

Linguistic Terminology Translation in Arabic Departments: Analyzing Student Errors and Competence Gaps at El Oued University

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Abstract:

This study analyzes the translation of English linguistic texts by first-year Master's students in the department of Arabic language at the University of El Oued, emphasizing error analysis and the foundational competence gaps that shape students' translation performance. Employing a descriptive-analytical approach within a qualitative case study framework, the analysis of the translation corpus revealed three interconnected challenges: cognitive-linguistic difficulties in comprehending academic concepts in English due to insufficient foundational knowledge; non-equivalence between Arabic and English terminology resulting from a lack of compatible Arabic equivalents; and strategic insufficiency characterized by an over-reliance on literal translation due to unfamiliarity with translation strategies. The findings indicate that these errors form a vicious circle: insufficient understanding leads to an unsuccessful search for equivalents, thereby leading to literal translation. The paper argues that explicit strategy training and curriculum reform are necessary for developing students' translational competence.

Keywords: Arabic Language Departments, Linguistic Terminology, Specialized Translation, Translation Competence, Translation Error Analysis.

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Résumé :

Cette étude vise à analyser les traductions de textes linguistiques de l'anglais vers l'arabe réalisées par des étudiants de première année de Master au département de langue arabe, en mettant l'accent sur l'analyse des erreurs et les lacunes de compétence sous-jacentes. Elle propose une analyse approfondie des traductions d'étudiants portant sur des textes linguistiques spécialisés, en s'appuyant sur une approche descriptive et analytique dans le cadre d'une étude de cas qualitative menée à l'Université d'El Oued. L'analyse des erreurs dans le corpus de traductions a révélé trois défis interconnectés: une faiblesse cognitive et linguistique entravant la compréhension des concepts académiques en anglais, une impossibilité de trouver le terme équivalent en raison du manque de correspondance des équivalents arabes (anisomorphisme terminologique), et un déficit stratégique se manifestant par une dépendance excessive à la traduction littérale. En ce qui concerne la pratique pédagogique, l'étude confirme que la formation explicite aux stratégies de traduction et la réforme des programmes d'études sont essentielles pour développer la compétence traductionnelle des étudiants.

Mot clés: Départements de langue arabe, terminologie linguistique, traduction spécialisée, compétence traductionnelle, analyse d'erreurs.

ترجمة المصطلحات اللسانية في أقسام اللغة العربية: تحليل أخطاء الطلاب والفجوات الكفائية بجامعة الوادي

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الملخص:

تهدف هذه الدراسة إلى تحليل ترجمات طلاب أولى ماستر لسانيات عربية لنصوص لسانية من الإنكليزية إلى العربية، مع التركيز على تحليل الأخطاء وفجوات الكفايات الأساسية التي تؤثر في أداء الطلاب بالاعتماد على المنهج الوصفي التحليلي في إطار دراسة حالة بجامعة الوادي. وكشفت نتائج تحليل الأخطاء عن ثلاثة تحديات مترابطة، تتمثل في الضعف المعرفي واللغوي الذي يؤهل الطلاب إلى فهم المفاهيم الأكاديمية باللغة الإنكليزية، وتعذر إيجاد المصطلح المكافئ بسبب عدم توافق المكافئات العربية، بالإضافة إلى عدم الإلمام بإستراتيجيات

الترجمة الذي يتجلى في الاعتماد المفرط على الترجمة الحرفية. وتؤكد الدراسة بأن التدريب على استراتيجيات الترجمة وإصلاح المناهج الدراسية شرطان ضروريان لتطوير الكفاءة الترجمية لدى الطلاب. الكلمات المفتاحية: أقسام اللغة العربية؛ المصطلحات اللسانية؛ الترجمة المتخصصة؛ الكفاءة الترجمية؛ تحليل الأخطاء.

1. Introduction: In the contemporary academic context, transferring English linguistic terminology into Arabic presents major obstacles, and this is not only because of interlingual differences but also due to differences in what Al-Messaddi (1984) refers to as "intractability and divergence" in the Arabic treatment of linguistic terms. This fragmentation is a result of diverse translation traditions, numerous source languages, and the absence of standardized Arabization processes.

The Master's students within Arabic language departments in Algerian universities represent a clear manifestation of this challenge. These students are educated in Arabic-medium academic culture, but they have to assimilate the primary ideas, methods, and terminology of their discipline, which exist almost entirely in English. Their prior language training, centered on French, has not equipped them for this vital role. As a result, they encounter a two-fold difficulty: learning the English term in its theoretical context and subsequently selecting among various possible alternatives.

