Word formation in specialized domains: Towards a term typology in Catalan Sign Language

Nom i Cognoms: Aida Villaécija Chavarria
Màster: Lingüística Teòrica i Aplicada
Edició: 2018-2019
Directors: Dra. Gemma Barberà Altimira, Dr. Josep Quer Villanueva
Any de defensa: 2019
Col·lecció: Treballs de fi de màster
Departament de Traducció i Ciències del Llenguatge
Abstract

To date, there is no accurate, consistent term typology for Catalan Sign Language (LSC). Aiming to contribute to the normalization of a minority language and to provide a new lexical approach to terminology in LSC, this thesis offers a proposal of term typology in LSC. We address this topic with a description and an analysis of an LSC corpus, which we have constituted manually by different video resources of two specialized domains: the administrative and the technical domain. Our proposal is based on previous literature on sign and spoken languages and it is formed by 10 big classes; namely, prefixation, compounding, loanwords, abbreviation, mouthings, classifiers, semantic changes, simplex specialized signs, lexicalization and others. We show that the fundamental theoretical principles of terminology and lexicon work in a similar way across sign and spoken languages. However, due to the visual-gestural modality some specific features need to be considered with particular reference to sign languages.

Key words: term typology; terminological unit (TU); word formation; specialized domains; Catalan Sign Language (LSC); sign language (SL).
Acknowledgments

I would like to express my very great appreciation to Gemma Barberà and Josep Quer, my research supervisors, for their patient guidance and useful critiques. This thesis would not have been possible without your support. I am particularly grateful for the assistance given by Delfina Aliaga during the constitution of the LSC corpus, where she played an important role with the terminological analysis.

I wish to acknowledge the help provided by my colleagues, Margherita and Berta, for their valuable advices as interpreters and friends, as well as to all the LSC-Lab members, for their warmest welcome, from whom I have learnt and got many helpful comments. My special thanks are extended to Elisenda Bernal for her useful and constructive recommendations on this term typology. I cannot forget to thank Judit Freixa, because her classes and guidance are significantly important for this thesis.

Finally, I wish to thank my family for their support and encouragement throughout this thesis, as well as my proofreader and friend, Gemma, who has been by my side since the beginning. My very sincere thanks.
Abstract .......................................................................................................................... i
Acknowledgments ............................................................................................................ ii
List of abbreviations ......................................................................................................... v
List of glossing annotation conventions ........................................................................... v
List of figures .................................................................................................................... vi
List of tables ..................................................................................................................... vi
1. Introduction .................................................................................................................. 1
2. Theoretical framework ................................................................................................. 4
  2.1. Definition of term in sign and spoken languages .................................................... 4
  2.2. Terminological and morphological processes in sign and spoken languages .......... 7
  2.3. Treatment of the lexicon in LSC lexicographic and terminological works .......... 13
3. Methodology ............................................................................................................... 16
4. Term formation classification proposal and results ...................................................... 19
  4.1. Term formation in LSC: typology proposal .............................................................. 19
    4.1.1. Prefixation (A-PRE) .......................................................................................... 20
    4.1.2. Compounding (C) ............................................................................................. 21
    4.1.3. Loanwords (L) .................................................................................................. 23
    4.1.4. Abbreviation (ABB) ........................................................................................ 25
    4.1.5. Mouthings (MOU) ........................................................................................... 26
    4.1.6. Classifiers (CL) .............................................................................................. 26
    4.1.7. Semantic changes (S) .................................................................................... 27
    4.1.8. Simplex Specialized Signs (SSI) ................................................................. 30
    4.1.9. Lexicalization (LEX) ..................................................................................... 30
    4.1.10. Others (O) .................................................................................................... 30
  4.2. Specific cases ........................................................................................................... 31
    4.2.1. SECTOR (LSC ‘sector’) .................................................................................. 31
    4.2.2. IX (pointing sign) .......................................................................................... 32
    4.2.3. Sign families and L-INI ............................................................................... 33
  4.3. Corpus results according to our classification ......................................................... 34
  4.4. Summary and preliminary conclusions .................................................................. 36
5. Conclusions and future research .................................................................................. 38
**List of abbreviations**

*Abbreviations*

Sp.  Spanish  
Cat.  Catalan

*Acronyms*

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>DGS</td>
<td>German Sign Language</td>
</tr>
<tr>
<td>LSC</td>
<td>Catalan Sign Language</td>
</tr>
<tr>
<td>LSE</td>
<td>Spanish Sign Language</td>
</tr>
<tr>
<td>SpL</td>
<td>Spoken Language</td>
</tr>
<tr>
<td>SL</td>
<td>Sign Language</td>
</tr>
<tr>
<td>TU</td>
<td>Terminological Unit</td>
</tr>
<tr>
<td>NMM</td>
<td>Non-manual marker</td>
</tr>
</tbody>
</table>

*List of glossing annotation conventions*

<table>
<thead>
<tr>
<th>Annotation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OJO</td>
<td>Lexical sign</td>
</tr>
<tr>
<td>CONDICIÓN+++</td>
<td>Lexical sign with reduplication (plural)</td>
</tr>
<tr>
<td>NO-HACE-FALTA</td>
<td>Gloss with translation equivalent to a single sign</td>
</tr>
<tr>
<td>I-E-C</td>
<td>Fingerspelled sequence</td>
</tr>
<tr>
<td>IX</td>
<td>Pointing sign derived from a deictic function</td>
</tr>
<tr>
<td>IXriñón</td>
<td>Pointing directed to a specific locus</td>
</tr>
<tr>
<td>CL.descriptivo</td>
<td>Type of classifier</td>
</tr>
<tr>
<td>/en ti 'ðad/</td>
<td>Mouthing of a lexical sign</td>
</tr>
</tbody>
</table>
List of figures

Figure 1. NORMATIVA (LSC 'regulation'; A[71]) fingerspelling from manual alphabet letter 'n'. .......................... 25
Figure 2. TUTOR LEY (LSC 'legal guardian'); A [106]) iconic fingerspelling of 't' ............................................. 25
Figure 3. Original handshape for to do in LSC without ion-morph (see Figure 5) ........................................... 28
Figure 4. Handshape changed due to the ion-morph for to do (see Figure 6) ................................................. 28
Figure 5. To do in LSC without ion-morph. Figure extracted from Sematos (2013) ........................................ 28
Figure 6. HACER (LSC ‘to do’; A[91]) with ion-morph ................................................................................ 28
Figure 7. IXcervicales (LSC ‘cervical’; T[13]) .................................................................................................. 29
Figure 8. IXriñón (LSC ‘kidney’; T[108]) ........................................................................................................ 29
Figure 9. IXdiente MOTOR (LSC ‘tooth of the engine motor’; T[28]) ............................................................. 29
Figure 10. IXcollarín CL. descriptivo (LSC ‘cervical collar’; T[17]) ............................................................... 33
Figure 11. Bar chart with the LSC corpus results according to our typology proposal ................................ 34
Figure 12. CÓDIGO (LSC ‘code’; A[20]), according to UPF deaf experts ...................................................... 58

List of tables

Table 1. Structure of the ASL lexicon according to Brentari and Padden (2001) .................................................. 11
Table 2. Figures of compounding in our LSC corpus ......................................................................................... 35
Table 3. Figures of loanwords in our LSC corpus ............................................................................................... 35
Table 4. Figures of classifiers in our LSC corpus ............................................................................................... 36
1. Introduction

Catalan Sign Language (LSC) is a natural minority language that was officially recognized in Catalonia in 2010. LSC can be freely used in any administrative, social or educational context in the Catalan region. However, as it is the case of many sign languages (SL) around the world, there is a lack of concepts denomination in specialized domains. As terminology is growing exponentially with the mass and social media, the use of terms is needed to participate in the globalized world and to produce correctly a discourse. Although in spoken languages (SpL) several studies state and describe the processes of lexical and term formation, little attention has been devoted to SLs. The above-mentioned lack of description creates several difficulties in professional and academic matters for LSC users, such as in interpreting.

Nowadays, there is a Catalan Reference Centre for Terminology, called TERMCAT¹, which analyzes and promotes the correct usage of terms in Catalan, providing its translation into Spanish, French and English. Also, there is a Neology Observatory at the Pompeu Fabra University, called OBNEO², where linguists extract Catalan and Spanish neologisms to study them and to provide a data base of neologisms³. Despite this, LSC is not included in any of those studies and there is no center that regulates or studies LSC terminology and specialized lexicon on a regular basis. In order to make possible the future study of terminology and lexicon in LSC, the first step to take is to provide an available typology. After having reviewed previous literature on this topic, as far as we know, there is no accurate, consistent term typology for LSC. Thus, this thesis aims to propose a term typology in LSC, which is needed to contribute to the

¹ TERMCAT website: https://www.termcat.cat/ca/cercaterm.
³ Data base of neologisms (OBNEO): http://obneo.iula.upf.edu/bobneo.
normalization of a minority language and to provide a new lexical approach to terminology in LSC. It is important to note that, due to the corpus we have worked with, our thesis does not only provide a term typology in LSC, but it also shows the tendency of usage in two different specialized domains: the legal, political and administrative domain —hereinafter administrative domain—, and the medical, mathematical and technical domain —henceforth technical domain—.

Summarizing the methodology, we address our topic with a description and an analysis of our LSC corpus (see Appendices 1 and 2), which we have created manually because up to now there is no specialized LSC corpus available. Therefore, this thesis follows a qualitative, descriptive and theoretical approach. To establish the corpus, we followed our theoretical framework and used different video resources of two specialized domains: the administrative and the technical domain. In general, the resources are teaching manuals, specialized discourses, recorded interpretations and an interpreters’ glossary. All terms\(^4\) are extracted from natural discourse in context, except for the interpreters’ glossary. In appendices A and B we present our LSC corpus arranged in a table, which includes the Spanish translation of the LSC term, the LSC term annotated in gloss, its mouthing —if applicable—, the context translated into Spanish and, finally, the reference, which is an acronym that links the TU with the reference from Section 6.2 and the time where it appears. Moreover, for the TU extraction we mainly followed the criteria established in the theoretical framework (the frequency of use and the semantic criteria). To sum up, the present proposal of term typology is based on two types of information: on the one hand, previous research of sign and spoken languages and, on the other hand, our LSC corpus of two specialized domains.

\(^4\) We consider term as a synonym of a terminological unit (TU).
Regarding the thesis structure, Section 2 presents the adopted theoretical framework of sign and spoken languages concerning terminology theories, morphological processes and lexicographic works. Section 3 covers our methodology based on the stated theoretical background. Section 4 goes on to present and discuss our proposal of term typology taking into account the data extracted from our LSC corpus. Section 5 presents an overall outline and the conclusions of the thesis, also pointing out some future research questions. Section 6 includes the references used for the formulation of this thesis and the references that constitute our LSC corpus. Finally, in Appendices 1 and 2 we present our LSC corpus.
2. Theoretical framework

In this section we offer a literature review of three different but related aspects: the concept of term and its characteristics, the processes of terminological creation in sign and spoken languages and the treatment of the LSC lexicon in lexicographic and terminological works.

2.1. Definition of term in sign and spoken languages

As presented in the introduction, due to the corpus we have worked with, the basis of our study are terms, but the classification provided can be applied to the general lexicon too—we elaborate on this statement below—. In this section, we discuss how we address terminology for our proposal of lexical classification, and we establish the meaning of what we consider a term in sign and spoken languages.

Nowadays, the definition of a terminological unit (TU) is still controversial and there is no consensus, although new theoretical approaches to terminology have been developed. As a result of several linguistics studies and, above all, the proved inadequacy of the General Theory of Terminology (Wüster, 1979)\(^5\), new proposals for the understanding of terminology were made. Those proposals are based on a communicative and a cognitive approach, such as socioterminology (Gaudin, 1993), the communicative theory of terminology (CTT) (Cabré, 1999), the sociocognitive terminology theory (Temmerman, 2000) or frame-based terminology (Faber et al., 2005). In this research, we have mainly followed Cabré’s CTT theory (1999), which is later developed in two theories that complement one another: the polyhedricity principle (Cabré, 2008) and the theory of doors (Cabré, 2002).

---

Cabré (1999) states that terminology is based fundamentally on three theories: the theory of knowledge, the theory of communication and the theory of language. Most significantly, CTT explains that every TU is found in natural language —within a discourse— but has a specialized meaning, which is activated thanks to the context. Those TUs do not constitute independent units, but they form a specialized lexicon with specific conceptualizations. These conceptualizations of a TU are activated according to the context and discourse itself. Therefore, in other words, the meaning of a TU depends on the particular discourse. It should be emphasized that every TU must be studied as a linguistic sign within its linguistic and cultural context (Cabré, 1999, p. 13).

