Challenging Aspects Related to the Translation and Exemplification of Lexical Units in the Paralympic Dictionary

Ana Luiza Treichel Vianna, Mikaela Luzia Martins, Rove Luiza de Oliveira Chishman*
UNISINOS University, University of Santa Cruz do Sul*
E-mail: alvianna@edu.unisinos.br, mikaelalm@unisinos.br, roveluiza@unisc.br

Abstract

This paper aims to analyze and categorize the lexical equivalences found in the Paralympic Dictionary (Chishman 2021) in order to comprehend what challenges arise in the lexical translation of lexicographical works. We base our analysis on the theoretical definitions of scholars such as Gouws (1996; 2002), Zgusta (1979), Adamska-Sałaciak (2016), and Neubert (1990) to investigate what type of lexical equivalents exist in bilingual dictionaries. Methodologically, we rely on the norms of Corpus Linguistics (McEnery; Hardi 2012, Mendes 2016) and use AntConc to perform the *corpora* analysis. Our analysis classifies the equivalents found in the Paralympic Dictionary (Chishman 2021) as either cognitive or translational (Adamska-Sałaciak 2016) and compares them with the equivalents found in the Olympic Dictionary (Chishman 2016). Our results show that the translational equivalents in the Paralympic Dictionary represent a challenge for translators, which can also be observed by examining the examples that accompany the terms. Furthermore, we believe that the low journalistic and media coverage of Paralympic sports in Brazil and in other countries contributes to the difficulties in translation since our *corpora* were affected by such a lack of resources.

Keywords: Electronic Lexicography; Translation; Lexical Equivalence; Bilingual Lexicography.

1. Introduction

The translation of dictionaries has been a topic of discussion among many studies concerning Bilingual Lexicography, and it seems that the field has inherited a common discussion among scholars when it comes to lexical translation: the difficulty in defining lexical equivalence belongs to both the Translation Studies and Bilingual Lexicography fields. When we consider dictionaries as cultural institutions that reflect social conceptualizations (Chishman et al. 2021), translating specialized lexicographic resources becomes an even bigger challenge due to the domain-specific terminologies. One of the major problems behind specialized lexicographic translation concerns the search for equivalents since a high degree of linguistic precision is expected in fields of specialized knowledge.

To contemplate this issue, the theory of Frame Semantics has been used by a few scholars and lexicographers to aid the dictionary-making practice. This theory was developed by Charles Fillmore (1975; 1977; 1982; 1985) and allows prior knowledge and individual experiences to be considered in social exchanges. Thus, the Fillmorean approach is characterized as an empirical model for semantic analysis, which adopts an encyclopedic view, relating language and experience (Petruck 2001). Precisely due to its experiential nature, this theory has contributed to the development of lexical-terminological resources, such as dictionaries and glossaries, as well as to the translation practice. The most famous use of Frame Semantics to structure linguistic knowledge is the FrameNet[1] Project, hosted by the International Computer Science Institute at the University of California, Berkeley.

In consonance with these trends in dictionary-making methodologies, the SemanTec Group, a research group from the South of Brazil, has been compiling and publishing frame-based electronic dictionaries concerning sports since 2014. The online dictionaries published by the group are organized based on semantic frames (Fillmore 1982; 1985) and they provide information such as the sports' frames (referred to in the dictionaries as scenarios), conceptual maps regarding the sports' organization, figures, and a list of lexical units in Portuguese with their respective lexical equivalents in English along with examples. The first dictionary published by the SemanTec Group was the FIELD Dictionary[2] (Chishman 2014), a trilingual dictionary focused on soccer. This dictionary in particular provides lexical equivalents in Portuguese, English, and Spanish. A few years later, the group published the Olympic Dictionary[3] (Chishman 2016), which focuses on Olympic sports, their scenarios, and their terminology. Lastly, the most recent dictionary published by the group was the Paralympic Dictionary[4] (Chishman 2021), which, so far, accounts for the Paralympic Swimming but will soon contemplate the other Paralympic modalities.

