



SEMINAR

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13:00 - 14:00

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Why should curricula incorporate lexicography?

In lexicography, an interactive relation prevails between theory and practice. Theory is not there for the mere sake of theory, but rather to enhance the lexicographic practice. Practice does not function in isolation but displays a sound theoretical basis. The ideal situation is to have a practice-based lexicographic theory that results in theory-based lexicographic products.

Lexicographic products include dictionaries – both printed and online, but also other reference products functioning in the online environment. These products are directed at the specific needs of specific user groups and should be presented in a way that enables the envisaged target users to optimally retrieve information from the data on offer when consulting these products.

Dictionaries are the display windows of language. This places the responsibility on the lexicographer to select the required data and use appropriate structures so that the specific functions of a given dictionary can be negotiated.

Students in languages and linguistics need to become familiar with dictionaries and other lexicographic products as containers of (linguistic) knowledge. This demands good knowledge of the linguistic data to be included in dictionaries, of dictionary typology, a user-centred approach to dictionary compilation, and familiarity with the challenges and opportunities offered by the online environment and the world of Artificial Intelligence.

In this seminar, the relevance of modules and programmes in lexicography is discussed, and suggestions are made for various ways to make students aware of the possibilities offered by dictionaries and the study of metalexicography.



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