The polyhedricity principle of TUs (Cabré, 2008) presents three main ideas: first, TUs can have conceptual variation —because of ideological position, school of thought, etc.—; second, TUs share with non-linguistic units —units from the artificial language, like symbols— the aim of sharing and transmitting knowledge—, and, third, TUs share with other specialized fields the same denomination of a specialized concept —which implies that the same TU can appear in different specialized discourses. Another key issue in Cabré’s principle (2008) is that terminology can present redundancy, conceptual and synonymic variation and, also, that terms do not always have a perfect equivalent in other languages.

The theory of doors (Cabré, 2002) states that there are different doors —or approaches— to address the study of TUs: the semiotic and linguistic door, the cognitive door and the communicative door. Thanks to the inclusivity of these three approaches, the TUs are studied in all their complexity. Under this principle, a TU is understood as a dynamic unit that can go through different specialized fields. This dynamism explains the movement of the words from the general lexicon into the specialized lexicon, which means that all words can be general and specialized at the same time. Moreover, the
discourse context of the TU may activate, from the general information of the term, the necessary information categorized as **terminological** or **specialized**. In connection with the last point of Cabré (2002), Gutiérrez (2005, pp. 57-58) summarizes and gives examples of how a TU can get a new specialized meaning in two different ways. The first way is the process of terminologization, which refers to the addition of a new specialized sense to a word from common usage, for instance, *ratón* (Sp. ‘mouse’), that moves from the common meaning of *animal* into the computer science meaning (Gutiérrez 2005, p. 57). The second way is the movement of a TU from one field of specialization to a different one, like *código* (Sp. ‘code’), that is used in physics, medicine or law (Gutiérrez 2005, p. 57).

On this matter, a number of authors, like Vangehuchten (2005), suggested to divide the lexicon into two categories, namely technical lexicon and subtechnical lexicon. According to Vangehuchten (2005, pp. 31-36), the technical lexicon includes monosemic and universal words, whereas the subtechnical lexicon refers to all common lexicon that may be used in different fields of specialization. For instance, the word *inflación* (Sp. ‘inflation’) is included in the subtechnical lexicon, as it is not monosemic. Although it refers to the action of inflating or being inflated, due to the extension of its original meaning, the concept gets more specialized and refers to economics, namely “an undue increase in the quantity of money in relation to the goods available for purchase” (Oxford English Dictionary, 2019). This division of the lexicon, however, is unsatisfactory within current terminological approaches, because a lexical unit is not *per se* a TU or a monosemic word, but it acquires a specialized value due to the context, as Cabré (2002) stated.

Regarding applied theories that allow us to check if a word has a specialized value or not, TERMCAT (2010) and Konrad et al. (2003) —authors of several German Sign...
Language (DGS) terminological works— are relevant. On the one hand, TERMCAT (2010) provides two tests to decide whether a word is a term or not. The first test is used for a multi-word unit. If it is possible to add an element, such as an adverb or an adjective, between the words of the multi-word unit, it is not considered a term. The second test consists in checking if the term has a hierarchical position, that is, if it is possible to find a hyponym of it. For instance, one can have, *aurícula* (Cat. ‘atrium’) and *aurícula dreta* (Cat. ‘right atrium’), so it is a term (TERMCAT, 2010, pp. 245). On the other hand, in terminological works of DGS (Konrad, et al., 2003) the most used criterion to decide what is a term is the semantic criterion —which is the human terminological decision of which words are the most valuable to include in a specialized lexicographic work on the basis of their specialized meaning— and the frequency of use —which means relying on the times a term appears in the corpus it is being used—.

In conclusion, we define *term* as a dynamic lexical unit used in a specialized field, which occurs in natural language within a discourse. Formally, a term has the same morphological and syntactic functioning as general words (Estopà, 1996), it may present variation and redundancy (Cabré, 2008) and it is anchored to the conceptual system of a specialized field (TERMCAT, 2010).

### 2.2. Terminological and morphological processes in sign and spoken languages

To begin with, several words may get a specialized value due to the context and move from the general to the specialized usage—see Section 2.1—, but in many cases it is necessary to create denominations for new specialized concepts. As Guerrero Ramos (1995) has noted, language has the tendency to create new words with linguistic components that have already been used and/or identified by speakers. According to Guerrero Ramos (1995, pp. 17-24), the creation of words can be classified into three big groups: neology of form —which is a complete new word, with a new signifier and a new
meaning—, semantic neology—which adds a new meaning to an already existing word—, and neology of loanwords—which adopts a word from another language—.

In addition to Guerrero Ramos’ classification (1995), and considering the theoretical approach that any word can be a term in a specialized context (see Section 2.1), Cabré (2006, pp. 231-244) provides a new accurate categorization of neology in the general lexicon according to the data collected by the OBNEO. The classification consists of six categories: neology of form, variation, syntactic neology, semantic neology, loanwords, and others. The first category, neology of form, comprises several subtypes:

a) **suffixation**: the addition of a suffix to a stem, e.g. *interculturalidad* (Sp. ‘interculturality’), which is formed by the addition of the suffix *-idad* to the stem *intercultural*;

b) **prefixation**: the addition of a prefix to a stem, e.g. *neovanguardismo* (Sp. ‘new avant-garde’), which is formed by the addition of the prefix *neo-* to the stem *vanguardismo*;

c) **overlapping of suffixation and prefixation**: in this group Cabré includes all the words that are formed by the addition of a prefix and a suffix to a stem but there is an overlapping in the order of the process, that is, it is not possible to identify if a word is formed first by suffixation or by prefixation;

d) **compounding**: the combination of two simplex or complex words, e.g. *googleadicto* (Sp. ‘google addict’);

---

6 It is a current discussion if the neologisms from the OBNEO are from general lexicon, as some of them are extracted from specific sections of newspapers (such as economy or politics).

7 The following examples are translated from Cabré’s Spanish paper (2006, pp. 231-244).
e) **non-native compound words**: words formed by a non-native prefix or suffix, e.g. *microvestido* (Sp. ‘minidress’);

f) **lexicalization**: the alteration from a verbal form into a noun form, e.g. *hormigonado* (Sp. ‘concreting’), which changes from a verb into a noun;

g) **syntactic conversion**: a word with a change of its grammatical original category, e.g. *neoliberal* (Sp. ‘neoliberal’), which changes from adjective into a noun;

h) **syntagmation**: words formed by a lexicalized syntactic structure, e.g. *trabajadora social* (Sp. ‘social worker’);

i) **initials**: words that are created with the initials of its compounding words, e.g. *pepé* (Sp.) from PP, a proper noun of the political party Partido Popular;

j) **blendings**: combination of two or more words, which constitutes a syntagmatic structure, e.g. *Cubanglish* (Sp.) from *Cuban* and *English*, and,

k) **abbreviation**: the partial usage of a lexical unit, e.g. *prota*\(^8\) (Sp. ‘main character’), which comes from *protagonista*.

The second category, variation, is the changing of an orthographic aspect of a word, such as *infraestructura* (Sp. ‘infrastructure’), which is normally written as *infraestructura*. The third category, syntactic neology, is the change of a grammatical subcategory, like gender or number; for instance, *descalificarse* (Sp. ‘disqualify’), a pronominal verb, from *descalificar*, a transitive verb. The fourth category, semantic neology, is a change of a lexical unit meaning, as with *buscador* (Sp. ‘seeker’), which in an IT context means ‘search engine’. This lexical unit can also be formed by a brand name used as a common noun, for instance *tupperware* (Sp.). The fifth category, loanwords, includes words that are borrowed from other languages, and can be adapted or not to the

\(^8\) The example of *prota* may be considered as a Spanish colloquial word. However, as we stated before (see Section 2.1), TUs and general lexicon work in a similar way and may present variation, synonyms, redundancy, etc. (Cabré, 2008)
target language, such as the gastronomic word *sushi* (Sp.), an adapted loanword from Japanese, and the modernization movement *aggiornamento* (Sp.), a non-adapted loanword from Italian. Finally, the sixth one is a category called ‘others’, which comprises simplex, dialectal words or specific cases that are difficult to label, e.g. *yuyu* (Sp. ‘freak out/funny turn’).

Regarding the peculiarities of SL lexicons in contrast with SpL, Meir (2012) points out that the word in SL is more iconic, in terms of denoting concepts, and usually monosyllabic. Essentially, words are signed in the signing space, whereas SpLs are limited to an auditory context. The visual-gestural modality implies that words in SLs are made up of several formational—or sub-lexical—units, namely, handshape—disposition of the fingers and the hand—, movement—action of the hand while signing that normally implies a change of location in space—, orientation—palm and finger direction according to the signer—, place of articulation—where the sign is performed—and non-manual markers (NMM)—facial expressions, body movement, head position and mouthing—.

Brentari and Padden (2001) provide a theory of the American Sign Language (ASL) lexicon, which can be applied to other SLs across the world. This theory consists in a classification of the ASL lexicon in two parts: the native and the non-native lexicon. On the one hand, the native lexicon includes classifiers, and iconic and non-iconic forms from the core lexicon. Classifiers are prototypical linguistic features of SLs, which can be categorized as complex morphemes that typically express movement, location, existence or manipulation of the entity (Quer et al., 2005). The core lexicon comprises “the verb categories of plain and agreement verbs and adjectival predicates” (Brentari and

---

9 See *Gramàtica bàsica de la llengua de signes catalana* (Quer et al., 2005) for all the formational units in LSC.
Padden, 2001, p. 90). On the other hand, the non-native lexicon refers to signs that have been borrowed from other languages or systems, either signed or spoken. This category comprises loanwords coming from other languages, proper names or common nouns, and signs formed by fingerspelling—the use of manual alphabet to spell a word from an SpL—and initialization—the use of the first letter of the written language as a handshape to create a sign. As Brentari and Padden (2001) insightfully state, lexical items from the non-core lexicon can be incorporated into the core lexicon, as a natural process of a language. See Table 1 illustrating this classification (Brentari and Padden, 2001).

<table>
<thead>
<tr>
<th>Native lexicon</th>
<th>Non-native lexicon</th>
</tr>
</thead>
<tbody>
<tr>
<td>classifiers</td>
<td>loanwords from sign and spoken languages</td>
</tr>
<tr>
<td>core lexicon</td>
<td>fingerspelling</td>
</tr>
<tr>
<td></td>
<td>initialization</td>
</tr>
</tbody>
</table>

Table 1. Structure of the ASL lexicon according to Brentari and Padden (2001)

For the creation of new words in SLs, Meir (2012) states that signers will use existing ion-morphs, a new linguistic unit identified by Fernald and Napoli (2000). Ion-morphs are formed by the combination of at least one phonological feature, which creates a new word. In SpL one ion-morph can be, for example, the letters \( fl^- \), which form a particular semantic group—e.g. *flow*, *flood* and *flush*—(Fernald and Napoli, 2000, p. 41). The example that Meir (2012, p. 80) gives for SLs is the changing of the location with *FATHER* (ASL) and *MOTHER* (ASL). Thus, it is possible to create a new sign just changing one of the formational units, in this case, the location.

In SLs there are two different types of morphology, simultaneous and sequential morphology. In simultaneous morphology, there is no lineal addition of any phonological segment, only aspects of the movement or handshape are affected. For sequential morphology, the similarity of SLs with SpLs is to be noted, as the units are attached sequentially, that is, words and affixes, to create a multi-word or a complex word. In this regard, Meir et al. (2010) suggest a classification of multi-words into two groups. The
first group comprises the multi-words that have a pointing element (IX) in the second unit. The IX unit can be analyzed as a suffix or a prefix provided that IX is understood as a certain word class, such as -land in English (Meir, 2012, p. 93). The second group includes multi-words that have a unit that refers to the size or shape of the object being described (Meir, 2012, p. 94).

Wilbur (2015) elaborates on SL morphemes, adding handshape, location and movement, and mouth. Due to the dominant contact with SpLs, handshapes can “introduce non-nativeness to the sign” (Wilbur, 2015, p. 2232) with the fingerspelled letters from the manual alphabet. Wilbur (2015) suggests that it is possible to find sign families —semantically related groups of signs— that share the same movement but differ in handshape, taking DOCTOR (ASL handshape ‘d’) and NURSE (ASL handshape ‘n’) as examples (Wilbur, 2015, p. 2233). Locations and movements, as it happens with handshapes as morphemes, can express sign families and encode a specific concept; according to Frishberg and Gough (2000) the use of the back of the hand may refer to open space. Mouth as a morpheme can be native (mouth gesture) or non-native (mouthing, —the consequence of contact with the SpL counterpart word—). Mouthing may vary across discourse, signers, formality, linguistic background, among other aspects. An interesting issue to consider is that some specialized terms can only be distinguished with mouthing, considering the ASL examples for the English words ape, gorilla and chimpanzee, that are signed with the same manual sign and only differ in mouthing the English word (Wilbur, 2015, p. 2235).