Considering this context, we aim to focus on the challenges and linguistic aspects related to the lexical translation of the Paralympic Dictionary (Chishman 2021) regarding the swimming modality. In our study, we analyze and classify the lexical equivalents according to their type. Our objective is to understand what happens with the sports terminology in English and Portuguese and what are the translation challenges posed by each language and their respective conceptualization systems. Hence, we took into consideration the lexical equivalent definitions of authors such as Gouws (1996; 2002), Zgusta (1979), and Adamska-Sałaciak (2013; 2016).

To accomplish our goals, this paper is structured as follows: section 2 outlines the dictionaries published by the SemanTec Group and exemplifies their structure. Special attention is given to the Paralympic Dictionary since it is the one we analyze in our study. Then, we address the issue of lexical equivalence in Bilingual Lexicography and summarise definitions presented by scholars concerned with this issue. In section 4 we discuss the methodology used by us during the translation stage – which relied heavily on the use of *corpora*

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1   https://framenet.icsi.berkeley.edu/. Access on 01/05/24.

2   http://dicionariofield.com.br/langselect. Access on 01/05/24

3   https://dicionarioolimpico.com.br/. Access on 01/05/24.

4   https://www.dicionarioparalimpico.com.br/. Access on 05/01/24

– and the equivalent analysis stage. Section 5, titled Analysis, narrates our findings and classifications of each lexical equivalent, along with the implications of these results to the lexicographical practice. Lastly, section 6 closes this study by presenting our final considerations and future steps.

2. Frame-based Dictionaries

As previously mentioned, the lexicographic resources developed by the SemanTec Group follow the Fillmorean theory. As a result, they have an encyclopedic and experiential nature and are organized following the concept of scenarios (frames). The semantic frame reveals a structured way in which a scene is presented (Fillmore 1982; 1985). Under this view, when we activate one of the concepts of a given scene, we automatically activate all of our knowledge and experiences regarding that scene. In this type of structuring, it is assumed that the words (lexical units) are related to a certain scenario. Thus, they do not appear in an isolated and decontextualized way but rather grouped according to the contexts in which they occur in the sporting domain. Therefore, the resources present two forms of consultation: lists of lexical units and lists of scenarios for each modality.

The FIELD Dictionary (Chishman 2014) is concerned with soccer and is the only bidirectional dictionary published by the Group since its entire content can be read in Portuguese, English, or Spanish. The Olympic (Chishman 2016) and Paralympic (Chishman 2021) Dictionaries are entirely in Portuguese and present only English equivalents and examples for the lexical units in Portuguese. Despite these differences, the dictionaries are structured similarly in terms of content organization. Since our goal is to discuss the Paralympic Swimming translation, we will present this dictionary structure. Figure 1 presents the interface of the Paralympic Swimming modality, which includes a description of the modality, a conceptual map, two curiosities about the sport, the scenarios, and lexical unit lists.

When clicking on a scenario, the user will access the scenario definition, a photograph representing the scenario, related words, and related scenarios. When clicking on a word from the lexical unit list, the user accesses a definition, the scenario in which the word is inserted, lexical variants (if there are any), examples in Portuguese, the translation equivalent in English, examples in English, and related words. Figure 2 presents the organization of the lexical unit *nadador* (swimmer) in the Paralympic Dictionary in order to exemplify the way the linguistic information is organized and presented. According to Frame Semantics (Fillmore 1982; 1985), each lexical unit evokes a semantic frame. In the dictionaries, this is reflected as the words being linked to the scenarios they evoke. In the case of *nadador* in Figure 2, the evoked scenario is *atletas* (athletes).