General translation errors of Arab students have been studied previously (e.g., Abuelgasim, 2018; Qassem, 2014); however, less attention has been paid to the specific topic of language trainees translating linguistic terminology into their first language (L1). This gap is particularly critical: for these students, translation is not a transferable skill but a core research tool that is indispensable. The present study aims to answer the following questions:

- What are the reasons for the challenges that graduate students experience when translating linguistic texts from English into their first language (Arabic)?
- Which unsuccessful strategies do graduate students employ, and what do these shortcomings reveal about their translational competence?

- What innovative pedagogical strategies can be implemented to shift the current approach from simply acculturating terminology and memorization to fostering competence in translation instruction?

2. Literature Review:

2.1. The Arabic Terminological Landscape: A State of Anisomorphism : Arabic scientific terminology is known to be a problem that has been well-studied. This fragmented state has been argued by scholars on historical factors, such as the number of translation sources and the rapid uncoordinated development of modern linguistics. The result of this variation is what the terminology theory calls "terminological anisomorphism"—a mismatch at a conceptual level in the source and target languages, in which one source term maps to two or more (often contradictory) equivalents in the target language (Rogers, 2004). For the student-translator, this anisomorphism results in paralysis and confusion, shifting the difficulty from the lexical to the conceptual level.

2.2. Translation Competence and Pedagogy for Specialized Texts : Effective specialized translation goes beyond being bilingual, it requires translation competence. This is defined in the PACTE Group's (2003) model as a compound of sub-competences.

The PACTE model identifies five sub-competences: (1) bilingual sub-competence, (2) extra-linguistic sub-competence, (3) knowledge about translation sub-competence, (4) instrumental sub-competence, and (5) strategic sub-competence.

Research comparing non-professional and professional translation points out the importance of encouraging non-professional translators, particularly students translating in their fields, to develop both instrumental and strategic competences to resolve inevitable problems (Göpferich, 2009). Process-oriented research has shown that skilled translators differ from beginners mainly in metacognitive awareness and problem-solving methods rather than in language expertise (Jääskeläinen, 2010; Englund Dimitrova, 2005). Therefore, pedagogy must shift from a product-oriented focus on correct equivalents to a process-oriented focus on strategy and the use of related resources (Prieto-Velasco & Fuertes-Olivera, 2016), which will better equip students to handle the specific challenges they face in translation, such as cultural nuances and contextual understanding.

2.3. Previous Studies on Translation Challenges for Arab Students: Prior studies analyzing the translation difficulties of Arab students have leaned more toward general linguistic or cultural errors. So far, this particular issue has been reviewed from two perspectives: one that is more theoretical, focusing on the the widespread problems in Arabic terminology and issues of "intractability and divergence" (Al-Messaddi, 2001), and another that is more practical, studying how students actually apply these concepts (Abdulhady & Al-Darraj, 2019).

Recent studies have commenced addressing these deficiencies. Al-Jarf (2022) investigated translation approaches utilized by Saudi translation students, revealing that literal translation predominated, with students infrequently referencing specialized dictionaries. Al-Rushaidi and Ali (2022) examined the translation of linguistic words by Omani students and reported a significant gap, attributing it to terminological variation and insufficient training in documentation skills. Alsalem (2019) argues that heavy reliance on Google Translate may weaken students' translation strategies and critical decision-making.

Nonetheless, these investigations possess specific limitations. Many depend on content analysis without examining the cognitive mechanisms underlying errors, which limits the understanding of how students process translation tasks and make decisions. Most people do not directly correlate errors with theoretical frameworks of translation competence. Moreover, research particularly targeting students in Arabic departments is limited even though these students face unique challenges, including language transfer challenges and cultural differences that affect their translation skills.

While these studies effectively identify and document the problem, they stop short of developing targeted pedagogical frameworks to build student competence, which is essential for addressing the unique challenges faced by students in the departments of Arabic language and literature. Accordingly, the present study views translating linguistic terminology not merely as a routine skill but as an advanced challenge that requires a coordinated teaching strategy.

3. Theoretical Framework: This study adopts Translation Error Analysis (TEA) as its primary framework, informed by the distinction between linguistic and translation errors (Koby & Champe,

2013). Errors are viewed not merely as mistakes but as evidence of gaps in the translator's competence (PACTE Group, 2003).