Gras (2002, pp. 42-44) describes the processes they used for the creation of new terms in LSC (see Section 2.3), which are compounding, classifiers and initialization.

---

10 Several authors consider that in SLs there is neither suffixation nor prefixation (see Cohen et al., 1977). In this thesis we follow Meir (2005).
They suggest that all words formed by compounding are made up of two or three simplex signs, such as ARÁCNIDO (LSC ‘arachnids’), formed by GRUPO (LSC ‘group’) and ARAÑA (LSC ‘spider’). They propose that words composed of four or more simplex signs are paráfrasis (Sp. ‘paraphrase sequences’), but they do not consider the context or the syntactic behavior of the term. They do not categorize classifiers, but they define them as “productive lexicon”, giving the example of ALVÉOLOS (LSC ‘alveoli’), which is a sign formed by PULMÓN (LSC ‘lungs’) and a descriptive classifier representing its shape (size and shape classifier). Finally, they define initialization as a process that consists in using the first letter of the corresponding word in written language and incorporate it to a sign that may work as a hypernym; for instance, HORMONA (LSC ‘hormone’), which is formed by the handshape ‘h’ and has a movement of the sign CÉLULA (LSC ‘cell’).

2.3. Treatment of the lexicon in LSC lexicographic and terminological works

In this section we present the most important lexicographic and terminological works in LSC and how the lexicon has been treated and studied for their creation. In this respect, the main lexicographic works in LSC are summarized in databases, dictionaries and lexical resources of different nature, such as glossaries or teaching material11.

To begin with, there is an ongoing project of an LSC lexical database (Quer et al., 2015), which is still not published. For the lexical extraction, the criteria followed by the authors are based on the frequency of use in the resources from the corpora. The LSC database is being constituted by two mainstays: on the one hand, previously published

---

11 There are also some influential lexicographic works we have not included because there is not any beneficial explicit information we can use for this section. Those works include dictionaries like Dilsca (Illescat, 2004), Llenenge de signos manuales (Perelló and Frigola, 1998), Diccionari Temàtic de Llenguatge de signes català (Martin and Alvarado, 2004) and Primer diccionari general i etimològic de la llengua de signes catalana (Ferrerons, 2011).
lexicographic works, and, on the other hand, the LSC Corpus of Reference (Barberà et al., 2018).

When it comes to the lexical resources, we find multimedia works, such as *Mira què dic* (Departament d’Educació de la Generalitat de Catalunya, 2010) and *Vocabulari bàsic de la llengua de signes catalana* (Direcció General de Política Lingüística de la Generalitat de Catalunya, 2017). *Mira què dic* (2010) has no information regarding how the authors assembled the lexicon; however, the organization is based on two premises: topic (e.g. animals, city) and grammatical category (e.g. adjectives, verbs, pronouns). The lexicon in *Vocabulari bàsic de la llengua de signes catalana* (2017) is gathered from previous lexical materials from FESOCA (Catalan Federation for the Deaf), which were revised and expanded.

As for specialized lexical resources, we find, for instance, specialized glossaries, like *Àrees del coneixement del medi: natural i ciències de la naturalesa* (DOMAD, 2002a), posters from the Direcció General de Política Lingüística de la Generalitat de Catalunya “Salutacions i presentacions”, “Salut”, “Seguretat” and “Transport” (2019). *Àrees del coneixement del medi: natural i ciències de la naturalesa* (DOMAD, 2002a) is an LSC glossary with its equivalents in Catalan. The lexical extraction was based on proposed signs created and/or gathered in a school context. The signers were teachers from the school Tres Pins12 and Josep Pla13, interpreters from CRAS14 and teachers of interpreters from Catalonia and the Balearic Islands. The posters from the Direcció General de Política Lingüística de la Generalitat de Catalunya, “Salutacions i

---

12 The school Tres Pins is an inclusive nursery and primary school located in Barcelona with deaf and hearing students from 3 to 12 years old.

13 Josep Pla is a bilingual special needs school located in Barcelona for deaf students from 3 to 21 years.

14 CRAS was a bilingual special needs school located in Sabadell for deaf students from 3 to 18 years.
presentacions”, “Salut”, “Seguretat” and “Transport” (2019) were produced with lexical selection and assessment by FESOCA.

There are also teaching materials that include specialized and general lexicon, such as *Els Genís i l’educació* (DOMAD, 2002b). Even though the authors do not explain it in a prologue, it is implied that the glossary is based on key words from the discourse that has to do with the topic that is being studied. For example, from the sentence *A biologia, quants alumnes han aprovat?* (Cat. ‘How many students have passed Biology?’), they extract the lexical items *biologia* (Cat. ‘Biology’), *alumne* (Cat. ‘student’) and *aprovar* (Cat. ‘pass’) (DOMAD, 2002b, p. 11). Furthermore, Gras (2002) presented the steps that DOMAD\(^\text{15}\) followed for the creation of terminological works. They got lexical assessment from researchers and, if a specific sign did not exist, they discussed the creation of new words with them, considering the natural structure of a sign. Afterwards, they spread the new words and the lexical proposals, which was an essential step, as it was necessary to check if the new signs were appropriate or they had to be revised.

In summary, the treatment of LSC lexicon for lexicographic and terminological works relies nowadays on the assessment of deaf institutions or individual signers, previous lexicographic works and world knowledge.

\(^{15}\) DOMAD was the Department of documentation and elaboration of LSC teaching material from FESOCA.
3. Methodology

Our term typology proposal is based on a rigorous description and classification of our LSC corpus considering previous literature from sign and spoken languages. In this methodological section, we describe the LSC corpus we have constituted, the criteria we follow from the theoretical framework and the corpus arrangement.

Nowadays there is not a specialized LSC corpus of reference available, so the LSC corpus we have worked with in this thesis has been created manually (see Appendices 1 and 2). It is constituted by 226 signs, which have been extracted one by one from several LSC video resources of two specialized domains: the administrative domain (109 signs) and the technical domain (117 signs). The resources were not chosen randomly, since we wanted them to be very representative and with a great dissemination among the Catalan Deaf community. Thus, the administrative domain resources are videos from FESOCA, Webvisual (online resource of information and news dissemination in LSC) and an LSC interpreter with a long-standing career (De los Santos). The technical domain resources are videos from DOMAD, two Deaf LSC signers (Frigola and Álvarez, both working at the LSC Lab at the Pompeu Fabra University) and an interpreters’ glossary from FESOCA and Àcils (Association of LSC interpreters and guide-interpreters in Catalonia). All the above-mentioned resources are available online except for the video of Álvarez and the interpreters’ glossary—as it does not have context, we have not included the latter in the total figures, and we only considered it for the description—. The reader is referred to Section 6.2 for the corpus references.

The two domains are signed in LSC, by deaf LSC users (10 videos) and by LSC interpreters (2 videos and the glossary). All the terms have a specific context in the discourse and are analyzed within its linguistic and cultural context, as Cabré (1999) suggests. However, to check if our proposal was also respected by already formed TUs
without context, we checked the interpreters’ glossary. We therefore used the glossary of independent units to see the tendency of usage as a variable.

The terminology extraction was based on the criteria of the TERMCAT (2010)—the tests to check if a word is a term or not— Konrad, et al. (2003) —the human semantic approach— and the adequacy of our proposal for a classification of terms. We treated as terms those lexical units that in specific contexts get a specialized value, in this case in the above-mentioned domains. Accordingly, we abstained from following a Wüsterian prescriptive and normative approach, as the term is treated as a unit that can have variation in social, group, time, context and semantics matters (Cabré, 2008). As TUs may present variation (Cabré, 2008) and may appear in different domains (Cabré, 2002), we extracted all the terms that display variation, as well as the terms that appear in both domains with different semantic projections. To make terminological variation visual for the readers in the corpus, we added a subscript on the terms, for instance: ‘informe’ stands for terminological variation of T[60], T[61], T[62] and A[58].

It is important to note that the terms are directly extracted from discourses in LSC, which implies that the translation of the term into Spanish may give a complex phrase, such as cédula de habitabilidad. The analysis is strictly performed on SL specificites—in this case LSC—, so the process classification may not be the same as in the SpL counterpart.

Concerning the corpus arrangement, in Appendices A and B we present our LSC corpus, with the items alphabetically ordered in a table. Before the number of the TU we have included an ‘A’ or an ‘T’, which stands for legal, political and administrative domain and medical, mathematical and technical domain, respectively, e.g. A[1],

---

16 However, in SLs the test of the multi-word unit does not work as in SpL, as the limits of the signs in compounds are still a field to be studied.
example number 1 from the administrative domain, or T[1], example number 1 from the technical domain. The table includes:

a) our Spanish translation of the LSC term, and if it displays variation, a subscript that links the same number with the related terms;

b) the LSC term annotated in gloss (see List of glossing annotation conventions);

c) its mouthing, if applicable; in case there is not any mouthing a 0 is added. Also, if the mouthing occurs in a specific sign, both the glossed sign and the mouthing are underlined. When there is no word underlined, the mouthing follows the same order of the performed signs;

d) the context translated into Spanish. If a resource has its own translation, we have used it (like the statutes of the FESOCA), but in case there is not an available translation, we have provided our own translation, and

e) the reference, which is an acronym that links the term with the reference from Section 6.2 and the time where it appears. These acronyms are formed by three letters that refer to the subgroup of the domain where they are located; for example, TEC_001 stands for technical domain, video number 1.

The TU is glossed in Spanish (rather than in English) because of the complexity and the specificity of the domains. As Cabré (2008) noted, there may not be a perfect equivalent of the same TU in different domains. Regarding the analysis, we provided a description of the term formation considering the last process of the term formation. In some cases, we analyzed the term itself sign by sign because it could be useful for the conclusions.

Finally, for ease of reading, our term typology has its own acronyms, such as C-SUB for subordinate compounds (see Section 4.1).
4. Term formation classification proposal and results

In this section we present our classification proposal for term formation in LSC, which includes its definitions (Section 4.1), three specific cases that emerge from our proposal (Section 4.2), the results of our corpus according to our classification (Section 4.3) and, finally, a brief summary and preliminary conclusions (Section 4.4).

4.1. Term formation in LSC: typology proposal

A list with our final classification proposal for term formation in LSC is presented below with its corresponding abbreviations. The following subsections include the definitions and explanations of each type with examples from our corpus (see Appendices 1 and 2).

I. Prefixation (A-PRE)

II. Compounding (C)
   1. Subordinate Compounds (C-SUB)
   2. Syntagmatic Compounds (C-STG)
   3. Appositive Compounds (C-APP)
   4. Coordinate Compounds (C-COO)

III. Loanwords (L)
   1. Adopted Loanwords
      1.1. Fingerspelling (L-FIN)
      1.2. Loanword from another sign language (L-LOA)
   2. Adapted Loanwords
      2.1 Initialization (L-INI)
      2.2 Spoken Language Calque (L-CAL)

IV. Abbreviation (ABB)

V. Mouthings (MOU)

---

17 In this corpus we have not found any other types of affixation, like suffixation.
Prefixation can be defined as a morphological process that consists in the addition of a prefix to a stem\textsuperscript{18}. By *prefix* we mean an affix that cannot be used separately from a stem, as its meaning depends on the stem is attached to, such as the prefix *un-* in English (for example, *unknown*). Although a recognized prefix in Israeli Sign Language is the pointing element *IX* (Meir, 2012), we do not find any kind of ponting in this category. On the basis of our LSC corpus, no ponting works as a prefix (see Section 4.1.6). The prefixed words that appear in our corpus occur in *SECTOR MEDICAMENTO* (LSC ‘pharmacology’; T[44]) and *TEMA GEN* (LSC ‘genetics’; T[52]), which are formed by the prefixes *SECTOR* (LSC ‘sector’) and *TEMA* (LSC ‘topic’), respectively. We considered *SECTOR* in this case as a

\textsuperscript{18} We consider Johnston and Schembri (1999) for the definition of a stem in SLs.
prefix because it does not semantically entail “a group of something”; rather, it refers to the area denoted by the stem (pharmacology, in this concrete example, see Section 4.2). The same applies to TEMA GEN, which entails the topic denoted by the stem, genetics.