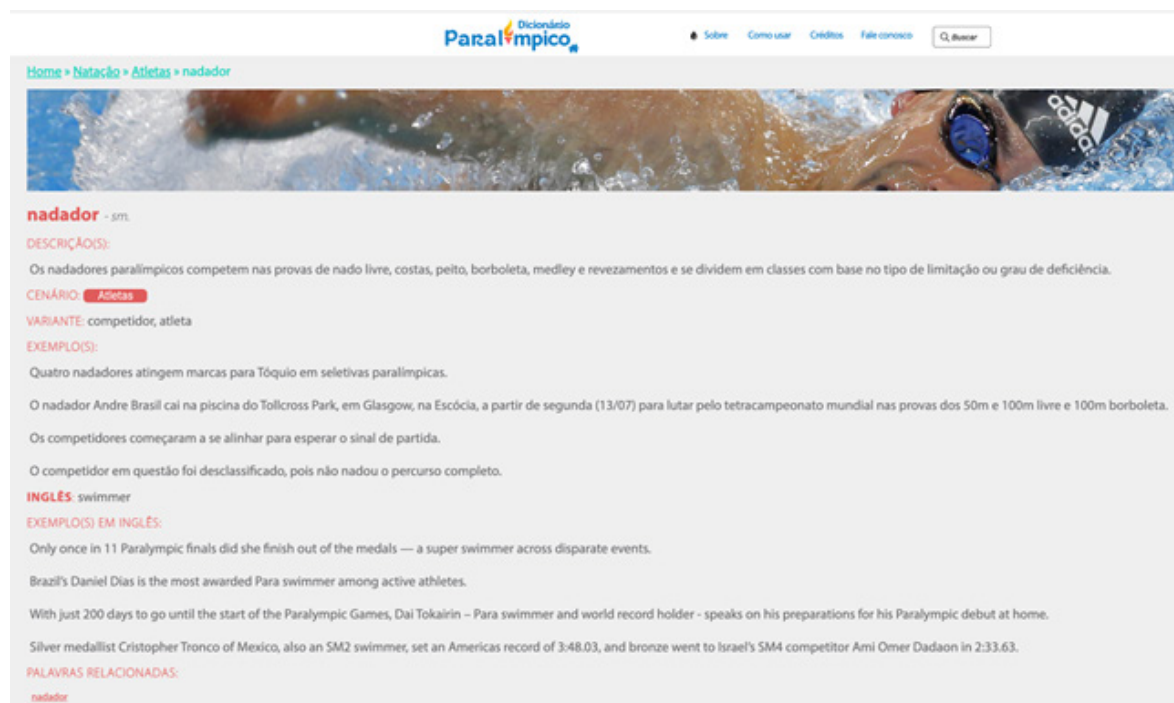*Figure 1: Paralympic Swimming in the Paralympic Dictionary.*

Figure 2: Lexical unit organization in the Paralympic Dictionary.

Considering the organization of the dictionaries, it is clear that the scenarios help the user in their understanding of the modality and the terms that are part of the terminology. Furthermore, words can be seen in a contextualized way, with examples in use and considering the scenario to which they belong. This same contextualized perspective is seen in the translation, and it helps the user better understand the meaning of the term and how to use it. Having explained the organization behind the dictionaries published by SemanTec Group, we detail the definitions of lexical equivalence in the field of Bilingual Lexicography in the next section.

3. Bilingual Lexicography and Lexical Equivalence

As mentioned before, an agreement regarding equivalence definition is a challenge among scholars working with Bilingual Lexicography. Furthermore, the nature of lexicographical works leads translators to face unique challenges, as it is necessary to consider who is part of the audience that will use the dictionary, what is the purpose of the dictionary, and how much space the lexicographer has to present and explain equivalences, whether it is possible to use examples to help choose the best equivalent or not, whether it is possible to use the translation note feature, among others. The translators working with SemanTec's dictionaries faced these questions and are aligned with Hartmann (1990) in the sense that bilingual lexicography a combination between the practice of translation and the practice of compiling dictionaries.

Moreover, the Paralympic Dictionary (Chishman 2021) is a frame-based, specialized dictionary. In this case, more than knowing the two languages in depth, the translator needs to delve into the context in which the lexical units are inserted and understand the technical terms used since these terms need to reflect the same domain conceptualization in both languages. Inaccurate or incorrect equivalents result in terminological and conceptual imprecision and may compromise the message. More serious consequences may include the use of biased language, lawsuits, and legal problems. Therefore, there must be a clear understanding of what characterizes the lexical equivalents in the Paralympic Dictionary and how effective they are when combined with examples and semantic frames. In order to understand what types of lexical equivalents the translators were working with when it comes to the Paralympic Dictionary (Chishman 2021), a study was conducted to try and predict what type of equivalence would surface on a sports dictionary. The definitions of lexical equivalence discussed below belong to the scope of bilingual lexicography and were taken into consideration in the analysis.

