.g., Semantics) and preview the entry as shown in Figure 3. The preview contains the information regarding knowledge area, discipline, topic, definition in English, term in Spanish, grammatical category, and definition in Spanish. The second option, "Search by language", allows users to see all the entries of the terms that belong to the same language and dialect. For example, users can consult all the entries of terms that were originally coined in British or American English. Although the platform only contains English terms so far, it is also possible to add terms in French.

By clicking "Read more" in the preview, it is possible to see the expanded view (Figure 4), where all the information of the term is stored. In addition to the information contained in the preview, the expanded view has the source of the definition in English and in Spanish, the context where the term is used and its source also in the two languages, the source of the definition of the term in Spanish, and the translation notes. The notes include the associated terms (other terms included in the definition) and observations. Within the "Observations" field, translators can include any type of information not included in the other fields (e.g., if a term is to be capitalized). The expanded view also includes a "Download" button, with which the system will automatically save the information as a PDF file. Currently, only single entries can be downloaded, but eventually, we will implement the option of downloading whole glossaries in different formats.

SEMANTICS
⚑ INGLÉS - RU

Área de especialidad:
Humanidades y de las Artes
Disciplina: Lingüística
Aplicada
Temática: Lingüística
Sistémico-Funcional: Teoría
de los Códigos de
Legitimación

📖 Definición
Dimension of LCT which
explores practices in terms
of their semantic structures
whose organizing principles
are given by semantic codes
that comprise strengths of
semantic gravity and
semantic density. These are
mapped on the semantic
plane and traced over time
on semantic profiles to
explore the...

⇆ Equivalente en español
Semántica

📕 Categoría gramatical
Nominal

📖 Definición
Dimensión de la TCL que
explora las prácticas en
términos de sus estructuras
semánticas, cuyos principios
organizadores se
determinan a través de
códigos semánticos, que, a
su vez, constituyen
diferentes grados de
intensidad de gravedad
semántica y densidad
semántica. Éstas se trazan y
se localizan...

Leer más

Figure 3. Preview of a terminological entry.

SEMANTICS
⚑ INGLÉS - RU

Área de especialidad: Humanidades y de las Artes
Disciplina: Lingüística Aplicada
⊘ Temática: Lingüística Sistémico-Funcional: Teoría de los Códigos de Legitimación

■ Definición
Dimension of LCT which explores practices in terms of their semantic structures whose organizing principles are given
by semantic codes that comprise strengths of semantic gravity and semantic density. These are mapped on the semantic
plane and traced over time on semantic profiles to explore the workings of the semantic device, one aspect of the
Legitimation Device.

⎙ Fuente / Autor
Maton, K. (2016). Starting points: resources and architectural glossary. En K. Maton, S. Hood & S. Shay (Eds.),
Knowledge-building: Educational studies in Legitimation Code Theory. Londres: Routledge.

☰ Contexto del término
Revisiting Bernstein's typologies, Semantics keeps the ball rolling not only in terms of conceptualizing organizing
principles but also by enabling a more integrated account of education.

⎙ Fuente / Autor
Maton, K. (2014). Knowledge and knowers: Towards a realist sociology of education. Londres: Routledge, p. 132.

⇆ Equivalente en español
Semántica

■ Categoría gramatical
Nominal

⚲ Información geográfica de la variante en español
México (Mex.)

■ Definición del término en español
Dimensión de la TCL que explora las prácticas en términos de sus estructuras semánticas, cuyos principios
organizadores se determinan a través de códigos semánticos, que, a su vez, constituyen diferentes grados de intensidad
de gravedad semántica y densidad semántica. Éstas se trazan y se localizan en el plano semántico, y se rastrean a lo
largo de la línea temporal en los perfiles semánticos para explorar el funcionamiento del dispositivo semántico, un
aspecto del Dispositivo de Legitimación.

⎙ Fuente / Autor
Traducción de la definición en inglés por Daniel Rodríguez Vergara.

☰ Contexto
Reconsiderando las tipologías de Bernstein, la Semántica se mantiene en marcha no solo en términos de Iconceptualizar
los principios organizadores, sino también de facilitar un modelo de educación integral.