4.1.2. Compounding (C)

Previous SL literature has found that compounding is very similar to the process in SpL when the elements are compounded sequentially. Sequential compounds are formed by two different signs that can occur independently as a lexical unit in the language (Brennan, 1990). However, Bosch (2005, p. 18) suggested that there are a few cases in LSC of three-stem compounds, like DILLUNS DIMECRES DIVENDRES (LSC ‘Monday’, ‘Wednesday’ and Friday’) for week-day. It is possible, then, to have compounds in LSC formed by more than two signs, but the movement of the three signs is not complete, it is partially articulated. Gras (2002) classified compounds by considering the total number of signs integrating them, but without taking into account the context or their syntactic behavior (see Section 2.2). We somewhat disagree with this methodology for creating a lexical classification; therefore, we have not considered the number of signs for the formal description of compounds, but rather the syntax and lexical functioning in the context: the exocentric vs. endocentric distinction.

Thus, before tackling this issue, it is important to define the concepts endocentric and exocentric. The endocentric construction\(^\text{19}\) is constituted by “a head, which is the single obligatory element in the construction (except in coordinate constructions, which have multiple heads) and one or more optional elements subordinate to the head” (SIL International, 2019), whereas the exocentric construction “does not contain any head

\(^{19}\) In our thesis we talk about heads in exocentric constructions; however, that head cannot be syntactically the ‘head’, but rather the element that is being described, e.g. REVISAR PANTALLA (LSC ‘x-ray photograph’; T[92]). For more information, see Vercellotti and Mortensen (2012).
element that is capable of being a syntactically adequate substitution for the whole construction” (SIL International, 2019).

So, on the basis of our LSC corpus and relying on the results of several studies (Bernal, 2012; Wilbur, 2015; Santoro, 2018 and Meir, 2012), we classify compounds into four groups: subordinate compounds (C-SUB), syntagmatic compounds (C-STG), appositive compounds (C-APP) and coordinate compounds (C-COO).

First, C-SUB are constituted by a minimum of two lexical constituents –or radicals–, one acting as a head and the other one as its modifier (Cui et al., 2018). Therefore, there is always an interdependence between the head and the modifier. As it happens in Catalan, the modifier is there to specify the compound’s meaning, such as vagó restaurant (Cat. ‘restaurant car’), that is constituted by the head vagó (Cat. ‘car’) and its modifier restaurant (Cat. ‘restaurant’) (Bernal, 2012). In our corpus, for instance, the head of LIBRO FAMILIA (LSC ‘family book’; A[65]) is LIBRO (LSC ‘book’) and the modifier is FAMILIA (LSC ‘family’), which creates an endocentric C-SUB; and the head of REVISAR PANTALLA (LSC ‘x-ray photograph’; T[92]) is REVISAR (LSC ‘check’) and the modifier is PANTALLA (LSC ‘screen’), which creates an exocentric C-SUB.

Second, C-STG work similarly to C-SUB, as in SpLs. Although previous studies in SpLs consider that C-STG can be formed by a minimum of two lexical constituents, in our LSC corpus all the C-STG consist of three lexical constituents. Therefore, we define C-STG as compounds that are composed by a minimum of three lexical constituents, which may include a head and modifiers. For example, the head of SOLUCIÓN NO-HACE-FALTA JUICIO (LSC ‘extrajudicial agreement’; A[101]) is SOLUCIÓN (LSC ‘solution’) and the modifiers are NO-HACE-FALTA and JUICIO (LSC ‘no need of trial’), which creates an endocentric C-STG.
Third, in C-APP the second word denotes some of the characteristics of the head it conveys (Bernal, 2012). For instance, in SALA OPERAR (LSC ‘operating room’; T[91]) we find the head SALA (LSC ‘room’) and its apposed element OPERAR (LSC ‘operating’), which creates an endocentric C-APP; and in HECES LÍQUIDO (LSC ‘diarrhea’; T[27]) we find the head HECES (LSC ‘feces’) and its apposed element LÍQUIDO (LSC ‘liquid’), which also creates an endocentric C-APP.

Fourth, C-COO are a juxtaposition of a minimum of two different signs denoting a single concept; such as the endocentric C-COO SIGNAR INFORMAR (LSC ‘sign and inform’; A[104]), that stands for one single specialized concept, ‘to testify’, and the endocentric C-COO MEDICAMENTO JARABE PASTILLA (LSC ‘drug, syrup and pill’; T[67]), which stands for the general concept drugs. As illustrated by the examples, the signs that form the compound do not lose their meanings, but the compound meaning is based on them.

4.1.3. Loanwords (L)

The category of loanwords embraces words that come from other languages, both sign and spoken languages. We have classified them into adopted loanwords and adapted loanwords, depending on the procedure of term formation.

On the one hand, the class of adopted loanwords includes all the terms resulting from procedures that are not related to the “internal vitality of the language” (Cabré, 2000); namely, fingerspelling (L-FIN) and loanword from another sign language (L-LOA). L-FIN can be defined as an SpL calque, which covers the non-core lexicon, like fingerspelled sequences20 (fingerspelling an entire SpL sequence, a word or an abbreviation). For instance, the fingerspelling of an abbreviation O-N-U (LSC ‘UN’);

---

20 Fingerspelling refers to the use of manual alphabet to spell a word from a SpL (see Section 2.2).
A[74]), or the fingerspelling of a multi-word within a C-SUB T-R-A-C-T-I-O-N A-V-A-N-T (LSC ‘traction avant21; T[106]). L-LOA is, as the name illustrates, any sign that comes from another SL, such as GOBIERNO GENERALITAT (LSC ‘Government of Catalonia’; A[56]) where the sign GOBIERNO (LSC ‘Government’) is not from LSC, but from LSE.

On the other hand, the class of adapted loanwords includes those terms resulting from formation processes that are created within the vitality of a SL, but that are still loanwords; namely, initialized signs (L-INI) and SpL calques (L-CAL). We include these categories in adapted loanwords because, first, the basis sign of a L-INI is from SL and, second, L-CAL is the process of expressing, within the natural mean of SL, words from SpL. So, adapting previous literature (see Section 2.2) to our findings in the LSC corpus, L-INI consists in using the first letter of the corresponding word of SpL —the letter can be either signed by using the manual alphabet or a handshape that resembles the letter from the alphabet— and

a) sign it with a handshape or movement related to a sign that may work as a hypernym with respect to the target sign (see in Section 2.2 the example of Gras, 2002, HORMONA; LSC ‘hormone’), or,

b) sign it with a handshape or a place that can trigger an inference to the word family (see Figure 1).

For instance, the fingerspelling used in T[FA] for exponent: the non-dominant hand is the base of the figure and the movement of the sign is performed with the letter ‘e’, which iconically goes upwards. Also, we can find the C-SUB for TUTOR LEY (LSC ‘legal guardian’; A[106]) (see Figure 2) and NORMA (LSC ‘regulation’; A[71]) with the handshape of the letter ‘n’ and signed in the non-dominant hand, which represents a neutral sheet of paper (see Figure 1). It is possible to find some other such cases, like

21 Citroën Traction Avant is an old car model from Citroën manufactured between the 30s and the 50s.
LITRO (LSC ‘liter’; T[FA]), GRAMO (LSC ‘gram’; T[FA]), KILOGRAMO (LSC ‘kilogram’; T[FA]), METRO (LSC ‘meter’; T[FA]), CENTÍMETRO (LSC ‘centimeter’; T[FA]), where only the letters of the abbreviation from SpL are signed—without any sign attached to them. However, sometimes, it is possible to find this kind of L-INI attached to another sign that helps to conceptualize the sign, such as G PESAR (Cat. ‘gram’; T[FA]), which is signed with the letter ‘g’ and the sign that means to weight.

L-CAL includes all sequences that are directly translated from SpL, which can be also considered as sign supported Catalan22, such as INSTITUTO ESTUDIOS CATALANES I-E-C (LSC ‘Institut d’Estudis Catalans’; A[59]) or CONFERENCIA MAYORÍA EXTRAORDINARIA (LSC ‘extraordinary general meeting’; A[9]).

4.1.4. Abbreviation (ABB)

The abbreviation category includes all terms formed by the abbreviation of a lexical unit, which can be a compound or an entire sequence. For instance, PERMISO (LSC ‘certificate’; A[19]) is an ABB of the paraphrase sequence PAPEL PARA PERMISO PISO VIVIR (LSC ‘occupancy certificate’; A[18]) (see Section 4.1.10); and, also, INFORMACIÓN (LSC

---

22 Sign supported Catalan is a communication system that consists in signing the counterparts of words from spoken Catalan literally with the order of the SpL.
4.1.5. Mouthings (MOU)

Mouthings can be defined as the visual articulation of words or syllables with the mouth during the discourse production, normally without sound (Wilbur, 2015). The aim of using mouthing as a morpheme is to differentiate the general sign from specialized signs. For instance, the sign EDIFICIO (Sp. ‘building’) with the mouthing /en ti ˈðád/ stands for entity (A[47]); with the mouthing /or ɣa ni ˈθoŋ/, for organization (A[47]) and with the mouthing /pa tri ˈmo njo/, for equity (A[77]). The specialized meaning can only be differentiated thanks to the mouthing, which visually encodes the corresponding specialized meaning projected from a general non-specialized sign. Another example is the sign NÚMEROS (LSC ‘figures’), which can have several interpretations according to the mouthing performed, like mouthing /ad mi nis tra ˈti bɔ/, which denotes administrative (A[3]), or mouthing /ˈal ʒβɾɔ/, which denotes algebra (T[FA]).

4.1.6. Classifiers (CL)

Classifiers are prototypical linguistic structures of SLs that can be categorized as complex morphemes. Classifiers are mainly used to express properties of movement or location and spatial arrangement, as well as handling of entities and instruments, depending on the classifier type. Replicating and extending previous work by Quer et al. (2005) we divided classifiers into semantic classifiers (CL-SEM) —which are used to express the location or the movement of what is being described—; descriptive classifiers (CL-DES) —which refer to the shape and physical properties of what is described—, and instrument and

---

23 It is important to note that most of mouthings registered in our LSC corpus are from Spanish and not from Catalan, which may be due to schooling in the Spanish for older Deaf generations. Even though signers use LSC, it is common to find Spanish mouthing.
handling classifiers (CL-INS) —which are used for expressing the way a referent is being handled, or the instrument used for doing something—. For example, A[82] is a CL-DES, which describes how seats are located in the congress, to denominate the concept plenary session; T[2] is a CL-INS, which describes the action of drawing blood, to denominate blood draw, and T[16] is a CL-SEM, which represents the action of cell cloning, to denominate cloning. Also, we can find some CL-DES in the mathematics domain in words like bevel or square angle (T[FA]).

4.1.7. Semantic changes (S)

The semantic change category embraces terms that have a specialized meaning or a modification of their original sense. Based on that, four subcategories are created; namely, semantic extension (S-SEM), ion-morph (S-ION) and the use of a pointing sign derived from a deictic function, which can be a pointing sign with semantic extension (S-DES) or compounding with a pointing sign (S-DEC).

S-SEM refers to an extension of the original meaning of the term, like APUNTARSE+++ (LSC ‘join’; A[4]), that in the context gets a specialized value, from to join into membership, or QUEDARSE-FUERA (LSC ‘to stay out’; T[62]), which means to spend time away from home, but in this case it stands for to stay at the hospital. The semantic extension is identified following the criteria of lexical reference works, such as the dictionary Diccionari etimològic de la llengua de signes catalana (2011). If the expressed meaning in the corpus does not appear in the dictionary, we consider that word as S-SEM.
Next, the S-ION class (Fernald and Napoli, 2000), includes phonological parameters that may be altered to create a new sign (see Section 2.2), such as HACER (LSC ‘to do’; A[91]). Originally, this sign is signed with the handshape illustrated in Figure 3 (see Figure 3); however, in the corpus we can see it signed with a different handshape, due to the ion-morph (see Figure 4). The handshape and the movement change in order to denominate to claim (see below Figure 5 and 6).

Concerning the use of a pointing sign derived from a deictic function, the category S-DES accounts for pointings that acquire a specialized value and are used without any contiguous element. For illustrating S-DES with examples, see Figures 7 and 8, where the IX is used for cervical in T[13] (Figure 7) and for kidney in T[108] (Figure 8).
The other category, S-DEC, is formed by compounds constituted at least by an IX and a sign. It is important to state that S-DEC cannot be classified into another type of compounds because the IX has a strong semantic bound with the conveyed element. At the same time, IX can neither be a prefix nor a suffix because it does not change the semantic category of the element it cooccurs with; rather, both are needed to create the semantic extension (see Section 4.2). Moreover, the position of the IX may vary, but the second sign is needed to associate the specialized meaning with the pointing sign. This second sign can be either a classifier or a simplex sign; for instance, IX_diente MOTOR (T[28]), constituted by a pointing element and a simplex sign, that refers to tooth of the engine motor and not to tooth in a medical sense (See Figure 9).