Rufus Gouws highlights the importance of context when presenting equivalents in bilingual dictionaries. For the author, the function of such works should not be to transfer the meaning from one language to another, but rather to enable communicative equivalence (word in context), rather than functional equivalence (word out of context) (Gouws 1996). We believe that the semantic frames help contextualize the lexical units of the Paralympic Dictionary (Chishman 2021).

Gouws (2002) also differentiates between three types of equivalence: full equivalence, partial equivalence, and zero equivalence. These equivalences entail three types of relationships, respectively: congruence (when there is a one-to-one relationship at the lexical, pragmatic, and semantic levels and the source language word can replace the target lan-

guage word in all its uses), divergence (the most common, when there is one or more than one relationship between the forms in the source language and the target language), and surrogate (when there is a lexical gap). These gaps can be of two types: linguistic or referential. A linguistic gap occurs when both speakers of the source language and speakers of the target language know an object, but one of the languages does not have a lexical unit to describe it. The referential gap occurs when speakers of one language know the object being referred to and speakers of another language do not. These gaps were further discussed by other authors and were observed in other dictionaries previously compiled by SemanTec Group, so they were also considered during the analysis of Paralympic Dictionary (Chishman 2021).

Thus, Gouws (2002) believes that it is necessary to make good use of dictionary entries, images, and examples so that the user is aware of how words tend to occur and how they behave in the target language. There is an approximation of the theoretical positions of Gouws (1996; 2002) with the Paralympic Dictionary (Chishman 2021) structure since images and examples, along with semantic frames, are used to help understand both the lexical units and their translations.

Ladislav Zgusta, in turn, prefers the term partial equivalents, since

We call 'lexical equivalent' a lexical unit of the target language which has the same lexical meaning as the respective lexical unit of the source language. The definitional requirement is that the identity should be absolute: the equivalent should have the same polysemy, the same stylistic value, etc. But such absolute equivalents are rather rare. [...] If we wish to be very precise, we therefore speak about partial equivalents, but normally, we use the term 'equivalent' knowing that the majority are partial (Zgusta, 1979: 537).

Zgusta (1979) also believes that, in bilingual dictionaries (BDs), the equivalent must be a real lexical unit from the target language, which occurs in real sentences. Therefore, lexicographers must find a way to unify the treatment that will be given to equivalences in lexicographic works, bearing in mind that they require real application. The translators of the Paralympic Dictionary are aligned with this view, and this is the reason behind their preference for news, reports, and narrations to compile the bilingual *corpora*. The author differentiates between two types of equivalents: the translational (or insertable) equivalent and the explanatory (or descriptive) equivalent and highlights that an equivalent can occur in both ways.

Arleta Adamska-Sałaciak has a certain affinity with Zgusta's definitions of equivalence and his lexicographic theory. The author defines four types of equivalences, two of them inspired by Zgusta (1979): (i) cognitive equivalence, (ii) translational equivalence, (iii) explanatory equivalence, and (iv) functional equivalence (Adamska-Sałaciak 2016). The explanatory equivalence – similar to Zgusta (1979)'s definitions – and the functional equivalence will not be further discussed in the text because they refer respectively to sentence and text equivalences. Our work aims to discuss lexical equivalence.

According to the author, the cognitive equivalent is the first lexical unit of the target language that comes to mind when a fluent speaker thinks of a translation for a given word from the source language. This type of equivalent is an appropriate choice as it is an option that fits in several contexts, but not in all due to its general nature. This equivalent usually appears in several BDs: the English equivalent for the lexical unit *respirar* is *to breathe* in a Portuguese–English dictionary and the Portuguese equivalent for the lexical unit *to breathe*

is *respirar* in English-Portuguese dictionaries, which means that these equivalents follow the logic A = B and B = A.