⎙ Fuente / Autor
Traducción del contexto en inglés por Daniel Rodríguez Vergara.

Notas para la traducción

✓ Remisión

Ficha Traductológica #724: dimension (dimensión)
Ficha Traductológica #790: semantic codes (códigos semánticos)
Ficha Traductológica #792: semantic gravity (SG) (gravedad semántica (GS))
Ficha Traductológica #791: semantic density (SD) (densidad semántica (DS))
Ficha Traductológica #793: semantic profile (perfil semántico)
Ficha Traductológica #710: aspect (aspecto)
Ficha Traductológica #782: Legitimation Device (Dispositivo de Legitimación)

✓ Observaciones
Con mayúscula.

Descargar

Figure 4. Expanded view of a terminological entry.

If users are interested in consulting a whole glossary instead of looking up a single term, in the "Advanced search" section, the "Search by area" option allows them to see a whole set of interrelated terms. For example, the SFL database can be accessed by selecting "Humanities and Arts" in the area section, then "Applied Linguistics" in the discipline section. Finally, in the topic section, users can type, in Spanish, "Teoría de la Valoración" (Appraisal Theory), or "Teoría de los Códigos de Legitimación" (Legitimation Code Theory) to see all the entries of the corresponding theory.

Advantages of the ENALLTerm database for Systemic Functional Linguistics

We believe that by using the terminological database of SFL terms, Spanish-speaking linguists can avoid using different Spanish terms that refer to a single concept. Indeed, it is difficult to decide on the best Spanish equivalent of an English term. For example, the LCT term 'code shift' can be translated both as *cambio de código* and *variación de código*. In the database, the use of the former is suggested as the latter is already used in another theory with another meaning-in sociolinguistics, it refers to interspeaker variation (Kiesling, 2011). For that reason, the entry explicitly recommends not using this latter term to refer to 'code shift.'

Of course, there are other cases where various Spanish terms are already being used in the literature to refer to the same concept in English. For example, the Appraisal theory term 'endorse' is translated either as *avalar* or *respaldo*. In those cases, we recommend choosing the more widespread one in the Spanish literature (*respaldo*). In addition, we advocate the grammatical consistency of the translated terms that belong to the same semantic field. For instance, if the term 'endorse' is to be translated as a deverbal nominalization (*respaldo*), then all the translated terms included in the same system should have the same grammatical class.

Another advantage of the database is its double purpose: consultation and submission. Within the same platform, users can look up entries that have already been submitted, but they can also submit brand new entries. Since the platform is open to all users who wish to collaborate, the more users are engaged with the platform, the more entries it will contain. In the case of SFL, we have initially included terms from Appraisal Theory and Legitimation Code Theory, and later we will include terms from Genre Pedagogy (Rose & Martin, 2012) and Multimodality (Kress & van Leeuwen, 1996). However, the public can also add terms from other linguistic theories, and even terms from other disciplines.

Compared to other already existing terminological resources in SFL, we believe our database has a broader scope in that it includes both terminological and translation-oriented features. For instance, whereas Matthiessen *et al.*'s (2010) glossary only contains terms and their definitions in English, our database also includes the translation of the terms into Spanish and authentic sentences where the terms are used. Conversely, whereas Quiroz's (2017) bilingual glossary only contains the terms and their suggested Spanish equivalents, our database contains both the suggested Spanish equivalents and the definitions. This is not to say that those other resources have less value. We are just trying to emphasize that a single digital resource like the one we are presenting can encompass features from other different resources at once.

We recognize the abundance of works produced in English and the lack of material available in other languages such as Spanish. We believe that implementing tools such as the ENALLTerm database can help encourage Spanish-speaking scholars and students to use existing theories in English for research purposes and communicate their work in Spanish. The database can thus help promote the use of Spanish in contexts where English is considered the main language of written or oral communication. In this way, theories can be less English-centered and more language-plural (Tsuda, 2014).