Figure 7. IX_cervicale (LSC ‘cervical’; T[13])

Figure 8. IX_kidney (LSC ‘kidney’; T[108])

Figure 9. IX_diente MOTOR (LSC ‘tooth of the engine motor’; T[28])
4.1.8. Simplex Specialized Signs (SSI)

We have included in the category simplex specialized signs (SSI) all words that can be used for the creation of new terms and may have a specialized value due to the context, like the SSI CONDICIÓN+++ (LSC ‘conditions’; A[24]), which in CONDICIÓN+++ (A[30]) is a S-SEM changing its original meaning into qualification; JUICIO (LSC ‘trial’; A[62]), which in JUICIO PENAL (LSC ‘criminal trial’; A[88]) creates an endocentric C-SUB.

4.1.9. Lexicalization (LEX)

Lexicalization (LEX) can be defined as the creation of a noun from a verb paradigm (Cabré, 2006). An example of LEX is DEBER (LSC ‘must’; A[35]), encoded in LSC as a modal verb, but functioning as the noun deberes (Sp. ‘duties’) in the context. For this search, we consulted the Diccionari etimològic de la llengua de signes catalana (2011).

4.1.10. Others (O)

In the last category, others (O), we have only included two cases. First, PAPEL PARA PERMISO PISO VIVIR (LSC ‘occupancy certificate’; A[18]), because it does not fit into any of the previously established categories, as it takes the form of a paraphrase sequence. It is the lexical sequence that explains the denomination occupancy certificate which is later abbreviated into PERMISO (LSC ‘certificate’; A[19]). Second, we have included MÉDICO SECTOR (LSC ‘specialist’; T[41]), because it is a sequence truncated in discourse; theoretically, in this case, SECTOR (LSC ‘sector’) is a prefix, which needs another element to specify the field of the medical specialization (see Section 4.2.1). The head of the compound would be MÉDICO followed by SECTOR and another sign that represents the specialization: [[MÉDICO] + [SECTOR + SPEC.]].
4.2. Specific cases

This subsection includes specific cases that appear in our LSC corpus that are worth discussing: the sign SECTOR, the pointing index IX, and sign families and their relationship with L-INI. We explain the criteria and reasoning to categorize them within our proposal for term formation classification.

4.2.1. SECTOR (LSC ‘sector’)

According to our proposal, the sign SECTOR (LSC ‘sector’) can work either as a lexical item or as a prefix. If SECTOR works as a lexical item, it maintains its own meaning —sector or department—, whereas if SECTOR works as a prefix, it needs to be attached to a stem so that it conveys a new meaning —usually the science or the field denoted by the stem—.

For instance, SECTOR TRABAJO (LSC ‘department of labor’; A[39]) is an endocentric C-SUB; formed by two signs that maintain their original meaning, with a head —SECTOR— and a modifier —TRABAJO (LSC ‘labor’)—. In this case there are two independent lexical items, in which SECTOR is attached to the modifier TRABAJO, creating a new term. In contrast, SECTOR MEDICAMENTO (LSC ‘pharmacology’; T[44]) is a prefixed word. In this case, SECTOR does not work as a lexical item, but as a prefix that needs to be attached to another word to convey a new meaning. The second element, the stem, is MEDICAMENTO (LSC ‘drug’), that together with the prefix SECTOR creates the word that refers to the field of pharmacology, and not, for example, to a department in a company that works in the creation of drugs.

Moreover, it is possible to find in a discourse an omission of the lexical item that is conveyed by the prefix SECTOR, such as MÉDICO SECTOR Ø (LSC ‘specialized doctor’; T[41]). In this case, SECTOR works as a prefix because it preserves its original meaning
and its aim is to change the meaning of the lexical item it conveys into a science or a field (see Section 4.1.10).

4.2.2. IX (pointing sign)

Pointing signs in SLs can work as grammatical pronouns —personal, possessive, demonstrative pronouns—, locative adverbs or words driven by a high degree of iconicity. The latter refers to IX that denote something by pointing the element itself with the index finger. However, the degree of iconicity of these pointing signs may vary; in other words, depending on the semantic projection and the context of the discourse, they lose their lexical transparency or iconicity and take a new specialized meaning, e.g. the S-DES IX\textsubscript{riñón} (LSC ‘kidney’; T[108]) explained below.

In our LSC corpus IX can be found classified in S-DES and S-DEC. All IX that have a semantic projection may be altered according to the context and the term formation. For example, IX\textsubscript{diente} (LSC ‘tooth’) is used for creating cavity (T[8]) by using the modifier of the word cancer, which is GUSANO (LSC ‘worm’; T[7]).

As S-DES, IX is used for referring to specialized concepts which may have total or partial iconicity, such as IX\textsubscript{riñón} in T[108], which stands for kidney instead of lower back. It must be noted that the IX can also have a little change in handshape, like IX\textsubscript{corazón} (LSC ‘heart’; T[20]). In S-DEC the iconicity is only partial, as the modifier is needed to infer the real meaning, such as IX\textsubscript{diente MOTOR} (T[28]), or the IX with a descriptive classifier (T[17]), which stands for cervical collar and not for, for example, swelling inflammation (see Figure 10). It is important to note that in Figure 10 the IX that creates a S-DEC has
NMM (squint in the pointing sign and eyebrows raise in the classifier), which may be a pattern for the compounds from this class\textsuperscript{24}.

![Figure 10. IXcollarín CL. descriptivo (LSC ‘cervical collar’; T[17])](image)

\textbf{4.2.3. Sign families and L-INI}

L-INI is rooted in the SpL counterpart and consists in, broadly, using the first letter of the corresponding translation into a word in SpL and incorporating it to SL (see Section 4.1.3). The family is the result of incorporating different letters (thus concepts encoded by the SpL translations) into a base sign, which results in semantically related meanings. We have noticed that in our LSC corpus there is a pattern in the administrative domain. All terms that refer to a legal or administrative document are signed with the non-dominant vertical flat hand (B-handshape), which may represent a neutral document. This group of sign family is exclusively found with L-INI. We have not found, besides, any other process that may create a sign family in our LSC corpus. Some examples of this sign family are \textsc{artículo} (LSC ‘Section’; A[8]), \textsc{norma} (LSC ‘regulation’; A[71]),

\textsuperscript{24} This statement is discussed in the concluding part of the thesis for future research, altogether with the sign duration, phonological assimilations, etc. for compound elements.
4.3. Corpus results according to our classification

As described before in the methodology, our corpus is constituted by two fields of specialization: the administrative domain and the technical domain. Separating both fields, we show in Figure 11 below the total amount of signs classified with our typology proposal (Section 4.1).

Figure 11. Bar chart with the LSC corpus results according to our typology proposal

Figure 11 visually illustrates the most productive LSC term formation types and processes in two different domains. In both cases, the most used term formation process is certainly compounding, especially C-SUB (28 for administrative domain and 14 for technical domain). Most compounds from both domains are endocentric, except for C-STG (see Table 2).
Loanwords are more frequent in the administrative domain than in the technical domain. We are able to formulate this statement, since the results from our LSC corpus show a total of 22 loanwords in the administrative domain and 4 in the technical domain. In the administrative one, adapted loanwords are the most recurrent, mainly with L-INI, whereas in the technical domain there are no adapted loanwords. In fact, in the technical domain the most recurrent loanwords are the adopted ones, basically with the usage of L-FIN (see Table 3). Regarding the usage of L-INI in the administrative domain, L-INI occurs in a single term formation and, also, within L-CAL, e.g. CONFERENCIA MAYORÍA EXTRAORDINARIA (LSC ‘extraordinary general meeting’; A[9]); C-SUB, e.g. GRUPO DIRECTOR (LSC ‘board of directors’; A[63]) and C-STG, e.g. EDIFICIO RESPONSABILIZARSE NORMA (LSC ‘legal authority’; A[12]).

### Table 2. Figures of compounding in our LSC corpus

<table>
<thead>
<tr>
<th></th>
<th>Administrative domain</th>
<th>Technical domain</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>exocentric</td>
<td>endocentric</td>
<td>exocentric</td>
</tr>
<tr>
<td>C-SUB</td>
<td>8</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>C-STG</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>C-APP</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C-COO</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>25</td>
<td>8</td>
</tr>
</tbody>
</table>

Concerning abbreviation, the results do not show any important pattern; in the technical domain there are 3 abbreviations and in the administrative domain, only 1.

Mouthing takes an important role in the administrative domain with 11 results, whereas it is not used in the technical one. All the results are used for making the analogy of the base sign with the specialized term so that the interlocutor can infer the specialized meaning (see Section 4.1.5).
Without a shadow of a doubt, classifiers are more productive in the technical domain (47) than in the administrative domain, where it is only used once in A[82] for *plenary session*. Considering the typology of classifiers, CL-DES is the most used in the technical domain. CL-DES even constitutes a stem with the word RUIDO (LSC ‘noise’) for a C-SUB (LSC ‘heart rate’; T[49]). See Table 4 showing the Figures and the type of classifiers.

<table>
<thead>
<tr>
<th></th>
<th>Administrative domain</th>
<th>Technical domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL-SEM</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>CL-DES</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>CL-INS</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>47</td>
</tr>
</tbody>
</table>

Table 4. Figures of classifiers in our LSC corpus

Semantic extension is a very productive and important resource for both domains, with 19 results in the administrative domain and 24 in the technical domain. S-SEM appear in the same quantity in both domains (18); however, the pointing sign typology only appears in the technical domain (6), with 3 S-DES and 3 S-DEC. Interestingly, the single S-ION found in our LSC corpus appears in the administrative domain.

SSIs are signs that may constitute the basis of new words afterwards. In our LSC corpus, SSIs signs are used mainly for creating new compounds. Thus, SSIs are broadly used in both domains, 17 in the administrative domain and 14 in the technical one.

Lexicalization is solely used once in the administrative domain and works like the SpL counterpart (see Section 4.1.9). Also, the category *others* includes two specific cases: the first one is the basis for an abbreviation, and the second one is an omission of a lexical item during the discourse production (see Section 4.1.10).

### 4.4. Summary and preliminary conclusions

To sum up, our typology proposal for term formation in LSC is divided into 10 big groups: prefixation, compounding, loanwords, abbreviation, mouthing, classifiers, semantic
changes, simplex specialized signs, lexicalization and others (see Section 4.1). It is based on previous sign and spoken languages literature, as well as on our findings in our LSC corpus (see Appendices 1 and 2). The results obtained clearly show that, depending on the specialization of the discourse, there are different preferences for term formation processes. According to our corpus, classifiers and pointing elements are very productive in the technical domain, whereas loanwords appear more frequently in the administrative one. Both domains have an important number of compounds and terms with semantic extension.

Specific cases have emerged from our typology. First, the prefixes sector (LSC ‘sector’) and tema (LSC ‘topic’); it is notable that the former can work either as a prefix or as a lexical item that can also enter into a compound. Second, the pointing IX is a complex element that may appear classified in semantic changes or classifiers, as well as simplex specialized signs. Third, a specific loanword process (L-INI) can create sign families. Thus, new words may be created with other letters from the manual alphabet and may refer to a kind of law or a part of a regulation. The handshape and initialization may activate the conceptualization of any lexical unit related to law or administrative matters.

Finally, specific lexical items that have a medical or technical background are mainly expressed by classifiers to represent the message accurately, e.g. blood draw (T[2]) or cloning (T[16]); whereas in the administrative domain compounding is more productive, e.g. family book (A[65]) or testify (A[104]).
5. Conclusions and future research

Due to the lack of literature regarding TUs in SLs, the typology proposal provided in this thesis is based mostly on previous literature on SpLs. The fundamental theoretical principles of terminology and lexicon work in a similar way across SpLs and SLs; however, there are features to consider due to the visual-gestural modality. First, some tests that are used in Catalan to check if a multi-word is a term or not (TERMCAT, 2010), do not work for SLs. This is mainly the case because of SLs flexibility in the elements of a phrase; for example, informe médico (Sp. ‘medical report’) that can be expressed with the same signs but in a different order in LSC (see T[60], T[61], T[62] and A[58]). Hence, due to the flexibility of SLs —compounding boundaries, use of signing space, order of the words, etc.— the analysis may be altered and, depending on the approach adopted to analyze a TU, the typology may change. Also, in SpLs several types do not exist, due to the nature of the language, such as classifiers, pointing signs or fingerspelling.

It is important to mention that LSC has an added difficulty for the study of lexicon, as it is a minority language with scarce resources to date. In the OBNEO, for the Catalan semantic neology extraction, they use reliable dictionaries of reference (Gran diccionari de la llengua catalana, 2013, and Diccionari de la llengua catalana, 2007) to consider if a word has a new meaning or not. In LSC, nonetheless, the lexical dictionaries that exist nowadays are not as accurate and updated as the Catalan ones. In general, since LSC is a natural, complete language, several structures and lexical theories can be used for studying its lexicon; however, it should be studied from the perspective of a minority language and its visual-gestural modality, that is, with a special adaptation for the modality and the language context we are working in.