The translational equivalent, on the other hand, produces a good translation when applied in a given context, even if the equity of meanings is not identical (Adamska-Sałaciak 2016). Several equivalents of this type are presented in the BDs, so that the lexicographer can define all contexts. Typically, when there is no cognitive equivalent, this equivalent is used. Adamska-Sałaciak (2016) echoes the concerns of Gouws (2002) regarding gaps when dealing with a lack of equivalence. However, she calls them referential and lexical. According to the author,

In the former case, the lack of an equivalent is due to the lack of a referent: a particular object, phenomenon, custom, etc. does not exist in the TL culture and, as a result, there is no word for it in the target language. In the latter case, although a given referent may be present in the TL culture, or a particular idea familiar to its members, there is nonetheless no established name for it; linguists say that the concept has not been lexicalized in the target language (Adamska-Sałaciak 2016).

The author's suggestion to overcome this phenomenon is for the lexicographer to take into account the dictionary's target audience and clarify instances of lack of equivalence for the user. Because we could observe instances of lexical gaps in dictionaries such as the Olympic Dictionary (Chishman 2016), we once again decided to take into consideration Adamska-Sałaciak (2016)'s definitions of gaps in BDs in our analysis.

Lastly, Neubert (1990) defends a prototypical translation for equivalents, in the terms of Lakoff (1982). According to the author,

[...] Definitions and too direct translations, however fitting in a specific context, abstract from or miss the facts of communication and cannot help creating fictions. Prototypes provide the key to the general as well as to the particular. They help to comprehend the meaning as well as to find an equivalent. They are cognitive orientation and translation in one. They evoke a mental image which serves as a criterion for the user to judge the translation he has in mind for a particular context on the grounds of his L2 competence (Neubert 1990: 12).

Therefore, what Neubert (1990) has in mind is an approximation between equivalents and frames (the mental scenarios to which he refers). The moment an equivalent is defined considering the frames evoked in both L1 and L2, there are greater chances that it will offer a result closer to the L1 original conceptualization. Despite defending this type of prototypical translation, Neubert (1990) recognizes that it cannot encompass the totality of semantic meanings of an L1 word.

It is possible to note the similarity of Neubert's ideas with the Paralympic Dictionary's purpose of being a dictionary based on frames, which facilitates user understanding. Furthermore, it is interesting to analyse the selected equivalences from the perspective of the Frame Semantics theory, since it takes into account the cognitive and organizational processes that human beings structure in their minds.

Considering the theoretical framework discussed in this section, we consider that the cognitive equivalent (Adamska-Sałaciak 2016), when defined as the first word in a foreign language that comes to the translator's mind, is very similar to what the frames defined by Charles Fillmore suggest. This equivalent is also activating a background knowledge of linguistic and conceptual information when it becomes the first thing that we think of while trying to translate. Therefore, it is one of the concepts that will be taken into consideration

when analysing the equivalents of the Paralympic Dictionary. The translational equivalent (Adamska-Sałaciak 2016) may also appear in the analysis, as it works in certain contexts when there is a lack of the cognitive equivalent. There is the possibility that a word in English works as an equivalent in the Paralympic domain, but does not work in other contexts, ceasing to be a cognitive equivalent and being a translational equivalent. Lexical gaps and referential gaps (Adamska-Sałaciak 2016) can also appear in the Dictionary, since it deals not only with different sports but also with different cultures, which influences the understanding and even the familiarity of a word treated as equivalent.

Thus, we can see the approximation of this work with the concepts defined by Gouws (1996; 2002), Zgusta (1979), Adamska-Sałaciak (2016), and Neubert (1990). The analysis section will define how truly close theory and practice are in the case of the Paralympic Dictionary. In addition, a survey of the types of equivalence in Paralympic swimming will be presented. The methodological outlines of this study are described in the next section.

4. Methodology

Since our objective is to understand what happens with the sports terminology in English and Portuguese and the translation challenges posed by each language and their respective conceptualization systems, in this section, we will deal with both the compilation of the *corpora* used to search for equivalents and the selection of examples for the PD, as well as the methodology used to collect and analyse the equivalents for this work. In this sense, the SemanTec Research Group uses Corpus Linguistics to compile, process, and analyse data in order to work on the translation stage of its dictionaries.