Conclusion

In this paper, we presented the creation of a terminological database for the translation of Systemic Functional Linguistics terms in English and Spanish. The database is available on the internet for students, professors, and researchers involved in the translation of texts containing specialized terminology from Appraisal Theory and Legitimation Code Theory. Although currently the database is limited to those SFL-related theories, the ENALLTerm platform allows the submission of more entries from other branches of SFL, other theories, and other disciplines. The platform is initially available through a webpage for internet explorers, but eventually, it will also be accessible through an Android/iOS app for mobile devices. Another feature that is being developed is the possibility to download whole glossaries in different formats.

This database is an example of the convenience of electronic web-based resources for translators and researchers. The database is especially useful for those working with specialized terms in English that need to be translated into Spanish. We have shown the terminological problems posed by eccentric theories such as SFL and how the database can help solve those problems.

Since the platform has recently been created, currently it is not possible to assess how useful it has been to real users. However, we believe that as the number of entries and glossaries grow, more users will benefit from the platform. Therefore, we invite the academic community to use the platform and collaborate by submitting new entries.

Agradecimientos

References

Banks, D. (2017). *A systemic functional grammar of French: A simple introduction*. London: Routledge.

Banks, D. (2019). *A systemic functional grammar of English: A simple introduction*. London: Routledge.

Bernstein, B. (1990). *Class, codes and control: The structuring of pedagogic discourse*. London: Routledge.

Biel, L. (2008). "Legal terminology in translation practice: Dictionaries, googling or discussion forums?" *SKASE Journal of Translation and Interpretation*, *3*(1), pp. 22-38.

Bloor, T., & Bloor, M. (2013). *The functional analysis of English: A Hallidayan approach* (3rd. Ed.). London: Routledge.

Bourdieu, P. (1984). *Homo academicvs*. Standford: Standford University Press.

Caffarel, A. (2006). *A systemic functional grammar of French: From grammar to discourse*. London: Continuum.

Coffin, C. (2006). *Historical discourse: The language of time, cause and evaluation*. Londres: Continuum.

Cornea, I. (2021). "ENALLTerm: hacia una base de datos al servicio de la traducción especializada". *Mutatis Mutandis: Revista Latinoamericana de Traducción*, *14*(2), pp. 469-493.

Durán, I. (2012). "Meeting translators' needs: Translation-oriented terminological management and applications". *Journal of Specialised Translation*, *18*, pp. 77-92.

Eggins, S. (1994). *An introduction to systemic functional linguistics*. London: Pinter.

Fawcett, R. P. (2008). *Invitation to systemic functional linguistics through the Cardiff grammar: An extension and simplification of Halliday's systemic functional grammar* (3rd. Ed.). London: Equinox.

Ferrett, E., & Dollinger, S. (2020). "Is digital always better? Comparing two English print dictionaries with their digital counterparts". *International Journal of Lexicography, 34*(1), pp. 66-91.

Fontaine, L. (2013). *Analysing English grammar: A systemic functional introduction*. Cambridge: Cambridge University Press.

Halliday, M. A. K. (1973). *Explorations in the functions of language*. London: Edward Arnold.

Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. London: Edward Arnold.

Halliday, M. A. K. (1985). *An introduction to functional grammar* (2nd. Ed.). London: Arnold.

Halliday, M. A. K. (2003). "Introduction: On the "architecture" of human language". In J. Webster (Ed.), *On language and linguistics: Collected works of M. A. K. Halliday* (Vol. 3, pp. 1-28). London: Continuum.

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's introduction to functional grammar*. London: Routledge.

Hasan, R. (1985). *Linguistics, language and verbal art*. Geelong: Deakin University Press.

Jackson, H. (2007). *Key terms in linguistics*. London: Continuum.

Jenkins, J. (2014). *English as a lingua franca in the international university: The politics of academic English language proficiency*. London: Routledge.

Kaplan, N. (2004). "Nuevos desarrollos en el estudio de la evaluación en el lenguaje: La teoría de la valoración". *Boletín de Lingüística*, 22, pp. 52-78.