The typology proposal provided for term formation is based on a description and analysis of our LSC corpus. It can be summarized in 10 big groups: prefixation —with
the prefixes SECTOR (LSC ‘sector’) and TEMA (LSC ‘topic’) —, compounding — with subordinate compounds, syntagmatic compounds, appositive compounds and coordinate compounds —, loanwords — with fingerspelling, loanword from another sign language, initialization and spoken language calque —, abbreviation, mouthings, classifiers — with semantic classifier, descriptive classifier and instrument and handling classifier —, semantic changes — with semantic extension, ion-morph, pointing element with semantic extension and compounding with a pointing element —, simplex specialized signs, lexicalization and others. With a bigger corpus of different domains, the results may show additional interesting characteristics of LSC that may have not been included in our typology. The scope of this thesis was the TU, but there are many other elements in a specialized discourse that have not been taken into consideration, that is, the specialized knowledge units — for instance, formants with -itis, phraseology, sentences and symbols —. It would be very interesting to analyze specialized knowledge units and see how they work in SLs in comparison with SpLs. Also, it would be interesting for further research to focus on affixation, because, first, with our LSC corpus we only found two prefixes and zero suffixes and, second, our approach to prefixation was contextual and based on semantics. Therefore, it would be a good idea to consider the morphophonological aspects of the lexical items.

Our typology proposal is just a first general picture of the term formation processes; therefore, further research is needed to provide a more accurate typology. Having offered our proposal, we next present several topics for further research that have emerged from our thesis.

First, syntactic conversion (Cabré, 2006) is a process we had to put aside. In SLs there may be cases of syntactic conversion, but as lexicon in LSC is very flexible and does not have an obvious grammatical category by itself in many cases, we cannot
determine within the scope of a master’s thesis if that is the case. Second, compounds are a complex category that should be studied in more depth. As we have noted with C-COO, for example, three signs can constitute a compound. However, the inner characteristics of the three stems may be altered in their parameters, such as sign duration or phonological assimilation (Klima and Bellugi, 1979). Third, NMM should be considered for the pointing signs derived from a deictic function, as it is possible to find a pattern on this kind of compounds. Fourth, in this thesis we have considered the last formation process of the term (Cabré, 2002), but there are some grey cases that should be reconsidered. For example, we have analyzed CABALLO (LSC ‘horsepower’; T[6]) as S-SEM, because the dictionary we have used did not include that semantic projection. Nonetheless, it may be possible that CABALLO is in this case a loanword from the SpL counterpart, and not a semantic projection within the nature of LSC. So, which are the boundaries between a loanword and a semantic projection? Are there any criteria that can assure which process has happened before? Fifth, an interesting field for future research is SL lexical conceptualization and comprehension. As we can see in the corpus, different signs are created *ad hoc* but the interlocutor does understand their meaning (e.g. S-SEM). It is possible that there exist some kinds of mechanisms in actual speech that allows directly—or indirectly—to understand the meaning of that specialized word. For instance, after the extracted term PEQUEÑO AIRE (LSC ‘convertible vehicle’; T[22]) the user signs TECHO SIN (LSC ‘without roof’). In this context, we may also consider this paraphrase sequence (TECHO SIN) as a needed resource to link the abbreviated term with its original meaning.

In the end, LSC is a minority language that still needs to be researched in several fields, and lexicon is one of them. This thesis is just a small step in a new research direction.
6. References

6.1. Thesis References


6.2. Corpus References

6.2.1. Legal, political and administrative domain (A)

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUR_003</td>
<td>FESOCA. (2014, December 11). Declarar en lengua de signos en un proceso penal estará reconocido por ley [Video]. Retrieved from <a href="https://www.youtube.com/watch?v=t95cFHyEZHo">https://www.youtube.com/watch?v=t95cFHyEZHo</a>.</td>
</tr>
<tr>
<td>JUR_004</td>
<td>WebVisual. (2011, April 17). Llei de lengua de signes catalana [Video; Youtube Channel owned by Difusord]. Retrieved from <a href="https://www.youtube.com/watch?v=bwPIEiZ4w0Q">https://www.youtube.com/watch?v=bwPIEiZ4w0Q</a>.</td>
</tr>
</tbody>
</table>
6.2.2. Medical, technical and mathematical domain (T)

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAN_003</td>
<td>DOMAD. (2002). “Revisión médica” [Video]. In <em>Els Genís i la sanitat: Material pràctic per a l’aprenentatge i la interpretación de la LSC</em>. Barcelona: FESOCA.</td>
</tr>
<tr>
<td>SAN_005</td>
<td>DOMAD. (2002). “Genética” [Video]. In <em>Els Genís i la sanitat: Material pràctic per a l’aprenentatge i la interpretación de la LSC</em>. Barcelona: FESOCA.</td>
</tr>
<tr>
<td>TEC_002</td>
<td>Álvarez, X. (n.d.) <em>Fotografía</em> [Video not published]</td>
</tr>
<tr>
<td>FA</td>
<td>Interpreters’ glossary [Not published].</td>
</tr>
</tbody>
</table>
### Appendices

**Appendix 1: legal, political and administrative domain**

<table>
<thead>
<tr>
<th>Term</th>
<th>Gloss</th>
<th>Mouthing</th>
<th>Word formation process</th>
<th>Linguistic context</th>
<th>Reference (+min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A[2]</td>
<td>administración</td>
<td>BÁSICO</td>
<td>ADMINISTRACIÓN</td>
<td>MOU</td>
<td>Las personas sordas y sordociegas signantes tienen garantizado el derecho a usar la lengua de signos catalana en el ámbito de las <em>administraciones</em> públicas catalanas.</td>
</tr>
<tr>
<td>A[3]</td>
<td>administrativo, -va</td>
<td>NÚMEROS</td>
<td>ADMINISTRATIVO</td>
<td>MOU</td>
<td>La FESOCA no será responsable subsidiaria bajo ningún caso, de las obligaciones legales, <em>administrativas</em>, pecuniarias, fiscales, etc. contraídas por sus Miembros Asociados y Colaboradores.</td>
</tr>
<tr>
<td>A[5]</td>
<td>añadir</td>
<td>AÑADIR</td>
<td>0</td>
<td>SSI</td>
<td>Analizado el proyecto, se <em>añadió</em> en la ley.</td>
</tr>
<tr>
<td>A[6]</td>
<td>aprobar</td>
<td>DE-ACUERDO</td>
<td>0</td>
<td>S-SEM</td>
<td>A continuación, explicaré los puntos más importantes de la ley de lengua de signos catalana que se ha <em>aprobado</em>.</td>
</tr>
<tr>
<td>A[7]</td>
<td>aprobado, -da</td>
<td>DE-ACUERDO</td>
<td>APROBADO</td>
<td>MOU</td>
<td>De 22 de marzo (BOE de 26 de marzo) reguladora del derecho de asociación y la disposición adicional primera de sus anteriores Estatutos <em>aprobada</em> por la asamblea general extraordinaria.</td>
</tr>
<tr>
<td>A[8]</td>
<td>artículo</td>
<td>ARTÍCULO</td>
<td>ARTÍCULO</td>
<td>L-INI</td>
<td>Modifican los <em>artículos</em> 123 y 3 de la Lecrim.</td>
</tr>
</tbody>
</table>
asamblea general extraordinaria

asamblea general ordinaria

asumir

autonomía normativa

beneficiario, - ría

Boletín Oficial del Estado

Cámara Baja

capítulo

cédula de habitabilidad 3

cédula habitabilidad

Código

CONFERENCIA MAYORÍA EXTRAORDINARIA

CONFERENCIA MAYORÍA NORMAL

EDIFICIO RESPONSABILIZARSE NORMA

PARLAMENTO

CAPÍTULO

PAPEL PARA PERMISO PISO VIVIR

PERMISO

CONSTITUCIÓN

ASAMBLEA Ø EXTRAORDINARIA

ASAMBLEA Ø ORDINARIA

ACCEPTAR

0

PERSONA NECESITAR

B-O-E

0

0

CÓDIGO

De 22 de marzo (BOE de 26 de marzo) reguladora del derecho de asociación y la disposición adicional primera de sus anteriores Estatutos aprobada por la *asamblea general extraordinaria*.

Elegidos por la *asamblea general ordinaria* de la FESOCA.

La FESOCA *asume* la representación y defensa de los intereses de las asociaciones de personas sordas.

El artículo 10 trata de la *autonomía normativa*.

Entonces deciden y valoran en función de unos *baremos* el grado de discapacidad que tiene esta persona.

Abiertas a cualquier posible *beneficiario* que reúna las condiciones y caracteres exigidos por la índole de sus propios fines.

De 22 de marzo (*BOE* de 26 de marzo) reguladora del derecho de asociación y la disposición adicional primera de sus anteriores Estatutos aprobada por la asamblea general extraordinaria.

La cuestión fue aprobada en la Comisión de Justicia de la *Cámara Baja*.

El *capítulo* 2º, de derechos y deberes de los miembros asociados, honoríficos y colaboradores.

Me ha dicho mi compañero que ha venido usted a solicitar una *cédula de habitabilidad*.

Supongo que el piso tiene una *cédula de habitabilidad*, pero está caducada.

De 24 de abril, del Libro Tercero del *Código* Civil de Catalunya, por los presentes Estatutos y por las disposiciones legales de aplicación legal.

25 According to UPF’s deaf experts, A[20] should be signed in a different way (see Figure 12).
| A[21] | colaborador, -ra | COLABORAR | COLABORADOR | SSI | Los socios *colaboradores* tendrán derecho a participar en las actividades que organice la FESOCA. |
| A[22] | competente | RESPONSABLE | 0 | S-SEM | El departamento competente en materia de educación, de una manera coordinada con los diferentes departamentos *competentes*, ha de establecer por reglamento las materias docentes y la certificación correspondiente. |
| A[23] | compulsado, -da | MARCAR VER | 0 | C-SUB (exocentric) | En caso de necesitar el informe de otro departamento, habría que traer una fotocopia *compulsada*. |
| A[24] | condiciones | CONDICIÓN+++ | CONDICIÓN | SSI | Lo que sí que tendrá que buscar un técnico para comprobar que el piso cumple con la normativa y con todas las *condiciones*. |
| A[25] | confederación | CONFEDERACIÓN | CONFEDERACIÓN | SSI | La FESOCA está integrada en la *Confederación* Estatal de Personas Sordas (CNSE) y en el Comité Catalán de Representantes Minusválidos (COCARM). |
| A[26] | Constitución | CONSTITUCIÓN | CONSTITUCIÓN | L-INI | A tenor de lo dispuesto en la normativa vigente, de acuerdo con el artículo 22 de la *Constitución* Española con la Ley de Asociaciones de 7/1997, de 18 de Junio (DOG 2423 de 1 de Julio) con la Ley Orgánica 1/2202. |
| A[27] | convenio | CONVENIO | CONVENIO | SSI | Tendrán esta condición las empresas, entidades y/o agrupaciones de tanto personas sordas como de personas no sordas que hayan suscrito un *convenio* escrito de colaboración con la FESOCA. |
| A[28] | convergente | CIU | L-FIN | El portavoz de justicia de los *convergentes* explicó que estaba satisfecho de que todos los partidos hubiesen estado de acuerdo. |
| A[29] | coordinación | CONTROL | COORDINACIÓN | MOU | El artículo 9 trata de la dirección, planificación y *coordinación* interdepartamental de la política lingüística en relación con la lengua de signos catalana. |
| A[30] | cualificación | CONDICIÓN+++ | 0 | S-SEM | Los departamentos competentes en las materias de educación y trabajo han de establecer la *cualificación* profesional de intérprete de lengua de signos catalana. |
| A[31] | cumplir | RESPETAR | CUMPLE | MOU | Lo que sí que tendrá que buscar un técnico para comprobar que el piso *cumple* con la normativa y con todas las condiciones. |
| A[32] | dar de alta | ALTA | ALTA | SSI | Con este documento entonces sí que podrá dar de *alta* la luz. |
A tenor de lo dispuesto en la normativa vigente, *de acuerdo con* el artículo 22 de la Constitución Española con la Ley de Asociaciones de 7/1997, de 18 de Junio (DOG 2423 de 1 de Julio) con la Ley Orgánica 1/2202.

Entonces es de *segunda ocupación*, es decir, cuando es de alquiler.

El capítulo 2º, de derechos y *deberes* de los miembros asociados, honoríficos y colaboradores.