The paradigm is implemented via a hybrid taxonomy that integrates ATA categories (American Translators Association, 2010) with semantic and syntactic classifications.

4. Methodology: The study employed a qualitative case study design (Yin, 2018). This design is especially suitable for analyzing the intricate, contextualized aspects of student translation processes and the interaction among individual, textual, and institutional elements.

4.1. Participants and Context: The sample included first-year Master's students in linguistics who were enrolled in the Department of Arabic Language and Literature, University of El Oued, for the academic year 2023-2024. The group consisted of 25 students, constituting the entire cohort for this specialization. Arabic was the first language of instruction for all students, who had minimal and superficial knowledge of English and had studied only French as a foreign language during their undergraduate level (BA). All participants had completed one semester of English language training as part of their undergraduate program, focusing on both general English and translating linguistic terms.

4.2. Translation Task: Students were asked to translate three English texts: (1) a passage from a foundational book on linguistics and its subfields; (2) a text related to the field of pragmatics; and (3) an extract concerning applied linguistics.

The texts were selected according to the following criteria:

- Representativeness: They cover fundamental terms and concepts that Master's students are expected to understand.
- Gradual difficulty: From basic level to more specialized disciplines.
- Duration feasibility: Translation can be done within a 90-minute session.
- Authenticity: Derived from standard sources without any simplification.

Students completed the translations individually during a regular class session without internet access; although, they were allowed to utilize any print dictionaries they had brought with them.

4.3. Error Analysis Framework:

A hybrid error taxonomy was adopted by combining categories from the American Translators Association Framework for Standard Error Marking (ATA, 2010) with semantic and syntactic classifications drawn from the literature of translation studies.

Two researchers independently coded a segment of the translation corpus to determine inter-rater reliability, attaining significant concordance.

4.4. Analytical Procedure : The translated texts were analyzed in four distinct phases:

- Phase 1: Error Detection. Each student translation was compared against a model translation approved by the teacher of translation and terminology. Differences influencing either meaning or the selection of terms were classified as potential errors.
- Phase 2: Error Categorization. Errors identified were categorized according to the established taxonomy.
- Phase 3: Pattern Analysis. Error patterns were studied qualitatively to identify recurring themes, typical manifestations, and connections between different error types.
- Phase 4: Identification of Competence Discrepancies:

Error patterns were correlated with deficiencies in translation competency through the PACTE model, indicating that specific types of errors can reveal underlying issues in translators' skills and knowledge areas.

5. Analysis and Results:

5.1. Overview of Error Patterns: The analysis of the 25 student translations identified persistent challenges across three interrelated dimensions: cognitive-linguistic, terminological, and strategic.

5.2. The Cognitive-Linguistic Deficit: Impaired Comprehension of the Source: The initial challenge observed in student translations was the difficulty in comprehending the English original text. This was evident in multiple forms:

- **Conceptual Understanding:** Core dichotomies, such as descriptive versus prescriptive, presented significant challenges. Numerous students translated them as "علم تقييمي" (evaluative science) for "prescriptive science," indicating a deficiency in extra-linguistic ability (disciplinary knowledge) prior to any translation taking place.

- **Complex Syntax:** Complex academic sentence structures, particularly dense noun phrases, frequently led to parsing failures evident in the translations. Students often produced Arabic constructions that mirrored English word order, resulting in structures that violated Arabic syntactic norms.

This violation is evident in the translation of the phrase "the scientific investigation of language." It is a noun phrase in English where the head noun (the investigation) has an adjective and prepositional complement. Standard Arabic academic prose usually prefers an idafa construction or adjectival phrases that focus on the core concept. Nonetheless, student translations showed rigid adherence to the linear structure of English. Many students translated "scientific study of the language" word by word: "التحقيق العلمي للغة," instead of creating the natural Arabic equivalent: "الدراسة العلمية للغة" (lit. the scientific study of language). Although grammatically correct, this phrasing is awkward and unidiomatic; the term "التحقيق" carries connotations of a criminal investigation or journalistic inquiry. Other students produced even more literal calques, attempting to preserve the exact English word order, creating fragmented and non-idiomatic structures. Thus, this error pattern indicates that students were translating lexical units instead of perceiving the noun phrase syntactic structure as a unified meaning producer.

- **Idiomatic and Cultural Expressions:** Several phrases were omitted or translated literally with nonsensical outcomes. One example is the translation of "run-of-the-mill translator," which some students rendered literally as "مترجم جري الطاحونة". This indicates that learners were unable to access the cultural schemata needed to interpret the meaning of (an excellent and experienced translator) مترجم حاذق and instead attempted mechanical transfer.