Corpus Linguistics arises from the development and technological advancement, intending to facilitate the work of collecting and analysing large quantities of texts. If, in the past, data collection and analysis were done manually, with digital transformation, we started using software for collecting, compiling, and processing texts. Furthermore, Corpus Linguistics contributed to the exploration of new linguistic theories based on the use of language, allowing the researcher to analyse language in its context of use (McEnery; Hardi 2012). According to Mendes (2016: 224), a *corpus* is "[...] a set of written texts (or text excerpts) or transcriptions of oral records, typically in electronic format", which was planned based on the objectives of the investigation to be conducted.

When it comes to the compilation of the Paralympic Dictionary's *corpora*, they were elaborated as comparable, that is, they are made of original texts in English and Portuguese. In order to compile them, we searched for narrations of Paralympic swimming competitions, news, and commentary since these genres are usually useful in reflecting the semantic frames of the sports. However, not many results were found due to the low journalistic coverage of Paralympic sports in Brazil and abroad. Consequently, official sports manuals and broader news related to Paralympic swimming were collected in English and Portuguese, resulting in two *corpora* of around 40 thousand words for each language. When we compare this amount with the data collected for FIELD (Chishman 2014), for example, we can observe that around one million words were collected for each language in FIELD's case. This difference in the size of the *corpora* is related to the visibility of the sport. While soccer is a very popular sport worldwide, Paralympic swimming is not as well-known, and

this is reflected in the number of articles, narrations, and information available about the sport online.

In order to process and analyse the *corpora* about Paralympic Swimming, we used AntConc Tool (Anthony 2023)[5]. AntConc is available for free, and it is widely known for its features that facilitate lexicographical work. With this software, we were able to generate word lists used to compare the terminology used in Portuguese with the terminology used in English and observe how these lexical units occur in context. The *corpora* also served as a source of study of the terminology since the translators needed to be familiarized with the preferred terminology. Moreover, we could elaborate lists of variants for a few terms in Portuguese and compare them with the number of terms found in English to refer to the same concept. Once we identified which terms were the main lexical unit used in each language and which terms were the variants, we also used the *corpora* to select the sentences that were better suited to exemplify the terminology.

During the final stages of compilation of the dictionaries, SemanTec Group seeks experts in the domain and validates the information presented in the dictionaries. During the compilation of the Paralympic Dictionary, we could consult with Brazilian swimming athletes from the Brazilian Paralympic Committee[6] who helped us verify the terminology chosen and also the sport's description along with the overall organization of information. In cases in which their preferred terminology was different from the terminology we found in our *corpora*, we opted for the athletes' terminology. It is relevant to note that the group was also careful when identifying the terminology used to refer to the athletes and their disabilities, always choosing the options that they preferred.

Regarding the methodology applied for this work, we collected all the lexical units that compose Paralympic swimming along with their equivalents and examples. Next, we classified the translation of each lexical unit according to the definitions of Adamska-Sałaciak (2016) discussed in the previous section. The next step was to separate each translation according to its classification to quantify the data and analyse the patterns displayed by the equivalents. Finally, we analysed the equivalents and examples of each lexical unit with the frames to check whether the terms and their translations were under the indicated frame. We also relied on a previous identical analysis of the equivalents on Olympic Dictionary (Chishman 2016) to compare the differences between Olympic and Paralympic sports. In the next section, we present this analysis.

5. Analysis

In this section, we turn to the discussion arising from the data analysis. The Paralympic Swimming modality has a total of 129 lexical units and 129 lexical equivalents. Since all the lexical units in Portuguese have equivalents in English, this means that there are no referential nor lexical gaps in this modality, as defined by Adamska-Sałaciak (2016). This goes against the findings in the previous dictionary published by the SemanTec Group since

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5   AntConc Tool is available at https://www.laurenceanthony.net/software/antconc/. Access on 01/05/24.

6   Comitê Paralímpico Brasileiro (CPB). Official website: https://cpb.org.br/. Access on 05/05/24.

we identified a few lexical gaps in the Olympic Dictionary (Chishman 2016). Thus, it is possible to argue that the Paralympic Swimming, despite not being as popular as its Olympic counterpart, is more propagated in the media when compared to the less popular Olympic Sports in Brazil. Also, according to Adamska-Sałaciak (2016), there are two types of lexical equivalents that can happen at the level of lexical units. The first one (cognitive) is the one that works as a literal translation, and it is often the first equivalent that comes to mind when we try to translate a term. The second (translational), is usually the one that is context-bound and is not easily identifiable.