Kaplan, N. (2007). "La teoría de la valoración: Un desarrollo de los estudios sobre la evaluación en el lenguaje". En A. Bolívar (Ed.), *Análisis del discurso: ¿Por qué y para qué?* (pp. 63-86). Caracas: El Nacional.

Kiesling, S. F. (2011). *Linguistic variation and change*. Edinburgh: Edinburgh University Press.

Kress, G., & van Leeuwen, T. (1996). *Reading images: The grammar of visual design*. London: Routledge.

Lavid, J., Arús, J., & Zamorano-Mansilla, J. R. (2010). *Systemic functional grammar of Spanish: A contrastive study with English*. London: Continuum.

Li, E. S. (2007). *A systemic functional grammar of Chinese*. London: continuum.

Martin, J. R. & White, P. R. R. (2005). *The language of evaluation: Appraisal in English*. New York: Palgrave Macmillan.

Maton, K. (2014). *Knowledge and knowers: Towards a realist sociology of education*. London: Routledge.

Maton, K. (2016). "Legitimation Code Theory: Building knowledge about knowledge building". In K. Maton, S. Hood, & S. Shay (Eds.), *Knowledge-building: Educational studies in Legitimation Code Theory* (pp. 1-23). London: Routledge.

Maton, K. (2016). "Starting points: Resources and architectural glossary". In K. Maton, S. Hood, & S. Shay (Eds.), *Knowledge-building: Educational studies in Legitimation Code Theory* (pp. 233-243). London: Routledge.

Matthiessen, C. M. I. M. (1995). *Lexicogrammatical cartography: English systems*. Tokyo: International Language Science Studies.

Matthiessen, C. M. I. M. (2009). "Meaning in the making: Meaning potential emerging from acts of meaning". In N. C. Ellis & D. Larsen-Freeman (Eds.), *Language as a complex adaptive system* (pp. 206-229). Michigan: University of Michigan.

Matthiessen, C. M. I. M., Teruya, K., & Lam, M. (2010). *Key terms in systemic functional linguistics*. London: Routledge.

Montemayor-Borsinger, A. (2016). "Implicaciones de la lingüística sistémico funcional en contextos educacionales: Una aplicación a procesos de traducción". In N. Ignatieva & D. Rodríguez-Vergara (Eds.), *Lingüística sistémico funcional en México: Aplicaciones e implicaciones* (pp. 19-34). Mexico: Universidad Nacional Autónoma de México.

Morley, G. D. (2000). *Syntax in functional grammar: An introduction to lexicogrammar in systemic linguistics*. London: Continuum.

Navarro, F. (2014). "Gradación y compromiso en escritura académica estudiantil de humanidades: Análisis contrastivo desde la teoría de la valoración". *Estudios de Lingüística Aplicada*, *32*(60), pp. 9-33.

Pascual, M., & Unger, L. (2010). "Appraisal in the research genres: An analysis of grant proposals by Argentinean researchers". *Signos*, *43*(73), pp. 261-280.

Prieto, F., & Orozco, M. (2015). "De la ficha terminológica a la ficha traductológica: Hacia una lexicografía al servicio de la traducción jurídica". *Babel*, *61*(1), pp. 110-130.

Quiroz, B. (2017). "Glosario inglés-español: Términos en TCL y LSF". *Onomazeín*, Número Especial II, pp. 227-242.

Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney School*. London: Equinox.

Tarp, S. (2010). "Functions of specialised learners' dictionaries". In P. Fuertes-Olivera (Ed.), *Specialised dictionaries for learners* (pp. 39-52). Berlin: De Gruyter.

Teruya, K. (2007). *A systemic functional grammar of Japanese*. London: Continuum.

Thompson, G. (2014). *Introducing functional grammar* (3rd. Ed.). London: Routledge.

Tsuda, Y. (2014). "The hegemony of English and strategies for linguistic pluralism: Proposing the ecology of language paradigm". In M. K. Asante, Y. Mike, & J. Yin (Eds.), *The global intercultural communication reader* (pp. 445-456). London: Routledge.

White, P. R. R. (February 26, 2021). The appraisal website. Language of evaluation. http://www.languageofevaluation.info