5.3. Terminological Impasse: Anisomorphism and Poor Instrumental Competence: Beyond the fundamental comprehension issues, students faced a more widespread and significant challenge, which operated on two levels:

- **Conceptual Anisomorphism:** Students were challenged by the existence of multiple Arabic equivalents for single English terms. For example, the term "syntax," appeared as *تركيب*, *نحو*, and *بناء الجملة*, sometimes even within the same student's translation.
- **Evidence of Resource Use Patterns:** The traits of errors in the translation corpus give indirect insights into students' research methodologies. Numerous translations displayed characteristics typical of unrefined machine translation output—distinctive calques, non-idiomatic constructions, and inconsistent terminology. The lack of technical terminology, such as consistent standard equivalents for subfields like "cognitive linguistics," indicated a restricted awareness of or access to specialized language glossaries.
- **Terminological Inconsistency:** One notable trend was the variation in the way the same phrase was represented even within a single text. For example, several students used both "*علم اللغة*" and "*اللسانيات*" to mean the same concept, linguistics, within the same essay. This inconsistency reflects both the terminological ambiguity and the absence of strategic guidance during the translation process.

5.4. Strategic Failure: The Predominance of Literal Translation : Faced with comprehension challenges and terminological ambiguity, student translations predominantly employed literal translation as their primary technique. This was evident in:

- **Unidiomatic Arabic Output:** The entire corpus was characterized by calqued structures that contravened Arabic syntax. Students frequently adhered closely to the word order and structure of English, producing technically faithful translations on a word-for-word basis that did not conform to Arabic academic prose.
- **Distorted Meaning:** Frequently, when word-for-word substitution proved inadequate to encompass the concepts of a foreign text, such translations failed to convey meanings equivalent to those in the original. For example, the mechanistic rendering of "scientific investigation" as "*التحقيق*"

"العلمي" (which in Arabic connotes criminal or journalistic inquiry) instead of a more accurate translation such as "الدراسة العلمية" created misleading implications.

- **Absence of Recognized Translation Techniques:** The findings of the corpus revealed minimal evidence for students employing conventional translation tools, such as transposition, modulation, or adaptation. This lack indicates that students did not have sufficient explicit knowledge of translation strategies beyond the basic literal method.

5.5. Case Illustration: Deconstructing a Foundational Text Translation : The analysis of the translation task elucidates these interrelated issues. The subsequent examples from the corpus exemplify common error patterns (see Table 1 for a summary).

Source Text Excerpt: "Linguistics is the scientific investigation of language... a descriptive rather than a prescriptive science... psychology (psycholinguistics), biology (cognitive linguistics), informatics (computational linguistics)"

Common Student Errors Observed

- **Error 1 (Terminological/Conceptual):** Translating "linguistics" as علم اللغة instead of the disciplinary standard اللسانيات .
- **Error 2 (Conceptual/Semantic):** Rendering "prescriptive" as تقييمي (evaluative) or وصائي (invented), missing the precise antonym معياري .
- **Error 3 (Strategic/Syntactic):** Translating "scientific investigation" mechanistically as التحقيق العلمي rather than the more natural العلمية .
- **Error 4 (Terminological):** Inconsistent rendering of subfields, with non-standard equivalents such as "اللسانيات الإدراكية" for cognitive linguistics appearing alongside standard terms.

Table 1: Synthesis of Key Challenges, Manifestations, and Competence Gaps

Challenge Dimension	Primary Manifestation in Student Work	Underlying gaps in translation competence, as identified by the PACTE Model, are evident.
Cognitive-Linguistic	Misunderstanding of source text concepts and structures.	Extra-linguistic sub-competence (subject knowledge in L2); Bilingual Sub-competence (L2 reading proficiency).
Terminological	The inability to select the correct Arabic equivalent necessitates the use of generic resources, such as bilingual dictionaries or online translation tools, to ensure accurate communication and understanding.	Instrumental sub-competence (research skills); Extra-linguistic Sub-competence (knowledge of L1 terminological landscape).
Strategic	The process often defaults to literal translation, resulting in an unnatural target text.	Strategic Sub-competence (problem-solving); lack of procedural knowledge.