Our classification considered the definitions posed by Adamska-Sałaciak (2016) in order to infer if the equivalents of the Paralympic Dictionary encode the semantic frames as well. Thus, 106 cognitive equivalents and 23 translational equivalents were identified. Our classification took into consideration the definitions of each term and their translations according to bilingual dictionaries. The fact that cognitive equivalents are a majority possibly happens because the terminology of the Paralympic swimming modality is composed of many technical terms referring to the sport, which are often unique and particular to the domain. Thus, the terminology does not present characteristics that could make it ambiguous or unclear. The cognitive equivalents mostly refer to the types of swimming in the sport, its modalities and classes, and some generic terms that follow the definitions of Adamska-Sałaciak (2016). Figure 3 presents some examples of cognitive equivalents.

Events	Style	Sport class	Generic terms
nado livre - freestyle	*50m livre* - 50m freestyle	*classe S* - S class	*atleta* - athlete
nado medley - medley swimming	*100m livre* - 100m freestyle	*classe SB* - SB class	*nadador* - swimmer
nado submerso - underwater swimming	*200m livre* - 200m freestyle	*classe SM* - SM class	*maiô* - swimsuit
nado peito - breaststroke	*400m livre* - 400m freestyle	-	*piscina* - pool
nado costas - backstroke	*100m peito* - 100m breaststroke	-	*recuperação* - recovery

Figure 3: Some cognitive equivalents of Paralympic swimming in the Paralympic Dictionary.

In addition to these cognitive equivalents, 23 translational equivalents were also identified. The list of words is presented next, with each of the English lexical equivalents presented in parentheses: *tapper* (tapper), *trajes de banho* (swimsuit), *baliza* (mark), *tapper* (tapping device), *distância* (course), *eliminatória* (heat), *filipina* (long pull), *golfinhada* (dolphin kick), *juiz de partida* (starter), *macaquinho* (kneeskin), *modalidade* (style), *partida* (start), *prova* (event), *prova de revezamento* (relay event), *prova individual* (individual event), *puxada* (catch), *queimar largada* (jump the gun), *resultado final* (official result),

saída (start), *tempo parcial* (time), *tiro de largada* (starting signal), and *touca* (swimming cap / cap).

Each of these equivalents was considered translational because it is not the "prototypical" equivalent that appears in speakers' minds when we talk about these words. For example, when we think about *distância* in Portuguese, the term *distance* immediately comes to mind. However, in this case, the correct term is *course*. This number of translational terms, although small, shows the importance of specialized knowledge, since a translator unfamiliar with the domain would face difficulties when translating terms of this nature. Furthermore, translational equivalents are more challenging because they require a certain level of conceptual equivalence, as described by Neubert (1990) since an inappropriate translation would lead to serious problems of understanding on the part of users, in addition to presenting a challenge for the search for examples.

These are the equivalents that allowed us to notice the importance of Frame Semantics in helping the translator disambiguate the meanings. For example, there are two identical lexical units referring to two different concepts: one refers to the equipment and one refers to the person who holds the equipment, both called tapper. Each of them has different equivalents in English and belongs to different scenarios. The first one is referred to as tapping device in English and belongs to the equipment scenario while the second is called tapper in English as well and belongs to the technical_team scenario. Culturally marked terms also pose a challenge, *filipina* being a clear example. It refers to long pull and is used, particularly in Brazil, to describe a set of movements executed during the athletes' swimming. Once again, the frame linked to it (breaststroke) helps us understand the concept since each lexical unit was placed inside of a scenario before the translation stage began.

We also made a comparison between the equivalents of Paralympic swimming and the equivalents of Olympic swimming, which can be observed in Table 1.

	Olympic Swimming	Paralympic Swimming
Total of equivalents	82	129
Cognitive equivalents	25	106
Translational equivalents	57	23

Table 1: Comparison between equivalents from the Olympic and Paralympic Dictionaries.