Adhesión a los principales proclamados en la *Declaración Universal de Derechos Humanos*, en la Convención de los Derechos de la Infancia, en las Declaraciones y Convenciones sobre Derechos Lingüísticos.

La FESOCA estará representada en la asamblea general de la CENSE por dos *delegados* de la Junta Directiva de la FESOCA.

Era una *demanada* insiste de los colectivos de personas sordas.

Los *departamentos competentes en las materias [...] trabajo* han de establecer la cualificación profesional de intérprete de lengua de signos catalana.

Los *departamentos competentes en las materias de educación* y trabajo han de establecer la cualificación profesional de intérprete de lengua de signos catalana.

Garantiza el *derecho* a la interpretación y traducción en los procesos penales.

El artículo 9 trata de la *dirección*, planificación y coordinación interdepartamental de la política lingüística en relación con la lengua de signos catalana.

Esta persona debe presentar un impreslo, que si quiere le doy ahora la copia, con el *DNI* de esta, de la persona propietaria, y de usted.

A tenor de lo dispuesto en la normativa vigente, de acuerdo con el artículo 22 de la Constitución Española con la Ley de...
| A[45] | Ley de Enjuiciamiento Criminal | L-E-C-R-I-M | LECRIM | L-FIN. | Asociaciones de 7/1997, de 18 de junio (*DOG* 2423 de 1 de Julio) con la Ley Orgánica 1/2202. Este miércoles por la tarde analizó la ponencia de un proyecto de ley que modifica un aspecto de la Ley de *Enjuiciamiento Criminal*.* |
| A[47] | entidad | EDIFICIO+++ | ENTIDAD | MOU | Se ha conseguido gracias a la participación y ayuda de diferentes *entidades*, organizaciones, etc. |
| A[48] | estatuto | ESTATUTO | ESTATUTO | L-INI | A continuación, se presentan los *estatutos* de la FESOCA. |
| A[49] | Estatuto de autonomía | ESTATUTO | ESTATUTO | L-INI | Corresponde a la legislación catalana sobre accesibilidad hacer el despliegamento del percepto que el mismo artículo 50.6 del *Estatuto de autonomía* establece. |
| A[50] | expediente de baja | PAPEL BAJA | BAJA | C-SUB (endocentric) | Una vez formado el *expediente de baja* (voluntaria o forzosa). Los Miembros Asociados deberán comunicar -mediante escrito con acuse de recibo- a la Junta Directiva de la FESOCA, dentro del plazo establecido por la notificación judicial, la existencia de cualquier procedimiento judicial, contencioso, *expediente sancionador*, etc. que se haya iniciado contra el Miembro Asociado o Colaborador afiliado a la FESOCA. |
| A[51] | expediente sancionador | PRUEBA MULTA | EXPEDIENTE MULTA | C-SUB (S-SEM & SSI) (endocentric) | Los Miembros Asociados deberán comunicar -mediante escrito con acuse de recibo- a la Junta Directiva de la FESOCA, dentro del plazo establecido por la notificación judicial, la existencia de cualquier procedimiento judicial, contencioso, *expediente sancionador*, etc. que se haya iniciado contra el Miembro Asociado o Colaborador afiliado a la FESOCA. |
| A[52] | FESOCA | FEDERACIÓN | FESOCA | S-SEM | A continuación, se presentan los estatutos de la *FESOCA*. |
| A[53] | financiar | SUBVENCIONAR | 0 | S-SEM | A estas entidades se les cobrará una tasa en función de los beneficios que genere sus posibles actividades económicas y/o comerciales, cuya finalidad será *financiar* los proyectos sociales y/o servicios de la FESOCA. |
| A[54] | fiscal | HACIENDA | FISCAL | S-SEM | La FESOCA no será responsable subsidiaria bajo ningún caso, de las obligaciones legales administrativas, pecuniarias, *fiscales*, etc. contraídas por sus Miembros Asociados y Colaboradores. |
| A[55] | fundamento | PRINCIPAL BÁSICO | BASE | C-COO (endocentric) | Como base del derecho *fundamento* de las personas sordas al uso de su propia lengua natural. |
El *Govern* ha de priorizar los acuerdos de recerca sobre la lengua de signos catalana con el Institut d’Estudis Catalans y las universidades.

Impulsar la *implicación legal* de la LSC en todos los ámbitos de la sociedad de la Comunidad Autonómica de Catalunya como patrimonio lingüístico y cultural de Catalunya.

La documentación que necesita, en primer lugar, es el DNI de la persona que lo solicita, el libro de familia y el *informe médico*.

El Govern ha de priorizar los acuerdos de recerca sobre la lengua de signos catalana con el *Institut d’Estudis Catalans* y las universidades.

La FESOCA está *integrada* en la Confederación Estatal de Personas Sordas (CNSE) y en el Comité Catalán de Representantes Minusválidos (COCARMI).

Testificar ante un *juez*, pero no estaba recogido de forma clara en la ley.

Garantiza el derecho a la interpretación y traducción en los *procesos penales*.

La FESOCA estará representada en la asamblea general de la CENSE por dos delegados de la *junta directiva* de la FESOCA.


La documentación que necesita, en primer lugar, es el DNI de la persona que lo solicita, el *libro de familia* y el informe médico.
| A[66] | marco legal | LEY ACUERDO | 0 | C-SUB (exocentric) | Trabajar para conseguir en su territorio de actuación un *marco legal* que permita la plena igualdad y participación social de las personas sordas. |
| A[67] | mayoría simple | MAYORÍA NORMAL | MAYORÍA SIMPLE | C-SUB (endocentric) | Si los fines estatuarios son acordes con los de la FESOCA, por *mayoría simple* y ratificadas en la asamblea general. |
| A[68] | menores | NIÑO EDAD NIÑO-PEQUEÑO | MENORES | C-STG (exocentric) | Con la excepción de las asociaciones de padres y/o madres de niños/as sordos/as que actúan en calidad de representantes y tutores legales de sus hijos *menores de edad*.* |
| A[69] | miembro | DENTRO | MIEMBRO | S-SEM | El capítulo 2º, de derechos y deberes de los *miembros* asociados, honoríficos y colaboradores. |
| A[70] | naturaleza jurídica | CARÁCTER JUSTICIA | JURÍDICA | C-SUB (endocentric) | El artículo 2º incluye la *naturaleza [...] jurídica*. |
| A[71] | normativa | NORMA | NORMA | L-INI | A tenor de lo dispuesto en la *normativa* vigente, de acuerdo con el artículo 22 de la Constitución Española con la Ley de Asociaciones de 7/1997, de 18 de junio (DOG 2423 de 1 de Julio) con la Ley Orgánica 1/2202. Los Miembros Asociados deberán comunicar -mediante escrito con acuse de recibo- a la Junta Directiva de la FESOCA, dentro del plazo establecido por la *notificación judicial*, la existencia de cualquier procedimiento judicial, contencioso, expediente sancionador, etc. que se haya iniciado contra el Miembro Asociado o Colaborador afiliado a la FESOCA. |
| A[72] | notificación judicial | AVISAR | AVISO | S-SEM | Podrán asistir en calidad de *observadores*. |
| A[73] | observador, -ra | VER | 0 | S-SEM | Lo aprobó la *ONU* con el objetivo de regular todo lo mencionado. |
| A[74] | ONU | O-N-U | ONU | L-FIN | El artículo 7º trata la afiliación a otros *organismos*. |
| A[75] | organismo | EDIFICIO+++ | ORGANISMO | MOU | Para ello mantendrá relaciones adecuadas con los Organismos y Administraciones públicas y con los Grupos *Parlamentarios*. |
| A[76] | parlamentario, -ria | PARLAMENTO | PARLAMENTO | L-INI | Todos los Miembros Asociados que formen parte de la FESOCA continuarán manteniendo su personalidad jurídica propia e |
| A[77] | patrimonio | EDIFICIO | PATRIMONIO | MOU | |
independiente, dirigiendo sus actividades y administrando su *patrimonio*.

La FESOCA no será responsable subsidiaria bajo ningún caso, de las obligaciones legales administrativas, *pecuniarias*, fiscales, etc. contraídas por sus Miembros Asociados y Colaboradores.

La 5ª modificación con fecha 27 de marzo de 2004, la FEDERACIÓN DE PERSONES SORDES DE CATALUNYA (en lo sucesivo FESOCA), entidad sin ánimo de lucro, fundada y constituida como *persona jurídica* en el año 1979.

El artículo 2º incluye la naturaleza y *personalidad jurídica*.

El artículo 9 trata de la dirección, *planificación* y coordinación interdepartamental de la política lingüística en relación con la lengua de signos catalana.

Serán votados el jueves de la semana que viene en el *pleno del Congreso*.

El *portavoz* de justicia de los convergentes explicó que estaba satisfecho de que todos los partidos hubiesen estado de acuerdo.

Han sido aceptadas por el resto de formaciones políticas *por unanimidad*.

El *portavoz* de justicia de los convergentes explicó que estaba satisfecho de que todos los partidos hubiesen estado de acuerdo.

Los Miembros Asociados deberán comunicar -mediante escrito con acuse de recibo- a la Junta Directiva de la FESOCA, dentro del plazo establecido por la notificación judicial, la existencia de cualquier *procedimiento judicial*, contencioso, expediente.
La posibilidad de testificar mediante lengua de signos en un *proceso penal* estará reconocida expresamente por ley.

Hasta día de hoy la comunidad sorda ha *reclamado* sus derechos hasta que finalmente ha conseguido lo que se había propuesto.

El *reconocimiento de discapacidad* es un documento acreditativo.

Estipulaba expresamente la *regulación* de la lengua de signos y de los medios de soporte a la comunicación oral.

Como es un edificio antiguo, supongo que lo único que quiere hacer es *renovar* la cédula de habitabilidad.

La FESOCA estará *representada* en la Asamblea general de la CENSE por dos delegados de la Junta Directiva de la FESOCA.

27 We have chosen the gloss HACER ('to do') because it has the same movement of that sign, but with a different configuration, which creates a metaphor (consulted with deaf experts).
| A[98] | sanción | CASTIGAR | SANCIÓN | MOU | Debiendo ser motivado el acuerdo que, en su caso, imponga la *sanción*.
| A[100] | sistematización | SISTEMATIZACIÓN | 0 | SSI | El Institut d'Estudis Catalans es la institución académica que determina las normas lingüísticas de la lengua de signos catalana e impulsa su investigación y *sistematización*.
| A[101] | solución extrajudicial | SOLUCION NO- HACER- FALTA JUICIO | SOLUCIÓN NO-HACE- FALTA JUICIO | C-STG (endocentric) | Articular mecanismos de arbitraje para solucionar los conflictos que puedan surgir entre sus Miembros Asociados, a petición de ambas partes, a fin de procurar su *solución extrajudicial*, sin perjuicio de otras formas de solución de conflictos.
| A[102] | subsidiario, -ría | RESPONSABILIZARSE LAVARSE-LAS-MANOS | RESPONSABILIZARSE | C-SUB (exocentric) | La FESOCA no será responsable *subsidiaria* bajo ningún caso de las obligaciones legales administrativas, pecuniarias, fiscales, etc. contraídas por sus Miembros Asociados y Colaboradores. A estas entidades se les cobrará una *tasa* en función de los beneficios que generen sus posibles actividades económicas y/o comerciales, cuya finalidad será financiar los proyectos sociales y/o servicios de la FESOCA.
| A[103] | tasa | PAGAR | 0 | S-SEM | A tenor de lo dispuesto en la normativa *vigente*, de acuerdo con el artículo 22 de la Constitución Española con la Ley de Asociaciones de 7/1997, de 18 de junio (DOG 2423 de 1 de Julio) con la Ley Orgánica 1/2202.
| A[104] | testificar | SIGNAR INFORMAR | 0 | C-COO (endocentric) | La posibilidad de *testificar* mediante lengua de signos en un proceso penal estará reconocida expresamente por ley.
| A[105] | tramitar | HACER GESTIÓN | 0 | C-SUB (exocentric) | Lo tiene que *tramitar* la persona propietaria.
| A[106] | tutor, -ra legal | TUTOR LEY | TUTOR | C-SUB (L- INI & SSI) (endocentric) | Con la excepción de las asociaciones de padres y/o madres de niños/as sordos/as que actúan en calidad de representantes y *tutores legales* de sus hijos menores de edad.
| A[107] | vigente | AHORA | ACTUAL | S-SEM | A tenor de lo dispuesto en la normativa *vigente*, de acuerdo con el artículo 22 de la Constitución Española con la Ley de Asociaciones de 7/1997, de 18 de junio (DOG 2423 de 1 de Julio) con la Ley Orgánica 1/2202.
Serán *votados* el jueves de la semana que viene en el pleno del Congreso.
### Appendix 2: medical, mathematical and technical domain

