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**Specialised lexicography
in LSP teaching and learning:
from printed dictionaries to the digital era**

Guest editors

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CALL FOR PAPERS

Dictionaries, be they monolingual, bilingual, multilingual, general or specialized, are texts with a specific structure that serve a practical purpose: they support communication by covering the user's language needs. Their aim is mainly pedagogical and address persons of all ages. Dictionaries are written and published in printed or digital form and depending on their type, they are supposed to bridge the gaps between the reader's knowledge and the knowledge of a linguistic community (speaking the same or a different language) either in the field of the general language or in scientific and technical fields.

Each dictionary is a tool with specific features: it reflects a perception of both a language and the world according to the lexicographer's choices, who in turn attempts to communicate with the users and informs them, it undoubtedly has a cultural background as it registers the ideology and knowledge of its time while at the same time it is an author's work and a product for sale. It is therefore a reference work for the language and the field of knowledge in the case of a specialized dictionary.

As regards language teaching, vocabulary has an important part to play and its learning is a process with three components: form, meaning and use. Different types of dictionaries support vocabulary learning by providing a variety of information and may accompany learning activities inside and outside the classroom. Only in the last few decades has research highlighted the usefulness of dictionaries, especially in reading comprehension, but only empirical research into user needs can determine the type of dictionary that meets the needs of each user (e.g.: Anastassiadi-Symeonidi & Mitsiaki 2009, Lew & de Schryver 2014, Alcaraz Mármol & Sánchez-Lafuente 2013, Bogaards 2010, Svensén 2009, Folse 2004, Kirkness 2004, Atkins & Varantola 1998, Piotrowski 1994, Nuccorini 1992).

As far as specialised lexicography is concerned, theorists have been particularly interested since the early 1990s, as the development of science and technology in recent decades has given a particular impetus to both the development of terminology and the systematic extraction of terms from corpora, as well as terminology recording, documentation, storage and dissemination -developments in line with the evolution of online dictionaries (e.g.: Zou 2016, Tarp 2015, du Plessis & Swart 2015, Prinsloo 2015, Gouws 2014, Køhler Simonsen 2014, Chiocchetti & Ralli 2014, Rasmussen 2014, Tarp 2014, Lefer 2010, Fuertes Olivera & Arribas-Baño 2008, Nielsen 1994). Thus, specialized dictionaries, either printed or digital, constitute undoubted attempts to standardize the corresponding scientific or technical field by providing information on the form, meaning and use of terms, and research has shown that such kind of standardization is required in Language for Specific Purposes (LSP) teaching.

Specialised vocabulary is a basic feature of every field, as this is both conceptually organised and in constant osmosis with other relevant fields. On the other hand, teaching/learning of specialised vocabulary, often through translation, is based on some principles, such as organised vocabulary presentation, selection criteria, emphasis on multi-word units, adequate definitions, use of examples without focusing restrictively on the specific vocabulary or blocking the vocabulary of related fields. In this, the contribution of printed or digital specialised dictionaries –the latter even providing possibilities unknown until a few decades ago– is particularly important for the study of the field, but their creation must be based on selection and presentation criteria according to users' needs, be they trainers and learners, for either teaching or self-learning.

Finally, the evaluation of specialised dictionaries, both printed and digital, is imposed. This could be achieved by means of a framework of targeted evaluation criteria established by

experts so that the organisation and presentation of the material as well as front and back matter can be revised and upgraded before any new publication. This way, these works will worthily deserve to be considered as reference works on the one hand and as language and translation tools on the other (e.g.: Caruso et al. 2016, Swanepoel 2008, Galopin & Katsoyannou 2004).

On the basis of the above, the purpose of this volume is to contribute to the study of the meeting of specialised lexicography, whether printed or digital, monolingual, bilingual or multilingual, with (self-)learning, as well as with LSP teaching at a time when language teaching and communication, as well as translation and interpreting, become increasingly specialised and demanding fields.

Hence, the thematic axes include but are not limited to the following:

- Typology of specialised dictionaries and their utilisation in LSP teaching
- Specialised lexicography and LSP teaching tertiary education curricula
- The role of the lexicographer in conjunction with the user's (teacher's or student's) profile
- Collection and processing of data for specialised dictionaries as a means of teaching languages for specific purposes
- The use of specialised dictionaries in self-learning LSP
- Management of cultural differences in bilingual and multilingual specialised dictionaries and its use in LSP teaching/learning
- Assessment criteria for specialised dictionaries in combination with their use in LSP teaching/learning
- Specialised lexicography and didactics of specialised translation
- LSP in teaching specialised interpreting

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