Table 1 displays a summary of the diagnostic map linking detected problems in the translation corpus. The presence of errors in students' work is systematic and indicative of superficial competence, revealing underlying gaps in translation competence. The cognitive-linguistic, terminological, and strategic problems are interrelated issues that form a vicious circle: insufficient understanding leading to an unsuccessful quest for equivalents, which triggers the use of literal translation.

6.Discussion: These results move the discussion beyond a simple enumeration of errors, pointing instead to a systemic crisis in translation pedagogy. The pronounced reliance on literal translation observed in the corpus reveals deficiencies in the strategic and instrumental sub-competences required for proficient specialized translation.

The finding that terminological inconsistency and incorrect equivalent selection represent significant patterns in the corpus firmly supports Al-Messaddi's (2001) depiction of Arabic terminology as marked by "intractability and divergence". The findings elaborate on this theoretical remark by illustrating specifically how this fragmentation occurs in student translation: not only as sporadic misunderstanding but as a systematic inconsistency that impairs students' capacity to generate coherent target texts. Furthermore, the prevalence of literal translation aligns with Al-Jarf's (2022) findings concerning Saudi students, suggesting that reliance on word-for-word transfer may characterize Arab students' approach to specialized translation in various contexts. Additionally, the recourse to code-switching and direct equivalence in this corpus is not as a device of conscious strategy but rather as an indicator of systemic anisomorphism coupled with limited procedural knowledge.

The examination of discrepancies in student translations provides further insights. Some exhibited higher consistency in terminology usage and occasional indications of strategic processing beyond mere literal transfer. This suggests that the difference between the more successful and less successful student translators does not lie primarily in their linguistic knowledge but rather in their metacognitive knowledge and their ability to manage their translation process—skills linked to strategic sub-competence (PACTE, 2003). This finding reinforces process-oriented studies (Jääskeläinen, 2010), demonstrating that the differences between experts and novices in translation are mainly strategic rather than linguistic.

Thus, one of the implications of this analysis is that translation for linguistics students at Arabic departments should not be limited to a traditional practical language training course but rather should be redefined as a central research method. Rote pedagogy, such as the memorization of vocabulary lists, addresses merely the symptom (absence of a term) while neglecting the fundamental issue (inability to traverse conceptual frameworks). Effective training should cultivate strategic and instrumental sub-competencies.

6.1. Limitations of the Study : We recognize that the specific institutional setting and student population limit the generalizability of our findings. The observed trends might not be fully representative of students from other Algerian universities or students from other Arab countries with different language backgrounds. The study exclusively examined translation outputs, rather than the procedures involved. In the absence of think-aloud protocols or retrospective interviews, assertions on students' cognitive processes and resource utilization patterns are merely inferential. The regulated translation settings may not accurately represent students' genuine behaviors during autonomous work, as they may behave differently when not under observation or in a controlled environment. The error taxonomy embodies the researchers' assessments; many analysts may categorize specific faults differently. Notwithstanding these constraints, the study yields comprehensive, contextualized data on a poorly examined demographic and presents a diagnostic methodology relevant in analogous situations.

7. Conclusion : The findings of this study illuminate that communicating effectively in a foreign language extends beyond practical matters of language mastery for Arab students but represents a core issue confronting their disciplinary enculturation. Our results suggest that first-year Master's students studying in departments of Arabic face three distinct types of challenges: cognitive-linguistic challenges in comprehending English academic text, a terminological barrier stemming from Arabic terminological anisomorphism and inadequate research skills, and finally strategic deficiencies manifested as an over-reliance on literal translation. Therefore, to address this barrier, we must change the way translation is taught. The solution requires a shift from the traditional paradigm of knowledge transfer to a holistic paradigm directed at competence in research and critical instrumentality.

The way forward requires a broad reform agenda starting with a reconceptualization of curricular design. In this context, teaching strategic problem-solving has to be at the core of the pedagogy. Systematic terminological bridge-building is necessary, and the orderly use of standard glossaries and specialized corpora can empower students. Pedagogy needs to be critical of technology and teach students how to use machine translation ethically in order to use it as an editable draft rather than a final product. The successful implementation of this transformation hinges on faculty development: instructors must possess the dual expertise of linguistics and translation pedagogy.

For linguistics students studying in Arabic departments, their proficiency in translating terminology appears to be closely linked to their ability to assert their agency within their discipline, which is essential for fostering their confidence and effectiveness in participating in academic discussions and collaborations. Shifting the pedagogical focus toward competence development will allow these novice scholars to fully engage and contribute to an international linguistic discourse themselves.

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