We noticed that Olympic swimming has a much smaller number of equivalents than its Paralympic counterpart. This happens because this sport does not have lexical units referring to Paralympic aspects such as athlete classes, for example. Furthermore, Olympic swimming has a much better-established specialized terminology than Paralympic swimming, which appears to make use of more terms from the general domain of both English and Portuguese. This is reflected in the greater number of translational equivalents of Olympic swimming.

We believe that because Olympic swimming has much more significant journalistic coverage than Paralympic swimming in Brazil, it contributes to this circumstance. Its terminology is more present in the media, the sport has more visibility, and the conceptualizations become clearer in the minds of viewers who, unfortunately, do not have access to narrations

and comments on Paralympic swimming to the same extent. Because of this lack of media coverage, it becomes difficult for translators and lexicographers to find the most appropriate equivalents for each term, especially when they require a translational equivalent.

Low journalistic coverage also impacts the collection of examples in use, as equivalents need to be represented in their real context of occurrence. Fortunately, semantic frames or, in the case of the dictionaries, the scenarios, not only help users understand words and the modality as a whole but also serve as a conceptual basis for lexicographers and translators responsible for translating and collecting examples of the dictionaries. Therefore, frames contribute not only to the encyclopedic organization of the dictionaries but also to lexicographic practice, offering theoretical and empirical support for researchers. After analyzing the types of equivalents of Paralympic swimming and addressing their translation challenges, we discuss the final considerations of this study in the next section.

6. Final Considerations

This study aimed to focus on the challenges and linguistic aspects related to the lexical translation of the Paralympic Dictionary (Chishman 2021) regarding the swimming modality. Our objective was to understand what happens with the sports terminology in English and Portuguese and the translation challenges posed by each language and their respective conceptualization systems. To accomplish this, we begin by outlining our object of study, the Paralympic Dictionary, and its organization and structure. Next, we present the theoretical background which discusses lexical equivalence in lexicographic works and its challenges. Our methodology, detailed in section 4, addressed the norms of Corpus Linguistics and dealt with the characteristics of the *corpora* used for the translation and collection of examples for the Paralympic Dictionary. Furthermore, we also presented AntConc, the tool used to analyze the data for this study. Finally, our data analysis not only described the types of equivalence present in the Paralympic Dictionary but also compared this data with data from the Olympic Dictionary and explained the different challenges faced by translators.

Regarding the *corpora* compiled and used for the development of the Paralympic Dictionary, it is important to highlight that, due to the low visibility of Paralympic sports, the narrations are not widely published, therefore, there is little material for terminological analysis and lexicographic translation. Therefore, it became necessary that the *corpora* include official manuals for the Paralympic swimming modality and official sports documents, which were found on the websites of Paralympic committees. Moreover, specialists validated the lexical units list and the equivalents list.

When it comes to the data analysis, despite the manuals and official sports documents being important to compose the *corpora* and represent the terminology, we realized that the change in the choice of textual genre, caused by the low coverage of sports, impacted the search for equivalents, variants, and terms most used in sports competitions since we did not find a rich terminology that considers the social and cultural aspects of the sport, as well as terms most used by athletes, narrators, and fans. The usage examples of these terms are consequently also affected. In this sense, with more robust *corpora*, we could have found a terminology that expressed the cultural and social richness of the sport, and this could also be reflected in the scenario structure.

Furthermore, we noticed that, compared to the Olympic Dictionary, the *corpora* materials represented the modality in much less detail, which affects the identification of lexical equivalents. This fact can also be seen in the vast majority of cognitive equivalences in Paralympic swimming. Therefore, we can also state that Olympic swimming receives much greater journalistic coverage than its Paralympic counterpart, which points to the need for more media attention for sports that involve para-athletes.

We believe that such analysis, not only enriches lexicographic theorization and practice, but also points to challenges that we can anticipate in the compilation and translation of other Paralympic modalities for the Paralympic Dictionary in the future since low journalistic coverage is not a problem exclusive to Paralympic swimming, but it also extends to other modalities. Future studies can contemplate the translation process and search for examples of other modalities or point out how the constant and rapid growth of Artificial Intelligence can help (or hinder) the process.

7. References

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