<table>
<thead>
<tr>
<th>Term</th>
<th>Gloss</th>
<th>Mouthing</th>
<th>Word Formation Process</th>
<th>Linguistic context</th>
<th>Reference (+min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T[1] análisis de orina</td>
<td>CL. semántico (orinar en un recipiente)</td>
<td>0</td>
<td>CL-SEM</td>
<td>¿Por qué me han pedido un <em>análisis de orina</em>?</td>
<td>SAN_003 (4:43)</td>
</tr>
<tr>
<td>T[2] análisis de sangre</td>
<td>CL. instrumental (extraer sangre)</td>
<td>0</td>
<td>CL-INS</td>
<td>¿Te han hecho un <em>análisis de sangre</em>?</td>
<td>SAN_003 (4:24)</td>
</tr>
<tr>
<td>T[3] anticonceptivos orales</td>
<td>PASTILLA+++</td>
<td>0</td>
<td>S-SEM</td>
<td>No, imposible, me tomo <em>anticonceptivos orales</em> y ayer me vino la menstruación.</td>
<td>SAN_001 (1:31)</td>
</tr>
<tr>
<td>T[6] caballo</td>
<td>CABALLO</td>
<td>0</td>
<td>S-SEM</td>
<td>Es el modelo de dos <em>caballos</em>.</td>
<td>TEC_001 (0:15)</td>
</tr>
<tr>
<td>T[7] cáncer</td>
<td>GUSANO</td>
<td>0</td>
<td>S-SEM</td>
<td>También se ha extendido que algún efecto secundario podría ser el <em>cáncer</em>.</td>
<td>SAN_005 (2:51)</td>
</tr>
<tr>
<td>T[8] caries</td>
<td>IXdiente GUSANO</td>
<td>0</td>
<td>S-DEC</td>
<td>A mi compañero Jordi le han encontrado muchas <em>caries</em> y le han dicho que se tienen que empastar.</td>
<td>SAN_003 (5:48)</td>
</tr>
<tr>
<td>T[9] carrete</td>
<td>CL. manipulación (dar vueltas al carrete)</td>
<td>0</td>
<td>CL-INS</td>
<td>Después de tomar las fotografías, se coge el <em>carrete</em> para rebelarlas.</td>
<td>TEC_002 (0:22)</td>
</tr>
<tr>
<td>T[10] carrocería</td>
<td>CL. descriptivo (forma de la carrocería del coche)</td>
<td>0</td>
<td>CL-DES</td>
<td>Quería que la forma del automóvil y la <em>carrocería</em> fuera acorde con los trabajadores del campo.</td>
<td>TEC_001 (13:51)</td>
</tr>
<tr>
<td>T[11] cefalea</td>
<td>DOLOR-CABEZA</td>
<td>0</td>
<td>SSI</td>
<td>Algunas veces puede haber efectos secundarios, como, por ejemplo, marcos, dolor de barriga, <em>cefalea</em>, etc.</td>
<td>SAN_005 (2:44)</td>
</tr>
<tr>
<td>T[12] célula</td>
<td>CÉLULA</td>
<td>CÉLULA</td>
<td>SSI</td>
<td>Las <em>células</em>, los tejidos, los huesos y los órganos con el paso del tiempo se deterioran.</td>
<td>SAN_005 (1:33)</td>
</tr>
</tbody>
</table>
Le ha quedado una pequeña cicatriz en el brazo y continúa con mucho dolor en las cervicales.

Con la clonación* de las células los tejidos pueden renovarse.

Mi mujer lleva puesto un collarín* y también lleva puntos en las piernas.

Le hicieron toda una serie de pruebas para comprobar si era compatible* o no.

Estuvieron toda la noche haciéndole pruebas para ver si era compatible* con el donante o no.

¿Ya te han examinado el corazón?

Le respondí que sí, que me resfrío muy seguido.

Fabricaba coches más grandes, más pequeños, *descapotables*, etc.

Otra pregunta sería cómo se puede tomar una fotografía sin una buena iluminación para que no salga desenfocada*.

¿Sabes si te has desmayado* o perdido el conocimiento?

Es imprescindible el *diafragma* en el objetivo.

Me dijo: “si tengo que vivir más tiempo haciéndome la *diálisis* prefiero dejar de vivir.”

Me duele la barriga y tengo *diarrea*.
El logotipo de Citroën se inspira en el invento de André Citroën que contaba con un engranaje con los *dientes* en forma de V.

Ahora existe uno diferente, el sistema *digital*.

Yo me *disloqué la clavícula* y me fracturé la rodilla y el tobillo.

Me *duele la barriga* y tengo diarrea.

El mensaje decía que nos presentáramos *urgentemente* al hospital porque habían conseguido un posible donante.

También puedes *editar* el color de la fotografía.

Algunas veces pueden haber *efectos secundarios*, como, por ejemplo, mareos, dolor de barriga, cefalea, etc.

¿Eso significa que podrá ser posible clonar un *embrión*?

A mi compañero Jordi le han encontrado muchas caries y le han dicho que se tienen que *empastar*.

Si estás interesada en dejar de fumar puedes ir a pedirle consejo a la *enfermera* y ella te informará de lo que necesites.

¿Qué ha pasado?, ¿Has estado *enfermo*?

El logotipo de Citroën se inspira en el invento de André Citroën que contaba con un *engranaje* con los dientes en forma de V.

No me podía mover para nada con la pierna *escayolada*.

Te enviarán los informes y luego tendremos que ir a un *especialista*.
| T[42] | estómago | CL. descriptivo (estómago) | 0 | CL-DES | El médico sabe con la palpación si los órganos están inflamados o no por el tacto y la posición de estos, puede examinarte el *estómago*, el páncreas, el intestino... | SAN_003 | (2:33) |
| T[43] | estrés | NERVIOS | 0 | S-SEM | ¿En esta época es cuando tienes más *estrés*? | SAN_001 | (2:36) |
| T[44] | farmacología | SECTOR MEDICAMENTO | FARMACIA | A-PRE | El progreso de la *farmacología* es positivo, la mayoría de los medicamentos no son perjudiciales para las personas. | SAN_005 | (2:23) |
| T[45] | fiebre | CL. instrumental (tomar la temperatura) | CL. instrumental (colocar el fonendoscopio en las orejas) CL. descriptivo (forma del fonendoscopio) F-O-N-E-N-D-O DACTILOLÓGICO | 0 | CL-INS | ¿Has tenido *fiebre*? | SAN_001 | (1:10) |
| T[46] | fonendoscopio\(^{28}\) | CL-INS, CL-DES & L-FIN | Sí, con el *fonendoscopio*. | | | | SAN_003 | (1:02) |
| T[47] | fractura de rodilla | CL. semántico (fractura de rodilla) | 0 | CL-SEM | Yo me disloqué la clavícula y me *fracturé la rodilla* y [...] el tobillo. | SAN_002 | (1:13) |
| T[48] | fractura de tobillo | CL. semántico (fractura de tobillo) | 0 | CL-SEM | Yo me disloqué la clavícula y me *fracturé* [...] el tobillo*. | SAN_002 | (1:15) |
| T[49] | frecuencia | CL. descriptivo (golpe en el corazón) | RUIDO | 0 | C-SUB | Lo utilizan para medir si la *frecuencia* del corazón es correcta o no. | SAN_003 | (1:15) |
| T[50] | gastroenteritis | BARRIGA | 0 | S-SEM | Creía que me había contagiado porque es temporada del virus de la *gastroenteritis*.* | SAN_001 | (5:49) |
| T[51] | gen | GEN | GEN | 0 | SSI | Los *genes* son la causa del envejecimiento, entre otros aspectos. | SAN_005 | (1:02) |
| T[52] | genética | TEMA GEN | 0 | A-PRE | ¿Cuáles son las futuras líneas de investigación en *genética*? | SAN_005 | (0:01) |
| T[53] | gota | GOTA | 0 | S-SEM | Esta receta es para comprarle las *gotas*. | SAN_001 | (5:12) |

\(^{28}\) As in the same term three independent processes are being used in parallel, we consider the three of them in the figures but in the same sign; that is why the final figure for the technical domain is 117 signs, whereas we only added 114 terms.
Con las cámaras de hoy en día puedes hacer zoom hasta que tomas la fotografía que te interesa.

Lo que sí has descubierto es la gran implicación de lo hereditario.

Sí, sí, he estado cuatro meses ingresado en el Hospital de la Vall d’Hebrón.

Las células, los órganos inflamados y los órganos con el paso del tiempo se deterioran.

La noche no puede dormir nada, sufre insomnio.

El médico sabe con la palpación si los órganos están inflamados o no por el tacto y la posición de estos, puede examinar el estómago, el páncreas, el intestino...
La medicina regenerativa es otra línea de investigación que tenemos.

No, imposible, me tomo anticonceptivos orales y ayer me vino la menstruación.

Tengo *miopía*, pero no me hace falta llevar gafas.

El nombre oficial es 2cv, que significa que en el *motor* tiene dos caballos.

Hay algunos elementos importantes que no han cambiado en la fotografía, como por ejemplo el *objetivo*.

Existen diversos tipos de objetivos, tales como el *objetivo fijo*, que no tenía zoom.

Hoy en día existe el *objetivo fijo con zoom*.

También existe el *objetivo intercambiable*.

Es importante el sistema del *obturador*, que funciona muy rápido para evitar posibles dificultades con la iluminación.

El médico también me ha dicho que podrían *operarme* otra vez.

El médico sabe con la palpación si los *órganos están inflamados* o no por el tacto y la posición de estos, puede examinarte el estómago, el páncreas, el intestino...

El especialista al que tenemos que ir es el *oto...* no sé el nombre, pero es el médico de la *nariz, los oídos...*.

Pasé mucho miedo, me puse muy *pálido* cuando vi cómo me sacaban sangre.
Más tarde el médico me hizo una *palpación* en la barriga.

El médico sabe con la palpación si los órganos están inflamados o no por el tacto y la posición de estos, puede examinarte el estómago, el *páncreas*, el *intestino*...

Es muy importante que para la próxima vez te acuerdes de que de pequeño ya tuviste la varicela y las *paperas*.

¿Sabe si te has desmayado o *perdido el conocimiento*?

Si lo que se busca es un *plano* más próximo, el fotógrafo tendrá que acercarse personalmente para tomar la fotografía.

El objetivo fijo se utiliza cuando no hay *profundidad de campo*.

Estuvieron toda la noche haciéndole *pruebas* para ver si era compatible con el donante o no.

Además, también lo utilizan para escuchar las palpitations del corazón y los *pulmones*.

Mi mujer lleva puesto un collarín y también lleva *puntos* en las piernas.

Me da mucho miedo tener que entrar a *quirófano*.

Hoy por la tarde tengo que ir a hacerme una *radiografía*.

Con los avances en medicina no tienes por qué preocuparte, te pueden operar con *rayos láser*.

Después de tomar las fotografías, se coge el carrete para *rebelarlas*.
Ahora te preparo la receta.

En este sistema no hay películas fotográficas, sino *tarjetas sensibles*, que captan la luz y la convierten en electricidad.

Puede ser que tengas la tensión [...], bajita, después nos aseguraremos de ello con las pruebas. Porque a veces tienes un *tic nervioso*.

Algunos modelos de esa época eran el 11, el 15 y el de *tracción delantera*, que era muy famoso.

Nunca antes ha tenido problemas para dormirse y ahora tiene que tomarse *tranquilizantes*.

Ya le han podido hacer el *trasplante de riñón*. 
| T[109] | trasplante (de riñón) | CL. semántico (sacar el riñón) | 0 | CL-SEM | Ya le han podido hacer el *trasplante de riñón*. | SAN_004 (0:24) |
| T[110] | urgentemente | RÁPIDO | 0 | S-SEM | El mensaje decía que nos presentáramos urgentemente al hospital porque habían conseguido un posible *donante*. | SAN_004 (1:06) |
| T[111] | vacuna | VACUNA | 0 | SSI | Y ya te *vacunaste* contra la polio. | SAN_003 (4:11) |
| T[112] | viagra | CL. descriptivo (erección) | 0 | CL-DES | ¿Qué opinas sobre la *viagra*, las pastillas para adelgazar o para rejuvenecer? | SAN_005 (2:12) |
| T[113] | virus | PARTEÍCULA+++ | 0 | S-SEM | Me pensaba que me había contagiado porque es temporada del *virus* gastroenterítico. | SAN_001 (5:48) |
| T[114] | zoom | CL. semántico (movimiento del zoom) | 0 | CL-SEM | Existen diversos tipos de objetivos, tales como el objetivo fijo, que no tenía *zoom*. | TEC_002 (1:18) |