

COMPUTER-MEDIATED LEXICOGRAPHY – A SEMINAR

Universitat Jaume I, Castellon, Spain

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A seminar entitled "Computer-Mediated Lexicography" was organized by Mari Carmen Campoy from Universitat Jaume I, Castello, Spain and was made possible due to the support of the Fundació Caixa-Castelló Bancaixa. The purpose of the seminar, attended by teachers of the faculty of the Department of English and Romanic Languages as well as the students of the department, was to disseminate ideas on different aspects of computer-mediated lexicography, with the ultimate prospect of preparing a publication on the topic. For that, scholars from Poland, Israel and Japan, as well as from different universities from Spain were invited. The seminar enabled participants to exchange ideas on various aspects of computer-mediated lexicography, with valuable and constructive feedback from other participants. Quite a unique aspect of the seminar was that it joined people representing different viewpoints: academic researchers, practical language teachers, lexicographers, university lecturers. Thanks to that, each of the presentations could get a wider perspective to be included in the monograph on computer-mediated lexicography.

The seminar took place in very well-equipped computer laboratories and auditorium of the Centre for New Technologies and the Faculty of Social Sciences and Humanities of Universitat Jaume I of Castellon. The presenters could benefit from state-of-the-art technology, facilitating the delivery of ideas and the comprehension among the audience. The seminar started with the presentation by the organizer, Maria Carmen Campoy, representing Universitat Jaume I, Castello, Spain, who gave a lecture entitled "Computer-Mediated dictionaries: An insight into online dictionary features". She started with a comparison of electronic dictionaries and paper dictionaries, bringing to light some of the most crucial differences. She outlined the process of pedagogical improvements: from glossaries and dictionaries with a few links to sound files for pronunciation and enhanced hypertextuality; from dictionaries providing only a definition of words to dictionaries with links to social and cultural aspects of languages. The presenter addressed also the issue of dictionary skills instruction and dealt with innovative aspects and design features, focusing especially on how to use them in the teaching context.

The next presentation was given by Maria Jose Luzon from Universidad de Zaragoza, Zaragoza, Spain. "Digital genres: transforming and adding value to the dictionary genre" showed how online dictionaries have incorporated features of other types of tools or

documents on the Web, such as links, informational interactivity, search facilities, so that they are not only reference tools, but also learning tools. After providing a brief introduction to the concept of genre in the analysis of digital documents, the author focused on the genre of dictionary websites and its relation with other digital genres.

Ilan Kernerman, from K Dictionaries, Israel, tried to bring together some aspects of the seminar topics concerning the growing cross-connection in language, learning, information, communication and technology. The author touched upon the dictionary's role in coordination among people and with computers, the computer's role in the creation of dictionaries and in their use, the dictionary-making process of deconstructing and reconstructing language(s). One of the solutions suggested by the presenter was to use bilingual dictionaries in foreign language learning. The presenter illustrated the speech with examples from the English learners Passport and multilingual GlobalDix dictionaries.

On the second day of the seminar, Yukio Tono, from Meikai University, Japan, discussed some major methodological issues involved in the use of electronic dictionaries for language learning. One of many problems considered was the one of interface and the influence it has on the language learner's attitude towards the dictionary. The presentation was illustrated with a variety of examples of programs and electronic devices, which was very informative for the audience.

Santiago Posteguillo, from Universitat Jaume I, Castello, Spain, gave a detailed account of an impressive project of creating an English-Spanish and Spanish-English computer terms dictionary. Posteguillo outlined the steps of the project, showed the development of it and envisaged its future. The audience was able to get first-hand experience of dictionary making. The humble undersigned, Jarek Krajka, representing Maria Curie-Skłodowska University, Lublin, Poland, in his presentation "Computer-Mediated Dictionaries as Teaching and Learning Tools", demonstrated the possibilities of using dictionaries for decoding, encoding and language development. Also, he provided a teacher's perspective of what electronic dictionaries should be like, trying to propose some solutions to the problems noticed.

"ADELEX: Using Computer-Mediated Dictionaries Online to Enhance Vocabulary Acquisition" was the presentation by Carmen Perez Basanta and María del Mar Sanchez Ramos from Universidad de Granada, Granada, Spain. The presentation reported on the use of online dictionaries within a wider project on vocabulary development, ADELEX. ADELEX, Assessing and Developing Lexical Competence through the Internet, is a study aiming to develop a web-based course that would improve the learners' lexical competence, taught via an online teaching package WebCT (Web Course Tools).

Włodzimierz Sobkowiak, from Adam Mickiewicz University, Poznan, Poland, dealt with the issue of phonetic keywords in EFL dictionaries, showing how pronunciation can be enhanced with the use of technology. Also, Sobkowiak provided some insights into the use of speech synthesis technology in teaching pronunciation to foreign language learners.

The final presentation was delivered by Pilar Safont from Universitat Jaume I, Castello, Spain. She dealt with the acquisition of English in a multilingual and multicultural world, with a special emphasis on the use of multi- and bilingual dictionaries by bilingual learners of English. Illustrated with examples from English, Spanish and Catalan, the presentation provided valuable ideas on second and third language dictionary use.

At the moment, it should be stressed that all the participants of the seminar were able to get to know each other better not only during the presentations, coffee breaks, but also during more informal evening outings, meals and different forms of entertainment. The organisers of the conference, and especially its mastermind, Maria Carmen Campoy, made sure that the participants felt at Castellon like at home, encompassed them with hospitality, let them experience the typically Spanish culture and take part in local fiestas. Thanks to that, the atmosphere of the seminar was truly cordial and fully conducive to the successful dissemination of ideas.

All in all, it must be said that the seminar was a great success due to the devotion and skill of Maria Carmen Campoy, as well as the facilities and funding provided by Universitat Jaume I and the Fundació Caixa-Castelló Bancaixa. It is beyond doubt that the monograph on computer-mediated lexicography that will result from the seminar should pave the way for future research in dictionary making and effective dictionary use in foreign language learning and teaching.